



**BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE  
AGENDA**

**Friday, April 4<sup>th</sup>, 2025 @ 9:30 a.m.**

**Conducted via Remote Participation**

**Meeting will live stream at: <https://youtube.com/live/BBeuz5qFKAQ>**

1. Call to Order: Declare Quorum
2. Approval of Minutes
  - a. March 7<sup>th</sup>, 2025 – Regular Meeting of the ASA Committee – *Page 1*
3. Central Connecticut State University – Dr. Kim Kostelis, Provost
  - a. Academic Updates
  - b. Modification
    - i. Biological Sciences – Master of Science/Arts – *Page 7*
  - c. Below Thresholds
    - i. Computer Engineering Technology (BS) to Computer Information Technology (MS) – New Accelerated Track – *Page 33*
    - ii. Electronics Technology (BS) to Computer Information Technology (MS) – New Accelerated Track – *Page 40*
    - iii. Network Information Technology (BS) to Computer Information Technology (MS) – New Accelerated Track – *Page 48*
4. Western Connecticut State University – Dr. Stephen Hegedus, Interim Provost
  - a. Academic Updates
  - b. Modification
    - i. Bachelor of Music in Performance - Instrumental Emphasis, Bachelor of Music in Performance - Vocal Emphasis, and Bachelor of Music in Jazz Studies – [Name Change to Music in Performance] – *Page 55*
  - c. Below Thresholds
    - i. Music, Option in Audio and Music Production – Bachelor of Music – Modification – *Page 70*
    - ii. Entrepreneurship for Non-Business Majors – New Minor – *Page 79*
5. Charter Oak State College – Dr. David Ferreira, Provost
  - a. Academic Updates
  - b. Below Threshold
    - i. Cancer Registry Management – Certificate – Modification – *Page 83*
6. Southern Connecticut State University – Dr. Julia Irwin, Interim Provost
  - a. Academic Updates
  - b. Discontinuation
    - i. Anthropology – Bachelor of Arts – *Page 88*
  - c. Modifications
    - i. Bilingual Extension Program – Graduate Certificate – [Name Change to Communication Disorders in Multilingual Children] – *Page 92*

ii. MAT Teaching – 8 Programs – Master of Teaching – [Name Change to 8 Programs]

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d. Below Threshold

i. Adapted Physical Health Education – New Graduate Certificate – *Page 113*

7. Eastern Connecticut State University – Dr. Ben Pauley, Interim Provost

a. Academic Updates

b. No Items for April 2025

8. CT State Community College – Dr. Karen Hynick, Interim Provost

a. Academic Updates

b. No Items for April 2025

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



## BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE

### AGENDA

**Friday, March 7<sup>th</sup>, 2025 @ 9:30 a.m.**

**Conducted via Remote Participation**

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

Members: Colena Sesanker

Staff Present: Aynsley Diamond, Pam Heleen, Kaylah Davis, Lesley Mara, Tam O'Day-Stevens, Lloyd Blanchard

Other Attendees: BL Baker (CT State), William Farley (SCSU), Dave Ferriera (COSC), Alex Girard (SCSU), Stephen Hegedus (WCSU), Maureen Hogan (COSC), Julia Irwin (SCSU), Bruce Kalk (SCSU), Kim Kostelis (CCSU), Catherine Labadia (Guest), Ben Pauley (ECSU), Michael Rogers (SCSU), Kathleen Skoczen (SCSU), Melanie Uribe (SCSU)

1. Call to Order: Declare Quorum

2. Approval of Minutes

a. February 14<sup>th</sup>, 2025 – Regular Meeting of the ASA Committee

**Committee Chair Ira Bloom asked for a motion to approve the February 14<sup>th</sup>, 2025 minutes. On a motion by Regent Juanita James, seconded by Committee Chair Ira Bloom, a vote was taken, and the minutes were approved unanimously.**

3. Enrollment Report

Dr. Lloyd Blanchard, CSCU Interim Vice President for Administration and CFO presented the report on pages 7 through 9 of the agenda packet. The presentation took place from minute [1:30-14:50](#), followed by a discussion.

Regent Richard Porth inquired how the growing number of certificates and credentials relates to the discussion of graduation rates, and if we measure successful outcomes regarding growing efforts on credentials. Dr. Blanchard advised that he will confirm, however, he does not believe that certificates are included in graduation rates that are reported to IPEDS. Regent Richard Porth followed up to inquire how outcomes related to certificates and credentials are reported at other institutions nationally, and asked about adding the outcomes of certificates and credentials into the existing report. Dr. Blanchard confirmed that it is standard practice nationally, and that he would work with institutional research to add this to the report. Regent Richard Porth inquired about the impact of part time status on graduation rates and how this compares to other institutions, specifically, how long it takes students to earn their degree and how it compares nationally. Dr. Diamond added that there are national reports that can be shared; Dr. O'Day-Stevens also added that time to completion tends to depend on the program track, and that this information can be shared with the committee. Dr. Blanchard added that as this report goes through multiple iterations, they will continue to amend to incorporate areas of interest.

4. Food Insecurity Report

Lesley Mara, Associate Vice President of Systemwide Initiatives, and Dr. Tamara O'Day Stevens, Interim Associate Vice President for Enrollment and Student Success, discussed efforts to address student needs, particularly food insecurity. The presentation covered past initiatives, current resources, and future plans. This discussion takes place from minute [20:30-34:50](#). They highlighted past grants that facilitated a systemwide approach to addressing food insecurity, current resources such as 211 and on-campus food pantries, and future efforts to develop a communication plan to better share resources and support services across campuses.

Regent Richard Porth thanked the team for the report, emphasizing that retention is a key priority and crucial for student success. He expressed his appreciation for the use of 211, noting that it also provides important crisis intervention and mental health and wellness resources.

Regent Juanita James praised the progress made and stressed the importance of wrap-around services. She highlighted that this model offers an opportunity to partner with philanthropic organizations, which can help mitigate costs for student services. Dr. O'Day-Stevens added that retention goes beyond surface-level issues and that providing students with the right resources and services is vital to their success.

Committee Chair Ira Bloom remarked on the importance of stop-out students, emphasizing that retaining students and helping them reach successful outcomes is critical. He asked who is represented at the Student Success Council. Dr. O'Day-Stevens explained that the council includes a diverse group from across the system, specifically in student affairs. When asked if anyone from SAC is on the council, it was confirmed that they are not, but the goal is to have students participate and ensure intersectionality among groups. In response to the stop-out discussion, Regent Juanita James emphasized the need to build on past lessons and successful tools used to support those students.

5. CSCU – Honorary Degrees

- a. CT State – Asnuntuck
- b. CT State – Middlesex
- c. CT State – Northwestern
- d. Charter Oak State College
- e. Eastern Connecticut State University

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

6. Southern Connecticut State University – Dr. Julia Irwin, Interim Provost

- a. Academic Updates

Committee Chair Ira Bloom expressed that SCSU has much to be proud of, including being named a leading Fulbright producer and achieving the R2 Carnegie classification, making it the only institution in Connecticut with this distinction. He extended his congratulations to the staff and faculty at Southern for these accomplishments.

Interim Provost Dr. Julia Irwin provided an academic update, announcing that Dr. Cross from Southern's coastal resilience program has received an official offer from National Geographic to serve as a visiting scientist in Iceland. Dr. Cross will also be bringing two students for a research exhibition. Additionally, applications for the Honors College have risen significantly, prompting an increase in the cohort size from 40 to 60-75 students. The team is exploring new recruitment opportunities and coordinating with CT State to establish an honors college articulation.

- b. New Programs

- i. User Research and User Interface – Master of Science

Dean Bruce Kalk introduced the new Master of Science in User Research and User Interface program, presented by Melanie Uribe and Alex Girard. The program is designed to equip students with the necessary skills for careers in user research and

interface design, particularly in Connecticut. It prepares students for roles as analysts and designers, with a human-centered approach emphasizing practical applications, real-world projects, and portfolio development. The program has established partnerships with various state agencies and plans to offer pathways through a 4+1 degree in collaboration with computer science and media studies. Additionally, they've mapped out a 4+1 articulation with sister institutions. This is the first program of its kind in the state and complements existing programs at SCSU and sister institutions in graphic design, marketing, and computer science. It's an interdisciplinary degree that can enhance other career paths and is unique in New England, as no other public institution offers this graduate degree. The program will also leverage AI to analyze data sets while emphasizing ethical considerations in AI.

Alex Girard expressed his support for the program, noting it has the right leadership. Dr. Kalk added that the program will incur minimal additional costs, will not require full-time staffing, and can be supported by existing infrastructure.

Committee Chair Ira Bloom asked Melanie Uribe about her position as director of the Latin and Caribbean Studies program. She confirmed she would continue in that role for one more year before dedicating her full attention to the new program.

Regent Juanita James expressed enthusiasm for the program and suggested that, in general, a reporting process for new programs would be beneficial.

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

ii. Archeology and Cultural Resource Management – Master of Science

Dean Kalk introduced the item; Dr. Skoczen, Dr. Farley, and Dr. Rogers presented. The discussion of this item occurred from minute [1:02:00 to 1:14:10](#).

The MS in Archaeology and Cultural Resource Management will provide opportunities for in-state individuals to enter the field of CRM, an area where many jobs are currently filled by out-of-state workers. CRM is a large industry with 10,000 professionals in the U.S., offering sustainable, well-paying careers. The program can also serve as a steppingstone for students interested in pursuing Ph.D. studies. So far, 25 students have expressed interest in joining, reflecting increased demand from industry partners. With growing infrastructure planning, more workers in this field, particularly those with a master's degree, are needed. Additionally, CRM is facing an "aging out" issue. The program offers a flexible, accelerated pathway, collaborating with other campuses statewide. An industry internship is embedded in the curriculum. No additional funding or full-time faculty lines are required, as most courses are designed to align with undergraduate programs. A rep from the State Historic Preservation Office explained that most archaeologists work in the compliance sector, conducting surveys required by state and federal laws. She noted that archaeology is labor-intensive, especially due to the extensive survey work involved. There is a strong need for a master's degree in this field, as 3,000 supervisory-level vacancies are available for those with an MS. Dr. Rogers added that William and Catherine did a great job at summarizing everything and that it was very comprehensive. Dr. Rogers stated that years ago he gave a week day night talk to Norwalk Community College's Archaeology Club. He stated that the room was packed. He shared that the level of interest just generally is there to fill this program.

Regent Juanita James inquired about how this program will establish funding and resources, considering that the federal government is going in the opposite direction for these types of programs. Dr. Skoczen shared that no additional funding is needed for the program, as faculty are already in place, and it can operate with existing resources. Any additional grant funds would be beneficial but are not required. The program is closely

aligned with STEM sciences, and SCSU is the flagship archaeology program within the CSU system. There are support letters from various institutions highlighting strong partnerships, and this program will be one of the few terminal programs in New England. There is already student interest, and local CRM firms are seeking employees at this level, often recruiting out of state. This program will provide Connecticut residents with opportunities to fill those roles. It was explained that the industry is large, and there is redundancy in federal, state, and local laws. However, there is no interest in dismantling these laws, as they are supported through historic preservation funding with bipartisan backing.

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

7. Central Connecticut State University – Dr. Kim Kostelis, Provost

a. Academic Updates

Provost Kimberly Kostelis provided an academic update, highlighting the Junior Achievement Challenge event at CCSU today, where high school students and CCSU students are exploring the theme of artificial intelligence. She also announced the launch of the Banking Excellence certificate, following recent approvals, and shared that a banking event will take place in April. Lastly, she shared that work on the five-year sustainability plan is underway, with realistic goals set.

b. New Program

i. Cybersecurity – Master of Science

Provost Kimberly Kostelis presented the MS in Cybersecurity program, which is part of a broader, long-term plan to offer a master's degree in cybersecurity. The program leverages many existing courses and is designed to accommodate both undergraduate students with and without a technical background, allowing them to transition into the master's program. It is aligned with the institution's national recognition from the National Security Agency for cybersecurity operations and defense, making it the only school in New England with this distinction. This alignment benefits students with a technical background and those transitioning into the field. The program will create additional pathways, including the 4+1 option, and is already integrated with several accelerated programs. The program has anticipated internal and external feeders, such as the undergraduate Computer Science program, which has around 400 students. Regent Juanita James inquired if there is the capacity to support this growth and interest. Dr. Kostelis confirmed that there is, and faculty lines have been reallocated accordingly.

Committee Chair Ira Bloom added that this field is a high demand area where qualified faculty are needed; he inquired if they have been able to recruit. Dr. Kostelis confirmed that they are working to recruit in this area and to be competitive.

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

c. Tenure Recommendation

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

d. Below Threshold

i. Biology: Wildlife Conservation – Bachelor of Science – New Option

Regent Bloom inquired about how many students are in the program; Provost Kostelis confirmed she will report back on this.

8. Charter Oak State College – Dr. David Ferreira, Provost

a. Academic Updates

Provost David Ferreira provided an academic update, noting that COSC operates on a two-term system, so the official census will be available after March. Preliminary data shows a 16.6% increase in the number of enrolled students, a 17.1% rise in credits, and an 83% registration rate for the year. Both new certificate and bachelor's degree enrollments have increased. Regarding retention and graduation rates, Ferreira emphasized that each CSU institution is unique. From COSC's perspective, they compare themselves to other online public institutions and, when compared with two nearby colleges, their graduation rate is higher. COSC is also a founding member of the Connecticut AI Alliance, a coalition of 16 academic institutions working together to establish Connecticut as a premier hub for AI. Additionally, COSC's Master's in Curriculum and Instruction has been approved by NECHE.

b. School of Education

Dr. David Ferreira and Dr. Maureen Hogan, Director of Early Childhood Education and Child Studies, presented on the new School of Education. As part of COSC's growth strategy, education has been identified as a key area for expansion. The establishment of the School of Education aims to address the critical teacher shortages in Connecticut, particularly in non-certification areas of early childhood education. The program focuses on developing educators in high-demand sectors within the state. Currently, there are 550 enrolled students, with a goal of reaching 700 students by next year. Both the State Department of Education (SDE) and the Office of Early Childhood have highlighted the need for more early childhood educators. Regent Juanita James praised this item for focusing on the niche area. Ira Bloom asked how the creation of the School of Education would support their objectives. Dr. Hogan explained that the new school will position COSC as a leader in addressing educational shortages in specific fields. It will provide marketing opportunities and involve close collaboration with admissions. A dedicated staff member will engage with the community to recruit prospective students. The school's focus on early childhood education will also allow COSC to refine its organizational structure, including appointing a dean for the School of Education. A specialized admissions counselor will help drive growth in this area. With such a large department, focusing specifically on education will be the most effective strategy for success.

Regent Porth expressed his support, noting that the initiative addresses high-need and emerging areas. The enrollment numbers clearly highlight the strong demand for the program.

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

c. No Items for March 2025

9. Eastern Connecticut State University – Dr. Ben Pauley, Interim Provost

a. Academic Updates

Dr. Tamara O'Day-Stevens provided the academic update on behalf of Provost Ben Pauley. Eastern is expecting several academic items to be presented to the committee soon, including one program modification that has already been approved by the university senate, with two more set to be voted on in the coming weeks. Additionally, external reviewers for the academic program review process will be visiting campus in the next few weeks.

b. No Items for March 2025

10. Western Connecticut State University – Dr. Stephen Hegedus, Interim Provost

a. Academic Updates

Dr. Stephen Hegedus, Interim Provost, shared recent updates, including last week's celebration of the School of Graduate and International Career Studies, which was attended by the Chancellor and the Mayor of Danbury. The school plans to introduce additional 4+1 accelerated programs, taking advantage of its new structure. Fall undergraduate admissions have increased, and there is a renewed focus on dual and concurrent enrollment, with several MOUs reestablished in the Danbury region. A faculty liaison has been appointed to support these efforts. Additionally, to enhance retention, there are efforts to focus on academic programming, student support services, and financial aid, with targeted goals to improve retention. NECHE President Burke is scheduled to visit on Monday in preparation for a fall site visit.

- b. No Items for March 2025

11. CT State Community College – Dr. B.L. Baker, Dean, School of Arts and Humanities

- a. Academic Updates

Dr. B.L. Baker, Dean of the School of Arts and Humanities, announced that the summer enrollment cycle is now open, and students are completing letters of intent to graduate. Plans are also underway for CT State's second commencement, which will feature 12 ceremonies at the end of May. CT State is partnering with CT Technical Education to expand dual enrollment pathways, set to launch in the fall. This spring, Deans are collaborating with the marketing team to update program pages to increase enrollment and improve transparency. ACME updates will be presented at the May meeting. Additionally, the Tunxis dental hygiene program has been recognized as one of the 2025 Oral Health Heroes.

Regent Richard Porth expressed appreciation for CT State's efforts to enhance its online presence. Regent Juanita James also voiced her appreciation and suggested the idea of creating a library of alumni testimonials on the website.

- b. No Items for March 2025

**Committee Chair Ira Bloom asked for a motion to adjourn. On a motion by Regent Juanita James, seconded by Regent Richard Porth, a vote was taken, and the meeting adjourned at 11:44 a.m.**



# **CSCU** Board of Regents

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

### **RESOLUTION**

Concerning

Modification of a Program

Master of Science/Arts in Biological Sciences  
Central Connecticut State University

May 22, 2025

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Master of Science/Arts in Biological Sciences, specifically removal of the MA option, and a significant number of changes to courses at Central Connecticut State University.

A True Copy:

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

**ITEM**

Modification of a Master of Science/Arts in Biological Sciences at Central Connecticut State University.

**RATIONALE AND SUMMARY OF MODIFICATIONS**

The Biological Sciences MA/MS program was created in 1976, and both the MA and MS were assigned the same OHE number. At that time, the MS was designed for those planning to pursue teaching, and the MA was designed for those planning to pursue a PhD. As the field and academic landscape have evolved, this proposed modification aims to streamline the program and better align it with current industry and academic standards.

The specific changes regarding removal and alignment include:

- Biological Sciences, General MA program will be removed.
- Biological Sciences, General MS program will be modified to create a streamlined core that is consistent across the program's specialization options.
- Ecology & Environmental Services Specialization, MA option and Global Sustainability Specialization, MA option will be modified to align with the Biological Sciences, General MS offering; changes to courses.
- Health Sciences Specialization, MS option will be modified to make the elective options more explicit and more advertisable; changes to courses.

By eliminating the MA option, there will be a reduction in confusion over program designations and enhance the program's appeal to prospective students pursuing scientific and technical careers. The MS program is particularly aligned with industry needs, addressing the growing demand in biotechnology, environmental sciences, and healthcare sectors. The streamlined and revised structure emphasizes flexibility, scientific rigor, and hands-on experience, directly responding to evolving workforce demands and offering graduates pathways into competitive STEM fields.

**RECOMMENDATION**

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

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

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

**SECTION 1: GENERAL INFORMATION**

**Institution:** Central Connecticut State University

Please enter the following dates:

Final approval by institution: 2/12/24

Submission to CSCU Office of the Provost for Academic Council:  
2/12/25

Most Recent NECHE Institutional Accreditation Action and Date: April 12, 2019 – Continued Accreditation

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

X Significant Modification of Courses/Course Substitutions\*

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

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

Change of Degree Title or Program Title

Other (please specify)

Total Number of courses and course credits to be modified by this application: More than 12 credits overall (see pages 2-3 for details)

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

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

- If only adding auxiliary site, use form 206 *Application for Adding an Auxiliary Instructional Site*
- If only modifying modality, use form 202 *Application to Modify Instructional Modality*
- If only modifying program name, use form 203 *Application for Name Change*
- If only modifying CIP code, use form 204 *Application to Change CIP Code*

**Original Program Characteristics**

Name of Program: Biological Sciences

OHE #: 00083

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

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

Program Type (degree type, abbreviation, name, e.g., Associates, AS, Associate of Science): Master of Science/Arts (MS/MA)

(NOTE: when the program was initiated in 1976, the MS and MA were assigned the same OHE #)

Date Program was Initiated: 01/01/1976

Total # Credits in Program: 30

# Credits in General Education: 0 (n/a for Masters Program)

CIP Code Number: 26.0101 Title of CIP Code: Biology/Biological Sciences, General

**Modified Program Characteristics**

Name of Program: Biological Sciences

OHE #: 00083

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

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

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

Date Program was Initiated: 01/01/1976

Total # Credits in Program: 30

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

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

# Credits in General Education: 0 (n/a for Masters Program)		
<u>CIP Code Number</u> : 26.0101      Title of CIP Code: Biology/Biological Sciences, General		
Department where program is housed: Biology		
Location Offering the Program (e.g., main campus): Main Campus		
If modification of the program is concurrent with discontinuation of related program(s), please list for each program: n/a		
Program Discontinued:	CIP:	OHE#:      BOR Accreditation Date:
Phase Out Period	Date of Program Termination	
Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No		
Other Program Accreditation:		
<ul style="list-style-type: none"> <li>• If seeking specialized/professional/other accreditation, name of agency and intended year of review:</li> <li>• If program prepares graduates eligibility to state/professional licensure, <ul style="list-style-type: none"> <li>○ identify credential:</li> <li>○ confirm NC-SARA requirements met: <input type="checkbox"/> Yes <input type="checkbox"/> No</li> </ul> </li> </ul>		
<i>(As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)</i>		
<b>Institutional Contact for this Proposal:</b> Dr. Mark Jackson	Title: Department Chair, Biology	Tel.: 860-832-2658 e-mail: <a href="mailto:jacksonmae@ccsu.edu">jacksonmae@ccsu.edu</a>

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

**Summary of Modifications**

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

Central's Biological Sciences MS/MA program is being streamlined and the MA options are being removed to better align with current industry and academic standards and to make the program more attractive to potential graduate students. (The MS and MA options have been under a single OHE # since the program inception in 1976.)

The Biological Sciences: General Program MS is being modified to create a streamlined core that is consistent across the related program specialization options. This streamlined core will be comprised of two required courses (BIO 500 and BIO 598), two clarified research/capstone options (Plan A or Plan B), and a broad selection of electives "in biology or related fields as approved by an advisor" that can be tailored to the chosen specialization.

The Biological Sciences: General Program MA option is being removed in response to changing industry and academic standards.

The Ecology & Environmental Services Specialization MA option and Global Sustainability Specialization MA option are being modified to align with the General Program MS and will be offered as MS options.

The Health Sciences Specialization MS option is being modified to make the elective options more explicit and better advertise the program.

**Modifications to the Biological Sciences: General Program MS**

- BIO 598 moved from the list of research/capstone options to the list of required courses for all program students regardless of capstone or specialization, so all students have a common research methods foundation and the difference between Plan A (thesis capstone with thesis defense seminar) and Plan B (comprehensive exam capstone) options are clear (3 credits).
- The requirement of at least one professional education (EPS) course moved to program electives since the MS appeals to students with varying backgrounds and interests other than teaching. This change should not change demand for EPS courses. (3 credits).
- BIO 540 removed from the list of required courses (remains as a program elective) to make the MS more flexible (3-4 credits).

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**Connecticut State Colleges & Universities**

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

- MA option removed from the MS/MA program under the single OHE # (credits vary).

Modifications to the Ecology & Environmental Services Specialization MA option and Global Sustainability Specialization MA option:

- BIO 598 moved from the list of research/capstone options to the list of required courses to align with the General Program MS (3 credits).
- BIO 590 and BIO 591 moved from list of research/capstone options to electives to align with the General Program MS (2-8 credits).
- BIO 540 moved from list of required courses to electives to increase option flexibility (3-4 credits).
- BIO 305 removed from list of electives since 300-level courses not preferred in MS program (4 credits).
- The notes listing directed electives and additional course designations that will satisfy electives modified for clarity (0 credits).
- Both specializations will be offered as MS options rather than MA options (0 credits).

Modifications to the Health Sciences Specialization MS option:

- BIO 598 moved from the list of research/capstone options to the list of required courses to align with the General Program MS (3 credits).
- BMS 506, and CHEM 550 moved from list of required courses to electives to increase option flexibility (6 credits).
- BIO 401, BIO 413, BIO 503, BIO 504, BIO 511, BIO 512, BIO 517, BIO 519, BIO 530, BIO 540, BIO 590, BIO 591 added to directed electives for the option to improve advising (credits vary).
- The notes listing directed electives and additional course designations that will satisfy electives modified for clarity (0 credits).

### **Background and Rationale**

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

When the Biological Sciences MA/MS program was created in 1976, the MS and MA were assigned the same OHE #. At that time, the MS was designated for those planning to pursue education (teaching) and the MA was designated for those planning to pursue a PhD. In the years since, academic program designations have evolved, and MA degrees now typically focus on social sciences, humanities, and arts whereas MS degrees typically focus on more scientific and technical fields.

Students will not be permitted to select one of the Biological Sciences MA options as of Fall 2025.

- In the General Program MA option there is currently only 1 part-time student enrolled, who was admitted in Fall 2021 with a 6-year limit for graduation completion by Spring 2028. This student will be given the option to immediately switch to the MS or continue with the MA option.
- In the Ecology & Environmental Services Specialization MA option there are currently 10 students enrolled. The most recent Admit Term was Fall 2024 with the 6-year limit ending by Spring 2031. These students will be given the option to immediately switch to the MS or continue with the MA option.
- In the Global Sustainability Specialization MA option there is currently only 1 part time student enrolled, who was admitted in Fall 2018 with the 6-year limit ending in Spring 2025. If this student requires an extension beyond the 6-year limit they can be offered a switch to the MS.

### **Addressing Identified Needs**

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

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

The program's enhanced structure—emphasizing flexibility, scientific rigor, and research experience—directly addresses changing workforce demands and provides graduates with clear pathways to competitive careers in STEM-related fields. This shift also supports community wellbeing by cultivating a skilled workforce ready to tackle pressing environmental, health, and educational challenges in Connecticut.

**Employment Prospects for Graduates:**

- **Biotechnology and Life Sciences Industry:**
  - Connecticut is home to a growing biotechnology and life sciences sector, including companies like Pfizer, Boehringer Ingelheim, and Alexion Pharmaceuticals. Graduates will have relevant research and technical training needed to fill roles such as research scientists, lab managers, and clinical research associates.
- **Healthcare and Biomedical Research:**
  - Graduates will be prepared for positions in medical research institutions such as Yale School of Medicine and UConn Health, contributing to advancements in biomedical science and healthcare innovation.
- **Environmental Science and Conservation:**
  - With Connecticut's focus on environmental conservation and climate resilience, graduates will be positioned for roles with state agencies like the Department of Energy and Environmental Protection (DEEP), as well as nonprofits focused on conservation and sustainability.
- **Education and Academic Careers:**
  - Students pursuing academic careers will benefit from the enhanced research emphasis, preparing them for community college and secondary education teaching roles.

**Supporting Data:**

- **Connecticut Dept. of Labor Projections:**
    - The CT Department of Labor forecasts a 7% increase in life, physical, and social science occupations by 2030.
  - **JobsEQ Analytics:**
    - JobsEQ data indicates strong regional demand for research scientists, environmental specialists, and life science technicians, with average annual salaries exceeding \$75,000.
- How does the modified program make use of the strengths of the institution (*e.g., curriculum, faculty, resources*) and of its distinctive character and/or location?

The modified Biological Sciences MS program leverages Central's unique institutional strengths, including expert faculty, specialized research facilities, and its central location within the state. This alignment enhances students' educational experiences and career readiness in scientific and technical fields.

**Faculty Expertise:**

- **Research and Teaching Excellence:**
  - The Biology Department's faculty have diverse expertise in areas such as ecology, physiology, and environmental science. Faculty engage in active research funded by federal, state, and private grants, offering students robust research mentorship.
  - Faculty members have established industry and academic partnerships that create valuable internship and networking opportunities.

