



BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE AGENDA

Friday, February 6th, 2026 @ 9:30 a.m.

Conducted via Remote Participation

Meeting will live stream at: <https://www.youtube.com/live/B8dAW4idW8U>

1. Call to Order: Declare Quorum
2. Approval of Minutes
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4. Western Connecticut State University – Dr. Stephen Hegedus, Provost
 - a. Academic Updates
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5. Central Connecticut State University – Dr. Kim Kostelis, Provost
 - a. Academic Updates
 - b. Below Thresholds

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- x. Design (Graphic/Information) – Bachelor of Arts – [Modification of Credits] – *Page 167*
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- xiii. Supply Chain Logistics Management (SCLM) (Accelerate Central) – BS in Manufacturing Management to SCLM– *Page 201*
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6. Charter Oak State College – Dr. David Ferreira, Provost

- a. Academic Updates
- b. Below Thresholds
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7. Eastern Connecticut State University – Dr. Cheryl Wilson, Provost

- a. Academic Updates
- b. No Items for February 2026

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

- a. Academic Updates
- b. No Items for February 2026

9. CSCU Academic and Student Affairs – Dr. Aynsley Diamond and Dr. Tamara O’Day-Stevens

- a. Academic Affairs Update
- b. Student Affairs Update

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 Kaylah.davis@ct.edu at least 24 hours before the meeting.

CSCU Board of Regents

**JOINT MEETING
ACADEMIC & STUDENT AFFAIRS
HUMAN RESOURCES COMMITTEE
Friday, December 5th, 2025 @ 9:30 a.m.
Conducted via Remote Participation**

Meeting Minutes

ASA Committee	Participating
Ira Bloom, Chair	Yes
Del Cummings	Yes
Jaunita James	Yes
Rick Porth	Yes
Colena Sesanker, ex officio	Yes

HR Committee	Participating
Sophia Jappinen, Chair	Yes
Jaunita James	Yes
Elise E. Wright	Yes
Del Cummings	Yes
Richard Balducci	No

Staff Present: John Maduko, Aynsley Diamond, Tamara O'Day-Stevens, Kaylah Davis, Charlie Kubisek, Alphonso Atkins, Cameron Liston, Lesley Mara, Jennifer Person

Regents: Committee Chair Ira Bloom, Regent Del Cummings, Regent Juanita James, Regent Richard Porth, Committee Chair Sophia Jappinen, Regent Elise Wright,

Members: Colena Sesanker,

Other Attendees: Dr. Kimberly Kostelis (CCSU), Stephen Hegedus (WCSU), Julia Irwin (SCSU), Cheryl Wilson (ECSU), David Ferreira (COSC), Maureen Hogan (COSC), Karen Hynick (CT State), Lourdes Cruz (CT State), Stacey Walraven (COSC), Stacey Bottone (CT State), Nancy Prather-Johnson (CT State)

Call to Order: Declare Quorum

Committee Chair Sophia Jappinen called the meeting to order and asked the secretary to call the roll. A quorum was declared.

Committee Chair Sophia Jappinen asked for a motion to adopt the agenda. On a motion by Committee Chair Ira Bloom, seconded by Regent Elise Wright, a vote was taken, and the agenda was adopted unanimously.

Information Item – Sexual Misconduct Report

Cameron Liston, Chief Compliance Officer, introduced Alphonso Atkins, Executive Director of Civil Rights Compliance, to lead the Annual Report on Sexual Misconduct presentation. The presentation occurred from [minutes 2:45 to 21:34](#).

Regent Juanita James voiced that she had come to the meeting wondering if we had evidence of intimidation, but that this question was answered during the presentation. She added that there seems to be a supportive environment for supporting the policies and practices currently in place, and that she hopes to be updated if any changes come from the government that impact current operations. Regent James also welcomed Mr. Atkins to the team.

Regent Richard Porth echoed Regent Juanita James' sentiment welcoming Alphonso Atkins. Regent Porth asked if it was possible to put the report in a longer-term context. Mr. Atkins shared that because there are existing victim advocacy centers and community partners established within CSCU systems, they are in a good place to make continued improvements regarding disclosures, reports, and students seeking support following events of sexual misconduct. He also mentioned that there may be an opportunity to create a training library which can be shared across all campuses in the future. Mr. Liston added that as campaigns run, there may be an increase in disclosures, not because of increased misconduct, but instead as a positive result of more individuals being comfortable engaging with their institution to receive support.

Adjournment

The meeting adjourned at 9:58am.



BOR ACADEMIC & STUDENT AFFAIRS COMMITTEE AGENDA

Friday, December 5th, 2025 @ 9:30 a.m.

Conducted via Remote Participation

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

Members: Colena Sesanker

Staff Present: John Maduko, Aynsley Diamond, John Maduko, Tamara O'Day-Stevens, Kaylah Davis, Carlie Kubisek, Lesly Mara

Other Attendees: Dr. Kimberly Kostelis (CCSU), Stephen Hegedus (WCSU), Julia Irwin (SCSU), Cheryl Wilson (ECSU), David Ferreira (COSC), Maureen Hogan (COSC) Karen Hynick (CT State), Stacey Walraven (COSC), Stacey Bottone (CT State), Nancy Prather-Johnson (CT State)

1. Call to Order: Declare Quorum
2. Approval of Minutes
 - a. November 7th, 2025 – Special Meeting of the ASA Committee
Committee Chair Ira Bloom asked for a motion to approve the November 7th, 2025, minutes. On a motion by Regent Juanita James, seconded by Regent Richard Porth, a vote was taken, and the minutes were approved unanimously.
3. Central Connecticut State University – Dr. Kim Kostelis, Provost
 - a. Academic Updates
Provost Kimberly Kostelis provided academic updates for CCSU. Enrollment reports have not officially gone out, but current data show that overall enrollment is up over 10% from last year. Provost Kostelis noted that CCSU had their largest incoming class since 2018, and they are providing updated FYE courses. CCSU has also started supplementing tutoring services with Knack to provide 24/7 tutoring. The number of tutoring sessions and individual students attending tutoring sessions have more than doubled. There are several transfer-related updates. CCSU is working on an initiative that relates to work recently done with Arizona State University, to develop a transfer academy. CCSU also recently held a successful event with guided pathways advisors at CT State. Finally, the Registrar's Office has taken on transfer evaluations in partnership with admissions and are using an AI tool to improve the transfer experience.
Regent James shared that she is very pleased with the progress made regarding transfer, and she is excited to hear that they are working with Arizona State University. Provost Kostelis added that they were able to create a transfer navigator position, and this role has improved the work done in connecting and collaborating with CT State.

Regent Del Cummings asked for more details on the Knack tutoring system. Provost Kostelis explained that the Knack tutoring system both employs current students to tutor online or in person, and gives current students access to other tutors not directly affiliated with CCSU, which helps fill gaps in availability. She also mentioned that this is an opportunity for CCSU to save money because CCSU Knack tutors are paid on a per diem basis rather than hourly.

Committee Chair Ira Bloom asked if the AI transfer system is similar to TRex. Provost Kostelis explained that while she is not familiar with TRex, the AI system they are using is a Raptor software that is spot checked by humans. This allows for advising and credit evaluation to be more efficient. Dr. Aynsley Diamond added that TRex is a database for course equivalencies, whereas Raptor is an AI system to speed up the transfer evaluation and advising process.

Chancellor John Maduko gave positive support to Provost Kimberly Kostelis and the team at Central. He admired that they are maintaining student-centered focus in the transfer process updates that are being made.

Committee Chair Ira Bloom reiterated that the Knack tutoring 24/7 availability is a positive asset to current students.

b. Below Threshold

i. Earth Science - Bachelor of Science – Below Threshold [Modification]

Provost Kimberly Kostelis shared that the proposed below threshold modification clarifies the requirements for each concentration within the Earth Science major. Regent Del Cummings asked that CCSU let the board know if they find specific tools that may be useful for this program or similar programs that they do not already have.

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

a. Academic Updates

Provost Karen Hynick provided academic updates for CT State. Provost Hynick shared that current data is showing their spring enrollment numbers are up by 8%. CT State also hosted a manufacturing summit on November 13th, and a workforce development summit on November 19th. The workforce development summit focused on short-term Pell, which will likely be implemented in July of 2027. CT State will review their programs to determine those that are eligible for short-term Pell based on the given criteria. CT State will be launching their first strategic plan in January and preparing for a NECHE visit in Fall 2027.

b. Discontinuation

i. Business Office Technology: Social Media Specialist (SOCM-CC-BOT) - Certificate – Discontinuation

Provost Karen Hynick shared that this certificate is connected to the BOT programs voted on at the last committee meeting. The reason for discontinuation is a decline in post-covid-19 pandemic enrollment numbers.

Regent Juanita James stated that she is pleased to see that due diligence is being shown to start and discontinue programs properly. She expressed concern about the prospect of having new certificate programs made that must be discontinued shortly after. Provost Hynick explained that between the program review process and faculty work, unnecessary program creation should be prevented.

Regent Richard Porth stated that he is encouraged by the steady progress CT State is making. He asked for clarification on how short-term Pell Grants can be

used for certificate and non-credit programs and the impact that has on students. Provost Hynick confirmed that since 85% of CT State students are financial aid dependent, it is exciting that short-term Pell will be able to be applied to the above programs. It opens many students to programs they otherwise wouldn't be able to afford, in key sectors such as IT, manufacturing, and healthcare. Regent Porth acknowledged that he feels as though support is being actively built for CT State students. Provost Hynick added that they are also working to make sure that non-credit students are integrated into student support services.

Chancellor John Maduko agreed that short-term Pell will have a significant positive impact for students in the CSU colleges and universities.

Chancellor John Maduko also shared his appreciation to SCSU Provost, Julia Irwin, SCSU's, Christine Broadbridge and CT State for attending the CT Quantum Day, and acknowledged how integral the CSU's are in reaching all communities in the state of Connecticut and giving all residents access to education.

Committee Chair Ira Bloom asked for a motion to approve the discontinuation of item 4.b.i Business Office Technology: Social Media Specialist (SOCM-CC-BOT). On a motion by Regent Juanita James, seconded by Regent Richard Porth, a vote was taken, and the discontinuation was unanimously approved.

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

a. Academic Updates

Provost Dave Ferreira provided academic updates for Charter Oak State College. Provost Ferreira stated that some additional modifications will be coming in 2026, as well as a potential AI partnership to work with COSC on comprehensive artificial intelligence solutions, which will be brought forward to the board next year.

Regent Juanita James commented that as always, Charter Oak is doing exciting work.

b. Discontinuations

i. Physician Practice Management – Certificate

Provost Ferreira explained that all new programs are given three years to prove enrollment capabilities, but that these two programs did not meet enrollment goals.

Committee Chair Ira Bloom asked for a motion to approve the discontinuation of 5.b.i, Physician Practice Management – Certificate. On a motion by Regent Juanita James, seconded by Regent Richard Porth, a vote was taken, and the discontinuation was approved unanimously.

ii. Provider Credentialing Specialist – Certificate

Committee Chair Ira Bloom asked for a motion to approve the discontinuation of 5.b.ii, Provider Credentialing Specialist – Certificate. On a motion by Regent Richard Porth, seconded by Regent Juanita James, a vote was taken, and the discontinuation was approved unanimously.

c. New Programs

i. Finance – Bachelor of Science

Provost Dave Ferreira shared that there are no online Finance programs in the state. Given the job market in insurance and finance in Connecticut, this program is likely to be popular. The degree program is also prepped to align with IACBE

accreditation standards. The curriculum will also explore blockchain, cryptocurrency, and AI topics to prepare students for the evolving environment. Regent Juanita James commented that the nonprofit sector is also highly likely to benefit from this program as many of these organizations are constantly in search of financial talent. Provost Ferreira acknowledged the statement and added that the non-profit compliance framework will be applied.

Committee Chair Ira Bloom asked for a motion to approve the new program, 5.c.i, Finance – Bachelor of Science. On a motion by Regent Juanita James, seconded by Regent Richard Porth, a vote was taken, and the new program was approved unanimously.

ii. Early Intervention – Certificate

Dr. Maureen Hogan explained that the motivation for this certificate is to fill the gap in birth to three developmental therapists, and that this is a stackable credential for students to move onto a master's degree.

Regent Del Cummings asked for clarification on where birth to three programs take place. Dr Hogan explained that people who go through Grades 1 through 12 endorsements miss the birth to three specifics, and that birth to three development therapists work in private agencies. Regent Juanita James added that there is a dearth of birth to three services, so that this program will serve both the job market and the population in need of these services. Regent Richard Porth also emphasized the importance of birth to three programs.

Committee Chair Ira Bloom asked for a motion to approve the new program, 5.c.ii, Early Intervention – Certificate. On a motion by Regent Juanita James, seconded by Regent Richard Porth, a vote was taken, and the new program was approved unanimously.

iii. Integrated Early Childhood/Special Ed., Birth-Kindergarten (112) – Master of Science

Provost Dave Ferreira and Dr. Maureen Hogan presented the new program. Charter Oak State College requests approval for the proposed Master of Science degree in Integrated Early Childhood/Special Education, Birth-Kindergarten (112). This program is intended to eliminate the Alternate Route to Certification (ARC) program. The ARC program is not eligible for financial aid, and no credit is received for the program, which can create an equity issue. The new proposed program provides the opportunity for students to earn their master's degree and obtain provisional certification. This program will need to be approved by the State Department of Education (CSDE); however, it requires approval by the Board of Regents first.

Committee Chair Ira Bloom asked for a motion to approve the new program, 5.c.iii., Integrated Early Childhood/Special Ed., Birth-Kindergarten (112) – Master of Science. On a motion by Regent Richard Porth, seconded by Regent Juanita James, a vote was taken, and the new program was approved unanimously.

iv. Integrated Early Childhood/Elementary Education & SPED, Birth-Grade 3 – Master of Science

Provost Dave Ferreira and Dr. Maureen Hogan presented the new program. Charter Oak State College requests approval for the proposed Master of Science degree in Integrated Early Childhood/Elementary Education & SPED, Birth-Grade 3. This program is beneficial for students who are already working in early

childhood programs and want to earn their master's degree, but do not want to teach in public schools.

- v. **Committee Chair Ira Bloom asked for a motion to approve the new program, 5.c.iv., Integrated Early Childhood/Elementary Education & SPED, Birth-Grade 3 – Master of Science. On a motion by Regent Richard Porth, seconded by Regent Juanita James, a vote was taken, and the new program was approved unanimously.**

d. Below Threshold

- i. Curriculum and Instruction – Master of Science – Below Threshold
[Modification]

Provost Dave Ferriera and Dr. Maureen Hogan presented the below threshold item. Since developing the program last year, students have requested more options for electives. This request has prompted Charter Oak to build more options.

6. Eastern Connecticut State University – Dr. Cheryl Wilson, Provost

a. Academic Updates

Provost Cheryl Wilson provided academic updates for ECSU. There are 138 graduating students this December, and about 90% of eligible students are registered for Spring. They are continuing to look at possible barriers preventing those last few from registering. ECSU has also recently engaged with the local community and held a special Cinderella opera performance for about a hundred K-4 students, as well as a student actor lunch on campus with dual enrollment high school students. The small business resource center cohort completed their first course, and the new cybersecurity minor is going well.

b. No Items for December 2025

7. Western Connecticut State University – Dr. Stephen Hegedus, Provost

a. Academic Updates

Provost Stephen Hegedus provided academic updates for WCSU. Spring registration numbers are up 8%. A new course schedule is being implemented next fall following analysis of enrollment pain points, and implementing common time for events, meetings, and mindfulness activities per the suggestion of current students and the Senate. The Danbury delegation recently came to campus and engaged in a walk in the life of a student which was received very positively. Provost Hegedus thanked Chancellor Maduko for being present that day.

Provost Hegedus highlighted the work of the Center for Excellence in Learning and Teaching, for development and support in three main areas of AI, faculty development and training, policy and guidelines, and thought leadership and support for innovation. There have been multiple professional development sessions on the ethical and effective uses of AI, the basics of AI including prompt engineering, generative AI tools in course design, the development of rubrics and formative assessments with AI support, AI integration in teaching and learning, and faculty projects through a Tech Scoop event. They are looking at insights on AI opportunities and challenges, including in adaptive writing instruction and assessments, and bias and data privacy. The center has developed a committee around AI policy, and there is a student AI lab creating modules, marketing content, and profession papers on AI. Additionally, innovation grants have been focused on piloting a platform to conduct telemedicine visits. Per Dr. Diamond's guidance, Provost Hegedus and the other CSCU provosts are focused on maintaining academic

integrity and policy and focusing on the positive benefits of AI as it evolves, while remaining mindful of the negatives.

Committee Chair Ira Bloom reiterated the point made about the fast-changing nature of AI policy.

- b. No Items for December 2025

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

- a. Academic Updates

Provost Julia Irwin provided academic updates for SCSU. Provost Irwin thanked Chancellor John Maduko for the shout out regarding the Quantum CT forum. Southern's innovation hub sponsored a forum entitled Unlocking Future Pathways in Quantum AI and Education, to talk about the current state of AI and introduce students in STEM to industry partners. Faculty and students traveled to the COP 30 climate summit in Brazil as part of the new coastal resilience program. A new provost award gives one first year research project group a \$5,000 award to continue their research. SCSU is also working on promoting the progression of Honors students, allowing them to complete multiple capstone projects if they desire. SCSU is also now partnering to take CT State honors students into Southern's honors college. Southern's next university forum topic is on cultivating inclusivity and diversity and supporting students with autism and neurodiverse students.

Regent Juanita James stated that she is excited to see collaboration with CT State and SCSU. She asked if Southern is also involved with higher education institutions on integrating neurodiversity programs. Provost Irwin stated that Provost Hegedus in his previous position had brought world renowned Dr. Fred Volkmar to provide expertise in Southern's neurodiversity programs.

Committee Chair Ira Bloom noted that the Center on Nanotechnology is doing cutting edge work. Provost Irwin confirmed and noted the name change of the Center, pending full board approval, to the Center for Quantum and Nanotechnology.

Chancellor John Maduko commended Dr. Irwin on the work Southern is doing in neurodiversity programs within SCSU and in regional communities. Chancellor Maduko suggested following up with a collaboration on autism awareness and addressing neurodiversity globally across the CSU system.

- b. No Items for December 2025

9. CSCU Academic and Student Affairs – Dr. Aynsley Diamond and Dr. Tamara O'Day-Stevens

- a. Academic Affairs Update

Dr. Aynsley Diamond introduced Carlie Kubisek, a new staff member in the Academic and Student Affairs Office, to the committee. Dr. Diamond shared that the System Office will continue to take a deep dive into policy, specifically APR and Low Completer. Additionally, the Systems Office has stood up a new Dual and Concurrent Advisory Committee which includes all Provosts. Additionally, the Academic Integrity committee will be charged this month and will focus on AI and other updates that need to be made.

- b. Student Affairs Update

Dr. Tamara O'Day Stevens commended each campus's work on student success and student food pantry support. Dr. O'Day Stevens also noted that the automatic admissions program has grown from 8,597 to 10,294 students.

Chair Bloom thanked Chancellor John Maduko for attending the meeting.

Committee Chair Ira Bloom called for a motion to adjourn. On a motion by Regent Juanita James, seconded by Regent Del Cummings, a vote was taken, and the meeting adjourned at 11:26am.

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Suspension of a Sixth Year Certificate

Classroom Teacher Specialist at
Southern Connecticut State University

February 26, 2026

WHEREAS: Southern Connecticut State University proposes to suspend the Classroom Teacher Specialist, Sixth Year Certificate program. The program has struggled with low enrollment, and the proposed suspension is an effort to re-strategize and conserve teaching resources. While in suspension, the program intends to partner with school districts to develop strategies for recruitment and scheduling of new cohorts; and

WHEREAS: All students currently enrolled will have the opportunity to complete the program. The program will be reinstated in the Fall of 2028; and

RESOLVED: That the Board of Regents for Higher Education approve the suspension of the Classroom Teacher Specialist, Sixth Year Certificate (CIP Code: 13.1202 / OHE#: 616) at Southern Connecticut State University, effective Spring 2026.

A True Copy:

Karen Buffkin, General Counsel

ITEM

Suspension of the Classroom Teacher Specialist, Sixth Year Certificate program at Southern Connecticut State University.

BACKGROUND AND RATIONALE

The suspension of the Classroom Teacher Specialist Sixth Year Certificate (SYC) program at Southern Connecticut State University is in response to persistent low enrollment. The program will utilize the program’s suspension to partner with school districts to develop new strategies for recruitment and scheduling of new cohorts.

There are no costs or resources associated with the suspension of the program.

PHASE OUT/REINSTATEMENT PLAN

All currently enrolled students in the SYC will have the opportunity to complete the program. The program will be reinstated in the fall of 2028.

RECOMMENDATION

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

2/6/2026 – BOR - Academic and Student Affairs Committee
2/26/2026 – Board of Regents

APPLICATION FOR **DISCONTINUATION** or **SUSPENSION OF EXISTING PROGRAM**

SECTION 1: Item Information

Institution: Southern Connecticut State University	Please enter the following dates: Final approval by institution: 12.15.25 Submission to CSCU Office of the Provost for Academic Council: 12.15.25
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Instructions: Complete section 1. Select the type of item, discontinuation or suspension, and complete section 2 or 3 accordingly.

Item Type: Suspension

Program Characteristics

1. Name of Program: **Sixth Year Certificate, Classroom Teacher Specialist**
2. BOR Accreditation Date: 1978-11-28
3. OHE #: **616**
4. CIP Code Number: **13.1202** Title of CIP Code: **Elementary Education and Teaching**
5. Program Type (include degree or certificate type, abbreviation, and name, e.g., Associates, AS, Associate of Science): **SYC**
6. Modality of Program (check all that apply): On ground Online Hybrid, % of fully online courses
7. Locality of Program: On Campus Off Campus Both
8. Department where program is housed: **Curriculum and Learning**
9. Location Offering the Program (e.g., main campus): **Main Campus**
10. Institutional Contact for this Proposal (Provost or Chief Academic Officer): **Julia Irwin, Ph.D.**
Title: **Provost**
Tel.: **203-392-6585** e-mail: **irwinj1@southernct.edu**

Executive Summary

Include details regarding lessons learned include knowledge or understanding gained from experience(s) that can speak to the strengths and weaknesses of the preparation, design, and/or implementation.

The SYC-Classroom Teacher Specialist has struggled with persistently low enrollment. The decision to suspend the program has been made to conserve teaching resources by not admitting new students for a period of time, while we partner with school districts to strategize appropriate recruiting and scheduling of new cohorts.

Phase Out/Teach Out Strategy

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

N/A

Close Out Costs

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

No resources will be required or expended to suspend the program.

APPLICATION FOR **DISCONTINUATION** or **SUSPENSION OF EXISTING PROGRAM**

SECTION 2: Discontinuation

Phase Out / Teach Out Period: **The small number of currently enrolled students will complete their programs by Spring 2028**

Expected Dates of Program Termination

- Date for final enrollment of new students: **Spring 2028**
- Date for final award of credential: **Spring 2028**

SECTION 3: Suspension

Date Program will be reinstated or discontinued (*one, two, or three years*): **The program will be reinstated in Fall 2028.**

*Note: Programs may not be suspended for more than three years; submit Form 200 – Program Modification to reinstate.

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Discontinuation of a Graduate Certificate

Addiction Counseling at
Southern Connecticut State University

February 26, 2026

WHEREAS: Southern Connecticut State University proposes to discontinue the Addiction Counseling Graduate Certificate program. The program has experienced persistently low enrollment, despite efforts to increase interest, such as substantive program modifications. Additionally, recent legislative changes in Connecticut have shifted the drug and alcohol counselor licensure requirements, ultimately reducing the benefits related to this type of certificate program; and

WHEREAS: All students who were enrolled in the program have graduated, and no additional courses are required to phase out students; and

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of the following graduate certificate at Southern Connecticut State University, effective Spring 2026.

Addiction Counseling

CIP Code: 34.014

OHE#: 666

A True Copy:

Karen Buffkin, General Counsel

ITEM

Discontinuation of the Addiction Counseling Graduate Certificate program at Southern Connecticut State University.

BACKGROUND AND RATIONALE

The discontinuation of the Addiction Counseling graduate certificate program at Southern Connecticut State University is due to low enrollment. There were efforts made to increase enrollment, including accepting dual program applicants and a substantive program revision in 2023. That same year, the Connecticut General Assembly changed the requirements for drug and alcohol counselor licensure (2023, CT General Statutes, Title 20, Chapter 376b, Section 20-74s). These new statutes require those seeking drug and alcohol counselor licensure in CT to hold a master's degree with a large content area in drug and alcohol counseling. These requirements have decreased the benefits of the certificate's type of advanced training.

Though the Addiction Counseling certificate program has experienced low enrollment due to lack of interest and the additional requirements by the state, there has been a boost in applications for the Clinical Mental Health Counseling and other mental-health related degree programs at Southern. This has led to increased collaboration between the Counseling and School Psychology Department and the Office of Workforce and Lifelong Learning.

PHASE OUT/TEACH OUT STRATEGY

All students who were enrolled in the program have graduated, and there are no additional courses needed to phase out.

RECOMMENDATION

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

APPLICATION FOR DISCONTINUATION or SUSPENSION OF EXISTING PROGRAM

SECTION 1: Item Information

Institution: Southern Connecticut State University	Please enter the following dates: Final approval by institution: December 15, 2025 Submission to CSCU Office of the Provost for Academic Council: December 15, 2025
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Instructions: Complete section 1. Select the type of item, discontinuation or suspension, and complete section 2 or 3 accordingly.

Item Type: Discontinuation

Program Characteristics

1. Name of Program: Addiction Counseling
2. BOR Accreditation Date: 06/2020
3. OHE #: 666
4. CIP Code Number: 34.014 Title of CIP Code: Addiction Prevention and Treatment
5. Program Type (include degree or certificate type, abbreviation, and name, e.g., Associates, AS, Associate of Science): **Graduate Certificate**
6. Modality of Program (check all that apply): On ground Online Hybrid, % of fully online courses
7. Locality of Program: On Campus Off Campus Both
8. Department where program is housed: Mental Health Sciences
9. Location Offering the Program (e.g., main campus): Main Program
10. Institutional Contact for this Proposal (Provost or Chief Academic Officer):
Title: Provost
Tel.: (203) 392-8804 e-mail: irwinj1@southernct.edu

Executive Summary

Include details regarding lessons learned include knowledge or understanding gained from experience(s) that can speak to the strengths and weaknesses of the preparation, design, and/or implementation.

The current program was launched in Fall 2020 as a Post-Master's Certificate. Despite surveys and community advice via advisory boards and local agency outreach, as well as alumni interviews, interest in the program was low as measured by application and enrollment. To increase the number of applications, the program began accepting dual program applicants, (i.e., those currently enrolled in a counseling master's program or a related discipline). Despite these efforts, enrollment remained low. To date, only 3 students have completed the certificate program and 1 student is finishing final requirements.

In an effort to increase interest in the program, the program underwent a substantive program revision in 2023 to become the current Addictions Counseling Certificate. However, in summer of 2023, legislation was passed by the CT General Assembly changing requirements for drug and alcohol counselor licensure. See 2023 CT General Statutes Title 20 – Professional Occupational Licensing, Certification, Title Protection and Registration, Chapter 376b, Section 20-74s. These new statutes require that anyone seeking licensure as drug and alcohol counselors in CT must now hold a master's degree that includes significant drug and alcohol counseling course content, all of which is part of the current Addictions Counseling Certificate. These requirements have resulted in significantly decreasing the benefits of this type of advanced training.

Although this program might be able to pivot to a master's program, there may be too much competition with other programs on campus, likely resulting in low enrollment. Please note that the original PMC in Addictions Counseling was modified to a Graduate Certificate in Addictions Counseling (GC-ADC) [approved in 2022]. It is this changed program that is now being recommended for discontinuation.

APPLICATION FOR DISCONTINUATION or SUSPENSION OF EXISTING PROGRAM

In part, the proposed discontinuation is a result of unforeseen legislative change impacting the field of addictions counseling in Connecticut. The timing of the new statutes did not align with the timing of program development.

The region continues to be in great need of advanced training in substance use disorders counseling. As an unintended, positive consequence, the increased educational requirements for drug and alcohol use disorders counseling has resulted in a boost to applications for the Clinical Mental Health Counseling and other mental health-oriented degree programs at SCSU. Further, the development of this program has led to increased collaboration between the Counseling and School Psychology Dept and the Office of Workforce and Lifelong Learning.

Phase Out/Teach Out Strategy

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

All students who had enrolled in the program have graduated. No additional courses need to be provided to phase out students

Close Out Costs

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

No costs are associated with this discontinued program

SECTION 2: Discontinuation

Phase Out / Teach Out Period: 2025

Expected Dates of Program Termination

- Date for final enrollment of new students: Fall 2025 (no students have enrolled this year)
- Date for final award of credential: December 2024

SECTION 3: Suspension

Date Program will be reinstated or discontinued (*one, two, or three years*):

*Note: Programs may not be suspended for more than three years; submit Form 200 – Program Modification to reinstate.

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Discontinuation of Three (3) Certificates

Reading at

Southern Connecticut State University

February 26, 2026

WHEREAS: Southern Connecticut State University proposes to discontinue the Graduate Certificate (GC), Post-Masters Certificate (PMC), and Sixth Year Certificate (SYC) programs in Reading. These programs prepare students for the 097 certificate of which few school districts now require reading specialists to hold, leading to persistently low enrollment in the programs; and

WHEREAS: The GC has four students currently enrolled, who will complete their programs by Spring 2027. The PMC has one student enrolled, and they will complete their program by Spring 2027 as well. The SYC has nineteen students currently enrolled, fifteen of whom will complete their programs by Spring 2027, and the remaining four by Spring 2028; and

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of the following three certificate programs at Southern Connecticut State University effective Spring 2027 and Spring 2028.

Reading, Graduate Certificate	CIP Code: 13.1315	OHE#: 18926
Reading, Post-Masters Certificate	CIP Code: 13.1315	OHE#: 18927
Reading, Sixth Year Certificate	CIP Code: 13.1315	OHE#: 627

A True Copy:

Karen Buffkin, General Counsel

ITEM

Discontinuation of three (3) certificate programs at Southern Connecticut State University.

BACKGROUND AND RATIONALE

Southern Connecticut State University is proposing to discontinue the following certificate programs:

- Reading, Graduate Certificate
- Reading, Sixth Year Certificate
- Reading, Post-Masters Certificate

The proposal to discontinue the three certificate programs is due to low enrollment. The GC program only requires six fewer credits than the Master of Science program and has persistently low enrollment by comparison. It is anticipated that those interested in the GC will now apply to the MS program. The MS program also leads to eligibility for the 102 certificate. Through advising, students can be guided towards the MS from the discontinued program.

The SYC and PMC programs prepare students for the 097 certificate; however, few school districts now require reading specialists to hold this credential. This has led to low enrollment in the PMC program, and in the SYC program, many students have opted to instead transfer into the MS program.

There are no resources or costs associated with discontinuing the programs.

PHASE OUT/TEACH OUT STRATEGY

All students enrolled in the certificate programs will complete their programs as planned. The GC program has one currently enrolled student who will complete the program by Spring 2027. The PMC has four students currently enrolled who are expected to complete the program by Spring 2027. Finally, the SYC has nineteen currently enrolled students, fifteen of whom will finish the program by Spring 2027, and the remaining four will complete the program by Spring 2028.

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.

APPLICATION FOR **DISCONTINUATION** or **SUSPENSION OF EXISTING PROGRAM**

SECTION 1: Item Information

Institution: Southern Connecticut State University	Please enter the following dates: Final approval by institution: 12.15.25 Submission to CSCU Office of the Provost for Academic Council: 12.15.25
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Instructions: Complete section 1. Select the type of item, discontinuation or suspension, and complete section 2 or 3 accordingly.

Item Type: Choose an item.

Program Characteristics

1. Name of Program: **Graduate Certificate, Reading**
2. BOR Accreditation Date: 2017-05-11
3. OHE #: **18926 (SAME OHE as PMC)**
4. CIP Code Number: **13.1315** Title of CIP Code: **Reading Teacher Education**
5. Program Type (include degree or certificate type, abbreviation, and name, e.g., Associates, AS, Associate of Science): **GC**
6. Modality of Program (check all that apply): On ground Online Hybrid, % of fully online courses 62.5%
7. Locality of Program: On Campus Off Campus Both
8. Department where program is housed: **Curriculum and Learning**
9. Location Offering the Program (e.g., main campus): **Main Campus**
10. Institutional Contact for this Proposal (Provost or Chief Academic Officer): **Julia Irwin, Ph.D.**
 Title: **Provost**
 Tel.: **203-392-6585** e-mail: **irwinj1@southernct.edu**

Executive Summary

Include details regarding lessons learned include knowledge or understanding gained from experience(s) that can speak to the strengths and weaknesses of the preparation, design, and/or implementation.

The decision to discontinue the GC in Remedial Reading and Language Arts stems largely from the fact that, requiring only six (6) fewer credits than the MS, it has had persistently low enrollment by comparison. We anticipate that anyone who will have been interested in the GC will now apply to the MS program.

Phase Out/Teach Out Strategy

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

At present, only four individuals are enrolled in the GC program. They will complete their programs as planned by Spring 2027.

Close Out Costs

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

No resources will be required or expended to discontinue the program.

SECTION 2: Discontinuation

Phase Out / Teach Out Period: **All currently enrolled students will complete the program by Spring 2027.**

Expected Dates of Program Termination

- Date for final enrollment of new students: Fall 2025
- Date for final award of credential: **Spring 2027**

SECTION 3: Suspension

Date Program will be reinstated or discontinued (*one, two, or three years*): **n/a**

*Note: Programs may not be suspended for more than three years; submit Form 200 – Program Modification to reinstate.

APPLICATION FOR DISCONTINUATION or SUSPENSION OF EXISTING PROGRAM

SECTION 1: Item Information

Institution: Southern Connecticut State University	Please enter the following dates: Final approval by institution: 12.15.25 Submission to CSCU Office of the Provost for Academic Council: 12.15.25
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Instructions: Complete section 1. Select the type of item, discontinuation or suspension, and complete section 2 or 3 accordingly.

Item Type: Choose an item.

Program Characteristics

1. Name of Program: **Post-Masters Certificate, Reading and Language Arts Consultant**
2. BOR Accreditation Date: 2017-05-11
3. OHE #: **18927**
4. CIP Code Number: **13.1315** Title of CIP Code: **Reading Teacher Education**
5. Program Type (include degree or certificate type, abbreviation, and name, e.g., Associates, AS, Associate of Science): **PMC**
6. Modality of Program (check all that apply): On ground Online Hybrid, % of fully online courses 75%
7. Locality of Program: On Campus Off Campus Both
8. Department where program is housed: **Curriculum and Learning**
9. Location Offering the Program (e.g., main campus): **Main Campus**
10. Institutional Contact for this Proposal (Provost or Chief Academic Officer): **Julia Irwin, Ph.D.**
Title: **Provost**
Tel.: **203-392-6585** e-mail: **irwinj1@southernct.edu**

Executive Summary

Include details regarding lessons learned include knowledge or understanding gained from experience(s) that can speak to the strengths and weaknesses of the preparation, design, and/or implementation.

The decision to discontinue the PMC – Reading and Language Arts Consultant stems largely from the fact that, as few school districts now require reading specialists to hold the 097 certificate for which this credential prepares candidates, this program has had persistently low enrollment.

Phase Out/Teach Out Strategy

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

At present, only one individual is enrolled in the PMC program. They will complete their program as planned by Spring 2027.

Close Out Costs

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

No resources will be required or expended to discontinue the program.

SECTION 2: Discontinuation

Phase Out / Teach Out Period: **The one currently enrolled student will complete the program by Spring 2027.**

Expected Dates of Program Termination

- Date for final enrollment of new students: **Fall 2025**
- Date for final award of credential: **Spring 2027**

SECTION 3: Suspension

Date Program will be reinstated or discontinued (*one, two, or three years*): **n/a**

*Note: Programs may not be suspended for more than three years; submit Form 200 – Program Modification to reinstate.

APPLICATION FOR DISCONTINUATION or SUSPENSION OF EXISTING PROGRAM

SECTION 1: Item Information

Institution: Southern Connecticut State University	Please enter the following dates: Final approval by institution: 12.15.25 Submission to CSCU Office of the Provost for Academic Council: 12.15.25
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Instructions: Complete section 1. Select the type of item, discontinuation or suspension, and complete section 2 or 3 accordingly.

Item Type: Choose an item.

Program Characteristics

1. Name of Program: **Sixth Year Certificate, Reading**
2. BOR Accreditation Date: 1976-01-01
3. OHE #: **627**
4. CIP Code Number: **13.1315** Title of CIP Code: **Reading Teacher Education**
5. Program Type (include degree or certificate type, abbreviation, and name, e.g., Associates, AS, Associate of Science): **SYC**
6. Modality of Program (check all that apply): On ground Online Hybrid, % of fully online courses 70%
7. Locality of Program: On Campus Off Campus Both
8. Department where program is housed: **Curriculum and Learning**
9. Location Offering the Program (e.g., main campus): **Main Campus**
10. Institutional Contact for this Proposal (Provost or Chief Academic Officer): **Julia Irwin, Ph.D.**
Title: **Provost**
Tel.: **203-392-6585** e-mail: **irwinj1@southernct.edu**

Executive Summary

Include details regarding lessons learned include knowledge or understanding gained from experience(s) that can speak to the strengths and weaknesses of the preparation, design, and/or implementation.

The SYC-Reading prepares individuals for eligibility for both the 102 certificate and the 097 certificate. The decision to discontinue the program stems largely from the fact that, as few school districts now require reading specialists to hold the 097 certificate, the majority of candidates who have begun the program in the last seven or so years have opted to transfer into the MS program after admission, so that they can graduate as soon as they are eligible for the 102 certificate.

Phase Out/Teach Out Strategy

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

At present, nineteen individuals are enrolled in the SYC-Reading program. Fifteen will complete their programs as planned by Spring 2027; the remaining four, by Spring 2028 if not sooner.

Close Out Costs

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

No resources will be required or expended to discontinue the program.

SECTION 2: Discontinuation

Phase Out / Teach Out Period: **All currently enrolled students will complete the program by Spring 2027 (15) or Spring 2028 (4).**

Expected Dates of Program Termination

- Date for final enrollment of new students: Fall 2025
- Date for final award of credential: **Spring 2028**

SECTION 3: Suspension

Date Program will be reinstated or discontinued (*one, two, or three years*): **n/a**

*Note: Programs may not be suspended for more than three years; submit Form 200 – Program Modification to reinstate.

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Discontinuation of Sixth Year Certificate

Special Education, Specialization in Applied Behavior Analysis at
Southern Connecticut State University

February 26, 2026

WHEREAS: Southern Connecticut State University proposes the discontinuation of the Special Education, Specialization in Applied Behavior Analysis Sixth Year Certificate. The program previously gave students the opportunity to work in Applied Behavior Analysis without having to earn a master's degree. Recent accreditation changes would require that the program closely mirror the already existing master's option.

WHEREAS: Prospective students will be guided towards the master's program, and students currently enrolled in the certificate program will graduate as planned, by Spring 2027; and

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of the following sixth year certificate at Southern Connecticut State University effective May 2027.

Special Education, Specialization in Applied Behavior Analysis
CIP Code: 131099 OHE#: 16943

A True Copy:

Karen Buffkin, General Counsel

ITEM

Discontinuation of a Sixth Year Certificate Special Education, Specialization in Applied Behavior Analysis at Southern Connecticut State University

BACKGROUND AND RATIONALE

Southern Connecticut State University is proposing to discontinue the Special Education, Specialization in Applied Behavior Analysis Sixth Year Certificate. The discontinuation reflects the impact of recent accreditation standard changes.

This degree program was initially established under an accreditation that allowed it to be completed within 21 credits. New accreditation requirements increased to approximately 39 credits, essentially making the program identical to the Master of Science in Applied Behavior Analysis program that is also offered at Southern.

PHASE OUT/TEACH OUT STRATEGY

Students currently enrolled in the Sixth Year Certificate program will continue in their program as planned. The courses for the Sixth Year Certificate overlap 100% with courses in the MS program and will therefore continue to be available.

RECOMMENDATION

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

APPLICATION FOR **DISCONTINUATION** or **SUSPENSION OF EXISTING PROGRAM**

SECTION 1: Item Information

Institution: SCSU	Please enter the following dates: Final approval by institution: 12.17.25 Submission to CSCU Office of the Provost for Academic Council: 12.17.25
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Instructions: Complete section 1. Select the type of item, discontinuation or suspension, and complete section 2 or 3 accordingly.

Item Type: Discontinuation

Program Characteristics

1. Name of Program: 6th year in Special Education, Specialization (concentration) in Applied Behavior Analysis
2. BOR Accreditation Date: 3-15-2012
3. OHE #: 16943
4. CIP Code Number: 131099 Title of CIP Code: Special Education and Teaching, Other.
5. Program Type (include degree or certificate type, abbreviation, and name, e.g., Associates, AS, Associate of Science): **6th year**
6. Modality of Program (check all that apply): On ground Online Hybrid, % of fully online courses 51%
7. Locality of Program: On Campus Off Campus Both
8. Department where program is housed: SCSU
9. Location Offering the Program (e.g., main campus): Main campus
10. Institutional Contact for this Proposal (Provost or Chief Academic Officer):
Title: Dr. Julia Irwin
Tel.: x5350 e-mail: irwinj1@southernct.edu

Executive Summary

Include details regarding lessons learned include knowledge or understanding gained from experience(s) that can speak to the strengths and weaknesses of the preparation, design, and/or implementation.

The field of Applied Behavior Analysis (ABA) has continued to evolve toward formal accreditation standards overseen by the Association for Behavior Analysis International (ABAI). Recent updates to ABAI requirements reflect this shift, including a substantial increase in required content hours and associated coursework for programs preparing students for ABA certification.

As a result of these changes, the 6th Year Diploma in ABA would be required to increase significantly in total credits in order to remain aligned with accreditation expectations. This expansion would render the 6th Year Diploma largely redundant, as it would closely mirror the credit requirements, scope, and structure of the existing master's program in ABA at Southern. Historically, the 6th Year Diploma could be completed within 21 credits. Under current and forthcoming accreditation requirements, however, the program would need to increase to approximately 39 credits and be essentially identical to the MS. Given this shift, the 6th Year Diploma no longer serves a distinct or necessary role within the programmatic pathway and is therefore proposed for discontinuation.

Phase Out/Teach Out Strategy

Describe how the institution will ensure that students currently enrolled will be provided opportunities to complete the program. Provide quantitative information as needed (e.g., enrollments, any special resources needed, etc.)
Students currently enrolled in the grad certificate program will continue in their program as planned. New students will have the option of enrolling the MS programs but will no longer be able to begin the 6th year certificate. The courses for the 6th year courses overlap 100% with courses in the MS program and will therefore continue to be available.

Close Out Costs

APPLICATION FOR DISCONTINUATION or SUSPENSION OF EXISTING PROGRAM

What resources/costs would be employed and/or expended to discontinue program? What would be the total cost?
There is expected to be no additional cost. In contrast, the future requirements in the ABA field will include costs associated with accreditation reviews for each program, so discontinuing this 6th year concentration will reduce the costs associated with initial and ongoing accreditation.

SECTION 2: Discontinuation

Phase Out / Teach Out Period: **AY 26-27**
Expected Dates of Program Termination

- Date for final enrollment of new students: **Fall 2025**
- Date for final award of credential: **Spring 2027**

SECTION 3: Suspension

Date Program will be reinstated or discontinued (*one, two, or three years*):
*Note: Programs may not be suspended for more than three years; submit Form 200 – Program Modification to reinstate.

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Modification of a Program

Master of Science in Applied Behavior Analysis

at

Southern Connecticut State University

February 26, 2026

WHEREAS: Southern Connecticut State University (SCSU) is proposing to modify the Applied Behavior Analysis, Master of Science (MS) program. The proposed modification stems from changes in the ABA field for approved coursework. SCSU is in the process of applying for accreditation with the Association for Behavior Analysis International (ABAI). As part of the accreditation application process, the ABA program will need to add courses; and

WHEREAS: The modification of the ABA program includes changes to 15 total credits and adds 9 credits to the program. This will shift the program's overall credits from 30 to 39; and

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – MS in Applied Behavior Analysis at Southern Connecticut State University.

A True Copy:

Karen Buffkin, General Counsel

ITEM

Modification to the Master of Science in Applied Behavior Analysis at Southern Connecticut State University.

RATIONALE AND SUMMARY OF MODIFICATIONS

The proposed changes to the Applied Behavior Analysis, MS program at Southern Connecticut State University include the modification of 15 total credits and the addition of 9 credits to the program.

This modification is due to changes in the field of ABA for approved coursework. Southern is beginning the process of applying for accreditation with the Association for Behavior Analysis International (ABAI). The accreditation application process requires SCSU to add several courses to the program that are related to basic research in behavior analysis, an experiential learning course, and a capstone experience that results in a final project.

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.

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

SECTION 1: Instructions and Internal Use Fields

Institution: <i>Southern Connecticut State University</i>	Please enter the following dates: Final approval by institution: 12.15.25 Submission to CSCU Office of the Provost for Academic Council: 12.15.25
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Instructions: Please review and select all items that require modification. **Complete Section 1** for all proposals. Then, **complete the section that aligns with your specific request** (e.g. if you're proposing a change to instructional delivery, fill out Section 3.)

Type Program Modification Item (check all that apply):

- CIP Code Change (Section 2)
- Instructional Delivery (Section 3)
- Name Change (Section 4)
- Modification to Initiation Plan for Approved Program (Section 5)
- Significant* Number of Course/Course Substitution Modifications (Section 6)

Executive Summary Provide a summary of the proposed change and its intended purpose (e.g. bringing curriculum up to date, aligning with industry standards, etc.).

Due to changes in the field of Applied Behavior Analysis (ABA) for approved coursework, Southern's MS -ABA program is beginning the process of applying for Accreditation through the Association for Behavior Analysis International (ABAI). As part of this process, Southern's ABA program will need to add several courses related to basic research in behavior analysis, experiential learning, and a capstone experience resulting in a final project.

Total Number of courses and course credits to be modified by this application: **15**

* **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 (*Multi-Use Below Threshold Report*)

Internal Use (VEOCI Fields)

1. Name of Program: MS- Applied Behavior Analysis
2. OHE #: 20032
3. Modality of Program (*check all that apply*): On ground Online Hybrid, % of fully online courses 51%
4. Locality of Program: On Campus Off Campus Both
5. Program Type (*degree type, abbreviation, name, e.g., Associates, AS, Associate of Science*): **Master's MS**
6. Total # Credits in Program: 39
7. Department where program is housed: Inclusive education and behavior science
8. Location Offering the Program (e.g., main campus): Main campus, New Haven
9. Program website: <https://catalog.southernct.edu/graduate/programs-and-degrees/applied-behavior-analysis-ms.html>
10. Request for SAA Approval for Veterans Benefits? Yes No

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

11. Provide estimated cost of program (tuition and fees): \$ OR url for link to tuition/fee information:
https://inside.southernct.edu/sites/default/files/inline-files/25-26%20part-time_1.pdf
12. CIP Code Number: 422814 Title of CIP Code: Applied Behavior Analysis
13. Identify the careers and professions available to graduates of the program using the Standard Occupational Classification (SOC) system. Provide SOC code number(s) and name(s):
- 25-2051 Special Education Teachers, Preschool
 - 25-2055 Special Education Teachers, Kindergarten
 - 25-2056 Special Education Teachers, Elementary School
 - 25-2057 Special Education Teachers, Middle School
 - 25-2058 Special Education Teachers, Secondary School
 - 21-1019 Counselors, All Other
14. What would be the median estimated earnings for a graduate in this profession (*if more than one SOC code listed, include earnings for each*)? \$90,000
15. Identify the industry applicable to this program using the North American Industry Classification System (NAICS). Provide NAICS code(s) and title(s):
- 611710 Educational consultants
 - 611710 Educational support services
 - 611110 Schools for the intellectually and developmentally disabled
 - 623210 Intellectual and developmental disability homes
 - 623210 Homes with or without health care, intellectual and developmental disability
 - 623210 Hospitals, intellectual and developmental disability
 - 623220 Residential group homes for the emotionally disturbed
 - 813311 Intellectually and developmentally disabled advocacy groups
16. IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years): **2 academic years, including summers**
17. What are the admissions requirements for the program? 2.8 GPA, resume
18. Graduation Requirements
- Does this program have special graduation requirements (e.g., capstone or special project)? Yes No
 - If yes, describe:
 - The program requires completion of a capstone project that meets the requirements of Southern and the Association for Behavior Analysis International (ABAI). The project can be in the form of a thesis or applied project that uses the principles and methods of ABA to evaluate the effects of an intervention on a dependent variable. The Capstone will be completed over the course of 9 credits, including a review of the literature, proposal, and completion of a manuscript describing the overall process and outcomes for the project.
 - SED 731- Capstone in ABA 1
 - SED 732- Capstone in ABA 2
 - SED 733- Capstone in ABA 3

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

19. Program Work Experiences

- Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? Yes No
- If yes, describe and attach copies of the contracts or other documents ensuring program support:
 - The MS - ABA program attracts students who are currently working in the field as teachers or other educational positions. As part of the coursework, students will complete activities that include simulated work with other students in the program and may include reflections on the use of ABA in other settings when appropriate. Given the students currently work in relevant settings, there are no additional agreements necessary.

20. Program Administration and Faculty

- Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Dr. Mark Groskreutz, Groskreutzp2@southernct.edu
- 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?
 - 1, if needed

21. Institutional Contact for this Proposal (Provost or Chief Academic Officer):

- Title: Dr. Julia Irwin, Interim Provost
- Tel.: X5350
- E-mail: irwinj1@southernct.edu

22. Career/Program Pathways:

- Does this program prepare students for another program? No
- If yes, specify program:

23. Prospective Students

Describe the prospective students for the program:

- The ABA graduate programs have existed at Southern for almost 15 years. Over this history, the program has attracted students who work in a variety of educational settings, such as public and private schools, ABA-specific clinics and other facilities, and ABA-home-based settings. This trend is expected to continue because ABA is focused on supporting individuals who need additional specialized learning supports. Students may apply to the ABA program with prior undergraduate coursework in any area/field. Applicants enter the field to pursue the coursework and experience required to sit for and pass the Board Certified Behavior Analysis (BCBA) exam.

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

25. Program Discontinued: Sixth Year in Special Education, ABA CIP: **13.1099** OHE#: 16943 BOR Accreditation Date: 2012

- Phase Out Period Spring-Fall 2027 Date of Program Termination Spring 2028
- Discontinuation of a program requires submission of form 301. Discontinuation form submitted? x Yes No

26. Other Program Accreditation:

- If seeking specialized/professional/other accreditation, name of agency and intended year of review:
 - Association for Behavior Analysis International (ABAI, projected to be reviewed in spring 2029)
- If program prepares graduates eligibility to state/professional licensure,
 - identify credential:
 - confirm NC-SARA requirements met: x Yes No

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

SECTION 2: CIP Code Modification	
Name of Program:	
New Proposed CIP Code Number:	Title of CIP Code:

SECTION 3: Instructional Delivery Modification	
Name of Program:	
Current Modality of Program (<i>check all that apply</i>): <input type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses	
Proposed Modality of Program (<i>check all that apply</i>): <input type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses	
Fiscal Impact Describe the expected financial impact of this modification on the Program's Pro Forma Budget over the course of the next three years.	

SECTION 4: Name Change Modification	
Name of Program:	
Proposed New Name of Program:	
Proposed Date Name Change Becomes Effective:	
Programmatic Changes <i>If applicable, provide information regarding any programmatic changes to be necessitated by the modification.</i>	
Cost and Availability of Adequate Resources <i>If applicable, provide a one paragraph narrative addressing additional cost necessitated by the modification.</i>	

SECTION 5: Modification to Initiation Plan for Approved Program	
Name of Program:	
Original: Date of BOR Approval: Date of program initiation as provided in the approved New Program Proposal:	
Modified: Modified date of program initiation: Modifications to planned hiring or financial investment:	
Explanation / Justification: (<i>Provide a concise rationale for the modification(s) based on the BOR list of concerns.</i>)	
Fiscal Impact: Estimate what financial impact this modification would have upon the Program's Pro Forma Budget over the course of the three years following program initiation.	

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

SECTION 6: Significant Number of Course/Course Substitution Modifications

1. Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided
There is currently only one other master's program in ABA in the CSCU system, at Western. Western's program is an online program using asynchronous formats, so Southern and Western do not appear to compete for similar students.
2. Is this modification aligned with the reinstatement of a previously suspended program? Yes No
If yes, complete a, b, and c.
 - a. Describe the reasons why the program was previously suspended:
 - b. Describe the rationale for reinstating the program:
 - c. Summarize any modifications made to the program and describe how such modifications will contribute to the success of the reinstated program:

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
SED 689 – Philosophical Underpinnings of ABA	3	SED 689 – Philosophical Underpinnings of ABA	3
SED 790 – Principles of ABA	3	SED 790 – Principles of ABA	3
SED 791 – Single Subject Research Methods	3	SED 791 – Single Subject Research Methods	3
SED 793 Assessment in ABA	3	SED 793 Assessment in ABA	3
SED 794 Intervention in ABA	3	SED 794 Intervention in ABA	3
SED 641 – Ethics and Professional Conduct	3	SED 641 – Ethics and Professional Conduct	3
SED 742 Organizational Behavior Management and Supervision	3	SED 742 Organizational Behavior Management and Supervision	3
SED 792 Advanced ABA	3	SED 792 Advanced ABA	3
SED 543 Survey in ABA Practices	3		
1 graduate elective	3		
		SED 688 – Experimental analysis of behavior	3
		SED 721	1
		SED 722	1
		SED 723	1
		SED 731	3
		SED 732	3
		SED 733	3
Total Credits Original Program	30	Total Credits Modified Program	39

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

Learning Outcomes - L.O.

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

1. Develop expertise in the fundamental principles and methods at the core of ABA
2. Establish a foundation of ethical practice consistent with the field of ABA
3. Apply the principles, methods, and ethics of the field to address real-world needs
4. Use the methods of ABA to identify functional relations across individual experiences and support valued change as established by a "client" and their community
5. Design a variety of assessment, intervention, training, and supervision programs to address a variety of circumstances
6. Develop skills to contact, interpret, and use information found in behavior analytic research to address real-world needs

Assessment of Learning Outcomes

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

- Throughout the coursework, assessment will be included in a variety of formats based on the specific skills and knowledge being targeted. Earlier courses will focus on frequent assessment of foundational knowledge and skills through weekly assignments in class, brief quizzes, and out-of-class assignments that build on in class experiences. As the coursework progresses, assessment will shift for focus more on using prior knowledge to generate responses to various real world scenarios (hypothetical), such as related to assessment and intervention development activities, in the form of papers and presentations. Other topics, such as ethics, will include a greater variety of discussions, reactions, and presentations that include interactive exploration of complex topics.

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
SED 689 – Philosophical Underpinnings of ABA	1		3
SED 790 – Principles of ABA	1		3
SED 791 – Single Subject Research Methods	1		3
SED 793 Assessment in ABA	4	790, 791	3
SED 794 Intervention in ABA	6	790, 791	3
SED 641 – Ethics and Professional Conduct	2		3
SED 742 Organizational Behavior Management and Supervision	4, 5	790, 791	3
SED 792 Advanced ABA	4	790, 791, 793, 794	3

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

SED 688 – Experimental analysis of behavior	1		3
SED 721	2, 3, 4	790, 791	1
SED 722	2, 3, 4	790, 791	1
SED 723	2, 3, 5	790, 791	1
SED 731	3, 6	790, 791	3
SED 732	3, 6	790, 791, 793, 794	3
SED 733	3, 6	790, 791, 793, 794	3
Open Electives (Indicate number of credits of open electives)			0
Total Program Credits:			39

Description of Related Modification(s)

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

The revised program will include a change from a comprehensive exam to a capstone project that includes 9 credits of coursework focused on the capstone project proposal and completion.

Description of New Resources Needed

Please provide a detailed overview addressing the following components:

- **Recruitment Plan** Outline the strategies and methods that will be used to attract participants to the program. Include outreach channels, target audiences, and any partnerships or promotional efforts.
 - *No additional recruitment resources are expected. The program will continue to draw from state and regional applicants and will allow Southern to remain competitive as the new coursework requirements for accreditation are implemented.*
- **Enrollment Goals** Specify the intended number of participants for each program year.
 - *Each new enrollment of students (i.e., fall and spring) is expected to include 15 -20 students, resulting in roughly 35 new graduate students in ABA each year. As the new 39-credit course sequence is rolled out from Fall 2026-Spring 2028, total students enrolled in the ABA MS program will be an estimated to be up to 80 students in various parts of their program.*
- **Year 3 Enrollment Review** Describe the process for evaluating enrollment outcomes at the end of Year 3. Include criteria for success, methods of data collection, and plans for adjusting recruitment or enrollment strategies based on findings.
 - *The MS-ABA program will be evaluated through an ongoing process examining metrics such as program completion, program enrollment, performance on key metrics (such as large projects and tests in courses each semester), dispositions, and student perceptions. These data and others will also be used as part of the accreditation process for evaluation and renewal of accreditation.*

Other Considerations

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

- *As part of this revision process, Southern’s MS-ABA program will be reviewed on a periodic basis (e.g., every 5 years by the Association for Behavior Analysis International (ABAI). This process will include cite visits and evaluation of resources for the students and the program, as well as reviewing metrics related to student performance in a variety of areas.*

Resources and Financial Considerations

Are there any expected costs or financial impacts related to this modification? Yes No

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

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.

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

Narrative

Provide details on any significant expenditures associated with the proposed modification, including anticipated impact on resources.

- *There are no anticipated changes to resources required. The department currently has 4 full time faculty who can teach in the ABA master's program. Additionally, even though the revised program is 39 credits, the overall faculty load is similar to the 39 credits being completed over 6 semesters where as the current 30-credit program is completed in 4-5 semesters*

PROJECTED Program Revenue	Fall 2026	Fall 2027	Fall 2028
Tuition			
Program-Specific Fees			
Other Revenue			
Total Estimated Program Revenue			
PROJECTED Program Expenditures	Fall 2026	Fall 2027	Fall 2028
Administration			
Faculty (Full-time, total for program)			
Faculty (Part-time, total for program)			
Faculty Reassignment Costs			
Support Staff			
Other			
Estimated Indirect Costs			
Total Estimated Program Expenditures			

PRO FORMA Budget - MS in Applied Behavior Analysis

Based on
6 credits 8,885 8,885 8,885 8,885 8,885 8,885 8,885 8,885 8,885

PROJECTED Enrollment	2027-2028						2028-2029						2029-2030							
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer			
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT		
Internal Transfer (from other programs)																				
New Students (first time matriculation)		0		0		0		0		0		0		0		0		0		
Continuing Students progressing to credential		0		0		0		0		12		12		0		0		0		
Healthcare Enrollments		0		0		0		12		0		12		0		0		0		
Total Estimated FTE per Year	3						4						5.1							
PROJECTED Program Revenue	First Year						Second Year						Third Year							
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer			
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT		
Tuition ¹		53,310		-	53,310		-	53,310		-	106,620		-	106,620		-	106,620		-	142,140
Fees from Internal Transfer ²																				
Fees from Program Specific Fees (lab fees, etc.)																				
Other Revenue (annotate in narrative)																				
Total Annual Program Revenue	159,930						319,860						426,480							
PROJECTED Program Expenditures ³	First Year						Second Year						Third Year							
	Administration (Chair or Coordinator) ⁴						Faculty (Full-time, total for program) ⁴						Faculty (Part-time, total for program) ⁴							
	Support Staff (lab or grad assist, tutor)						Library Resources Program						Equipment (list in narrative)							
Other ⁵						Estimated Indirect Costs ⁶						Total Expenditures per Year								
Gross Margin						Gross Margin						Gross Margin								
115,837						280,667						269,304								

3 years

NOTE: Existing regulations require that an application for a new program shall include a complete and realistic plan for implementing and financing the proposed program during the first cycle of operation, based on projected enrollment levels; the nature and extent of instructional services required; the availability of existing resources to support the program; additional resource requirements; and projected sources of funding. If resources to operate a program are to be provided totally or in part through reallocation of existing resources, the institution shall identify the resources to be employed and explain how existing programs will be affected. Reallocation of resources to meet new and changing needs is encouraged, provided such reallocation does not reduce the quality of continuing programs below acceptable levels.⁷

- 1 FTE = 12 credit hours for undergraduate programs; 1 FTE = 12 credit hours for graduate programs; both for Fall & Spring
- Formula for conversion of part-time enrollments to Full-Time Equivalent (FTE): Divide part-time enrollment by 3, and round to the nearest tenth - for example 20 part-time enrollees equals 20 divided by 3 equals 6.67 or 6.7 FTE.
- Revenues from all courses students will be taking.
- Capital outlay costs, instructional spending for research and services, etc. can be excluded.
- If full-time person is solely hired for this program, use rate time; otherwise, use a percentage. Indicate if new hires or existing faculty/staff. Record Salary and Fringe Benefits, accordingly.
- e.g. student services. Course development would be direct payment or release time; marketing is cost of marketing that program separately.
- Check with your Business Office - community colleges have one rate; the others each have their own. Indirect Cost might include such expenses as student services, operations and maintenance.

\$94,306
25% *****
15,017.70
13%

Footnotes:

1. The Part-time Student enrollment projections provided by the Department.
2. Program completion: Part-time students complete the program in 3 years.
3. Retention: 90% of students are expected to complete the program.
4. Assuming Flat Part-time Doctoral Program Tuition rate for Year 1 through 3 (calculation based on 6 credit load per semester at \$8,885.00 rate).
5. Projections include NCL payments for program coordination - total 6 credits (3 credits each in Fall and Spring); calculations based on Associate Professor rank rate for Year 1-3 (Line 21: FY2025-\$2,489.00 per credit and PT fringe rate of 13%). Assuming flat rate for Year 2 and 3.
6. Projections include a Full-time faculty for Year 3 to accommodate growing enrollment, program accreditation requirements. The Full-time wages are calculated based on FY2025 Assistant Professor rank plus fringe (\$94,306 and FT fringe rate of 25%).
7. Projections include PT adjunct teaching, total 6 credits - used PT 'D' rank & rate for Year 1-3 (Line 23: FY2025-2026 rate of \$2,215.00/per credit and PT fringe rate of 13%).
8. Library projected expense for Organizational Behavior Management (\$1,679/yearly) and Contextual Behavioral Science (\$498/yearly) for Year 1. Year 2 and 3 include small inflation (up to 5%).
9. Estimated \$10,000 first year and \$5,000 in subsequent years for marketing the EdD in Applied Behavior Analysis (doctoral).

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Modification of a Program

Master of Science in Clinical Mental Health Counseling

at

Southern Connecticut State University

February 26, 2025

WHEREAS: Southern CT State University (SCS) is proposing to modify the Master of Science (MS) in Clinical Mental Health Counseling. The proposed modification will move the program from a hybrid structure to fully online and update two course titles within the curriculum; and

WHEREAS: By modifying the instructional delivery from hybrid to online blended, Southern Connecticut State University will attract higher numbers of applicants and enrollment of students who would not otherwise be able to attend due to relocation or commuting constraints, thereby boosting tuition revenue. It will also reduce institutional costs associated with maintaining physical facilities, including classroom space, utilities, and administrative overhead; and

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Master of Science in Clinical Mental Health Counseling, specifically Modification of Instructional Delivery and Courses at Southern CT State University.

A True Copy:

Karen Buffkin, General Counsel

ITEM

Modification for a Master of Science in Clinical Mental Health Counseling at Southern Connecticut State University

RATIONALE AND SUMMARY OF MODIFICATIONS

The Clinical Mental Health Counseling Program is transitioning to an online blended format to enhance accessibility for students who otherwise would not be able to attend due to location constraints. Program courses are being revised to align with updated CACREP standards. In addition, course descriptions and requirements are being updated.

The modifications include moving the program from hybrid to online blended (synchronous and asynchronous). Only two additional courses will be moved to an online asynchronous format. In total, eight courses are online blended, five are online asynchronous, four are online synchronous, one is offered in a variety of online formats, one is on ground as a residency, which is required for accreditation, and finally, one on-ground day in the last semester called Professional Integration Day, which is also required for accreditation.

The changes also include updating the names of 18 courses in the curriculum, changing one course from an elective to a requirement, and taking MHS 676: Internship Group Supervision in Clinical Mental Health Counseling twice.

RECOMMENDATION

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

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

SECTION 1: Instructions and Internal Use Fields	
Institution: Southern Connecticut State University	Please enter the following dates: Final approval by institution: 12.15.25 Submission to CSCU Office of the Provost for Academic Council: 12.15.25
Instructions: Please review and select all items that require modification. Complete Section 1 for all proposals. Then, complete the section that aligns with your specific request (e.g. if you're proposing a change to instructional delivery, fill out Section 3.)	
Type Program Modification Item (check all that apply): <input type="checkbox"/> CIP Code Change (Section 2) <input checked="" type="checkbox"/> Instructional Delivery (Section 3) <input type="checkbox"/> Name Change (Section 4) <input type="checkbox"/> Modification to Initiation Plan for Approved Program (Section 5) <input checked="" type="checkbox"/> Significant* Number of Course/Course Substitution Modifications (Section 6)	
Executive Summary Provide a summary of the proposed change and its intended purpose (e.g. bringing curriculum up to date, aligning with industry standards, etc.). <p>The Clinical Mental Health Counseling (CMHC) program is transitioning to an online blended format to enhance accessibility while maintaining the rigor and quality of training. Program courses are being revised to align with the updated 2024 CACREP standards, ensuring continued accreditation and relevance to the counseling profession. In addition, course descriptions and requirements are being updated to reflect the recent reorganization of our department (separating from School Counseling), with a clear focus on Clinical Mental Health Counseling and the removal of content specific to school counseling.</p>	
Total Number of courses and course credits to be modified by this application: 21 courses, 60 credits	
<p>* 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 (<i>Multi-Use Below Threshold Report</i>)</p>	
Internal Use (VEOCI Fields) <ol style="list-style-type: none"> 1. Name of Program: Clinical Mental Health Counseling 2. OHE #: 10273 3. Modality of Program (<i>check all that apply</i>): <input type="checkbox"/> On ground <input checked="" type="checkbox"/> Online <input checked="" type="checkbox"/> Hybrid, % of fully online courses 4. Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both 5. Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): MS 6. Total # Credits in Program: 60 7. Department where program is housed: Mental Health Sciences 8. Location Offering the Program (e.g., main campus): Main Campus 9. Program website: https://www.southernct.edu/academics/programs/clinical-mental-health-counseling-ms 10. Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No 	

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

11. Provide estimated cost of program (tuition and fees): OR url for link to tuition/fee information:
https://inside.southernct.edu/onestop/bill-payment/tuition-fees
12. CIP Code Number: 511508 Title of CIP Code: Clinical Mental Health Counseling
13. Identify the careers and professions available to graduates of the program using the Standard Occupational Classification (SOC) system. Provide SOC code number(s) and name(s): 21-1014 Mental Health Counselors
14. What would be the median estimated earnings for a graduate in this profession (*if more than one SOC code listed, include earnings for each*)? \$59,190
15. Identify the industry applicable to this program using the North American Industry Classification System (NAICS). Provide NAICS code(s) and title(s): 621330
16. IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years): 2.5 years
17. What are the admissions requirements for the program? Application, Application Fee (\$50), Official Transcripts, Essay, Two Letters of Recommendation, Resume/CV
18. Graduation Requirements
 - Does this program have special graduation requirements (e.g., capstone or special project)? Yes No
 - If yes, describe: Comprehensive Exam
19. 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: Fieldwork Handbook available upon request: **Candidates in the MS program in Clinical Mental Health Counseling complete both Practicum and Internship experiences.**

For Practicum, students must register for both MHS 552 and 553.

- **MHS 552 Practicum Supervision in CMHC: Faculty-led individual or triadic supervision supporting counseling skill development, ethical practice, and liberation-informed professional growth. Includes review of secure skills recordings of individual client session.**
- **MHS 553 Practicum Group Supervision in CMHC: Weekly faculty-led group supervision fostering collaborative reflection, peer learning, ethical practice, and liberation-informed professional development during the practicum fieldwork experience.**

Minimum practicum requirements include:

- **100 total hours or more at the practicum site over the semester (CACREP 4.Q), plus class requirements.**
 - o **40 hours must be on site direct service (e.g., face-to-face counseling; CACREP 4.R)**
 - o **60 hours must be on site indirect service (e.g., clinical documentation, staff meetings, professional development).**
 - o **1 hour individual supervision per week from site supervisor (CACREP 4.S.3)**
 - o **1 hour individual supervision per week in MHS 552 with CMHC Faculty (CACREP 4.S.1).**
 - o **2.5 hour group supervision per week in MHS 553 with CMHC Faculty (CACREP 4.T.1).**

For Internship, students must register for 676 for 2 semesters.

- **MHS 676 Internship Group Supervision in CMHC: Faculty-led group supervision supporting advanced counseling skill development, professional identity formation, and ethical practice during internship. Emphasizes collaborative learning, peer consultation, and liberation-informed reflection on clinical cases. Facilitation of a counseling or psychoeducational group is also required.**

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

Minimum internship requirements include:

- 600 total hours or more at the internship site over two semesters (CACREP 4.U), plus course requirements.
 - o 240 hours must be on site direct service (e.g., face-to-face counseling; CACREP 4.V).
 - o 360 hours must be on site indirect service (e.g., clinical documentation, staff meetings, professional development).
 - o 1 hour individual supervision per week from site supervisor (CACREP 4.W.3)
 - o 2.5 hour group supervision per week in MHS 553 with CMHC Faculty (CACREP 4.X.1), with individual supervision provided as needed.

20. Program Administration and Faculty

- Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Dr. Uchenna Nwachuku, nwachukuu1@southernct.edu
- How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 3
- How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 1

21. Institutional Contact for this Proposal (Provost or Chief Academic Officer):

- Title: Dr. Julia Irwin, Provost
- Tel.: (203) 392-6585
- E-mail: irwinj1@southernct.edu

22. Career/Program Pathways:

- Does this program prepare students for another program? No
- If yes, specify program:

23. Prospective Students

The CMHC program seeks students who are passionate about becoming clinical mental health counselors and who bring a strong commitment to personal growth, cultural humility, and social justice in practice.

Successful applicants typically have foundational knowledge in psychology, counseling, or related behavioral sciences, and demonstrate readiness for graduate-level training through academic preparation, relevant work or volunteer experience, and alignment with the program's liberatory mission.

24. 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

25. Other Program Accreditation:

- If seeking specialized/professional/other accreditation, name of agency and intended year of review: Council for Accreditation of Counseling and Related Educational Programs, 2026
- If program prepares graduates eligibility to state/professional licensure,
 - o identify credential: Licensed Professional Counselor, LPC-A and LPC
 - o confirm NC-SARA requirements met: Yes No

SECTION 2: CIP Code Modification

Name of Program:

New Proposed CIP Code Number:

Title of CIP Code:

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

SECTION 3: Instructional Delivery Modification	
Name of Program:	Clinical Mental Health Counseling
Current Modality of Program (check all that apply):	<input type="checkbox"/> On ground <input type="checkbox"/> Online <input checked="" type="checkbox"/> Hybrid, % of fully online courses 50%
Proposed 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
Fiscal Impact	
Describe the expected financial impact of this modification on the Program's Pro Forma Budget over the course of the next three years.	
Transitioning online reduces institutional costs associated with maintaining physical facilities, including classroom space, utilities, and administrative overhead. Studies indicate that online programs can significantly reduce per-student instructional costs while maintaining quality (Bartley & Gorlek, 2004). Additionally, online programs have the potential to increase enrollment by attracting students (nationally and internationally) who would not otherwise be able to attend due to relocation or commuting constraints, thereby boosting tuition revenue. Our program currently operates as a hybrid program; we have current access to all technology needed for a blended online modality shift. It is expected that moving online will expand the number of applicants, as the proximity to campus will no longer be a limitation.	

SECTION 4: Name Change Modification	
Name of Program:	
Proposed New Name of Program:	
Proposed Date Name Change Becomes Effective:	
Programmatic Changes	
<i>If applicable, provide information regarding any programmatic changes to be necessitated by the modification.</i>	
Cost and Availability of Adequate Resources	
<i>If applicable, provide a one paragraph narrative addressing additional cost necessitated by the modification.</i>	

SECTION 5: Modification to Initiation Plan for Approved Program	
Name of Program:	
Original:	
Date of BOR Approval:	
Date of program initiation as provided in the approved New Program Proposal:	
Modified:	
Modified date of program initiation:	
Modifications to planned hiring or financial investment:	
Explanation / Justification: (Provide a concise rationale for the modification(s) based on the BOR list of concerns.)	
Fiscal Impact: Estimate what financial impact this modification would have upon the Program's Pro Forma Budget over the course of the three years following program initiation.	

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

SECTION 6: Significant Number of Course/Course Substitution Modifications

1. Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided
WCSU and CCSU have Counselor Education programs with concentrations in Clinical Mental Health Counseling (WCSU) or Clinical Professional Counselling (CCSU). Both programs are traditional on ground programs; therefore this revision to our modality would expand the offerings of the CSU system without duplication.
2. Is this modification aligned with the reinstatement of a previously suspended program? Yes No
If yes, complete a, b, and c.
 - a. Describe the reasons why the program was previously suspended:
 - b. Describe the rationale for reinstating the program:
 - c. Summarize any modifications made to the program and describe how such modifications will contribute to the success of the reinstated program:

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
MHS 521: Substance-Related and Addictive Disorders	3	MHS 521: Addiction & Psychopharmacology	3
MHS 540: Introduction to Assessment in Counseling and School Psychology	3	MHS 540: Assessment in Clinical Mental Health Counseling	3
MHS 549: Crisis Counseling	3	MHS 549: Crisis and Trauma-Informed Counseling	3
MHS 550: Counseling Skills & Techniques	3	MHS 550: Counseling Microskills and the Helping Relationship	3
MHS 552: Practicum Supervision in Clinical Mental Health Counseling	3	MHS 552: Practicum Supervision in Clinical Mental Health Counseling	3
MHS 553 Practicum and Seminar in Clinical Mental Health Counseling	4	MHS 553: Practicum Group Supervision in Clinical Mental Health Counseling	4
MHS 554: Treatment of Psychological Disorders	3	MHS 554: Treatment Planning in Clinical Mental Health Counseling	3
MHS 568: Counseling and Lifespan Development	3	MHS 568: Lifespan Development and Mental Health	3
MHS 569: Theories of Counseling	3	MHS 569: Counseling Theories & Helping Relationships	3
MHS 571: Diagnosis of Psychological Disorders	3	MHS 571: Clinical Diagnosis & Case Conceptualization	3
MHS 572: Career Counseling	3	MHS 572: Career and Life-Work Balance Issues in Counseling	3
MHS 578: Social and Cultural Diversity	3	MHS 578: Diversity & Social Justice in Counseling	3
ELECTIVE MHS 580: Counseling Affectional & Gender Minorities	3	MHS 580: Counseling Queer & Trans People	3
MHS 595: Orientation & Ethics in Clinical Mental Health Counseling	3	MHS 595: Introduction to the Clinical Mental Health Counseling Profession	3

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

MHS 601: Advanced Counseling Skills & Techniques	1	MHS 601: Advanced Counseling Skills Residency	1
MHS 605: Child and Family Counseling	2	MHS 605: Counseling Children and Families	2
MHS 656: Group Counseling	3	MHS 656: Group Counseling and Group Work	3
MHS 676: Internship & Seminar in Clinical Mental Health Counseling	4	MHS 676: Internship Group Supervision in Clinical Mental Health Counseling (taken twice)	4 each, total 8
MHS 691: Research and Evaluation in School and Clinical Mental Health Settings	3	MHS 691: Counseling Research and Program Evaluation	3
Total Credits Original Program	60	Total Credits Modified Program	60

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.

These learning outcomes remain the same moving from hybrid to blended online. **At the completion of the CMHC program, students will be prepared to serve as ethical, self-aware, and liberation-focused counselors, demonstrating the following:**

- 1. Professional Identity & Advocacy**
 - Understands the multiple professional roles and functions of clinical mental health counselors across settings.
 - Engages in professional advocacy, promoting the role of counselors in diverse systems.
- 2. Ethical & Legal Foundations**
 - Demonstrates competency in ethical standards and legal considerations set by the American Counseling Association.
 - Applies ethical decision-making models to complex counseling scenarios.
- 3. Theoretical & Systemic Foundations**
 - Explains major counseling theories and models, integrating a systems-based approach to conceptualizing clients.
 - Understands theories and strategies for consultation, collaboration, and interdisciplinary teamwork.
- 4. Human Development & Environmental Influences**
 - Applies lifespan development theories to individual and family growth.
 - Examines systemic and environmental factors that influence development, behavior, and mental health.
- 5. Multicultural Competency, Social Justice & Liberation**
 - Evidences multicultural humility, honoring intersectionality and the lived experiences of diverse populations.
 - Applies culturally responsive counseling theories to support identity development, advocacy, and liberation-focused practice.
 - Recognizes the impact of historical and intergenerational trauma and systemic oppression on mental health.
 - Engages in social justice advocacy challenging barriers to mental health care.
- 6. Group Counseling & Facilitation**
 - Understands the theoretical foundations of group counseling and group work.
 - Analyzes group dynamics, process development, and therapeutic factors that contribute to effective group interventions.

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

7. Career Development & Life Planning

- Demonstrates knowledge of career development theories and decision-making models.
- Utilizes evidence-based strategies for career counseling, program planning, and vocational empowerment.

8. Assessment & Diagnosis

- Integrates assessment tools for diagnosis, intervention planning, and treatment evaluation.
- Applies ethically and culturally relevant strategies for selecting, administering, and interpreting assessments.
- Demonstrates competence in the diagnostic process, including differential diagnosis and use of DSM & ICD classification systems.

9. Trauma-Informed & Healing-Centered Counseling

- Develops a comprehensive understanding of trauma and its impact on mental health and well-being.
- Applies trauma-informed and healing-centered practices to recognize, assess, and respond to trauma in ways that promote safety, empowerment, and resilience.

10. Addiction & Co-Occurring Disorders

- Understands the etiology, assessment, diagnosis, and treatment of substance use disorders.
- Recognizes the intersection of addiction, trauma, systemic oppression, and co-occurring mental health disorders.

11. Research, Evidence-Based Practice & Treatment

- Critically evaluates research to inform evidence-based clinical practice.
- Demonstrates competency in qualitative, quantitative, and mixed-methods research as it applies to mental health counseling.
- Demonstrates competence in evidence-based treatment modalities for individuals, families, and groups across diverse mental health concerns.

12. Counselor Identity, Self-Awareness & Cultural Responsiveness

- Develops a personalized model of counseling, integrating theories, techniques, and social justice approaches that honor the lived experiences of clients.
- Demonstrates key counselor attributes including self-awareness, emotional regulation, strong interpersonal skills, and a commitment to continuous growth.
- Engages in ongoing self-reflection to enhance cultural responsiveness and liberation-focused practice.
- Engages in collaborative and decolonized healing practices, ensuring clients remain active participants in their own mental health journeys.

Assessment of Learning Outcomes

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

The CMHC program systematically assesses student learning outcomes and overall program effectiveness through multiple direct and indirect data sources. These measures are aligned with CACREP standards and provide a holistic picture of student development, curricular effectiveness, and areas for continuous improvement.

Direct Measures of Student Learning

- **Comprehensive Exam & NCE Reports (2.E.2):** Evaluate student mastery of CACREP core content areas and identify where additional preparation may be needed.
- **Student Summative Assessment Scores (2.C.1.a–e, 2.C.2, 2.C.3, 2.D, 4.D, 2.E.1):** Provide evidence of student attainment of key counseling competencies, tracked longitudinally across cohorts.
- **Fieldwork Evaluations (2.E.4):** Site supervisor evaluations of students assess counseling skills, professional dispositions, and readiness for clinical practice.
- **Student Self-Reflections with Professional Dispositions Assessments (2.C.2, 2.C.3):** Students reflect on their professional growth, which is assessed alongside faculty evaluation to measure engagement with professional identity and liberatory frameworks.

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

Indirect Measures of Program Effectiveness

- **Admissions, Enrollment, and Demographic Data (1.V, 2.E.2, 2.E.3):** Track admissions equity, retention, and student support needs to maintain an inclusive learning community.
- **Alumni Surveys (2.F.1):** Assess long-term effectiveness of curriculum and preparation of graduates for clinical roles.
- **Employer and Site Supervisor Surveys (2.F.1):** Provide feedback on graduate preparedness, curricular strengths, and areas for growth from the perspective of community partners.
- **Faculty and Advisory Board Surveys (2.E.3, 2.F.2):** Ensure continuous alignment of mission, curriculum, and field needs, while embedding liberatory and community-responsive frameworks.
- **Graduation and Completion Data (2.E.2, 2.E.3):** Document completion rates and inform advising, retention, and curricular rigor.

Use of Findings

All data are aggregated annually, reviewed by faculty, and used to inform curriculum revisions, student support structures, advising practices, and fieldwork preparation. This cyclical process ensures that program decisions are data-driven, equitable, and oriented toward preparing highly competent professional counselors.

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
MHS 521: Addiction & Psychopharmacology	10	None	3
MHS 540: Assessment in Clinical Mental Health Counseling	8	None	3
MHS 549: Crisis and Trauma-Informed Counseling	9	MHS 550	3
MHS 550: Counseling Microskills and the Helping Relationship	12	MHS 569	3
MHS 552: Practicum Supervision in Clinical Mental Health Counseling	12	MHS 601	3
MHS 553: Practicum Group Supervision in Clinical Mental Health Counseling	12	MHS 601	4
MHS 554: Treatment Planning in Clinical Mental Health Counseling	11	MHS 571	3
MHS 568: Lifespan Development and Mental Health	4	None	3

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

MHS 569: Counseling Theories & Helping Relationships	3	None	3
MHS 571: Clinical Diagnosis & Case Conceptualization	8	MHS 550	3
MHS 572: Career and Life-Work Balance Issues in Counseling	7	None	3
MHS 578: Diversity & Social Justice in Counseling	5	None	3
MHS 595: Introduction to the Clinical Mental Health Counseling Profession	1 & 2	None	3
MHS 601: Advanced Counseling Skills Residency	12	MHS 549, 550, 568, 578, 595, 656	1
MHS 605: Counseling Children and Families	11	MHS 550	2
MHS 656: Group Counseling and Group Work	6	MHS 550	3
MHS 676: Internship Group Supervision in Clinical Mental Health Counseling (taken twice)	12	MHS 552, 553	4, taken twice
MHS 691: Counseling Research and Program Evaluation	11	None	3
Open Electives (Indicate number of credits of open electives)			3
Total Program Credits:			60

Description of Related Modification(s)

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

We propose transitioning our Clinical Mental Health Counseling (CMHC) MS program from a hybrid model—to an online blended format. The revised program structure includes:

- 8 courses in an online blended format, with a mix of synchronous and asynchronous
- 5 courses in an online asynchronous format
- 4 courses in an online synchronous format
- 1 elective offered in various online formats
- 1 course on ground (MHS 601) as a residency, which is required for our professional accreditation
- 1 required on ground day in the last semester called Professional Integration Day, required for our professional accreditation
- Professional development self-assessments required in MHS 595, for MHS 601 Residency, Last Semester on Professional Integration Day.
- Counseling skills will also be directly observed and assessed in person for MHS 601 Residency and Last Semester on Professional Integration Day.
- Comprehensive Exam before graduation

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

MS CMHC Proposed Format, these changes primarily shift the program from a hybrid model—to a blended online (synchronous and asynchronous). Only two additional courses will be moved to an online asynchronous format.

In addition, in response to our recent reorganization (separation from school counseling) and new 2024 accreditation standards, course descriptions have been modified to be accurate and aligned with the clinical mental health counseling profession.

Description of New Resources Needed

Please provide a detailed overview addressing the following components:

- **Recruitment Plan** Outline the strategies and methods that will be used to attract participants to the program. Include outreach channels, target audiences, and any partnerships or promotional efforts.

The Clinical Mental Health Counseling (CMHC) program currently attracts a robust applicant pool. For the fall 2025 admissions cycle, the program received **207 applications**, invited **49 candidates** to interview, and extended admission to **21 students** in order to maintain CACREP-required faculty–student ratios. These figures demonstrate both the program’s competitiveness and its commitment to maintaining high standards for admissions. We anticipate that applications will continue to increase with the transition to a blended program format, which provides expanded accessibility and flexibility.

Recruitment strategies include:

- **Targeted advertising on counseling-specific platforms and listservs**, such as ACA divisions, ACES, AMHCA, and state/regional counseling associations.
 - **Program visibility through CACREP and IRCEP listings**, which highlight international recognition and ensure alignment with professional standards.
 - **Graduate School Open Houses and information sessions**, both virtual and in-person, to reach prospective students from diverse backgrounds.
 - **Highlighting faculty expertise and program commitments to diversity and liberation-based counseling** on the program website and outreach materials.
 - **Direct outreach to feeder programs**, such as undergraduate psychology and human services departments across the CSU system and surrounding colleges/universities.
 - **Word-of-mouth and alumni connections**, as graduates often recommend the program to peers and colleagues interested in advanced training.
 - The program’s recruitment plan emphasizes inclusivity and access by showcasing our **diverse faculty, liberatory curriculum, and the flexibility of an online program**, which we expect will remain a significant draw for applicants seeking a values-aligned program.
- **Enrollment Goals** Specify the intended number of participants for each program year.
As a CACREP program, we must stay within 12 students:1 faculty ratio for quality assurance. If we receive another faculty position, we can absolutely grow the program.
 - **Year 3 Enrollment Review** Describe the process for evaluating enrollment outcomes at the end of Year 3. Include criteria for success, methods of data collection, and plans for adjusting recruitment or enrollment strategies based on findings.
We currently perform an annual evaluation where in addition to numerous other data sources, we review our admissions data, enrollment data, and the demographics of our student body to directly inform our diversity recruitment and retention plan. We also evaluate student experiences of the program and modify the program as a result of each annual evaluation cycle.

Other Considerations

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

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

Resources and Financial Considerations

Are there any expected costs or financial impacts related to this modification? Yes No

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.

[See attached separate document, CMHC Proforma]

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

Narrative

Provide details on any significant expenditures associated with the proposed modification, including anticipated impact on resources.

This change is likely to maintain or reduce current budgetary needs.

PROJECTED Program Revenue	Year 1	Year 2	Year 3
Tuition	Fall	Fall	Fall
Program-Specific Fees			
Other Revenue			
Total Estimated Program Revenue			
PROJECTED Program Expenditures	Year 1	Year 2	Year 3
Administration	Fall	Fall	Fall
Faculty (Full-time, total for program)			
Faculty (Part-time, total for program)			
Faculty Reassignment Costs			
Support Staff			
Other			
Estimated Indirect Costs			
Total Estimated Program Expenditures			

PRO FORMA Budget - MS in Clinical Mental Health Counseling (CMHC). Note that this change is only a program modality change from HYBRID to ONLINE; there are no other changes or impacts to existing tuition or expenses.

		7,105.00		7,105.00		6,225.00		7,105.00		7,105.00		6,225.00		7,105.00		7,105.00		6,225.00	
PROJECTED Enrollment		2026-2027						2027-2028						2028-2029					
		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Internal Transfer (from other programs)																			
New Students (first time matriculants)																			
Continuing Students progressing to credential			48		32		48		48		32		48		48		32		48
Headcount Enrollment		0	48	0	32	0	48	0	48	0	32	0	48	0	48	0	32	0	48
Total Estimated FTE per Year²																			
PROJECTED Program Revenue		First Year						Second Year						Third Year					
		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Tuition ³		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Tuition from Internal Transfer ³		-	341,040	-	227,360	-	298,800	-	341,040	-	227,360	-	298,800	-	341,040	-	227,360	-	298,800
Program Specific Fees (lab fees, etc)								0	0	0	0	0	0	0	0	0	0	0	0
Other Revenue (annotate in narrative)								0	0	0	0	0	0	0	0	0	0	0	0
Total Annual Program Revenue								867,200						867,200					
PROJECTED Program Expenditures ²		First Year						Second Year						Third Year					
		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Administration (Chair or Coordinator) ⁴				21,357		21,357		21,357											
Faculty (Full-time, total for program) ⁴																			
Faculty (Part-time, total for program) ⁴																			
Support Staff (lab or grad assist, tutor)				10,560		10,560		10,560											
Library Resources Program																			
Equipment (List in narrative)																			
Other ⁷																			
Estimated Indirect Costs ⁸																			
Total Expenditures per Year		31,917						31,917						31,917					
Gross Margin		\$ 835,283						\$ 835,283						\$ 835,283					

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

1. 1 FTE = 12 credit hours for undergraduate program; 1 FTE = 12 credit hours for graduate programs; both for Fall & Spring

Formula for conversion of part-time enrollments to Full-Time Equivalent (FTE): Divide part-time enrollment by 3, and round to the nearest tenth - for example 20 part-time enrollees equals 20 divided by 3 equals 6.67 or 6.7 FTE.

2. Revenues from all courses students will be taking.

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

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

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

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

Footnotes:

1. The Part-time Student enrollment projections provided by the Department and includes all CMHC students in the program. Please note that this change is only a program modality change from HYBRID to ONLINE; there are no other changes or impacts to existing tuition or expenses.
2. Program completion: Part-time students complete the program within 3-4 years (60 credits).
3. Retention: 100% of students are expected to complete the program.
4. Assuming Flat Part-time Graduate Program Tuition rate for Year 1 through 3 - calculation based on average credit load per semester at \$7,105 (full semester) and \$6,225 (summer) rate.
5. Under the current modality, NCI program coordinating payments (AY total = 7 credits: 3 credits in fall and spring, plus 1 credit in summer) are calculated based on the Full Professor rank rate for Years 1-3 (Line 21: FY2025 rate of \$2,700.00 per credit and a part-time fringe rate of 13%). No changes are proposed going forward.
6. Under the current modality, CMHS has three Full-time faculty and one Part-time faculty teaching during the academic year. No changes are proposed going forward.
7. Under the current modality, program has 2 Part-time Grad Assistants each semester: Year 1 - 3 (FY2025-2026 GA stipends equal to \$2,640.00/Part-time). No changes are proposed going forward.
8. Since the program is fully online - no library resources or equipment are needed Line 25 and 26).
9. No marketing support requested by the Department (Other, Line 27).

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Modification of a Program

Ed.D. in Counselor Education and Supervision

at

Southern Connecticut State University

February 26, 2026

WHEREAS: Southern Connecticut State University (SCSU) is proposing to modify the Ed.D. in Counselor Education and Supervision (CES) program. The proposed modification includes changes to course credits, course descriptions, prerequisites, renumbering, and program requirements. These changes are being made to fulfill updated accreditation standards with the Council for Accreditation of Counseling and Related Educational Programs (CACREP); and

WHEREAS: The modification of the CES program includes changes to 14 courses and adds 11 credits to the program. In alignment with the 2024 standards set by CACREP, the program will shift from 49 total credits to 60; and

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Ed.D. in Counselor Education and Supervision at Southern Connecticut State University.