**Research and Laboratory Resources:**

- **State-of-the-Art Facilities:**
  - The program utilizes well-equipped laboratories in ecology, physiology, and environmental science.

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- Access to specialized equipment such as environmental chambers and advanced microscopy supports cutting-edge research projects.
- Research Centers and Field Sites:
  - Students can conduct field research through Central's partnerships with organizations like the Connecticut Department of Energy and Environmental Protection (DEEP), regional parks, and conservation groups.

**Central Location and Industry Connections:**

- Proximity to Biotechnology and Healthcare Hubs:
  - Central's central location places students near Connecticut's biotechnology and life sciences hubs, including Hartford, New Haven, and Fairfield County. These areas are home to leading companies such as Pfizer, Alexion Pharmaceuticals, and Yale New Haven Health.
- Collaborative Networks:
  - The university has established collaborations with local healthcare institutions, government agencies, and environmental organizations, creating a direct link between the program and employment opportunities.

**Institutional Commitment to Student Success:**

- Support Services and Career Development:
  - Central offers career counseling, research funding, and academic support services designed to help graduate students succeed professionally.
- Commitment to Equity and Access:
  - The program reflects Central's broader mission to provide affordable, high-quality education that is accessible to diverse student populations, including working professionals and underrepresented groups in STEM fields.
- Equity (eliminating institutional performance disparities along dimensions of ability, ethnicity/race, economics, and gender) is one of the Board of Regents' Goals.
  - What specific metrics will be used to assess equity across these dimensions in terms of recruitment, enrollment, retention, and completion?

The Biology Department at Central is committed to fostering equity and eliminating performance disparities along dimensions of ability, ethnicity/race, economics, and gender within the Biological Sciences MS program.

**Data-Driven Monitoring and Assessment:**

- The department receives periodic program enrollment and student academic standing updates from the Dean's Office and the university's Graduate Admissions Office.
- Reports related to student retention, graduation rates, and degrees awarded are regularly published on the university's Office of Institutional Research and Assessment webpage.
- This data is used to inform program decisions and implement targeted interventions to support student success.

**Advising and Mentoring:**

- Faculty advisors in the Biology Department provide personalized academic guidance, career counseling, and graduate research mentorship.
- Advisors help students navigate course selection, research projects, and career development, connecting them with specialized advising centers such as the SEST Student Services Center as needed.
- Faculty mentors also ensure that students from underrepresented backgrounds have access to research opportunities, professional development workshops, and academic conferences.

**Mental Health and Well-Being Support:**



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- Faculty are trained to recognize signs of stress, anxiety, or other mental health challenges and can refer students to Central's Counseling Services.
- The department promotes a supportive learning environment that acknowledges the importance of mental health and well-being as integral to student success.

**Inclusive Classroom Practices:**

- The Biology Department is committed to fostering an inclusive classroom culture through equitable teaching practices, culturally responsive pedagogy, and supportive learning environments.
- Faculty incorporate diverse perspectives and global scientific contributions into the curriculum to ensure that all students see themselves reflected in the field of biological sciences.
- Describe specific aspects of the program (e.g., interventions to address college readiness, targeted recruitment strategies, comprehensive supports, etc.) intended to advance equitable student outcomes.

The Biology Department at Central is committed to fostering equitable student outcomes through a range of targeted interventions, recruitment strategies, and comprehensive support services.

**Academic Support Services:**

- Free Peer Tutoring:
  - Biology graduate students have access to free peer tutoring through the university's Learning Center, offering both in-person and virtual sessions.
  - Students participating in the TRiO College Readiness Program also receive specialized biology tutoring and academic support tailored to their unique needs.
- Success Matters Program:
  - The university's *Success Matters* program identifies students facing academic challenges during the semester and provides early intervention services. This program enhances students' support networks and increases their chances of success by promoting academic performance and discouraging course withdrawals or grades of D or F.

**Flexible Course Offerings:**

- Hybrid and Evening Course Options:
  - The department offers a mix of in-person and online courses, with labs scheduled in morning, afternoon, and evening timeslots to accommodate the needs of non-traditional and working students.
  - Many courses in the Wildlife and Ecology concentrations are offered online or in the evenings to provide flexible learning opportunities.
- Field-Based Laboratories:
  - Due to safety considerations, field-based laboratories are held during daylight hours but are scheduled on campus only one day per week to accommodate students with work or family commitments.

**Targeted Recruitment Efforts::**

- The department actively recruits prospective students through university-wide Open House events.
- Faculty and staff engage with prospective students by showcasing research opportunities, fieldwork experiences, and graduate success stories.
- Where inequities are found, how will the data be used by program and institutional leaders to address the inequities?



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The Biology Department is committed to using data on student performance, retention, and degree completion to identify and address inequities in the Biological Sciences MS program. When disparities are identified, department and institutional leaders will collaborate with relevant campus support services to implement targeted interventions.

**Student Support Partnerships:**

- Learning Center Collaboration:
  - The Biology Department works closely with the university's Learning Center to provide academic support through individual and group tutoring sessions in biology and other science courses.
  - Faculty can refer students to the Learning Center when additional academic support is needed. The department regularly evaluates course-level performance data to determine which courses would benefit most from Supplemental Instruction (SI). SI peer leaders help students develop study strategies, master challenging concepts, and prepare for exams.
- Workshops and Skill-Building:
  - The Learning Center offers workshops on study skills, test preparation, time management, and more. Faculty integrate these services into course syllabi and promote them in classes with historically high rates of difficulty or withdrawal.

**Disability Support Services (SDS):**

- Equitable Learning Environments:
  - The department collaborates with SDS to ensure students with documented disabilities receive appropriate accommodations, including extended testing time, alternative exam formats, and note-taking services.
  - For laboratory-based courses, SDS and the department work together to provide accessible lab environments, including specialized equipment, adaptive tools, and modified procedures as needed.

**Data-Driven Response:**

- Monitoring and Action:
  - Program leaders review periodic reports from the Office of Institutional Research and Assessment on student performance by demographic variables such as race/ethnicity, gender, socioeconomic status, and disability status.
  - When disparities are identified, faculty and administrators meet to adjust advising practices, enhance faculty development on inclusive teaching methods, and allocate additional academic support resources where needed.
  - The department maintains an open feedback loop with students through program surveys, advising sessions, and course evaluations to assess the impact of implemented strategies.
- Describe any pathways to, and/or from, this modified program to programs at your own institution and other institutions, both within and outside of CSCU, e.g., stackable credentials, transfer agreements, etc. *(Include additional details in the Quality Assessment portion of this application, as appropriate)*

**BS Biology to MS in Biological Sciences:**

- Current undergraduate students in Central's Biology BS program can transition into the Biological Sciences MS through early advising and graduate course planning.
- Eligible undergraduates may enroll in graduate-level courses through Central's Accelerated Master's Program (AMP), earning credits that count toward both degrees, reducing time to completion. (program modification for Accelerate Central is being submitted to the BOR process in MARCH 2025)

**Related Graduate Programs:**

- Graduates of the Biological Sciences MS can pursue doctoral programs in related fields such as biomedical sciences, environmental science, and health sciences.

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- Students interested in education careers can take elective courses in science education, positioning them for Connecticut teaching certification programs or advanced educational leadership degrees.
- Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided

Within the Connecticut State Colleges and Universities (CSCU) system, several institutions offer graduate programs in biological sciences. Each program is designed with unique specializations and strengths to serve diverse student interests and regional workforce needs:

- Southern Connecticut State University (SCSU): Offers a Master of Science (MS) in Biology.
- Eastern Connecticut State University (ECSU): Offers a Master of Science (MS) in Biology.
- Western Connecticut State University (WCSU): Offers a Master of Science (MS) in Biological and Environmental Sciences.

To avoid unnecessary duplication, the modified Biological Sciences MS program at Central emphasizes:

- **Distinct Concentrations:** Central's program offers specialized tracks such as Ecology and Environmental Science, Global Sustainability, Health Sciences, and Wildlife and Conservation Biology, catering to specific academic and professional aspirations.
- **Flexible Course Delivery:** The program provides a mix of in-person and online courses, with lab sessions scheduled at various times to accommodate non-traditional students, including working professionals.
- **Research Opportunities:** Central emphasizes hands-on research experiences, leveraging its state-of-the-art facilities and faculty expertise to prepare students for advanced scientific careers.

**Curriculum**

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

Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
<b><u>Required in</u></b> <b><u>Biological Sciences: General Program MS</u></b>			
n/a	0	BIO 598 Research in Biology	3
BIO 540 Topics in Advanced Biology	3-4	(removed from required courses but remains as an elective course)	0
<i>Professional Education:</i> Choose one course from the following list of EPS elective courses, the remaining are elective options: <ul style="list-style-type: none"> <li>- EPS 500 Contemporary Educational Issues</li> <li>- EPS 516 School and Society</li> <li>- EPS 524 Foundations of Contemporary Theories of Curriculum</li> <li>- EPS 525 History of American Education</li> <li>- EPS 538 The Politics of Education</li> <li>- EPS 583 Sociological Foundations of Education</li> </ul>	3	(Requirement of at least one removed; all remain as general program electives.)	0
Research Plan A: Thesis Capstone (Two options) BIO 599 Thesis (3 or 6 cr) OR BIO 598 Research in Biology (3) and BIO 599 Thesis (3 or 6)	3 or 6	Research Plan A: Thesis Capstone (Two options) BIO 599 Thesis (3 or 6 cr) (Note: Plan A requires thesis defense seminar for both options)	3 or 6

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(Note: Plan A requires thesis defense seminar for both options.)			
Research Plan B: Comprehensive Exam Capstone BIO 598 Research in Biology (3) (Note: Plan B requires a comprehensive exam)	3	Research Plan B: Comprehensive Exam Capstone (Note: Plan B requires an oral comprehensive exam)	0
<b><u>Required in General Program MA Option</u></b>		n/a (MA option removed)	
BIO 500 Seminar in Biology	1-2	n/a (MA option removed)	
BIO 540 Topics in Advanced Biology	3-4	n/a (MA option removed)	
Research Plan A: Thesis Capstone (Two options) BIO 599 Thesis (3 or 6 cr) OR BIO 598 Research in Biology (3) and BIO 599 Thesis (3 or 6) (Note: Plan A requires thesis defense seminar for both options.)	3 or 6	n/a (MA option removed)	
Research Plan B: Comprehensive Exam Capstone BIO 590 Focused Study in Advanced Biology (1 to 4) AND/OR BIO 591 Independent Research Project in Advanced Biology (1 to 4) and BIO 598 Research in Biology (3) (Note: Plan B requires a comprehensive exam and a minimum of 6 credits including BIO 598)	6	n/a (MA option removed)	
19-20 credits of directed electives in biology or related fields as approved by advisor.	Varies (19-20)	n/a (MA option removed)	
<b><u>Required in Ecology &amp; Environmental Services Specialization MA Option</u></b>		(Changed to MS option)	
n/a	0	BIO 598 Research in Biology	3
BIO 540 Topics in Advanced Biology	3-4	(Moved to elective courses)	
Research Plan A: Thesis Capstone (Two options) BIO 599 Thesis (3 or 6 cr) OR BIO 598 Research in Biology (3) and BIO 599 Thesis (3 or 6) (Note: Plan A requires thesis defense seminar for both options.)	3 or 6	Research Plan A: Thesis Capstone (Two options) BIO 599 Thesis (3 or 6 cr) (Note: Plan A requires thesis defense seminar for both options)	3 or 6
Research Plan B: Comprehensive Exam Capstone BIO 590 Focused Study in Advanced Biology (1 to 4) AND/OR BIO 591 Independent Research Project in Advanced Biology (1 to 4) and BIO 598 Research in Biology (3) (Note: Plan B requires a comprehensive exam and a minimum of 6 credits including BIO 598)	6	Research Plan B: Comprehensive Exam Capstone (Note: Plan B requires an oral comprehensive exam)	0

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<p>Directed electives:</p> <ul style="list-style-type: none"> <li>- BIO 305 Ecology</li> <li>- BIO 421 Marine Invertebrate Biology</li> <li>- BIO 434 Ecology of Inland Waters</li> <li>- BIO 436 Environmental Resources and Management</li> <li>- BIO 440 Evolution</li> <li>- BIO 444 Plant Taxonomy</li> <li>- BIO 508 Coastal Ecology</li> <li>- BIO 509 Coastal Ecology Laboratory</li> <li>- BIO 516 Advanced Biology of Marine and Freshwater Algae</li> <li>- BIO 538 Advanced Aquatic Pollution</li> <li>- BIO 571 Advanced Field Studies in Biology</li> <li>- BIO 590 Focused Study in Advanced Biology</li> <li>- BIO 598 Research in Biology</li> </ul> <p>16-17 additional credits in biology or related fields approved by an Ecology and Environmental Science Advisor.</p>	16-17	<p>Directed electives:</p> <ul style="list-style-type: none"> <li>- BIO 421 Marine Invertebrate Biology</li> <li>- BIO 434 Ecology of Inland Waters</li> <li>- BIO 436 Environmental Resources and Management</li> <li>- BIO 440 Evolution</li> <li>- BIO 444 Plant Taxonomy</li> <li>- BIO 508 Coastal Ecology</li> <li>- BIO 509 Coastal Ecology Laboratory</li> <li>- BIO 516 Advanced Biology of Marine and Freshwater Algae</li> <li>- BIO 538 Advanced Aquatic Pollution</li> <li>- BIO 540 Topics in Advanced Biology</li> <li>- BIO 571 Advanced Field Studies in Biology</li> <li>- BIO 590 Focused Study in Advanced Biology</li> <li>- BIO 591 Independent Research Project in Advanced Biology</li> </ul> <p>Other BIO electives as approved by advisor.</p>	Varies (as required for 30 credits)
<b><u>Required in Global Sustainability Specialization MA Option</u></b>		(Changed to MS option)	
n/a	0	BIO 598 Research in Biology	3
BIO 540 Topics in Advanced Biology	3-4	(Moved to elective courses)	
<p>Research Plan A: Thesis Capstone (Two options)            BIO 599 Thesis (3 or 6 cr)            OR            BIO 598 Research in Biology (3) and            BIO 599 Thesis (3 or 6)            (Note: Plan A requires thesis defense seminar for both options.)</p>	3 or 6	<p>Research Plan A: Thesis Capstone (Two options)            BIO 599 Thesis (3 or 6 cr)            (Note: Plan A requires thesis defense seminar for both options)</p>	3 or 6
<p>Research Plan B: Comprehensive Exam Capstone            BIO 590 Focused Study in Advanced Biology (1 to 4)            AND/OR            BIO 591 Independent Research Project in Advanced Biology (1 to 4) and            BIO 598 Research in Biology (3)            (Note: Plan B requires a comprehensive exam and a minimum of 6 credits including BIO 598)</p>	6	<p>Research Plan B: Comprehensive Exam Capstone            (Note: Plan B requires an oral comprehensive exam)</p>	0
<p>Directed electives:</p> <ul style="list-style-type: none"> <li>- BIO 305 Ecology</li> <li>- BIO 421 Marine Invertebrate Biology</li> <li>- BIO 434 Ecology of Inland Waters</li> <li>- BIO 436 Environmental Resources and Management</li> <li>- BIO 440 Evolution</li> <li>- BIO 444 Plant Taxonomy</li> <li>- BIO 508 Coastal Ecology</li> <li>- BIO 509 Coastal Ecology Laboratory</li> <li>- BIO 516 Advanced Biology of Marine and Freshwater Algae</li> <li>- BIO 538 Advanced Aquatic Pollution</li> </ul>	7-8	<p>Directed electives:</p> <ul style="list-style-type: none"> <li>- BIO 421 Marine Invertebrate Biology</li> <li>- BIO 434 Ecology of Inland Waters</li> <li>- BIO 436 Environmental Resources and Management</li> <li>- BIO 440 Evolution</li> <li>- BIO 444 Plant Taxonomy</li> <li>- BIO 508 Coastal Ecology</li> <li>- BIO 509 Coastal Ecology Laboratory</li> <li>- BIO 516 Advanced Biology of Marine and Freshwater Algae</li> <li>- BIO 538 Advanced Aquatic Pollution</li> <li>- BIO 540 Topics in Advanced Biology</li> </ul>	Varies (as required for 30 credits)

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<ul style="list-style-type: none"> <li>- BIO 571 Advanced Field Studies in Biology</li> <li>- BIO 590 Focused Study in Advanced Biology</li> <li>- BIO 598 Research in Biology</li> </ul> 16-17 additional credits in biology or related fields approved by an Ecology and Environmental Science Advisor.		<ul style="list-style-type: none"> <li>- BIO 571 Advanced Field Studies in Biology</li> <li>- BIO 590 Focused Study in Advanced Biology</li> <li>- BIO 591 Independent Research Project in Advanced Biology</li> </ul> Other BIO electives as approved by advisor.	
<b>Required in Health Sciences Specialization MS Option</b>			
n/a	0	BIO 598 Research in Biology	3
BMS 506 Cellular Metabolism and Energetics	3	(Moved to elective courses)	
CHEM 550 Basic Organic and Biological Chemistry	3	(Moved to elective courses)	
Research Plan A: Thesis Capstone (Two options) BIO 599 Thesis (3 or 6 cr) OR BIO 598 Research in Biology (3) and BIO 599 Thesis (3 or 6) (Note: Plan A requires thesis defense seminar for both options.)	3 or 6	Research Plan A: Thesis Capstone (Two options) BIO 599 Thesis (3 or 6 cr) (Note: Plan A requires thesis defense seminar for both options)	3 or 6
Research Plan B: Comprehensive Exam Capstone BIO 598 Research in Biology (3) (Note: Plan B requires a comprehensive exam and a minimum of 6 credits including BIO 598)	3	Research Plan B: Comprehensive Exam Capstone (Note: Plan B requires an oral comprehensive exam)	0
Directed electives: Other BIO or BMS electives as approved by advisor. No more than 7 credits may be taken as BMS courses. (This 7 credit limit does not include BIO/BMS 412/413).	Varies (as required for 30 credits)	Directed electives: <ul style="list-style-type: none"> <li>- BIO 401 Human Nutrition and Metabolism</li> <li>- BIO 413 Human Physiology Laboratory</li> <li>- BIO 503 Advanced Human Reproductive Biology</li> <li>- BIO 504 Advanced Epigenetics in Development and Disease</li> <li>- BIO 511 Advanced Embryo Biotechnology</li> <li>- BIO 512 Advanced Personalized Medicine</li> <li>- BIO 517 Advanced Human Anatomy, Physiology, and Pathophysiology</li> <li>- BIO 519 Advanced Neuroscience</li> <li>- BIO 530 Immunology</li> <li>- BIO 540 Topics in Advanced Biology</li> <li>- BIO 590 Focused Study in Advanced Biology</li> <li>- BIO 591 Independent Research Project in Advanced Biology</li> <li>- BMS 506 Cellular Metabolism and Energetics</li> <li>- CHEM 550 Basic Organic and Biological Chemistry</li> </ul> Other BIO, BMS, or CHEM electives as approved by advisor.	Varies (as required for 30 credits)
<b>Total Credits Original Program</b>	<b>30</b>	<b>Total Credits Modified Program</b>	<b>30</b>

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**Learning Outcomes - L.O.**

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

The program learning outcomes are the same for the General Program and all related specializations.

Graduate students will:

1. demonstrate knowledge in general biology;
2. describe scientific methodology and conduct experiments;
3. demonstrate a thorough understanding of a specific area of biology;
4. be able to read and comprehend primary literature;
5. deliver effective oral presentations (poster or PowerPoint); and
6. effectively communicate on research in written format.

**Assessment of Learning Outcomes**

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

The department uses multiple assessment methodologies to measure student achievement of program learning outcomes.

- **Comprehensive Content Exam:** At graduation, students will answer 25 definitive questions covering five core areas of biological science: Evolution, Structure and Function, Information Flow, Exchange, and Storage, Pathways and Transformation of Energy and Matter, and Systems Biology. This evaluates their mastery of foundational concepts in the discipline.
- **Thesis Defense (Seminar): A Rubric for Graduate Studies Presentations** will assess students' ability to effectively communicate their research findings, demonstrating critical thinking, depth of knowledge, and scientific presentation skills.
- **Thesis (Manuscript) Assessment: A Rubric for Thesis Assessment** will evaluate the quality of students' written theses, focusing on research design, analysis, interpretation of results, and scientific writing proficiency.
- **Oral Comprehensive Exam: A Rubric for Oral Exam** will measure students' ability to articulate their knowledge and integrate concepts across the discipline in a rigorous academic dialogue.

**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.

Biological Sciences: General Program MS	Biological Sciences: Ecology & Environmental Services MS Specialization	Biological Sciences: Global Sustainability MS Specialization	Biological Sciences: Health Sciences MS Specialization	Learning Outcome # (from above)	Pre-Requisite(s)	Credit Hours
Course Number and Name						
Biology Requirements						
BIO 500 Seminar in Biology	BIO 500 Seminar in Biology	BIO 500 Seminar in Biology	BIO 500 Seminar in Biology	4, 5	Admission to the graduate school or permission of department chair.	1-2
BIO 598 Research in Biology	BIO 598 Research in Biology	BIO 598 Research in Biology	BIO 598 Research in Biology	2, 5	Admission to the graduate school or permission of department chair.	3



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	BIO 515 Foundations of Ecology	BIO 515 Foundations of Ecology		3	Admission to the graduate school or permission of department chair.	3
			BIO 412 Human Physiology	3	BIO 122; or BMS 201; or BIO 318 or BIO 319; or BMS 318 or BMS 319 or permission of department chair.	3
			BIO 518 Advanced Pathophysiology and Applied Physiology	3,4	BIO 412 or BMS 412. Admission to the M.S. Health Sciences program or permission of department chair.	3
		<u>Sustainability Requirements</u>				
		SUST 500 Social, Political, & Ethical Dimensions of Global Sustainability		2,3,4	Admission to the graduate school or permission of department chair.	3
		SUST 501 Contemporary Challenges in Environmental Sustainability		2,3,4	Admission to the graduate school or permission of department chair.	3
		SUST 502 Science for Sustainability		2,3,4	Admission to the graduate school or permission of department chair.	3
<b>Elective Courses</b> (As needed to reach 30 credits for the program)						
<u>Directed Electives</u>	<u>Directed Electives</u>	<u>Directed Electives</u>	<u>Directed Electives</u>			
EPS 500 Contemporary Educational Issues				1,3,4	None	3
EPS 516 School and Society				1,3,4	Matriculation into M.S. program	3
EPS 524 Foundations of Contemporary Theories of Curriculum				1,3,4	None	3
EPS 525 History of American Education				1,3,4	Admission to a Master's program	3
EPS 538 The Politics of Education				1,3,4	None	3
EPS 583 Sociological				1,3,4	None	3

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Foundations of Education						
	BIO 540 Topics in Advanced Biology	BIO 540 Topics in Advanced Biology	BIO 540 Topics in Advanced Biology	1,2,3,4	Permission of department chair	3-4
	BIO 590 Focused Study in Advanced Biology	BIO 590 Focused Study in Advanced Biology	BIO 590 Focused Study in Advanced Biology	1,2,3,4	Written permission of instructor(s) and department chair	1-4
	BIO 591 Independent Research Project in Advanced Biology	BIO 591 Independent Research Project in Advanced Biology	BIO 591 Independent Research Project in Advanced Biology	1,2,3, 5	Written permission of instructor(s) and department chair	1-4
	BIO 421 Marine Invertebrate Biology	BIO 421 Marine Invertebrate Biology		1,2,3	Admission to the graduate school or permission of the department chair	4
	BIO 434 Ecology of Inland Waters	BIO 434 Ecology of Inland Waters		1,2,3,4	Admission to the graduate school or permission of the department chair	4
	BIO 436 Environmental Resources and Management	BIO 436 Environmental Resources and Management		1,3,4	Admission to the graduate school or permission of the department chair	3
	BIO 440 Evolution	BIO 440 Evolution		1,3,4	Admission to the graduate school or permission of the department chair	3
	BIO 444 Plant Taxonomy	BIO 444 Plant Taxonomy		1,3,4	Admission to the graduate school or permission of the department chair	3
	BIO 508 Coastal Ecology	BIO 508 Coastal Ecology		1,3,4	Admission to the graduate school or permission of the department chair	3
	BIO 509 Coastal Ecology Laboratory	BIO 509 Coastal Ecology Laboratory		1,2,3	BIO 508, may be taken concurrently, or permission of department chair	1
	BIO 516 Advanced Biology of Marine and Freshwater Algae	BIO 516 Advanced Biology of Marine and Freshwater Algae		1,2,3,4	Admission to the graduate school or permission of the department chair	
	BIO 538 Advanced Aquatic Pollution	BIO 538 Advanced Aquatic Pollution		1,3,4	Admission to the graduate school or permission of	3



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					the department chair	
	BIO 571 Advanced Field Studies in Biology	BIO 571 Advanced Field Studies in Biology		1,2,3	Admission to graduate program or permission of depart chair	1-4
			BIO 401 Human Nutrition and Metabolism	1,3,4	BIO 200 and BIO 290, or permission of department chair	3
			BIO 413 Human Physiology Laboratory	1,2,3,4	Prereq. or coreq.: BIO 412 or BMS 412 (either may be taken concurrently)	1
			BIO 503 Advanced Human Reproductive Biology	1,3,4,5	Admission to a Biological Sciences graduate program or permission of department chair	3
			BIO 504 Advanced Epigenetics in Development and Disease	1,2,3,4,5	Admission to a Biological Sciences graduate program or permission of department chair	4
			BIO 511 Advanced Embryo Biotechnology	1,3,4,5	BIO 411 Embryology and Biotechnology	3
			BIO 512 Advanced Personalized Medicine	1,3,4	Admission to a Biological Sciences graduate program or permission of department chair	3
			BIO 517 Advanced Human Anatomy, Physiology, and Pathophysiology	1,3,4	CHEM 210 and CHEM 211 or CHEM 550, or permission of department chair.	6
			BIO 519 Advanced Neuroscience	1,3,4	None	3
			BIO 530 Immunology	1,3,4	Admission to graduate program or permission of department chair	3
			BMS 506 Cellular Metabolism and Energetics	1,3,4	BMS 306 or BMS 307 or BMS 311, or BMS 316; and CHEM 210 and CHEM 211, or permission of department chair	3

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			CHEM 550 Basic Organic and Biological Chemistry	1,3,4	None	3
Electives in BIO or related fields as approved by advisor.	Other BIO electives as approved by advisor.	Other BIO electives as approved by advisor.	Other BIO, BMS, or CHEM electives as approved by advisor.	varies	varies	varies
Note: Additional work, as described in the course syllabi, will be required for graduate credit in 400-level courses. Students may take no more than nine credits of 400-level courses.	Note: Additional work, as described in the course syllabi, will be required for graduate credit in 400-level courses. Students may take no more than nine credits of 400-level courses.	Note: Additional work, as described in the course syllabi, will be required for graduate credit in 400-level courses. Students may take no more than nine credits of 400-level courses.	Note: Additional work, as described in the course syllabi, will be required for graduate credit in 400-level courses. Students may take no more than nine credits of 400-level courses.			
<b>Research Requirements</b>						
Plan A: Thesis Capstone (Two options) BIO 599 Thesis (3 or 6 cr) (Note: Plan A requires thesis defense seminar for both options)	Plan A: Thesis Capstone (Two options) BIO 599 Thesis (3 or 6 cr) (Note: Plan A requires thesis defense seminar for both options)	Plan A: Thesis Capstone (Two options) BIO 599 Thesis (3 or 6 cr) (Note: Plan A requires thesis defense seminar for both options)	Plan A: Thesis Capstone (Two options) BIO 599 Thesis (3 or 6 cr) (Note: Plan A requires thesis defense seminar for both options)	2,3,5	BIO 598, permission of thesis advisor, and a 3.00 overall GPA	3 or 6
Plan B: Comprehensive Exam Capstone (Note: Plan B requires an oral comprehensive exam)	Plan B: Comprehensive Exam Capstone (Note: Plan B requires an oral comprehensive exam)	Plan B: Comprehensive Exam Capstone (Note: Plan B requires an oral comprehensive exam)	Plan B: Comprehensive Exam Capstone (Note: Plan B requires an oral comprehensive exam)	1,3,5		0
<b>Open Electives</b> (Indicate number of credits of open electives)						0
<b>Total Program Credits:</b>						30

**Description of Related Modification(s)**

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

**Description of Resources Needed**

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

No additional faculty, administrative resources, library holdings, or specialized equipment are needed. These changes do not alter the overall resource requirements or incur additional costs.