A True Copy:

Karen Buffkin, General Counsel

ITEM

Modification to the Ed.D. in Counselor Education and Supervision at Southern Connecticut State University.

RATIONALE AND SUMMARY OF MODIFICATIONS

The proposed modification of the Counselor Education and Supervision, Ed.D. program at Southern Connecticut State University includes changes to course credits, course names, descriptions, prerequisites, renumbering, and program requirements.

The proposed changes will shift the program from 49 to 60 credits to meet the 2024 Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards. A total of 14 courses will be modified, and an additional 11 credits will be added to the program.

RECOMMENDATION

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

2/6/2026 – BOR - Academic and Student Affairs Committee
2/26/2026 – Board of Regents

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

SECTION 1: Instructions and Internal Use Fields	
Institution: Southern Connecticut State University	Please enter the following dates: Final approval by institution: 12.15.25 Submission to CSCU Office of the Provost for Academic Council: 12.15.25
Instructions: Please review and select all items that require modification. Complete Section 1 for all proposals. Then, complete the section that aligns with your specific request (e.g. if you're proposing a change to instructional delivery, fill out Section 3.	
Type Program Modification Item (check all that apply): <input type="checkbox"/> CIP Code Change (Section 2) <input type="checkbox"/> Instructional Delivery (Section 3) <input type="checkbox"/> Name Change (Section 4) <input type="checkbox"/> Modification to Initiation Plan for Approved Program (Section 5) <input checked="" type="checkbox"/> Significant* Number of Course/Course Substitution Modifications (Section 6)	
Executive Summary Provide a summary of the proposed change and its intended purpose (e.g. bringing curriculum up to date, aligning with industry standards, etc.). <p>The CES doctoral program needs to change from 49 to 60 credits to meet accreditation standards updates (Council for Accreditation of Counseling and Related Educational Programs/CACREP, 2024 Standards) Proposed changes include: course revisions of credits, name changes, course descriptions, prerequisites, renumbering, and program requirements.</p> <p>Total Number of courses and course credits to be modified by this application: 14 courses (38.5 cr), plus 11 additional credits</p> <p>* 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 (<i>Multi-Use Below Threshold Report</i>)</p>	
Internal Use (VEOCI Fields) <ol style="list-style-type: none"> 1. Name of Program: Counselor Education and Supervision 2. OHE #: 19988 3. 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 4. Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both 5. Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): EdD, doctoral 6. Total # Credits in Program: 49 7. Department where program is housed: Counselor Education Department 8. Location Offering the Program (e.g., main campus): Main: New Haven 9. Program website: https://www.southernct.edu/academics/programs/counselor-education-supervision-edd 10. Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No 	

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

11. Provide estimated cost of program (tuition and fees): \$ OR url for link to tuition/fee information:
https://inside.southernct.edu/sites/default/files/inline-files/25-26%20Full-Time_1.pdf
12. CIP Code Number: 422899 Title of CIP Code: Clinical, Counseling and Applied Psychology, Other.
13. Identify the careers and professions available to graduates of the program using the Standard Occupational Classification (SOC) system. Provide SOC code number(s) and name(s): 21-1010 Counselors, 21-1009 other counselors
14. What would be the median estimated earnings for a graduate in this profession (*if more than one SOC code listed, include earnings for each*)? Clinical counselors \$59,190 per year, counselor educator \$83,980 per year
15. Identify the industry applicable to this program using the North American Industry Classification System (NAICS). Provide NAICS code(s) and title(s): 8221 Colleges, Universities and Professional Schools
16. IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years): 3 years
17. What are the admissions requirements for the program?
 Application Submission
 Application Fee (\$50)
 Official Transcripts
 Statement of Purpose
 Resume/CV
 Two Letters of Recommendation
18. Graduation Requirements
 - Does this program have special graduation requirements (e.g., capstone or special project)? X **Yes**
 - If yes, describe: Dissertation
19. Program Work Experiences
 - Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? x **Yes**
20. If yes, describe and attach copies of the contracts or other documents ensuring program support: attached.
21. Program Administration and Faculty
 - Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Dr. Louisa Foss-Kelly, Program Coordinator, fossl1@southernct.edu
 - How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? **3**
 - How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? **1-2**
22. Institutional Contact for this Proposal (Provost or Chief Academic Officer):
 - Title: Dr. Julia Irwin, Interim Provost
 - Tel.: 203.392.5350
 - E-mail: provost@southernct.edu
23. Career/Program Pathways:
 - Does this program prepare students for another program? No
 - If yes, specify program:
24. Prospective Students
 Describe the prospective students for the program: Professionals who have completed a Master's degree in Counseling or a related profession, current students matriculated in Southern's MS programs
25. If modification of the program is concurrent with discontinuation of related program(s), please list for each program:
 NA
 - Program Discontinued: CIP: OHE#: BOR Accreditation Date:

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

- Phase Out Period Date of Program Termination
- Discontinuation of a program requires submission of form 301. Discontinuation form submitted? Yes No

26. Other Program Accreditation:

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

SECTION 2: CIP Code Modification

Name of Program:

New Proposed [CIP Code Number](#): Title of CIP Code:

SECTION 3: Instructional Delivery Modification

Name of Program:

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

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

Fiscal Impact
Describe the expected financial impact of this modification on the Program's Pro Forma Budget over the course of the next three years.

SECTION 4: Name Change Modification

Name of Program:

Proposed New Name of Program:

Proposed Date Name Change Becomes Effective:

Programmatic Changes
If applicable, provide information regarding any programmatic changes to be necessitated by the modification.

Cost and Availability of Adequate Resources
If applicable, provide a one paragraph narrative addressing additional cost necessitated by the modification.

SECTION 5: Modification to Initiation Plan for Approved Program

Name of Program:

Original:
Date of BOR Approval:
Date of program initiation as provided in the approved New Program Proposal:

Modified:

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

Modified date of program initiation: Modifications to planned hiring or financial investment:
Explanation / Justification: <i>(Provide a concise rationale for the modification(s) based on the BOR list of concerns.)</i>
Fiscal Impact: Estimate what financial impact this modification would have upon the Program's Pro Forma Budget over the course of the three years following program initiation.

SECTION 6: Significant Number of Course/Course Substitution Modifications

1. Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided
 No other programs similar the doctoral program in Counselor Education & Supervision (EdD-CES) exist across the CSCU institutions.
2. Is this modification aligned with the reinstatement of a previously suspended program? Yes No
 If yes, complete a, b, and c. x
 - a. Describe the reasons why the program was previously suspended:
 - b. Describe the rationale for reinstating the program:
 - c. Summarize any modifications made to the program and describe how such modifications will contribute to the success of the reinstated program:

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
CED 722 Introduction to Applied Statistics and Quantitative Methods	3	CED 802 Applied Statistics and Quantitative Methods	3
CED 800 Advanced Counseling Research Design	3	CED 800 Counseling Research Design	3
CED 801 Introduction to Counseling Supervision	3	CED 801 Introduction to Counseling Supervision	3
CED 805 Counselor Education Teaching and Practice	3	CED 805 Counselor Education Teaching and Practice	3
CED 808 Advanced Counseling Supervision and Consultation	3	CED 808 Advanced Counseling Supervision	3
CED 809 Current Issues and Ethics in Counselor Education and Professional Identity	2	CED 810 Ethics and Orientation in Counselor Education and Supervision	3
CED 815 Qualitative Methods	3	(No changes)	3
CED 816 Program Evaluation in Counseling Settings	3	CED 816 Program Evaluation in Counseling	3
CED 856 Advanced Counseling Theory and Practice	3	(No changes)	3

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

CED 860 Advanced Leadership and Advocacy in Counseling	2	CED 861 Leadership and Advocacy in Counseling	3
CED 865 Advanced Group Counseling	3	(No change)	3
CED 869 Advanced Supervised Practicum in Counseling	3	No longer required	(-3)
CED 870 Advanced Supervised internship in Counseling I	3	CED 870 Counselor Education and Supervision Internship I	3
CED 871 Advanced Supervised Internship in Counseling II	3	CED 871 Counselor Education and Supervision Internship II	3
CED 875 Multicultural and Social Justice	3	CED 875 Social Justice and Cultural Diversity in Counselor Education and Supervision	3
CED 898 Capstone Dissertation Seminar	3	CED 898 Dissertation Proposal Advisement	3
CED 901 (not a current program course)	0	CED 901 Dissertation Advisement I	4.5
CED 902 Capstone/Dissertation (taken 2 times)	1.5 (x2)	CED 903 Dissertation Advisement II	4.5
		+ Elective (any 700 level or greater course with CES faculty approval)	3
		+ Elective (any 700 level or greater course with CES faculty approval)	3
Total Credits Original Program	49	Total Credits Modified Program	60

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.

Overarching objectives

1. Understands and implements counselor education and supervision practices that are legal and ethical.
2. Provides culturally responsive counselor education and supervision services in the context of decolonization and liberation, integrated with an ecological, social justice framework.
3. Demonstrates an understanding of the counselor educator and supervisor's role in the broader systemic context, including department and university, professional organizations and the community.
4. Develops an identity as a professional counselor in various roles related to counselor education and supervision.

Counseling objectives

5. Conceptualizes client and student concerns from multiple theoretical perspectives with attention to issues of social justice, equity, and inclusion.

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

6. Provides counseling services to clients and students in a diverse and ever-changing society.

Supervision objectives

- 7. Evaluates the effectiveness of supervisees' counseling in a developmentally congruent manner and apply multiple theories of supervision.
- 8. Demonstrates knowledge and skills related to evaluation, gatekeeping, and remediation practices in counselor education and supervision.

Teaching objectives

- 9. Understands and applies teaching pedagogy; instructional and curriculum design for on-ground, hybrid, and online course instruction.
- 10. Uses effective methods of evaluating teaching that respond to learning needs of individuals with diverse intersectional statuses.

Research and Scholarship objectives

- 11. Demonstrates knowledge and skills of quantitative and qualitative research.
- 12. Understands and applies skills related to professional presentation and publication.

Leadership and Advocacy objectives

- 13. Understands and apply the role of agency/district manager/leader.
- 14. Engages in critical discourse on current issues in the counseling profession.
- 15. Applies leadership theory within counseling practice and counselor education.
- 16. Enacts leadership and advocacy within communities, within the counseling profession and on behalf of the counseling profession.

Assessment of Learning Outcomes

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

Each of the 5 core areas (Counseling, Supervision, Teaching, Research & Program Evaluation, Leadership & Advocacy) have associated Key Performance Indicators (KPI). Within each of the 5 KPIs, student learning is assessed across multiple measures. The chart below identifies such:

CACREP Standard Area	Program Objective	Learning Experience(s)	Key Performance Indicator	Measure 1	Measure 2	Measure 3
B.1 Counseling	5, 6	CED 856, CED 870	CES students will be able to demonstrate counseling knowledge and skills from multiple theoretical perspectives with attention to cultural responsivity.	(Knowledge and Skill; CES Year 2) CED 856 [Video Demonstration of Counseling Project]	(Skill). CED 870 Final Evaluation of Student Learning	na
B.2 Supervision	7,8	CED 801, CED 808	CES students will be able to demonstrate clinical supervision knowledge and skills applying	(Knowledge and Skill; CES Year 1) CED 801 Purpose and Theory of	(Skill; Year 3) CED 808 Supervision of Supervision	(Skill; year 3) CSP 801; Gate Keeping Case

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

			multiple theories and demonstrate knowledge and skills in remediation and gatekeeping in supervision.	Supervision paper		
B.3 Teaching	9, 10	CED 805, CED 870, CED 871	CES students will understand and apply curriculum design, employ effective methods for teaching, evaluating and responding to the individual needs of adult learners.	(Knowledge and Skills; SP Year 2) CED 805: Classroom Lesson and Teaching Demonstration	(Skill, Year 3) CED 870/871 Internship I &/or II; Final Evaluation of Student Learning	na
B.4 Research and scholarship	11, 12	CED 802, CED 815	CES Students will understand quantitative and qualitative research design, apply skills through submission and presentation of scholarship.	(Knowledge; Year 1) CED 802: Assignment 3	(Knowledge; Year 1) CED 815 Research Proposal	(Knowledge; Skill Year 1) CSP 815 Presentation proposal
B.5 Leadership and advocacy	13, 14, 15, 16	CED 860, CED 871: Leadership Portfolio	CES students will apply theories of leadership and advocacy within their professional communities, the counseling profession, and on behalf of the counseling profession.	(Knowledge) CED 860; Leadership Reflection and Professional Development Plan	(Knowledge) CED 860; Social Justice and Advocacy Proposal	(Skill) Internship - CSP 871: Leadership Portfolio

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
CED 800 Counseling Research Design	11, 12	none	3
CED 802 Applied Statistics and Quantitative Methods	11, 12	CED 800 Counseling Research Design	3

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

CED 875 Social Justice and Cultural Diversity in Counselor Education and Supervision	2, 3	none	3
CED 861 Leadership and Advocacy in Counseling	13, 14, 15, 16	CED 809 Ethics and Orientation in Counselor Education and Supervision	3
CED 805 Counselor Education Teaching and Practice	2, 9, 10	CED 809 Ethics and Orientation in Counselor Education and Supervision	3
CED 810 Ethics and Orientation in Counselor Education and Supervision	1, 2, 3, 4	none	3
CED 801 Introduction to Counseling Supervision	7, 8	CED 856 Advanced Counseling Theory and Practice	3
CED 808 Advanced Counseling Supervision	7, 8	CED 801 Introduction to Counseling Supervision	3
CED 816 Program Evaluation in Counseling	11, 12	CED 800 Counseling Research Design	3
CED 870 Counselor Education and Supervision Internship I	1, 3, 4, 5, 6	CED 809 Ethics and Orientation in Counselor Education and Supervision; CED 801 Introduction to Counseling Supervision	3
CED 871 Counselor Education and Supervision Internship II	1, 3, 4, 5, 6	CED 809 Ethics and Orientation in Counselor Education and Supervision; CED 801 Introduction to Counseling Supervision	3
CED 856 Advanced Counseling Theory and Practice	5, 6	none	3
CED 865 Advanced Group Counseling	5, 6	CED 856 Advanced Counseling Theory and Practice	3
CED 898 Dissertation Proposal Advisement	11, 12	none	3
CED 901 Dissertation Advisement I	11, 12	CED 898 Dissertation Proposal Advisement	4.5
CED 903 Dissertation Advisement II	11, 12	CED 901 Dissertation Advisement I	4.5
Electives:			6
Total Program Credits:			60

Description of Related Modification(s)

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

- The CES doctoral program is required to change from 49 to 60 credits to meet accreditation standards updates (Council for Accreditation of Counseling and Related Educational Programs/CACREP, [2024 Standards](#))

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

Description of New Resources Needed

Please provide a detailed overview addressing the following components:

- **Recruitment Plan** Outline the strategies and methods that will be used to attract participants to the program. Include outreach channels, target audiences, and any partnerships or promotional efforts.

The CES-EdD program recently received CACREP accreditation. This program is now listed on CACREP directory as an accredited doctoral program [CACREP Directory](#). Promotional efforts include: updating program website to include CACREP seal, host virtual open house late fall, recruitment table at statewide counseling conference (CT Counseling Association), and SCSU Graduate Open Houses.

- **Enrollment Goals** Specify the intended number of participants for each program year. **Consistent with current enrollment, the modification includes the same number of students as in years past; where each cohort is 9 students who take courses on a part-time basis during Fall, Spring, and Summer [See ProForma Attached]**
- **Year 3 Enrollment Review** Describe the process for evaluating enrollment outcomes at the end of Year 3. Include criteria for success, methods of data collection, and plans for adjusting recruitment or enrollment strategies based on findings.

The CED-EdD program follows a cohort model. Review progress toward on-track program completion consistent with the course sequence. Review student attrition rates. Plans for adjusting recruitment or enrollment strategies based on these findings may include: increased efforts to use alumni networks and site supervisors, national listserv, exit surveys, increased institutional support for mentors.

Other Considerations

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

N/A

Resources and Financial Considerations

Are there any expected costs or financial impacts related to this modification? **Yes** **No**

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.

See CES ProForma attached separately.

The enrollment trajectory is consistent with our proposal when it was created. Now that the program has been in place for several years, the enrollment is and will remain static. The proposed changes are purely to remain in compliance with CACREP's evolved standards; they are not being undertaken in efforts to increase enrollment, although we do believe that – now being CACREP-accredited – the program will attract a stronger pool of candidates.

SCSU - Fall XXXX Cohort

ED.D Counselor Education and Supervision (Hybrid)

Student Name:

Student ID Number:

Advisor:

Student Email:

Student Address:

Student Phone:

Summer Year 1	Credits	Fall Year 1 -	Credits	Spring Year 1	Credits
		CED 810 Ethics and Orientation in CES	3.0	CED 856 Adv Counseling Theory & Practice	3.0
		CED 800 Counseling Research Design	3.0	CED 802 Applied Statistics & Quantitative Methods (CED 722)	3.0
		Term 6		Term [total] 6.0 [12.0]	
Summer Year 2	Credits	Fall Year 2	Credits	Spring Year 2	Credits
CED 875 Multicultural and Social Justice in CES	3.0	CED 861 Leadership & Advocacy in Counseling	3.0	CED 801 Intro to Counseling Supervision	3.0
CED 815 Qualitative Research	3.0	CED 805 College Education Teaching & Practice	3.0	ELECTIVE	3.0
Term [total] 6.0 [18.0]		Term [total] 6.0 [24.0]		Term [total] 6.0 [30.0]	
Summer Year 3	Credits	Fall Year 3	Credits	Spring Year 3	Credits
CED 865 Advance Group Counseling	3.0	CED 808 Adv Counseling Sup	3.0	CED 898 Diss Proposal Advisement	3.0
CED 816 Program Evaluation in Counseling	3.0	CED 870 CES Intern I COMPS EXAM- eligible	3.0	CED 871 CES Intern II COMPS EXAM- eligible	3.0
Term [total] 6.0 [36.0]		Term [total] 6.0 [42.0]		Term [total] 6.0 [48.0]	
Summer Year 4	Credits	Fall Year 4	Credits	Spring Year 4	Credits
ELECTIVE	3.0	CED 903 Diss Advisement II	4.5	CED 903 Continuous enrollment (<i>as needed</i>)	1.0
CED 901 Diss Advisement I	4.5	COMPS EXAM- due			
Term [total] 7.5 [55.5]		Term [total] 4.5 [60.0]			

49 credit progr Current model

60 credit progr Revised Program Proposal (completion in 4-years)

Executive Summary for B.S. Mathematics (Applied Concentration)

There were 3 changes to the major.

The first one is to go from a 2-course sequence of “Algebra for Business and STEM” (MAT 111 or MAT 112) and “Precalculus” (MAT 122) to a 2-course sequence of “College Algebra” (MAT 118 or MAT 120) and “Trigonometry” (MAT 121). The purpose of the is to equip students with the algebraic problem-solving skills essential for success in business and science fields. The revised content will focus more on the applications of mathematics and functions.

The second change is to allow majors to either take a course in probability (MAT 320) or inferential statistics (MAT 221). This will provide more flexibility in the major.

The third change is mostly a change in numbering. The second course in the previous Data Science I and Data Science II sequence is changing from DSC 101 to DSC 210. The change in numbering reflects a change in content and the increase in the level of rigor in the course. The modified course will focus more on machine learning and using the various libraries of Python.

MULTI-USE BELOW THRESHOLD REPORT FORM

SECTION 1: Instructions and Internal Use Fields	
Institution: SCSU	Final approval by institution: 12.15.25 Submission to CSCU Office of the Provost for Academic Council: 12.15.25
<p>Instructions: Use the drop-down menu to select the below-threshold item. Complete Sections 1 and 2 in all cases. If the proposal involves a credit change of 15 or fewer credits for undergraduate programs, or 12 or fewer credits for graduate programs, please also complete Section 3.</p> <p>Notes: Items defined as below threshold include:</p> <ul style="list-style-type: none"> Establishment of degree minors, concentrations, and specializations. An undergraduate certificate program of 30 credit hours or fewer that falls within an approved program. Establishment or modification of UG certificates of 15 or fewer credit hours, or graduate certificate programs of 12 or fewer credit hours. Modification of credits (UG – 15 or fewer, G – 12 or fewer). <p>Items that exceed the below threshold requirements should be submitted using Form 200: Program Modification.</p>	
Type of Below Threshold Item: Modification of credits (UG - 15 or less, G - 12 or less)	
<p>Internal Use (VEOCI Fields)</p> <ol style="list-style-type: none"> 1. Name of Program: B.S. Mathematics – Applied 2. OHE #: 00652 3. 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 4. Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both 5. Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): BS 6. Total # Credits in Program: 120 7. Department where program is housed: Mathematics 8. Location Offering the Program (e.g., main campus): main campus 9. Program website: https://catalog.southernct.edu/undergraduate/programs-and-degrees/mathematics-bs-concentration-applied.html 10. Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No 11. Provide estimated cost of program (tuition and fees): \$ OR url for link to tuition/fee information: https://inside.southernct.edu/sites/default/files/inline-files/25-26%20Full-Time_1.pdf 12. <u>CIP Code Number</u>: 27.03 Title of CIP Code: Applied Mathematics 13. 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): 15-2010 Actuaries, 15-2020 Mathematicians, 15-2040 Statisticians) 14. 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>)? \$126,000, \$116,000, \$103,000 <p>Identify the industry applicable to this program using the North American Industry Classification System (NAICS). Provide NAICS code(s) and title(s): 541715 Mathematics research and development laboratories or services)</p>	

MULTI-USE BELOW THRESHOLD REPORT FORM

- 15. IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years): 4 years
- 16. What are the admissions requirements for the program? No program specific requirements; all matriculated students are eligible.

Graduation Requirements

- 1. Does this program have special graduation requirements (e.g., capstone or special project)? Yes No
- 2. If yes, describe: They take a 2-semester capstone. Senior-level mathematics majors explore an advanced topic and draw connections to the mathematics they learned in previous courses. Students work with a faculty mentor to finalize their written project and oral presentation.

Program Work Experiences

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

Program Administration and Faculty

- 1. Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Klay Kruczek (kruczekk3@southernct.edu) 203-392-5591
- 2. How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 16
- 3. How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 30

Institutional Contact for this Proposal (Provost or Chief Academic Officer):

- 1. Title: Julia Irwin
- 2. Tel.: 203 392 8804
- 3. E-mail: irwinj1@southernct.edu

Career/Program Pathways:

- 1. Does this program prepare students for another program? No
- 2. If yes, specify program:

Prospective Students

- 1. Describe the prospective students for the program: Someone who excels and is interested in mathematics.

SECTION 2: Program and Curricular Information

Catalog Description

Provide the catalog description for this program (with proposed modifications if applicable): In general, the Mathematics Department seeks to expose all students to the joy of doing mathematics and to broaden their view of the numerous uses and societal importance of mathematics.

Our Bachelor of Science in Applied Mathematics provides preparation in the classical applied subjects such as differential equations and math modeling. It is the perfect choice for students interested in the mathematics behind fields such as engineering, physics, chemistry, meteorology, and a host of other sciences. A Bachelor of Science in Applied Mathematics is excellent preparation for beginning a career in a wide range of industries including materials science, computer animation, and epidemiology; statistics, meteorology, and engineering; cryptography, logistics, and fraud investigation.

Along the way we will provide numerous opportunities to explore individual interests. We will offer independent study, special topics courses, internships, and thesis guidance as avenues for intellectual growth. Further engagement is provided through a vibrant community of math enthusiasts participating in one or more of the many group activities sponsored by the Mathematics Department. Join us for our biweekly math club meetings or problem-solving seminars. Compete on a team in math modeling, individually in the Putnam Exam or regional competitions. Attend or even present at local and national math conferences.

MULTI-USE BELOW THRESHOLD REPORT FORM

Whether you get involved in the many extra-curricular activities or not, the B.S. program in applied mathematics is a great place to indulge your interest in mathematics and begin your pathway to a rewarding career.

Alignment of Program with Institutional Mission, Role, and Scope

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

This concentration focuses on academic excellence, and service for the public good. This concentration in particular focuses on professional development and life-long learning and empowers every undergraduate with the knowledge, skills, and perspectives essential for active participation and impassioned, ethical leadership in our rapidly changing, global society. In addition, this program serves several key components of the Connecticut State Colleges and University's Strategic Initiatives: to support student success; to maintain affordability and sustainability; to provide for innovation and economic growth; and to meet state workforce needs.

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.

We recruit through the SCSU recruitment events, as well as our math club, and our annual Mathematical Puzzles Program, which brings over 200 students to Southern every March.

If applicable, what student engagement strategies will be employed to advance student retention and completion in program? We have a bi-weekly math club, a weekly problem-solving seminar, a bi-weekly math colloquium to keep students' interest in the program. We have implemented two first-year courses in the program (MAT 115 and MAT 140) to help students with the technology they will need and give them a better understanding of what their future mathematics courses will look like.

Most Recent NECHE Institutional Accreditation Action and Date: Continued accreditation from 2022

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

1. Program Discontinued: CIP: OHE#: BOR Accreditation Date:
2. Phase Out Period
3. Date of Program Termination
4. Discontinuation of a program requires submission of form 301. Discontinuation form submitted? Yes No

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.

Program resources currently allocated remain sufficient.

Learning Outcomes - L.O.

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

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Students who graduate with a B.S. in Mathematics will be able to reach the Advanced Low level on the ACTFL proficiency scale. Upon graduation, students will be able to do the following in the target language:

1. Achieve mastery of a rich and diverse set of mathematical ideas.
2. Use acquired mathematical skills to undertake independent learning and to be a contributing member of a problem-solving team.
3. Demonstrate the ability to write mathematical proofs.
4. Demonstrate the ability to use and understand multiple representations (including graphical, numerical and analytical) of mathematical concepts.
5. Understand and appreciate connections among different areas of mathematics and with other disciplines.
6. Communicate effectively and explain mathematics both verbally and in writing.
7. Utilize appropriate technology to develop models for solving problems and analyzing new situations.
8. Appreciate the beauty, joy, and challenge in mathematics and experience mathematics as an engaging field with contemporary open questions.
9. Think analytically and critically and be able to formulate problems, solve them, and interpret their solutions

Assessment of Learning Outcomes

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

We use a combination of the Mathematics Major Field Test, capstone projects, and grades from courses.

Curriculum

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

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
Program Required & Elective Courses			
MAT 115	8	MAT 111 or higher, may be taken concurrently	3
MAT 118* or MAT 120 (C- or better)	4, 5, 7	MAT 100 or MAT 100P	3
MAT 121* (C- or better)	4, 5, 7	MAT 120	2
MAT 150 (C- or better) (T1QR)	4, 5	MAT 120 and MAT 121	4
MAT 151 (C- or better)	4, 5	MAT 150	4
MAT 221 or MAT 320 (C- or better)	7	MAT 120 or MAT 150	3
MAT 245 (C- or better)	4, 5, 7,	MAT 151	3
MAT 250 (C- or better)	3, 4, 6	MAT 151	4
MAT 252 (C- or better)	4, 5	MAT 151	4
MAT 322	4, 7	(CSC 152 or DSC 101) and MAT 151	4
MAT 372 (C- or better)	7	MAT 150	3
MAT 446	3	MAT 250 and MAT 252 and MAT 372	3
MAT 488	2	MAT 221 or MAT 321; and CSC 152 or DSC 101, and MAT 252 and MAT 372	3
MAT 491	8		1

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MAT 492	1, 2, 9	MAT 491	3
2 courses from 300-level or 400-level	1, 3, 5		6
Cognate Requirements			
DSC 100		MAT 111 or higher OR placement into MAT 120 or higher	3
DSC 210		C or better in DSC 100 and MAT 121 (may be taken concurrently)	3
General Education ((LEP)			46
Major/Cognate Shared with LEP			-4
Open Electives (<i>Indicate number of credits of open electives</i>)			19
Total Program Credits:			120

SECTION 3: Modification of Credits

Only complete this section if you are proposing a modification of credits to a degree or certificate program

Total Number of courses and course credits to be modified by this application: 11

Original Program

Total # of General Education Credits: 46
 Total # of Credits in Program: 120
 Date Program was Initiated: Modifications were made in Fall 2023

Modified Program

Total # of General Education Credits: 46
 Total # of Credits in Program: 120
 Initiation Date for Modified Program: Fall 2026
 Anticipated Date of First Graduation: Spring 2030

Rationale for Modification

Describe the context and need for the proposed modification(s) and the relationship to the originally approved program:
 The purpose of the change to MAT 118/120 and MAT 121 (from MAT 111/112 and MAT 122) is to equip students with the algebraic problem-solving skills essential for success in business and science fields. Through a comprehensive exploration of mathematical concepts, students will gain proficiency in key areas such as functions, equations, graphing techniques, and analytical thinking, all of which are critical for solving real-world problems in various disciplines. Our proposal is to change from MAT 112/122 model (3+4=7 credits) to MAT 120/121 model (3+2=5 credits) for most of STEM and Health and Movement Science students. Also, the revised contents of MAT 120 will focus more on the applications of mathematics and functions.

We'd like to add more flexibility in the major. In particular, many of our students would benefit from seeing inferential statistics, so we are replacing (i) MAT 320 with (ii) MAT 221 or MAT 320.
 Data Science 101 has changed its number to DSC 210. We are just following their renumbering.

MULTI-USE BELOW THRESHOLD REPORT FORM

Description of Related Modification(s)

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

N/A

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.

N/A. The department currently employs 15 tenured or tenure-track faculty members.

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
MAT 111 or MAT 112	3	MAT 118 or MAT 120	3
MAT 122	4	MAT 121	2
MAT 320	3	MAT 221 or MAT 320	3
DSC 101	3	DSC 210	3
Total Credits Original Program	120	Total Credits Modified Program	120

Executive Summary for B.S. Mathematics (Pure Concentration)

There were 3 changes to the major.

The first one is to go from a 2-course sequence of “Algebra for Business and STEM” (MAT 111 or MAT 112) and “Precalculus” (MAT 122) to a 2-course sequence of “College Algebra” (MAT 118 or MAT 120) and “Trigonometry” (MAT 121). The purpose of the is to equip students with the algebraic problem-solving skills essential for success in business and science fields. The revised content will focus more on the applications of mathematics and functions.

The second change is to allow majors to either take a course in probability (MAT 320) or inferential statistics (MAT 221). This will provide more flexibility in the major.

The third change is mostly a change in numbering. The second course in the previous Data Science I and Data Science II sequence is changing from DSC 101 to DSC 210. The change in numbering reflects a change in content and the increase in the level of rigor in the course. The modified course will focus more on machine learning and using the various libraries of Python.

MULTI-USE BELOW THRESHOLD REPORT FORM

SECTION 1: Instructions and Internal Use Fields

Institution: **SCSU**

Final approval by institution: 12.15.25

Submission to CSCU Office of the Provost for Academic Council: 12.15.25

Instructions: Use the drop-down menu to select the below-threshold item. Complete **Sections 1 and 2** in all cases. If the proposal involves a credit change of **15 or fewer credits** for undergraduate programs, or **12 or fewer credits** for graduate programs, please also complete **Section 3**.

Notes: Items defined as below threshold include:

- Establishment of degree minors, concentrations, and specializations.
- An undergraduate certificate program of 30 credit hours or fewer that falls within an approved program.
- Establishment or modification of UG certificates of 15 or fewer credit hours, or graduate certificate programs of 12 or fewer credit hours.
- Modification of credits (UG – 15 or fewer, G – 12 or fewer).

Items that exceed the below threshold requirements should be submitted using **Form 200: Program Modification**.

Type of Below Threshold Item: Modification of credits (UG - 15 or less, G - 12 or less)

Internal Use (VEOCI Fields)

1. Name of Program: B.S. Mathematics - Pure
2. OHE #: 00652
3. Modality of Program (*check all that apply*): On ground Online Hybrid, % of fully online courses
4. Locality of Program: On Campus Off Campus Both
5. Program Type (*degree type, abbreviation, name, e.g., Associates, AS, Associate of Science*): **BS**
6. Total # Credits in Program: 120
7. Department where program is housed: Mathematics
8. Location Offering the Program (e.g., main campus): main campus
9. Program website: <https://catalog.southernct.edu/undergraduate/programs-and-degrees/mathematics-bs-concentration-pure.html>,
10. Request for SAA Approval for Veterans Benefits? Yes No
11. Provide estimated cost of program (tuition and fees): \$ OR url for link to tuition/fee information:
https://inside.southernct.edu/sites/default/files/inline-files/25-26%20Full-Time_1.pdf
12. **CIP Code Number:** 27.0101 Title of CIP Code: Mathematics, General
13. 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): 15-2010 Actuaries, 15-2020 Mathematicians, 15-2040 Statisticians)
14. What would be the median estimated earnings for a graduate in this profession (*if more than one SOC code listed, include earnings for each*)? \$126,000, \$116,000, \$103,000

Identify the industry applicable to this program using the [North American Industry Classification System \(NAICS\)](#). Provide NAICS code(s) and title(s): 541715 Mathematics research and development laboratories or services)

MULTI-USE BELOW THRESHOLD REPORT FORM

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

16. What are the admissions requirements for the program? Any currently matriculated students at SCSU.

Graduation Requirements

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

2. If yes, describe: They take a 2-semester capstone. Senior-level mathematics majors explore an advanced topic and draw connections to the mathematics they learned in previous courses. Students work with a faculty mentor to finalize their written project and oral presentation.

Program Work Experiences

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

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

Program Administration and Faculty

1. Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Klay Kruczek (kruczekk3@southernct.edu) 203-392-5591

2. How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 16

3. How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 30

Institutional Contact for this Proposal (Provost or Chief Academic Officer):

1. Title: Julia Irwin

2. Tel.: 203 392 8804

3. E-mail: irwinj1@southernct.edu

Career/Program Pathways:

1. Does this program prepare students for another program? No

2. If yes, specify program:

Prospective Students

1. Describe the prospective students for the program: Someone who excels and is interested in mathematics and may wish to go to graduate school.

SECTION 2: Program and Curricular Information

Catalog Description

Provide the catalog description for this program (with proposed modifications if applicable): In general, the Mathematics Department seeks to expose all students to the joy of doing mathematics and to broaden their view of the numerous uses and societal importance of mathematics.

The department provides many opportunities to explore individual interests. We will offer independent study, special topics courses, internships, and thesis guidance as avenues for intellectual growth. Further engagement is provided through a vibrant community of math enthusiasts participating in one or more of the many group activities sponsored by the Mathematics Department. Join us for our biweekly math club meetings or problem-solving seminars. Compete on a team in math modeling, individually in the Putnam Exam or regional competitions. Attend or even present at local and national math conferences.

Whether you get involved in the many extra-curricular activities or not, the B.S. program in mathematics is a great place to indulge your interest in mathematics and begin your pathway to a rewarding career.

Alignment of Program with Institutional Mission, Role, and Scope

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

This concentration focuses on academic excellence, and service for the public good. This concentration in particular focuses on professional development and life-long learning and empowers every undergraduate with the knowledge, skills, and

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perspectives essential for active participation and impassioned, ethical leadership in our rapidly changing, global society. In addition, this program serves several key components of the Connecticut State Colleges and University's Strategic Initiatives: to support student success; to maintain affordability and sustainability; to provide for innovation and economic growth; and to meet state workforce needs.

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.

We recruit through the usual SCSU run recruitment events, as well as our math club, and our annual Mathematical Puzzles Program, which brings over 200 students to Southern every March.

If applicable, what student engagement strategies will be employed to advance student retention and completion in program? We have a bi-weekly math club, a weekly problem-solving seminar, a bi-weekly math colloquium to keep students' interest in the program. We have implemented two first-year courses in the program (MAT 115 and MAT 140) to help students with the technology they will need and give them a better understanding of what their future mathematics courses will look like.

Most Recent NECHE Institutional Accreditation Action and Date: Continued accreditation from 2022

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

1. Program Discontinued: CIP: OHE#: BOR Accreditation Date:
2. Phase Out Period
3. Date of Program Termination
4. Discontinuation of a program requires submission of form 301. Discontinuation form submitted? Yes No

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.

Program resources are sufficient.

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.

Students who graduate with a B.S. in Mathematics will be able to reach the Advanced Low level on the ACTFL proficiency scale. Upon graduation, students will be able to do the following in the target language:

1. Achieve mastery of a rich and diverse set of mathematical ideas.
2. Use acquired mathematical skills to undertake independent learning and to be a contributing member of a problem-solving team.
3. Demonstrate the ability to write mathematical proofs.
4. Demonstrate the ability to use and understand multiple representations (including graphical, numerical and analytical) of mathematical concepts.
5. Understand and appreciate connections among different areas of mathematics and with other disciplines.
6. Communicate effectively and explain mathematics both verbally and in writing.
7. Utilize appropriate technology to develop models for solving problems and analyzing new situations.

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8. Appreciate the beauty, joy, and challenge in mathematics and experience mathematics as an engaging field with contemporary open questions.
9. Think analytically and critically and be able to formulate problems, solve them, and interpret their solutions

Assessment of Learning Outcomes

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

Curriculum

*Please list all courses in the proposed program, including the core/major area of specialization, prerequisites, electives, required general education courses, etc. 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
Major Courses (52 credits)			
MAT 115	8	MAT 111 or higher, may be taken concurrently	3
MAT 118* or MAT 120 (C- or better)	4, 5, 7	MAT 100 or MAT 100P	3
MAT 121* (C- or better)	4, 5, 7	MAT 120	2
MAT 150 (C- or better) (T1QR)	4, 5	MAT 120 and MAT 121	4
MAT 151 (C- or better)	4, 5	MAT 150	4
MAT 221 or MAT 320 (C- or better)	7	MAT 120 or MAT 150	3
MAT 250 (C- or better)	3, 4, 6	MAT 151	4
MAT 252 (C- or better)	4, 5	MAT 151	4
MAT 372 (C- or better)	7	MAT 150	3
MAT 446	3	MAT 250 and MAT 252 and MAT 372	3
MAT 491	8		1
MAT492	1, 2, 9	MAT 491	3
3 courses from MAT 245, MAT 360, MAT 373, and MAT 378	1, 3, 5		9
2 courses from MAT 245 or 300-level or 400-level	1, 3, 5		6
Cognate Requirements (6 credits)			
DSC 100		MAT 111 or higher OR placement into MAT 120 or higher	3
DSC 210		C or better in DSC 100 and MAT 121 (may be taken concurrently)	3
General Education ((LEP)			46
Major/Cognate Shared with LEP			-4
Open Electives (Indicate number of credits of open electives)			20
Total Program Credits:			120

SECTION 3: Modification of Credits

Only complete this section if you are proposing a modification of credits to a degree or certificate program

Total Number of courses and course credits to be modified by this application: 11

Original Program

Total # of General Education Credits: 46

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Total # of Credits in Program: 120
 Date Program was Initiated: Modifications were made in Fall 2023

Modified Program

Total # of General Education Credits: 46
 Total # of Credits in Program: 120
 Initiation Date for Modified Program: Fall 2026
 Anticipated Date of First Graduation: Spring 2030

Rationale for Modification

Describe the context and need for the proposed modification(s) and the relationship to the originally approved program:
 The purpose of the change to MAT 118/120 and MAT 121 (from MAT 111/112 and MAT 122) is to equip students with the algebraic problem-solving skills essential for success in business and science fields. Through a comprehensive exploration of mathematical concepts, students will gain proficiency in key areas such as functions, equations, graphing techniques, and analytical thinking, all of which are critical for solving real-world problems in various disciplines. Our proposal is to change from MAT 112/122 model (3+4=7 credits) to MAT 120/121 model (3+2=5 credits) for most of STEM and Health and Movement Science students. Also, the revised contents of MAT 120 will focus more on the applications of mathematics and functions.

We'd like to add more flexibility in the major. Many of our students would benefit from seeing inferential statistics, so we are replacing (i) MAT 320 with (ii) MAT 221 or MAT 320.

Data Science 101 has changed its number to DSC 210. We are just following their renumbering.

Description of Related Modification(s)

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

N/A

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.

N/A

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
MAT 111 or MAT 112	3	MAT 118 or MAT 120	3
MAT 122	4	MAT 121	2
MAT 320	3	MAT 221 or MAT 320	3
DSC 101	3	DSC 210	3
Total Credits Original Program	120	Total Credits Modified Program	120

Executive Summary for B.S. Mathematics (Statistics Concentration)

There were 4 changes to the major.

The first one is to go from a 2-course sequence of “Algebra for Business and STEM” (MAT 111 or MAT 112) and “Precalculus” (MAT 122) to a 2-course sequence of “College Algebra” (MAT 118 or MAT 120) and “Trigonometry” (MAT 121). The purpose of the is to equip students with the algebraic problem-solving skills essential for success in business and science fields. The revised content will focus more on the applications of mathematics and functions.

The second change is to require majors to take a course in inferential statistics (MAT 221) instead of mathematical (theoretical) statistics (MAT 321). This will allow students to see statistics in practice.

The third change is mostly a change in numbering. The second course in the previous Data Science I and Data Science II sequence is changing from DSC 101 to DSC 210. The change in numbering reflects a change in content and the increase in the level of rigor in the course. The modified course will focus more on machine learning and using the various libraries of Python.

The fourth change really is not a change. We are removing Mathematical Modeling (MAT 488) as a requirement, as it never should have been part of the requirements. The course was accidentally listed on some of the paperwork submitted three years ago. It was never considered in the credit count.

MULTI-USE BELOW THRESHOLD REPORT FORM

SECTION 1: Instructions and Internal Use Fields	
Institution: SCSU	Final approval by institution: 12.15.25 Submission to CSCU Office of the Provost for Academic Council: 12.15.25
<p>Instructions: Use the drop-down menu to select the below-threshold item. Complete Sections 1 and 2 in all cases. If the proposal involves a credit change of 15 or fewer credits for undergraduate programs, or 12 or fewer credits for graduate programs, please also complete Section 3.</p> <p>Notes: Items defined as below threshold include:</p> <ul style="list-style-type: none"> • Establishment of degree minors, concentrations, and specializations. • An undergraduate certificate program of 30 credit hours or fewer that falls within an approved program. • Establishment or modification of UG certificates of 15 or fewer credit hours, or graduate certificate programs of 12 or fewer credit hours. • Modification of credits (UG – 15 or fewer, G – 12 or fewer). <p>Items that exceed the below threshold requirements should be submitted using Form 200: Program Modification.</p>	
<p>Type of Below Threshold Item: Modification of credits (UG - 15 or less, G - 12 or less)</p>	
<p>Internal Use (VEOCI Fields)</p> <ol style="list-style-type: none"> 1. Name of Program: B.S. Mathematics - Statistics 2. OHE #: 00652 3. 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 4. Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both 5. Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): BS 6. Total # Credits in Program: 120 7. Department where program is housed: Mathematics 8. Location Offering the Program (e.g., main campus): main campus 9. Program website: https://catalog.southernct.edu/undergraduate/programs-and-degrees/mathematics-bs-concentration-statistics.html 10. Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No 11. Provide estimated cost of program (tuition and fees): \$ OR url for link to tuition/fee information: https://inside.southernct.edu/sites/default/files/inline-files/25-26%20Full-Time_1.pdf 12. <u>CIP Code Number</u>: 27.0501 Title of CIP Code: Statistics, General 13. 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): 15-2010 Actuaries, 15-2040 Statisticians 14. 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>)? \$126,000, \$103,000 <p>Identify the industry applicable to this program using the North American Industry Classification System (NAICS). Provide NAICS code(s) and title(s): 923110 Education statistics centers, government</p>	

MULTI-USE BELOW THRESHOLD REPORT FORM

- 15. IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years): 4 years
- 16. What are the admissions requirements for the program? No program specific requirements; all matriculated students are eligible.

Graduation Requirements

- 1. Does this program have special graduation requirements (e.g., capstone or special project)? Yes No
- 2. If yes, describe: They take a 2-semester capstone. Senior-level mathematics majors explore an advanced topic and draw connections to the mathematics they learned in previous courses. Students work with a faculty mentor to finalize their written project and oral presentation.

Program Work Experiences

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

Program Administration and Faculty

- 1. Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Klay Kruczek (kruczekk3@southernct.edu) 203-392-5591
- 2. How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 16
- 3. How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 30

Institutional Contact for this Proposal (Provost or Chief Academic Officer):

- 1. Title: Julia Irwin
- 2. Tel.: 203 392 8804
- 3. E-mail: irwinj1@southernct.edu

Career/Program Pathways:

- 1. Does this program prepare students for another program? No
- 2. If yes, specify program:

Prospective Students

- 1. Describe the prospective students for the program: Someone who excels and is interested in mathematics.

SECTION 2: Program and Curricular Information

Catalog Description

Provide the catalog description for this program (with proposed modifications if applicable): In general, the Mathematics Department seeks to expose all students to the joy of doing mathematics and to broaden their view of the numerous uses and societal importance of mathematics.

Along the way we will provide numerous opportunities to explore individual interests. We will offer independent study, special topics courses, internships, and thesis guidance as avenues for intellectual growth. Further engagement is provided through a vibrant community of math enthusiasts participating in one or more of the many group activities sponsored by the Mathematics Department. Join us for our biweekly math club meetings or problem-solving seminars. Compete on a team in math modeling, individually in the Putnam Exam or regional competitions. Attend or even present at local and national math conferences.

Whether you get involved in the many extra-curricular activities or not, the B.S. program in applied mathematics is a great place to indulge your interest in mathematics and begin your pathway to a rewarding career.