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

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**One degree program with options for specialization/concentration—only degree awarded is a master's in Biological Science.**

**ENROLLMENT MS IN BIOLOGICAL SCIENCES**

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Concentration	Credential	N	N	N	N	N
Ecology and Environmental Sci	MA	5	6	6	9	5
General-Bio	MA			3	1	
General-Bio	MS	1	2	1	1	1
Global Sustainability	MA	1	2	1	1	
Health Sciences	MS	6	5	6	2	1
Wildlife and Conservation Bio	MS	2			3	2
	<b>TOTAL</b>	<b>15</b>	<b>15</b>	<b>17</b>	<b>17</b>	<b>9</b>

**DEGREES EARNED**

		2020-21	2021-22	2022-23	2023-24
BIOLOGICAL SCIENCES	MS	5	5	8	5

**Impact of Modification on Enrollment and Completion**

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

**Clarification of Degree Options:**

- The removal of the MA option eliminates confusion about program designations, making the MS degree the sole graduate offering. This aligns with industry and academic expectations, making the program more attractive to potential students interested in scientific and technical careers.

**Expanded Recruitment Potential:**

- Focused recruitment efforts, including partnerships with local undergraduate programs, targeted outreach through Open House events, and participation in STEM-focused programs like DEEP, will likely boost applications.
- Emphasizing research opportunities, graduate assistantships, and career placement success will further increase applicant interest.

**Standardized Core Requirements:**

- Requiring BIO 598 for all students ensures a common research methods foundation, improving readiness for capstone projects and thesis research. This standardization is expected to streamline progression through the program.

**Greater Flexibility in Elective Selection:**

- Moving BIO 540 and Educational Policy Studies (EPS) courses to electives allows students to customize their academic experiences based on career goals, improving retention by aligning coursework with student interests.

**Enhanced Advising and Support:**

- Comprehensive advising and clear pathways for thesis (Plan A) and comprehensive exam (Plan B) options will reduce confusion about program requirements, improving time-to-degree completion.

**Meeting Workforce Demands:**

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- As demand grows in biotechnology, environmental science, and health sectors, a streamlined, industry-aligned MS program is likely to attract career-focused applicants seeking advanced scientific training.

**Retention through Equity Measures:**

- Enhanced support services, including tutoring, supplemental instruction, and mental health resources, will help retain students from diverse backgrounds, further boosting completion rates.

**Other Considerations**

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

- The proposed changes align with Central's strategic goals of academic excellence, student success, and workforce development by creating a more competitive and professionally relevant graduate program.
- With an anticipated increase in MS program enrollment, faculty workload for advising and thesis supervision may increase. This consideration will inform future departmental staffing.
- Recruitment materials, program websites, and informational brochures will be revised to reflect the streamlined MS program and its concentration areas. Emphasizing clear pathways, research opportunities, and flexible scheduling will enhance recruitment efforts.

**SECTION 3: RESOURCES AND FINANCIAL CONSIDERATIONS**

**Cost Effectiveness and Availability of Adequate Resources**

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

**ESSENTIALLY THIS IS ONLY A NAME CHANGE—REMOVAL OF THE MA—THERE IS NO IMPACT ON BUDGET AS ALL OF THE COURSES EXIST AND ARE ALREADY OFFERED.**

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

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

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

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

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**SECTION 4: ADDITIONAL PROGRAM CHARACTERISTICS**

Program website: <https://www.ccsu.edu/programs/biological-sciences-ma/ms>

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

It is possible to complete in 1 year

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

OR url for link to tuition/fee information:

<https://www.ccsu.edu/tuition-aid/graduate-tuition>

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

**Catalog Description**

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

	<u>Original Description</u>	<u>Modified Description</u>
<b>Biological Sciences: General Program MS</b>	<p>The General Program is for biology and science teachers and all others who wish to expand their background in the broad area of biology or who wish to specialize in a particular aspect of this discipline. Students who as undergraduates majored in areas other than biology may also pursue a master's degree in this program. Other courses may be substituted for the professional education component with the advisor's approval.</p> <p>The planned program of graduate study will be developed by a student and his or her advisor and will be based upon the student's undergraduate record and educational needs.</p>	<p>The General Program is for those who wish to expand their background in the broad area of biology or who wish to specialize in a particular aspect of this discipline. Students who as undergraduates majored in areas other than biology may also pursue a master's degree in this program.</p> <p>The planned program of graduate study will be developed by a student and his or her advisor and will be based upon the student's undergraduate record and educational needs.</p>
<b>Ecology and Environmental Science Specialization:</b>	<p>The master of arts programs provide study in the biological sciences for those graduate students desiring to major in biology. The programs are designed to fulfill the educational needs of biologists who desire further specialization and/or knowledge of recent advances in the field; students who seek a subject matter masters as an intermediate step toward preparation for work at the doctoral level; and teachers who are interested in specializing in a particular area, or updating their knowledge within the discipline of biology. Specialization may be in such areas as botany, zoology, physiology, ecology, and environmental studies. Each student will be assigned an advisor whose function will be to help the student plan a sound program.</p>	<p>The Biological Sciences: Ecology and Environmental Science M.S. specialization integrates field skills with laboratory analyses. This applied field provides students an opportunity to study how organisms interact and thrive in their environment and understand the forces that affect them (e.g., humans, climate change, natural selection, etc.). Graduates work in a variety of fields, such as environmental consulting, conservation, education, and/or continue to doctoral programs.</p>

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<b>Global Sustainability Specialization:</b>	The master of arts programs provide study in the biological sciences for those graduate students desiring to major in biology. The programs are designed to fulfill the educational needs of biologists who desire further specialization and/or knowledge of recent advances in the field; students who seek a subject matter masters as an intermediate step toward preparation for work at the doctoral level; and teachers who are interested in specializing in a particular area, or updating their knowledge within the discipline of biology. Specialization may be in such areas as botany, zoology, physiology, ecology, and environmental studies. Each student will be assigned an advisor whose function will be to help the student plan a sound program.	The Biological Sciences: Global Sustainability M.S. specialization is designed to enable students to examine biological and environmental implications of sustainability as well as social and economic challenges facing society and to explore possible sustainable solutions to these challenges.
<b>Health Sciences Specialization:</b>	The Biological Sciences: Health Sciences Specialization MS is for those who wish to expand their background in the areas of human biology in preparation for research or work at the doctoral level or in health professions, as well as for teachers wishing to specialize or update their knowledge in the area of human biology.	The Biological Sciences: Health Sciences M.S. specialization is for those who wish to expand their background in the areas of human biology in preparation for research or work at the doctoral level or in health professions.

**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):

<b>Biological Sciences: General Program MS</b>	19-0000 <u>Life, Physical, and Social Science Occupations</u>
	• 19-1021 <u>Biochemists and Biophysicists</u>
	• 19-1022 <u>Microbiologists</u>
	• 19-1029 <u>Biological Scientists, All Other</u>
	• 19-4021 <u>Biological Technicians</u>
<b>Ecology and Environmental</b>	25-0000 <u>Educational Instruction and Library Occupations</u>
	• 25-1042 <u>Biological Science Teachers, Postsecondary</u> • 25-2031 <u>Secondary School Teachers, Except Special and Career/Tech Education</u>
Data Sources: <a href="https://www.bls.gov/soc/2018/major_groups.htm#19-0000">https://www.bls.gov/soc/2018/major_groups.htm#19-0000</a>	
Data Sources: <a href="https://www.bls.gov/soc/2018/major_groups.htm#25-0000">https://www.bls.gov/soc/2018/major_groups.htm#25-0000</a>	

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**Science Specialization:**

- 19-1022 Microbiologists
- 19-1029 Biological Scientists, All Other
- 19-1031 Conservation Scientists
- 19-2041 Environmental Scientists and Specialists, Including Health
- 19-4021 Biological Technicians

Data Sources: [https://www.bls.gov/soc/2018/major\\_groups.htm#19-0000](https://www.bls.gov/soc/2018/major_groups.htm#19-0000)

**Global Sustainability Specialization:**

19-0000 Life, Physical, and Social Science Occupations

- 19-1021 Biochemists and Biophysicists
- 19-1022 Microbiologists
- 19-1029 Biological Scientists, All Other
- 19-1031 Conservation Scientists
- 19-2041 Environmental Scientists and Specialists, Including Health
- 19-4021 Biological Technicians

Data Sources: [https://www.bls.gov/soc/2018/major\\_groups.htm#19-0000](https://www.bls.gov/soc/2018/major_groups.htm#19-0000)

**Health Sciences Specialization:**

19-0000 Life, Physical, and Social Science Occupations

- 19-1021 Biochemists and Biophysicists
- 19-1022 Microbiologists
- 19-1029 Biological Scientists, All Other
- 19-4021 Biological Technicians

Data Sources: [https://www.bls.gov/soc/2018/major\\_groups.htm#19-0000](https://www.bls.gov/soc/2018/major_groups.htm#19-0000)

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

**Biological Sciences: General Program MS**

19-0000 Life, Physical, and Social Science Occupations: \$87,870

- 19-1021 Biochemists and Biophysicists: \$120,310
- 19-1022 Microbiologists: \$93,380
- 19-1029 Biological Scientists, All Other: \$99,060
- 19-4021 Biological Technicians: \$56,540

25-0000 Educational Instruction and Library Occupations: \$66,400

- 25-1042 Biological Science Teachers, Postsecondary: \$102,270
- 25-2031 Secondary School Teachers, Except Special and Career/Tech Ed: \$73,570

Data Sources: [https://www.bls.gov/oes/current/oes\\_nat.htm#19-0000](https://www.bls.gov/oes/current/oes_nat.htm#19-0000)

Data Sources: [https://www.bls.gov/oes/current/oes\\_nat.htm#25-0000](https://www.bls.gov/oes/current/oes_nat.htm#25-0000)

**Ecology and Environmental**

19-0000 Life, Physical, and Social Science Occupations: \$87,870

- 19-1021 Biochemists and Biophysicists: \$120,310



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- Science Specialization:**
- 19-1022 Microbiologists: \$93,380
  - 19-1029 Biological Scientists, All Other: \$99,060
  - 19-1031 Conservation Scientists: \$72,430
  - 19-2041 Environmental Scientists and Specialists, Including Health: \$86,710
  - 19-4021 Biological Technicians: \$56,540
- Data Sources: [https://www.bls.gov/oes/current/oes\\_nat.htm#19-0000](https://www.bls.gov/oes/current/oes_nat.htm#19-0000)

- Global Sustainability Specialization:**
- 19-0000 Life, Physical, and Social Science Occupations: \$87,870
- 19-1021 Biochemists and Biophysicists: \$120,310
  - 19-1022 Microbiologists: \$93,380
  - 19-1029 Biological Scientists, All Other: \$99,060
  - 19-1031 Conservation Scientists: \$72,430
  - 19-2041 Environmental Scientists and Specialists, Including Health: \$86,710
  - 19-4021 Biological Technicians: \$56,540
- Data Sources: [https://www.bls.gov/oes/current/oes\\_nat.htm#19-0000](https://www.bls.gov/oes/current/oes_nat.htm#19-0000)

- Health Sciences Specialization:**
- 19-0000 Life, Physical, and Social Science Occupations: \$87,870
- 19-1021 Biochemists and Biophysicists: \$120,310
  - 19-1022 Microbiologists: \$93,380
  - 19-1029 Biological Scientists, All Other: \$99,060
  - 19-4021 Biological Technicians: \$56,540
- Data Sources: [https://www.bls.gov/oes/current/oes\\_nat.htm#19-0000](https://www.bls.gov/oes/current/oes_nat.htm#19-0000)

**Applicable Industries**

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

Applicable industries for each of the MS program options are shown in the grid below:

- Biological Sciences: General Program MS (GP)
- Ecology and Environmental Science Specialization (EES)
- Global Sustainability Specialization (GS)
- Health Sciences Specialization (HS)

GP	EES	GS	HS		
X	X	X	X	541380	<u>Biological (except medical, veterinary) testing laboratories or services</u>
X	X	X	X	541690	<u>Biological consulting services</u>
X	X	X	X	541715	<u>Biology research and development laboratories or services (except biotechnology and nanotechnology research and development)</u>
X				611110	<u>Elementary and Secondary Schools</u>
X				611310	<u>Colleges, Universities, and Professional Schools</u>



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X	X	X	X	621511	<u>Biological laboratories, diagnostic</u>
	X	X		541620	<u>Environmental Consulting Services</u>
	X	X	X	541714	<u>Research and Development in Biotechnology (except Nanobiotechnology)</u>
	X	X		712190	<u>Nature Parks and Other Similar Institutions</u>
	X	X		813312	<u>Environment, Conservation and Wildlife Organizations</u>
	X	X		924110	<u>Administration of Air and Water Resource and Solid Waste Management Programs</u>
	X	X		924120	<u>Administration of Conservation Programs</u>

**Career/Program Pathways**

Does this program prepare students for another program? ☐ Yes, specify program: ☒ No (students might go on to a Phd program but not guaranteed.)

**Program Administration and Faculty**

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

Department Chair, Dr. Mark Jackson [jacksonmae@ccsu.edu](mailto:jacksonmae@ccsu.edu) 860-832-2650

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

Four full time faculty typically teach courses in the graduate core, 2 courses in the fall and 2 courses in the spring. This is not a change from our current graduate program. All full time (15 faculty) faculty contribute to individual electives and specializations as part of their normal teaching load.

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

Part-time faculty do not teach in the graduate program core courses.

**Admissions Requirements**

What are the admissions requirements for the program?

Applicants must hold a bachelor's degree from a regionally accredited institution of higher education. Applicants must also have a minimum cumulative undergraduate GPA of 2.70 on a 4.00 point scale (where A is 4.00), or its equivalent, and good standing (3.00 GPA) in all post-baccalaureate course work.

Additional Materials Required:

- Narrative statement - In the narrative statement, applicants should include whether they would like to pursue a thesis or non-thesis version of their degree (if applicable). If they wish to do a thesis, they must identify a potential faculty member they might like to work with in the department. It may be helpful to view the faculty web pages or contact potential faculty members by phone or email to discuss the applicant's interests. Applicants could also include in the narrative statement their interests in biology and how they developed, their career goals, and how they think a degree in the Biology Department at Central will further their education and prepare them for their career.
- Letters of recommendation by two college instructors familiar with the applicant's ability and record in biology and the related sciences. In cases where acquiring letters from college instructors creates undue hardship for an applicant, it may be acceptable to use letters from past or present supervisors. Applicants may email the Chair of the Biology Department Graduate Studies Committee if they require further clarification or feel this applies to their situation.

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The Biology Department also recommends the following items;

- Graduate Record Examination scores for the aptitude and advanced biology tests are recommended but not required.

The graduate application, application fee, and official transcripts are to be submitted to the Graduate Recruitment and Admissions Office. Official transcripts must be sent directly to the Graduate Recruitment and Admissions Office from each institution attended except Central Connecticut State University.

**Graduation Requirements**

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

If yes, describe:

Students have the option of either Plan A or Plan B for the Research Capstone:

Plan A: Thesis Capstone

(Two options)

BIO 599 Thesis (3 or 6 cr)

Plan B: Comprehensive Exam

Capstone

**Program Work Experiences**

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

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

**Prospective Students**

Describe the prospective students for the program:

The prospective students for Central's General Biology Master's program are individuals seeking advanced knowledge and research skills in biological sciences. This includes recent undergraduates aiming to enhance their credentials for doctoral programs or professional schools, as well as working professionals seeking career advancement in education, healthcare, biotechnology, or environmental science. The program also attracts students with diverse interests in fields such as ecology, molecular biology, wildlife management, and organismal biology, offering flexibility to tailor their studies to their specific career or academic goals.

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

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Central Connecticut State	Please enter the following dates: Final approval by institution: 4/29/24 Submission to CSCU Office of the Provost for Academic Council:
Most Recent NECHE Institutional Accreditation Action and Date: Continued in accreditation; approved at the Commission's meeting on 4/12/19.	
<b>Parent Program</b> Name of Program: <b>Computer Information Technology</b> Program Type ( <i>degree type, abbreviation, name, e.g., Certificate 16-30 credits, C2, Certificate</i> ): <b>Master of Science</b> OHE #: 06901 <u>CIP Code Number:</u> 11.0103    Title of CIP Code: Information Technology	
<b>Proposed Program Characteristics</b> Name of Option/Track/Concentration/Specialization: <b>Accelerate Central BS Computer Engineering Technology to MS Comp Info Tech</b> Modality of Program ( <i>check all that apply</i> ): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program website: <a href="https://www.ccsu.edu/programs/computer-information-technology-ms">https://www.ccsu.edu/programs/computer-information-technology-ms</a> Program Type ( <i>e.g., Bachelor Degree Option</i> ): <b>Master's Degree (accelerated from BS Computer Engineering Technology)</b> Anticipated Program Initiation Date: Fall 2025 Anticipated Date of First Completion: Spring 2027 Total # Credits in Program: 33 (accelerate program is 147) IPEDS defined program duration ( <i>if no IPEDS data, provide standard duration of program for full-time student in years</i> ): 1	
Provide estimated cost of program (tuition and fees): \$                      OR url for link to tuition/fee information: <a href="https://www.ccsu.edu/bursar">https://www.ccsu.edu/bursar</a>	
<u>CIP Code Number:</u> 11.0103    Title of CIP Code: Information Technology	
Department where program is housed: Computer Science and Computer Electronics and Graphics Technology Location Offering the Program ( <i>e.g., main campus</i> ): Main campus- Central	
Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Provide the intended catalog description for this program: Toward the goal of preparing information technology (IT) practitioners for the 21st century, the MS CIT program integrates disciplines of the IT field, including computer science, and networking and telecommunications, providing the student with both breadth and depth of knowledge and skill-based expertise in this field.	
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued:                      CIP:                      OHE#:                      BOR Accreditation Date: Phase Out Period                      Date of Program Termination Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Other Program Accreditation: <ul style="list-style-type: none"> <li>• If seeking specialized/professional/other accreditation, name of agency and intended year of review:</li> <li>• If program prepares graduates eligibility to state/professional licensure,             <ul style="list-style-type: none"> <li>○ identify credential:</li> <li>○ confirm NC-SARA requirements met: <input type="checkbox"/> Yes    <input type="checkbox"/> No</li> </ul> </li> </ul>	

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

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

**Institutional Contact for this Proposal:** James Mulrooney

Title: AVP Acad  
Affairs

Tel.: 832-2112 e-mail:  
mulrooneyj@ccsu.edu

**NOTES:**

- This informational report pertains to academic programs not reaching the threshold requiring Board of Regents action. Information is shared with the BOR-Academic Council, included in the BOR-Academic and Student Affairs Committee meetings, and forwarded to the Office of Higher Education for inclusion in the CT Credential Registry.
- This form should be used for options, tracks, concentrations, or specializations within an approved degree program, which are considered Below Threshold and do not require a BOR resolution. If changes are required to the parent program, submit the relevant program modification form.

**SECTION 2: PROGRAM PLANNING ASSESSMENT**

**Alignment of Program with Institutional Mission, Role, and Scope**

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

This proposal combines an undergraduate program with a graduate program (both existing programs). The BS program in Computer Engineering Technology prepares students to work as offers students in-depth knowledge and skills with computer related systems and devices based on the foundation of physics and applied mathematics, and focuses on hardware and software skills for design, implementation, integration, and support of systems involving microprocessors, computers, and networks. The accelerate central program, combining the MS in Computer Information Technology allows students to further advance their expertise and expanding the area of expertise to their portfolio (similar to a stackable credential model). The MS in Computer Information Technology integrates disciplines of the IT field, including computer science and networking and telecommunications, and expands the “applied” aspect of the student’s knowledge base, skill set, and expertise in the IT field.

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?

Accelerate Central takes advantage of two existing programs and provides a streamlined process for students to earn the master’s level degree on a shorter timeframe by allowing the double counting of a couple of courses in both the UG and GR program.

**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.)*

This proposal combines two existing programs, that are both deemed desirable within the Computer Electronics and Information Technology community. The BS in Computer Engineering Technology program has 104 (Fall 2024) students enrolled and represents a field that has high potential for jobs both in CT and elsewhere. Students within the field desire to extend their studies to a Masters level. The MS in Computer Information Technology has a total of 28 students currently enrolled and will likely grow due to the proposed accelerated pathway.

- 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?

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Accelerate Central takes advantage of two existing programs and provides a streamlined process for students to earn the master's level degree on a shorter timeframe by allowing the double counting of a couple of courses in both the UG and GR program.

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

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

We will monitor the applications from undergraduate students into the Master's level program, taking note of demographic information. This information will be compared to the overall demographics of the undergraduate program. In addition, completions will be monitored and compared to those who enter the masters through the accelerate route versus the traditional route.

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

As this program takes advantage of existing programs, many support services are already in place. In terms of recruitment, the program will be advertised to existing students in the undergraduate component of the program. The program does require a specific GPA to enter the master's however for those students who do not meet this GPA requirement, the traditional route remains available as an option.

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

The data will be used to determine if inequities are occurring. The university is prepared to respond to any inequities by providing sufficient resources to remedy the issues. This may include additional support services or alterations to advising and planned programs.

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

This program is specifically designed for current students enrolled in the undergraduate program. Pathways into the undergraduate program, such as transfer from CT State would be eligible for this program without any special conditions.

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

There is no similar four-year BS program. Any duplication is not a concern as this is not a "new program" but rather more of an advising tool for quicker time to a master's level degree.

**Cost Effectiveness and Availability of Adequate Resources**

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

As both programs are currently offered, there are no additional resources required.

**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.

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None
<b>Student Recruitment / Student Engagement</b> 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.  Current students enrolled in the BS in Computer Engineering Technology, interested in ultimately pursuing a Master's. Advertised at open houses, CCSU catalog, and included during advising sessions.  If applicable, what student engagement strategies will be employed to advance student retention and completion in program?  Information about the program will be embedded in advising practices as well as displayed on department web pages. While not essential, it is possible that students early in their academic career may know they intend to earn a Masters-level degree, and thus advising/course selection can be planned well in advance.
<b>Careers/Professions &amp; Estimated Earnings</b> Identify the careers and professions available to graduates of the program using the <a href="#">Standard Occupational Classification</a> (SOC) system. Provide SOC code number(s) and name(s):  15-1210 Computer and Information Analysts, 15-1211 Computer System Analysts, 15-1230 Computer Support Specialists, 15-1251 Computer Programmers 17-2061 Computer Hardware Engineers,  Data Source: <a href="https://www.bls.gov/soc/2018/major_groups.htm">https://www.bls.gov/soc/2018/major_groups.htm</a>  What would be the median estimated earnings for a graduate in this profession ( <i>if more than one SOC code listed, include earnings for each</i> )?  15-1210 Computer and Information Analysts (\$114,420 mean annual wage, median info unavailable) 15.1211 Computer System Analysts (\$103,800 median annual wage) 15-1230 Computer Support Specialists (\$66,450 mean annual wage, median info unavailable) 15-1251 Computer Programmers (\$99,700 mean annual wage) 17-2061 Computer Hardware Engineers (\$138,080 median annual wage)  Data Source: <a href="https://www.bls.gov/oes/current/oes_nat.htm">https://www.bls.gov/oes/current/oes_nat.htm</a>
<b>Applicable Industries</b> Identify the industry applicable to this program using the <a href="#">North American Industry Classification System</a> (NAICS). Provide NAICS code(s) and title(s):  541512 Computer Systems Design Services 811210 Consumer electronics repair and maintenance services
<b>Career/Program Pathways</b> Does this program prepare students for another program? <input type="checkbox"/> Yes, specify program: <input checked="" type="checkbox"/> No



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**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. theoretical and conceptual mastery of a broad base of computer science, and networking and telecommunications skills required for successful careers in the IT field.
2. application-based mastery of a broad base of computer science and/or networking and telecommunications skills required for successful careers in the IT field.
3. the ability to conduct and present applied research through a research team project.

**Assessment of Learning Outcomes**

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

Assessment is done through embedded assignments and projects across the curriculum. Artifacts are scored by faculty and reported to the university's assessment committee/assessment office.

**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 Neli Zlatareva and Shushan Zhao
- Email: zlatareva@ccsu.edu and shushanz@ccsu.edu Phone: 860.832.2723 and 860.832.1839

Describe the qualifications and assigned FTE load of the administrator/faculty member responsible for the day-to-day operations of the proposed academic program: PhD in Computer Science. 1 LH for Program Coordination/semester

**Program Faculty**

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

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

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 5

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 0CS 2CEGT

What percentage of program credits will be taught by adjunct faculty? 55%

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

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
Chad Williams , Prof	Ph.D	Computer Science	Teaching
Yusuf Albayram, Assoc Prof	Ph.D	Computer Science	Teaching
Neli Zaltvera, Prof	Ph.D	Computer Science	Prog Coord/Teaching
Xiaobing Hou, Prof	Ph.D.	Network Technology/Cybersecurity	Teaching
Shushan Zhao. Assoc Prof	Ph.D.	Network Technology/Cybersecurity	Prog Coord/Teaching

**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

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*table. Mark any new courses with an asterisk \* and attach course descriptions. Note any core program courses that serve to fulfill general education requirements within the program. Insert/delete rows as needed.*

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
<b>Program Required &amp; Elective Courses</b>			
<b>Required:</b>			
CS 500 Computer Science for Computer Information Technology	1,2	Admission to program	3
CET 501 Applied Networking Technology I	1,2,3	Admission to Program	3
Specialization 1 - CS CS 501 Foundations of Computer Science and CS 502 Computing and Communications Technology CIT 595 Capstone in Computer Information Technology	1,2 or 123	CS 500 or Admission to Program	9
Specialization 2 - Networking and Telecommunications CET 502 Applied Networking Technology II CET 559 Applied Network Security CET 594 Research Design and Comprehensive Exam or CIT 595 Capstone in Computer Information Technology	1,2,3	CET 501 or Admission to Program Permission of advisor & 3.0 GPA for CIT 595	9 (Comp.) or 12 (Capstone)
<b>Electives (planned with advisor):</b>			
CET 402 Topics in Computer Electronics Technology	1,3	Permission of department chair.	3
CET 405 Applied Topics in Computer Electronics Technology	2, 3	Permission of department chair.	3
CET 407 IT Topics in Cybersecurity	1,2,3	Permission of department chair.	3
CET 479 Network Administration	2,3	Acceptance to the Graduate MSCIT or MSTM programs	3
CET 507 Advanced Topics in IT Cybersecurity	1,2,3	CET 501 or Permission of department chair.	3
CET 513 Computer Applications for the Professional	1	Admission to the School of Graduate Studies.	3
CET 533 Digital Transmission in Telecommunications	1	Acceptance to the Graduate MSCIT or MSTM programs.	3
CET 543 Telecommunications Systems	1,2	CET 533 or permission of department chair.	3
CET 568 Applied Blockchain Technology	2,3	CET 559	3
CET 569 Network Security Management	1,2,3	CET 502	3
CET 589 Web Services and Security	2,3	CET 479	3



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CET 596 Technological Problems and Issues	1	Admission to graduate program.	1-3
Additional electives advised by the advisor	1,2,or 3		
<b>Open Electives</b> (Indicate number of credits of open electives)			0
<b>Total Program Credits:</b>			33

What are the admissions requirements for the program?

Applicants must hold a bachelor's degree from a regionally accredited institution of higher education. Applicants must also have a minimum undergraduate GPA of 2.70 on a 4.00 point scale (where A is 4.00), or its equivalent, and good standing (3.00 GPA) in all post-baccalaureate course work. Applicants must submit a graduate application along with official transcripts from all colleges and universities attended to the Graduate Recruitment and Admissions. For acceptance into Accelerate Central, undergraduate students must have a GPA of 3.30 or higher (for the most recent 60 credit hours of completed study) and meet program-specific admission criteria. After acceptance, students must maintain a 3.0 cumulative grade point average.

Program Specific Admissions Criteria:

For acceptance into the *Accelerate Central BS Computer Engineering Technology to MS Computer Information Technology* program, eligible undergraduate students can apply for admission to the Five-Year Accelerated BS/MS program during their junior year of study and must meet the requirements specified below:

- Have at least a 2.7 cumulative grade point average, either overall or in the most recent 60 credits.
- Have completed 60 earned credit hours by the end of the Fall semester of their junior year. At least 12 credits must have been earned at CCSU.
- Have completed CET 236 and CET 349 with grade of B or higher.

Students who are accepted into Accelerated BS-MS Program will officially matriculate into the School of Graduate Studies the semester immediately following the conferral of their bachelor's degree. They may take a maximum of four graduate courses or 12 credits (i.e., 500-level courses or 400-level courses approved to confer graduate credit) while matriculated as an undergraduate. Of these four courses, up to two (i.e., 6 credits) may count for credits at both the undergraduate and graduate level, and the other two will be excluded from the student's BS program and transferred into the student's MS program. Students wishing to defer their graduate studies must notify Graduate Admissions of this decision prior to the start of the term following the conferral of their bachelor's degree.

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

Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? ☐ Yes ☒ No  
If yes, describe and attach copies of the contracts or other documents ensuring program support:

Describe the prospective students for the program:  
Students currently enrolled in the BS in Computer Engineering Technology program.

**NOTE- this is a pathway between two existing programs. This should not be entered as a program in VEOCI, but rather a note on the BS in Computer Engineering Technology program that Accelerate Central, leading to an accelerated MS in Computer Information Technology is available.**

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**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Central Connecticut State	Please enter the following dates: Final approval by institution: 4/29/24 Submission to CSCU Office of the Provost for Academic Council:
Most Recent NECHE Institutional Accreditation Action and Date: Continued in accreditation; approved at the Commission's meeting on 4/12/19.	
<b>Parent Program</b> Name of Program: <b>Computer Information Technology</b> Program Type ( <i>degree type, abbreviation, name, e.g., Certificate 16-30 credits, C2, Certificate</i> ): <b>Master of Science</b> OHE #: 06901 <u>CIP Code Number:</u> 11.0103    Title of CIP Code: Information Technology	
<b>Proposed Program Characteristics</b> Name of Option/Track/Concentration/Specialization: <b>Accelerate Central BS Electronics Technology to MS Comp Info Tech</b> Modality of Program ( <i>check all that apply</i> ): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program website: <a href="https://www.ccsu.edu/programs/computer-information-technology-ms">https://www.ccsu.edu/programs/computer-information-technology-ms</a> Program Type ( <i>e.g., Bachelor Degree Option</i> ): <b>Master's Degree (accelerated from BS Electronics Technology)</b> Anticipated Program Initiation Date: Fall 2025 Anticipated Date of First Completion: Spring 2027 Total # Credits in Program: 33 (accelerate program is 147) IPEDS defined program duration ( <i>if no IPEDS data, provide standard duration of program for full-time student in years</i> ): 1	
Provide estimated cost of program (tuition and fees): \$                      OR url for link to tuition/fee information: <a href="https://www.ccsu.edu/bursar">https://www.ccsu.edu/bursar</a>	
<u>CIP Code Number:</u> 11.0103    Title of CIP Code: Information Technology	
Department where program is housed: Computer Science and Computer Electronics and Graphics Technology Location Offering the Program ( <i>e.g., main campus</i> ): Main campus- Central	
Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Provide the intended catalog description for this program: Toward the goal of preparing information technology (IT) practitioners for the 21st century, the MS CIT program integrates disciplines of the IT field, including computer science, and networking and telecommunications, providing the student with both breadth and depth of knowledge and skill-based expertise in this field.	
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued:                      CIP:                      OHE#:                      BOR Accreditation Date: Phase Out Period                      Date of Program Termination Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Other Program Accreditation: <ul style="list-style-type: none"> <li>• If seeking specialized/professional/other accreditation, name of agency and intended year of review:</li> <li>• If program prepares graduates eligibility to state/professional licensure,             <ul style="list-style-type: none"> <li>○ identify credential:</li> <li>○ confirm NC-SARA requirements met:    <input type="checkbox"/> Yes    <input type="checkbox"/> No</li> </ul> </li> </ul> (As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)	

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<b>Institutional Contact for this Proposal:</b> James Mulrooney	<b>Title:</b> AVP Acad Affairs	<b>Tel.:</b> 832-2112 <b>e-mail:</b> mulrooneyj@ccsu.edu
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**NOTES:**

- This informational report pertains to academic programs not reaching the threshold requiring Board of Regents action. Information is shared with the BOR-Academic Council, included in the BOR-Academic and Student Affairs Committee meetings, and forwarded to the Office of Higher Education for inclusion in the CT Credential Registry.
- This form should be used for options, tracks, concentrations, or specializations within an approved degree program, which are considered Below Threshold and do not require a BOR resolution. If changes are required to the parent program, submit the relevant program modification form.

**SECTION 2: PROGRAM PLANNING ASSESSMENT**

**Alignment of Program with Institutional Mission, Role, and Scope**

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

This proposal combines an undergraduate program with a graduate program (both existing programs). The BS program in Electronics Technology prepares students to work as a member of an engineering team in applied design, product development, maintenance, or technical support/sales services in the electrical and electronic industries, which include telecommunications, control systems, and broadly defined electronics technical environments. The accelerate central program, combining the MS in Computer Information Technology allows students to further enhance their degree by adding an additional area of expertise to their portfolio (similar to a stackable credential model). The MS in Computer Information Technology integrates disciplines of the IT field, including computer science and networking and telecommunications, and expands the “applied” aspect of the student’s knowledge base, skill set, and expertise in the IT field.

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?

Accelerate Central takes advantage of two existing programs and provides a streamlined process for students to earn the master’s level degree on a shorter timeframe by allowing the double counting of a couple of courses in both the UG and GR program.

**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.)*

This proposal combines two existing programs, that are both deemed desirable within the Computer Electronics and Information Technology community. The BS in Electronics Technology program has 21 (Fall 2024) students enrolled and represents a field that has high potential for jobs both in CT and elsewhere. Students within the field desire to extend their studies to a Masters level. The MS in Computer Information Technology has a total of 28 students currently enrolled and will likely grow due to the proposed accelerated pathway.

- 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?

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Accelerate Central takes advantage of two existing programs and provides a streamlined process for students to earn the master's level degree on a shorter timeframe by allowing the double counting of a couple of courses in both the UG and GR program.

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

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

We will monitor the applications from undergraduate students into the Master's level program, taking note of demographic information. This information will be compared to the overall demographics of the undergraduate program. In addition, completions will be monitored and compared to those who enter the masters through the accelerate route versus the traditional route.

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

As this program takes advantage of existing programs, many support services are already in place. In terms of recruitment, the program will be advertised to existing students in the undergraduate component of the program. The program does require a specific GPA to enter the master's however for those students who do not meet this GPA requirement, the traditional route remains available as an option.

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

The data will be used to determine if inequities are occurring. The university is prepared to respond to any inequities by providing sufficient resources to remedy the issues. This may include additional support services or alterations to advising and planned programs.

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

This program is specifically designed for current students enrolled in the undergraduate program. Pathways into the undergraduate program, such as transfer from CT State would be eligible for this program without any special conditions.

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

There is no similar four-year BS program. Any duplication is not a concern as this is not a "new program" but rather more of an advising tool for quicker time to a master's level degree.

**Cost Effectiveness and Availability of Adequate Resources**

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

As both programs are currently offered, there are no additional resources required.

**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.

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None

**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.

Current students enrolled in the BS in Electronics Technology, interested in ultimately pursuing a Master's. Advertised at open houses, CCSU catalog, and included during advising sessions.

If applicable, what student engagement strategies will be employed to advance student retention and completion in program?

Information about the program will be embedded in advising practices as well as displayed on department web pages. While not essential, it is possible that students early in their academic career may know they intend to earn a Masters-level degree, and thus advising/course selection can be planned well in advance.

**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):

15-1210 Computer and Information Analysts  
17-3012 Electrical and Electronics Drafters  
49-2092 Electric Motor, Power Tool, and Related Repairers  
49-2096 Electronic Equipment Installers and Repairers, Motor Vehicles  
49-2094 Electrical and Electronics Repairers, Commercial and Industrial Equipment  
51-2022 Electrical and Electronic Equipment Assembler

Data Source: [https://www.bls.gov/soc/2018/major\\_groups.htm](https://www.bls.gov/soc/2018/major_groups.htm)

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

15-1210 Computer and Information Analysts (\$114,420 mean annual wage, median info unavailable)  
17-3012 Electrical and Electronics Drafters (\$69,260 median annual wage),  
49-2092 Electric Motor, Power Tool, and Related Repairers (\$49,230 median annual wage),  
49-2096 Electronic Equipment Installers and Repairers, Motor Vehicles (\$45,550 median annual wage),  
49-2094 Electrical and Electronics Repairers, Commercial and Industrial Equipment (\$66,680 median annual wage)  
51-2022 Electrical and Electronic Equipment Assembler (\$40,490 median annual wage)

Data Source: [https://www.bls.gov/oes/current/oes\\_nat.htm](https://www.bls.gov/oes/current/oes_nat.htm)

**Applicable Industries**

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

541512 Audio visual and IT (information technology) systems integration design services  
541512 Computer Systems Design Services  
811210 Consumer electronics repair and maintenance services

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**Career/Program Pathways**

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

**SECTION 3: PROGRAM QUALITY ASSESSMENT**

**Learning Outcomes - L.O.**

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

1. theoretical and conceptual mastery of a broad base of computer science, and networking and telecommunications skills required for successful careers in the IT field.
2. application-based mastery of a broad base of computer science and/or networking and telecommunications skills required for successful careers in the IT field.
3. the ability to conduct and present applied research through a research team project.

**Assessment of Learning Outcomes**

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

Assessment is done through embedded assignments and projects across the curriculum. Artifacts are scored by faculty and reported to the university's assessment committee/assessment office.

**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 Neli Zlatareva and Shushan Zhao
- Email: zlatareva@ccsu.edu and shushanz@ccsu.edu Phone: 860.832.2723 and 860.832.1839

Describe the qualifications and assigned FTE load of the administrator/faculty member responsible for the day-to-day operations of the proposed academic program: PhD in Computer Science. 1 LH for Program Coordination/semester

**Program Faculty**

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

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

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 5

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 0CS 2CEGT

What percentage of program credits will be taught by adjunct faculty? 55%

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

*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
Chad Williams , Prof	Ph.D	Computer Science	Teaching
Yusuf Albayram, Assoc Prof	Ph.D	Computer Science	Teaching
Neli Zaltvera, Prof	Ph.D	Computer Science	Prog Coord/Teaching
Xiaobing Hou, Prof	Ph.D.	Network Technology/Cybersecurity	Teaching
Shushan Zhao. Assoc Prof	Ph.D.	Network Technology/Cybersecurity	Prog Coord/Teaching



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<b>Curriculum</b>			
<i>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.</i>			
<b>Course Number and Name</b>	<b>L.O. # (from Section 3)</b>	<b>Pre-Requisite(s)</b>	<b>Credit Hours</b>
<b>Program Required &amp; Elective Courses</b>			
<b>Required:</b>			
CS 500 Computer Science for Computer Information Technology	1,2	Admission to program	3
CET 501 Applied Networking Technology I	1,2,3	Admission to Program	3
Specialization 1 - CS CS 501 Foundations of Computer Science and CS 502 Computing and Communications Technology CIT 595 Capstone in Computer Information Technology	1,2 or 123	CS 500 or Admission to Program	9
Specialization 2 - Networking and Telecommunications CET 502 Applied Networking Technology II CET 559 Applied Network Security CET 594 Research Design and Comprehensive Exam or CIT 595 Capstone in Computer Information Technology	1,2,3	CET 501 or Admission to Program Permission of advisor & 3.0 GPA for CIT 595	9 (Comp.) or 12 (Capstone)
<b>Electives (planned with advisor):</b>			
CET 402 Topics in Computer Electronics Technology	1,3	Permission of department chair.	3
CET 405 Applied Topics in Computer Electronics Technology	2, 3	Permission of department chair.	3
CET 407 IT Topics in Cybersecurity	1,2,3	Permission of department chair.	3
CET 449 Advanced Networking	1,2,3	Acceptance to the Graduate MSCIT or MSTM programs	3
CET 479 Network Administration	2,3	Acceptance to the Graduate MSCIT or MSTM programs	3
CET 507 Advanced Topics in IT Cybersecurity	1,2,3	CET 501 or Permission of department chair.	3
CET 513 Computer Applications for the Professional	1	Admission to the School of Graduate Studies.	3



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CET 533 Digital Transmission in Telecommunications	1	Acceptance to the Graduate MSCIT or MSTM programs.	3
CET 543 Telecommunications Systems	1,2	CET 533 or permission of department chair.	3
CET 568 Applied Blockchain Technology	2,3	CET 559	3
CET 569 Network Security Management	1,2,3	CET 502	3
CET 589 Web Services and Security	2,3	CET 479	3
CET 596 Technological Problems and Issues	1	Admission to graduate program.	1-3
Additional electives advised by the advisor	1,2,or 3		
<b>Open Electives</b> (Indicate number of credits of open electives)			0
<b>Total Program Credits:</b>			33

What are the admissions requirements for the program?

Applicants must hold a bachelor's degree from a regionally accredited institution of higher education. Applicants must also have a minimum undergraduate GPA of 2.70 on a 4.00 point scale (where A is 4.00), or its equivalent, and good standing (3.00 GPA) in all post-baccalaureate course work. Applicants must submit a graduate application along with official transcripts from all colleges and universities attended to the Graduate Recruitment and Admissions. For acceptance into Accelerate Central, undergraduate students must have a GPA of 3.30 or higher (for the most recent 60 credit hours of completed study) and meet program-specific admission criteria. After acceptance, students must maintain a 3.0 cumulative grade point average.

Program Specific Admissions Criteria:

For acceptance into the *Accelerate Central BS Electronics Technology to MS Computer Information Technology* program, eligible undergraduate students can apply for admission to the Five-Year Accelerated BS/MS program during their junior year of study and must meet the requirements specified below:

- Have at least a 2.7 cumulative grade point average, either overall or in the most recent 60 credits.
- Have completed 60 earned credit hours by the end of the Fall semester of their junior year. At least 12 credits must have been earned at CCSU.
- Have completed CET 233 and CET 363 with grade of B or higher.

Students who are accepted into Accelerated BS-MS Program will officially matriculate into the School of Graduate Studies the semester immediately following the conferral of their bachelor's degree. They may take a maximum of four graduate courses or 12 credits (i.e., 500-level courses or 400-level courses approved to confer graduate credit) while matriculated as an undergraduate. Of these four courses, up to two (i.e., 6 credits) may count for credits at both the undergraduate and graduate level, and the other two will be excluded from the student's BS program and transferred into the student's MS program. Students wishing to defer their graduate studies must notify Graduate Admissions of this decision prior to the start of the term following the conferral of their bachelor's degree.

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

Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? ☐ Yes ☒ No  
If yes, describe and attach copies of the contracts or other documents ensuring program support:

Describe the prospective students for the program:  
Students currently enrolled in the BS in Electronics Technology program.

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**NOTE-** this is a pathway between two existing programs. This should not be entered as a program in VEOCI, but rather a note on the BS in Electronics Technology program that Accelerate Central, leading to an accelerated MS in Computer Information Technology is available.

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**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Central Connecticut State	Please enter the following dates: Final approval by institution: 4/29/24 Submission to CSCU Office of the Provost for Academic Council:
Most Recent NECHE Institutional Accreditation Action and Date: Continued in accreditation; approved at the Commission's meeting on 4/12/19.	
<b>Parent Program</b> Name of Program: <b>Computer Information Technology</b> Program Type ( <i>degree type, abbreviation, name, e.g., Certificate 16-30 credits, C2, Certificate</i> ): <b>Master of Science</b> OHE #: 06901 <u>CIP Code Number:</u> 11.0103    Title of CIP Code: Information Technology	
<b>Proposed Program Characteristics</b> Name of Option/Track/Concentration/Specialization: <b>Accelerate Central BS Network Information Technology to MS Comp Info Tech</b> Modality of Program ( <i>check all that apply</i> ): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program website: <a href="https://www.ccsu.edu/programs/computer-information-technology-ms">https://www.ccsu.edu/programs/computer-information-technology-ms</a> Program Type ( <i>e.g., Bachelor Degree Option</i> ): <b>Master's Degree (accelerated from BS Network Information Technology)</b> Anticipated Program Initiation Date: Fall 2025 Anticipated Date of First Completion: Spring 2027 Total # Credits in Program: 33 (accelerate program is 147) IPEDS defined program duration ( <i>if no IPEDS data, provide standard duration of program for full-time student in years</i> ): 1	
Provide estimated cost of program (tuition and fees): \$                      OR url for link to tuition/fee information: <a href="https://www.ccsu.edu/bursar">https://www.ccsu.edu/bursar</a>	
<u>CIP Code Number:</u> 11.0103    Title of CIP Code: Information Technology	
Department where program is housed: Computer Science and Computer Electronics and Graphics Technology Location Offering the Program ( <i>e.g., main campus</i> ): Main campus- Central	
Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Provide the intended catalog description for this program: Toward the goal of preparing information technology (IT) practitioners for the 21st century, the MS CIT program integrates disciplines of the IT field, including computer science, and networking and telecommunications, providing the student with both breadth and depth of knowledge and skill-based expertise in this field.	
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued:                      CIP:                      OHE#:                      BOR Accreditation Date: Phase Out Period                      Date of Program Termination Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Other Program Accreditation: <ul style="list-style-type: none"> <li>• If seeking specialized/professional/other accreditation, name of agency and intended year of review:</li> <li>• If program prepares graduates eligibility to state/professional licensure,             <ul style="list-style-type: none"> <li>○ identify credential:</li> <li>○ confirm NC-SARA requirements met:    <input type="checkbox"/> Yes    <input type="checkbox"/> No</li> </ul> </li> </ul> (As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)	

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<b>Institutional Contact for this Proposal:</b> James Mulrooney	<b>Title:</b> AVP Acad Affairs	<b>Tel.:</b> 832-2112 <b>e-mail:</b> mulrooneyj@ccsu.edu
<b>NOTES:</b> <ul style="list-style-type: none"><li>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.</li><li>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.</li></ul>		

**SECTION 2: PROGRAM PLANNING ASSESSMENT**

**Alignment of Program with Institutional Mission, Role, and Scope**

How does the program align with the institutional mission? (*Provide a concise statement*) This proposal combines an undergraduate program with a graduate program (both existing programs). The BS program in Network Information Technology prepares graduates for the evolving world of Information Technology across a wide spectrum including networking theory and technology, server and system administration, information and network security, computer hardware and software, electronics, business management and marketing. The accelerate central program, combining the MS in Computer Information Technology allows students to further advance their expertise and expanding the area of expertise to their portfolio (similar to a stackable credential model). The MS in Computer Information Technology integrates disciplines of the IT field, including computer science and networking and telecommunications, and expands the “applied” aspect of the student’s knowledge base, skill set, and expertise in the IT field. 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? Accelerate Central takes advantage of two existing programs and provides a streamlined process for students to earn the master’s level degree on a shorter timeframe by allowing the double counting of a couple of courses in both the UG and GR program.

**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.*)

This proposal combines two existing programs, that are both deemed desirable within the Computer Electronics and Information Technology community. The BS in Network Information Technology program has 68 (Fall 2024) students enrolled and represents a field that has high potential for jobs both in CT and elsewhere. Students within the field desire to extend their studies to a Masters level. The MS in Computer Information Technology has a total of 28 students currently enrolled and will likely grow due to the proposed accelerated pathway.
- 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?

Accelerate Central takes advantage of two existing programs and provides a streamlined process for students to earn the master’s level degree on a shorter timeframe by allowing the double counting of a couple of courses in both the UG and GR program.
- Equity (eliminating institutional performance disparities along dimensions of ability, ethnicity/race, economics, and gender) is one of the Board of Regents’ Goals.

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

We will monitor the applications from undergraduate students into the Master's level program, taking note of demographic information. This information will be compared to the overall demographics of the undergraduate program. In addition, completions will be monitored and compared to those who enter the masters through the accelerate route versus the traditional route.

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

As this program takes advantage of existing programs, many support services are already in place. In terms of recruitment, the program will be advertised to existing students in the undergraduate component of the program. The program does require a specific GPA to enter the master's however for those students who do not meet this GPA requirement, the traditional route remains available as an option.

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

The data will be used to determine if inequities are occurring. The university is prepared to respond to any inequities by providing sufficient resources to remedy the issues. This may include additional support services or alterations to advising and planned programs.

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

This program is specifically designed for current students enrolled in the undergraduate program. Pathways into the undergraduate program, such as transfer from CT State would be eligible for this program without any special conditions.

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

There is no similar four-year BS program. Any duplication is not a concern as this is not a "new program" but rather more of an advising tool for quicker time to a master's level degree.

**Cost Effectiveness and Availability of Adequate Resources**

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

As both programs are currently offered, there are no additional resources required.

**Special Resources**

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

None

**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.

Current students enrolled in the BS in Network Information Technology, interested in ultimately pursuing a Master's. Advertised at open houses, CCSU catalog, and included during advising sessions.

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If applicable, what student engagement strategies will be employed to advance student retention and completion in program?

Information about the program will be embedded in advising practices as well as displayed on department web pages. While not essential, it is possible that students early in their academic career may know they intend to earn a Masters-level degree, and thus advising/course selection can be planned well in advance.

**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):

15-1210; Computer and Information Analysts  
15-1231 [Computer Network Support Specialists](#)  
15-1241 [Computer Network Architects](#)  
15-1244 [Network and Computer Systems Administrators](#)

Data Source: [https://www.bls.gov/soc/2018/major\\_groups.htm](https://www.bls.gov/soc/2018/major_groups.htm)

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

15-1210 Computer and Information Analysts (\$114,420 mean annual wage, median info unavailable)  
15-1231 [Computer Network Support Specialists](#) (\$71,530 mean annual wage),  
15-1241 [Computer Network Architects](#) (\$129,840 mean annual wage),  
15-1244 [Network and Computer Systems Administrators](#) (\$95,360 mean annual wage)

Data Source: [https://www.bls.gov/oes/current/oes\\_nat.htm](https://www.bls.gov/oes/current/oes_nat.htm)

**Applicable Industries**

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

541512 Computer Systems Design Services  
541513 Computer Facilities Management Services  
517111 Internet service providers

**Career/Program Pathways**

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

**SECTION 3: PROGRAM QUALITY ASSESSMENT**

**Learning Outcomes - L.O.**

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

1. theoretical and conceptual mastery of a broad base of computer science, and networking and telecommunications skills required for successful careers in the IT field.



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2. application-based mastery of a broad base of computer science and/or networking and telecommunications skills required for successful careers in the IT field.
3. the ability to conduct and present applied research through a research team project.

**Assessment of Learning Outcomes**

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

Assessment is done through embedded assignments and projects across the curriculum. Artifacts are scored by faculty and reported to the university's assessment committee/assessment office.

**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 Neli Zlatareva and Shushan Zhao
- Email: zlatareva@ccsu.edu and shushanz@ccsu.edu Phone: 860.832.2723 and 860.832.1839

Describe the qualifications and assigned FTE load of the administrator/faculty member responsible for the day-to-day operations of the proposed academic program: PhD in Computer Science. 1 LH for Program Coordination/semester

**Program Faculty**

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

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

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 5

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 0CS 2CEGT

What percentage of program credits will be taught by adjunct faculty? 55%

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

*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
Chad Williams , Prof	Ph.D	Computer Science	Teaching
Yusuf Albayram, Assoc Prof	Ph.D	Computer Science	Teaching
Neli Zaltvera, Prof	Ph.D	Computer Science	Prog Coord/Teaching
Xiaobing Hou, Prof	Ph.D.	Network Technology/Cybersecurity	Teaching
Shushan Zhao. Assoc Prof	Ph.D.	Network Technology/Cybersecurity	Prog Coord/Teaching

**Curriculum**

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

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
<b>Program Required &amp; Elective Courses</b>			
<b>Required:</b>			



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CS 500 Computer Science for Computer Information Technology	1,2	Admission to program	3
CET 501 Applied Networking Technology I	1,2,3	Admission to Program	3
Specialization 1 - CS CS 501 Foundations of Computer Science and CS 502 Computing and Communications Technology CIT 595 Capstone in Computer Information Technology	1,2 or 123	CS 500 or Admission to Program	9
Specialization 2 - Networking and Telecommunications CET 502 Applied Networking Technology II CET 559 Applied Network Security CET 594 Research Design and Comprehensive Exam or CIT 595 Capstone in Computer Information Technology	1,2,3	CET 501 or Admission to Program Permission of advisor & 3.0 GPA for CIT 595	9 (Comp.) or 12 (Capstone)
<b>Electives (planned with advisor):</b>			
CET 402 Topics in Computer Electronics Technology	1,3	Permission of department chair.	3
CET 405 Applied Topics in Computer Electronics Technology	2, 3	Permission of department chair.	3
CET 407 IT Topics in Cybersecurity	1,2,3	Permission of department chair.	3
CET 443 Electronic Communications	1,2,3	Acceptance to the Graduate MSCIT or MSTM programs	3
CET 453 Microcomputers	2,3	Acceptance to the Graduate MSCIT or MSTM programs	3
CET 507 Advanced Topics in IT Cybersecurity	1,2,3	CET 501 or Permission of department chair.	3
CET 513 Computer Applications for the Professional	1	Admission to the School of Graduate Studies.	3
CET 533 Digital Transmission in Telecommunications	1	Acceptance to the Graduate MSCIT or MSTM programs.	3
CET 543 Telecommunications Systems	1,2	CET 533 or permission of department chair.	3
CET 568 Applied Blockchain Technology	2,3	CET 559	3
CET 569 Network Security Management	1,2,3	CET 502	3
CET 589 Web Services and Security	2,3	CET 479	3
CET 596 Technological Problems and Issues	1	Admission to graduate program.	1-3
Additional electives advised by the advisor	1,2,or 3		

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<b>Open Electives</b> <i>(Indicate number of credits of open electives)</i>	0
<b>Total Program Credits:</b>	33
<p>What are the admissions requirements for the program?</p> <p>Applicants must hold a bachelor's degree from a regionally accredited institution of higher education. Applicants must also have a minimum undergraduate GPA of 2.70 on a 4.00 point scale (where A is 4.00), or its equivalent, and good standing (3.00 GPA) in all post-baccalaureate course work. Applicants must submit a graduate application along with official transcripts from all colleges and universities attended to the Graduate Recruitment and Admissions. For acceptance into Accelerate Central, undergraduate students must have a GPA of 3.30 or higher (for the most recent 60 credit hours of completed study) and meet program-specific admission criteria. After acceptance, students must maintain a 3.0 cumulative grade point average.</p> <p>Program Specific Admissions Criteria:          For acceptance into the <i>Accelerate Central BS Network Information Technology to MS Computer Information Technology</i> program, eligible undergraduate students can apply for admission to the Five-Year Accelerated BS/MS program during their junior year of study and must meet the requirements specified below:</p> <ul style="list-style-type: none"> <li>• Have at least a 2.7 cumulative grade point average, either overall or in the most recent 60 credits.</li> <li>• Have completed 60 earned credit hours by the end of the Fall semester of their junior year. At least 12 credits must have been earned at CCSU.</li> <li>• Have completed CET 349 with grade of B or higher.</li> </ul> <p>Students who are accepted into Accelerated BS-MS Program will officially matriculate into the School of Graduate Studies the semester immediately following the conferral of their bachelor's degree. They may take a maximum of four graduate courses or 12 credits (i.e., 500-level courses or 400-level courses approved to confer graduate credit) while matriculated as an undergraduate. Of these four courses, up to two (i.e., 6 credits) may count for credits at both the undergraduate and graduate level, and the other two will be excluded from the student's BS program and transferred into the student's MS program. Students wishing to defer their graduate studies must notify Graduate Admissions of this decision prior to the start of the term following the conferral of their bachelor's degree.</p>	
<p>Does this program have special graduation requirements (e.g., capstone or special project)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No          If yes, describe: Capstone project</p>	
<p>Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No          If yes, describe and attach copies of the contracts or other documents ensuring program support:</p>	
<p>Describe the prospective students for the program:          Students currently enrolled in the BS in Network Information Technology program.</p>	

**NOTE- this is a pathway between two existing programs. This should not be entered as a program in VEOCI, but rather a note on the BS in Network Information Technology program that Accelerate Central, leading to an accelerated MS in Computer Information Technology is available.**

# **CSCU** Board of Regents

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

### **RESOLUTION**

Concerning

Modification of a Program

Bachelor of Music in Performance - Instrumental Emphasis,  
Bachelor of Music in Performance - Vocal Emphasis,  
and Bachelor of Music in Jazz Studies

at

Western Connecticut State University

May 22, 2025

**RESOLVED:** That the Board of Regents for Higher Education approve the modification of a program – Bachelor of Music in Performance - Instrumental Emphasis, Bachelor of Music in Performance - Vocal Emphasis, and Bachelor of Music in Jazz Studies, specifically a name change, combining tracks, and changes to courses at Western Connecticut State University.