Alignment of Program with Institutional Mission, Role, and Scope

MULTI-USE BELOW THRESHOLD REPORT FORM

How does the program align with the institutional mission? *(Provide a concise statement)* This concentration focuses on academic excellence, and service for the public good. This concentration in particular focuses on professional development and life-long learning and empowers every undergraduate with the knowledge, skills, and perspectives essential for active participation and impassioned, ethical leadership in our rapidly changing, global society. In addition, this program serves several key components of the Connecticut State Colleges and University's Strategic Initiatives: to support student success; to maintain affordability and sustainability; to provide for innovation and economic growth; and to meet state workforce needs.

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.

We recruit through the SCSU run recruitment events, as well as our math club, and our annual Mathematical Puzzles Program, which brings over 200 students to Southern every March.

If applicable, what student engagement strategies will be employed to advance student retention and completion in program? We have a bi-weekly math club, a weekly problem-solving seminar, a bi-weekly math colloquium to keep students' interest in the program. We have implemented two first-year courses in the program (MAT 115 and MAT 140) to help students with the technology they will need and give them a better understanding of what their future mathematics courses will look like.

Most Recent NECHE Institutional Accreditation Action and Date: Continued accreditation from 2022

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

1. Program Discontinued: CIP: OHE#: BOR Accreditation Date:
2. Phase Out Period
3. Date of Program Termination
4. Discontinuation of a program requires submission of form 301. Discontinuation form submitted? Yes No

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.

Current program resources are sufficient.

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.

Students who graduate with a B.S. in Mathematics will be able to reach the Advanced Low level on the ACTFL proficiency scale. Upon graduation, students will be able to do the following in the target language:

1. Achieve mastery of a rich and diverse set of mathematical ideas.
2. Use acquired mathematical skills to undertake independent learning and to be a contributing member of a problem-solving team.
3. Demonstrate the ability to write mathematical proofs.
4. Demonstrate the ability to use and understand multiple representations (including graphical, numerical and analytical) of mathematical concepts.

MULTI-USE BELOW THRESHOLD REPORT FORM

5. Understand and appreciate connections among different areas of mathematics and with other disciplines.
6. Communicate effectively and explain mathematics both verbally and in writing.
7. Utilize appropriate technology to develop models for solving problems and analyzing new situations.
8. Appreciate the beauty, joy, and challenge in mathematics and experience mathematics as an engaging field with contemporary open questions.
9. Think analytically and critically and be able to formulate problems, solve them, and interpret their solutions

Assessment of Learning Outcomes

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

Curriculum

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

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
Program Required & Elective Courses			
MAT 115	8	MAT 111 or higher, may be taken concurrently	3
MAT 150 (C- or better) (T1QR)	4, 5	MAT 120 and MAT 121	4
MAT 151 (C- or better)	4, 5	MAT 150	4
MAT 221 (C- or better)	7	MAT 120 or MAT 150	4
MAT 250 (C- or better)	3, 4, 6	MAT 151	4
MAT 252 (C- or better)	4, 5	MAT 151	4
MAT 320 (C- or better)	7	MAT 150	3
MAT 326 (C- or better)	9		
MAT 372 (C- or better)		MAT 150	3
MAT 446 or MAT 450		MAT 250 and MAT 252 and MAT 372	3
MAT 491	8		1
MAT492	1, 2, 9	MAT 491	3
1 course from MAT 321, MAT 328, MAT 329, MAT 428, and MAT 429			3
2 courses from MAT 245 or 300-level or 400-level			6
Cognate Requirements			
MAT 118 or MAT 120 (C- or better)		MAT 100 or MAT 100P	3
MAT 121* (C- or better)		MAT 120	2
DSC 100		MAT 111 or higher OR placement into MAT 120 or higher	3
DSC 210		C or better in DSC 100 and MAT 121 (may be taken concurrently)	3
General Education ((LEP)			46
Major/Cognate Shared with LEP			-4
Open Electives (Indicate number of credits of open electives)			22

MULTI-USE BELOW THRESHOLD REPORT FORM

Total Program Credits:	120
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SECTION 3: Modification of Credits

Only complete this section if you are proposing a modification of credits to a degree or certificate program

Total Number of courses and course credits to be modified by this application: 11

Original Program

Total # of General Education Credits: 46

Total # of Credits in Program: 120

Date Program was Initiated: Modifications were made in Fall 2023

Modified Program

Total # of General Education Credits: 46

Total # of Credits in Program: 120

Initiation Date for Modified Program: Fall 2026

Anticipated Date of First Graduation: Spring 2030

Rationale for Modification

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

The purpose of the change to MAT 118/120 and MAT 121 (from MAT 111/112 and MAT 122) is to equip students with the algebraic problem-solving skills essential for success in business and science fields. Through a comprehensive exploration of mathematical concepts, students will gain proficiency in key areas such as functions, equations, graphing techniques, and analytical thinking, all of which are critical for solving real-world problems in various disciplines. Our proposal is to change from MAT 112/122 model (3+4=7 credits) to MAT 120/121 model (3+2=5 credits) for most of STEM and Health and Movement Science students. Also, the revised contents of MAT 120 will focus more on the applications of mathematics and functions.

We'd also like students to see inferential statistics, so we are replacing MAT 321 with MAT 221. B.S. Mathematics - Statistics majors are still required to take MAT 320, unlike the other concentrations.

MAT 488 was not originally in the total credits, as it was not intended to be a requirement. That will be removed.

Data Science 101 has changed its number to DSC 210. We are just following their renumbering.

MULTI-USE BELOW THRESHOLD REPORT FORM

Description of Related Modification(s)

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

N/A

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.

N/A

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
MAT 111 or MAT 112	3	MAT 118 or MAT 120	3
MAT 122	4	MAT 121	2
MAT 321	3	MAT 221	4
MAT 488	3	DSC 210	3
DSC 101	3		
Total Credits Original Program	120	Total Credits Modified Program	120

Executive Summary for B.S. Mathematics (Teacher Certification Concentration)

There were 4 changes to the major.

The first one is to go from a 2-course sequence of “Algebra for Business and STEM” (MAT 111 or MAT 112) and “Precalculus” (MAT 122) to a 2-course sequence of “College Algebra” (MAT 118 or MAT 120) and “Trigonometry” (MAT 121). The purpose of the is to equip students with the algebraic problem-solving skills essential for success in business and science fields. The revised content will focus more on the applications of mathematics and functions.

The second change is to allow majors to either take a course in probability (MAT 320) or inferential statistics (MAT 221). This will provide more flexibility in the major.

The third change is mostly a change in numbering. The second course in the previous Data Science I and Data Science II sequence is changing from DSC 101 to DSC 210. The change in numbering reflects a change in content and the increase in the level of rigor in the course. The modified course will focus more on machine learning and using the various libraries of Python.

The fourth change is to reduce the number of mathematics major electives. This allows students to have a university elective before they graduate.

MULTI-USE BELOW THRESHOLD REPORT FORM

SECTION 1: Instructions and Internal Use Fields	
Institution: SCSU	Final approval by institution: 12.15.25 Submission to CSCU Office of the Provost for Academic Council: 12.15.25
<p>Instructions: Use the drop-down menu to select the below-threshold item. Complete Sections 1 and 2 in all cases. If the proposal involves a credit change of 15 or fewer credits for undergraduate programs, or 12 or fewer credits for graduate programs, please also complete Section 3.</p> <p>Notes: Items defined as below threshold include:</p> <ul style="list-style-type: none"> Establishment of degree minors, concentrations, and specializations. An undergraduate certificate program of 30 credit hours or fewer that falls within an approved program. Establishment or modification of UG certificates of 15 or fewer credit hours, or graduate certificate programs of 12 or fewer credit hours. Modification of credits (UG – 15 or fewer, G – 12 or fewer). <p>Items that exceed the below threshold requirements should be submitted using Form 200: Program Modification.</p>	
Type of Below Threshold Item: Modification of credits (UG - 15 or less, G - 12 or less)	
<p>Internal Use (VEOCI Fields)</p> <ol style="list-style-type: none"> 1. Name of Program: B.S. Mathematics – Teacher Certification 2. OHE #: 00652 3. 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 4. Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both 5. Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): BS 6. Total # Credits in Program: 120 7. Department where program is housed: Mathematics 8. Location Offering the Program (e.g., main campus): main campus 9. Program website, https://catalog.southernct.edu/undergraduate/programs-and-degrees/mathematics-bs-concentration-teacher-certification.html 10. Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No 11. Provide estimated cost of program (tuition and fees): \$ OR url for link to tuition/fee information: https://inside.southernct.edu/sites/default/files/inline-files/25-26%20Full-Time_1.pdf 12. <u>CIP Code Number</u>: 13.1311 Title of CIP Code: Mathematics Teacher Education 13. 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): 15-2020 Mathematicians, 15-2040 Statisticians) 14. 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>)? \$65,000 <p>Identify the industry applicable to this program using the North American Industry Classification System (NAICS). Provide NAICS code(s) and title(s): 541715 Mathematics Research and Development and Laboratories</p>	

MULTI-USE BELOW THRESHOLD REPORT FORM

- 15. IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years): 4 years
- 16. What are the admissions requirements for the program? No program specific requirements.

Graduation Requirements

- 1. Does this program have special graduation requirements (e.g., capstone or special project)? Yes No
- 2. If yes, describe: They take a 2-semester capstone. Senior-level mathematics majors explore an advanced topic and draw connections to the mathematics they learned in previous courses. Students work with a faculty mentor to finalize their written project and oral presentation.

Program Work Experiences

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

Program Administration and Faculty

- 1. Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Klay Kruczek (kruczekk3@southernct.edu) 203-392-5591
- 2. How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 16
- 3. How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 30

Institutional Contact for this Proposal (Provost or Chief Academic Officer):

- 1. Title: Julia Irwin
- 2. Tel.: 203 392 8804
- 3. E-mail: irwinj1@southernct.edu

Career/Program Pathways:

- 1. Does this program prepare students for another program? No
- 2. If yes, specify program:

Prospective Students

- 1. Describe the prospective students for the program: Someone who excels and is interested in mathematics and wishes to educate secondary students in mathematics.

SECTION 2: Program and Curricular Information

Catalog Description

Provide the catalog description for this program (with proposed modifications if applicable): Mathematics plays a central role in many fields, from science to computer programming, from finance to economics. It is a critical component in an extensive spectrum of fields. Southern's mathematics certification program is nationally recognized by the Council for the Accreditation of Education Preparation. Students have the opportunity to supplement their small, close-knit classes with participation in the Math Club, weekly problem-solving seminars, trips to conferences, national and international competitions, and in the GeoGebra Institute of Southern. This is also a teacher/educator preparation program that prepares students for teacher certification in the state of Connecticut

Alignment of Program with Institutional Mission, Role, and Scope

How does the program align with the institutional mission? *(Provide a concise statement)* This concentration focuses on academic excellence, and service for the public good with respect to teaching the importance of mathematics to future generations. This concentration in particular focuses on professional development and life-long learning and empowers every undergraduate with the knowledge, skills, and perspectives essential for active participation and impassioned, ethical leadership in our rapidly changing, global society.

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.

We recruit through the usual SCSU run recruitment events, as well as our math club, and our annual Mathematical Puzzles Program, which brings over 200 students to Southern every March.

If applicable, what student engagement strategies will be employed to advance student retention and completion in program? We have a bi-weekly math club, a weekly problem-solving seminar, a bi-weekly math colloquium to keep students’ interest in the program. We have implemented two first-year courses in the program (MAT 115 and MAT 140) to help students with the technology they will need and give them a better understanding of what their future mathematics courses will look like.

Most Recent NECHE Institutional Accreditation Action and Date: Continued accreditation from 2022

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

1. Program Discontinued: CIP: OHE#: BOR Accreditation Date:
2. Phase Out Period
3. Date of Program Termination
4. Discontinuation of a program requires submission of form 301. Discontinuation form submitted? Yes No

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.

Program already exists, no additional resources necessary.

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.

Students who graduate with a B.S. in Mathematics will be able to reach the Advanced Low level on the ACTFL proficiency scale. Upon graduation, students will be able to do the following in the target language:

1. Achieve mastery of a rich and diverse set of mathematical ideas.
2. Use acquired mathematical skills to undertake independent learning and to be a contributing member of a problem-solving team.
3. Demonstrate the ability to write mathematical proofs.
4. Demonstrate the ability to use and understand multiple representations (including graphical, numerical and analytical) of mathematical concepts.
5. Understand and appreciate connections among different areas of mathematics and with other disciplines.
6. Communicate effectively and explain mathematics both verbally and in writing.
7. Utilize appropriate technology to develop models for solving problems and analyzing new situations.
8. Appreciate the beauty, joy, and challenge in mathematics and experience mathematics as an engaging field with contemporary open questions.
9. Think analytically and critically and be able to formulate problems, solve them, and interpret their solutions

Assessment of Learning Outcomes

MULTI-USE BELOW THRESHOLD REPORT FORM

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

Curriculum

*Please list all courses in the proposed program, including the core/major area of specialization, prerequisites, electives, required general education courses, etc. 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
Major Courses (72 Credits)			
Mathematics Requirements (45 credits)			
MAT 115	8	MAT 111 or higher, may be taken concurrently	3
MAT 118* or MAT 120 (C- or better)	4, 5, 7	MAT 100 or MAT 100P	3
MAT 121* (C- or better)	4, 5, 7	MAT 120	2
MAT 150 (C- or better) (T1QR)	4, 5	MAT 120 and MAT 121	4
MAT 151 (C- or better)	4, 5	MAT 150	4
MAT 221 or MAT 320 (C- or better)	7	MAT 120 or MAT 150	3
MAT 250 (C- or better)	3, 4, 6	MAT 151	4
MAT 252 (C- or better)	4, 5	MAT 151	4
MAT 260 (C- or better) (T2CD)	7, 8	T1QR	3
MAT 372 (C- or better)	7	MAT 150	3
MAT 405 (C- or better)	8, 9	MAT 250, junior status	3
MAT 408 (C- or better)	2, 7	Department Permission	3
2 courses from MAT 360, MAT 373 or MAT 375, MAT 378, MAT 446 or MAT 450	1, 3, 5		6
Education Requirements (27 credits)			
EDU 316		Acceptance into COE	3
EDU 413		EDU 200	3
EDU 471		EDU 413	1.5
MAT 490	4, 5, 6, 7, 8	Departmental Permission	3
MAT 494	1, 2	MAT 490	9
MAT 496	6	Departmental Permission	3
RDG 470		EDU 413	1.5
SED 225			3
Cognate Requirements (15 credits)			
DSC 100		MAT 111 or higher OR placement into MAT 120 or higher	3
DSC 210		C or better in DSC 100 and MAT 121 (may be taken concurrently)	3
EDU 200 (T2CC) (C or better)			3
SHE 203 (T2MB)			3
HIS 110 or HIS 111 (T2AE)			3
General Education ((LEP)			46
Major/Cognate Shared with LEP			-16
Open Electives (<i>Indicate number of credits of open electives</i>)			3
Total Program Credits:			120

SECTION 3: Modification of Credits

Only complete this section if you are proposing a modification of credits to a degree or certificate program

Total Number of courses and course credits to be modified by this application: 11

Original Program

Total # of General Education Credits: 46

Total # of Credits in Program: 120

Date Program was Initiated: Modifications were done in Fall 2023

Modified Program

Total # of General Education Credits: 46

Total # of Credits in Program: 120

Initiation Date for Modified Program: Fall 2026

Anticipated Date of First Graduation: Spring 2030

Rationale for Modification

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

The purpose of the change to MAT 118/120 and MAT 121 (from MAT 111/112 and MAT 122) is to equip students with the algebraic problem-solving skills essential for success in business and science fields. Through a comprehensive exploration of mathematical concepts, students will gain proficiency in key areas such as functions, equations, graphing techniques, and analytical thinking, all of which are critical for solving real-world problems in various disciplines. Our proposal is to change from MAT 112/122 model (3+4=7 credits) to MAT 120/121 model (3+2=5 credits) for most of STEM and Health and Movement Science students. Also, the revised contents of MAT 120 will focus more on the applications of mathematics and functions. We'd also like to remove one elective to give students some room to have at least one free elective.

We'd like to add more flexibility in the major. In particular, many of our students would benefit from seeing inferential statistics, so we are replacing (i) MAT 320 with (ii) MAT 221 or MAT 320.

Data Science 101 has changed its number to DSC 210. We are just following their renumbering.

We found that

Description of Related Modification(s)

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

N/A

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.

N/A. The department currently employs 15 tenured or tenure-track faculty members.

Curriculum

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

Original Program	Proposed Modified Program
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MULTI-USE BELOW THRESHOLD REPORT FORM

Course Name & Number	Credits	Course Name & Number	Credits
MAT 111 or MAT 112	3	MAT 118 or MAT 120	3
MAT 122	4	MAT 121	2
MAT 320	3	MAT 221 or MAT 320	3
3 courses from (MAT 360, MAT 373 or MAT 375, MAT 378, MAT 446 or MAT 450)	9	2 courses from (MAT 360, MAT 373 or MAT 375, MAT 378, MAT 446 or MAT 450)	6
DSC 101	3	DSC 210	3
Total Credits Original Program	120	Total Credits Modified Program	120

MULTI-USE BELOW THRESHOLD REPORT FORM

SECTION 1: Instructions and Internal Use Fields

Institution: Southern Connecticut State University	Final approval by institution: 12.15.25 Submission to CSCU Office of the Provost for Academic Council: 12.15.25
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Instructions: Use the drop-down menu to select the below-threshold item. Complete **Sections 1 and 2** in all cases. If the proposal involves a credit change of **15 or fewer credits** for undergraduate programs, or **12 or fewer credits** for graduate programs, please also complete **Section 3**.

Notes: Items defined as below threshold include:

- Establishment of degree minors, concentrations, and specializations.
- An undergraduate certificate program of 30 credit hours or fewer that falls within an approved program.
- Establishment or modification of UG certificates of 15 or fewer credit hours, or graduate certificate programs of 12 or fewer credit hours.
- Modification of credits (UG – 15 or fewer, G – 12 or fewer).

Items that exceed the below threshold requirements should be submitted using **Form 200: Program Modification**.

Type of Below Threshold Item: Modification of credits (UG - 15 or less, G - 12 or less)

Internal Use (VEOCI Fields)

1. Name of Program: **SYC-School Counseling**
2. OHE #: 612
3. Modality of Program (*check all that apply*): On ground Online Hybrid, % of fully online courses 51%
4. Locality of Program: On Campus Off Campus Both
5. Program Type (*degree type, abbreviation, name, e.g., Associates, AS, Associate of Science*): **Sixth Year Certificate, SYC**
6. Total # Credits in Program: 41
7. Department where program is housed: **Counselor Education Department**
8. Location Offering the Program (e.g., main campus): **main campus, SCSU**
9. Program website: <https://www.southernct.edu/academics/programs/school-counseling-syc>
10. Request for SAA Approval for Veterans Benefits? Yes No
11. Provide estimated cost of program (tuition and fees): \$ OR url for link to tuition/fee information: X
https://inside.southernct.edu/sites/default/files/inline-files/25-26%20Full-Time_1.pdf
12. CIP Code Number: **131101** Title of CIP Code: **Counselor Education/School Counseling and Guidance**
13. Identify the careers and professions available to graduates of the program using the Standard Occupational Classification (SOC) system. Provide SOC code number(s) and name(s): **21-1012 Educational, Guidance, and Career Counselors and Advisors**
14. What would be the median estimated earnings for a graduate in this profession (*if more than one SOC code listed, include earnings for each*)? **\$65,140 per year**
15. Identify the industry applicable to this program using the North American Industry Classification System (NAICS). Provide NAICS code(s) and title(s): **8211 Elementary and Secondary Schools**

MULTI-USE BELOW THRESHOLD REPORT FORM

16. IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years): **3 years**

17. What are the admissions requirements for the program?

Application Submission

Application Fee (\$50)

Official Transcripts

Three References

Resume/CV

Essay

Praxis Core, SAT, GRE, or ACT scores or active CT teaching certificate

Interview

Program Prerequisite: a course in special education from the CT State Department Education's approved listing.

18. Graduation Requirements

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

19. If yes, describe:

20. 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:

21. 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): **Jennifer Parzych, parzychj1@southernct.edu , 203-392-7193**
- How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? **3**
- How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? **3-4**

22. Institutional Contact for this Proposal (Provost or Chief Academic Officer):

- Title: **Interim Provost and Vice President for Academic Affairs, Dr. Julia Irwin**
- Tel.: **(203) 392-6585**
- E-mail: **irwinj1@southernct.edu**

23. Career/Program Pathways:

- Does this program prepare students for another program? **No**
- If yes, specify program:

24. Prospective Students

- Describe the prospective students for the program: **Prospective students come from a variety of undergraduate educational backgrounds, but primarily with interests in mental health and working with youth in K-12 school settings.**

SECTION 2: Program and Curricular Information

Catalog Description

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

[from catalog 2025-2026, with updated link to program website included -]

The program course outline and graduation requirements for this catalog year are listed below. In addition, a 3.0 cumulative GPA is required for graduation. The department website provides an overview of the program, including admission requirements, faculty biographies, learning outcomes, and careers: <https://www.southernct.edu/academics/programs/school-counseling-ms>

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

Alignment of Program with Institutional Mission, Role, and Scope

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

The SYC-SCC program at SCSU aligns with the institution's mission by promoting access, equity, and service for the public good in preparing school counselors who support social-emotional, academic, and career development for diverse PK–12 learners, fostering inclusive leadership and community wellbeing.

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.

Student recruitment efforts include: updating program website to include CACREP seal, visiting SCSU undergraduate programs and student organizations that are potential feeders to the MS-School Counseling program (i.e., psychology, sociology, education, PSI CHI honor society), SCSU Graduate Open Houses.

If applicable, what student engagement strategies will be employed to advance student retention and completion in program? The SYC-SC program follows a cohort model. Review progress toward on-track program completion consistent with the course sequence. Review student attrition rates. Plans for adjusting retention and completions strategies based on these findings may include: exit surveys, increased institutional support for mentors.

Most Recent NECHE Institutional Accreditation Action and Date: Continued accreditation, 2022

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

1. Program Discontinued: CIP: OHE#: BOR Accreditation Date:
2. Phase Out Period
3. Date of Program Termination
4. Discontinuation of a program requires submission of form 301. Discontinuation form submitted? Yes No

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.

MULTI-USE BELOW THRESHOLD REPORT FORM

The SYC-SCC program's proposed modification includes increasing credits from 41-44 to meet CT State Department of Education certification requirements for evidence of completion of an approved special education course. The 3-credit course is currently a program prerequisite and is most often taken at SCSU concurrent in the first year of a student's conditional acceptance. The proposal to now include the 3-credit approved special education course is cost effective, sustainable, and available to students as it is already something many access as part of their conditional admissions. Including this course in the proposed program change would allow for financial aid eligibility.

Additional courses with credit modifications include the program's existing fieldwork courses (CED 759 – 4 credits; CED 775 – 4 credits). These fieldwork courses include components of group seminar and individual supervision, as well as an extended year in alignment with the student's K-12 academic year calendar (per state certification requirements for school counselor #068). CED 759: Practicum will be reduced to 2 credits – seminar + new proposed CED 760: Practicum Individual Supervision 2 credits. CED 775: Internship will be reduced to 3 credits + CED 776: Internship Seminar 1 credit. There will be no increase in total credits associated with the proposed changes for these fieldwork courses.

A secondary modification proposed is for instructional modality. Currently, several of the SYC-SCC program's courses are offered hybrid, yet the program itself does not hold the hybrid designation. Moving to a hybrid designation supports our graduate students' professional and personal lives while upholding excellence in their preparation for future school counseling profession. The hybrid program designation maximizes cost effectiveness with a 50-50% balance of on campus and online class meetings.

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. Demonstrate ethical, collaborative, and advocacy-driven practices by accurately identifying professional roles, credentialing requirements, relevant legislation, and counseling supervision models, and by applying self-awareness, professional engagement, and informed leadership, will promote access, equity, and excellence across diverse service delivery settings.
2. Demonstrate competence in culturally sustaining and evidence-based practices by effectively conceptualizing cases, developing and implementing prevention and intervention plans, responding to crises, building ethical counseling relationships, and engaging in collaborative decision-making to support diverse student needs across practice settings.
3. Demonstrate the ability to apply culturally responsive, trauma-informed, and wellness-oriented strategies—grounded in developmental, relational, and neurobiological theories—to support individual and family development, foster resilience and adaptation, and promote holistic well-being across the lifespan.
4. Apply multicultural, social justice, and advocacy frameworks by identifying systemic barriers, and analyzing the influence of cultural identities and intersectionality and the impact of historical trauma, discrimination, marginalization, and income disparities on the people they serve. They will implement inclusive strategies that promote empowerment, wellness, and equitable access to services.
5. Demonstrate the ability to ethically design, facilitate, and evaluate group counseling sessions by applying evidence-based, culturally sustaining, and developmentally responsive strategies, and by analyzing group dynamics, leadership roles, and therapeutic factors across diverse settings and delivery modalities
6. Apply ethical, culturally sustaining, and developmentally responsive career counseling strategies by conducting career assessments, interpreting labor market data, identifying systemic barriers, and developing individualized career and education plans that support diverse clients in achieving meaningful vocational and life-work goals.

MULTI-USE BELOW THRESHOLD REPORT FORM

7. Demonstrate the ability to ethically select, administer, and interpret a variety of assessments by applying knowledge of developmental, cultural, and legal considerations to accurately inform diagnosis, intervention planning, and referral decisions across academic, career, personal, and clinical contexts.
8. Demonstrate competency in research and program evaluation by designing ethically sound studies, selecting appropriate methodologies, analyzing and interpreting data, and applying culturally responsive, evidence-based findings to inform counseling practice, assess client outcomes, and support professional advocacy efforts.
9. Demonstrate the ability to design and lead equitable, data-informed PK–12 programs that promote academic success, social-emotional development, and career readiness through advocacy, collaboration, culturally sustaining practices, trauma-informed care, and comprehensive school-based interventions and consultation.

Assessment of Learning Outcomes

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

Each of the 8 CACREP Foundational areas plus 1 specialty area (School Counseling) have associated Key Performance Indicators (KPI). Within each of the 9 KPIs, student learning is assessed across multiple measures. The chart below identifies such:

CACREP Standard Area	Program Objective	Learning Experience(s)	Key Performance Indicator	Measure 1	Measure 2	Measure 3
A: Professional Counseling Orientation & Ethical Practice Standards	1	CED 567, CED 570	SC students will be able to demonstrate ethical decision making knowledge and skills and apply leadership and advocacy in the school counselor role.	(Knowledge and Skills; Semester 1) CED 567 School Counselor Advocacy Project	(Knowledge and Skill, Semester 3) CED 570 Ethical Dilemma and Social Justice Paper	na
E: <i>Counseling Practice & Relationships</i>	2	CED 550, CED 569, CED 706, CED 760	2. Graduates will demonstrate competence in culturally sustaining and evidence-based practices by effectively conceptualizing cases, developing and implementing prevention and intervention plans, responding to crises, building ethical counseling relationships, and engaging in collaborative decision-making to support diverse student needs across practice settings.	(Knowledge; Semester 1) CED 569 Integrative Theoretical Approach to Counseling and Related EBI's Paper	Knowledge and Skill, Semester 2) CED 550 Final Counseling Video Practice and Narrative	(Skills, Semester 5) CED 760 - Counseling Recording and Self-Reflection

MULTI-USE BELOW THRESHOLD REPORT FORM

C: Lifespan Development Standards	3	CED 706	Students will be able to understand the impact of lifespan development by applying theories of individual and family development.	(Knowledge and Skills; Semester 5) CED 706 Crisis and Lifespan Development Case Analysis and Skill Demonstration	N/A	N/A
B: Social & Cultural Identities & Experiences	4	CED 773	Students will be able to apply multicultural and advocacy frameworks to identify systemic barriers and implement inclusive strategies that promote empowerment, wellness, and equity for diverse populations.	(Knowledge and Skills; Semester 5) CED 773 Diversity Challenge	N/A	N/A
F: Group Counseling & Group Work	5	CED 656, CED 776	Students will be able to design and facilitate group counseling sessions using evidence-based, culturally sustaining strategies, and will demonstrate leadership skills by evaluating group dynamics, guiding group processes, and assessing outcomes.	(Knowledge and skills; Semester 3) CED 656 Group Proposal Paper	(Knowledge and skills; Semester 4) CED 776 Counseling Group Action Plan and Demonstration	N/A
Core D: Career Development Standards	6	CED 572, CED 773	Students will be able to conduct assessments, analyze labor data, address barriers, and develop career plans supporting diverse clients' vocational and life-work goals.	(Knowledge and Skills; Semester 3) CED 572 Career Autobiography & Analysis	(Knowledge and Skills; Semester 4) CED 773 Postsecondary Advocacy Project	N/A
G: Assessment & Diagnostic Processes	7	CED 540	Students will be able to ethically administer assessments, apply contextual knowledge, and interpret results to	(Knowledge; Semester 2) CED 540 Case Study & Assessment Proposal	N/A	N/A

MULTI-USE BELOW THRESHOLD REPORT FORM

			inform diagnosis, planning, and referrals across diverse settings.			
H: Research & Program Evaluation	8	CED 776	Students will be able to design ethical studies, analyze data, and apply findings to improve practice and support advocacy.	(Knowledge and Skills; Semester 6) CED 776 DATA Project	N/A	N/A
5.H: School Counseling Specialization	9	CED 567, CED 706, CED 773, CED 774, CED 776	Students will be able to demonstrate their ability to design and lead equitable, data-driven PK-12 programs supporting academic, social-emotional, and career development.	(Knowledge and Skills; Semester 5) CED 774 Consultation Case Paper	(Knowledge and Skills; Semester 6) CED 776 Final Site Supervisor Evaluation	N/A

Curriculum

Please list all courses in the proposed program, including the core/major area of specialization, prerequisites, electives, required general education courses, etc. 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	Learning Outcome # (from above)	Pre-Requisite(s)	Credit Hours
CED 540: Introduction to Assessment in Counseling	7	none	3
CED 550: Counseling Skills and Techniques	2	CED 569: Theories of Counseling	3
CED 567: Professional Orientation to School Counseling	1, 9	none	3
CED 569: Theories of Counseling	2	none	3
CED 570: Ethical and Legal Issues in School Counseling	1	CED 567: Professional Orientation to School Counseling	2
CED 572: Career Counseling	6	none	3
CED 656: Group Counseling	5	CED 550: Counseling Skills and Techniques	3
CED 706: Crisis, Trauma, and Wellness Counseling with Children and Adolescents	2, 3, 9	CED 550: Counseling Skills and Techniques	3
CED 760: Practicum Seminar in School Counseling	2	none	2

MULTI-USE BELOW THRESHOLD REPORT FORM

*CED 761: Practicum Individual Supervision	2	none	2	
CED 773: Equity-Based Career and Career Readiness Counseling	4, 6, 9	none	3	
CED 774: Consultation in Schools	9	CED 550: Counseling Skills and Techniques	3	
CED 776: Internship in School Counseling (Note: taken 2 times)	8, 9	none	3 (x2)	
*CED 777: Internship Supervision (Note: taken 2 times)	8, 9	none	1 (x2)	
*SED 502: Introduction to Exceptional Learners	3, 4	none	3	
Open Electives (Indicate number of credits of open electives)			0	
Total Program Credits:			44	

SECTION 3: Modification of Credits

Only complete this section if you are proposing a modification of credits to a degree or certificate program

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

Original Program

Total # of General Education Credits: 41
 Total # of Credits in Program: 41
 Date Program was Initiated: 1976-01-01

Modified Program

Total # of General Education Credits: 44
 Total # of Credits in Program: 44
 Initiation Date for Modified Program: **Fall 2026**
 Anticipated Date of First Graduation: **Spring 2029**

Rationale for Modification

Describe the context and need for the proposed modification(s) and the relationship to the originally approved program: **The SYC-School Counseling program is proposing updates in response to two critical needs: 1. Curriculum updates to meet our accrediting body CACREP 2024 Standards and CSDE requirements to obtain licensure; 2. Increase program credits from 41 to 44 to meet CT State Department of Education certification requirements for evidence of completion of an approved special education course; 3. Update instructional delivery designation to reflect the modality of the program.**

Description of Related Modification(s)

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

MULTI-USE BELOW THRESHOLD REPORT FORM

Remove program prerequisite from admissions requirements since a course in special education from the CT State Department Education’s approved listing is proposed to be included in the modified SYC-SC program.

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.

With proposed program modification increasing by 3 credits, this 3-credit course (SED 502) already exists and is currently available to graduate students in educator preparation programs. Most of our incoming students are conditionally admitted with provision they complete SED 502 (or another CSDE-approved special education course) within the first year of the program, so the addition of the existing SED 502 to the program requirements is anticipated to have low-cost increase. No anticipated changes needed for faculty and administrative resources, library holdings, specialized equipment, etc.

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
CED 540: Introduction to Assessment in Counseling and School Psychology	3	CED 540: Introduction to Assessment in Counseling	3
CED 550: Counseling Skills and Techniques	3	CED 550: Counseling Skills and Techniques	3
CED 567: Professional Orientation to School Counseling Services	3	CED 567: Professional Orientation to School Counseling	3
CED 569: Theories of Counseling	3	CED 569: Theories of Counseling	3
CED 570: Ethical and Legal Issues in School Counseling Services	2	CED 570: Ethical and Legal Issues in School Counseling	2
CED 572: Psychology of Career Development	3	CED 572: Psychology of Career Development	3
CED 656: Group Counseling	3	CED 656: Group Counseling	3
CED 706: Counseling Children and Adolescents in Schools	3	CED 706: Crisis, Trauma, and Wellness Counseling with Children and Adolescents	3
CED 759: Individual Supervision and Practicum Seminar in School Counseling	4	CED 760: Practicum Seminar in School Counseling	2
(not a current requirement)	(0)	CED 761: Practicum Individual Supervision	2
CED 773: Equity-Based College and Career Readiness Counseling	3	CED 773: Equity-Based College and Career Readiness Counseling	3
CED 774: Consultation in Schools	3	CED 774: Consultation in Schools	3
CED 775: Internship & Seminar in School Counseling (Note: taken 2 times)	4 (x2)	CED 776: Internship in School Counseling (Note: taken 2 times)	3 (x2)

MULTI-USE BELOW THRESHOLD REPORT FORM

(not a current requirement)	(0)	CED 777: Internship Supervision (Note: taken 2 times)	1 (x2)
(Not a current requirement)	(0)	SED 502: Introduction to Exceptional Learners	3
Total Credits Original Program	41	Total Credits Modified Program	44

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Promotion and Tenure

at

Western Connecticut State University

February 26, 2026

WHEREAS: In accordance with the CSU-AAUP Collective Bargaining Agreement, the Board of Regents awards promotion and tenure to faculty at the four institutions of the Connecticut State University. The contract prescribes a thorough, multi-level review process at the institutions; and

WHEREAS: The President of Western Connecticut State University recommends promotion and tenure effective for the 2025-2026 academic year; and

RESOLVED: That the Board of Regents for Higher Education approve the 2025-2026 promotion and tenure recommended by the President of Western Connecticut State University.

A True Copy:

Karen Buffkin, General Counsel

ITEM

Approval of the 2025-2026 promotion and tenure recommended by the President of Western Connecticut State University.

BACKGROUND AND RATIONALE

In accordance with the CSU-AAUP Collective Bargaining Agreement, the Board of Regents awards promotion and tenure to faculty at the four institutions of the Connecticut State University. The contract prescribes a thorough, multi-level review process at the institutions. Recommendations forwarded to the Board have been approved by the respective university president and provost. The Board of Regents acts upon the Presidents' recommendations.

RECOMMENDATION

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

2/6/2026 – BOR - Academic and Student Affairs Committee

2/26/2026 – Board of Regents



TO: Dr. John Maduko, Interim Chancellor, Connecticut State Colleges & Universities
FROM: Dr. Jesse M. Bernal, President *JMB*
CC: Dr. Stephen Hegedus, Provost and Vice President for Academic Affairs
Fred Cratty, Chief Human Resources Officer
DATE: December 9, 2025
RE: Promotion and Tenure Recommendation 2025-2026

I support and affirm the recommendation that the following faculty member be granted promotion effective of the 2025–2026 academic year.

Promotion to Coach III

Alex Harrison, Head Women’s Soccer Coach

JMB:moc

MULTI-USE BELOW THRESHOLD REPORT FORM

SECTION 1: Instructions and Internal Use Fields	
Institution: Central	Final approval by institution: 12/01/2025 Submission to CSCU Office of the Provost for Academic Council: 12/17/25
<p>Instructions: Use the drop-down menu to select the below-threshold item. Complete Sections 1 and 2 in all cases. If the proposal involves a credit change of 15 or fewer credits for undergraduate programs, or 12 or fewer credits for graduate programs, please also complete Section 3.</p> <p>Notes: Items defined as below threshold include:</p> <ul style="list-style-type: none"> Establishment of degree minors, concentrations, and specializations. An undergraduate certificate program of 30 credit hours or fewer that falls within an approved program. Establishment or modification of UG certificates of 15 or fewer credit hours, or graduate certificate programs of 12 or fewer credit hours. Modification of credits (UG – 15 or fewer, G – 12 or fewer). <p>Items that exceed the below threshold requirements should be submitted using Form 200: Program Modification.</p>	
Type of Below Threshold Item: Modification of credits (UG - 15 or less, G - 12 or less)	
<p>Internal Use (VEOCI Fields)</p> <ol style="list-style-type: none"> 1. Name of Program: Artificial Intelligence MS 2. OHE #: 22527 3. 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 4. Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both 5. Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): MS (accelerated from BA in Computer Science) 6. Total # Credits in Program: 30 (accelerate program is 144) 7. Department where program is housed: Computer Science 8. Location Offering the Program (e.g., main campus): Main campus 9. Program website: https://www.ccsu.edu/programs/artificial-intelligence-ms 10. Request for SAA Approval for Veterans Benefits? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No 11. Provide estimated cost of program (tuition and fees): \$ OR url for link to tuition/fee information: https://www.ccsu.edu/tuition-aid/graduate-tuition 12. <u>CIP Code Number</u>: 110102 Title of CIP Code: Artificial Intelligence. 13. Identify the careers and professions available to graduates of the program using the <u>Standard Occupational Classification</u> (SOC) system. Provide SOC code number(s) and name(s): 15-2051 Data Scientist, 15-1221 Computer and Information Research Scientist, 15-1252 Software Developers, 15-1211 Computer Systems Analysts, 15-1299 Computer Occupations, All Other 14. 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>)? \$112,590, \$140,910, \$133,080, \$96,160, \$108,970 15. Identify the industry applicable to this program using the <u>North American Industry Classification System</u> (NAICS). Provide NAICS code(s) and title(s): 541715 Professional, Scientific, and Technical Services: Artificial intelligence research and development laboratories or services; 54151 Computer Systems Design and Related Services 	

MULTI-USE BELOW THRESHOLD REPORT FORM

16. IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years): 1
17. What are the admissions requirements for the program? Applicants must hold a bachelor's degree from a regionally accredited institution of higher education in: Computer Science; or an information technology-related degree with a minimum of 6 relevant computer science courses (May require an extra semester or summer term to satisfy the expected computer science background); or a STEM degree with a minimum of 5 relevant mathematics and computer science courses. Will require an extra semester to satisfy the expected computer science background. 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 2.70 or higher (for the most recent 60 credit hours of completed study) and meet program-specific admission criteria. Please consult the undergraduate catalogue to see which programs offer an accelerated degree and the specific admissions requirements. Students must maintain a cumulative undergraduate GPA of at least 2.70 to remain in Accelerate Central.

Graduation Requirements

1. Does this program have special graduation requirements (e.g., capstone or special project)? Yes No
2. If yes, describe: Capstone requirement – CS 596 Capstone in Artificial Intelligence

Program Work Experiences

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

Program Administration and Faculty

1. Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Neli Zlatareva, zlatareva@ccsu.edu, 860-832-2710
2. How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 4
3. How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 0

Institutional Contact for this Proposal (Provost or Chief Academic Officer): Kimberly Kostelis

1. Title: Provost and VP Academic Affairs
2. Tel.: (860) 832-2228
3. E-mail: Kimberly.Kostelis@ccsu.edu

Career/Program Pathways:

1. Does this program prepare students for another program? No
2. If yes, specify program:

Prospective Students

1. Describe the prospective students for the program: This program targets academically talented Computer Science undergraduates with strong quantitative skills and a demonstrated interest in artificial intelligence who seek to accelerate their graduate education and enter the AI workforce with advanced credentials.

SECTION 2: Program and Curricular Information

MULTI-USE BELOW THRESHOLD REPORT FORM

Catalog Description

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

Artificial Intelligence, M.S.

The Master of Science in Artificial Intelligence program equips students with the knowledge and skills to design, develop, and implement intelligent systems. This program is designed for individuals with a strong computer science background and prepares graduates for exciting careers in a rapidly growing field.

The curriculum balances foundational concepts with practical applications. Core courses cover essential topics like artificial intelligence, machine learning, data science, and knowledge representation. Students then delve deeper by choosing electives in areas such as deep learning, machine learning for cybersecurity, generative AI, natural language processing, or predictive analytics. A culminating capstone project allows students to apply their learned skills to a real-world artificial intelligence problem. This program is ideal for those seeking to become leaders in the field of artificial intelligence and make a significant impact on the ever-evolving technological landscape.

Outcomes

- Critically evaluate and apply foundational knowledge of AI to solve complex problems
- Design, implement, and optimize intelligent systems
- Effectively communicate AI capabilities and limitations to a variety of audiences
- Identify and analyze emerging AI applications
- Demonstrate ethical considerations in AI development

Course and Capstone Requirements

Core Courses (12 Credits):

STAT 576	Advanced Topics in Statistics	3
CS 544	Machine Learning	3
CS 562	Advanced Artificial Intelligence	3
CS 575	Linked Data Engineering	3

Extended Core Courses (6 Credits):

For the extended core courses, pick any two of the following courses.

CS 545	Machine Learning for Data Mining	3
CS 546/CYS 546	Machine Learning in Cybersecurity	3
CS 547	Deep Learning Neural Networks	3

Electives (9 - 11 Credits):

Elective courses can be selected from the courses below.

CET 529/CYS 529/CYS 429/CET 429	Internet of Things (IoT) with Embedded Intelligence and Security	3
CS 570	Topics in Artificial Intelligence	3
CYS 529	Internet of Things (IoT) with Embedded Intelligence and Security	3

MULTI-USE BELOW THRESHOLD REPORT FORM

<u>DATA 512</u>	Predictive Analytics: Estimation and Clustering	4
<u>DATA 531</u>	Text Analytics with Information Retrieval	4
<u>DATA 532</u>	Text Analytics with Natural Language Processing	4
<u>STAT 467</u>	Applied Linear Regression Models	3
<u>CS 570</u> may be repeated with different topics.		
Capstone Requirement (3 Credits)		
<u>CS 596</u>	Capstone in Artificial Intelligence	3

Alignment of Program with Institutional Mission, Role, and Scope

How does the program align with the institutional mission? *(Provide a concise statement)* This accelerated pathway directly supports Central's mission to prepare students to be thoughtful, responsible, and successful citizens by providing efficient access to advanced credentials in artificial intelligence, a field critical to Connecticut's workforce and economic development. The program exemplifies Central's commitment to innovation and responsiveness to emerging needs, advancing social mobility by creating an efficient route for students to obtain graduate-level expertise in AI that will drive economic and intellectual vitality in the communities we serve.

This proposal combines an undergraduate program with a graduate program (both existing programs). The BA in Computer Science is a general degree where students can take either a broad approach to the discipline or can focus their studies by adding one of the available concentrations. The accelerate central program, combining the MS in Artificial Intelligence allows students to further enhance their degree by adding an additional area of expertise to their portfolio (similar to a stackable credential model). The field of computer sciences is exploding with opportunities and those with Artificial Intelligence experience/knowledge are highly desirable in the field. Students within the field desire to extend their studies to a Masters level. With the increased use of AI in a variety of industries, the need for students with knowledge in artificial intelligence is greatly desired.

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 UG program, 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.

Most Recent NECHE Institutional Accreditation Action and Date: 2019 Continued Accreditation

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

1. Program Discontinued: CIP: OHE#: BOR Accreditation Date:
2. Phase Out Period

MULTI-USE BELOW THRESHOLD REPORT FORM

3. Date of Program Termination
4. Discontinuation of a program requires submission of form 301. Discontinuation form submitted? Yes No

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.

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. Critically evaluate and apply foundational knowledge of AI to solve complex problems
2. Design, implement, and optimize intelligent systems
3. Effectively communicate AI capabilities and limitations to a variety of audiences
4. Identify and analyze emerging AI applications
5. Demonstrate ethical considerations in AI development

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.

Curriculum

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

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
Program Required & Elective Courses			
STAT 576 Adv. Tpcs. Statistics	3	Admission to Program	3
CS 544 Machine Learning	1, 2	Admission to Program	3
CS 562 Advanced Artificial Intelligence	1, 2	Admission to Program	3
CS 575 Linked Data Engineering	2	Admission to Program	3
EXTENDED CORE (6 credits chose from) - CS 545 Mach. Learn. for Data Mining - CS 546 Mach. Learn. for Cybersecurity - CS 547 Deep Learn. Neur. Networks	1, 2, 4	Admission to Program, Adm. to Program & CYS 592, Admission to Program	6
CAPSTONE REQUIREMENT CS 596 Capstone in Artificial Intelligence	1, 2, 3, 4, 5	Permission of Advisor	3
ELECTIVES (9-11 credits) Chosen with Advisor - CYS 529 IoT Emb. Intellig. and Security - CS 570 Tpc in Artificial Intelligence - DATA 512 Pred. Analy. Estim and Clust - DATA 531 Text Analy. w/ Info Retrieval	1,2,4		9-11

MULTI-USE BELOW THRESHOLD REPORT FORM

- DATA 532 Text Analy. w/ Nat.Lang. Proc - STAT 467 Appl. Lin.Reg. Mod (CS 570 may be repeated with diff. tpcs)			
Open Electives (<i>Indicate number of credits of open electives</i>)			9-11
Total Program Credits:			30

SECTION 3: Modification of Credits

Only complete this section if you are proposing a modification of credits to a degree or certificate program

Total Number of courses and course credits to be modified by this application: No changes to actual programs. The Accelerate Central Program allows students who qualify to double count two graduate courses as directed electives in the UG program as well as the GR program, effectively reducing the total number of courses required for the Masters.