A True Copy:

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

**ITEM**

Modification of a Bachelor of Music in Performance - Instrumental Emphasis, Bachelor of Music in Performance - Vocal Emphasis, and Bachelor of Music in Jazz Studies at Western Connecticut State University.

**RATIONALE AND SUMMARY OF MODIFICATIONS**

The Bachelor of Music degree currently offers three performance options: Vocal Performance (classical), Instrumental Performance (classical), and Jazz Studies. This modification will combine the three performance tracks into one. Streamlining the curriculum will better prepare students in classical, jazz and popular genres. This modification also creates a unique degree that better prepares students for musical careers. There is no cost associated with combining the three options, and no additional resources are required for the degree. Streamlining the curriculum will reduce departmental expenses.

This program prepares students for further graduate studies in music, and to work as freelance musicians. The U.S. Bureau of Labor Statistics projects growth in several industry sectors over the next 10 years, all of which include opportunities for freelance musicians: self-employment, service-providing industries (excluding special industries), professional and business services, private educational services, and leisure and hospitality.

Old Name: Bachelor of Music in Performance - Instrumental Emphasis,  
Bachelor of Music in Performance - Vocal Emphasis,  
Bachelor of Music in Jazz Studies

New Name: Bachelor of Music in Performance

**RECOMMENDATION**

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

4/4/2025 – BOR - Academic and Student Affairs Committee  
5/22/2025 – Board of Regents

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

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

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Western Connecticut State University	Please enter the following dates: Final approval by institution: Fall 2024 Submission to CSCU Office of the Provost for Academic Council:
Most Recent NECHE Institutional Accreditation Action and Date:	
<b>Type of Program Modification Approval Being Sought</b> (mark all that apply): X Significant Modification of Courses/Course Substitutions* Offering of Program at Off-Campus Location (specify new location) Offering of Program Using an Alternate Modality (e.g., from on ground to online) X Change of Degree Title or Program Title Other (please specify)	
<p>Total Number of courses and course credits to be modified by this application: The BM degree at WCSU currently has four options: <b>Vocal Performance (classical), Instrumental Performance (classical), Jazz Studies, and Audio and Music Production</b>. This proposal seeks to combine the three performance tracks into one, streamlining curriculum to better prepare students in classical, jazz, and popular genres. The new BM options will be Performance or Audio and Music Production. The Audio and Music Production option includes a below threshold modification that was submitted in addition to this proposal. Additionally, no new resources are needed for this degree; the streamlining of coursework also reduces departmental expenditures. A chart is included in the budget section of the proposal.</p> <p>Courses and course credits modified from each subcategory of performance into the new performance option varies. Detailed charts are included in the document below. In some cases, courses are not modified, but requirements are. In others, courses have been deleted, added, or modified. In all cases, over 20 credits have been modified in this combination of options.</p> <p>* <b>Significant</b> is defined as "more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program. For changes that fall below this threshold, use form XXX (<i>Program Modification – Below Threshold Report</i>)</p> <p>For the singular changes noted below, alternate forms are available:</p> <ul style="list-style-type: none"> <li>• If only adding auxiliary site, use form 206 <i>Application for Adding an Auxiliary Instructional Site</i></li> <li>• If only modifying modality, use form 202 <i>Application to Modify Instructional Modality</i></li> <li>• If only modifying program name, use form 203 <i>Application for Name Change</i></li> <li>• If only modifying CIP code, use form 204 <i>Application to Change CIP Code</i></li> </ul>	
<b>Original Program Characteristics</b> Name of Program: Bachelor of Music in Performance - Instrumental Emphasis, Bachelor of Music in Performance - Vocal Emphasis, and Bachelor of Music in Jazz Studies OHE #: 216 Modality of Program (check all that apply): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type (degree type, abbreviation, name, e.g., Associates, AS, Associate of Science): <b>Bachelor's, BM, Bachelor of Music</b> Date Program was Initiated: April 12, 1971 Total # Credits in Program: 120 # Credits in General Education: 40	

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

<u>CIP Code Number:</u> 50.0904	Title of CIP Code: Music Theory and Composition		
<b>Modified Program Characteristics</b>			
Name of Program: Bachelor of Music in Performance			
Modality of Program ( <i>check all that apply</i> ): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses			
Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both			
Program Type ( <i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i> ): Bachelor's, BM, Bachelor of Music			
Initiation Date for Modified Program: Fall 2025			
Anticipated Date of First Graduation: May 2029			
Total # Credits in Program: 120			
# Credits in General Education: 40			
<u>CIP Code Number:</u> 50.0904	Title of CIP Code: Music Theory and Composition		
Department where program is housed: Music			
Location Offering the Program ( <i>e.g., main campus</i> ): Westside Campus, WCSU			
If modification of the program is concurrent with discontinuation of related program(s), please list for each program:			
Program Discontinued:	CIP:                      OHE#:                      BOR Accreditation Date:		
Phase Out Period	Date of Program Termination		
Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No			
Other Program Accreditation:			
<ul style="list-style-type: none"> <li>• If seeking specialized/professional/other accreditation, name of agency and intended year of review: The Department of Music holds accreditation from the National Association of Schools of Music. Pending BOR approval of degree modifications, a report will be submitted to NASM for review in 2025.</li> <li>• If program prepares graduates eligibility to state/professional licensure, <ul style="list-style-type: none"> <li>○ identify credential:</li> <li>○ confirm NC-SARA requirements met: <input checked="" type="checkbox"/> Yes   <input type="checkbox"/> No</li> </ul> </li> </ul>			
<i>(As applicable, the documentation in this request should address the standards of the identified accrediting body or licensing agency)</i>			
<b>Institutional Contact for this Proposal:</b> Laurel Larsen	<table style="width: 100%; border: none;"> <tr> <td style="width: 60%;">Title: Chair, Department of Music; Associate Professor</td> <td style="width: 40%;">Tel.: 203-837-8353      e-mail: larsenl@wcsu.edu</td> </tr> </table>	Title: Chair, Department of Music; Associate Professor	Tel.: 203-837-8353      e-mail: larsenl@wcsu.edu
Title: Chair, Department of Music; Associate Professor	Tel.: 203-837-8353      e-mail: larsenl@wcsu.edu		

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

**Summary of Modifications**

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

This proposal seeks to combine three different performance options into one: the Bachelor of Music in Performance. No new budget, faculty, or resources are required. Modifications will result in a reduced budget due to streamlined courses that serve more than one degree option.

- Arts Entrepreneurship has been added as a degree requirement for all students, to prepare them for necessary marketing and financial tasks as a future freelance musician.
- Applied lesson and recital requirements remain in a student's chosen genre of study. Coursework and ensembles will incorporate classical, jazz, and commercial/popular genres to better prepare students for work as freelance musicians.
- Coursework that serves more than one area has been streamlined. For example, jazz pedagogy will become a music education workshop course, required for jazz musicians in the performance degree, and optional for music education students.
- These modifications both reduce cost for the department by streamlining coursework and better prepare students for the professional music world.

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**Background and Rationale**

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

WCSU currently offers three different Bachelor of Music in Performance options: BM Performance, classical instrumental; BM Performance, classical voice; and BM Performance, Jazz Studies. All are modeled after traditional, conservatory-style performance degrees, and as such, all share similar issues. The BM in Performance degree prepares students for a career as a freelance musician. With this goal in mind, two crucial components are needed and currently missing. These are a required arts entrepreneurship course, and training in multiple genres. Freelance musicians need to be prepared and trained in classical, jazz, and commercial/popular styles; yet, the traditional conservatory degree requires that students focus on one narrow aspect of performance alone, and that can leave graduates unprepared for the realities of a career as a 21st-century performing musician.

The proposed modification delivers a more efficient model by combining the three options into one, but also creates a unique degree that will better prepare students for musical careers, with required coursework in arts entrepreneurship, pedagogy, classical, jazz, and commercial/popular theory, and classical, jazz, and commercial/popular ensembles. Students will still choose one main genre for their applied lessons and recitals, allowing for depth in study for that one genre, and will also gain breadth of study with varied ensemble requirements and coursework. This change also aligns the BM Performance degree with the philosophy behind our BS in Music Education and our BM in Audio and Music Production; both of these degrees boast broad preparation in their respective fields to increase post-graduate employment and success, along with depth of study on students' main instruments and genres.

**Addressing Identified Needs**

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

This degree prepares students for further graduate study in music and to work as freelance musicians. This is entrepreneurial work that includes performing in venues like touring shows, cruise ships, recording studios, podcasts, wedding bands, and churches. Professional musicians also often teach private lessons, at a personal studio or a private school, and some also work in areas like music instrument retail. The data contained in Jobs EQ and the Department of Labor Statistics does not fully capture all of these opportunities. Nevertheless, the U.S. Bureau of Labor Statistics is projecting an increase in the following industry sectors over the next 10 years, all of which include freelance musicians: Self-employed workers, Service providing, excluding special industries, professional and business services, educational services, private, and leisure and hospitality. <https://www.bls.gov/emp/tables/employment-by-major-industry-sector.htm>

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

The modified curriculum aligns the Bachelor of Music in Performance with the same philosophy as the music education and audio and music production degrees: that students need to be prepared broadly in multiple genres and ensembles, as well as specifically in a chosen instrument/genre. Additionally, students need practical entrepreneurship coursework to be a successful self-employed freelance musician.

- 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?



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The inclusion of classical, commercial, and jazz instrument study in this degree increases equity and will boost enrollment. Jazz instrument study at conservatories is only a few decades old, and commercial instrument study is even newer and more difficult to find. This move is towards equity and inclusion, musically and socially. It allows students to become more well-rounded, increasing their opportunities for employment upon graduation, and invites in fine musicians who would have been turned away from most institutions a decade ago, simply because their chosen genre is commercial/popular. The inclusion of commercial/popular genres in higher education is a trend that has been discussed in depth at the last two conferences for the National Association of Schools of Music, our accrediting body, and is gaining momentum nationwide.

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

The music department already employs a number of recruitment and retention strategies, including enhanced advising, tutoring, and close collaboration with AccessAbilities Services. Music students work closely with faculty for their entire college career, resulting in a close-knit, supportive, student-centered community. Faculty regularly reach out to students who are struggling to offer support and guidance. Finally, the Music Department has two weekly Convocation meetings, during which time students gather as a whole department for performances by students, faculty, and/or guests, and also meet in smaller units by instrument or major for master classes and lectures. This allows greater contact with students throughout their time here, and allows the department the opportunity to address any issues that arise, quickly and efficiently, with the whole department. This has included topics such as advising questions, mental health awareness, performance anxiety, and injury avoidance.

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

Where inequities are found, the department will fully examine the issue and devise appropriate modifications in approach to rectify the situation. The department is committed to a culture of assessment that includes the annual assessment report as well as frequent student and faculty surveys, futures planning meetings, and ad hoc committees and task forces created to address issues within the department.

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

The department of music regularly accepts transfer students from many different institutions, including CT State. Each student must complete an audition and be assessed for appropriate placement in continuing coursework, per standards established by the National Association of Schools of Music.

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

WCSU is the only CSCU school offering a Bachelor of Music in Performance degree. The other three schools offer B.A. Music degrees as well as a B.S. in Music Education (CCSU) and a B.S. in Music Therapy (SCSU). The B.M. Performance degree is the most desirable professional music degree for students who are seeking a performance career or to continue with graduate studies in music. With about 2/3 of the credits devoted to music, this degree prepares students musically and academically for a freelance career and/or graduate school.

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

**Curriculum**

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

Modified Curriculum by Option

1. BM. Performance, Classical Voice Option

Modified Credits:

Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
MUS 321/322, Instrumental or Choral Conducting	2	no longer required	
MUS 140, 141, Vocal Literature Courses, 2 semesters	2	Special Topics Literature Course, 1 semester	1
MUS 212, 213, Diction, 2 semesters	2	MED 1XX, Vocal Workshop 2, a course that will include vocal pedagogy and diction	1
MUS 225 and 226, Keyboard Competency III and IV	1	MUS 225 and 226 OR MUS 216 and 217, Jazz/Commercial Piano I and II	1
		MUS 112, Jazz Theory	3
		MUS 235, Jazz Improvisation I	2
		MUS 236, Jazz Improvisation II	2
		MUS 371, Applied Arts Entrepreneurship	2
Music History Era Course	3	Music History Era Course or Jazz History	3
16 ensembles, including 6 semesters of opera ensemble	8	16 ensembles, including at least 2 classical, 2 jazz, and 1 popular/commercial	8
music electives	3		
<b>Total Credits Original Program</b>	<b>21</b>	<b>Total Credits Modified Program</b>	<b>23</b>
Two semesters of Foreign Language - Cognate credits	6	No longer required; students interested in graduate programs in classical voice will be encouraged to add language study	

Unchanged Music Requirements

- Music Theory, Sight Singing, and Keyboard Competency courses - 17 credits
  - MUS 108, 109, 208, 209 (Music Theory I-IV)
  - MUS 114, 115, 210, 211 (Sight Singing I-IV)
  - MUS 125, 126 (Keyboard Competency I and II)
  - Musical Form and Analysis, MUS 317 - 3 credits
- Applied lessons - 24 credits
  - MUS 186, four semesters
  - MUS 392, four semesters
- Convocation (MUS 113) - 0 credits
- Recitals - 3 credits

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- MUS 214, half recital
- MUS 380, full recital (capstone)
- Music Technology (MUS 118) - 3 credits
- World Music, MUS 103 - 3 credits
- Conducting (MUS 320) - 2 credits
- Music History I and II - 6 credits (part of 40 general education credits)
  - MUS 230 and 231
  - Included as cognate courses in the general education curriculum, not as major courses

Total unchanged credits: 55 in the major, 6 gen ed

Modified Curriculum by Option

2. BM. Performance, Classical Instrumental Option

Modified Credits:

Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
MUS 321/322, Choral or Instrumental Conducting	2	no longer required	
Literature course, 2 semesters (varies by instrument)	2	Special Topics Literature Course, 1 semester	1
no pedagogy component previously included		MED course in instrument pedagogy, depending on instrument (i.e. flutist takes single reeds workshop, etc.)	1
MUS 225 and 226, Keyboard Competency III and IV	1	MUS 225 and 226, OR MUS 216 and 217, Jazz/Commercial Piano I and II	1
		MUS 112, Jazz Theory	3
		MUS 235, Jazz Improvisation I	2
		MUS 236, Jazz Improvisation II	2
		MUS 371, Applied Arts Entrepreneurship	2
Music History Era Course	3	Music History Era Course or MUS 311, History of Jazz	3
16 ensembles, including 2 semesters of choir	8	16 ensembles, including 2 semesters of choir. 2 classical, 2 jazz, 1 popular/commercial	8
music electives	6		
<b>Total Credits Original Program</b>	<b>22</b>	<b>Total Credits Modified Program</b>	<b>23</b>

**Unchanged Music Requirements**

- Music Theory, Sight Singing, and Keyboard Competency courses - 17 credits
  - MUS 108, 109, 208, 209 (Music Theory I-IV)
  - MUS 114, 115, 210, 211 (Sight Singing I-IV)
  - MUS 125, 126 (Keyboard Competency I and II)
  - Musical Form and Analysis, MUS 317 - 3 credits
- Applied lessons - 24 credits
  - MUS 186, four semesters
  - MUS 392, four semesters

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- Convocation (MUS 113) - 0 credits
- Recitals - 3 credits
  - MUS 214, half recital
  - MUS 380, full recital (capstone)
- Music Technology (MUS 118) - 3 credits
- World Music, MUS 103 - 3 credits
- Conducting (MUS 320) - 2 credits
- Music History I and II - 6 credits (part of 40 general education credits)
  - MUS 230 and 231
  - Included as cognate courses in the general education curriculum, not as major courses

Total unchanged credits: 55 in the major, 6 gen ed

3. BM, Jazz Studies Option

Modified Credits:

Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
		MUS 103, World Music	3
		MUS 317, Musical Form and Analysis	3
		Special Topics Literature Course, 1 semester	1
MUS 311, History of Jazz	3	MUS 311, History of Jazz, or Music History Era Course	3
MUS 216 and 217, Jazz/Commercial Piano I and II	1	MUS 216 and 217 OR MUS 225 and 226, Keyboard Competency III and IV	1
MUS 315, Jazz Pedagogy	3	Jazz Workshop, MED 1XX	1
MUS 314, Jazz Arranging	3	No longer required; students can choose to take Studio Harmony and Arranging, offered through the audio and music production program every other year	
		MUS 371, Applied Arts Entrepreneurship	2
16 ensembles, including 2 semesters of choir	8	16 ensembles, including 2 semesters of choir. At least 2 classical, 2 jazz, and 1 popular/commercial	8
music electives	4		
<b>Total Credits Original Program</b>	<b>22</b>	<b>Total Credits Modified Program</b>	<b>22</b>

Unchanged Music Requirements

- Music Theory, Sight Singing, and Keyboard Competency courses - 17 credits
  - MUS 108, 109, 208, 209 (Music Theory I-IV)
  - MUS 114, 115, 210, 211 (Sight Singing I-IV)
  - MUS 125, 126 (Keyboard Competency I and II)
  - Jazz Theory, MUS 112 - 3 credits
- Applied lessons - 24 credits
  - MUS 186, four semesters
  - MUS 392, four semesters

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- Convocation (MUS 113) - 0 credits
- Recitals - 3 credits
  - MUS 214, half recital
  - MUS 380, full recital (capstone)
- Music Technology (MUS 118) - 3 credits
- Jazz Improvisation I, MUS 235 - 2 credits
- Jazz Improvisation II, MUS 236 - 2 credits
- Conducting (MUS 320) - 2 credits
- Music History I and II - 6 credits (part of 40 general education credits)
  - MUS 230 and 231
  - Included as cognate courses in the general education curriculum, not as major courses

**Learning Outcomes - L.O.**

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

The following learning outcomes for the Bachelor of Music in Performance are derived from the National Association of Schools of Music (NASM) standards of accreditation for all professional baccalaureate degrees in music.

**General Education**

- Students will demonstrate the ability to think, speak, and write clearly and effectively, and to communicate with precision, cogency, and rhetorical force.
- Students will acquire an informed acquaintance with the mathematical and experimental methods of the physical and biological sciences, and with the main forms of analysis and the historical and quantitative techniques needed for investigating the workings and developments of modern society.
- Students will demonstrate the ability to address culture and history from a variety of perspectives.
- Students will gain an understanding of, and experience in, thinking about moral and ethical problems.
- Students will develop the ability to respect, understand, and evaluate work in a variety of disciplines.
- Students will demonstrate the capacity to explain and defend views effectively and rationally.
- Students will gain an understanding of and experience in one or more art forms other than music.
- Students will develop an informed acquaintance with fields of study beyond music such as those in the arts and humanities, the natural and physical sciences, and the social sciences.
- Students will demonstrate a functional awareness of the differences and commonalities regarding work in artistic, scientific, and humanistic domains.
- Students will develop an awareness that multiple disciplinary perspectives and techniques are available to consider all issues and responsibilities, including but not limited to history, culture, moral, and ethical dimensions.

**Performance Skills**

- Students will acquire technical skills requisite for artistic self-expression in at least one major performance area.
- Students will develop an overview understanding of the repertory in their major performance area and will perform from a cross-section of that repertory.

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- Students will demonstrate the ability to read at sight with fluency, showing general musicianship and professional-level skill in their major performance area.

**Musicianship Skills and Analysis**

- Students will understand the common elements and organizational patterns of music and their interaction.
- Students will employ this understanding in aural, verbal, and visual analyses and take aural dictation.
- Students will gain sufficient understanding and capability with musical forms, processes, and structures to use this knowledge in various applications such as compositional, performance, analytical, scholarly, and pedagogical.

**Keyboard Competency**

- Students will achieve keyboard competency to support various professional activities in music.

**Ensemble Experience**

- Students will experience growth in artistry, technical skills, collaborative competence, and knowledge of repertory through regular ensemble participation. Ensembles will be varied in size and nature, with performance study and ensemble experience continuing throughout the baccalaureate program.

**Conducting and Rehearsal Skills**

- Students will develop knowledge and skills sufficient to work as leaders and collaborators on musical interpretation, including rehearsal and conducting skills as appropriate to their specific concentration.

**Composition and Improvisation**

- Students will understand and apply principles of composition and improvisation, working with both electronic and acoustic media, and various forms, styles, and notations.

**Historical and Cultural Context**

- Students will gain knowledge of music history and literature, understanding historical periods, cultural contexts, and the evolution of musical styles. This includes an acquaintance with a wide selection of musical literature from different eras, genres, and cultural sources.

**Pedagogical Skills**

- Students will understand principles of music pedagogy and develop teaching skills applicable to their major area, preparing them for educational roles in various settings.

**Professional Development**

- Students will demonstrate the ability to produce work independently, showing significant technical mastery and a coherent set of artistic and intellectual goals evident in their work. This includes forming and defending value judgments about music and effectively communicating musical ideas, concepts, and requirements to both professionals and laypersons.

**Research and Writing Skills**

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- Students will acquire research skills sufficient to pursue and acquire knowledge, fostering ongoing intellectual curiosity. They will develop writing and speaking skills to communicate clearly and effectively to both musicians and wider communities.

**Interdisciplinary and Collaborative Skills**

- Students will integrate knowledge and skills in music with other fields, making logical evaluations and judgments, solving problems, and addressing issues in collaborative and interdisciplinary contexts.

**Description of Resources Needed**

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

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

ACTUAL Enrollment	Fall Term, Year 2022		Fall Term, Year 2023		Fall Term, Year 2024	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In						
New Students						
Returning Students						
<b>Actual Headcount Enrollment</b>	25		23		35	
<b>Fall FTE accounted for by Program Majors</b>	25		23		35	
<b>Size of Credentialed Group(s) for Given Year</b>	<b>6 BM Performance*</b> <b>6 BM Audio</b> <b>12 total BM</b>		<b>2 BM Performance*</b> <b>6 BM Audio</b> <b>8 total for BM</b>		<b>4 BM Performance*</b> <b>15 BM Audio</b> <b>19 total for BM</b>	

**\*Numbers in the BM Performance program dipped during covid due to restrictions on performance from aerosol spread of the virus. Many students took a gap year, either before or during their enrollment at WCSU and other institutions.**

**Impact of Modification on Enrollment and Completion**

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

The department anticipates that these modifications will increase enrollment. This is due to better preparation for the job market as a freelance musician, as well as a unique approach to the music performance degree. Additionally, by combining the three performance areas into one, enrollment will automatically be increased in all specialized courses.

**Other Considerations**

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

Please note that most of the courses in the music department are required for multiple music degrees. For example, all music majors take music theory, sight singing, keyboard, and music history courses. This proposal increases the number of courses required in multiple areas, creating further efficiency in the department. For example, jazz pedagogy has been moved into the music education area, which is currently revising its workshop requirements. Diction for singers has also been moved into a Vocal Workshop II course, required for voice students in both the performance and music education degrees. Jazz Arranging has been moved into Studio Harmony and Arranging, a course required for audio majors, and now an option for performance majors. Jazz History is currently offered as a cross-listed honors course, and is fully enrolled. Care has been taken to share required courses wherever it is pedagogically appropriate.



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**SECTION 3: RESOURCES AND FINANCIAL CONSIDERATIONS**

**Cost Effectiveness and Availability of Adequate Resources**

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

**There is no new budget for this consolidation of options. All music faculty teach students in all music degree programs as well as general education courses. No new faculty or administrative costs are incurred by this proposal.**

The Department of Music offers a BS in music education as well as two BA degree options, one in Music and one in Popular Music. Between the BM, BS, and BA degrees, there is a great deal of overlap in courses. Music courses can be categorized in four ways.

- Courses required for all music degrees
- Applied lessons
- Courses required for more than one degree
- Courses required for only one degree

By combining three performance options into one, fewer credits will need to be offered in the last category. This is the budgetary savings in this proposal. These courses are almost always taught by full-time faculty members, so a reduction of about 8 credits per year will save around \$64,000 annually. The chart below shows old and new course rotations for courses specific to the BM Performance degree.

	Old Rotation	New Rotation
Courses offered each year	Diction I and II or Vocal Literature I and II; Improvisation I and II; Music History Era Course; Jazz Theory and Jazz Arranging or Jazz Pedagogy and Jazz History	Jazz Improvisation I and II, Jazz Theory or Music History Era Course; Literature Course
Courses offered as needed	Other instrumental Literature Courses	
Annual Credits	15-17	8

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

Enrollment is already rising in the performance areas, due to the end of the pandemic and enhanced recruitment strategies that have been a focus of the Music Department for several years. Here are audition and deposit information just for the Performance options for the last five years.

Year	Number of auditions	Number of deposits	% Yield
2021	24	8	33%
2022	18	9	50%
2023	26	5	19%
2024	26	13	50%
2025	32		

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Total music student enrollment has also increased since the pandemic. During 2020, 2021, and 2022, new student enrollment was between 35 and 45 each year. For 2023 and 2024, 60 new music students have enrolled each year. We already have 8 deposits for Fall 2025 and still have one more audition date.