Original Program

Total # of General Education Credits:
Total # of Credits in Program: 30
Date Program was Initiated: 04/24/25

Modified Program

Total # of General Education Credits:
Total # of Credits in Program: 24
Initiation Date for Modified Program: Fall 2026
Anticipated Date of First Graduation: Spring 2027

Rationale for Modification

Describe the context and need for the proposed modification(s) and the relationship to the originally approved program:
A few years ago Central implemented a new program called Accelerate Central that allows students to complete both a Bachelor's and Masters degree in as little as 5 years. The program works by pairing two EXISTING programs and allowing qualified students to double count to graduate courses as directed electives in the UG program as well as count towards the GR program. This effectively reduces the overall credits required to complete the Masters degree. It should be noted that Central students can already take graduate courses as part of their undergraduate degree as long as they have an overall 3.0 GPA and 90 earned credits. Accelerate Central took advantage of this policy and added the double count ability for the courses to shorten the time to degree for the Masters in as little as 5 years.

Description of Related Modification(s)

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

MULTI-USE BELOW THRESHOLD REPORT FORM

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.

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
Total Credits Original Program		Total Credits Modified Program	

MULTI-USE BELOW THRESHOLD REPORT FORM

SECTION 1: Instructions and Internal Use Fields	
Institution: Central	Final approval by institution: 11/25/2025 Submission to CSCU Office of the Provost for Academic Council: 12/17/25
<p>Instructions: Use the drop-down menu to select the below-threshold item. Complete Sections 1 and 2 in all cases. If the proposal involves a credit change of 15 or fewer credits for undergraduate programs, or 12 or fewer credits for graduate programs, please also complete Section 3.</p> <p>Notes: Items defined as below threshold include:</p> <ul style="list-style-type: none"> Establishment of degree minors, concentrations, and specializations. An undergraduate certificate program of 30 credit hours or fewer that falls within an approved program. Establishment or modification of UG certificates of 15 or fewer credit hours, or graduate certificate programs of 12 or fewer credit hours. Modification of credits (UG – 15 or fewer, G – 12 or fewer). <p>Items that exceed the below threshold requirements should be submitted using Form 200: Program Modification.</p>	
Type of Below Threshold Item: Modification of credits (UG - 15 or less, G - 12 or less)	
<p>Internal Use (VEOCI Fields)</p> <ol style="list-style-type: none"> 1. Name of Program: Artificial Intelligence MS 2. OHE #: 22527 3. 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 4. Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both 5. Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): MS (accelerated from BS in Computer Science) 6. Total # Credits in Program: 30 (accelerate program is 144) 7. Department where program is housed: Computer Science 8. Location Offering the Program (e.g., main campus): Main campus 9. Program website: https://www.ccsu.edu/programs/artificial-intelligence-ms 10. Request for SAA Approval for Veterans Benefits? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No 11. Provide estimated cost of program (tuition and fees): \$ OR url for link to tuition/fee information: https://www.ccsu.edu/tuition-aid/graduate-tuition 12. <u>CIP Code Number</u>: 110102 Title of CIP Code: Artificial Intelligence. 13. Identify the careers and professions available to graduates of the program using the <u>Standard Occupational Classification</u> (SOC) system. Provide SOC code number(s) and name(s): 15-2051 Data Scientist, 15-1221 Computer and Information Research Scientist, 15-1252 Software Developers, 15-1211 Computer Systems Analysts, 15-1299 Computer Occupations, All Other 14. 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>)? \$112,590, \$140,910, \$133,080, \$96,160, \$108,970 15. Identify the industry applicable to this program using the <u>North American Industry Classification System</u> (NAICS). Provide NAICS code(s) and title(s): 541715 Professional, Scientific, and Technical Services: Artificial intelligence research and development laboratories or services; 54151 Computer Systems Design and Related Services 	

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16. IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years): 1
17. What are the admissions requirements for the program? Applicants must hold a bachelor’s degree from a regionally accredited institution of higher education in: Computer Science; or an information technology-related degree with a minimum of 6 relevant computer science courses (May require an extra semester or summer term to satisfy the expected computer science background); or a STEM degree with a minimum of 5 relevant mathematics and computer science courses. Will require an extra semester to satisfy the expected computer science background. 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 2.70 or higher (for the most recent 60 credit hours of completed study) and meet program-specific admission criteria. Please consult the undergraduate catalogue to see which programs offer an accelerated degree and the specific admissions requirements. Students must maintain a cumulative undergraduate GPA of at least 2.70 to remain in Accelerate Central.

Graduation Requirements

- Does this program have special graduation requirements (e.g., capstone or special project)? Yes No
- If yes, describe: Capstone requirement – CS 596 Capstone in Artificial Intelligence

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:

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): Neli Zlatareva, zlatareva@ccsu.edu, 860-832-2710
- 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

Institutional Contact for this Proposal (Provost or Chief Academic Officer): Kimberly Kostelis

- Title: Provost and VP for Academic Affairs
- Tel.: (860) 832-2228
- E-mail: kimberly.kostelis@ccsu.edu

Career/Program Pathways:

- Does this program prepare students for another program? No
- If yes, specify program:

Prospective Students

- Describe the prospective students for the program: This program targets academically talented Computer Science undergraduates with strong quantitative skills and a demonstrated interest in artificial intelligence who seek to accelerate their graduate education and enter the AI workforce with advanced credentials.

SECTION 2: Program and Curricular Information

MULTI-USE BELOW THRESHOLD REPORT FORM

Catalog Description

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

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- Critically evaluate and apply foundational knowledge of AI to solve complex problems
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Course and Capstone Requirements

Core Courses (12 Credits):

<u>STAT 576</u>	Advanced Topics in Statistics	3
<u>CS 544</u>	Machine Learning	3
<u>CS 562</u>	Advanced Artificial Intelligence	3
<u>CS 575</u>	Linked Data Engineering	3

Extended Core Courses (6 Credits):

For the extended core courses, pick any two of the following courses.

<u>CS 545</u>	Machine Learning for Data Mining	3
<u>CS 546/CYS 546</u>	Machine Learning in Cybersecurity	3
<u>CS 547</u>	Deep Learning Neural Networks	3

Electives (9 - 11 Credits):

Elective courses can be selected from the courses below.

<u>CET 529/CYS 529/CYS 429/CET 429</u>	Internet of Things (IoT) with Embedded Intelligence and Security	3
<u>CS 570</u>	Topics in Artificial Intelligence	3
<u>CYS 529</u>	Internet of Things (IoT) with Embedded Intelligence and Security	3

MULTI-USE BELOW THRESHOLD REPORT FORM

<u>DATA 512</u>	Predictive Analytics: Estimation and Clustering	4
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<u>DATA 532</u>	Text Analytics with Natural Language Processing	4
<u>STAT 467</u>	Applied Linear Regression Models	3
<u>CS 570</u> may be repeated with different topics.		
Capstone Requirement (3 Credits)		
<u>CS 596</u>	Capstone in Artificial Intelligence	3

Alignment of Program with Institutional Mission, Role, and Scope

How does the program align with the institutional mission? *(Provide a concise statement)* This accelerated pathway directly supports Central's mission to prepare students to be thoughtful, responsible, and successful citizens by providing efficient access to advanced credentials in artificial intelligence, a field critical to Connecticut's workforce and economic development. The program exemplifies Central's commitment to innovation and responsiveness to emerging needs, advancing social mobility by creating an efficient route for students to obtain graduate-level expertise in AI that will drive economic and intellectual vitality in the communities we serve.

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Most Recent NECHE Institutional Accreditation Action and Date: 2019 Continued Accreditation

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

1. Program Discontinued: CIP: OHE#: BOR Accreditation Date:
2. Phase Out Period

MULTI-USE BELOW THRESHOLD REPORT FORM

- 3. Date of Program Termination
- 4. Discontinuation of a program requires submission of form 301. Discontinuation form submitted? Yes No

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.

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. Critically evaluate and apply foundational knowledge of AI to solve complex problems
- 2. Design, implement, and optimize intelligent systems
- 3. Effectively communicate AI capabilities and limitations to a variety of audiences
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- 5. Demonstrate ethical considerations in AI development

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.

Curriculum

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

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
Program Required & Elective Courses			
STAT 576 Adv. Tpcs. Statistics	3	Admission to Program	3
CS 544 Machine Learning	1, 2	Admission to Program	3
CS 562 Advanced Artificial Intelligence	1, 2	Admission to Program	3
CS 575 Linked Data Engineering	2	Admission to Program	3
EXTENDED CORE (6 credits chose from) - CS 545 Mach. Learn. for Data Mining - CS 546 Mach. Learn. for Cybersecurity - CS 547 Deep Learn. Neur. Networks	1, 2, 4	Admission to Program, Adm. to Program & CYS 592, Admission to Program	6
CAPSTONE REQUIREMENT CS 596 Capstone in Artificial Intelligence	1, 2, 3, 4, 5	Permission of Advisor	3
ELECTIVES (9-11 credits) Chosen with Advisor - CYS 529 IoT Emb. Intellig. and Security - CS 570 Tpc in Artificial Intelligence - DATA 512 Pred. Analy. Estim and Clust - DATA 531 Text Analy. w/ Info Retrieval	1,2,4		9-11

MULTI-USE BELOW THRESHOLD REPORT FORM

- DATA 532 Text Analy. w/ Nat.Lang. Proc - STAT 467 Appl. Lin.Reg. Mod (CS 570 may be repeated with diff. tpcs)			
Open Electives (<i>Indicate number of credits of open electives</i>)			9-11
Total Program Credits:			30

SECTION 3: Modification of Credits

Only complete this section if you are proposing a modification of credits to a degree or certificate program

Total Number of courses and course credits to be modified by this application: No changes to actual programs. The Accelerate Central Program allows students who qualify to double count two graduate courses as directed electives in the UG program as well as the GR program, effectively reducing the total number of courses required for the Masters.

Original Program

Total # of General Education Credits:
Total # of Credits in Program: 30
Date Program was Initiated: 04/24/25

Modified Program

Total # of General Education Credits:
Total # of Credits in Program: 24
Initiation Date for Modified Program: Fall 2026
Anticipated Date of First Graduation: Spring 2027

Rationale for Modification

Describe the context and need for the proposed modification(s) and the relationship to the originally approved program:
A few years ago Central implemented a new program called Accelerate Central that allows students to complete both a Bachelor's and Masters degree in as little as 5 years. The program works by pairing two EXISTING programs and allowing qualified students to double count to graduate courses as directed electives in the UG program as well as count towards the GR program. This effectively reduces the overall credits required to complete the Masters degree. It should be noted that Central students can already take graduate courses as part of their undergraduate degree as long as they have an overall 3.0 GPA and 90 earned credits. Accelerate Central took advantage of this policy and added the double count ability for the courses to shorten the time to degree for the Masters in as little as 5 years.

Description of Related Modification(s)

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

MULTI-USE BELOW THRESHOLD REPORT FORM

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.

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
Total Credits Original Program		Total Credits Modified Program	

MULTI-USE BELOW THRESHOLD REPORT FORM

SECTION 1: Instructions and Internal Use Fields	
Institution: Central	Final approval by institution: 12/01/2025 Submission to CSCU Office of the Provost for Academic Council: 12/17/25
<p>Instructions: Use the drop-down menu to select the below-threshold item. Complete Sections 1 and 2 in all cases. If the proposal involves a credit change of 15 or fewer credits for undergraduate programs, or 12 or fewer credits for graduate programs, please also complete Section 3.</p> <p>Notes: Items defined as below threshold include:</p> <ul style="list-style-type: none"> Establishment of degree minors, concentrations, and specializations. An undergraduate certificate program of 30 credit hours or fewer that falls within an approved program. Establishment or modification of UG certificates of 15 or fewer credit hours, or graduate certificate programs of 12 or fewer credit hours. Modification of credits (UG – 15 or fewer, G – 12 or fewer). <p>Items that exceed the below threshold requirements should be submitted using Form 200: Program Modification.</p>	
Type of Below Threshold Item: Modification of credits (UG - 15 or less, G - 12 or less)	
<p>Internal Use (VEOCI Fields)</p> <ol style="list-style-type: none"> 1. Name of Program: Artificial Intelligence MS 2. OHE #: 22527 3. 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 4. Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both 5. Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): MS (accelerated from BS in Cybersecurity) 6. Total # Credits in Program: 30 (accelerate program is 144) 7. Department where program is housed: Computer Science 8. Location Offering the Program (e.g., main campus): Main campus 9. Program website: https://www.ccsu.edu/programs/artificial-intelligence-ms 10. Request for SAA Approval for Veterans Benefits? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No 11. Provide estimated cost of program (tuition and fees): \$ OR url for link to tuition/fee information: https://www.ccsu.edu/tuition-aid/graduate-tuition 12. <u>CIP Code Number</u>: 110102 Title of CIP Code: Artificial Intelligence. 13. 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): 15-2051 Data Scientist, 15-1221 Computer and Information Research Scientist, 15-1212 Information Security Analysts, 15-1299.06 Digital Forensics Analysts, 15-1299 Computer Occupations, All Other 14. 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>)? \$112,590, \$140,910, \$124,910, \$108,970, \$108,970 15. Identify the industry applicable to this program using the North American Industry Classification System (NAICS). Provide NAICS code(s) and title(s): 541715 Professional, Scientific, and Technical Services: Artificial intelligence 	

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research and development laboratories or services; 54151 Computer Systems Design and Related Services, 92811 National Security

16. IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years): 1
17. What are the admissions requirements for the program? Applicants must hold a bachelor's degree from a regionally accredited institution of higher education in: Computer Science; or an information technology-related degree with a minimum of 6 relevant computer science courses (May require an extra semester or summer term to satisfy the expected computer science background); or a STEM degree with a minimum of 5 relevant mathematics and computer science courses. Will require an extra semester to satisfy the expected computer science background. 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 2.70 or higher (for the most recent 60 credit hours of completed study) and meet program-specific admission criteria. Please consult the undergraduate catalogue to see which programs offer an accelerated degree and the specific admissions requirements. Students must maintain a cumulative undergraduate GPA of at least 2.70 to remain in Accelerate Central.

Graduation Requirements

- Does this program have special graduation requirements (e.g., capstone or special project)? Yes No
- If yes, describe: Capstone requirement – CS 596 Capstone in Artificial Intelligence

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:

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): Neli Zlatareva, zlatareva@ccsu.edu, 860-832-2710
- 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

Institutional Contact for this Proposal (Provost or Chief Academic Officer): Kimberly Kostelis

- Title: Provost and VP Academic Affairs
- Tel.: (860) 832-2228
- E-mail: kimberly.kostelis@ccsu.edu

Career/Program Pathways:

- Does this program prepare students for another program? No
- If yes, specify program:

Prospective Students

- Describe the prospective students for the program: This program targets academically talented Cybersecurity undergraduates with strong quantitative skills and a demonstrated interest in artificial intelligence who seek to accelerate their graduate education and enter the AI workforce with advanced credentials.

SECTION 2: Program and Curricular Information

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Catalog Description

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

Artificial Intelligence, M.S.

The Master of Science in Artificial Intelligence program equips students with the knowledge and skills to design, develop, and implement intelligent systems. This program is designed for individuals with a strong computer science background and prepares graduates for exciting careers in a rapidly growing field.

The curriculum balances foundational concepts with practical applications. Core courses cover essential topics like artificial intelligence, machine learning, data science, and knowledge representation. Students then delve deeper by choosing electives in areas such as deep learning, machine learning for cybersecurity, generative AI, natural language processing, or predictive analytics. A culminating capstone project allows students to apply their learned skills to a real-world artificial intelligence problem. This program is ideal for those seeking to become leaders in the field of artificial intelligence and make a significant impact on the ever-evolving technological landscape.

Outcomes

- Critically evaluate and apply foundational knowledge of AI to solve complex problems
- Design, implement, and optimize intelligent systems
- Effectively communicate AI capabilities and limitations to a variety of audiences
- Identify and analyze emerging AI applications
- Demonstrate ethical considerations in AI development

Course and Capstone Requirements

Core Courses (12 Credits):

STAT 576	Advanced Topics in Statistics	3
CS 544	Machine Learning	3
CS 562	Advanced Artificial Intelligence	3
CS 575	Linked Data Engineering	3

Extended Core Courses (6 Credits):

For the extended core courses, pick any two of the following courses.

CS 545	Machine Learning for Data Mining	3
CS 546/CYS 546	Machine Learning in Cybersecurity	3
CS 547	Deep Learning Neural Networks	3

Electives (9 - 11 Credits):

Elective courses can be selected from the courses below.

CET 529/CYS 529/CYS 429/CET 429	Internet of Things (IoT) with Embedded Intelligence and Security	3
CS 570	Topics in Artificial Intelligence	3
CYS 529	Internet of Things (IoT) with Embedded Intelligence and Security	3

MULTI-USE BELOW THRESHOLD REPORT FORM

DATA 512	Predictive Analytics: Estimation and Clustering	4
DATA 531	Text Analytics with Information Retrieval	4
DATA 532	Text Analytics with Natural Language Processing	4
STAT 467	Applied Linear Regression Models	3
CS 570 may be repeated with different topics.		
Capstone Requirement (3 Credits)		
CS 596	Capstone in Artificial Intelligence	3

Alignment of Program with Institutional Mission, Role, and Scope

How does the program align with the institutional mission? *(Provide a concise statement)* This accelerated pathway directly supports Central's mission to prepare students to be thoughtful, responsible, and successful citizens by providing efficient access to advanced credentials in artificial intelligence, a field critical to Connecticut's workforce and economic development. The program exemplifies Central's commitment to innovation and responsiveness to emerging needs, advancing social mobility by creating an efficient route for students to obtain graduate-level expertise in AI that will drive economic and intellectual vitality in the communities we serve.

This proposal combines an undergraduate program with a graduate program (both existing programs). The BS in Cybersecurity is a general degree where students can take either a broad approach to the discipline or can focus their studies by adding one of the available concentrations. The accelerate central program, combining the MS in Artificial Intelligence allows students to further enhance their degree by adding an additional area of expertise to their portfolio (similar to a stackable credential model). The field of cybersecurity and computer sciences is exploding with opportunities and those with Artificial Intelligence experience/knowledge are highly desirable in the field. Students within the field desire to extend their studies to a Masters level. With the increased use of AI in a variety of industries, the need for students with knowledge in artificial intelligence is greatly desired.

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 UG program, 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.

Most Recent NECHE Institutional Accreditation Action and Date: 2019 Continued Accreditation

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

1. Program Discontinued: CIP: OHE#: BOR Accreditation Date:
2. Phase Out Period

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3. Date of Program Termination
4. Discontinuation of a program requires submission of form 301. Discontinuation form submitted? Yes No

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.

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. Critically evaluate and apply foundational knowledge of AI to solve complex problems
2. Design, implement, and optimize intelligent systems
3. Effectively communicate AI capabilities and limitations to a variety of audiences
4. Identify and analyze emerging AI applications
5. Demonstrate ethical considerations in AI development

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.

Curriculum

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

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
Program Required & Elective Courses			
STAT 576 Adv. Tpcs. Statistics	3	Admission to Program	3
CS 544 Machine Learning	1, 2	Admission to Program	3
CS 562 Advanced Artificial Intelligence	1, 2	Admission to Program	3
CS 575 Linked Data Engineering	2	Admission to Program	3
EXTENDED CORE (6 credits chose from) - CS 545 Mach. Learn. for Data Mining - CS 546 Mach. Learn. for Cybersecurity - CS 547 Deep Learn. Neur. Networks	1, 2, 4	Admission to Program, Adm. to Program & CYS 592, Admission to Program	6
CAPSTONE REQUIREMENT CS 596 Capstone in Artificial Intelligence	1, 2, 3, 4, 5	Permission of Advisor	3
ELECTIVES (9-11 credits) Chosen with Advisor - CYS 529 IoT Emb. Intellig. and Security - CS 570 Tpc in Artificial Intelligence - DATA 512 Pred. Analy. Estim and Clust - DATA 531 Text Analy. w/ Info Retrieval	1,2,4		9-11

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- DATA 532 Text Analy. w/ Nat.Lang. Proc - STAT 467 Appl. Lin.Reg. Mod (CS 570 may be repeated with diff. tpcs)			
Open Electives (<i>Indicate number of credits of open electives</i>)			9-11
Total Program Credits:			30

SECTION 3: Modification of Credits

Only complete this section if you are proposing a modification of credits to a degree or certificate program

Total Number of courses and course credits to be modified by this application: The Accelerate Central Program allows students who qualify to double count two graduate courses as directed electives in the UG program as well as the GR program, effectively reducing the total number of courses required for the Masters.

Original Program

Total # of General Education Credits:
Total # of Credits in Program: 30
Date Program was Initiated: 04/24/25

Modified Program

Total # of General Education Credits:
Total # of Credits in Program: 24
Initiation Date for Modified Program: Fall 2026
Anticipated Date of First Graduation: Spring 2027

Rationale for Modification

Describe the context and need for the proposed modification(s) and the relationship to the originally approved program: A few years ago Central implemented a new program called Accelerate Central that allows students to complete both a Bachelor's and Masters degree in as little as 5 years. The program works by pairing two EXISTING programs and allowing qualified students to double count to graduate courses as directed electives in the UG program as well as count towards the GR program. This effectively reduces the overall credits required to complete the Masters degree. It should be noted that Central students can already take graduate courses as part of their undergraduate degree as long as they have an overall 3.0 GPA and 90 earned credits. Accelerate Central took advantage of this policy and added the double count ability for the courses to shorten the time to degree for the Masters in as little as 5 years.

Description of Related Modification(s)

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

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SECTION 1: Instructions and Internal Use Fields	
Institution: Central	Final approval by institution: 11/24/2025 Submission to CSCU Office of the Provost for Academic Council: 12/17/25
<p>Instructions: Use the drop-down menu to select the below-threshold item. Complete Sections 1 and 2 in all cases. If the proposal involves a credit change of 15 or fewer credits for undergraduate programs, or 12 or fewer credits for graduate programs, please also complete Section 3.</p> <p>Notes: Items defined as below threshold include:</p> <ul style="list-style-type: none"> Establishment of degree minors, concentrations, and specializations. An undergraduate certificate program of 30 credit hours or fewer that falls within an approved program. Establishment or modification of UG certificates of 15 or fewer credit hours, or graduate certificate programs of 12 or fewer credit hours. Modification of credits (UG – 15 or fewer, G – 12 or fewer). <p>Items that exceed the below threshold requirements should be submitted using Form 200: Program Modification.</p>	
Type of Below Threshold Item: New Concentration/Option/Track	
<p>Internal Use (VEOCI Fields)</p> <ol style="list-style-type: none"> 1. Name of Program: MS Cybersecurity 2. OHE #: 22579 3. 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 4. Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both 5. Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): MS (accelerated from BA in Computer Science) 6. Total # Credits in Program: 33 (accelerate program is 147) 7. Department where program is housed: Computer Science, and Computer Electronics and Graphics Technology 8. Location Offering the Program (e.g., main campus): Main campus - Central 9. Program website: https://www.ccsu.edu/programs/computer-information-technology-ms 10. Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No 11. Provide estimated cost of program (tuition and fees): \$ OR url for link to tuition/fee information: https://www.ccsu.edu/bursar 12. <u>CIP Code Number</u>: 110101 Title of CIP Code: Computer and Information Sciences, General 13. Identify the careers and professions available to graduates of the program using the <u>Standard Occupational Classification</u> (SOC) system. Provide SOC code number(s) and name(s): 15-1250 Software and Web Developers, Programmers, and Testers, 15-1212 Information Security Analysts 14. 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>)? \$135,910 and \$131,202 15. Identify the industry applicable to this program using the <u>North American Industry Classification System</u> (NAICS). Provide NAICS code(s) and title(s): This program is directly applicable to industries that provide cybersecurity services and, crucially, to all industries for which cybersecurity is a critical operational necessity. 5415 Computer Systems Design and Related Services, 92811 National Security, 513210 Programming language and compiler 	

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software publishers, packaged, 541511 Computer programming services, custom, 541511 Computer software programming services, custom, 541511 Industrial robot programming services, and other key client industries such as Finance and Insurance, Health Care and Social Assistance, Critical Infrastructure & Utilities, Retail Trade, and Manufacturing.

16. IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years): 1
17. 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 with a GPA of 2.70 - 2.40 may be considered for conditional admission. Applicants must submit two recommendation letters (academic or professional) and a resume. Applicants must submit a graduate application along with official transcripts from all colleges and universities attended to the Graduate Recruitment and Admissions. Students with a BS in a related information technology field may be able to substitute courses if their undergraduate coursework provides the background of some of the core courses.

Program Specific Admissions Criteria:

Students apply in the Spring of their third year of full-time study and must meet the requirements specified below:

- Successful completion of 60 or more credit hours; of which, at least 12 credit hours must be completed at CCSU.
- Completed CS 253 and two 400 level CS classes with at least a B.
- Have at least a 2.7 cumulative grade point average.
- Have at least a 2.7 grade point average in Computer Science courses.

Eligible students can apply for admission to the Accelerate Central BS/MS in their third year of full-time study. Students admitted to this program may complete both the BS and MS in Cybersecurity in as few as five years on a full-time basis. For students who are officially admitted to the Accelerated Central BS / MS Cybersecurity Program, two graduate courses will double-count as courses in the undergraduate program for a total of 6 credits double-counted. In addition, students may take two additional courses before matriculation as a graduate student; these courses will be excluded from the student's BS program and transferred into the student's MS program

Graduation Requirements

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

Program Work Experiences

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

Program Administration and Faculty

1. Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring):
 - Name: Chad Williams and Shushan Zhao
 - Email: cwilliams@ccsu.edu and shushanz@ccsu.edu
 - Phone: 860.832.2719 and 860.832.1839
2. How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 11
3. How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 1

Institutional Contact for this Proposal (Provost or Chief Academic Officer): Kimberly Kostelis

- Title: Provost and VP Academic Affairs

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- Tel.: (860) 832-2228
- E-mail: kimberly.kostelis@ccsu.edu

Career/Program Pathways:

- Does this program prepare students for another program? No
- If yes, specify program:

Prospective Students

Describe the prospective students for the program: This program targets academically talented Computer Science undergraduates with strong quantitative skills and a demonstrated interest in cybersecurity who seek to accelerate their graduate education and enter the cybersecurity workforce with advanced credentials.

SECTION 2: Program and Curricular Information

Catalog Description

Provide the catalog description for this program (with proposed modifications if applicable): The interdisciplinary Cybersecurity MS program will equip students with the advanced knowledge and practical skills necessary to excel in the dynamic field of cybersecurity. The curriculum is designed to meet industry demands and emerging trends, ensuring that graduates are not only well-versed in foundational cybersecurity principles but also capable of addressing evolving threats and challenges. With a strong emphasis on hands-on experience, industry partnerships, and cutting-edge research, this program positions students for successful careers in cybersecurity, empowering them to safeguard critical systems, protect digital assets, and contribute to the security and integrity of the digital world upon graduation.

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). This accelerated pathway directly supports Central's mission to prepare students to be thoughtful, responsible, and successful citizens by providing efficient access to advanced credentials in cybersecurity, a field critical to Connecticut's workforce and economic development. The program exemplifies Central's commitment to innovation and responsiveness to emerging needs, advancing social mobility by creating an efficient route for students to obtain graduate-level expertise in cybersecurity that will drive economic and intellectual vitality in the communities we serve.

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.

Projected enrollments are derived from current Computer Science undergraduate enrollment patterns and demonstrated student interest in cybersecurity coursework and graduate study. Recruitment activities include highlighting the accelerated pathway in undergraduate admissions materials, proactive advising of qualified students beginning in their junior year, promotion by faculty in upper-level Computer Science courses, and collaboration with the Career Development Office to showcase career outcomes in cybersecurity fields.

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 Master-level degree, and thus advising/course selection can be planned well in advance.

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Most Recent NECHE Institutional Accreditation Action and Date: Continued in accreditation; approved at the Commission's meeting on 4/12/19.

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

1. Program Discontinued: CIP: OHE#: BOR Accreditation Date:
2. Phase Out Period
3. Date of Program Termination
4. Discontinuation of a program requires submission of form 301. Discontinuation form submitted? Yes No

Cost Effectiveness and Availability of Adequate Resources

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

The accelerated pathway requires no additional faculty or significant new resources, as it leverages existing Computer Science and Cybersecurity course offerings taught by current faculty, making it highly cost-effective and sustainable within the department's current budget. The program enhances cost effectiveness by serving as a recruitment tool for both undergraduate and graduate enrollment, attracting high-achieving students to CCSU's Computer Science program while creating a pipeline to increase graduate program enrollment and improve graduate student retention.

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. Graduates will demonstrate a deep understanding of foundational and advanced concepts in cybersecurity, including encryption, network security, intrusion detection, and security risk management.
2. Graduates will possess hands-on proficiency in security tools and technologies, enabling them to design, implement, and manage secure systems, networks, and applications effectively.
3. Graduates will be able to analyze complex cybersecurity issues, identify vulnerabilities, and develop innovative strategies to mitigate threats and respond to security incidents.
4. Graduates will exhibit a strong ethical and legal framework, understanding the importance of privacy, compliance, and ethical conduct in cybersecurity practices.
5. Graduates will have excellent communication skills, enabling them to convey technical information clearly and collaborate effectively with diverse teams to address cybersecurity challenges.

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.

Curriculum

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

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
Program Required & Elective Courses			

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Introductory Core			
CS 500 Computer Science for Computer Information Technology	1	Admission to program	3
CET 501 Applied Networking Technology I	1	Admission to program	3
CS 501 Foundations of Computer Science	1		3
CET 502 Applied Networking Technology II	1,2	CET 501	3
Cybersecurity Core			
CS 592 Advanced Computer Security	2,3		3
CS 593 Advanced Secure Software Designs	2,3		3
CET 559 Applied Network Security	1, 3	CET 501	3
CYS 577 Advanced Ethical Hacking & Penetration Testing	2, 3, 4	CET/CYS 559	3
CYS 595 Capstone in Cybersecurity	5	Permission of advisor, a 3.00 overall GPA, and students must have completed 21 credits in the Cybersecurity MS program.	3
Electives (minimum 6 credits)			6
CS 515 Secure Software Development	2,3		
CS 511 Advanced Software Reverse Engineering	2,3		
CS/CYS 519 Data Privacy Fundamentals	2,3,4		
CS 546 Machine Learning in Cybersecurity	2,3		
CS 561 Advanced Database Concepts	2,3		
CYS 407 IT Topics in Cybersecurity	1,2,3	Permission of department chair.	
CET/CYS 529 Internet of Things (IoT) with Embedded Intelligence and Security	2, 3	Permission of instructor	
CET/CYS 503 Applied Networking Technology III	1, 2	CET 502	
CET 518 Advanced Cloud System Administration and Security	2	CET 501	
CET/CYS 578 Advanced Operating System Hardening	1, 2, 3	CET 579/CYS 579 (may be taken concurrently)	
CET/CYS 579 Linux System Administration	2	Acceptance to the Graduate Program	
CET 589 Web Services and Security	1, 2, 3	CET 579	
Open Electives (Indicate number of credits of open electives)			
Total Program Credits:			33

SECTION 3: Modification of Credits
Only complete this section if you are proposing a modification of credits to a degree or certificate program

MULTI-USE BELOW THRESHOLD REPORT FORM

Total Number of courses and course credits to be modified by this application: The Accelerate Central Program allows students who qualify to double count two graduate courses as directed electives in the UG program as well as the GR program, effectively reducing the total number of courses required for the Masters.

Original Program

Total # of General Education Credits:
 Total # of Credits in Program: 33
 Date Program was Initiated: 7/31/25

Modified Program

Total # of General Education Credits:
 Total # of Credits in Program: 27
 Initiation Date for Modified Program: Fall 2026
 Anticipated Date of First Graduation: Spring 2027

Rationale for Modification

Describe the context and need for the proposed modification(s) and the relationship to the originally approved program: A few years ago Central implemented a new program called Accelerate Central that allows students to complete both a Bachelor's and Masters degree in as little as 5 years. The program works by pairing two EXISTING programs and allowing qualified students to double count to graduate courses as directed electives in the UG program as well as count towards the GR program. This effectively reduces the overall credits required to complete the Masters degree. It should be noted that Central students can already take graduate courses as part of their undergraduate degree as long as they have an overall 3.0 GPA and 90 earned credits. Accelerate Central took advantage of this policy and added the double count ability for the courses to shorten the time to degree for the Masters in as little as 5 years.

Description of Related Modification(s)

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

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.

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

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Total Credits Original Program		Total Credits Modified Program	

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SECTION 1: Instructions and Internal Use Fields	
Institution: Central	Final approval by institution: 11/24/2025 Submission to CSCU Office of the Provost for Academic Council: 12/17/25
<p>Instructions: Use the drop-down menu to select the below-threshold item. Complete Sections 1 and 2 in all cases. If the proposal involves a credit change of 15 or fewer credits for undergraduate programs, or 12 or fewer credits for graduate programs, please also complete Section 3.</p> <p>Notes: Items defined as below threshold include:</p> <ul style="list-style-type: none"> Establishment of degree minors, concentrations, and specializations. An undergraduate certificate program of 30 credit hours or fewer that falls within an approved program. Establishment or modification of UG certificates of 15 or fewer credit hours, or graduate certificate programs of 12 or fewer credit hours. Modification of credits (UG – 15 or fewer, G – 12 or fewer). <p>Items that exceed the below threshold requirements should be submitted using Form 200: Program Modification.</p>	
Type of Below Threshold Item: New Concentration/Option/Track	
<p>Internal Use (VEOCI Fields)</p> <ol style="list-style-type: none"> 1. Name of Program: Cybersecurity 2. OHE #: 22579 3. 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 4. Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both 5. Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): MS (accelerated from BS in Computer Science) 6. Total # Credits in Program: 33 (accelerate program is 147) 7. Department where program is housed: Computer Science, and Computer Electronics and Graphics Technology 8. Location Offering the Program (e.g., main campus): Main campus - Central 9. Program website: https://www.ccsu.edu/programs/computer-information-technology-ms 10. Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No 11. Provide estimated cost of program (tuition and fees): \$ OR url for link to tuition/fee information: https://www.ccsu.edu/bursar 12. <u>CIP Code Number</u>: 110101 Title of CIP Code: Computer and Information Sciences, General 13. Identify the careers and professions available to graduates of the program using the <u>Standard Occupational Classification (SOC)</u> system. Provide SOC code number(s) and name(s): 15-1250 Software and Web Developers, Programmers, and Testers, 15-1212 Information Security Analysts 14. 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>)? \$135,910 and \$131,202 15. Identify the industry applicable to this program using the <u>North American Industry Classification System (NAICS)</u>. Provide NAICS code(s) and title(s): This program is directly applicable to industries that provide cybersecurity services and, crucially, to all industries for which cybersecurity is a critical operational necessity. 5415 Computer Systems Design and Related Services, 92811 National Security, 513210 Programming language and compiler software publishers, packaged, 	

MULTI-USE BELOW THRESHOLD REPORT FORM

541511 Computer programming services, custom, 541511 Computer software programming services, custom, 541511 Industrial robot programming services, and other key client industries such as Finance and Insurance, Health Care and Social Assistance, Critical Infrastructure & Utilities, Retail Trade, and Manufacturing.

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

17. 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 with a GPA of 2.70 - 2.40 may be considered for conditional admission. Applicants must submit two recommendation letters (academic or professional) and a resume. Applicants must submit a graduate application along with official transcripts from all colleges and universities attended to the Graduate Recruitment and Admissions. Students with a BS in a related information technology field may be able to substitute courses if their undergraduate coursework provides the background of some of the core courses.

Program Specific Admissions Criteria:

Students apply in the Spring of their third year of full-time study and must meet the requirements specified below:

- Successful completion of 60 or more credit hours; of which, at least 12 credit hours must be completed at CCSU.
- Completed CS 253 and two 400 level CS classes with at least a B.
- Have at least a 2.7 cumulative grade point average.
- Have at least a 2.7 grade point average in Computer Science courses.

Eligible students can apply for admission to the Accelerate Central BS/MS in their third year of full-time study. Students admitted to this program may complete both the BS and MS in Cybersecurity in as few as five years on a full-time basis. For students who are officially admitted to the Accelerated Central BS / MS Cybersecurity Program, two graduate courses will double-count as courses in the undergraduate program for a total of 6 credits double-counted. In addition, students may take two additional courses before matriculation as a graduate student; these courses will be excluded from the student's BS program and transferred into the student's MS program.

Graduation Requirements

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

Program Work Experiences

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

Program Administration and Faculty

1. Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring):
 - Name: Chad Williams and Shushan Zhao
 - Email: cwilliams@ccsu.edu and shushanz@ccsu.edu
 - Phone: 860.832.2719 and 860.832.1839
2. How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 11
3. How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 1

Institutional Contact for this Proposal (Provost or Chief Academic Officer): Kimberly Kostelis

- Title: Provost and VP Academic Affairs
- Tel.: (860) 832-2228
- E-mail: kimberly.kostelis@ccsu.edu

Career/Program Pathways:

MULTI-USE BELOW THRESHOLD REPORT FORM

1. Does this program prepare students for another program? No
2. If yes, specify program:

Prospective Students

Describe the prospective students for the program: This program targets academically talented Computer Science undergraduates with strong quantitative skills and a demonstrated interest in cybersecurity who seek to accelerate their graduate education and enter the cybersecurity workforce with advanced credentials.

SECTION 2: Program and Curricular Information

Catalog Description

Provide the catalog description for this program (with proposed modifications if applicable): The interdisciplinary Cybersecurity MS program will equip students with the advanced knowledge and practical skills necessary to excel in the dynamic field of cybersecurity. The curriculum is designed to meet industry demands and emerging trends, ensuring that graduates are not only well-versed in foundational cybersecurity principles but also capable of addressing evolving threats and challenges. With a strong emphasis on hands-on experience, industry partnerships, and cutting-edge research, this program positions students for successful careers in cybersecurity, empowering them to safeguard critical systems, protect digital assets, and contribute to the security and integrity of the digital world upon graduation.

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). This accelerated pathway directly supports Central's mission to prepare students to be thoughtful, responsible, and successful citizens by providing efficient access to advanced credentials in cybersecurity, a field critical to Connecticut's workforce and economic development. The program exemplifies Central's commitment to innovation and responsiveness to emerging needs, advancing social mobility by creating an efficient route for students to obtain graduate-level expertise in cybersecurity that will drive economic and intellectual vitality in the communities we serve.

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.

Projected enrollments are derived from current Computer Science undergraduate enrollment patterns and demonstrated student interest in cybersecurity coursework and graduate study. Recruitment activities include highlighting the accelerated pathway in undergraduate admissions materials, proactive advising of qualified students beginning in their junior year, promotion by faculty in upper-level Computer Science courses, and collaboration with the Career Development Office to showcase career outcomes in cybersecurity fields.

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 Master-level degree, and thus advising/course selection can be planned well in advance.

Most Recent NECHE Institutional Accreditation Action and Date: Continued in accreditation; approved at the Commission's meeting on 4/12/19.

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

MULTI-USE BELOW THRESHOLD REPORT FORM

1. Program Discontinued: CIP: OHE#: BOR Accreditation Date:
2. Phase Out Period
3. Date of Program Termination
4. Discontinuation of a program requires submission of form 301. Discontinuation form submitted? Yes No

Cost Effectiveness and Availability of Adequate Resources

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

The accelerated pathway requires no additional faculty or significant new resources, as it leverages existing Computer Science and Cybersecurity course offerings taught by current faculty, making it highly cost-effective and sustainable within the department's current budget. The program enhances cost effectiveness by serving as a recruitment tool for both undergraduate and graduate enrollment, attracting high-achieving students to CCSU's Computer Science program while creating a pipeline to increase graduate program enrollment and improve graduate student retention.

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. Graduates will demonstrate a deep understanding of foundational and advanced concepts in cybersecurity, including encryption, network security, intrusion detection, and security risk management.
2. Graduates will possess hands-on proficiency in security tools and technologies, enabling them to design, implement, and manage secure systems, networks, and applications effectively.
3. Graduates will be able to analyze complex cybersecurity issues, identify vulnerabilities, and develop innovative strategies to mitigate threats and respond to security incidents.
4. Graduates will exhibit a strong ethical and legal framework, understanding the importance of privacy, compliance, and ethical conduct in cybersecurity practices.
5. Graduates will have excellent communication skills, enabling them to convey technical information clearly and collaborate effectively with diverse teams to address cybersecurity challenges.

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.

Curriculum

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

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
Program Required & Elective Courses			
Introductory Core			
CS 500 Computer Science for Computer Information Technology	1	Admission to program	3

MULTI-USE BELOW THRESHOLD REPORT FORM

CET 501 Applied Networking Technology I	1	Admission to program	3
CS 501 Foundations of Computer Science	1		3
CET 502 Applied Networking Technology II	1,2	CET 501	3
Cybersecurity Core			
CS 592 Advanced Computer Security	2,3		3
CS 593 Advanced Secure Software Designs	2,3		3
CET 559 Applied Network Security	1, 3	CET 501	3
CYS 577 Advanced Ethical Hacking & Penetration Testing	2, 3, 4	CET/CYS 559	3
CYS 595 Capstone in Cybersecurity	5	Permission of advisor, a 3.00 overall GPA, and students must have completed 21 credits in the Cybersecurity MS program.	3
Electives (minimum 6 credits)			6
CS 515 Secure Software Development	2,3		
CS 511 Advanced Software Reverse Engineering	2,3		
CS/CYS 519 Data Privacy Fundamentals	2,3,4		
CS 546 Machine Learning in Cybersecurity	2,3		
CS 561 Advanced Database Concepts	2,3		
CYS 407 IT Topics in Cybersecurity	1,2,3	Permission of department chair.	
CET/CYS 529 Internet of Things (IoT) with Embedded Intelligence and Security	2, 3	Permission of instructor	
CET/CYS 503 Applied Networking Technology III	1, 2	CET 502	
CET 518 Advanced Cloud System Administration and Security	2	CET 501	
CET/CYS 578 Advanced Operating System Hardening	1, 2, 3	CET 579/CYS 579 (may be taken concurrently)	
CET/CYS 579 Linux System Administration	2	Acceptance to the Graduate Program	
CET 589 Web Services and Security	1, 2, 3	CET 579	
Open Electives (Indicate number of credits of open electives)			
Total Program Credits:			33

SECTION 3: Modification of Credits

Only complete this section if you are proposing a modification of credits to a degree or certificate program

Total Number of courses and course credits to be modified by this application: **6**

MULTI-USE BELOW THRESHOLD REPORT FORM

Original Program

Total # of General Education Credits:
 Total # of Credits in Program: 33
 Date Program was Initiated: 7/31/25

Modified Program

Total # of General Education Credits:
 Total # of Credits in Program: 27
 Initiation Date for Modified Program: Fall 2026
 Anticipated Date of First Graduation: Spring 2027

Rationale for Modification

Describe the context and need for the proposed modification(s) and the relationship to the originally approved program:
 A few years ago Central implemented a new program called Accelerate Central that allows students to complete both a Bachelor's and Masters degree in as little as 5 years. The program works by pairing two EXISTING programs and allowing qualified students to double count to graduate courses as directed electives in the UG program as well as count towards the GR program. This effectively reduces the overall credits required to complete the Masters degree. It should be noted that Central students can already take graduate courses as part of their undergraduate degree as long as they have an overall 3.0 GPA and 90 earned credits. Accelerate Central took advantage of this policy and added the double count ability for the courses to shorten the time to degree for the Masters in as little as 5 years.

Description of Related Modification(s)

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

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.

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
Total Credits Original Program		Total Credits Modified Program	

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MULTI-USE BELOW THRESHOLD REPORT FORM

SECTION 1: Instructions and Internal Use Fields	
Institution: Central	Final approval by institution: 11/24/2025 Submission to CSCU Office of the Provost for Academic Council: 12/17/25
<p>Instructions: Use the drop-down menu to select the below-threshold item. Complete Sections 1 and 2 in all cases. If the proposal involves a credit change of 15 or fewer credits for undergraduate programs, or 12 or fewer credits for graduate programs, please also complete Section 3.</p> <p>Notes: Items defined as below threshold include:</p> <ul style="list-style-type: none"> Establishment of degree minors, concentrations, and specializations. An undergraduate certificate program of 30 credit hours or fewer that falls within an approved program. Establishment or modification of UG certificates of 15 or fewer credit hours, or graduate certificate programs of 12 or fewer credit hours. Modification of credits (UG – 15 or fewer, G – 12 or fewer). <p>Items that exceed the below threshold requirements should be submitted using Form 200: Program Modification.</p>	
Type of Below Threshold Item: New Concentration/Option/Track	
<p>Internal Use (VEOCI Fields)</p> <ol style="list-style-type: none"> 1. Name of Program: MS Cybersecurity 2. OHE #: 22579 3. 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 4. Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both 5. Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): MS (accelerated from BS Networking Information Technology) 6. Total # Credits in Program: 33 (accelerate program is 147) 7. Department where program is housed: Computer Electronics and Graphics Technology, and Computer Science 8. Location Offering the Program (e.g., main campus): Main campus - Central 9. Program website: https://www.ccsu.edu/programs/computer-information-technology-ms 10. Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No 11. Provide estimated cost of program (tuition and fees): \$ OR url for link to tuition/fee information: https://www.ccsu.edu/bursar 12. <u>CIP Code Number</u>: 11.1003 Title of CIP Code: Computer and Information Systems Security/Auditing/Information Assurance. 13. Identify the careers and professions available to graduates of the program using the <u>Standard Occupational Classification</u> (SOC) system. Provide SOC code number(s) and name(s): 15.1210 Computer and Information Analysts, 15-1212 Information Security Analysts, 15-1231 Computer Network Support Specialists, 15-1241 Computer Network Architects, 15-1244 Network and Computer Systems Administrators 14. 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 (\$106,890), 15-1212 Information Security Analysts (\$124,910), 15-1231 Computer Network Support Specialists (\$73,340), 15-1241 Computer Network Architects (\$130,390), 15-1244 Network and Computer Systems Administrators (\$96,800) 	

MULTI-USE BELOW THRESHOLD REPORT FORM

15. Identify the industry applicable to this program using the [North American Industry Classification System \(NAICS\)](#). Provide NAICS code(s) and title(s): This program is directly applicable to industries that provide cybersecurity services and, crucially, to all industries for which cybersecurity is a critical operational necessity. 541512 Computer Systems Design Services, 541513 Computer Facilities Management Services, 517111 Internet service providers, and other key client industries such as Finance and Insurance, Health Care and Social Assistance, Critical Infrastructure & Utilities, Retail Trade, and Manufacturing.
16. IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years): 1
17. 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 with a GPA of 2.70 - 2.40 may be considered for conditional admission. Applicants must submit two recommendation letters (academic or professional) and a resume. Applicants must submit a graduate application along with official transcripts from all colleges and universities attended to the Graduate Recruitment and Admissions. Students with a BS in a related information technology field may be able to substitute courses if their undergraduate coursework provides the background of some of the core courses.

Program Specific Admissions Criteria:

Students apply in the Spring of their third year of full-time study and must meet the requirements specified below:

- Successful completion of 60 or more credit hours; of which, at least 12 credit hours must be completed at CCSU.
- Completed CET 349 with at least a B.
- Have at least a 2.7 cumulative grade point average.

Eligible students can apply for admission to the Accelerate Central BS/MS in their third year of full-time study. Students admitted to this program may complete both the BS and MS in Cybersecurity in as few as five years on a full-time basis. For students who are officially admitted to the Accelerated Central BS / MS Cybersecurity Program, two graduate courses will double-count as courses in the undergraduate program for a total of 6 credits double-counted. In addition, students may take two additional courses before matriculation as a graduate student; these courses will be excluded from the student's BS program and transferred into the student's MS program

Graduation Requirements

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

Program Work Experiences

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

Program Administration and Faculty

1. Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring):
 - Name: Chad Williams and Shushan Zhao
 - Email: cwilliams@ccsu.edu and shushanz@ccsu.edu
 - Phone: 860.832.2719 and 860.832.1839
2. How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 5
3. How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 6

Institutional Contact for this Proposal (Provost or Chief Academic Officer): Kimberly Kostelis

MULTI-USE BELOW THRESHOLD REPORT FORM

- Title: Provost and VP Academic Affairs
- Tel.: (860) 832-2228
- E-mail: kimberly.kostelis@ccsu.edu

Career/Program Pathways:

1. Does this program prepare students for another program? No
2. If yes, specify program:

Prospective Students

Describe the prospective students for the program: This program targets academically talented BS Networking Information Technology undergraduates with strong academic background and skills and a demonstrated interest in cybersecurity who seek to accelerate their graduate education and enter the cybersecurity workforce with advanced credentials.

SECTION 2: Program and Curricular Information

Catalog Description

Provide the catalog description for this program (with proposed modifications if applicable): The interdisciplinary Cybersecurity MS program will equip students with the advanced knowledge and practical skills necessary to excel in the dynamic field of cybersecurity. The curriculum is designed to meet industry demands and emerging trends, ensuring that graduates are not only well-versed in foundational cybersecurity principles but also capable of addressing evolving threats and challenges. With a strong emphasis on hands-on experience, industry partnerships, and cutting-edge research, this program positions students for successful careers in cybersecurity, empowering them to safeguard critical systems, protect digital assets, and contribute to the security and integrity of the digital world upon graduation.

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. The accelerate central program, combining the MS in Cybersecurity allows students to further advance their expertise and expanding the area of expertise to their portfolio (similar to a stackable credential model). Offering this program facilitates a streamlined transition from BS Networking Information Technology to our MS Cybersecurity program where students can complete the degree in as few as five years, benefiting from course double-counting and a proactive approach to graduate-level coursework.

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 degree. 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 Master-level degree, and thus advising/course selection can be planned well in advance.

MULTI-USE BELOW THRESHOLD REPORT FORM

Most Recent NECHE Institutional Accreditation Action and Date: Continued in accreditation; approved at the Commission's meeting on 4/12/19.

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

1. Program Discontinued: CIP: OHE#: BOR Accreditation Date:
2. Phase Out Period
3. Date of Program Termination
4. Discontinuation of a program requires submission of form 301. Discontinuation form submitted? Yes No

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.

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. Graduates will demonstrate a deep understanding of foundational and advanced concepts in cybersecurity, including encryption, network security, intrusion detection, and security risk management.
2. Graduates will possess hands-on proficiency in security tools and technologies, enabling them to design, implement, and manage secure systems, networks, and applications effectively.
3. Graduates will be able to analyze complex cybersecurity issues, identify vulnerabilities, and develop innovative strategies to mitigate threats and respond to security incidents.
4. Graduates will exhibit a strong ethical and legal framework, understanding the importance of privacy, compliance, and ethical conduct in cybersecurity practices.
5. Graduates will have excellent communication skills, enabling them to convey technical information clearly and collaborate effectively with diverse teams to address cybersecurity challenges.

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.

Curriculum

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

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
Program Required & Elective Courses			
Introductory Core			
CS 500 Computer Science for Computer Information Technology	1	Admission to program	3

MULTI-USE BELOW THRESHOLD REPORT FORM

CET 501 Applied Networking Technology I	1	Admission to program	3
CS 501 Foundations of Computer Science	1		3
CET 502 Applied Networking Technology II	1,2	CET 501	3
Cybersecurity Core			
CS 592 Advanced Computer Security	2,3		3
CS 593 Advanced Secure Software Designs	2,3		3
CET 559 Applied Network Security	1, 3	CET 501	3
CYS 577 Advanced Ethical Hacking & Penetration Testing	2, 3, 4	CET/CYS 559	3
CYS 595 Capstone in Cybersecurity	5	Permission of advisor, a 3.00 overall GPA, and students must have completed 21 credits in the Cybersecurity MS program.	3
Electives (minimum 6 credits)			6
CS 515 Secure Software Development	2,3		
CS 511 Advanced Software Reverse Engineering	2,3		
CS/CYS 519 Data Privacy Fundamentals	2,3,4		
CS 546 Machine Learning in Cybersecurity	2,3		
CS 561 Advanced Database Concepts	2,3		
CYS 407 IT Topics in Cybersecurity	1, 2,3	Permission of department chair.	
CET/CYS 529 Internet of Things (IoT) with Embedded Intelligence and Security	2, 3	Permission of instructor	
CET/CYS 503 Applied Networking Technology III	1, 2	CET 502	
CET 518 Advanced Cloud System Administration and Security	2	CET 501	
CET/CYS 578 Advanced Operating System Hardening	1, 2, 3	CET 579/CYS 579 (may be taken concurrently)	
CET/CYS 579 Linux System Administration	2	Acceptance to the Graduate Program	
CET 589 Web Services and Security	1, 2, 3	CET 579	
Open Electives (Indicate number of credits of open electives)			
Total Program Credits:			33

SECTION 3: Modification of Credits

Only complete this section if you are proposing a modification of credits to a degree or certificate program

Total Number of courses and course credits to be modified by this application: The Accelerate Central Program allows students who qualify to double count two graduate courses as directed electives in the UG program as well as the GR program, effectively reducing the total number of courses required for the Masters.

MULTI-USE BELOW THRESHOLD REPORT FORM

Original Program

Total # of General Education Credits:
 Total # of Credits in Program: 33
 Date Program was Initiated: 7/31/25

Modified Program

Total # of General Education Credits:
 Total # of Credits in Program: 27
 Initiation Date for Modified Program: Fall 2026
 Anticipated Date of First Graduation: Spring 2027

Rationale for Modification

Describe the context and need for the proposed modification(s) and the relationship to the originally approved program:
 A few years ago Central implemented a new program called Accelerate Central that allows students to complete both a Bachelor's and Masters degree in as little as 5 years. The program works by pairing two EXISTING programs and allowing qualified students to double count to graduate courses as directed electives in the UG program as well as count towards the GR program. This effectively reduces the overall credits required to complete the Masters degree. It should be noted that Central students can already take graduate courses as part of their undergraduate degree as long as they have an overall 3.0 GPA and 90 earned credits. Accelerate Central took advantage of this policy and added the double count ability for the courses to shorten the time to degree for the Masters in as little as 5 years.

Description of Related Modification(s)

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

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.

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

MULTI-USE BELOW THRESHOLD REPORT FORM

Total Credits Original Program		Total Credits Modified Program	

MULTI-USE BELOW THRESHOLD REPORT FORM

SECTION 1: Instructions and Internal Use Fields	
Institution: Central	Final approval by institution: 11/24/2025 Submission to CSCU Office of the Provost for Academic Council: 12/17/25
<p>Instructions: Use the drop-down menu to select the below-threshold item. Complete Sections 1 and 2 in all cases. If the proposal involves a credit change of 15 or fewer credits for undergraduate programs, or 12 or fewer credits for graduate programs, please also complete Section 3.</p> <p>Notes: Items defined as below threshold include:</p> <ul style="list-style-type: none"> Establishment of degree minors, concentrations, and specializations. An undergraduate certificate program of 30 credit hours or fewer that falls within an approved program. Establishment or modification of UG certificates of 15 or fewer credit hours, or graduate certificate programs of 12 or fewer credit hours. Modification of credits (UG – 15 or fewer, G – 12 or fewer). <p>Items that exceed the below threshold requirements should be submitted using Form 200: Program Modification.</p>	
Type of Below Threshold Item: New Concentration/Option/Track	
<p>Internal Use (VEOCI Fields)</p> <ol style="list-style-type: none"> 1. Name of Program: MS Cybersecurity 2. OHE #: 22579 3. 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 4. Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both 5. Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): MS (accelerated from BS Cybersecurity) 6. Total # Credits in Program: 33 (accelerate program is 147) 7. Department where program is housed: Computer Electronics and Graphics Technology, and Computer Science 8. Location Offering the Program (e.g., main campus): Main campus - Central 9. Program website: https://www.ccsu.edu/programs/computer-information-technology-ms 10. Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No 11. Provide estimated cost of program (tuition and fees): \$ OR url for link to tuition/fee information: https://www.ccsu.edu/bursar 12. <u>CIP Code Number</u>: 11.1003 Title of CIP Code: Computer and Information Systems Security/Auditing/Information Assurance. 13. Identify the careers and professions available to graduates of the program using the <u>Standard Occupational Classification</u> (SOC) system. Provide SOC code number(s) and name(s): <ul style="list-style-type: none"> 11-3021 - Computer and Information Systems Managers, 13-1111 - Management Analysts, 15-1210 Computer and Information Analysts, 15-1212 Information Security Analysts, 15-1251 Computer Programmers, 	

MULTI-USE BELOW THRESHOLD REPORT FORM

- 15-1252 - Software Developers,
 - 15-1244 Network and Computer Systems Administrators,
 - 15-1299 - Computer Occupations, All Other.
14. What would be the median estimated earnings for a graduate in this profession (*if more than one SOC code listed, include earnings for each*)?
- 11-3021 - Computer and Information Systems Managers (\$171,200),
 - 13-1111 - Management Analysts (\$101,190),
 - 15-1210 Computer and Information Analysts (\$106,890),
 - 15-1212 Information Security Analysts (\$124,910),
 - 15-1251 Computer Programmers (\$98,670),
 - 15-1252 - Software Developers (\$133,080),
 - 15-1244 Network and Computer Systems Administrators (\$96,800),
 - 15-1299 - Computer Occupations, All Other (\$108,970).
15. Identify the industry applicable to this program using the [North American Industry Classification System](#) (NAICS). Provide NAICS code(s) and title(s): This program is directly applicable to industries that provide cybersecurity services and, crucially, to all industries for which cybersecurity is a critical operational necessity. 541512 Computer Systems Design Services, 541513 Computer Facilities Management Services, 517111 Internet service providers, 513210 Programming language and compiler software publishers, packaged, 541511 Computer programming services, custom, 541511 Computer software programming services, custom, 541511 Industrial robot programming services, and other key client industries such as Finance and Insurance, Health Care and Social Assistance, Critical Infrastructure & Utilities, Retail Trade, and Manufacturing.
16. IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years): 1
17. 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 with a GPA of 2.70 - 2.40 may be considered for conditional admission. Applicants must submit two recommendation letters (academic or professional) and a resume. Applicants must submit a graduate application along with official transcripts from all colleges and universities attended to the Graduate Recruitment and Admissions. Students with a BS in a related information technology field may be able to substitute courses if their undergraduate coursework provides the background of some of the core courses.

Program Specific Admissions Criteria:

Students apply in the Spring of their third year of full-time study and must meet the requirements specified below:

- Successful completion of 60 or more credit hours; of which, at least 12 credit hours must be completed at CCSU.
- Completed CS 253, CET 339, CET 349 with at least a B.
- Have at least a 2.7 cumulative grade point average.
- Have at least a 2.7 grade point average in Computer Science courses.

Eligible students can apply for admission to the Accelerate Central BS/MS in their third year of full-time study. Students admitted to this program may complete both the BS and MS in Cybersecurity in as few as five years on a full-time basis. For students who are officially admitted to the Accelerated Central BS / MS Cybersecurity Program,

MULTI-USE BELOW THRESHOLD REPORT FORM

two graduate courses will double-count as courses in the undergraduate program for a total of 6 credits double-counted. In addition, students may take two additional courses before matriculation as a graduate student; these courses will be excluded from the student's BS program and transferred into the student's MS program.

Graduation Requirements

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

Program Work Experiences

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

Program Administration and Faculty

1. Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring):
 - Name: Chad Williams and Shushan Zhao
 - Email: cwilliams@ccsu.edu and shushanz@ccsu.edu
 - Phone: 860.832.2719 and 860.832.1839
2. How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 6
3. How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 2 CEGT, 0 CS

Institutional Contact for this Proposal (Provost or Chief Academic Officer): Kimberly Kostelis

- Title: Provost and VP for Academic Affairs
- Tel.: (860) 832-2228
- E-mail: kimberly.kostelis@ccsu.edu

Career/Program Pathways:

1. Does this program prepare students for another program? No
2. If yes, specify program:

Prospective Students

Describe the prospective students for the program: This program targets academically talented BS Cybersecurity undergraduates with strong academic background and skills and a demonstrated interest in cybersecurity who seek to accelerate their graduate education and enter the cybersecurity workforce with advanced credentials.

SECTION 2: Program and Curricular Information

Catalog Description

Provide the catalog description for this program (with proposed modifications if applicable): The interdisciplinary Cybersecurity MS program will equip students with the advanced knowledge and practical skills necessary to excel in the dynamic field of cybersecurity. The curriculum is designed to meet industry demands and emerging trends, ensuring that graduates are not only well-versed in foundational cybersecurity principles but also capable of addressing evolving threats and challenges. With a strong emphasis on hands-on experience, industry partnerships, and cutting-edge research, this program positions students for successful careers in cybersecurity, empowering them to safeguard critical systems, protect digital assets, and contribute to the security and integrity of the digital world upon graduation.

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 Cybersecurity prepares graduates for the evolving world of data/software/user security. The accelerate central program, combining the MS in

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Cybersecurity allows students to further advance their expertise and expanding the area of expertise to their portfolio (similar to a stackable credential model). Offering this program facilitates a streamlined transition from BS Networking Information Technology to our MS Cybersecurity program where students can complete the degree in as few as five years, benefiting from course double-counting and a proactive approach to graduate-level coursework.

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 degree. 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 Master-level degree, and thus advising/course selection can be planned well in advance.

Most Recent NECHE Institutional Accreditation Action and Date: 4/12/19

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

1. Program Discontinued: CIP: OHE#: BOR Accreditation Date:
2. Phase Out Period
3. Date of Program Termination
4. Discontinuation of a program requires submission of form 301. Discontinuation form submitted? Yes No

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.

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. Graduates will demonstrate a deep understanding of foundational and advanced concepts in cybersecurity, including encryption, network security, intrusion detection, and security risk management.
2. Graduates will possess hands-on proficiency in security tools and technologies, enabling them to design, implement, and manage secure systems, networks, and applications effectively.
3. Graduates will be able to analyze complex cybersecurity issues, identify vulnerabilities, and develop innovative strategies to mitigate threats and respond to security incidents.
4. Graduates will exhibit a strong ethical and legal framework, understanding the importance of privacy, compliance, and ethical conduct in cybersecurity practices.
5. Graduates will have excellent communication skills, enabling them to convey technical information clearly and collaborate effectively with diverse teams to address cybersecurity challenges.

MULTI-USE BELOW THRESHOLD REPORT FORM

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.

Curriculum

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

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
Program Required & Elective Courses			
Introductory Core			
CS 500 Computer Science for Computer Information Technology	1	Admission to program	3
CET 501 Applied Networking Technology I	1	Admission to program	3
CS 501 Foundations of Computer Science	1		3
CET 502 Applied Networking Technology II	1,2	CET 501	3
Cybersecurity Core			
CS 592 Advanced Computer Security	2,3		3
CS 593 Advanced Secure Software Designs	2,3		3
CET 559 Applied Network Security	1, 3	CET 501	3
CYS 577 Advanced Ethical Hacking & Penetration Testing	2, 3, 4	CET/CYS 559	3
CYS 595 Capstone in Cybersecurity	5	Permission of advisor, a 3.00 overall GPA, and students must have completed 21 credits in the Cybersecurity MS program.	3
Electives (minimum 6 credits)			6
CS 515 Secure Software Development	2,3		
CS 511 Advanced Software Reverse Engineering	2,3		
CS/CYS 519 Data Privacy Fundamentals	2,3,4		
CS 546 Machine Learning in Cybersecurity	2,3		
CS 561 Advanced Database Concepts	2,3		
CYS 407 IT Topics in Cybersecurity	1, 2,3	Permission of department chair.	
CET/CYS 529 Internet of Things (IoT) with Embedded Intelligence and Security	2, 3	Permission of instructor	
CET/CYS 503 Applied Networking Technology III	1, 2	CET 502	
CET 518 Advanced Cloud System Administration and Security	2	CET 501	

MULTI-USE BELOW THRESHOLD REPORT FORM

CET/CYS 578 Advanced Operating System Hardening	1, 2, 3	CET 579/CYS 579 (may be taken concurrently)	
CET/CYS 579 Linux System Administration	2	Acceptance to the Graduate Program	
CET 589 Web Services and Security	1, 2, 3	CET 579	
Open Electives (<i>Indicate number of credits of open electives</i>)			
Total Program Credits:			33

SECTION 3: Modification of Credits

Only complete this section if you are proposing a modification of credits to a degree or certificate program

Total Number of courses and course credits to be modified by this application: The Accelerate Central Program allows students who qualify to double count two graduate courses as directed electives in the UG program as well as the GR program, effectively reducing the total number of courses required for the Masters.

Original Program

Total # of General Education Credits:
 Total # of Credits in Program: 33
 Date Program was Initiated: 7/31/25

Modified Program

Total # of General Education Credits:
 Total # of Credits in Program: 27
 Initiation Date for Modified Program: Fall 2026
 Anticipated Date of First Graduation: Spring 2027

Rationale for Modification

Describe the context and need for the proposed modification(s) and the relationship to the originally approved program:
 A few years ago Central implemented a new program called Accelerate Central that allows students to complete both a Bachelor's and Masters degree in as little as 5 years. The program works by pairing two EXISTING programs and allowing qualified students to double count to graduate courses as directed electives in the UG program as well as count towards the GR program. This effectively reduces the overall credits required to complete the Masters degree. It should be noted that Central students can already take graduate courses as part of their undergraduate degree as long as they have an overall 3.0 GPA and 90 earned credits. Accelerate Central took advantage of this policy and added the double count ability for the courses to shorten the time to degree for the Masters in as little as 5 years.

Description of Related Modification(s)

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

MULTI-USE BELOW THRESHOLD REPORT FORM

SECTION 1: Instructions and Internal Use Fields	
Institution: Central	Final approval by institution: 11/24/25 Submission to CSCU Office of the Provost for Academic Council: 12/17/25
<p>Instructions: Use the drop-down menu to select the below-threshold item. Complete Sections 1 and 2 in all cases. If the proposal involves a credit change of 15 or fewer credits for undergraduate programs, or 12 or fewer credits for graduate programs, please also complete Section 3.</p> <p>Notes: Items defined as below threshold include:</p> <ul style="list-style-type: none"> Establishment of degree minors, concentrations, and specializations. An undergraduate certificate program of 30 credit hours or fewer that falls within an approved program. Establishment or modification of UG certificates of 15 or fewer credit hours, or graduate certificate programs of 12 or fewer credit hours. Modification of credits (UG – 15 or fewer, G – 12 or fewer). <p>Items that exceed the below threshold requirements should be submitted using Form 200: Program Modification.</p>	
Type of Below Threshold Item: New Concentration/Option/Track	
<p>Internal Use (VEOCI Fields) NO ENTRY IN VEOCI---ACCELERATE CENTRAL Program</p> <ol style="list-style-type: none"> 1. Name of Program: Accelerate Central BS / MS Construction Management (no actual changes to program) 2. OHE #: 14421 3. 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 4. Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both 5. Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): Masters of Science, MS 6. Total # Credits in Program: 33 7. Department where program is housed: Manufacturing and Construction Management 8. Location Offering the Program (e.g., main campus): main campus 9. Program website: https://www.ccsu.edu/programs/construction-management-ms 10. Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No 11. Provide estimated cost of program (tuition and fees): \$ OR url for link to tuition/fee information: https://www.ccsu.edu/bursar 12. <u>CIP Code Number</u>: 52.2001 Title of CIP Code: Construction Management 13. Identify the careers and professions available to graduates of the program using the <u>Standard Occupational Classification</u> (SOC) system. Provide SOC code number(s) and name(s): 11-9021 Construction Managers 14. 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>)? \$116,960 15. Identify the industry applicable to this program using the <u>North American Industry Classification System</u> (NAICS). Provide NAICS code(s) and title(s): 236220 Construction Management, commercial and institutional building, and 237990 Construction Management, highway, road, street and bridge 16. IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years): 1 	

MULTI-USE BELOW THRESHOLD REPORT FORM

17. 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.

Graduation Requirements

1. Does this program have special graduation requirements (e.g., capstone or special project)? Yes No
2. If yes, describe: Comprehensive Exam or Planned Research Project

Program Work Experiences

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

Program Administration and Faculty

1. Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Talat Salama, talats@ccsu.edu, (860) 832-2619
2. How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 7
3. How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 2

Institutional Contact for this Proposal (Provost or Chief Academic Officer): Kimberly Kostelis,

1. Title: Provost and VP Academic Affairs
2. Tel.: (860) 832-2228
3. E-mail: kimberly.kostelis@ccsu.edu

Career/Program Pathways:

1. Does this program prepare students for another program? no
2. If yes, specify program:

Prospective Students

1. Describe the prospective students for the program: students enrolled in the BS in the Construction Management program

SECTION 2: Program and Curricular Information

Catalog Description

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

Accelerate Central Pathways offer Central undergraduates the opportunity to earn a Bachelor's and Master's degree in as few as 5 years of full-time study. This enables students to enter the workforce more quickly and better prepared.

Students apply in their junior year of study and must meet the following requirements: Successful completion of 60 or more credit hours, of which at least 12 credits hours must be completed at Central, and have at least a 2.70 cumulative grade point average.

Students admitted to the Accelerate Central BS / MS Construction Management program may take up to four (4) graduate level courses, for graduate credit, during their undergraduate program. Of the four (4) graduate level courses, two (2) would double count in both the UG and GR degrees as specified: the course CM 555 'Construction Project Control' would double-count for the course CM 435 'Construction Superintendancy', and the course CM 580 'Construction Safety Management' would double-count for the course CM 335 'Construction Safety'.

Students who are accepted into the Accelerate Central BS/MS Construction Management Program will officially matriculate into the School of Graduate Studies the semester immediately following the conferral of their bachelor's degree.

All CCSU undergraduate students are eligible to apply to Accelerate Central, students who as undergraduates majored in areas other than Construction Management may pursue a Master's degree in this program. The program is for those who wish to expand their background in the broad area of construction management or who wish to specialize in a particular aspect of this discipline.

Alignment of Program with Institutional Mission, Role, and Scope

How does the program align with the institutional mission? *(Provide a concise statement)* Aligns with university mission of retention and graduation as well as offering innovative curriculum. It also aligns with Central's mission to prepare students to enter the CT workforce.

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 the Construction Management program. Marketing collateral describing the Accelerate Central Program, Faculty and Professional Advisors, Materials and representatives at recruiting events such as Open House. Central is planning an Accelerate Central Event that will highlight all of the available programs with program representatives

If applicable, what student engagement strategies will be employed to advance student retention and completion in program? Central monitors enrollment, retention and graduation data for each program Undergraduate students in the BS in Construction Management who are on track to meet the criteria will be informed of the program, thus allowing advanced planning of courses during the Senior year of the UG program.

Most Recent NECHE Institutional Accreditation Action and Date: Continued in accreditation; approved at the Commission's meeting on 4/12/19.

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

1. Program Discontinued: CIP: OHE#: BOR Accreditation Date:
2. Phase Out Period
3. Date of Program Termination
4. Discontinuation of a program requires submission of form 301. Discontinuation form submitted? Yes No

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 is a pathway that allows students two double count courses in both the UG and GR degree, effectively reducing the total number of credits required for a student to earn both the BS and MS in as little as 5 years. Both programs are already in existence, with course offerings and resources. This is more of an advising pathway.

Learning Outcomes - L.O.

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

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1. Create effective and professional written communications
2. Apply critical thinking
3. Apply problem solving techniques
4. Apply decision making techniques
5. Apply research methods
6. Apply advanced communication technology
7. Apply professional ethics
8. Apply advanced construction management practices
9. Understand risk management
10. Understand the principles of leadership in business

Assessment of Learning Outcomes

Briefly describe assessment methodologies to be used in measuring the program learning outcomes:
 Assessments are embedded within the curriculum. Artifacts are collected for the University's program assessment policy

Curriculum

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

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
Program Required & Elective Courses			
CM 545 Construction Risk Management	4, 9	Admission to the MS in CM	3
CM 555 Construction Project Control	3, 6, 8	Admission to the MS in CM	3
CM 580 Construction Safety Management	1, 7, 10	Admission to the MS in CM	3
CM 594 Research Methods in Construction Management	2, 5	Admission to the MS in CM	3
Directed electives		Admission to the MS in CM	21
Open Electives (Indicate number of credits of open electives)			
Total Program Credits: (33 credit masters with 6 credits double counted from BS)			27

SECTION 3: Modification of Credits
Only complete this section if you are proposing a modification of credits to a degree or certificate program

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

Original Program

MULTI-USE BELOW THRESHOLD REPORT FORM

Total # of General Education Credits:
 Total # of Credits in Program: 33
 Date Program was Initiated: 8/15/2007

Modified Program

Total # of General Education Credits:
 Total # of Credits in Program: 27
 Initiation Date for Modified Program: Fall 2026
 Anticipated Date of First Graduation: Fall 2027

Rationale for Modification

Describe the context and need for the proposed modification(s) and the relationship to the originally approved program:
 This is our Accelerate Central program that allows undergraduate students, meeting specific requirements, the option to take graduate level courses as electives in their undergraduate program AND double count those credits in the MS program. This allows students to complete a BS and MS degree in as little as 5 years.

Students accepted into the program can take up to four (4) graduate level courses, for graduate credit, during their undergraduate program. Of the four (4) graduate level courses, two (2) would double count in both the UG and GR degrees as specified: the course CM 555 'Construction Project Control' would double-count for the course CM 435 'Construction Superintendency', and the course CM 580 'Construction Safety Management' would double-count for the course CM 335 'Construction Safety'. The courses that double count were selected based on the common learning outcomes as required by ACCE accreditation.

Description of Related Modification(s)

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

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 change to curriculum---just a reduction from 33 to 27 as 2 courses are double counted in the BS and MS

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

MULTI-USE BELOW THRESHOLD REPORT FORM

Total Credits Original Program		Total Credits Modified Program	

MULTI-USE BELOW THRESHOLD REPORT FORM

SECTION 1: Instructions and Internal Use Fields	
Institution: Central	Final approval by institution: 11-24-25 Submission to CSCU Office of the Provost for Academic Council: 12/17/25
<p>Instructions: Use the drop-down menu to select the below-threshold item. Complete Sections 1 and 2 in all cases. If the proposal involves a credit change of 15 or fewer credits for undergraduate programs, or 12 or fewer credits for graduate programs, please also complete Section 3.</p> <p>Notes: Items defined as below threshold include:</p> <ul style="list-style-type: none"> Establishment of degree minors, concentrations, and specializations. An undergraduate certificate program of 30 credit hours or fewer that falls within an approved program. Establishment or modification of UG certificates of 15 or fewer credit hours, or graduate certificate programs of 12 or fewer credit hours. Modification of credits (UG – 15 or fewer, G – 12 or fewer). <p>Items that exceed the below threshold requirements should be submitted using Form 200: Program Modification.</p>	
Type of Below Threshold Item: New Concentration/Option/Track	
<p>Internal Use (VEOCI Fields) NO ENTRY ON VEOCI--- ACCELERATE CENTRAL PROGRAM</p> <ol style="list-style-type: none"> 1. Name of Program: Strategic Communication (Accelerate Central) 2. OHE #: 02522 3. Modality of Program (<i>check all that apply</i>): <input type="checkbox"/> On ground <input type="checkbox"/> Online <input checked="" type="checkbox"/> Hybrid, % of fully online courses 50 4. Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both 5. Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): Masters of Science MS 6. Total # Credits in Program: 27 7. Department where program is housed: Communication 8. Location Offering the Program (e.g., main campus): main campus 9. Program website: https://www.ccsu.edu/programs/strategic-communication-ms/curriculum 10. Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No 11. Provide estimated cost of program (tuition and fees): \$ _____ OR url for link to tuition/fee information: https://www.ccsu.edu/bursar 12. <u>CIP Code Number</u>: 090901 Title of CIP Code: Organizational Communication, General. 13. Identify the careers and professions available to graduates of the program using the <u>Standard Occupational Classification</u> (SOC) system. Provide SOC code number(s) and name(s): 11-2011 Advertising and Promotions Managers; 11-2021 Marketing Managers; 11-2032 Public Relations Managers; 27-3030 Public Relations Specialists 14. 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>)? \$131,870; \$161,030; \$133,075; \$69,780 15. Identify the industry applicable to this program using the <u>North American Industry Classification System</u> (NAICS). Provide NAICS code(s) and title(s): 541820 Public Relations Agencies 16. IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years): 1 	

MULTI-USE BELOW THRESHOLD REPORT FORM

17. 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.

Graduation Requirements

1. Does this program have special graduation requirements (e.g., capstone or special project)? Yes No
2. If yes, describe: Thesis, Special Project, or Comprehensive Exam

Program Work Experiences

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

Program Administration and Faculty

1. Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Christopher Pudlinski
2. How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 9
3. How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 2

Institutional Contact for this Proposal (Provost or Chief Academic Officer):

1. Title: Kimberly Kostelis, Provost
2. Tel.: [\(860\) 832-2228](tel:(860)832-2228)
3. E-mail: kimberly.kostelis@ccsu.edu

Career/Program Pathways:

1. Does this program prepare students for another program? no
2. If yes, specify program:

Prospective Students

1. Describe the prospective students for the program: Students enrolled in the BA in COMM program

SECTION 2: Program and Curricular Information

Catalog Description

Provide the catalog description for this program (with proposed modifications if applicable): Accelerate Central Pathways offer highly motivated Central Connecticut State University undergraduates the opportunity to earn a Bachelor's and Master's degree in as few as 5 years of full-time study. This enables students to enter the workforce more quickly, better prepared, and having spent less money. Students accepted into the program take up to four (4) graduate level courses, for graduate credit, during their undergraduate program. These students then officially matriculate into their Graduate Studies program the semester immediately after receiving their Bachelor's degree.

All Central undergraduate students are eligible to apply to Accelerate Central after successful completion of 60 or more credit hours; of which, at least 12 credit hours must be completed at Central. Some programs may require more credits to be completed at Central before a student is eligible to apply to an Accelerate Central program.

Program is for those who wish to expand their background in Strategic Communication, expanding their content from their undergraduate program.

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.

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Alignment of Program with Institutional Mission, Role, and Scope

How does the program align with the institutional mission? *(Provide a concise statement)* Aligns with university mission of retention and graduation as well as offering innovative curriculum.

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 BA in Strategic Communication program. Marketing collateral (print and digital media) describing the Accelerate Central Programs, Faculty and Professional Advisors, Materials and representatives at recruiting events (Open House)

If applicable, what student engagement strategies will be employed to advance student retention and completion in program? Advising for UG students will include materials and information about the Accelerate Central program allowing students to pre-plan their courses (in particular their senior year) where they can elect graduate level courses to serve as directed electives in their UG program.

Most Recent NECHE Institutional Accreditation Action and Date: Continued in accreditation; approved at the Commission’s meeting on 4/12/19.

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

1. Program Discontinued: CIP: OHE#: BOR Accreditation Date:
2. Phase Out Period
3. Date of Program Termination
4. Discontinuation of a program requires submission of form 301. Discontinuation form submitted? Yes No

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 is a pathway that allows students two double count courses in both the UG and GR degree, effectively reducing the total number of credits required for a student to earn both the BS and MS in as little as 5 years. Both programs are already in existence, with course offerings and resources. This is more of an advising pathway.

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. Apply knowledge of the main theories of strategic communication.
2. Produce effective spoken, written and/or digital texts.
3. Identify the most effective channels to reach intended target audiences.
4. Demonstrate knowledge of appropriate research methods.
- 5.

Assessment of Learning Outcomes

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

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Assessments are embedded within the curriculum. Artifacts are collected for the University's program assessment policy.

Curriculum

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

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
Program Required & Elective Courses			
COMM 500	1	Admission to the MS in COMM	3
COMM 503	4	Admission to the MS in COMM	3
COMM 501 or 505	2,3	Admission to the MS in COMM	3
COMM 504 or 507 or 510 or 511	3	Admission to the MS in COMM	3
Directed Electives		Admission to the MS in COMM	12
COMM 590 or 599 or 597	1, 2, 3, 4	Admission to the MS in COMM	3
Open Electives (Indicate number of credits of open electives)			
Total Program Credits: (30 credit masters with 6 credits double counted from BS)			27

SECTION 3: Modification of Credits

Only complete this section if you are proposing a modification of credits to a degree or certificate program

Total Number of courses and course credits to be modified by this application: **2 courses/6 credits**

Original Program

Total # of General Education Credits: 0
 Total # of Credits in Program: 33
 Date Program was Initiated: 10/18/22

Modified Program

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Total # of General Education Credits: 0
 Total # of Credits in Program: 27 (6 credits are double counted in the BA)—no change in courses
 Initiation Date for Modified Program: Fall 2026
 Anticipated Date of First Graduation: Spring 2027

Rationale for Modification

Describe the context and need for the proposed modification(s) and the relationship to the originally approved program:
 This is our Accelerate Central program that allows undergraduate students, meeting specific requirements, the option to take graduate level courses as electives in their undergraduate program AND double count those credits in the MS program. This allows students to complete a BS and MS degree in as little as 5 years.

Description of Related Modification(s)

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

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 change to curriculum---just a reduction from 33 to 27 as 2 courses are double counted in the BA and MS

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
Total Credits Original Program		Total Credits Modified Program	

MULTI-USE BELOW THRESHOLD REPORT FORM

SECTION 1: Instructions and Internal Use Fields

Institution: Central	Final approval by institution: 5/5/25 Submission to CSCU Office of the Provost for Academic Council: 12/17/25
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Instructions: Use the drop-down menu to select the below-threshold item. Complete **Sections 1 and 2** in all cases. If the proposal involves a credit change of **15 or fewer credits** for undergraduate programs, or **12 or fewer credits** for graduate programs, please also complete **Section 3**.

- Notes:** Items defined as below threshold include:
- Establishment of degree minors, concentrations, and specializations.
 - An undergraduate certificate program of 30 credit hours or fewer that falls within an approved program.
 - Establishment or modification of UG certificates of 15 or fewer credit hours, or graduate certificate programs of 12 or fewer credit hours.
 - Modification of credits (UG – 15 or fewer, G – 12 or fewer).

Items that exceed the below threshold requirements should be submitted using **Form 200: Program Modification**.

Type of Below Threshold Item: Choose an item.

Internal Use (VEOCI Fields)

1. *Name of Program:* Design (Graphic/Information)
2. *OHE #:* 07020
3. *Modality of Program (check all that apply):* On ground Online Hybrid, % of fully online courses 2%
4. *Locality of Program:* On Campus Off Campus Both
5. **Program Type** (*degree type, abbreviation, name, e.g., Associates, AS, Associate of Science*): BA in Design (Graphic/Information)
6. *Total # Credits in Program:* 39
7. *Department where program is housed:* Art & Design
8. *Location Offering the Program (e.g., main campus):* CCSU
9. *Program website:* <https://centraldesign.online>
10. *Request for SAA Approval for Veterans Benefits?* Yes No
11. *Provide estimated cost of program (tuition and fees):* \$ *OR url for link to tuition/fee information:* <https://www.ccsu.edu/bursar>
12. CIP Code Number: 50.0409 *Title of CIP Code:* Graphic Design
 - *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):* 27-1011 [Art Directors](#); 27-1024 [Graphic Designers](#); 27-1029 [Designers, All Other](#); 27-1027 [Set and Exhibit Designers](#); 27-1021 [Commercial and Industrial Designers](#)
13. *What would be the median estimated earnings for a graduate in this profession (if more than one SOC code listed, include earnings for each)?* \$65,000 – \$105,000
14. *Identify the industry applicable to this program using the [North American Industry Classification System](#) (NAICS). Provide NAICS code(s) and title(s):* 541430

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15. *IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years):* 4 years Bachelor's
16. *What are the admissions requirements for the program?*
None / Admission to CCSU. At this time the successful completion of DES 122 Fundamentals of Graphic/Information Design (C- or higher)

Graduation Requirements

1. *Does this program have special graduation requirements (e.g., capstone or special project)?* Yes No
2. *If yes, describe:* Students develop a professional portfolio and website

Program Work Experiences

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

Program Administration and Faculty

1. *Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring):* Brian Flinn, Art & Design Chair
2. *How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)?*
Currently 4; require an additional faculty for a total of 5 to meet current majors and expanded access to classes in the major due to Gen Ed and Pre-Req changes, listed DES courses in new Multi-Media Major, UX certificate offered. Once Curriculum additions and changes are all through curriculum and in the Course Catalog in Fall 2026, Design will be proposing a much-desired Design Minor for offering in Fall 2027.
3. *How many adjuncts and/or part-time faculty, if any, will teach in the program's core curriculum?* 3 - 4

Institutional Contact for this Proposal (Provost or Chief Academic Officer): Kimberly Kostelis

1. **Title:** Provost and VP for Academic Affairs
2. **Tel.:** 860-832-2228
3. **E-mail:** kimberly.kostelis@ccsu.edu

Career/Program Pathways:

1. *Does this program prepare students for another program?* No
2. *If yes, specify program:*

Prospective Students

1. *Describe the prospective students for the program:*
High School graduates, First-Year Students, Change of Majors, Double-majors, Transfer Students, and Graduate students in any field of study.

SECTION 2: Program and Curricular Information

Catalog Description

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

Central's Design Program Overview

Today, graphic and experience design is an innovation catalyst within many industries. Design (Graphic/Information) students explore Design's principles, vocabularies, iteration, prototyping, and reflection in the creation of physical and digital forms with words, symbols, and images. Typography gives students ways to realize and give visual form to written language which then frames concrete and abstract thinking. Learning objectives are realized through methodologies in typography, design history, motion graphics, and UI/UX design.

The Design Curriculum

Central's Design curriculum emphasizes human-centered design and professional industry practices. By engaging in iterative design processes, research-driven problem-solving, and the development of strategic presentation skills, students gain the ability to transform products, services, and information systems through innovative design thinking.

The program focuses on emerging and traditional applications of design across business, arts & culture, applied engineering, and life sciences. Through coursework and hands-on projects, students acquire historical and contemporary knowledge to create solutions that revolutionize product design, information systems, and visual communication across industries.

Key competencies include:

- Design research methodologies
- Design brief development and execution
- Strategic problem-solving and applied creativity
- Digital and print media proficiency
- Cross-disciplinary design application

A Bachelor of Arts in Design (Graphic/Information)

Central's BA in Design (Graphic/Information) prepares students to thrive in professional design environments by integrating rigorous studio practice, theoretical frameworks, and interdisciplinary applications. The program offers a comprehensive academic structure that builds expertise in:

- Graphic Design (print and digital media)
- Information Design
- Marketing and Communications
- Web Design
- UI/UX Development
- Branding and Identity Systems
- Interactive and Multimedia Design
- Time-Based Media (motion graphics, animation)
- 3D Design
- Augmented and Virtual Reality (AR/VR) Applications

By blending conceptual development with technical proficiency, the Program fosters innovative design thinking and prepares students to navigate an evolving creative industry.

The Faculty, Facilities, and Opportunities

The Design Faculty consists of experienced professionals with current knowledge and expertise in graphic/information design and multi-media. Students benefit from small classes with cohorts, state-of-the-art facilities, including a production print center, fully equipped design laboratories ensuring access to the latest hardware and software tools and technologies needed in design learning and practices.

Upper-level students may apply (through portfolio review and instructor approval) for participation in:

- Design Internship Experiences: Opportunities with graphic design agencies, corporate communication teams, product development firms, publishers, and multimedia design companies.
- Central Design: A faculty-supervised and student-operated full-service graphic design studio.
- International Study Abroad in Design: A program fostering global design perspectives.

Career Outcomes for Design Graduates

Graduates of the Design Program are highly sought after in the creative economy, securing positions as:

- Creative Directors
- Art Directors
- Graphic Designers
- Experience Designers
- Production Supervisors
- Adjunct Faculty in Design

Students and Graduates work in nationally recognized large and small design firms: advertising agencies; publishing houses; multimedia production studios (UI/UX, animation and film, 3D, and broadcast), as well as for-profit and not-for-profit corporate communication departments in sectors where messaging, image, and identity are external and/or internal factors for business success.

Key Skills and Professional Achievements

- Mastery of creative problem-solving and technical design applications
- Development of professional-grade design portfolios
- Mastery of research for writing and presentation of Design Briefs
- Proficiency in branding, web design, multimedia, 3D imaging, and animation
- Experience in design research and interdisciplinary applications
- Expertise in UI/UX design with a focus on user research, UI, and usability.

Alignment of Program with Institutional Mission, Role, and Scope

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

The Design Program advances CCSU's mission by preparing students to be creative, career-ready, and socially responsible professionals through human-centered, interdisciplinary design education. Grounded in research, innovation, and applied practice, the program equips graduates to contribute to Connecticut's and the Greater Metropolitan area's creative economy, civic life, and global design industries by transforming ideas into meaningful visual communication, products, and systems.

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 Design Faculty references the following data collected and published by: Aquent Salary Guide <https://aquent.com/lp/salary-guide> | the Robert Half Salary Guide <https://www.roberthalf.com/us/en/insights/salary-guide/marketing-and-creative> | and Coroflot Design Salary Guide <https://www.coroflot.com/designsalaryguide> | and the professional organizations AIGA and NASAD Guidelines for Design.

Projected enrollments will be supported through multiple recruitment pipelines, including:

- First-year students directly from high school through CCSU Admissions, portfolio days, and campus open houses.
- Change-of-major and double-major students who discover design through General Education courses (DES 100, DES 122).
- Transfer students from community colleges with Digital Media, Art, or Communications credits.

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- UX/UI and Multimedia students entering through the new UX Design Certificate, the Multimedia Production major, and other majors currently in development with School of Engineering (Product Design) and a Design Minor, as well as those who enroll in DES courses as prerequisites or electives.
- Undergrads and Graduate students in Public History, Education, Computer Science, Art, Marketing, and Graphics Technology seeking design skills for professional applications. Currently we are seeing students interested in our Gen Eds from Nursing, Communication, Engineering, among others.
- Help and support from Institutional Marketing acknowledging and advertising the Program’s interdisciplinary efforts with internal and external partners.

If applicable, what student engagement strategies will be employed to advance student retention and completion in program?
 The Program already has an excellent record of retention and graduation rates that tell the story best. The cohort system employed for incoming students and the course sequencing is critical orchestrated in support of all our students.

The Design Program maintains strong retention and graduation rates due to:

- A cohort-based model beginning with DES 122, ensuring students’ progress through sequenced courses together.
- Small studio classes (12–18 students) that facilitate mentorship, presentation skills, constructive critique, and community.
- Early integration of advising, portfolio checkpoints, and professional readiness workshops.
- Access to experiential learning through Central Design, internships, study abroad, and external/internal partnerships (e.g., Connecticut DOC with Criminology and Business Management, DMHAS, Yale PRCH, CMHC, New Britain Industrial Museum, Public History, Community Engagement Minor, Engineering RC Car project, among many others).
- Updated prerequisite restructuring to reduce course bottlenecks and improve time-to-graduation.