Pro forma budget is based on a 20-student cohort in their first semester of study, with half of the students living on campus.

<b>PROJECTED Program Revenue</b>	Fall	Fall	Fall
Tuition (do not include internal transfers)	\$134,010		
Program-Specific Fees	\$10,000		
Other Revenue (Annotate in narrative)*	\$78,295		
<b>Total Estimated Program Revenue</b>	<b>\$222,305</b>		
<b>PROJECTED Program Expenditures*</b>	Fall	Fall	Fall
Administration (Chair or Coordinator)	n/a		
Faculty (Full-time, total for program)	\$50,000		
Faculty (Part-time, total for program)	\$40,000		
Support Staff	n/a		
Library Resources Program	n/a		
Equipment (List as needed)	n/a		
Other (e.g., student services)	n/a		
Estimated Indirect Costs (e.g., student services, operations, maintenance)			
<b>Total Estimated Program Expenditures</b>	<b>\$90,000</b>		

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

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

**\*Room and Board for 10 students**

**SECTION 4: ADDITIONAL PROGRAM CHARACTERISTICS**

Program website: <https://www.wcsu.edu/music/degrees/bachelor-of-music-performance/>

IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years): **4 years, 120 credits**

Provide estimated cost of program (tuition and fees): \$                      OR url for link to tuition/fee information:  
<https://www.wcsu.edu/cashiers/tuition-2/>

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

**Catalog Description**

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

This degree option is designed for students who wish to pursue a performing and/or private teaching career in music. Many students who choose this option continue their studies at the graduate level and participate in various professional programs in their specific area.

**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):

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

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
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***APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM***

27-2041: Music Directors and Composers; 27-2042: Musicians and Singers; 25-1121: Art, Drama, and Music Teachers, Postsecondary; 25-3021: Self-Enrichment Teachers

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

27-2041: Annual mean wage: \$87,840; 27-2042: Mean hourly wage: \$51.65; 251121: 25-1121: Annual mean wage: \$100,840; 25-3021: Annual mean wage: \$52,890

**Applicable Industries**

Identify the industry applicable to this program using the [North American Industry Classification System](#) (NAICS). Provide NAICS code(s) and title(s): 711130; Bands, musical; Chamber musical groups; Classical musical artists, independent; Ensembles, musical, Jazz musical artists, independent; Jazz musical groups; Musical artists, independent; Musicians, independent;

611610: Music instruction

**Career/Program Pathways**

Does this program prepare students for another program? ☒ Yes, specify program: Master of Music degrees ☐ No

**Program Administration and Faculty**

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): James Greene, DMA; [greenej@wcsu.edu](mailto:greenej@wcsu.edu); 203-837-3931. Dr. Greene will serve as Area Coordinator for the Performance Degree.

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? All full-time faculty teach all of the music majors in the three available music degrees; no new hires are required.

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? Most adjunct faculty will teach in this program, as most of the applied lessons are taught by adjunct instructors.

**Admissions Requirements**

What are the admissions requirements for the program? Audition is required for admission.

**Graduation Requirements**

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

If yes, describe: MUS 380, Full Recital, is required for graduation. This is an hour of solo literature on one's chosen instrument, as appropriate for genre and instrument.

**Program Work Experiences**

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

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

**Prospective Students**

Describe the prospective students for the program: Prospective students in this program have significant pre-college training in a given instrument and genre. The most successful applicants have performed with a variety of ensembles over many years, and have studied their instrument with a specialized instructor in applied lessons prior to the audition.

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

**SECTION 1: GENERAL INFORMATION**

**Institution:** Western Connecticut State University

Please enter the following dates:

Final approval by institution: Fall 2024

Submission to CSCU Office of the Provost for Academic Council: 2.13.25

Most Recent NECHE Institutional Accreditation Action and Date: March 15, 2024

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:

**Summary of Changes:**

**Removal of Required Courses/Credits:**

CS 110 Website Production (3)

MUS 101 Evolution of Jazz and Rock (3)

Music Elective credit requirements removed (6)

**Addition of Required Courses/Credits:**

MUS 342 Film & Media Scoring (2)

MUS 371 Applied Arts Entrepreneurship (2)

MUS 243 Songwriting (2)

Ensemble credit requirement increased from 4 to 7

**Change of Existing Courses' Credit Hours:**

MUS 340 Audio Production 1 increased from 2 to 3

MUS 350 Studio Harmony & Arranging decreased from 3 to 2

**Change of Existing Courses' Titles, Descriptions, and Outlines:**

MUS 104 Pro Tools & Digital Audio will become MUS 104 Audio Recording 1

MUS 240 Survey of Recording Technology will become MUS 240 Audio Recording 2

**Original Program Characteristics**

Name of Program: Bachelor of Music, Option in Audio and Music Production

OHE #: 216

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): Bachelor of Music (BM)

Date Program was Initiated: 2012

Total # Credits in Program: 120

# Credits in General Education: 40

CIP Code Number: 500904 (existing CIP code for BM degree)

Title of CIP Code: Bachelor of Music

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

**Modified Program Characteristics**

Name of Program: Bachelor of Music, Option in Audio and Music Production

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): Bachelor of Music (BM)

Initiation Date for Modified Program: Fall 2025

Anticipated Date of First Graduation: Spring 2029

Total # Credits in Program: 120

# Credits in General Education: 40

CIP Code Number: 500904 (existing CIP code for BM degree)

Title of CIP Code: Bachelor of Music

Department where program is housed: Music & Music Education

Location Offering the Program (e.g., main campus): Visual and Performing Arts Center, Westside Campus

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

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

Phase Out Period Date of Program Termination

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

**Institutional Contact for this Proposal:**

Douglas O'Grady, DMA

Title: Professor of Music

Tel.: e-mail:

ogradyd@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 proposed changes to the Bachelor of Music, Option in Audio & Music Production degree reflect essential updates based on industry developments and student needs over the past 12 years. Since its creation in 2012, the program has undergone minimal revisions, despite significant shifts in the music, audio, and media industries. These updates align the curriculum with current professional expectations, ensuring graduates possess the necessary competencies to succeed in today's evolving landscape.

We have adjusted course sequencing to reflect the skills students already possess upon entering the program and expanded content in sample-based production, remixing, and innovations in digital audio technologies. Additionally, our recording courses were redesigned to provide more in-depth, hands-on studio experience earlier in the program. Entrepreneurship training is also integrated to prepare students for freelance careers and independent production roles. These changes offer a more comprehensive education, equipping students with the technical, creative, and business skills needed to thrive in the modern music industry.

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

<b>Curriculum</b>			
Present side-by-side listing of curricular modifications (insert/delete rows as needed)			
Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
CS 110 Website Production	3	Any course satisfying the Quantitative Reasoning (QR) General Education requirement.	3
MUS 101 Evolution of Jazz and Rock	3	no longer required	
		MUS 342 Film and Media Scoring	2
		MUS 371 Applied Arts Entrepreneurship	2
		MUS 243 Songwriting	2
MUS 340 Audio Production I	2	MUS 340 Audio Production I	3
MUS 350 Studio Harmony and Arranging	3	MUS 350 Studio Harmony and Arranging	2
MUS 104 Pro Tools and Digital Audio	2	MUS 104 Audio Recording I	2
MUS 240 Survey of Recording Technology	2	MUS 240 Audio Recording II	2
Ensembles (6 major ensembles, 2 choir)	4	Ensembles (6 major ensembles, 6 chamber/secondary ensembles, 2 choir)	7
Music Electives	6	no longer required	
<b>Total Credits Original Program</b>	<b>25</b>	<b>Total Credits Modified Program</b>	<b>25</b>

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

As per NASM Standards and the stated purposes of the Department of Music, students enrolled in professional baccalaureate degree programs in music are expected to acquire the following competencies in *General Education, Performance, Musicianship, Composition/Improvisation, History/Repertory, and Synthesis* prior to graduation.

**1. General Education**

- A. The ability to think, speak, and write clearly and effectively.
- B. An informed acquaintance with fields of study beyond music such as those in the arts and humanities, the natural and physical sciences, and the social sciences.
- C. A functional awareness of the differences and commonalities regarding work in artistic, scientific, and humanistic domains.
- D. Awareness that multiple disciplinary perspectives and techniques are available to consider all issues and responsibilities including, but not limited to history, culture, moral and ethical issues, and decision-making.
- E. The ability to identify possibilities and locate information in other fields that have bearing on musical questions and endeavors.

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**2. Performance**

- A. Technical skills requisite for artistic self-expression in at least one major performance area at a level appropriate for the particular music concentration.
- B. An overview understanding of the repertory in their major performance area and the ability to perform from a cross-section of that repertory.
- C. The ability to read at sight with fluency demonstrating both general musicianship and, in the major performance area, a level of skill relevant to professional standards appropriate for the particular music concentration.
- D. Knowledge and skills sufficient to work as a leader and in collaboration on matters of musical interpretation. Rehearsal and conducting skills are required as appropriate to the particular music concentration.
- E. Keyboard competency.
- F. Growth in artistry, technical skills, collaborative competence and knowledge of repertory through regular ensemble experiences. Ensembles should be varied both in size and nature.

**3. Musicianship Skills and Analysis**

- A. An understanding of the common elements and organizational patterns of music and their interaction, the ability to employ this understanding in aural, verbal, and visual analyses, and the ability to take aural dictation.
- B. Sufficient understanding of and capability with musical forms, processes, and structures to use this knowledge and skill in compositional, performance, analytical, scholarly, and pedagogical applications according to the requisites of their specializations.
- C. The ability to place music in historical, cultural, and stylistic contexts.
- D. Aural skills sufficient to make accurate and viable recording decisions associated with various applications and proper functioning of equipment.

**4. Composition and Improvisation**

- A. Students must acquire a rudimentary capacity to create original or derivative music. It is the prerogative of each institution to develop specific requirements regarding written, electronic, or improvisatory forms and methods. These may include but are not limited to the creation of original compositions or improvisations, variations or improvisations on existing materials, experimentation with various sound sources, the imitation of musical styles, and manipulating the common elements in non-traditional ways. Institutional requirements should help students gain a basic understanding of how to work freely and cogently with musical materials in various composition-based activities, particularly those most associated with the major field.
- B. Comprehensive capabilities in various jazz idioms, including the ability to perform, improvise, compose, arrange, and score; and knowledge of jazz history and literature, including the cultural sources and influences of jazz.
- C. Ability to work as a performer and composer/arranger with a variety of jazz and studio music idioms in various settings and with various sizes and types of ensembles, including the ability to produce the appropriate expressive style of the music being created or presented. Independent studies, internships, field work, and similar experiences are strongly encouraged.



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- D. Opportunities to hear fully realized performances of the student's original compositions and/or arrangements; public presentation is an essential experience.

**5. History and Repertory**

Students must acquire basic knowledge of music history and repertoires through the present time, including study and experience of musical language and achievement in addition to that of the primary culture encompassing the area of specialization.

**6. Synthesis**

While synthesis is a lifetime process, by the end of undergraduate study students must be able to work on musical problems by combining, as appropriate to the issue, their capabilities in performance; aural, verbal, and visual analysis; composition/improvisation; and history and repertory.

Students in the B.M. Emphasis in Audio and Music Production degree will be expected to acquire the following essential competencies in the area of Music Industry Studies and Recording Technology/ Audio Production upon graduation, based on the stated purposes of the degree:

**7. Studies in Music, Business, Music Industry**

- A. Understanding of the overall function and structure of the music industry.
- B. Basic understanding of copyright law, publishing, contracts, and licensing.
- C. Understanding of administrative structures and practices associated with music organizations.
- D. Functional knowledge of computer and technological applications in the music industry.
- E. Acquaintance with approaches and means to professional development, including job-seeking strategies, and interview techniques.
- F. Understanding of entrepreneurship and history of the music industry.

**8. Studies in Recording Technology**

- A. Comprehensive capabilities in the basic techniques of audio recording, audio engineering, and studio sound, including but not limited to microphone theory and technique, knowledge of other peripheral equipment, and the ability to solve technical and artistic problems in the preparation of recordings for various purposes and in various settings.
- B. Fundamental knowledge of recording equipment and practice and the ability to apply this knowledge in recording situations. This includes but is not limited to equipment calibration, alignment, and testing, and studio set-up for various types of recordings in various professional settings.
- C. Aural skills sufficient to make accurate and viable recording decisions associated with various applications and proper functioning of equipment.
- D. Ability to develop specific recordings of professional quality from concept to technical and artistic process to finished work.

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

**Assessment of Learning Outcomes**

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

Course assessments: Tests, Quizzes, Projects, Exams, Juries

Program assessments: Sophomore Barrier Exam in Performance and Skills (In 4th semester), Senior Capstone Presentation (In 8th semester)

**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
MUS 113 Convocation (First Year Navigation (FY) Gen Ed)	1,2,5,6	Music Major	0
Any Writing 1 (W1) Gen Ed course	1	None	3
Any Writing 2 (W2) Gen Ed course	1	None	3
Any Critical Thinking (CT) Gen Ed course	1	None	3
Any Health & Wellness (HW) Gen Ed course	1	None	2
Any Oral Communication (OC) Gen Ed course	1	None	3
Any Quantitative Reasoning (QR) Gen Ed course	1	None	3
Any Scientific Inquiry (SI) Gen Ed course	1	None	4
Music Ensembles (Creative Process (CP) Gen Ed and Repeated Gen Ed Competency 1)	1,2,6	Audition	7
MUS 103 World Music (Intercultural Competence (IC) Gen Ed)	1,4,5	None	3
MUS 230 Music History & Literature I (Information Literacy (IL) Gen Ed)	1,5	None	3
MUS 231 Music History & Literature II (Repeated Gen Ed Competency 2 (IL))	1,5	MUS 230	3
MUS 380 Senior Capstone Project (Culminating Experience (CE) Gen Ed and Writing 3 (W3) Gen Ed)	1,6	Four semesters of MUS 390v Applied Audio Production	2
Any course to satisfy Repeated Gen Ed Competency 3	1	None	3
MUS 108 Music Theory I	3,4	Music Major	2
MUS 109 Music Theory II	3,4	MUS 108	2
MUS 208 Music Theory III	3,4	MUS 109	2
MUS 209 Music Theory IV	3,4	MUS 208	2
MUS 114 Sightsinging/Eartraining I	3,4	Music Major	2
MUS 115 Sightsinging/Eartraining II	3,4	MUS 114	2
MUS 210 Sightsinging/Eartraining III	3,4	MUS 115	2
MUS 211 Sightsinging/Eartraining IV	3,4	MUS 210	2
MUS 125 Keyboard Competency I	3,4	Music Major	0.5
MUS 126 Keyboard Competency II	3,4	MUS 125	0.5

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MUS 216 Jazz & Commercial Piano I	3,4	MUS 126	0.5
MUS 217 Jazz & Commercial Piano II	3,4	MUS 216	0.5
MUS 180 Applied Music (4 semesters, 2 credits each)	2,3,4,5,6	Audition	8
MUS 317 Musical Form & Analysis	3,6	MUS 209	3
MUS 320 Basic Conducting	2,3,6	MUS 209	2
MUS 370 Music Industry Practicum	6,7,8	Senior Standing	1
MUS 390v Applied Audio Production (4 semesters, 2 credits each)	3,4,6,7,8	Four semesters of MUS 180 Applied Music	8
MUS 118 Music Technology	8	None	3
MUS 119 Music Industry Studies	7	Music Major	2
MUS 104 Audio Recording I	8	MUS 118	2
MUS 240 Audio Recording II	8	MUS 104	2
MUS 243 Songwriting	2,3,4	MUS 109	2
MUS 300 Electronic Music Composition & Sound Design	4,5,6,8	MUS 240	2
MUS 340 Audio Production I	6,8	MUS 240	3
MUS 341 Audio Production II	6,8	MUS 340	2
MUS 342 Film & Media Scoring	3,4,5,6	MUS 317	2
MUS 350 Studio Harmony & Arranging	3,4,6,8	MUS 317	3
MUS 371 Applied Arts Entrepreneurship	6,7	MUS 119	2
<b>Open Electives</b> (Indicate number of credits of open electives) Additional credits outside the Major (Gen Ed):			<b>13</b>
<b>Total Program Credits:</b>			<b>120</b>

**Description of Related Modification(s)**

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

None.

**Description of Resources Needed**

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

No new resources needed.

**SECTION 3: ADDITIONAL PROGRAM CHARACTERISTICS**

Program website: <https://www.wcsu.edu/music/degrees/bachelor-of-music-audio-music-production-option/>

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

4 years/120 credits

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

<https://www.wcsu.edu/cashiers/tuition-2/>

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

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

**Catalog Description**

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

This degree option is designed for students wishing to pursue a career in audio and music production. Many students who choose this option continue their studies at the graduate level and in various professional programs in their specific area.

**Careers/Professions and Earnings**

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

27-2041 Music Directors and Composers; 27-402 Musicians and Singers; 27-4014 Sound Engineering Technicians

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

Connecticut Average: 27-2041: \$52.22/hour; \$108,620 per year; 27-402: \$67.27/hour; 27-4014: \$60,230-\$70,180 per year

**Applicable Industries**

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

512250 Musical recording, releasing, promoting, and distributing; 512290 Stock music and other audio services

**Career/Program Pathways**

Does this program prepare students for another program? ☒ Yes, specify program: Master of Music degrees ☐ No

**Program Administration and Faculty**

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

Douglas O'Grady, DMA, [ogradyd@wcsu.edu](mailto:ogradyd@wcsu.edu), 203-837-8333

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

All full-time faculty teach in this program. No new hires are required.

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

Most adjunct faculty teach in the program's core curriculum. No new hires are required.

**Admissions Requirements**

What are the admissions requirements for the program? Audition is required.

**Graduation Requirements**

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

If yes, describe: Capstone project, MUS 380

**Program Work Experiences**

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

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

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

Music Industry Practicum, MUS 370 Students complete a one-credit internship during the senior year. This course provides students with the opportunity to intern or complete other experiential activities at a recording studio, radio station, television station, production company, or similar facility to gain real-world work experience in the field.

**Prospective Students**

Describe the prospective students for the program:

Prospective students for the Bachelor of Music with Emphasis in Audio & Music Production degree are musicians who play an instrument or sing at a level appropriate for college study and have a foundational ability to read music. They are drawn to the creative process of making music—whether through performing, composing, arranging, recording, or mixing—and are eager to develop their skills in a professional studio setting. While they may not yet have a specific career path in mind, they are passionate about working with sound and envision a future in music production. Graduates of this program may go on to become composers, recording engineers, mixing engineers, mastering engineers, music producers, or sound editors, or they may find opportunities in television audio, radio and podcasting, or film sound. This program is designed for students who are excited to explore the intersection of musicianship and technology as they prepare for careers in the evolving world of audio and music production.

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
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***NEW DEGREE MINOR – BELOW THRESHOLD REPORT***

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> WCSU	Please enter the following dates: Final approval by institution: 11/5/24 Submission to CSCU Office of the Provost for Academic Council: 2/13/25
Most Recent NECHE Institutional Accreditation Action and Date: March 2024	
<b>Program Characteristics</b> Name of Minor: Minor in Entrepreneurship for Non-Business Majors Modality of Program ( <i>check all that apply</i> ): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program website: <a href="https://www.wcsu.edu/management/">https://www.wcsu.edu/management/</a> Anticipated Program Initiation Date: Fall / September 2025 Anticipated Date of First Completion: Spring / May 2027 Total # Credits in Program: 18	
<u>CIP Code Number:</u> 52.0701 <u>Title of CIP Code:</u> Entrepreneurship / Entrepreneurship Studies	
Department where program is housed: Management Department Location Offering the Program ( <i>e.g., main campus</i> ): WCSU	
Provide the intended catalog description for this program: The Minor in Entrepreneurship for Non-Business majors enables non-business students to develop the essential business competencies and entrepreneurial mindset to promote success in starting a new business. The minor also develops key competencies for working in established small businesses or start-ups. Students can integrate the competencies and mindset developed in the minor with the knowledge and skills developed in their major fields of study as a catalyst for success in entrepreneurial endeavors.	
If establishment of the new minor is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: n/a   CIP:   OHE#:   BOR Accreditation Date: Phase Out Period   Date of Program Termination Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Other Program Accreditation: <ul style="list-style-type: none"><li>• If seeking specialized/professional/other accreditation, name of agency and intended year of review: n/a</li><li>• If minor prepares graduates eligibility to state/professional licensure,<ul style="list-style-type: none"><li>○ identify credential: n/a</li><li>○ confirm NC-SARA requirements met: <input type="checkbox"/> Yes <input type="checkbox"/> No</li></ul></li></ul> ( <i>As applicable, the documentation in this request should address the standards of the identified accrediting body or licensing agency</i> )	
<b>Institutional Contact for this Proposal:</b>	Title:   Tel.:   e-mail:
<b>NOTES:</b> <ul style="list-style-type: none"><li>• This informational report pertains to academic programs not reaching the threshold requiring Board of Regents action. Information is shared with the BOR-Academic Council and included in the BOR-Academic and Student Affairs Committee meetings.</li><li>• This form should be used only for new degree minors, which are considered Below Threshold and do not require a BOR resolution.</li></ul>	

**SECTION 2: PROGRAM PLANNING ASSESSMENT**

<b>Alignment of Program with Institutional Mission, Role, and Scope</b> How does the program align with the institutional mission? ( <i>Provide a concise statement</i> ) The Minor in Entrepreneurship for Non-Business Majors provides undergraduate students at WCSU the opportunity to grow as scholars, professionals, and
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***NEW DEGREE MINOR – BELOW THRESHOLD REPORT***

future leaders who can successfully pursue entrepreneurial ventures that complement their own unique talents, interests, and areas of expertise.

**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.*)  
The proposed minor addresses Connecticut workforce needs by providing the essential skills, competencies, and entrepreneurial mindset needed to initiate new business ventures. These skills and mindset also support the management of newer businesses and can be a catalyst for innovation in larger organizations. The benefits to communities include job creation, economic growth, and the support of entrepreneurial ecosystems. Entrepreneurship can also support community revitalization which is especially critical in economically distressed parts of Connecticut. The job prospects for graduates are strong and include jobs in a range of start-ups, positions that support corporate innovation, business consulting, and starting new ventures. Source: ChatGPT
- 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 Management Department offers an option in Small Business and Entrepreneurial Management which is only open to Business students majoring in Management. The proposed minor uses existing courses in the Management Department, other departments in the Ansell School of Business (Accounting, Finance, MIS, Marketing), and, with advisor approval, courses outside of the Business school to provide an applied and customizable minor for non-business students leveraging existing curriculum, faculty, and academic resources.
- 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?  
Student demographic data from Institutional Research will be reviewed. Demographics of students enrolled in the minor can be compared to student demographics across the University as a whole.
  - Describe specific aspects of the program (*e.g., interventions to address college readiness, targeted recruitment strategies, comprehensive supports, etc.*) intended to advance equitable student outcomes.  
The Minor in Entrepreneurship is available to all students across the University community. Courses and course prerequisites are designed to provide access to this area of study. The minor can be combined with a range of other academic majors to highlight entrepreneurial opportunities linked to those areas. Individualized academic advising, career mentorship, and a full range of tutoring, counseling, and academic support services are available.
  - Where inequities are found, how will the data be used by program and institutional leaders to address the inequities?  
The data will be used to refine the academic and non-academic student support services. Information about the proposed minor will also be shared with all students in the University with an appropriate focus on under-served student groups. The objectives are to highlight opportunities and provide effective support.

**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.

Minor expenses may be incurred in preparing informational brochures, posters, and website updates. Costs would be negligible and sustainability would be strong because the minor makes exclusive use of existing classes, faculty, and academic resources. The resources needed to promote, manage, and provide support for students in the minor are available and adequate.

**Special Resources**



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**Connecticut State Colleges & Universities**

***NEW DEGREE MINOR – BELOW THRESHOLD REPORT***

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.

Current library, computer, and classroom space is available. No other resources are required. Resources will be used to support students in the courses and to highlight developmental opportunities.

**Student Recruitment / Student Engagement**

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

The primary source of projected enrollment is from non-business students at WCSU. This is a rich source of enrollment because this minor for non-business students provides the opportunity to blend specific areas of expertise such as health and wellness, art, or counseling with potential business opportunities. A secondary source of students would be applicants to the University who are interested in the minor. Marketing would be done on the University website, informational pamphlets, and posters on campus. Advising would be a key source of enrollment. Many non-business students have been inquiring about how to complement their areas of expertise and study with essential entrepreneurship skills and this minor addresses that demand. Other activities would involve ensuring that other University staff such as the registrar's office are familiar with the minor so they can make students aware of the opportunity for the non-business student minor in entrepreneurship. If applicable, what student engagement strategies will be employed to advance student retention and completion in program? The requirements for the minor would be clearly posted on the website. Students will receive personalized advisement. A full range of student support services would also be employed to support program completion.

**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. To understand the business competencies that are essential for starting new entrepreneurial ventures.
2. To understand the business competencies that are essential for managing existing start-up businesses.
3. To develop an entrepreneurial mindset that can be applied to starting new ventures and managing existing start-ups.
4. To develop the potential to integrate an entrepreneurial mindset and essential business competencies with knowledge and skills developed in major fields of study.
- 5.

**Assessment of Learning Outcomes**

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

MGT 405 Small Business Entrepreneurship (prerequisites ACC 201, MIS 155/260, MKT 200). This is the highest level and integrative course within the minor. Students prepare comprehensive Feasibility Studies or Business Plan projects in the course. A sample of these projects will be assessed by faculty with a rubric to assess performance with respect to the learning outcomes.

**Program Administration**

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

- Name: Dr. Stanley Bazan
- Email: Bazans@wcsu.edu      Phone: 2038379238

**Program Faculty**

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

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***NEW DEGREE MINOR – BELOW THRESHOLD REPORT***

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 (include proposed new hires)? 4  
 How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 0  
 What percentage of program credits will be taught by adjunct faculty? 0

**Curriculum**

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

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
<b>Program Required &amp; Elective Courses</b>			
<b>Required courses (12 credits)</b>			
ACC 201 Financial Accounting	1 & 2	none	3
MIS 155 Information Technology or MIS 260 Information Systems Concepts	1 & 2	None for either course	3
MKT 200 Principles of Marketing	1 & 2	Sophomore standing	3
MGT 405 Small Business Entrepreneurship	3 & 4 & 5	ACC 201, MIS 155 or MIS 260, MKT 200	3
<b>Elective Courses (Choose 6 credits)</b>			
ACC 202 Managerial Accounting	2	ACC 201	3
FIN 100 Personal Finance	3	none	3
JLA 240 Commercial Law/ ACC 340 Business Law 1	1 & 2	none	3
MGT 320 Operations Management	2	FIN 230 Business Statistics or MAT 120 Elementary Statistics with Management Chair approval	3
MIS 307 Social Media in Business	1 & 2	none	3
MIS 301 Data Base Applications in Business	1 & 2	MIS 260 or permission of instructor	3
MKT 315 Contemporary Advertising and Integrated Marketing Communication	1 & 2	MKT 200, GPA >2	4
MKT 333 Sales Management	1 & 2	MKT 200, GPA >2	4
<b>Open Electives</b> (Indicate number of credits of open electives)			6
<b>Total Program Credits:</b>			18

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**Connecticut State Colleges & Universities**

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

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Charter Oak State College	Please enter the following dates: Final approval by institution: 1-31-2025 Submission to CSCU Office of the Provost for Academic Council: 2-3-2025
Most Recent NECHE Institutional Accreditation Action and Date: Fall 2016	
Use this form for modifications that fall below the threshold required for full BOR review, defined as “more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program”. For changes not below this threshold, use form 201 ( <i>Application for Modification of an Accredited Program</i> ).	
Total Number of courses and course credits to be modified by this application: <b>1 course, 3 credits</b>	
For the singular changes noted below, alternate forms are available: <ul style="list-style-type: none"><li>• If only modifying modality, use form XXX <i>Application to Modify Instructional Modality</i></li><li>• If only modifying program name, use form XXX <i>Application for Name Change</i></li><li>• If only modifying CIP code, use form XXX <i>Application to Change CIP Code</i></li><li>• If only adding auxiliary site, use form XXX <i>Application for Adding an Auxiliary Instructional Site</i></li></ul>	
<b>Original Program Characteristics</b> Name of Program: Cancer Registry Management Certificate OHE #: 20541 Modality of Program ( <i>check all that apply</i> ): <input type="checkbox"/> On ground <input checked="" type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type ( <i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i> ): <b>Undergraduate Certificate</b> Date Program was Initiated: <b>Fall 2022</b> Total # Credits in Program: <b>33</b> # Credits in General Education: <b>0</b> <u>CIP Code Number</u> : <b>51.00721</b> Title of CIP Code: <b>Disease Registry Data Management</b>	
<b>Modified Program Characteristics</b> Name of Program: Cancer Registry Management Certificate Modality of Program ( <i>check all that apply</i> ): <input type="checkbox"/> On ground <input checked="" type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type ( <i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i> ): <b>Undergraduate Certificate</b> Initiation Date for Modified Program: <b>Fall 2025</b> Anticipated Date of First Graduation: <b>August 2026</b> Total # Credits in Program: <b>33</b> # Credits in General Education: <b>0</b> <u>CIP Code Number</u> : <b>51.00721</b> Title of CIP Code: <b>Disease Registry Data Management</b>	
Department where program is housed: <b>Health Science and Technology</b> Location Offering the Program ( <i>e.g., main campus</i> ): <b>Online</b>	
If modification of the program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: CIP: OHE#: BOR Accreditation Date: Phase Out Period Date of Program Termination Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No	

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

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

Institutional Contact for this Proposal: Cindy Edgerton	Title: Program Director, Health Information Management	Tel.: 860-515-3833 e-mail: cedgerton@charteroak.edu
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**SECTION 2: BACKGROUND, RATIONALE, AND NATURE OF MODIFICATION**

**Rationale for Modification**

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

**Modification 1: Applicants must have at least 27 college credits to be accepted to the program.**

**Rationale:** The original program required the student to either have completed at least an AS degree to be accepted to the program OR to enroll in an AS degree concurrently with the certificate program. This requirement was directly related to the requirement by NCRA that an AS degree was required to sit for the ODS exam. The ODS is the credentialing exam that is the goal for graduates of this certificate. Since then, NCRA has changed the requirement of the AS degree, and now states that a student must have 60 college credits to apply for the exam. This allows for more flexibility and the ability for more students to take advantage of this certificate. If they come in with 27 credits and earn the 33 credits of the certificate, they will have the 60 credits required of the ODS exam application.

**Modification 2: Change the HIM 200 Health Information Systems requirement in the program to HLT 225 Digital Tools in Healthcare.**

**Rationale:** NCRA requires that a healthcare- related technology course be included in the program. At the time of the original program, HIM 200 Health Information Systems was the only option, which focuses on the Electronic Health Record. Since then, HLT 225 Digital Tools in Healthcare care was added to the college catalog. This course is a much better option for these students as it is broader and includes more of the technologies that these students will actually use in the real world (i.e. EHR, Database, AI, PPT, Excel, Diagnostic Technology).

**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
HCA 105 Medical Terminology	3	HCA 105 Medical Terminology	3
BIO 212 Anatomy and Physiology	3	BIO 212 Anatomy and Physiology	3
BIO 215 Pathophysiology	3	BIO 215 Pathophysiology	3
<b>HIM 200 Health Information Systems</b>	3	<b>HLT 225 Digital Tools in Healthcare</b>	3
HIM 230: Introduction to Cancer Registry and Management	3	HIM 230: Introduction to Cancer Registry and Management	3
HIM 231: Cancer Registry Operations	3	HIM 231: Cancer Registry Operations	3
HIM 233: Cancer Disease Coding and Staging	3	HIM 233: Cancer Disease Coding and Staging	3
HIM 235: Oncology Treatment and Coding	3	HIM 235: Oncology Treatment and Coding	3
HIM 237: Cancer Registry Data Analytics, Quality, and Utilization	3	HIM 237: Cancer Registry Data Analytics, Quality, and Utilization	3
HIM 239: Abstracting Methods for Oncology	3	HIM 239: Abstracting Methods for Oncology	3

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
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***MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT***

HIM 291: Cancer Registry Practicum	3	HIM 291: Cancer Registry Practicum	3
Total Credits Original Program	33	Total Credits Modified Program	33

**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. Identify human anatomy and physiology and disease processes along with related pharmacology.
2. Describe the purpose and value of cancer registry, types of registries and registry standards.
3. Apply disease registry standards to work tasks and identification of data sets.
4. Demonstrate accurate cancer/oncology disease and treatment coding, sequencing and staging.
5. Monitor oncology patient outcomes and manage follow-up.
6. Adhere to appropriate data quality and improvement standards and initiatives.
7. Demonstrate data collection, database management, data analysis, statistical reporting, and data utilization according to appropriate standards and Central Registry requirements.
8. Abstract data from patient health records for necessary data collection while understanding major disease sites.
9. Demonstrate operational skills in cancer registry using real patient records and/or case studies.

**Assessment of Learning Outcomes**

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

**Assessments include assignments that aim to simulate real-world cancer registry work, along with discussions, quizzes, written assignments, and exams. In HIM 291 Cancer Registry Practicum, the ultimate assessments are provided through NCRA. Students are required to complete activities for each domain and pass an exam for each domain. Students must successfully complete these to be eligible for the ODS exam.**

**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
HCA 105 Medical Terminology	1		3
BIO 212 Anatomy and Physiology	1		3
BIO 215 Pathophysiology	1		3
HLT 225 Digital Tools in Healthcare	3		3
HIM 230: Introduction to Cancer Registry and Management	2, 3		3
HIM 231: Cancer Registry Operations	2, 3		3
HIM 233: Cancer Disease Coding and Staging	4	HCA 105, BIO 212, BIO 215, HIM 230, HIM 231	3
HIM 235: Oncology Treatment and Coding	4	HCA 105, BIO 212, BIO 215, HIM 230, HIM 231	3
HIM 237: Cancer Registry Data Analytics, Quality, and Utilization	5, 6, 7	HCA 105, BIO 212, BIO 215, HIM 230, HIM 231	3
HIM 239: Abstracting Methods for Oncology	8	HCA 105, BIO 212, BIO 215, HIM 230, HIM 231	3

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

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

HIM 291: Cancer Registry Practicum	1-9	All program courses. (Except HLT 225 which can be taken concurrently)	3
Open Electives <i>(Indicate number of credits of open electives)</i>			0
Total Program Credits:			33
<b>Description of Related Modification(s)</b> Provide a summary of other changes, if any, necessitated by curricular modification, such as admissions or graduation requirements <b>See admissions modification above.</b>			
<b>Description of Resources Needed</b> As appropriate, summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost. <b>No resources needed to make these modifications.</b>			

**SECTION 3: ADDITIONAL PROGRAM CHARACTERISTICS**

Program website: <a href="https://www.charteroak.edu/certificates/cancer-registry-management-certificate.php">https://www.charteroak.edu/certificates/cancer-registry-management-certificate.php</a>
IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years): <b>1.5</b>
Provide estimated cost of program (tuition and fees): \$ 12,700.00 OR url for link to tuition/fee information: <a href="https://www.charteroak.edu/prospective/tuition/">https://www.charteroak.edu/prospective/tuition/</a>
Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Catalog Description</b> Provide the catalog description for this program (with proposed modifications if applicable): <b>The certificate is designed for adult learners who already have an Associate's degree but are looking for a specialized certificate to increase their opportunities for employment (or pursuing an associate's degree concurrently with the certificate). The certificate can be completed 100% online with faculty who are experts in the field. This certificate can be a pathway to either the Bachelor of Science in Health Information Management or Healthcare Administration.</b>  <b>Cancer Registry Management is an area of healthcare that is related to Health Information Management which is a current program at Charter Oak. Cancer registrars are data information specialists who collect and report cancer statistics. Cancer registrars capture a complete history, diagnosis, treatment, and health status for every cancer patient in the U.S. Cancer registrars collect the data that provides essential information to researchers, healthcare providers, and public health officials to better monitor and advance cancer treatments, conduct research, and improve cancer prevention and screening programs.</b>  <b>This program is accredited by the National Cancer Registrars Association (NCRA). The Cancer Registry Management Certificate program is designed to meet the standards and competencies of the National Cancer Registry Association and prepare students to sit for the ODS (Oncology Data Specialist) credential exam. Students are responsible for reviewing the <a href="#">exam requirements</a>.</b>  <b>This Certificate is 33 credits and 15 of these credits must be completed at Charter Oak. All courses must be completed with a grade of 'C' or better.</b>
<b>Careers/Professions and Earnings</b>



**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
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***MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT***

Identify the careers and professions available to graduates of the program using the [Standard Occupational Classification](#) (SOC) system. Provide SOC code number(s) and name(s): 29-9021 Health Information Technologists and Medical Registrars  
What would be the median estimated earnings for a graduate in this profession (if more than one SOC code listed, include earnings for each)? **\$60,644**

**Applicable Industries**

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

**Career/Program Pathways**

Does this program prepare students for another program? ☒ Yes, specify program: The first four courses are requirements in the **BS Health Information Management (HIM)** program at Charter Oak. The remaining courses may be used as electives. ☐ No

**Program Administration and Faculty**

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): **Cindy Edgerton, 860-515-3833, cedgerton@charteroak.edu**

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? **0**

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

**Admissions Requirements**

**Currently there is the requirement that prospective students must have an AS degree, but this is part of the modification. The new requirement is that they must have 27 college credits**

**Graduation Requirements**

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

If yes, describe: **Students must have completed the practicum course, which requires completion of NCRA activities and exams that are provided to the program through the NCRA website.**

**Program Work Experiences**

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

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

**Prospective Students**

Describe the prospective students for the program: **The certificate is designed for adult learners who ideally have a background in healthcare and are looking for a specialized certificate to increase their opportunities for employment. A background in Health Information Management is ideal experience for pursuing this certificate, but other experience as healthcare practitioners can also transfer nicely to a career in Cancer Registry Management.**



# **CSCU** Board of Regents

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

### **RESOLUTION**

Concerning

Discontinuation of the Bachelor of Arts

in Anthropology

at

Southern Connecticut State University

May 22, 2025

RESOLVED: That the Board of Regents for Higher Education approves the discontinuation of the following Bachelor of Arts at Southern Connecticut State University effective August 2025.

Anthropology

CIP Code: 450201

OHE#: 9249

A True Copy:

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

**ITEM**

Discontinuation of a Bachelor of Arts in Anthropology at Southern Connecticut State University.

**BACKGROUND AND RATIONALE**

The BA in Anthropology program is being discontinued with the launch of the new Master of Science in Archaeology and Cultural Resource Management. This decision will enable resources to be redirected to the Bachelor of Science and Master of Science programs, and allow students to more easily access the accelerated pathway program from the B.S. to the M.S. The distinction between the B.A. and B.S. in Anthropology was minimal, and the B.A. was no longer providing significant benefits to students.

This discontinuation aligns with the launch of the new M.S. in Archaeology and Cultural Resource Management, which was approved by the board in March 2025.

**PHASE OUT/TEACH OUT STRATEGY**

Students can transfer from the Bachelor of Arts to the Bachelor of Science, general concentration in Anthropology without losing progress towards their degree. To facilitate a smooth transfer, faculty advisors will work with any impacted student to ensure that they can transfer into the Bachelor of Science option that is best suited towards the students' goals.

**RECOMMENDATION**

Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve these discontinuations.

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

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

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Southern Connecticut State University	Please enter the following dates: Final approval by institution: 02.13.25 Submission to CSCU Office of the Provost for Academic Council: 02.10.25
<b>Program Characteristics</b> Name of Program: Anthropology, B.A. BOR Accreditation Date: 2001-10-17 OHE #: 9249 <u>CIP Code Number:</u> 450201    Title of CIP Code: Anthropology Program Type (include degree or certificate type, abbreviation, and name, e.g., Associates, AS, Associate of Science): <b>Bachelor of Arts</b> Modality of Program (check all that apply): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Phase Out / Teach Out Period: Fall, 2025 Expected Dates of Program Termination <ul style="list-style-type: none"><li>Date for final enrollment of new students: May, 2025</li><li>Date for final award of credential: August, 2025</li></ul> Department where program is housed: Anthropology Location Offering the Program (e.g., main campus): Main Campus	
<b>Institutional Contact for this Proposal:</b> Julia Irwin	Title: Interim Provost Tel.: 203.392.5350 e-mail: irwinj1@southernct.edu

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

<b>Narrative</b>	<p>Describe the rationale for discontinuing this program. Consider whether discontinuation: a) occurs in the context of a related academic improvement, e.g., the merging of programs with declining enrollment/completions into a new program that effectively addresses relevant state needs and students' interests; b) is in response to the periodic Academic Program Review for all programs at each institution, under the guidance of existing BOR policy; c) is in response to other institutional considerations such as redirecting capacity, adoption of new mission, etc. Provide any quantitative information in support of the discontinuation, including any relevant financial information. <i>Program discontinuation should not impact state priorities for workforce preparation.</i></p> <p>We are discontinuing the B.A. in Anthropology in conjunction with the launch of a new M.S. in Archaeology and Cultural Resource Management (assuming the final approval of that program in Spring, 2025). The department will maintain its B.S. in Anthropology with concentrations in Cultural, Linguistics, Biological, Archaeology, and General. The discontinuation of the B.A. will allow for the reallocation of resources to the B.S. and M.S. programs and avoid the proliferation of programs within the department. This will allow students to more easily access an Accelerated Pathway program from the B.S. to the M.S.</p>
<b>Phase Out/Teach Out Strategy</b>	<p>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.)</p> <p>Students can transfer from the B.A. in Anthropology to the B.S. in Anthropology, General concentration without losing any progress towards their degree. Faculty advisers will work with any impacted students to ensure they can transfer into the B.S. option best suited to their goals.</p>

**SECTION 3: RESOURCES**

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

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

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

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

- (a) It is no longer necessary to offer a B.A. and B.S. version of the same subject in anthropology. There was little to no differentiation between this program and it's B.S. counterpart, thus it was a drain on departmental resources without accruing an equivalent or greater benefit to students.
- (b) The need to discontinue this program did not become obvious until the department was making the first significant changes to programmatic offerings in many years. Working to align program goals and learning outcomes while developing the M.S. and Archaeology and Cultural Resource Management made it clear that the B.A. in Anthropology was no longer beneficial to students.
- (c) There were no institutional or programmatic inactions in the face of the referenced circumstances.
- (d) Departments should assess whether it is valuable to students or faculty to maintain B.A. and B.S. versions of the same degree subject. There may be important distinctions between the two for some departments, while other departments may similarly find that they have unnecessary duplicates.

# **CSCU** Board of Regents

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

### **RESOLUTION**

Concerning

Modification of a Graduate Certificate program

in Bilingual Extension

at

Southern Connecticut State University

May 22, 2025

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – specifically a name change of the Bilingual Extension, Graduate Certificate program at Southern Connecticut State University.

A True Copy:

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

**ITEM**

Name change of the Bilingual Extension, Graduate Certificate program at Southern Connecticut State University.

**BACKGROUND AND PROPOSAL**

The rationale for the name change aims to increase transparency that the certificate program is part of the Department of Communication Disorders. The program is designed for Speech Language Pathologists to support children from various multilingual backgrounds.

Old Name: Bilingual Extension

New Name: Communication Disorders in Multilingual Children

**RECOMMENDATION**

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

4/4/2025 – BOR - Academic and Student Affairs Committee

5/22/2025 – Board of Regents

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

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

NAME CHANGE REQUEST		
<b>Institution:</b> Southern Connecticut State University	Please enter the following dates: Final approval by institution: 12/26/24 Submission to CSCU Office of the Provost for Academic Council: 2.12.25	
<b>NOTE:</b> Use this form if modifying only the name of the program.		
<b>Current Program Characteristics</b> Name of Program: Bilingual Extension Program, Graduate Certificate OHE #: 20601 Modality of Program ( <i>check all that apply</i> ): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type ( <i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i> ): <b>Graduate Certificate</b> Date Program was Initiated: Fall 2022 Total # Credits in Program: 12 # Credits in General Education: 0 <a href="#">CIP Code Number</a> : 510299   Title of CIP Code: Communication Disorders Sciences and Services, Other Department where program is housed: Department of Communication Disorders Location Offering the Program ( <i>e.g., main campus</i> ): main campus		
<b>Proposed New Name of Program:</b> Communication Disorders in Multilingual Children		
<b>Proposed Date Name Change Becomes Effective:</b> Fall 2025		
<b>Explanation / Justification</b> <i>Provide a concise rationale for the name change request, and discuss any anticipated impact upon the institution, its mission, and its students.</i> <p>Changing the name from "Bilingual Extension Program" to "Communication Disorders in Multilingual Children-Certificate" to increase transparency that the certificate program is part of the Department of Communication Disorders and is designed for Speech Language Pathologists to support children who have varied multilingual backgrounds. The program is designed to assist SLPs in providing effective assessment and intervention to children who come from dual language environments and who may display a communication disorder or variance. Per the American Speech Language Hearing Association, "a communication disorder is an impairment in the ability to receive, send, process, and comprehend concepts or verbal, nonverbal and graphic symbol systems. A communication disorder may be evident in the processes of hearing, language, and/or speech. A communication disorder may range in severity from mild to profound. It may be developmental or acquired. Individuals may demonstrate one or any combination of communication disorders. A communication disorder may result in a primary disability, or it may be secondary to other disabilities."</p> <p>Communication disorders may be classified based on the features of the disorder such as, a speech disorder, an articulation disorder, a fluency disorder, a voice disorder, a language disorder, a hearing disorder, and/or an auditory processing disorder.</p>		
<b>Programmatic Changes</b> <i>If applicable, provide a concise discussion regarding any programmatic changes to be necessitated by the requested name change.</i> N/A		
<b>Cost and Availability of Adequate Resources</b> <i>If applicable, provide a one paragraph narrative addressing additional cost and resources necessitated by the requested name change.</i> No additional costs.		
<b>Institutional Contact for this Proposal:</b> Dr. Julia Irwin	Title: Interim Provost	Tel.: 203-392-5350 e-mail: irwinj1@southernct.edu



# **CSCU** Board of Regents

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

### **RESOLUTION**

Concerning

Modification of 8 Programs

Master of Arts in Teaching

at

Southern Connecticut State University

May 22, 2025

RESOLVED: That the Board of Regents for Higher Education approve the modification of 8 programs – specifically name changes of Master of Arts in Teaching programs at Southern Connecticut State University.

Biology 7-12, Master of Arts in Teaching (OHE #: 20362, CIP: 130101)

Chemistry 7-12, Master of Arts in Teaching (OHE #: 20363, CIP: 130101)

Earth Science 7-12, Master of Arts in Teaching (OHE #: 20365, CIP: 130101)

English 7-12, Master of Arts in Teaching (OHE #: 20367, CIP: 130101)

History & Social Studies 7-12, Master of Arts in Teaching (OHE #: 21759, CIP: 130101)

Mathematics 7-12, Master of Arts in Teaching (OHE #: 20368, CIP: 130101)

Physics 7-12, Master of Arts in Teaching (OHE #: 20369, CIP: 130101)

Special Education, Master of Arts in Teaching (OHE #: 20370, CIP: 130101)

A True Copy:

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

**ITEM**

Name change to eight of the Master of Arts in Teaching programs at Southern Connecticut State University.

**BACKGROUND AND PROPOSAL**

The rationale for the name change is to align with updates made by the Connecticut General Assembly, which now includes broader grade spans across various certifications. Southern aligns its program and concentration names with changes from the CGA. Removing specific grade levels from program titles helps clarify the certification level for which candidates are being prepared.

Old Name: Teaching, MAT – Biology 7-12

New Name: Teaching, MAT – Biology (Secondary Education)

Old Name: Teaching, MAT – Chemistry 7-12

New Name: Teaching, MAT – Chemistry (Secondary Education)

Old Name: Teaching, MAT – Earth Science 7-12

New Name: Teaching, MAT – Earth Science (Secondary Education)

Old Name: Teaching, MAT – English 7-12

New Name: Teaching, MAT – English (Secondary Education)

Old Name: Teaching, MAT – History & Social Studies 7-12

New Name: Teaching, MAT – History & Social Studies (Secondary Education)

Old Name: Teaching, MAT – Mathematics 7-12

New Name: Teaching, MAT – Mathematics (Secondary Education)

Old Name: Teaching, MAT – Physics 7-12

New Name: Teaching, MAT – Physics (Secondary Education)

Old Name: Teaching, MAT – Special Education

New Name: Teaching, MAT – Special Education (Comprehensive Special Education)

**RECOMMENDATION**

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

4/4/2025 – BOR - Academic and Student Affairs Committee

5/22/2025 – Board of Regents

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

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

NAME CHANGE REQUEST	
<b>Institution:</b> Southern Connecticut State Univ.	Please enter the following dates: Final approval by institution: 2.17.25 Submission to CSCU Office of the Provost for Academic Council: 2.12.25
<b>NOTE:</b> Use this form if modifying only the name of the program.	
<b>Current Program Characteristics</b> Name of Program: <b>Teaching, MAT – Biology, 7-12</b> OHE #: <b>20362</b> Modality of Program ( <i>check all that apply</i> ): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type ( <i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i> ): <b>Masters of Teaching [Note: Needs to be added to VEOCI]</b> Date Program was Initiated: <b>4.5.2018</b> Total # Credits in Program: <b>45.5</b> # Credits in General Education: <b>n/a</b> <u>CIP Code Number:</u> 130101    Title of CIP Code: <b>Education, General</b> Department where program is housed: <b>Curriculum and Learning</b> Location Offering the Program ( <i>e.g., main campus</i> ): <b>Main Campus</b>	
<b>Proposed New Name of Program:</b>  The program name will remain “Teaching-MAT,” but the concentration name will be adjusted to reflect the proposed change:  <b>Teaching, MAT – Biology (Secondary Education)</b>	
<b>Proposed Date Name Change Becomes Effective: Fall 2025</b>	
<b>Explanation / Justification</b> <i>Provide a concise rationale for the name change request, and discuss any anticipated impact upon the institution, its mission, and its students.</i> In its Spring 2024 session, the Connecticut General Assembly voted to change the grade span included within numerous certifications. Both in order that our programs reflect the broader grade spans now codified, and so that we will not be required to adjust the names of our program(s)/concentration(s) each time the CGA makes such a change, we have elected to remove mention of specific grades from our program/concentration titles, and merely to identify the particular certification level for which the program/concentration is preparing candidates. In this case, we are replacing “(7-12)” with “(Secondary Education),” and “(K-12)” with “(Comprehensive Special Education)” in the program and/or concentration name(s).	
<b>Programmatic Changes</b> <i>If applicable, provide a concise discussion regarding any programmatic changes to be necessitated by the requested name change.</i>  No programmatic changes beyond the program and/or concentration name(s) change are being proposed.	
<b>Cost and Availability of Adequate Resources</b> <i>If applicable, provide a one paragraph narrative addressing additional cost and resources necessitated by the requested name change.</i>	

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

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

There are no resource implications for this proposed change.		
<b>Institutional Contact for this Proposal:</b> Christopher E. Trombly Ph.D.	<b>Title:</b> Interim Dean, College of Education	<b>Tel.:</b> (203)392-5901 <b>e-mail:</b> tromblyc1@southernct.edu

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

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

NAME CHANGE REQUEST	
<b>Institution:</b> Southern Connecticut State Univ.	Please enter the following dates: Final approval by institution: 2.17.25 Submission to CSCU Office of the Provost for Academic Council: 2.12.25
<b>NOTE:</b> Use this form if modifying only the name of the program.	
<b>Current Program Characteristics</b> Name of Program: <b>Teaching, MAT – Chemistry, 7-12</b> OHE #: <b>20363</b> Modality of Program ( <i>check all that apply</i> ): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type ( <i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i> ): <b>Masters of Teaching [Note: Needs to be added to VEOCI]</b> Date Program was Initiated: <b>4.5.2018</b> Total # Credits in Program: <b>45.5</b> # Credits in General Education: <b>n/a</b> <a href="#">CIP Code Number</a> : 130101   Title of CIP Code: <b>Education, General</b> Department where program is housed: <b>Curriculum and Learning</b> Location Offering the Program ( <i>e.g., main campus</i> ): <b>Main Campus</b>	
<b>Proposed New Name of Program:</b>  The program name will remain “Teaching-MAT,” but the concentration name will be adjusted to reflect the proposed change:  <b>Teaching, MAT – Chemistry (Secondary Education)</b>	
<b>Proposed Date Name Change Becomes Effective: Fall 2025</b>	
<b>Explanation / Justification</b> <i>Provide a concise rationale for the name change request, and discuss any anticipated impact upon the institution, its mission, and its students.</i> In its Spring 2024 session, the Connecticut General Assembly voted to change the grade span included within numerous certifications. Both in order that our programs reflect the broader grade spans now codified, and so that we will not be required to adjust the names of our program(s)/concentration(s) each time the CGA makes such a change, we have elected to remove mention of specific grades from our program/concentration titles, and merely to identify the particular certification level for which the program/concentration is preparing candidates. In this case, we are replacing “(7-12)” with “(Secondary Education),” and “(K-12)” with “(Comprehensive Special Education)” in the program and/or concentration name(s).	
<b>Programmatic Changes</b> <i>If applicable, provide a concise discussion regarding any programmatic changes to be necessitated by the requested name change.</i>  No programmatic changes beyond the program and/or concentration name(s) change are being proposed.	
<b>Cost and Availability of Adequate Resources</b> <i>If applicable, provide a one paragraph narrative addressing additional cost and resources necessitated by the requested name change.</i>	

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

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

There are no resource implications for this proposed change.		
<b>Institutional Contact for this Proposal:</b> Christopher E. Trombly Ph.D.	<b>Title:</b> Interim Dean, College of Education	<b>Tel.:</b> (203)392-5901 <b>e-mail:</b> tromblyc1@southernct.edu

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**Connecticut State Colleges & Universities**

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<b>Institution:</b> Southern Connecticut State Univ.	Please enter the following dates: Final approval by institution: 2.17.25 Submission to CSCU Office of the Provost for Academic Council: 2.12.25
<b>NOTE:</b> Use this form if modifying only the name of the program.	
<b>Current Program Characteristics</b> Name of Program: <b>Teaching, MAT – Earth Science, 7-12</b> OHE #: <b>20365</b> Modality of Program ( <i>check all that apply</i> ): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type ( <i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i> ): <b>Masters of Teaching [Note: Needs to be added to VEOCI]</b> Date Program was Initiated: <b>4.5.2018</b> Total # Credits in Program: <b>45.5</b> # Credits in General Education: <b>n/a</b> <u>CIP Code Number:</u> 130101    Title of CIP Code: <b>Education, General</b> Department where program is housed: <b>Curriculum and Learning</b> Location Offering the Program ( <i>e.g., main campus</i> ): <b>Main Campus</b>	
<b>Proposed New Name of Program:</b>  The program name will remain “Teaching-MAT,” but the concentration name will be adjusted to reflect the proposed change:  <b>Teaching, MAT – Earth Science (Secondary Education)</b>	
<b>Proposed Date Name Change Becomes Effective: Fall 2025</b>	
<b>Explanation / Justification</b> <i>Provide a concise rationale for the name change request, and discuss any anticipated impact upon the institution, its mission, and its students.</i> In its Spring 2024 session, the Connecticut General Assembly voted to change the grade span included within numerous certifications. Both in order that our programs reflect the broader grade spans now codified, and so that we will not be required to adjust the names of our program(s)/concentration(s) each time the CGA makes such a change, we have elected to remove mention of specific grades from our program/concentration titles, and merely to identify the particular certification level for which the program/concentration is preparing candidates. In this case, we are replacing “(7-12)” with “(Secondary Education),” and “(K-12)” with “(Comprehensive Special Education)” in the program and/or concentration name(s).	
<b>Programmatic Changes</b> <i>If applicable, provide a concise discussion regarding any programmatic changes to be necessitated by the requested name change.</i>  No programmatic changes beyond the program and/or concentration name(s) change are being proposed.	
<b>Cost and Availability of Adequate Resources</b> <i>If applicable, provide a one paragraph narrative addressing additional cost and resources necessitated by the requested name change.</i>	