Most Recent NECHE Institutional Accreditation Action and Date: Continued in accreditation; approved at the Commission’s meeting on 4/12/19.

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

1. Program Discontinued: CIP: OHE#: BOR Accreditation Date:
2. Phase Out Period
3. Date of Program Termination
4. Discontinuation of a program requires submission of form 301. Discontinuation form submitted? Yes No

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.

At this time, the Design Program does not operate with a clearly defined or independently allocated departmental or programmatic budget. Budget decisions related to equipment, software, facilities, and adjunct staffing may be managed by the Department Chair or Dean’s Office level. Despite this, the program has demonstrated cost effectiveness and sustainability by:

- Maximizing existing resources such as shared computer labs, centralized software licensing, and Program print services.
- Maintaining high enrollment and course fill rates, which support strong tuition revenue relative to faculty and operational costs.
- Leveraging external partnerships (e.g., internships, community-based design projects, and grant-funded initiatives) to provide experiential learning without additional institutional expense.

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To sustain program quality and meet increased student demand—especially with curriculum updates, Gen Ed integration, the UX certificate, and Multimedia collaborations—the program will require continued access to updated technology, licensed software, and replacement of one retired full-time faculty member. Once all curriculum changes in process are approved and in the catalog, we will continue to pursue reinstatement of the MA in Information Design, 4-credit classes, and adding a BFA degree in Design (Graphic/Information) option to make CCSU even more attractive and competitive with the academic degree options in Connecticut's public and private universities, colleges and universities in the New England region, and the Greater Metropolitan area included the CUNY and SUNY public systems.

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. Apply design theory, process & principles from a creative perspective.
2. Apply critical thinking, design vocabulary and digital literacy to create, organize, and evaluate graphic design projects.
3. Apply creative problem-solving and technical skills in the creation of effective design solutions for social media and website design.
4. Apply creative problem-solving and technical skills in the creation of effective design solutions for print design.
5. Apply 3D modeling techniques and demonstrate adaptive design skills in an AR-enhanced multidisciplinary design workflow.

Assessment of Learning Outcomes

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

The Design Program adopts multi-instrument, rubric-based assessment aligned with each Learning Outcome (LO).

Senior students' capstone and portfolio review are evaluated using detailed scoring rubrics that measure design theory, process, craftsmanship, typography, color, and conceptual development. (LO # 1 and 4)

LO # 2, 3 and 5 are assessed through major course projects that incorporate discipline-specific criteria. Rubrics are used in:

- DES 222 (digital literacy, critical thinking, design vocabulary)
- DES 325 (social media, web design, coding skills)
- DES 439 (print design problem-solving and technical execution)
- DES 425 (3D modeling and AR-enhanced adaptive design workflow)

These rubrics break down skills into measurable components, including ideation, composition, technical skills, software learning, problem-solving, and innovation.

The assessment occurs at multiple curricular points (entry-level, mid-level, and capstone), creating a **holistic measurement** of students' progression toward meeting program learning outcomes.

Rubrics are updated to reflect evolving industry trends and the assessment results provides guidelines for curriculum revisions.

MULTI-USE BELOW THRESHOLD REPORT FORM

Curriculum

Please list all courses in the proposed program, including the core/major area of specialization, prerequisites, electives, required general education courses, etc. 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. #	Pre-Requisite(s)	Credit Hours
Undergraduate Program Required & Elective Courses			
DES 100 Design & Fonts		Elective / None / General Ed	3
ART 130 Drawing 1		Additionally Required / None	3
ART 110 or 112 or 113		Additionally Required / None	3
DES 122 Fundamentals of Graphic/Information Design	1	Core / None / General Ed	3
DES 222 Design I	2	Core / DES 122 w/ C- or higher; ART 130 (C- or higher, may be taken concurrently)	3
ART 224 Illustration I		Additionally Required / ART 130	3
DES 225 History and Design of Typography	1, 4	Core / DES 122 w/ C- or higher / General Ed	3
DES 265 Topics in Design		Elective / May be stipulated at time of offering / General Ed	3
MKT 295 Fundamentals of Marketing		Additionally Required / None	3
DES 301 Digital Storytelling through Time-based Motion Graphics		Elective / DES 122 w/ C- or higher; DES 100 w/ C- or higher, and permission of instructor	3
MKT 306 Advertising and Promotion		Core / MKT 295 w/ C- or higher	3
DES 310 User Experience Design		Elective / None	3
DES 322 Design II	2, 4	Core / DES 222 and DES 225 w/ C- or higher	3
DES 325 Digital Imaging / Motion Graphics I	2, 3	Core / DES 222 w/ B or higher; DES 225 w/ C- or higher	3
DES 326 Digital Imaging / Motion Graphics II	2, 3	Core / DES 222 and DES 225 w/ C- or higher	3
DES 328 UI/UX Design		Elective / DES 225 w/ C- or higher	3
DES 419 History of Design		Core / Junior standing / General Ed	3
DES 425 3-D and AV/VR for Design	5	Core / DES 325 w/ C- or higher	3
DES 436 Design III	4	Core / DES 322 w/ C- or higher; and either ART 224 or ART 230 either C- or higher (either may be taken concurrently)	3
DES 437 Design Internship		Elective / DES 326 and DES 436 w/ C- or higher and permission of instructor	3
DES 438 Design IV	1,4	Core / DES 436 w/ C- or higher	3
DES 439 Central Design Practicum	2,3,5	Elective / DES 326 and DES 436 both w/ C- or higher and successful Central Design portfolio review; permission of instructor	3
DES 465 Select Topics in Design		Elective / DES 100 or DES 122 w/ C- or higher, or permission of instructor. Other pre-requisites may be stipulated at time of course offering. May be repeated with different topics.	3
DES 499 Computer Applications for Design	1, 2	Core / DES 326 w/ C- or higher or admission to MA degree program in Information Design, or permission of instructor. May be repeated up to two times under different topics	3
Directed Elective (approved by Advisor)		Core / Becomes Writing in Design in Fall 2026	3
Directed Elective (approved by Advisor)		Elective	3
Minor or Major-related Course List		List consists of 18 credits with 9 of the 18 credits at the 300-400 level taken at CCSU and approved by Advisor	18
Open Electives (Indicate number of credits of open electives)			24
Additionally Required (Indicate number of credits of open electives)			15
Total Program Credits:			72

SECTION 3: Modification of Credits

Only complete this section if you are proposing a modification of credits to a degree or certificate program

Total Number of courses and course credits to be modified by this application: 3 credits increase major credits from 36 to 39).

Original Program

Total # of General Education Credits: 51

Total # of Credits in Program: 36 in Major, 15 additional required; and 18 in minor or major-related advisor directed = 69

Date Program was Initiated: 1998 — Design became a standalone department after separating from Art to align the faculty, learning outcomes, and curriculum with professional industry standards and the emerging technology needs in the field of design and its specialties.

Modified Program

Total # of General Education Credits: 51

Total # of Credits in Program: 39 in Major, 15 in major are additional required; and 18 as minor or advisor directed major-related = 72

Initiation Date for Modified Program: Fall 2026

Anticipated Date of First Graduation: Spring 2030

Rationale for Modification

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

The last major curriculum revision to the Design (Graphic/Information) Program occurred in 1998, when the program formally separated from the Art Department to establish a discipline-specific curriculum aligned with emerging professional standards in graphic design, digital production, and technology-based practices. Since that time, the creative design industry, NASAD/AIGA accreditation guidelines, and employer expectations have evolved substantially moving away from an “art-based” fine arts model focused on individual expression toward a professional “design-based” discipline centered on problem-solving, human-centered research, digital production, user experience, systems thinking, and collaboration with business and industry partners. In today’s creative economy, designers are expected not only to produce aesthetic work, but to work in interdisciplinary teams, understand client needs, communicate with developers and marketers, use industry-standard software, and design for digital platforms, data systems, accessibility, and emerging technologies such as AR/VR and UX/UI.

This proposed modification responds to current demands in the field and ensures that Central’s program remains a model of excellence, competitive, responsive, and relevant. The revision:

- Increases the Design major from 36 to 39 credits to integrate essential contemporary competencies, including a new Writing in Design course that prepares students to develop professional design briefs, research-driven proposals, and client presentations.
- Updates course sequencing and prerequisite structures to improve student progression through sophomore–senior coursework, reduce bottlenecks, and enhance timely graduation rates.
- Aligns DES courses with General Education (Gen Ed) pathways, allowing DES 122 to function as both a Gen Ed course and a program gateway, improving student access and recruitment while maintaining academic rigor.
- Strengthens workforce readiness, especially in high-demand areas such as UI/UX, motion graphics, digital imaging, and interdisciplinary collaboration with the Multimedia Production major, the UX Design Certificate, and the soon-to-be Design Minor (Fall 2026).
- Directly supports CCSU’s SP2030 goals related to student success, applied innovation, workforce development, and community-engaged learning.

This modification preserves the foundational values of the 1998-approved Design Department while bringing curriculum, sequencing, and credit structure in line with contemporary expectations for professional design education.

Description of Related Modification(s)

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

In addition to the credit increase and curriculum revision, several related adjustments support smoother student progression, improved retention, and alignment with professional expectations in corporate and creative industries.

- **Admissions Requirements**
Admissions remain open. Successful completion of DES 122 Fundamentals of Graphic/Information Design (C- or higher) continues to serve as the program gateway. A formal portfolio review is not required at entry but may be considered for future program enhancements.
- **Graduation Requirements**
Graduation still requires a professional portfolio and website. These outcomes will be strengthened through the addition of the new Writing in Design course, enhanced presentation and critique skills, structured portfolio checkpoints, and faculty advising to ensure professional readiness.
- **Prerequisite Modifications for Cohort Flow**
Select advanced courses now include greater prerequisite flexibility, allowing students—especially transfer and non-traditional students—to remain on track within the cohort structure. This redesign reduces bottlenecks, supports timely degree completion, and optimizes access to 200- and 300-level courses.
- **Improved Program Cohesion and Interdisciplinary Pathways**
By aligning course sequencing with both General Education pathways and upper-level design coursework, the BA becomes a more holistic and sequential learning experience. These changes maintain accessibility while supporting interdisciplinary participation in related programs such as the reinstatement of the MA in Information Design, Multimedia Production Major, UX Design Certificate, and future Design Minor and Product Design major.

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.

All necessary resources are currently in place. Recently the Design Department was merged with the Art department. This provided additional savings as it was not necessary to fill the secretary position for the department. In addition, as they are now one department, a savings of 6 LH's was achieved as a Design faculty member is no longer receiving 6 LH's for chair of the department. Additional resources for the library, IT are managed through the budgets of the Library and Information Technology department as part of the university's budgeting process.

MULTI-USE BELOW THRESHOLD REPORT FORM

Curriculum

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

Original Program		Proposed Modified Program	
Course Name & Number	36	Course Name & Number	39
Program Gateway (B required): DES 122 Fundamentals of Graphic/Information Design	3	Gen Ed: DES 122 Fundamentals of Graphic/Information Design (Pre-req for DES 222 and DES 225, C- required)	3
DES 222 Graphic Design I	3	DES 222 Graphic Design I	3
DES 225 Typography History & Design	3	DES 225 Typography History & Design	3
Directed Elective Approved by Advisor	3	DES 3XX Writing in Design	3
MKT 306 Advertising & Promotion	3	MKT 306 Advertising & Promotion	3
DES 322 Graphic Design II	3	DES 322 Graphic Design II	3
DES 325 Digital Imaging/Motion Graphics I	3	DES 325 Digital Imaging/Motion Graphics I	3
DES 326 Digital Imaging/Motion Graphics II	3	DES 326 Digital Imaging/Motion Graphics II	3
DES 419 History of Design	3	Gen Ed and Inter: DES 419 History of Design	3
DES 425 3D & AV/VR for Graphic/Information Design	3	DES 425 3D & AV/VR for Graphic/Information Design	3
DES 436 Graphic Design III	3	DES 436 Graphic Design III	3
DES 438 Graphic Design IV	3	DES 438 Graphic Design IV	3
DES 499 Computer Applications for Graphic/Information Design	3	DES 499 Computer Applications for Graphic/Information Design	3
Additional Required	15	Additional Required	15
ART 110 or 112 or 113 (pre-req for DES 419)	3	ART 110 or 112 or 113	3
ART 130 Drawing I	3	ART 130 Drawing I	3
ART 224 Illustration	3	DES 301 Digital Illustration or ART 224 illustration or ART 230 Drawing II	3
MKT 295 Fundamentals of Marketing	3	MKT 295 Fundamentals of Marketing	3
Directed Elective Approved by Advisor	3	Directed Elective Approved by Advisor	3
Minor or Major-related Course List	18	Minor or Major-related Course List	18
18 credits in a Minor or Advisor-Approved Course List	18	18 credits in a Minor or an Advisor-Approved 300-400 Level Course List taken at CCSU	18
Total Credits Original Program	69	Total Credits Modified Program	72

MULTI-USE BELOW THRESHOLD REPORT FORM

SECTION 1: Instructions and Internal Use Fields	
Institution: Central	Final approval by institution: 2/24/25 Submission to CSCU Office of the Provost for Academic Council: 12/17/25
<p>Instructions: Use the drop-down menu to select the below-threshold item. Complete Sections 1 and 2 in all cases. If the proposal involves a credit change of 15 or fewer credits for undergraduate programs, or 12 or fewer credits for graduate programs, please also complete Section 3.</p> <p>Notes: Items defined as below threshold include:</p> <ul style="list-style-type: none"> • Establishment of degree minors, concentrations, and specializations. • An undergraduate certificate program of 30 credit hours or fewer that falls within an approved program. • Establishment or modification of UG certificates of 15 or fewer credit hours, or graduate certificate programs of 12 or fewer credit hours. • Modification of credits (UG – 15 or fewer, G – 12 or fewer). <p>Items that exceed the below threshold requirements should be submitted using Form 200: Program Modification.</p>	
Type of Below Threshold Item: Modification of credits (UG - 15 or less, G - 12 or less)	
<p>Internal Use (VEOCI Fields)</p> <ol style="list-style-type: none"> 1. Name of Program: International Studies 2. OHE #: 02693 3. 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 4. Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both 5. Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): Bachelor, BA 6. Total # Credits in Program: 120 7. Department where program is housed: Interdisciplinary Program 8. Location Offering the Program (e.g., main campus): main campus 9. Program website: https://www.ccsu.edu/programs/international-studies-ba 10. Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No 11. Provide estimated cost of program (tuition and fees): \$ OR url for link to tuition/fee information: www.ccsu.edu/bursar 12. <u>CIP Code Number</u>: 302001 Title of CIP Code: International/Globalization Studies 13. Identify the careers and professions available to graduates of the program using the <u>Standard Occupational Classification</u> (SOC) system. Provide SOC code number(s) and name(s): 19.3094 Political Scientists, 25.1069 Social Science teachers, post secondary 14. 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>)? \$58K, \$78K 15. Identify the industry applicable to this program using the <u>North American Industry Classification System</u> (NAICS). Provide NAICS code(s) and title(s): 51, Information; 54 Professional, Scientific, and Technical Services; 55 Management of Companies and Enterprises; 61 Educational Services; 92 Public Administration. 16. IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years): 4 	

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17. What are the admissions requirements for the program? Standard university admission

Graduation Requirements

- Does this program have special graduation requirements (e.g., capstone or special project)? Yes No
- If yes, describe: Special Project

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: Students are required to do **either** an internship **or** a study abroad experience. Internship arranged at time of placement

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): Jessica Rutherford, j.rutherford@ccsu.edu, 860-832-2284
- How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 12
- How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 0

Institutional Contact for this Proposal (Provost or Chief Academic Officer): Kimberly Kostelis

- Title: Provost and VP for Academic Affairs
- Tel.: 860-832-2228
- E-mail: kimberly.kostelis@ccsu.edu

Career/Program Pathways:

- Does this program prepare students for another program? No
- If yes, specify program:

Prospective Students

- Describe the prospective students for the program: Prospective students for the BA in International Studies at CCSU are typically individuals with a strong curiosity about global issues, including international politics, economics, culture, and sustainability. They often have an interest in foreign languages and cross-cultural communication, as well as a desire to understand global interdependence and the effects of globalization on societies. These students tend to be multidisciplinary learners who enjoy integrating subjects such as history, political science, economics, and cultural studies. They are motivated by opportunities for study abroad, internships, and experiential learning, and many aspire to careers in international organizations, government and diplomacy, global business, education and cultural exchange, or journalism and international media. Successful candidates are usually open-minded and adaptable to diverse perspectives, possess strong communication and analytical skills, and are interested in solving global challenges such as climate change, migration, and human rights.

SECTION 2: Program and Curricular Information

Catalog Description

Provide the catalog description for this program (with proposed modifications if applicable): International Studies is an interdisciplinary program designed to build student expertise in particular world regions and/or about diverse international issues including globalization; global population, migration, and health; international conflict, terrorism, governance, and law; imperialism, decolonization, and development; and the role of gender, race, and class in international contexts.

Alignment of Program with Institutional Mission, Role, and Scope

How does the program align with the institutional mission? *(Provide a concise statement)* The BA in International Studies aligns with the University's Distinctive Elements that accompany the Mission, including: International Education, Interdisciplinary Studies, and Workforce Development.

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.

Students interested in careers associated with International Studies. Program is highlighted at Open Houses, Admitted Student Days as well as advertising done through Central’s Marketing and Communication Office. Program also cooperates with our offices involved with Study Abroad/Study Away and International Students.

If applicable, what student engagement strategies will be employed to advance student retention and completion in program? Students are encouraged to participate in activities such as Study Abroad or those offered by one of our centers (Africana, Latin American and Caribbean, etc. Central also monitors enrollment, retention, and graduation for each program.

Most Recent NECHE Institutional Accreditation Action and Date: Continued in accreditation; approved at the Commission’s meeting on 4/12/19.

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

1. Program Discontinued: CIP: OHE#: BOR Accreditation Date:
2. Phase Out Period
3. Date of Program Termination
4. Discontinuation of a program requires submission of form 301. Discontinuation form submitted? Yes No

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 this is an Interdisciplinary program, it benefits by drawing faculty from across the university, using existing courses. Study Abroad is university supported including scholarships for student travelers. Program runs efficiently with sufficient resources.

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. describe histories, institutions, values and norms of various cultures
2. analyze issues from the perspectives of other cultural traditions.
3. apply theories in international studies to interpret current global issues
4. defend views on international cultures or issues with clear and well-reasoned arguments.

Assessment of Learning Outcomes

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

The International Studies program measures learning outcomes through direct assessment of student work in core courses. Key assignments include the final essay in IS 150 (Introduction to International Studies), the final project in IS 400 (Practicing International Studies), and the capstone project in IS 498/499 (Research in International Studies/Senior Project). These assignments are evaluated using detailed rubrics aligned with the four program learning outcomes: description, application, analysis, and defense. Faculty and program co-directors interpret the evidence to ensure consistency and validity. Additionally, curriculum mapping identifies where outcomes are introduced, reinforced, and mastered, while longitudinal data collection across core courses supports trend analysis and continuous improvement.

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Curriculum

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

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
Program Required & Elective Courses			
SEE ATTACHED			
Open Electives (Indicate number of credits of open electives)			
Total Program Credits:			

SECTION 3: Modification of Credits

Only complete this section if you are proposing a modification of credits to a degree or certificate program

Total Number of courses and course credits to be modified by this application: 15

Original Program

Total # of General Education Credits:~ 40-42
 Total # of Credits in Program: 39 in major
 Date Program was Initiated: 06/15/1994

Modified Program

Total # of General Education Credits: ~40-42
 Total # of Credits in Program: 36 in major
 Initiation Date for Modified Program: Fall 2026
 Anticipated Date of First Graduation: Spring 2028

Rationale for Modification

Describe the context and need for the proposed modification(s) and the relationship to the originally approved program:
 The modification makes the program 3 credits less and more flexible for students while also making the program more financially stable. Originally the program had several “areas of specialization” which required students to take courses based by area (ex. Africa, East Asia, Europe, etc.). This created several low enrolled strands. By removing these areas of specialization in favor of GLOBAL STUDIES with Region and Themed courses, which allows students more flexibility in

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choosing courses to complete this part of the major as well as facilitating more sustainable scheduling of courses to support the program, to ensure sufficient levels of enrollment as well as timely completion of degree for students--it also eliminates the need to run courses as "independent studies" for those students that were in a particular specialization.

Description of Related Modification(s)

Provide a summary of other changes, if any, necessitated by curricular modification, such as admissions or graduation requirements not applicable

Description of Resources Needed

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

None

Curriculum

Present side-by-side listing of curricular modifications (insert/delete rows as needed) **(please see attached sheet)**

Summary: Two classes were removed (IS 225/IS 400), IS 150 now is required. Geographical Area (15) and Transition Theme (9) were collapsed into GLOBAL STUDIES (24 cr) to create more flexibility for students.

Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
IS 225 The World as a Total System	3		
IS 400 Practicing International Studies	3	Capstone (3 credits)	
IS 498 or IS 499	3	IS 498 or IS 499	3
Choose 2 classes from the following:	3	IS 150 Intro to International Studies	3
IS 150 Intro to International Studies	3	Choose 1 class from the following:	3
GEOG 120 World Regional Geography	3	GEOG 120 World Regional Geography	3
HIST 122 World Civilization II	3	HIST 122 World Civilization II	3
PS 104 The World's Political Systems	3	PS 104 The World's Political Systems	3
Choose 1 class from the following:	3-6	Choose 1 class from the following:	3-6
IS 300 Global Community Engagement	3	IS 300 Global Community Engagement	3
IS 360 International Studies Through Travel	3-6	IS 360 International Studies Through Travel	3-6
IS 450 Internship in International Studies	3	IS 450 Internship in International Studies	3
IS 490 Field Study Abroad	3-6	IS 490 Field Study Abroad	3-6
GEOGRAPHICAL AREA (spec)	15	GLOBAL STUDIES (24 credits)	24
Transitional Theme	6		
		<i>See catalog proof for full list of courses</i>	
Total Credits Original Program	39	Total Credits Modified Program	36

International Studies, B.A.

International Studies is an interdisciplinary program designed to build student expertise in particular world regions and/or about diverse international issues including globalization, diversity, migration, international law, conflict resolution, economic development, environmental policy, and the roles of gender, race, language, and class in international contexts.

The International Studies BA program is oriented to produce individuals competent to understand the interrelated nature of global phenomena and confident in their membership in a community of global citizens. At the same time, each undergraduate specializes in a particular world area or a global theme. Students enrolled in the International Studies BA program will:

1. describe histories, institutions, values, and norms of various cultures;
2. analyze issues from the perspectives of other cultural traditions;
3. apply theories in international studies to interpret current global issues;
4. defend views on international cultures or issues with clear and well-reasoned arguments.

A BA degree in International Studies prepares students for a range of career opportunities in education, government, in non-profit foundations and NGOs, in for-profit entities, and in a wide range of other institutions and enterprises offering services transnationally or otherwise working in global environments.

Major Requirements (36 credits):

Core Curriculum (12 credits)

Basic Foundations-Part 1

<u>IS 150</u>	Intro to International Studies	3
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Basic Foundations-Part 2

Three credits selected from the courses below.

<u>GEOG 120</u>	World Regional Geography	3
<u>HIST 122</u>	World Civilization II	3
<u>PS 104</u>	World's Political Systems	3

An Experience Abroad or an Internship

Courses listed below are for advisory purposes only. Additional courses may be identified with the approval of the advisor.

<u>IS 300/CEN 300</u>	Global Community Engagement	3
<u>IS 360/HUM 360</u>	Internatl Studies thrgh Travel	3 OR 6
<u>IS 450</u>	Internship in International Studies	3
<u>IS 490</u>	Field Studies Abroad	3-6

Senior Capstone

Students are required to take either IS 498 Research in International Studies or IS 499 International Studies Senior Project.

<u>IS 498</u>	Research in IS	3
<u>IS 499</u>	International Studies Senior Project	3

Global Studies Options (24 Credits)

Students will select 15 credits from one of the Themes below. Students will also complete 9 credits of Regional course work drawn from at least two of the Regions below. Twelve (12) credits must be at the 300/400 level. No more than twelve (12) credits from the same discipline (designator). Courses listed below are for advisory purposes only. Additional courses may be identified with the approval of the advisor.

Regional Courses

Courses listed below are for advisory purposes only. Additional courses may be identified with the approval of the advisor.

Africa

<u>ANTH 416</u>	Archaeology of Africa	4
<u>ANTH 424</u>	Peoples and Cultures of Africa	4
<u>FR 315</u>	Aspcts of Francophone Cultures	3
<u>GEOG 446</u>	Sub-Saharan Africa	3
<u>HIST 271</u>	Intro to African Hist & Cltre	3
<u>HIST 376</u>	History of Africa since 1800	3
<u>HIST 432</u>	History of South Africa	3

<u>IS 461</u>	Topics in African Studies	3
<u>PHIL 260/AFAM 260</u>	African Philosophy	3
<u>PS 421</u>	Govt and Politics of Africa	3
<u>PS 434</u>	Govt & Politics of Middle East	3

East Asia

<u>ANTH 423</u>	Vietnam, A Country, Not a War	4
<u>ART 412</u>	Asian Art	3
<u>CHIN 304</u>	Topics in Chinese Literature	3
<u>CHIN 315</u>	Topics in Chinese Culture	3
<u>GEOG 435</u>	Japan & Korea	3
<u>GEOG 437</u>	China	3
<u>HIST 252</u>	East Asia since 1800	3
<u>HIST 353</u>	History of Modern China	3
<u>HIST 354</u>	History of Modern Japan	3
<u>HIST 422</u>	Topics in Japanese History	3
<u>IS 462</u>	Topics in East Asian Studies	3
<u>PHIL 250</u>	Intro to Asian Philosophy	3
<u>PHIL 275</u>	Chinese Philosophy	3
<u>PHIL 350</u>	Philosophy East & West	3
<u>PHIL 375</u>	Japanese Philosophy	3
<u>PHIL 376</u>	Buddhist Philosophy	3
<u>PS 425</u>	Asian Politics	3

Europe

<u>FR 315</u>	Aspcts of Francophone Cultures	3
<u>GEOG 444</u>	European Union	3
<u>GER 304</u>	Introduction to German Literature I	3
<u>GER 305</u>	Introduction to German Literature II	3

<u>HIST 234</u>	Modern Europe	3
<u>HIST 343</u>	Modern Ireland: 1690-Present	3
<u>HIST 344</u>	History of Modern Germany	3
<u>HIST 348</u>	History of Russia II	3
<u>HIST 356</u>	History of East Central Europe since 1919	3
<u>HIST 380</u>	Modern Poland	3
<u>HIST 415</u>	The Cold War in the United States and Europe	3
<u>HIST 442</u>	Absolutism and Enlightenment in Europe	3
<u>HIST 443</u>	Revolution and Reformation in Europe	3
<u>HIST 444</u>	Mass Politics and Total War in Europe	3
<u>HIST 447</u>	History of the Soviet Union	3
<u>HIST 448</u>	Stalin and Stalinism	3
<u>HIST 452</u>	World War II in Europe	3
<u>IS 463</u>	Topics in European Studies	3
<u>ITAL 304</u>	Intro to Italian Literature I	3
<u>ITAL 305</u>	Intro to Italian Literature II	3
<u>ITAL 316</u>	Ital Civilization 1861-Present	3
<u>PHIL 330</u>	Early Modern Philosophy	3
<u>PHIL 332</u>	19th Century Philosophy	3
<u>PHIL 366</u>	Existentialism	3
<u>PS 336</u>	Western European Govts	3
<u>PS 435</u>	Central/East Europe Politics	3
<u>SPAN 304</u>	Intro to Spanish Literature I	3
<u>SPAN 305</u>	Intro to Spanish Literature II	3
<u>SPAN 315</u>	Spanish Civilization	3
<u>SPAN 451</u>	Introduction to Spanish Linguistics	3

Latin America

<u>ANTH 428/LAS 428</u>	Cultures of Latin America	4
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<u>GEOG</u> <u>434/LAS 434</u>	Mex, Centrl Amer, & Caribbean	3
<u>GEOG</u> <u>436/LAS 436</u>	South America	3
<u>HIST</u> <u>281/LAS 281</u>	Latin American History to 1823	3
<u>HIST</u> <u>282/LAS 282</u>	Hist of Latin Amer since 1823	3
<u>HIST 383</u>	History of Brazil	3
<u>HIST 384</u>	Portugal in Brazil	3
<u>HIST 455</u>	Tpcs in Latin American History	3
<u>HIST 460</u>	African Enslavement in the Americas	3
<u>IS 240</u>	Caribbean Cultures	3
<u>IS 245</u>	Puerto Rico	3
<u>IS 464</u>	Tpcs in Latin American Studies	3
<u>PS 420/LAS</u> <u>420</u>	Govt & Politics of Latin Amer	3
<u>SPAN</u> <u>316/LAS 316</u>	Latin American Civilization	3
<u>SPAN</u> <u>375/LAS 375</u>	Intro to Spanish AmerLit I	3
<u>SPAN</u> <u>376/LAS 376</u>	Intro Spanish American Lit II	3

Middle East

<u>GEOG 447</u>	Geographic Perspective on Israel/Palestine	3
<u>HIST 231</u>	Ancient Mediterranean World	3
<u>IS 465</u>	Topics in Middle East Studies	3
<u>PS 345</u>	Terrorism	3
<u>PS 370</u>	Arab Uprisings	3
<u>PS 434</u>	Govt & Politics of Middle East	3
<u>PS 439</u>	U.S. Middle East Policy	3

Thematic Courses

Courses listed below are for advisory purposes only. Additional courses may be identified with the approval of the advisor.

Communication and Diversity in the Global Context

<u>ANTH 170</u>	Intro to Cultural Anthropology	3
<u>ANTH 200/AFAM 200</u>	Dimens of Diversity & Ineqilty	3
<u>ANTH 239</u>	Economic Anthropology	3
<u>ANTH 240</u>	The Supernatural	3
<u>ART 200</u>	Introduction to Global Art	3
<u>COMM 216</u>	Intro to Intercultural Comm	3
<u>ENG 214</u>	Studies in International Lit	3
<u>ENG 367</u>	Global Novel	3
<u>ENG 465/CINE 465</u>	Global Cinema	3
<u>ENG 486</u>	World Lit & Film	3
<u>IS 470</u>	Topics in Global Studies	3
<u>JRN 370</u>	Global News in Context	3
<u>LING 230</u>	The Study of Language	3
<u>MUS 111</u>	Music of the World's Peoples	3
<u>PHIL 350</u>	Philosophy East & West	3
<u>PSY 420</u>	Cross-Cultural Psychology	3
<u>REL 110</u>	World Religions	3
<u>SPAN 441</u>	Cross-Cultural Communication	3

Energy, Resources, and Environment

<u>COMM 451</u>	Environmental Communication	3
<u>GEOG 270</u>	Geography of Hazards	3
<u>GEOG 433</u>	Issues in Environmental Protection	3
<u>GEOG 445</u>	Environmental Planning	3
<u>GEOG 473</u>	Geography of Natural Resources	3
<u>GEOG 475/SUST 475</u>	Energy Resources and Climate Change	3

<u>ESCI 131</u>	Environmental Earth Science	3
<u>GSCI 450</u>	Environmental and Engineering Geology	3
<u>IS 470</u>	Topics in Global Studies	3
<u>PHIL 241</u>	Environmental Ethics	3
<u>SUST 140/GEOG 140</u>	Introduction to Sustainability	3

Governance, Security, and Human Rights

<u>HIST 420</u>	Imperialism	3
<u>IS 470</u>	Topics in Global Studies	3
<u>PES 202/PSY 202</u>	Peace Psychology	3
<u>PES 345/PHIL 345</u>	Philosophy of War & Peace	3
<u>PHIL 211/PES 210</u>	Philosophy & Global Justice	3
<u>PHIL 344</u>	Tpcs Phil & Social Justice	3
<u>PS 235</u>	International Relations	3
<u>PS 339</u>	International Law	3
<u>PS 345</u>	Terrorism	3
<u>PS 380</u>	International Cnflct/Security	3
<u>PS 445</u>	Public Policy Analysis and Evaluation	3
<u>PS 450</u>	Public Sector Ethics	3
<u>SOC 424</u>	Genocide Modern World	4

Population, Mobility, and Development

<u>ANTH 352</u>	Ethnicity and Ethnic Identity	3
<u>ANTH 401</u>	City Life & Culture	4
<u>ECON 320</u>	Globalization Issues	3
<u>ECON 430</u>	International Economics	3
<u>ECON 435</u>	Economic Development	3
<u>GEOG 160</u>	Global Migration	3

<u>GEOG 220</u>	Human Geography	3
<u>GEOG 439</u>	Urban Geography	3
<u>IS 470</u>	Topics in Global Studies	3
<u>MKT 295</u>	Fundamentals of Marketing	3
<u>MKT 321</u>	International Marketing	3
<u>SOC 422</u>	Sociology of U.S Immigration	4
<u>SOC 428</u>	Globalization	4

Minor Requirement:

A minor is required of this major. International Studies majors are strongly encouraged to minor in a world language, however, any minor may be selected. Double majors are exempt from a minor.

TOTAL CREDIT HOURS: 36

MULTI-USE BELOW THRESHOLD REPORT FORM

SECTION 1: Instructions and Internal Use Fields	
Institution: Central	Final approval by institution: 2/24/25 Submission to CSCU Office of the Provost for Academic Council: 12/17/25
<p>Instructions: Use the drop-down menu to select the below-threshold item. Complete Sections 1 and 2 in all cases. If the proposal involves a credit change of 15 or fewer credits for undergraduate programs, or 12 or fewer credits for graduate programs, please also complete Section 3.</p> <p>Notes: Items defined as below threshold include:</p> <ul style="list-style-type: none"> • Establishment of degree minors, concentrations, and specializations. • An undergraduate certificate program of 30 credit hours or fewer that falls within an approved program. • Establishment or modification of UG certificates of 15 or fewer credit hours, or graduate certificate programs of 12 or fewer credit hours. • Modification of credits (UG – 15 or fewer, G – 12 or fewer). <p>Items that exceed the below threshold requirements should be submitted using Form 200: Program Modification.</p>	
Type of Below Threshold Item: Modification of credits (UG - 15 or less, G - 12 or less)	
<p>Internal Use (VEOCI Fields)</p> <ol style="list-style-type: none"> 1. Name of Program: International Studies 2. OHE #: 35 3. 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 4. Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both 5. Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): Masters of Science, MS 6. Total # Credits in Program: 30 7. Department where program is housed: Interdisciplinary Program 8. Location Offering the Program (e.g., main campus): main campus 9. Program website: https://www.ccsu.edu/programs/international-studies-ba 10. Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No 11. Provide estimated cost of program (tuition and fees): \$ OR url for link to tuition/fee information: www.ccsu.edu/bursar 12. <u>CIP Code Number</u>: 302001 Title of CIP Code: International/Globalization Studies 13. Identify the careers and professions available to graduates of the program using the <u>Standard Occupational Classification</u> (SOC) system. Provide SOC code number(s) and name(s): 19.3094 Political Scientists, 25.1069 Social Science teachers, post secondary 14. 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>)? \$58K, \$78K 15. Identify the industry applicable to this program using the <u>North American Industry Classification System</u> (NAICS). Provide NAICS code(s) and title(s): 51, Information; 54 Professional, Scientific, and Technical Services; 55 Management of Companies and Enterprises; 61 Educational Services; 92 Public Administration. 	

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- 16. IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years): 2
- 17. What are the admissions requirements for the program? A completed online application with supplemental materials, Resume showing relevant experience, essay and UG degree with a GPA of 2.7 or above. Conditional admit may be available for students with a GPA of 2.4-2.7

Graduation Requirements

- 1. Does this program have special graduation requirements (e.g., capstone or special project)? Yes No
- 2. If yes, describe: Research plus either Thesis, Special Project, or Comp Exam

Program Work Experiences

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

Program Administration and Faculty

- 1. Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Jessica Rutherford, j.rutherford@ccsu.edu, 860-832-2284
- 2. How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 12
- 3. How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 0

Institutional Contact for this Proposal (Provost or Chief Academic Officer): Kimberly Kostelis

- 1. Title: Provost and VP for Academic Affairs
- 2. Tel.: 860-832-2228
- 3. E-mail: kimberly.kostelis@ccsu.edu

Career/Program Pathways:

- 1. Does this program prepare students for another program? No
- 2. If yes, specify program:

Prospective Students

- 1. Prospective students for the MS in International Studies at Central Connecticut State University are intellectually curious individuals with a strong interdisciplinary orientation, seeking to deepen their understanding of global phenomena—such as globalization, migration, conflict, governance, development, and cultural identity—across regions like Africa, Asia, Europe, Latin America, and the Middle East, as well as global thematic areas like energy, human rights, and security. They typically hold a bachelor's degree with solid academic performance (minimum GPA of 3.0, with conditional admission possible for GPAs as low as 2.4), have relevant prior coursework or experiences, and demonstrate clear professional aspirations in international domains. Many are motivated to work in government, NGOs, international organizations, global business, or education, and they value research skills, cultural competency, and regional or thematic specialization. A strong applicant is usually globally minded, capable of independent scholarly work—evidenced by a resume, statement of purpose with career goals, and geographic interests—and if an international applicant, must demonstrate English proficiency..

SECTION 2: Program and Curricular Information

Catalog Description

Provide the catalog description for this program (with proposed modifications if applicable): International Studies is an interdisciplinary program designed to build student expertise in particular world regions and/or about diverse international issues including globalization; global population, migration, and health; international conflict, terrorism, governance, and law; imperialism, decolonization, and development; and the role of gender, race, and class in international contexts.

An MS degree in International Studies prepares students for a range of career possibilities in government service, in foundations and NGOs, and in the wide range of institutions offering services transnationally or otherwise working in global environments.

CCSU was designated as a Center for Excellence in International Education in 1986. Today, along with its Bachelor's and Master's degrees in International Studies, CCSU boasts a wide variety of study abroad programs and initiatives. The continuing enrichment, expansion, and refinement of the Bachelor of Arts and Master of Science programs in International Studies result from the institution's established commitment to global awareness and global citizenship.

Alignment of Program with Institutional Mission, Role, and Scope

How does the program align with the institutional mission? *(Provide a concise statement)* The MS in International Studies aligns with the University's Distinctive Elements that accompany the Mission, including: International Education, Interdisciplinary Studies, and Workforce Development.

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.

Students interested in careers or advanced studies in International Studies. Program is highlighted at Graduate Open Houses, and at the university/departmental level for current UG students, as well as advertising done through Central's Marketing and Communication Office.

If applicable, what student engagement strategies will be employed to advance student retention and completion in program? Students are encouraged to participate in activities such as those offered by one of our centers (Africana, Latin American and Caribbean, etc. Central also monitors enrollment, retention, and graduation for each program.

Most Recent NECHE Institutional Accreditation Action and Date: Continued in accreditation; approved at the Commission's meeting on 4/12/19.

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

1. Program Discontinued: CIP: OHE#: BOR Accreditation Date:
2. Phase Out Period
3. Date of Program Termination
4. Discontinuation of a program requires submission of form 301. Discontinuation form submitted? Yes No

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 this is an Interdisciplinary program, it benefits by drawing faculty from across the university, using existing courses. Program runs efficiently with sufficient resources.

MULTI-USE BELOW THRESHOLD REPORT FORM

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. Describe the intersections of histories, institutions, values, and norms in specific cultures.
2. Explain and apply theories in international studies, at a professional disciplinary level, to interpret current global issues
3. Analyze contemporary issues from the perspectives of other cultural traditions.
4. Defend detailed views on international cultures or issues in a well-reasoned and researched master’s thesis, comprehensive exams, or special project.

Assessment of Learning Outcomes

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

The International Studies program measures learning outcomes through direct assessment of student work in core courses.

Our assessment instruments and their corresponding Learning Outcome(s) are as follows:

Literature review in IS 500 (LO #1, 2, 3; general defense of argument goal of LO #4 also assessed).

Final thesis, comprehensive exams, or special project (LO #1-4 inclusive).

Regular Assessment of Core Courses: The program has established a strong routine of assessing key graduate-level courses in almost all years:

IS 500 (Advanced Practice in International Studies)

IS 570 (Modern World Issues)

IS 599 (Master’s Thesis)

Positive Student Outcomes: Most students met or exceeded expectations across all learning outcomes, especially in IS 570 and IS 599.

Stable Assessment Structure: while student performance is strong, we do plan to reassess the outcomes and rubric for the MS program.

Strengthened IS 500 Performance: with increased emphasis placed on LO 4 in IS 500 since Fall 2022, we have strengthened instruction or support in developing well-reasoned arguments.

Curriculum

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

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
Program Required & Elective Courses			
SEE ATTACHED			

MULTI-USE BELOW THRESHOLD REPORT FORM

Open Electives (<i>Indicate number of credits of open electives</i>)			
Total Program Credits:			

SECTION 3: Modification of Credits

Only complete this section if you are proposing a modification of credits to a degree or certificate program

Total Number of courses and course credits to be modified by this application: **15**

Original Program

Total # of General Education Credits NA
 Total # of Credits in Program: 30
 Date Program was Initiated: 01/01/1976

Modified Program

Total # of General Education Credits: NA
 Total # of Credits in Program: 30
 Initiation Date for Modified Program: Fall 2026
 Anticipated Date of First Graduation: Spring 2027

Rationale for Modification

Describe the context and need for the proposed modification(s) and the relationship to the originally approved program:
 The modification keeps the number of credits the same, but removes one required course from the core and moves those 3 credits to the electives portion of the program. In addition, a comprehensive exam option has been added to the options for the capstone.

Description of Related Modification(s)

Provide a summary of other changes, if any, necessitated by curricular modification, such as admissions or graduation requirements not applicable

Description of Resources Needed

As appropriate, summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.
 None

Curriculum

MULTI-USE BELOW THRESHOLD REPORT FORM

Present side-by-side listing of curricular modifications (insert/delete rows as needed) **(please see attached sheet)**

Summary: One class was removed from core (IS 570), with those 3 credits now being an elective in the Global Themes. Comprehensive Exam/seminar added as an option (Plan B) for the capstone.

Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
Common Core		Common Core	
IS 500: Advanced Practice in IS	3	IS 500: Advanced Practice in IS	3
IS 570: Modern World Issues	3		
Geographical Areas and Global Themes		Geographical Areas and Global Themes	
6-12 credits in Global Areas and 6-12 Credits in Global Themes for a total of 18 credits	18	6-12 credits in Global Areas and 9-12 Credits in Global Themes for a total of 21 credits	21
Research and Capstone Requirements		Research and Capstone Requirements	
Plan A: IS 598 and IS 599 --or-- Plan C: IS 598 and IS 595	6	Plan A: IS 598 and IS 599 --or-- Plan B: IS 598 and IS 594 --or-- Plan C: IS 598 and IS 595	6
		<i>See catalog proof for complete list of courses.</i>	
Total Credits Original Program	30	Total Credits Modified Program	30

International Studies M.S.

International Studies is an interdisciplinary program designed to build student expertise in particular world regions and/or about diverse international issues including globalization; global population, migration, and health; international conflict, terrorism, governance, and law; imperialism, decolonization, and development; and the role of gender, race, and class in international contexts.

An MS degree in International Studies prepares students for a range of career possibilities in government service, in foundations and NGOs, and in the wide range of institutions offering services transnationally or otherwise working in global environments.

CCSU was designated as a Center for Excellence in International Education in 1986. Today, along with its Bachelor's and Master's degrees in International Studies, CCSU boasts a wide variety of study abroad programs and initiatives. The continuing enrichment, expansion, and refinement of the Bachelor of Arts and Master of Science programs in International Studies result from the institution's established commitment to global awareness and global citizenship.

Course and Capstone Requirements

30 credits in International Studies (Plan A or Plan B or Plan C)

1. Common Core

<u>IS 500</u>	Advanced Practice in IS	3
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2. Geographical Regions and Global Themes (21 credits)

Students will select 9-12 credits from each of our program's two focus areas (Regions and Themes) for a total of 21 credits.

2a. Geographical Regions:

9-12 credits for students who wish to pursue course work in particular world regions.

Africa

<u>ANTH 416</u>	Archaeology of Africa	4
<u>ANTH 424</u>	Peoples and Cultures of Africa	4
<u>GEOG 446</u>	Sub-Saharan Africa	3
<u>HIST 431</u>	Ancient Northeast Africa	3
<u>HIST 432</u>	History of South Africa	3

<u>PS 421</u>	Govt and Politics of Africa	3
<u>IS 596</u>	Independent Studies	3
<u>IS 597</u>	Graduate Seminar in International Studies	3

For any course designated GEOG 4XX, graduate students must register for GEOG 516 to receive graduate credit.

For any course designated HIST 4XX, graduate students must register for HIST 495 to receive graduate credit.

East Asia

<u>GEOG 435</u>	Japan & Korea	3
<u>GEOG 437</u>	China	3
<u>HIST 422</u>	Topics in Japanese History	3
<u>PS 425</u>	Asian Politics	3
<u>IS 596</u>	Independent Studies	3
<u>IS 597</u>	Graduate Seminar in International Studies	3

For any course designated GEOG 4XX, graduate students must register for GEOG 516 to receive graduate credit.

For any course designated HIST 4XX, graduate students must register for HIST 495 to receive graduate credit.

Europe

<u>GEOG 444</u>	European Union	3
<u>HIST 540</u>	Seminar in European History	3
<u>PS 435</u>	Central/East Europe Politics	3
<u>SPAN 571</u>	Generation of '98	3
<u>SPAN 572</u>	20th-Century Spanish Literature	3
<u>IS 596</u>	Independent Studies	3
<u>IS 597</u>	Graduate Seminar in International Studies	3

For any course designated GEOG 4XX, graduate students must register for GEOG 516 to receive graduate credit.