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<b>Institutional Contact for this Proposal:</b> Christopher E. Trombly Ph.D.	<b>Title:</b> Interim Dean, College of Education	<b>Tel.:</b> (203)392-5901 <b>e-mail:</b> tromblyc1@southernct.edu

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<b>Institution:</b> Southern Connecticut State Univ.	Please enter the following dates: Final approval by institution: 2.17.25 Submission to CSCU Office of the Provost for Academic Council: 2.12.25
<b>NOTE:</b> Use this form if modifying only the name of the program.	
<b>Current Program Characteristics</b> Name of Program: <b>Teaching, MAT – English, 7-12</b> OHE #: <b>20367</b> Modality of Program ( <i>check all that apply</i> ): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type ( <i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i> ): <b>Masters of Teaching [Note: Needs to be added to VEOCI]</b> Date Program was Initiated: <b>4.5.2018</b> Total # Credits in Program: <b>51.5</b> # Credits in General Education: <b>n/a</b> <u>CIP Code Number:</u> 130101   Title of CIP Code: <b>Education, General</b> Department where program is housed: <b>Curriculum and Learning</b> Location Offering the Program ( <i>e.g., main campus</i> ): <b>Main Campus</b>	
<b>Proposed New Name of Program:</b>  The program name will remain “Teaching-MAT,” but the concentration name will be adjusted to reflect the proposed change:  <b>Teaching, MAT – English (Secondary Education)</b>	
<b>Proposed Date Name Change Becomes Effective: Fall 2025</b>	
<b>Explanation / Justification</b> <i>Provide a concise rationale for the name change request, and discuss any anticipated impact upon the institution, its mission, and its students.</i> In its Spring 2024 session, the Connecticut General Assembly voted to change the grade span included within numerous certifications. Both in order that our programs reflect the broader grade spans now codified, and so that we will not be required to adjust the names of our program(s)/concentration(s) each time the CGA makes such a change, we have elected to remove mention of specific grades from our program/concentration titles, and merely to identify the particular certification level for which the program/concentration is preparing candidates. In this case, we are replacing “(7-12)” with “(Secondary Education),” and “(K-12)” with “(Comprehensive Special Education)” in the program and/or concentration name(s).	
<b>Programmatic Changes</b> <i>If applicable, provide a concise discussion regarding any programmatic changes to be necessitated by the requested name change.</i>  No programmatic changes beyond the program and/or concentration name(s) change are being proposed.	
<b>Cost and Availability of Adequate Resources</b> <i>If applicable, provide a one paragraph narrative addressing additional cost and resources necessitated by the requested name change.</i>	

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There are no resource implications for this proposed change.		
<b>Institutional Contact for this Proposal:</b> Christopher E. Trombly Ph.D.	<b>Title:</b> Interim Dean, College of Education	<b>Tel.:</b> (203)392-5901 <b>e-mail:</b> tromblyc1@southernct.edu

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NAME CHANGE REQUEST	
<b>Institution:</b> Southern Connecticut State Univ.	Please enter the following dates: Final approval by institution: 2.17.25 Submission to CSCU Office of the Provost for Academic Council: 2.12.25
<b>NOTE:</b> Use this form if modifying only the name of the program.	
<b>Current Program Characteristics</b> Name of Program: <b>Teaching, MAT – History &amp; Social Studies, 7-12</b> OHE #: <b>21759</b> Modality of Program ( <i>check all that apply</i> ): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type ( <i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i> ): <b>Masters of Teaching [Note: Needs to be added to VEOCI]</b> Date Program was Initiated: <b>4.5.2018</b> Total # Credits in Program: <b>42.5</b> # Credits in General Education: <b>n/a</b> <u>CIP Code Number:</u> 130101    Title of CIP Code: <b>Education, General</b> Department where program is housed: <b>Curriculum and Learning</b> Location Offering the Program ( <i>e.g., main campus</i> ): <b>Main Campus</b>	
<b>Proposed New Name of Program:</b>  The program name will remain “Teaching-MAT,” but the concentration name will be adjusted to reflect the proposed change:  <b>Teaching, MAT – History &amp; Social Studies (Secondary Education)</b>	
<b>Proposed Date Name Change Becomes Effective:</b> Fall 2025	
<b>Explanation / Justification</b> <i>Provide a concise rationale for the name change request, and discuss any anticipated impact upon the institution, its mission, and its students.</i> In its Spring 2024 session, the Connecticut General Assembly voted to change the grade span included within numerous certifications. Both in order that our programs reflect the broader grade spans now codified, and so that we will not be required to adjust the names of our program(s)/concentration(s) each time the CGA makes such a change, we have elected to remove mention of specific grades from our program/concentration titles, and merely to identify the particular certification level for which the program/concentration is preparing candidates. In this case, we are replacing “(7-12)” with “(Secondary Education),” and “(K-12)” with “(Comprehensive Special Education)” in the program and/or concentration name(s).	
<b>Programmatic Changes</b> <i>If applicable, provide a concise discussion regarding any programmatic changes to be necessitated by the requested name change.</i>  No programmatic changes beyond the program and/or concentration name(s) change are being proposed.	
<b>Cost and Availability of Adequate Resources</b> <i>If applicable, provide a one paragraph narrative addressing additional cost and resources necessitated by the requested name change.</i>	

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

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There are no resource implications for this proposed change.		
<b>Institutional Contact for this Proposal:</b> Christopher E. Trombly Ph.D.	Title: Interim Dean, College of Education	Tel.:(203)392-5901 e-mail: tromblyc1@southernct.edu

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
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<b>Institution:</b> Southern Connecticut State Univ.	Please enter the following dates: Final approval by institution: 2.17.25 Submission to CSCU Office of the Provost for Academic Council: 2.12.25
<b>NOTE:</b> Use this form if modifying only the name of the program.	
<b>Current Program Characteristics</b> Name of Program: <b>Teaching, MAT – Mathematics, 7-12</b> OHE #: <b>20368</b> Modality of Program ( <i>check all that apply</i> ): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type ( <i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i> ): <b>Masters of Teaching [Note: Needs to be added to VEOCI]</b> Date Program was Initiated: <b>4.5.2018</b> Total # Credits in Program: <b>45.5</b> # Credits in General Education: <b>n/a</b> <u>CIP Code Number:</u> 130101   Title of CIP Code: <b>Education, General</b> Department where program is housed: <b>Curriculum and Learning</b> Location Offering the Program ( <i>e.g., main campus</i> ): <b>Main Campus</b>	
<b>Proposed New Name of Program:</b>  The program name will remain “Teaching-MAT,” but the concentration name will be adjusted to reflect the proposed change:  <b>Teaching, MAT – Mathematics (Secondary Education)</b>	
<b>Proposed Date Name Change Becomes Effective:</b> Fall 2025	
<b>Explanation / Justification</b> <i>Provide a concise rationale for the name change request, and discuss any anticipated impact upon the institution, its mission, and its students.</i> In its Spring 2024 session, the Connecticut General Assembly voted to change the grade span included within numerous certifications. Both in order that our programs reflect the broader grade spans now codified, and so that we will not be required to adjust the names of our program(s)/concentration(s) each time the CGA makes such a change, we have elected to remove mention of specific grades from our program/concentration titles, and merely to identify the particular certification level for which the program/concentration is preparing candidates. In this case, we are replacing “(7-12)” with “(Secondary Education),” and “(K-12)” with “(Comprehensive Special Education)” in the program and/or concentration name(s).	
<b>Programmatic Changes</b> <i>If applicable, provide a concise discussion regarding any programmatic changes to be necessitated by the requested name change.</i>  No programmatic changes beyond the program and/or concentration name(s) change are being proposed.	
<b>Cost and Availability of Adequate Resources</b> <i>If applicable, provide a one paragraph narrative addressing additional cost and resources necessitated by the requested name change.</i>	

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

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

There are no resource implications for this proposed change.		
<b>Institutional Contact for this Proposal:</b> Christopher E. Trombly Ph.D.	<b>Title:</b> Interim Dean, College of Education	<b>Tel.:</b> (203)392-5901 <b>e-mail:</b> tromblyc1@southernct.edu



**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
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NAME CHANGE REQUEST	
<b>Institution:</b> Southern Connecticut State Univ.	Please enter the following dates: Final approval by institution: 2.17.25 Submission to CSCU Office of the Provost for Academic Council: 2.12.25
<b>NOTE:</b> Use this form if modifying only the name of the program.	
<b>Current Program Characteristics</b> Name of Program: <b>Teaching, MAT – Physics, 7-12</b> OHE #: <b>20369</b> Modality of Program ( <i>check all that apply</i> ): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type ( <i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i> ): <b>Masters of Teaching [Note: Needs to be added to VEOCI]</b> Date Program was Initiated: <b>4.5.2018</b> Total # Credits in Program: <b>45.5</b> # Credits in General Education: <b>n/a</b> <a href="#">CIP Code Number</a> : 130101   Title of CIP Code: <b>Education, General</b> Department where program is housed: <b>Curriculum and Learning</b> Location Offering the Program ( <i>e.g., main campus</i> ): <b>Main Campus</b>	
<b>Proposed New Name of Program:</b>  The program name will remain “Teaching-MAT,” but the concentration name will be adjusted to reflect the proposed change:  <b>Teaching, MAT – Physics (Secondary Education)</b>	
<b>Proposed Date Name Change Becomes Effective: Fall 2025</b>	
<b>Explanation / Justification</b> <i>Provide a concise rationale for the name change request, and discuss any anticipated impact upon the institution, its mission, and its students.</i> In its Spring 2024 session, the Connecticut General Assembly voted to change the grade span included within numerous certifications. Both in order that our programs reflect the broader grade spans now codified, and so that we will not be required to adjust the names of our program(s)/concentration(s) each time the CGA makes such a change, we have elected to remove mention of specific grades from our program/concentration titles, and merely to identify the particular certification level for which the program/concentration is preparing candidates. In this case, we are replacing “(7-12)” with “(Secondary Education),” and “(K-12)” with “(Comprehensive Special Education)” in the program and/or concentration name(s).	
<b>Programmatic Changes</b> <i>If applicable, provide a concise discussion regarding any programmatic changes to be necessitated by the requested name change.</i>  No programmatic changes beyond the program and/or concentration name(s) change are being proposed.	
<b>Cost and Availability of Adequate Resources</b> <i>If applicable, provide a one paragraph narrative addressing additional cost and resources necessitated by the requested name change.</i>	

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

There are no resource implications for this proposed change.		
<b>Institutional Contact for this Proposal:</b> Christopher E. Trombly Ph.D.	<b>Title:</b> Interim Dean, College of Education	<b>Tel.:</b> (203)392-5901 <b>e-mail:</b> tromblyc1@southernct.edu

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

NAME CHANGE REQUEST	
<b>Institution:</b> Southern Connecticut State Univ.	Please enter the following dates: Final approval by institution: 2.17.25 Submission to CSCU Office of the Provost for Academic Council: 2.12.25
<b>NOTE:</b> Use this form if modifying only the name of the program.	
<b>Current Program Characteristics</b> Name of Program: <b>Teaching, MAT – Special Education, K-12</b> OHE #: <b>20370</b> Modality of Program ( <i>check all that apply</i> ): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type ( <i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i> ): <b>Masters of Teaching [Note: Needs to be added to VEOCI]</b> Date Program was Initiated: <b>4.5.2018</b> Total # Credits in Program: <b>47</b> # Credits in General Education: <b>n/a</b> <u>CIP Code Number</u> : 130101   Title of CIP Code: <b>Education, General</b> Department where program is housed: <b>Curriculum and Learning</b> Location Offering the Program ( <i>e.g., main campus</i> ): <b>Main Campus</b>	
<b>Proposed New Name of Program:</b>  The program name will remain “Teaching-MAT,” but the concentration name will be adjusted to reflect the proposed change:  <b>Teaching, MAT – Special Education (Comprehensive Special Education)</b>	
<b>Proposed Date Name Change Becomes Effective:</b> Fall 2025	
<b>Explanation / Justification</b> <i>Provide a concise rationale for the name change request, and discuss any anticipated impact upon the institution, its mission, and its students.</i> In its Spring 2024 session, the Connecticut General Assembly voted to change the grade span included within numerous certifications. Both in order that our programs reflect the broader grade spans now codified, and so that we will not be required to adjust the names of our program(s)/concentration(s) each time the CGA makes such a change, we have elected to remove mention of specific grades from our program/concentration titles, and merely to identify the particular certification level for which the program/concentration is preparing candidates. In this case, we are replacing “(7-12)” with “(Secondary Education),” and “(K-12)” with “(Comprehensive Special Education)” in the program and/or concentration name(s).	
<b>Programmatic Changes</b> <i>If applicable, provide a concise discussion regarding any programmatic changes to be necessitated by the requested name change.</i>  No programmatic changes beyond the program and/or concentration name(s) change are being proposed.	
<b>Cost and Availability of Adequate Resources</b> <i>If applicable, provide a one paragraph narrative addressing additional cost and resources necessitated by the requested name change.</i>	

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

There are no resource implications for this proposed change.		
<b>Institutional Contact for this Proposal:</b> Christopher E. Trombly Ph.D.	<b>Title:</b> Interim Dean, College of Education	<b>Tel.:</b> (203)392-5901 <b>e-mail:</b> tromblyc1@southernct.edu

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***NEW CERTIFICATE – BELOW THRESHOLD REPORT***

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> SCSU	Please enter the following dates: Submission of Initial Intent Form to Provosts Council: Review by Provosts Council: Final approval by institution: Submission of this form to the CSCU Office of the Provost for Academic Council: 2.12.25
Most Recent NECHE Institutional Accreditation Action and Date: 4/22/22 <a href="#">Action: Southern Connecticut State University be continued in accreditation</a>	
<b>Program Characteristics</b> Name of Program: Adapted Physical and Health Education Modality of Program (check all that apply): <input type="checkbox"/> On ground <input checked="" type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus (fully online) <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program website: <a href="https://www.southernct.edu/academics/hms">https://www.southernct.edu/academics/hms</a> Program Type (degree type, abbreviation, name, e.g., Certificate 16-30 credits, C2, Certificate): <b>Certificate, 12 credits</b> Anticipated Program Initiation Date: Summer 2025 Anticipated Date of First Completion: Winter 2025-2026 Total # Credits in Program: 12 IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years): 1 year	
Provide estimated cost of program (tuition and fees): \$ OR url for link to tuition/fee information: <a href="https://inside.southernct.edu/onestop/bill-payment/tuition-fees">https://inside.southernct.edu/onestop/bill-payment/tuition-fees</a>	
CIP Code Number: 13.1299 Title of CIP Code: <a href="#">Teacher Education and Professional Development, Specific Levels and Methods, Other.</a>	
Department where program is housed: Health and Movement Sciences Location Offering the Program (e.g., main campus): Online	
Request for SAA Approval for Veterans Benefits? Yes <input checked="" type="checkbox"/> No	
Provide the intended catalog description for this program: The adapted health and physical education graduate certificate program develops high quality teachers through advancing knowledge and skills necessary to meet the educational needs of students with disabilities. This 100% online program is designed to prepare licensed teachers for the delivery of appropriate and meaningful preK-12 adapted health and physical education. This program does not lead to a teaching certificate or to licensure.	
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: CIP: OHE#: BOR Accreditation Date: Phase Out Period Date of Program Termination Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Other Program Accreditation: <ul style="list-style-type: none"> <li>• If seeking specialized/professional/other accreditation, name of agency and intended year of review:</li> <li>• If program prepares graduates eligibility to state/professional licensure,             <ul style="list-style-type: none"> <li>○ identify credential:</li> <li>○ confirm NC-SARA requirements met: <input type="checkbox"/> Yes <input type="checkbox"/> No</li> </ul> </li> </ul> (As applicable, the documentation in this request should address the standards of the identified accrediting body or licensing agency)	

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***NEW CERTIFICATE – BELOW THRESHOLD REPORT***

<b>Institutional Contact for this Proposal:</b>	Julia Irwin	Title: Interim Provost	Tel.: 203-392-5350 e-mail: irwinj1@southernct.edu
<b>NOTES:</b> <ul style="list-style-type: none"> <li>● 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.</li> <li>● This form should be used for the following new academic programs, which are considered Below Threshold and do not require a BOR resolution: <ul style="list-style-type: none"> <li>○ Undergraduate certificates <math>\leq</math> 30 credits within an approved program (if changes are required to program, submit the relevant program modification form)</li> <li>○ Undergraduate certificates <math>\leq</math> 15 credits</li> <li>○ Graduate certificates <math>\leq</math> 12 credits</li> <li>○ Non-credit bearing certificates</li> </ul> </li> </ul>			

**SECTION 2: PROGRAM PLANNING ASSESSMENT**

**Alignment of Program with Institutional Mission, Role, and Scope**

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

The program aligns closely with SCSU's mission of advancing social justice. Through this program, we are meeting the needs of an underserved preK-12 student population (students with disabilities) by better preparing health and physical education teachers. This is an area that addresses a current workforce need as the number of students with disabilities in schools is increasing and students need highly qualified teachers in their health and physical education courses. The program also aligns with Southern's 2023-2028 strategic priorities as the goals of this program: are to prepare students to complete in less than one year (priority 1), receive pedagogical training rooted in social justice frameworks (priority 3), all while encouraging working teachers to utilize scholarship (priority 2) to better engage with their local and school communities (priority 4).

**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.)*  
Students with disabilities deserve quality health and physical education. Adapted physical education is specifically defined and a required component of the Individuals with Disabilities with Education Improvement Act (IDEA) of 2004. Indirectly, adapted health education is an emergent field due to inter-statute requirements from the IDEA (2004), and newly revised Every Student Succeeds Act (ESSA) of 2015. Both health and physical education are specifically listed as subjects comprising “well-rounded education,” a funding expectation state education authorities must develop and implement. The number of students in CT with identified disabilities is slowly but steadily increasing from 15% in 2018-2019 to 16.7% in 2022-2023 (EdSight.ct.gov). Having nearly 1 in 6 students in CT with a disability means it is essential that we have educators who can support unique student abilities. Not to mention there is an identified shortage of special education teachers in CT ([CSDE](#)) which means that there may not be staff in schools who can support educators in meeting the needs of their students with disabilities particularly in health and physical education which tend to be marginalized subjects in the school space despite well documented benefits of these subjects and the research supporting that healthy and physically active students learn better. According to the Department of Labor, data does not exist for adapted health education.

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Yet, data on adapted physical education offers comparative evidence since most CT physical education teachers are also licensed health education teachers. [2023 wage data](#) projects that CT will employ 1,690 adapted physical education specialists by 2030 (45,000+ nationally) with a projected growth of 4% over the current decade. Since CT mandates that adapted physical education be instructed by licensed physical educators, ZipRecruiter currently lists 280 open physical educator positions and many of those positions also include teaching health education. Recently, CT passed a law which requires health education in high school which means there is a need to increase the number of educators who can teach health and support the needs of students with disabilities in their classes. Finally, based on personal communications with CT school administrators, subjective state conference presentation discussions (Benes & Laughlin, 2023; Laughlin, 2023), and preliminary research findings (Benes & Laughlin, In preparation), there is a need for more education related to supporting students with disabilities as coverage in undergraduate programming is often limited (McNamara, et al., 2021) or in the case of health education, often not present at all. Therefore, our certificate program is both meeting a workforce need to ensure our health and physical educators can meet the needs of students with disabilities, a traditionally marginalized and underserved community, as well as supporting the health and well-being of not only educators (increased preparation can support efficacy in the classroom) and the youth they serve in their health and physical education courses.

- 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?

We are building on Southern's social justice mission, its strength as one of the leading institutions in CT preparing health and physical educators, and the expertise of faculty to develop a one-of-a-kind program. There are other programs that address physical education but there is no program that we know of that not only includes health education but also recognizes that many physical educators are also teaching health education. The vision of the faculty has led to the development of a unique program that is designed to meet the needs of prospective students by being offered fully online and over the summer.

- 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?

We plan to use the mechanisms put in place at Southern's Graduate School to support equity throughout each of these stages. We have plans to apply for federal funding which would enhance our ability to recruit and enroll a diverse student body and provide opportunities for historically marginalized students. As this is a certificate program, it provides a more flexible, lower commitment educational opportunity that is largely job-embedded in terms of its application. We believe this will increase opportunities to recruit and enroll a diverse student body. We will review data collected by Southern annually to determine if there are inequities and will work with our DEI office to create solutions.

- 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.

This is a graduate certificate program taught by two experienced faculty. As we anticipate that the structure of our program will allow for targeted support for students, we have designed the courses and overall program to reduce as many barriers as possible (offering it in the summer, online, evenings/afternoons). Enrolling students by cohort ensures that program faculty have connections with students so that they can offer comprehensive support as needed. Additionally, our plans to seek federal funding would allow for additional opportunities for financial support.



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

If inequities are found, the program leaders will work with our DEI office and other staff to create solutions to address inequities.

- 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)*

There are no direct pathways into this certificate program. However, this program is likely to be appealing to physical education undergraduate students from Southern, Eastern and Central as it will build on their skill set developed during their bachelor's degrees while giving them the opportunity to earn graduate credit in an area of need. Since this program is fully online, we believe this will be widely appealing to current educators in the field in and outside of CT.

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

No similar program(s) exist in other CSCU institutions. <https://catalog.southernct.edu/undergraduate/programs-and-degrees/minor-in-adaptive-physical-activity-and-sport.html>

#### **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.

This program builds upon courses already offered to students in our degree programs for which there are available seats. Therefore, our current courses have capacity to enable additional students to enroll without need for additional resources.

#### **Special Resources**

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

N/A

#### **Student Recruitment / Student Engagement**

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

Enrollment targets the working health and physical education teacher, particularly those with busy professional and personal schedules that do not conform to traditional university programming. Marketing efforts will use this angle of affordable and feasible teacher training that considers a working teacher's work/life demands. Further, we will work with local, district, and state education administrators and leaders. This certificate program presents school leaders with a cost-effective professional development option. CT is not the only state in need of adapted health and physical education teacher training. Through regional and national professional organizations and scholarship, this program will be marketed as a viable and affordable option for working health and physical educators across the country.

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If applicable, what student engagement strategies will be employed to advance student retention and completion in program?

We believe that retention and completion will not be an issue due to the design of the program. Program faculty will ensure all students are aware of course availability and sequencing.

**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):

This is a certificate program mainly geared toward educators who currently hold licenses in physical and/or health education. Adapted Physical Education Specialists is listed under the following code. Adapted Health Education Specialist would perceivably fall within the same code.

- 25-2059.01 [Special Education Teachers, All Others](#)

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

The following data is from the [U.S. Bureau of Labor Statistics 2023 wage data](#):

- 25-2025.01 Adapted Physical Education Specialists
  - CT Mean Wages = \$66,700
  - US Mean Wages = \$67,190
  - Median estimates are independently influenced by school district salary scales

**Applicable Industries**

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

**Career/Program Pathways**

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

While this program does not specifically prepare students for another program, students can use one course in this certificate program to count for the School Health Education Master of Science degree and/or transfer credits towards a Master's or Doctoral degree.

**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.*

*By the end of this program, students will be able to:*

1. Apply strength-based approaches when working with students with disabilities.
2. Identify and redress ableism while advancing social justice approaches in their teaching and within their spheres of influence in the school.
3. Stay current and up to date with best practices in the adapted health and physical education fields to deliver high quality instruction and services for students with disabilities.
4. Implement key instructional strategies, including Universal Design for Learning, Response to Intervention, and Applied Behavior Analysis, designed to support students with disabilities.

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5. Design and implement standards-based assessment strategies and defend student performance evaluation in connection with school-based reporting requirements for students with and without disabilities.
6. Create and maintain school-based transdisciplinary working relationships.

**Assessment of Learning Outcomes**

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

Assessments in each course are tied to course objectives which are aligned with program learning outcomes. All assessments are mapped to course and program outcomes ensuring that we are measuring the learning outcomes. Additionally, students will take an internship course as a culminating experience in which they will apply their learning in their teaching. Assessments will include observations, analysis of strategies used to support students with disabilities, and self-reflection connected to the application of the learning outcomes.

**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: Michael Laughlin
- Email: laughlinm3@southernct.edu Phone: 203-392-7246

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

Qualifications include:

- PhD in Education (Emphasis in Adapted Physical Education)
- Certified Adapted Physical Educator (CAPE)
- Over 20 years of adapted physical education experience in the prek-12, higher education, and non-profit sector

Since this program is summer and winter sessions only, no FTE load is required for 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? N/A

How many full-time faculty, if any, will teach in the program's core curriculum (including proposed new hires)? 2

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

What percentage of program credits will be taught by adjunct faculty? 0

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

N/A

*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
Sarah Benes	EdD	School Health Education	Reviewing applications; program administration
Michael Laughlin	PhD	Adapted Physical Education	Reviewing applications; program administration

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<p><b>Curriculum</b>  <i>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.</i></p>		
<b>Course Number and Name</b>	<b>L.O. #</b> (from Section 3)	<b>Prerequisite(s)</b>
<b>Program Required &amp; Elective Courses</b>		
HMS 562 Adapted Health and Physical Education	1, 3, 5, 6	
HMS 564 Assessment and Evaluation in AHPE	4, 5	
HMS 595 Seminar in Adapted Health and Physical Education	1, 2, 3, 4, 5, 6	HMS 562, HMS 564, SHE 563 or HMS 563
<b>Students choose one:</b>		
SHE 563 Advanced Adapted Health Education	1, 2, 3, 4	
HMS 563 Advanced Adapted Physical Education	1, 2, 3, 4	
<b>Open Electives</b> <i>(Indicate number of credits of open electives)</i>		
<b>Total Program Credits: 12</b>		
<p>What are the admissions requirements for the program?</p> <p>The minimum standards include a bachelor's degree from a regionally accredited college or university with an undergraduate cumulative grade point average of at least 3.0 (on a 4.0 scale) and the recommendation of the graduate program coordinator. Students who have done previous graduate work must have a minimum graduate grade point average of 3.0 to be considered for admission to a graduate program. Students may be admitted conditionally with less than a 3.0 GPA.</p>		
<p>Does this program have special graduation requirements (e.g., capstone or special project)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If yes, describe:</p>		
<p>Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If yes, describe and attach copies of the contracts or other documents ensuring program support: Internal clinics, such as CHAMPS <a href="https://www.southernct.edu/academics/hms/champ-center">https://www.southernct.edu/academics/hms/champ-center</a> available for students.</p>		
<p>Describe the prospective students for the program:</p> <p>Current health and physical education teachers who want to advance their practice to support students with disabilities.</p>		