For any course designated HIST 4XX, graduate students must register for HIST 495 to receive graduate credit.

Latin America

<u>ANTH 428/LAS 428</u>	Cultures of Latin America	4
<u>GEOG 434/LAS 434</u>	Mex, Centrl Amer, & Caribbean	3
<u>GEOG 436/LAS 436</u>	South America	3
<u>HIST 583</u>	Seminar in Latin American History	3
<u>PS 420/LAS 420</u>	Govt & Politics of Latin Amer	3
<u>SPAN 545</u>	The Spanish-American Essay	3
<u>SPAN 588</u>	Topics in the Contemporary Spanish-Speaking World	3
<u>IS 596</u>	Independent Studies	3
<u>IS 597</u>	Graduate Seminar in International Studies	3

For any course designated GEOG 4XX, graduate students must register for GEOG 516 to receive graduate credit.

For any course designated HIST 4XX, graduate students must register for HIST 495 to receive graduate credit.

Middle East

<u>PS 434</u>	Govt & Politics of Middle East	3
<u>PS 439</u>	U.S. Middle East Policy	3
<u>IS 596</u>	Independent Studies	3
<u>IS 597</u>	Graduate Seminar in International Studies	3

For any course designated HIST 4XX, graduate students must register for HIST 495 to receive graduate credit.

2b. Global Themes (9 to 12 credits)

9-12 credits for students who wish to pursue course work in particular global themes.

Courses below are for **advisory** purposes only. Additional courses may be approved by your advisor. For example, IS 550 (Graduate Internship in International Studies), IS 590 (Course Abroad), IS 596 (Independent Studies in International Studies), IS 597 (Seminar in International Studies), HIST 580 (Seminar in Non-Western World History), and HIST 585 (Modern World History) could be included in each **Global Theme** depending on the topic.

Global Themes

Communication and Diversity in the Global Context (6 to 12 credits)

<u>COMM 543</u>	Intercultural Communication	3
<u>ENG 486</u>	World Lit & Film	3
<u>EPS 528</u>	Comparative and International Education	3
<u>PSY 520</u>	Global Psychology	3
<u>SPAN 441</u>	Cross-Cultural Communication	3
<u>IS 596</u>	Independent Studies	3

Energy, Resources, and Environment (6 to 12 credits)

<u>COMM 451</u>	Environmental Communication	3
<u>GEOG 433</u>	Issues in Environmental Protection	3
<u>GEOG 473</u>	Geography of Natural Resources	3
<u>GSCI 450</u>	Environmental and Engineering Geology	3
<u>SUST 500</u>	Social, Political, and Ethical Dimensions of Global Sustainability	3
<u>SUST 501</u>	Contemporary Challenges in Environmental Sustainability	3
<u>SUST 502</u>	Science for Sustainability	3
<u>IS 596</u>	Independent Studies	3

For any course designated GEOG 4XX, graduate students must register for GEOG 516 to receive graduate credit.

Governance, Security, and Human Rights (6 to 12 credits)

<u>CJ 510</u>	Law, Criminal Justice, and Issues of Inequality	3
<u>COMM 454</u>	Communication & Social Change	3
<u>HIST 420</u>	Imperialism	3
<u>PS 445</u>	Public Policy Analysis and Evaluation	3
<u>IS 596</u>	Independent Studies	3

For any course designated HIST 4XX, graduate students must register for HIST 495 to receive graduate credit.

Population, Mobility, and Development (6 to 12 credits)

<u>ANTH 401</u>	City Life & Culture	4
<u>ANTH 475</u>	Topics in Anthropology	3

<u>ECON 430</u>	International Economics	3
<u>ECON 435</u>	Economic Development	3
<u>GEOG 470</u>	Geography of Health & Disease	3
<u>GEOG 544</u>	The Geography of World Economic Development	3
<u>IS 596</u>	Independent Studies	3

For any course designated GEOG 4XX, graduate students must register for GEOG 516 to receive graduate credit.

3. Research and Capstone Requirements (6 credits)

Plan A:

<u>IS 598</u>	Advanced Research in International Studies	3
<u>IS 599</u>	Thesis in International Studies	3

Plan C:

<u>IS 595</u>	Special Project in International Studies	3
<u>IS 598</u>	Advanced Research in International Studies	3

Plan B:

<u>IS 598</u>	Advanced Research in International Studies	3
<u>IS 594</u>	International Studies Capstone Seminar (Plan B)	3

4. Language Requirement and Study Abroad

Students are strongly encouraged to pursue study of an appropriate foreign language if they do not already have proficiency in a second language.

IS students without significant life or study experiences abroad are strongly encouraged to participate in a study abroad program, whether a course abroad or a semester or summer exchange. Information about study abroad programs is available via the Center for International Education.

NOTE: No more than nine credits at the 400 level, as approved by the graduate advisor, may be counted toward the graduate planned program of study. Initially, on acceptance to the program, students are assigned to the International Studies Curriculum Coordinator for advice. As soon as possible, students will be assigned an advisor appropriate to their area or global specialization. This advisor will normally serve as the faculty member supervising the student's thesis or special project.

TOTAL CREDIT HOURS: 30

MULTI-USE BELOW THRESHOLD REPORT FORM

SECTION 1: Instructions and Internal Use Fields	
Institution: Central	Final approval by institution: 02/24/2025 Submission to CSCU Office of the Provost for Academic Council: 10/27/25
<p>Instructions: Use the drop-down menu to select the below-threshold item. Complete Sections 1 and 2 in all cases. If the proposal involves a credit change of 15 or fewer credits for undergraduate programs, or 12 or fewer credits for graduate programs, please also complete Section 3.</p> <p>Notes: Items defined as below threshold include:</p> <ul style="list-style-type: none"> Establishment of degree minors, concentrations, and specializations. An undergraduate certificate program of 30 credit hours or fewer that falls within an approved program. Establishment or modification of UG certificates of 15 or fewer credit hours, or graduate certificate programs of 12 or fewer credit hours. Modification of credits (UG – 15 or fewer, G – 12 or fewer). <p>Items that exceed the threshold requirements below should be submitted using Form 200: Program Modification.</p>	
Type of Below Threshold Item: New Concentration/Option/Track	
<p>Internal Use (VEOCI Fields) NO ENTRY IN VEOCI—JUST PATHWAY OF BS TO MS</p> <ol style="list-style-type: none"> 1. Name of Program: ACCELERATE CENTRAL (MS Supply Chain Logistics Management (SCLM) with BS Manufacturing Management (MM) ---no actual changes to program 2. OHE #: 19544 3. Modality of Program (<i>check all that apply</i>): <input type="checkbox"/> On ground <input type="checkbox"/> Online <input checked="" type="checkbox"/> Hybrid, % of fully online courses 50% 4. Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both 5. Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): Master of Science 6. Total # Credits in Program: 33 7. Department where program is housed: Manufacturing and Construction Management 8. Location Offering the Program (e.g., main campus): main campus 9. Program website: https://www.ccsu.edu/programs/supply-chain-and-logistics-management-ms 10. Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No 11. Provide estimated cost of program (tuition and fees): \$ OR url for link to tuition/fee information: https://www.ccsu.edu/bursar 12. <u>CIP Code Number</u>: 52.1301 Title of CIP Code: Management Science, General 13. Identify the careers and professions available to graduates of the program using the <u>Standard Occupational Classification</u> (SOC) system. Provide SOC code number(s) and name(s): SEE BELOW-Combined with Salary info 14. 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>)? \$80,880 (According to the U.S. Bureau of Labor Statistics) 11-3061, Purchasing Managers: \$136,380 13-1081, Logisticians: \$79,400 13-1023, Purchasing Agents, Except Wholesale, Retail, and Farm Products: \$94,910 11-3071, Transportation, Storage, and Distribution Managers: \$99,200 	

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

- 541614 – Process, Physical Distribution, and Logistics Consulting Services
- 493110 – General Warehousing and Storage
- 484121 – General Freight Trucking, Long-Distance, Truckload
- 336411 - Aircraft Manufacturing (global supply chains for aerospace logistics)

16. IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time students in years): 2 years

17. 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 coursework.

Graduation Requirements

- 1. Does this program have special graduation requirements (e.g., capstone or special project)? Yes No
- 2. If yes, describe: one of the three options: Thesis, Project or Comprehensive exam

Program Work Experiences

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

Program Administration and Faculty

- 1. Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Mohammad Rahman\; rahman@ccsu.edu (860) 832-1881
- 2. How many full-time faculty, if any, will teach in the program’s core curriculum (include proposed new hires)? 5
- 3. How many adjunct and/or part-time faculty, if any, will teach in the program’s core curriculum? 3

Institutional Contact for this Proposal (Provost or Chief Academic Officer):

- 1. Title: Provost, Kimberly Kostelis
- 2. Tel.: [\(860\) 832-2228](tel:(860)832-2228)
- 3. E-mail: kimberly.kostelis@ccsu.edu

Career/Program Pathways:

- 1. Does this program prepare students for another program? No
- 2. If yes, specify program:

Prospective Students

- 1. Describe the prospective students for the program:
Students enrolled in the BS in Manufacturing Management, Business Management program

SECTION 2: Program and Curricular Information

Catalog Description

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

The Master of Science in Supply Chain & Logistics Management (SCLM) program at Central Connecticut State University prepares professionals for leadership roles in one of the world's most dynamic and in-demand fields. The program integrates advanced study of supply chain strategy, operations, procurement, logistics, and data-driven decision-making to improve global business performance. Students gain analytical, technical, and managerial competencies necessary to design, manage, and optimize modern supply chain systems across manufacturing, service, public, and non-profit sectors.

Through case-based learning, applied research, and collaboration with industry professionals, students develop expertise in areas such as global sourcing, transportation systems, inventory management, lean and Six Sigma practices, and emerging technologies including artificial intelligence and sustainability analytics. The curriculum emphasizes problem-solving, teamwork, and leadership to prepare graduates for positions such as Supply Chain Analyst, Logistics Manager, Operations Planner, and Procurement Specialist.

The Accelerate Central Pathway allows highly motivated undergraduates to earn both a Bachelor's and Master's degree in as few as five years of full-time study. Students accepted into the program may take up to four (4) graduate-level courses for graduate credit during their undergraduate program, reducing the overall time and cost to complete the master's degree. Eligible undergraduate students (having completed at least 60 credit hours, including 12 at Central) can apply for admission to the Accelerate Central program and begin advancing their careers earlier with a strong foundation in supply chain and logistics leadership.

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 the institution's mission and vision by promoting academic excellence, workforce readiness, and lifelong learning. Its focus on advanced education in supply chain and manufacturing management supports the university's goal of preparing students for leadership roles in industry and contributing to regional and global economic development.

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.

Projected enrollments will come primarily from current students in the BS in Manufacturing Management program. Recruitment efforts will include marketing materials highlighting the Accelerate Central pathway, faculty and professional advising, and informational flyers distributed across campus. In addition, program representatives will participate in Open Houses and recruitment events to promote the opportunity and guide eligible students through the application process.

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

Student engagement strategies will include close faculty advising, regular progress check-ins, and early academic planning to help students balance undergraduate and graduate coursework.

Most Recent NECHE Institutional Accreditation Action and Date:

Accreditation by ATMAE (The Association of Technology, Management, and Applied Engineering)
Date: November 12, 2024

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

1. Program Discontinued: CIP: OHE#: BOR Accreditation Date:
2. Phase Out Period
3. Date of Program Termination
4. Discontinuation of a program requires submission of form 301. Discontinuation form submitted? Yes No

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.

No additional resources are required for the proposed program. Existing classrooms, laboratories, computer facilities, and faculty are sufficient to support the Accelerate Central program, ensuring cost-effectiveness and long-term sustainability.

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. Apply technology and management principles to supply chain practices
2. Analyze and solve supply chain problems using continuous improvement
3. Lead projects and manage relationships with teams and suppliers
4. Adapt skills to evolving challenges in global supply chains
5. Communicate effectively with all stakeholders.

Assessment of Learning Outcomes

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

Two primary assessment methodologies are used to measure the effectiveness of the Supply Chain and Logistics

Management (SCLM) program:

- Students' Program Evaluation Survey: This survey collects feedback on students' overall experiences, including curriculum content, course delivery, and instructional quality. The results are analyzed to identify strengths and areas for improvement, supporting the program's continuous enhancement.

Student Performance Assessment: This includes two key components:

- Comprehensive Exam (Plan B): Evaluates students' mastery of core program learning outcomes through an integrative written examination.

MULTI-USE BELOW THRESHOLD REPORT FORM

- Capstone Project (Plan A or Plan C): Assesses students' ability to apply theoretical knowledge to practical, real-world problems through project execution, report submission, and final presentation.

Curriculum

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

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
Program Required & Elective Courses			
SCLM 510 or TM 510 Industrial Operations Management	1, 2, 5	None	3
SCLM 561 or TM 561 Application of Lean Principles	2, 3, 5	None	3
SCLM 562 or TM 562 Supply Chain Strategy	1, 3	None	3
SCLM 563 Strategic Logistics Mngt	2	None	3
SCLM 564 Quality Systems Mngt	3, 4	None	3
SCLM 565 Logistics: Traffic & Transport	1, 4	None	3
SCLM 566 Distribution & Warehouse Mngt	1, 4, 5	None	3
Capstone: 1 of the Following:			(0 or 3)
COMP 000W Comp Exam- Supply Chain Log Mgt	-	3.0 cumulative GPA and 75% of program requirements complete	0.0
TM 595 Applied Research Capstone Project	-	TM 594, permission of advisor, and a 3.00 overall GPA	3.0
TM 599 Thesis	.	TM 594, completion of 18 credits, 3.00 overall GPA, and permission of advisor	3.0
Open Electives <i>(Indicate number of credits of open electives)</i>			12
Total Program Credits:			33

SECTION 3: Modification of Credits

Only complete this section if you are proposing a modification of credits to a degree or certificate program

Total Number of courses and course credits to be modified by this application: **0**

Original Program

Total # of General Education Credits:

Total # of Credits in Program: 33

Date Program was Initiated: 08/15/2019

Modified Program

Total # of General Education Credits:

Total # of Credits in Program: 27

Total # of Share Credits with BS-MM: 6

Initiation Date for Modified Program: Fall 2026

Anticipated Date of First Graduation: Fall 2027

Rationale for Modification

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

The proposed modification introduces an **Accelerate Central pathway** that helps students move smoothly from undergraduate to graduate study. Qualified students can take selected graduate courses that count toward both their bachelor's and master's degrees. This option builds on the existing program and allows students to earn both degrees in as little as five years.

Description of Related Modification(s)

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

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.

MULTI-USE BELOW THRESHOLD REPORT FORM

SECTION 1: Instructions and Internal Use Fields	
Institution: Central	Final approval by institution: 02/24/2025 Submission to CSCU Office of the Provost for Academic Council: 10/27/25
<p>Instructions: Use the drop-down menu to select the below-threshold item. Complete Sections 1 and 2 in all cases. If the proposal involves a credit change of 15 or fewer credits for undergraduate programs, or 12 or fewer credits for graduate programs, please also complete Section 3.</p> <p>Notes: Items defined as below threshold include:</p> <ul style="list-style-type: none"> Establishment of degree minors, concentrations, and specializations. An undergraduate certificate program of 30 credit hours or fewer that falls within an approved program. Establishment or modification of UG certificates of 15 or fewer credit hours, or graduate certificate programs of 12 or fewer credit hours. Modification of credits (UG – 15 or fewer, G – 12 or fewer). <p>Items that exceed the below threshold requirements should be submitted using Form 200: Program Modification.</p>	
Type of Below Threshold Item: New Concentration/Option/Track	
<p>Internal Use (VEOCI Fields) NO ENTRY IN VEOCI—JUST PATHWAY OF BS TO MS</p> <ol style="list-style-type: none"> 1. Name of Program: ACCELERATE CENTRAL MS Technology Management (TM) with BS Manufacturing Management (MM) ---no actual changes to program 2. OHE #: 00040 3. Modality of Program (<i>check all that apply</i>): <input type="checkbox"/> On ground <input type="checkbox"/> Online <input checked="" type="checkbox"/> Hybrid, % of fully online courses 50% 4. Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both 5. Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): Master of Science 6. Total # Credits in Program: 33 7. Department where program is housed: Manufacturing and Construction Management 8. Location Offering the Program (e.g., main campus): main campus 9. Program website: https://www.ccsu.edu/programs/technology-management-ms 10. Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No 11. Provide estimated cost of program (tuition and fees): \$ _____ OR url for link to tuition/fee information: https://www.ccsu.edu/bursar 12. <u>CIP Code Number</u>: 15.1501 Title of CIP Code: Engineering/Industrial Management 13. Identify the careers and professions available to graduates of the program using the <u>Standard Occupational Classification</u> (SOC) system. Provide SOC code number(s) and name(s): connected to salary info below 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>)? 11-3061, Purchasing Managers: \$136,380 13-1081, Logisticians: \$79,400 13-1023, Purchasing Agents, Except Wholesale, Retail, and Farm Products: \$94,910 11-3071, Transportation, Storage, and Distribution Managers: \$99,200 	

MULTI-USE BELOW THRESHOLD REPORT FORM

11-3051, Production or Quality Control Systems Managers: \$116,970

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

11-3061, Purchasing Managers; 13-1081, Logisticians; 13-1023, Purchasing Agents, Except Wholesale, Retail, and Farm Products; 11-3071, Transportation, Storage, and Distribution Managers

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

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 coursework.

Graduation Requirements

1. Does this program have special graduation requirements (e.g., capstone or special project)? Yes No
2. If yes, describe: Thesis, Project or Comprehensive exam

Program Work Experiences

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

Program Administration and Faculty

1. Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): E. Daniel Kirby; kirbyerd@ccsu.edu (860) 832-1691
2. How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 5
3. How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 3

Institutional Contact for this Proposal (Provost or Chief Academic Officer):

1. Title: Provost, Kimberly Kostelis
2. Tel.: [\(860\) 832-2228](tel:(860)832-2228)
3. E-mail: kimberly.kostelis@ccsu.edu

Career/Program Pathways:

1. Does this program prepare students for another program? No
2. If yes, specify program:

Prospective Students

1. Describe the prospective students for the program:
Students enrolled in the BS in Manufacturing Management, Business Management program

SECTION 2: Program and Curricular Information

Catalog Description

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

The Master of Science in Technology Management (TM) program at Central Connecticut State University prepares professionals to lead innovation, manage complex technologies, and drive organizational improvement across business, government, and non-profit sectors. The program integrates advanced study in project management, quality systems, supply chain operations, and technological innovation, emphasizing both technical proficiency and strategic leadership.

Students develop the ability to analyze, design, and implement solutions that enhance productivity, efficiency, and competitiveness in technologically driven organizations. The curriculum blends management theory with applied learning in areas such as lean enterprise, engineering management, sustainability, and digital transformation, preparing graduates for leadership roles such as Project Manager, Engineering Manager, Quality Assurance Specialist, Technology Director, and Operations Manager.

The Accelerate Central Pathway offers highly motivated undergraduates the opportunity to earn both a bachelor's and master's degree in as few as five years of full-time study. Students accepted into the program may complete up to four (4) graduate-level courses for graduate credit during their undergraduate program, reducing the overall time and cost to complete the degree. Eligible undergraduates (with at least 60 complete credit hours, including 12 at Central) can apply to the Accelerate Central program to advance their careers earlier with strong credentials in technology and management leadership.

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 the institution's mission and vision by promoting academic excellence, workforce readiness, and lifelong learning. Its focus on advanced education in manufacturing management supports the university's goal of preparing students for leadership roles in industry and contributing to regional and global economic development.

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.

Projected enrollments will come primarily from current students in the BS in Manufacturing Management program. Recruitment efforts will include marketing materials highlighting the Accelerate Central pathway, faculty and professional advising, and informational flyers distributed across campus. In addition, program representatives will participate in Open Houses and recruitment events to promote the opportunity and guide eligible students through the application process.

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

Student engagement strategies will include close faculty advising, regular progress check-ins, and early academic planning to help students balance undergraduate and graduate coursework.

Most Recent NECHE Institutional Accreditation Action and Date:

Accreditation by ATMAE (The Association of Technology, Management, and Applied Engineering)

Date: November 12, 2024

MULTI-USE BELOW THRESHOLD REPORT FORM

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

1. Program Discontinued: CIP: OHE#: BOR Accreditation Date:
2. Phase Out Period
3. Date of Program Termination
4. Discontinuation of a program requires submission of form 301. Discontinuation form submitted? Yes No

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.

No additional resources are required for the proposed program. Existing classrooms, laboratories, computer facilities, and faculty are sufficient to support the Accelerate Central program, ensuring cost-effectiveness and long-term sustainability.

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. Lead technologically oriented teams and organizations.
2. Create a Lean work environment through the daily application of Lean principles and practices.
3. Manage operations, human resources, vital functions and processes to deliver value to customers
4. Use structured problem-solving methods to make sound decisions.
- 5.

Assessment of Learning Outcomes

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

Curriculum

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

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
Program Required & Elective Courses			
TM 500 Product Life Cycle Mngt	1, 3	None	3
TM 551 Project Management	2, 3	None	3
TM 572 Innovative Leadership	1, 3	None	3
SCLM 510 or TM 510 Industrial Operations Management	1, 2, 3, 4	None	3
SCLM 561 or TM 561 Application of Lean Principles	2, 4	None	3
SCLM 562 or TM 562 Supply Chain Strategy	3, 4	None	3
Capstone: 1 of the Following:			(0 or 3)

MULTI-USE BELOW THRESHOLD REPORT FORM

COMP 000W Comp Exam- Supply Chain Log Mgt	-	3.0 cumulative GPA and 75% of program requirements complete	0.0
TM 595 Applied Research Capstone Project	-	TM 594, permission of advisor, and a 3.00 overall GPA	3.0
TM 599 Thesis	.	TM 594, completion of 18 credits, 3.00 overall GPA, and permission of advisor	3.0
Open Electives (<i>Indicate number of credits of open electives</i>)			15
Total Program Credits:			33

SECTION 3: Modification of Credits

Only complete this section if you are proposing a modification of credits to a degree or certificate program

Total Number of courses and course credits to be modified by this application: **0**

Original Program

Total # of General Education Credits:
 Total # of Credits in Program: 33
 Date Program was Initiated: 01/15/1996

Modified Program

Total # of General Education Credits:
 Total # of Credits in Program: 27
 Total # of Share Credits with BS-MM: 6
 Initiation Date for Modified Program: Fall 2026
 Anticipated Date of First Graduation: Fall 2027

Rationale for Modification

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

The proposed modification introduces an **Accelerate Central pathway** that helps students move smoothly from undergraduate to graduate study. Qualified students can take selected graduate courses that count toward both their bachelor's and master's degrees. This option builds on the existing program and allows students to earn both degrees in as little as five years.

Description of Related Modification(s)

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

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.

MULTI-USE BELOW THRESHOLD REPORT FORM

SECTION 1: Instructions and Internal Use Fields	
Institution: Central Connecticut State Univ.	Final approval by institution: 5/5/2025 Submission to CSCU Office of the Provost for Academic Council: 12/17/25
<p>Instructions: Use the drop-down menu to select the below-threshold item. Complete Sections 1 and 2 in all cases. If the proposal involves a credit change of 15 or fewer credits for undergraduate programs, or 12 or fewer credits for graduate programs, please also complete Section 3.</p> <p>Notes: Items defined as below threshold include:</p> <ul style="list-style-type: none"> Establishment of degree minors, concentrations, and specializations. An undergraduate certificate program of 30 credit hours or fewer that falls within an approved program. Establishment or modification of UG certificates of 15 or fewer credit hours, or graduate certificate programs of 12 or fewer credit hours. Modification of credits (UG – 15 or fewer, G – 12 or fewer). <p>Items that exceed the below threshold requirements should be submitted using Form 200: Program Modification.</p>	
Type of Below Threshold Item: Modification of credits (UG - 15 or less, G - 12 or less)	
<p>Internal Use (VEOCI Fields)</p> <ol style="list-style-type: none"> 1. Name of Program: Political Science: Public Policy and Management 2. OHE #: 00109 3. 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 4. Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both 5. Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): BA 6. Total # Credits in Program: 120 7. Department where program is housed: Political Science 8. Location Offering the Program (e.g., main campus): CCSU 9. Program website: https://ccsu.smartcatalogiq.com/en/current/undergraduate-graduate-catalog/undergraduate-majors/political-science-with-specialization-in-public-policy-and-management-ba 10. Request for SAA Approval for Veterans Benefits? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No 11. Provide estimated cost of program (tuition and fees): \$ OR url for link to tuition/fee information: https://www.ccsu.edu/bursar <u>CIP Code Number:</u> 30.46 <u>Title of CIP Code:</u> History and Political Science 12. Identify the careers and professions available to graduates of the program using the Standard Occupational Classification (SOC) system. Provide SOC code number(s) and name(s): 11-3131- Training and Development Managers, 13-1082 – Project Management Specialists, 13-1111 – Management Analysts, 13-2031 – Budget Analysts, 19-3022 – Survey Researchers, 19-3094 – Political Scientists, 19-4061 – Social Science Research Assistants, 23-2099 – Legal Support Workers 13. 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>)? 11-3131 – \$125,000, 13-1082 - \$98,000, 13-1111 - \$99,000, 13-2031 - \$85,000, 19-3022 - \$61,000, 19-3094 - \$132,000, 19-4061 - \$56,000, 23-2099 - \$68,000 	

MULTI-USE BELOW THRESHOLD REPORT FORM

14. Identify the industry applicable to this program using the [North American Industry Classification System](#) (NAICS). Provide NAICS code(s) and title(s): 921140 Executive and Legislative Offices, Combined and 921190 Other General Government Support

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

16. What are the admissions requirements for the program? N/A

Graduation Requirements

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

2. If yes, describe:

Program Work Experiences

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

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

Program Administration and Faculty

1. Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Jerold Duquette (860) 832-2964

2. How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 4

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

Institutional Contact for this Proposal (Provost or Chief Academic Officer):

1. Title: Dr. Kim Kostelis

2. Tel.: (860) 832-2228

3. E-mail: Kimberly.kostelis@ccsu.edu

Career/Program Pathways:

1. Does this program prepare students for another program? No

2. If yes, specify program:

Prospective Students

1. Describe the prospective students for the program: Students looking for roles in state government, with non-profit organizations, or other government adjacent organizations and agencies.

SECTION 2: Program and Curricular Information

Catalog Description

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

Central's BA in Political Science provides students with the tools and training necessary to become productive and successful professionals in the public or private sectors, including critical thinking, communication skills, collaboration, and global and intercultural fluency. Program ensures students' ability to effectively adapt and participate in a rapidly changing world. Graduates earn a broad foundation in American and comparative politics, as well as an understanding of the dynamic relationship between political ideas, behavior, and institutions.

Alignment of Program with Institutional Mission, Role, and Scope

MULTI-USE BELOW THRESHOLD REPORT FORM

How does the program align with the institutional mission? *(Provide a concise statement)* The Program advances the University's core mission of enhancing academic excellence and preparing graduates to thrive in a changing economy including promoting high impact practices such undergraduate research and study abroad 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 Department plans to advertise the program at Open Houses and Admitted Student Days as well as to local high schools. If applicable, what student engagement strategies will be employed to advance student retention and completion in program? The Department will ensure all students can make use of at least one high impact practice (such as internship) while also providing flexibility in course scheduling options

Most Recent NECHE Institutional Accreditation Action and Date: Continued in accreditation; approved at the Commission's meeting on 4/12/19.

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

1. Program Discontinued: CIP: OHE#: BOR Accreditation Date:
2. Phase Out Period
3. Date of Program Termination
4. Discontinuation of a program requires submission of form 301. Discontinuation form submitted? Yes No

Cost Effectiveness and Availability of Adequate Resources

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

The budget for the program is ongoing as the program has existed for more than a decade. The costs of the program are covered by the current Department OE budget. The Department merely swapped out one course for another.

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.

Political Science Majors, upon graduation, will be able to:

1. comprehend the basic structures and processes of different government systems as these operate in national and/or comparative contexts;
2. explain the nature of, interplay and relationship between, interests, institutions, and ideas in government and politics;
3. communicate arguments about significant political processes, events, and concepts using appropriate evidence; and
4. apply methods appropriate for accumulating and interpreting data applicable to the discipline of political science.

MULTI-USE BELOW THRESHOLD REPORT FORM

Assessment of Learning Outcomes

Briefly describe assessment methodologies to be used in measuring the program learning outcomes: Currently, all political science majors are assessed in the Department’s methodology course which is taken by all juniors and seniors. The assessment includes a pre-test and post-test.

Curriculum

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

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
Program Required & Elective Courses			
PS 110 Intro to US Government	1, 2 ,3		3
PS 230 State and Local Government	1, 2, 3		3
PS 250: Approaches to Political Science	4		3
PS 260 Public Administration	2, 3		3
PS 450 Public Sector Ethics	2, 3,		3
PS 446: Public Budgeting	4		3
ECON 201: Microeconomics	1		3
MGT 295: Fundamentals of Management	2,3		3
ELECTIVES: Select 2 (6 credits)			
MGT 305 Human Resource Management	2,3	MGT 295	3
MGT 345 Organizational Analysis & Change Management	2,3	MGT 295	3
MGT 348 Management Systems	2,3	MGT 295	3
MGT 390 Management Topics	4	MGT 295	3
MGT 340 Ethical and Social Issues for the Manager	4	MGT 295	3
MGT 425 Labor/Management Relations	2,3	MGT 295	3
MGT 432 Human Resource Development and Training	2,3	MGT 295	3
MGT 460 Staffing	2,3	MGT 295	3
Open Electives (Indicate number of credits of open electives)			9
Total Program Credits:			39

SECTION 3: Modification of Credits

Only complete this section if you are proposing a modification of credits to a degree or certificate program

MULTI-USE BELOW THRESHOLD REPORT FORM

Total Number of courses and course credits to be modified by this application: **3 – change is adding a course (PS 250) to the required course list and reducing the directed MGT electives from 9 to 6 credits---no change in overall credit number.**

Original Program

Total # of General Education Credits:41-44
 Total # of Credits in Program: 39
 Date Program was Initiated: 1999

Modified Program

Total # of General Education Credits: 41-44
 Total # of Credits in Program: 39
 Initiation Date for Modified Program: 2025
 Anticipated Date of First Graduation: 2029

Rationale for Modification

Describe the context and need for the proposed modification(s) and the relationship to the originally approved program:
 We added back in the Methods course that we removed 3 years ago. We found that the students in the program needed the methods course to successfully undertake undergraduate research projects.

Description of Related Modification(s)

Provide a summary of other changes, if any, necessitated by curricular modification, such as admissions or graduation requirements
 The department removed one MGT elective and added a political science requirement.

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.
 We already offer the methods course in the other two political science concentrations so this does not create any change, nor any additional costs.

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
PS 110 Intro to US Government	3	PS 110 Intro to US Government	3
PS 230 State and Local Government	3	PS 230 State and Local Government	3
		PS 250: Approaches to Political Science	3
PS 260 Public Administration	3	PS 260 Public Administration	3
PS 450 Public Sector Ethics	3	PS 450 Public Sector Ethics	3

MULTI-USE BELOW THRESHOLD REPORT FORM

PS 446: Public Budgeting	3	PS 446: Public Budgeting	3
ECON 201: Microeconomics	3	ECON 201: Microeconomics	3
MGT 295: Fundamentals of Management	3	MGT 295: Fundamentals of Management	3
ELECTIVES: Select 3 (9 credits)		ELECTIVES: Select 2 (6 credits)	
MGT 305 Human Resource Management	3	MGT 305 Human Resource Management	3
MGT 345 Organizational Analysis & Change Management	3	MGT 345 Organizational Analysis & Change Management	3
MGT 348 Management Systems	3	MGT 348 Management Systems	3
MGT 390 Management Topics	3	MGT 390 Management Topics	3
MGT 340 Ethical and Social Issues for the Manager	3	MGT 340 Ethical and Social Issues for the Manager	3
MGT 425 Labor/Management Relations	3	MGT 425 Labor/Management Relations	3
MGT 432 Human Resource Development and Training	3	MGT 432 Human Resource Development and Training	3
MGT 460 Staffing	3	MGT 460 Staffing	3
Total Credits Original Program	39	Total Credits Modified Program	39

MULTI-USE BELOW THRESHOLD REPORT FORM

SECTION 1: Instructions and Internal Use Fields	
Institution: Central	Final approval by institution: 11-24-25 Submission to CSCU Office of the Provost for Academic Council: 12/18/25
<p>Instructions: Use the drop-down menu to select the below-threshold item. Complete Sections 1 and 2 in all cases. If the proposal involves a credit change of 15 or fewer credits for undergraduate programs, or 12 or fewer credits for graduate programs, please also complete Section 3.</p> <p>Notes: Items defined as below threshold include:</p> <ul style="list-style-type: none"> • Establishment of degree minors, concentrations, and specializations. • An undergraduate certificate program of 30 credit hours or fewer that falls within an approved program. • Establishment or modification of UG certificates of 15 or fewer credit hours, or graduate certificate programs of 12 or fewer credit hours. • Modification of credits (UG – 15 or fewer, G – 12 or fewer). <p>Items that exceed the below threshold requirements should be submitted using Form 200: Program Modification.</p>	
Type of Below Threshold Item: Modification of credits (UG - 15 or less, G - 12 or less)	
<p>Internal Use (VEOCI Fields)</p> <ol style="list-style-type: none"> 1. Name of Program: Psychological Science. 2. OHE #: 00098 3. 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 4. Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both 5. Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): Bachelors of Arts BA 6. Total # Credits in Program: 120 7. Department where program is housed: Psychological Science 8. Location Offering the Program (e.g., main campus): Central Connecticut State University 9. Program website: https://www.ccsu.edu/psychology 10. Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No 11. Provide estimated cost of program (tuition and fees): \$ OR url for link to tuition/fee information: https://www.ccsu.edu/bursar 12. <u>CIP Code Number</u>: 42.0101 Title of CIP Code: Psychology, General 13. Identify the careers and professions available to graduates of the program using the <u>Standard Occupational Classification</u> (SOC) system. Provide SOC code number(s) and name(s): 19-3030 Psychologists 14. 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>)? \$95,323 15. Identify the industry applicable to this program using the <u>North American Industry Classification System</u> (NAICS). Provide NAICS code(s) and title(s): 813920 Psychologists' Associations 16. IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years): 4 17. What are the admissions requirements for the program? No 	

MULTI-USE BELOW THRESHOLD REPORT FORM

Graduation Requirements

1. Does this program have special graduation requirements (e.g., capstone or special project)? Yes No x
2. If yes, describe:

Program Work Experiences

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

Program Administration and Faculty

1. Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Dr. Carrie Andreoletti
2. How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 19
3. How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 12

Institutional Contact for this Proposal (Provost or Chief Academic Officer):

1. Title: Kimberly Kostelis, Provost
2. Tel.: [\(860\) 832-2228](tel:(860)832-2228)
3. E-mail: kimberly.kostelis@ccsu.edu

Career/Program Pathways:

1. Does this program prepare students for another program? No
2. If yes, specify program:

Prospective Students

1. Describe the prospective students for the program: Future students interested in the current BA Psychological Science

SECTION 2: Program and Curricular Information

Catalog Description

Provide the catalog description for this program (with proposed modifications if applicable): The BA in Psychological Science at CCSU prepares students to develop a solid knowledge base in psychological science, scientific inquiry and critical thinking skills, communication skills, sociocultural and international awareness, ethical and social responsibility, and applied knowledge in professional settings. The program facilitates life-long learning among students from diverse backgrounds and prepares graduates for employment in different fields and/or advanced degrees.

A minor is required with this major.

Alignment of Program with Institutional Mission, Role, and Scope

How does the program align with the institutional mission? (*Provide a concise statement*): It aligns with the university's mission to enhance academic excellence and preparing graduates to thrive in a changing economy, and it also increases access to higher education and ensures student success.

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 BA in Psychological Science is already the largest major in the Carol A. Ammon College of Liberal Arts and Social Sciences. We will continue our current recruitment efforts.

MULTI-USE BELOW THRESHOLD REPORT FORM

If applicable, what student engagement strategies will be employed to advance student retention and completion in program? Students will now be able to take their statistics coursework with a specific focus on its application to psychological science. They will also take coursework to prepare them for the workforce and careers after graduation.

Most Recent NECHE Institutional Accreditation Action and Date: Continued in accreditation; approved at the Commission’s meeting on 4/12/19.

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

1. Program Discontinued: CIP: OHE#: BOR Accreditation Date:
2. Phase Out Period
3. Date of Program Termination
4. Discontinuation of a program requires submission of form 301. Discontinuation form submitted? Yes No

Cost Effectiveness and Availability of Adequate Resources

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

The total number of credits required for the program has not changed, which means there is not additional cost associated with its implementation.

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. Identify, describe, and apply key concepts, principles, and overarching themes in psychology.
2. Interpret, design, and conduct basic and applied research.
3. Write and orally communicate effectively in various formats and for various purposes.
4. Evaluate theories, philosophies, and research from diverse sociocultural perspectives, including those that do not represent mainstream Western perspectives.
5. Apply American Psychological Association (APA) ethical standards to evaluate psychological science and practice.

Assessment of Learning Outcomes

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

Curriculum

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

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
Program Required & Elective Courses			
PSY 112	1		3
PSY 210*	2	PSY 215 or STAT 216	1
PSY 301	2, 3, 5	PSY 112	4
PSY 136	1		3

MULTI-USE BELOW THRESHOLD REPORT FORM

PSY 330	1, 5	PSY 112 and 3 credits in PSY	3
PSY 358 (formerly 450)	1	6 credits in PSY	3
PSY 372	1	PSY 112	3
Career Development Course	3		1
Cognitive Course	1		3
Sociocultural Course	4		3
STAT 216 or PSY 215	2		3
Open Electives (<i>Indicate number of credits of open electives</i>)			15
Total Program Credits:			42

SECTION 3: Modification of Credits

Only complete this section if you are proposing a modification of credits to a degree or certificate program

Total Number of courses and course credits to be modified by this application: PSY 302 (4 credits); PSY 210 (1 credit); PSY 215 (3 credits)

Original Program

Total # of General Education Credits:
 Total # of Credits in Program: 42
 Date Program was Initiated:

Modified Program

Total # of General Education Credits:
 Total # of Credits in Program: 42
 Initiation Date for Modified Program: Fall 2026
 Anticipated Date of First Graduation: Spring 2030

Rationale for Modification

Describe the context and need for the proposed modification(s) and the relationship to the originally approved program:
 The Department of Psychological Science has voted to update our program requirements. These revisions do not change the total required credits (42 credits). The revisions are designed to decrease DFW rates and better align our curriculum with the current American Psychological Association's (APA) guidelines. These changes to our program will be required for all undergraduate Psychological Science majors. The primary goals are to increase program flexibility and create more room for elective courses. This expanded flexibility will also provide more room for students to take advantage of experiential learning opportunities, such as internships and research.

Description of Related Modification(s)

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

Description of Resources Needed

MULTI-USE BELOW THRESHOLD REPORT FORM

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

The removal of PSY 302 (4 credits) as a required course will allow faculty to teach PSY 210 (1 credit) and PSY 215 (3 credits). For PSY 413 (1 credit), several faculty are able and willing to teach this course. Therefore, these major program changes should have minimal impact on overall faculty needs.

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
PSY 112 Introduction to Psychology	3	PSY 112 Intro to Psychology	3
PSY 113 Exploring Psychology	1	PSY 210 Intro to Statistical Software	1
PSY 136 Lifespan Development	3	PSY 136 Lifespan Development	3
PSY 301 Research Methods I	4	PSY 301 Research Methods I	4
PSY 330 Abnormal Psychology	3	PSY 330 Psychopathology	3
PSY 302 Research Methods II	4	PSY 358 Biopsychology	3
PSY 490 History and Systems	3	PSY 372 Social	3
PSY 371 or 372	3	PSY 113 (Exploring) or 413 (College to Career)	1
PSY 441 or 450	3	PSY 281 (Cognitive) or 200 (Learning and Memory)	3
PSY 200 or 281	3	PSY 202 or 364 or 390 or 412 or 420 or 430 or 448	3
PSY 412 or 420 or 430	3	Psych electives	15
Psych electives	9		
Total Credits Original Program	42	Total Credits Modified Program	42

*PSY 210: Intended as a companion course to either PSY 215 or STAT 216, this course provides students with a strong foundation in the current software used in Psychological Sciences. Topics include data entry and cleaning, obtaining descriptive statistics including appropriate graphs for the type of data, and running basic inferential statistics.

MULTI-USE BELOW THRESHOLD REPORT FORM

SECTION 1: Instructions and Internal Use Fields	
Institution: Central	Final approval by institution: 11/24/25 Submission to CSCU Office of the Provost for Academic Council: 12/17/25
<p>Instructions: Use the drop-down menu to select the below-threshold item. Complete Sections 1 and 2 in all cases. If the proposal involves a credit change of 15 or fewer credits for undergraduate programs, or 12 or fewer credits for graduate programs, please also complete Section 3.</p> <p>Notes: Items defined as below threshold include:</p> <ul style="list-style-type: none"> Establishment of degree minors, concentrations, and specializations. An undergraduate certificate program of 30 credit hours or fewer that falls within an approved program. Establishment or modification of UG certificates of 15 or fewer credit hours, or graduate certificate programs of 12 or fewer credit hours. Modification of credits (UG – 15 or fewer, G – 12 or fewer). <p>Items that exceed the below threshold requirements should be submitted using Form 200: Program Modification.</p>	
Type of Below Threshold Item: Modification of credits (UG - 15 or less, G - 12 or less)	
<p>Internal Use (VEOCI Fields)</p> <ol style="list-style-type: none"> 1. Name of Program: CCSU RN-BSN 2. OHE #: 00078 3. Modality of Program (<i>check all that apply</i>): <input type="checkbox"/> On ground <input type="checkbox"/> Online <input checked="" type="checkbox"/> Hybrid, % of fully online courses 75-100* *depending on which unrestricted electives the students choose—could be completed entirely online. 4. Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both 5. Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): BSN 6. Total # Credits in Program: 120 7. Department where program is housed: Nursing 8. Location Offering the Program (e.g., main campus): main campus 9. Program website: https://www.ccsu.edu/programs/nursing-rn-bsn 10. Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No 11. Provide estimated cost of program (tuition and fees): \$ OR url for link to tuition/fee information: https://www.ccsu.edu/bursar 12. CIP Code Number: 51.3801 Title of CIP Code: Registered Nurse 13. 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): 29-1141 14. 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>)? 93,600 15. Identify the industry applicable to this program using the North American Industry Classification System (NAICS). Provide NAICS code(s) and title(s): 62 Healthcare and Social Assistance 16. IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years): 2 year 	

MULTI-USE BELOW THRESHOLD REPORT FORM

17. What are the admissions requirements for the program? Be licensed currently as a registered nurse in Connecticut; Have completed a minimum of 45 undergraduate credits from an accredited college or university; Have advisement by nursing faculty;
 Meet specific immunization and OSHA requirements; if required by outside community partner;
 Successfully complete the state articulation agreement (35 credits of nursing transferred from associate degree or diploma school program) prior to enrolling in NRSE 305; and
 Complete the BSN program within five years of taking NRSE 305.

Graduation Requirements

1. Does this program have special graduation requirements (e.g., capstone or special project)? Yes No
2. If yes, describe: QI project

Program Work Experiences

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

Program Administration and Faculty

1. Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Stacy Christensen, Current RN-BSN coordinator, Professor
2. How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 3
3. How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 0

Institutional Contact for this Proposal (Provost or Chief Academic Officer): Kimberly Kostelis

1. Title: Provost and VP for Academic Affairs
2. Tel.: (860) 832-2228
3. E-mail: kimberly.kostelis@ccsu.edu

Career/Program Pathways:

1. Does this program prepare students for another program? no
2. If yes, specify program:

Prospective Students

1. Describe the prospective students for the program: Students who currently hold an Associate degree in nursing

SECTION 2: Program and Curricular Information

Catalog Description

Provide the catalog description for this program (with proposed modifications if applicable): Ranked #1 in Connecticut by RegisteredNursing.org for 2025, Central's RN to BSN is the perfect place for Registered Nurses wanting to complete their BS in Nursing online. Our experienced nursing faculty provide expert instruction and real-world insights into the fast-changing healthcare field. For over 40 years, Central's RN to BSN program has earned a strong reputation in Connecticut, helping hundreds of nurses advance their careers and achieve their goals.

Depending on transfer credit status, the program can be completed in one year. However, Central's Nursing Department understands that students face many challenges in their professional and personal lives and work with each student to offer flexible options to help students meet their you meet your goals and objectives.

Alignment of Program with Institutional Mission, Role, and Scope

MULTI-USE BELOW THRESHOLD REPORT FORM

How does the program align with the institutional mission? *(Provide a concise statement)* The RN-BSN program at Central Connecticut State University supports the university's mission by combining a strong liberal arts foundation with professional nursing education. The program emphasizes critical thinking, ethical practice, leadership, and community engagement, preparing registered nurses to contribute responsibly to the health and well-being of diverse populations while advancing their professional growth.

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 program is growing when other RN-BSN programs are closing. Word of mouth, outreach to community colleges, web site, social media, promotional video, student testimonials. Program is featured at open houses and admitted student days.

If applicable, what student engagement strategies will be employed to advance student retention and completion in program? Students in the program are advised each semester by the nursing faculty as well as professional advisors. The university will also continue to monitor enrollment, graduation and retention rates for the program.

Most Recent NECHE Institutional Accreditation Action and Date: Continued in accreditation; approved at the Commission's meeting on 4/12/19.

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

1. Program Discontinued: CIP: OHE#: BOR Accreditation Date:
2. Phase Out Period
3. Date of Program Termination
4. Discontinuation of a program requires submission of form 301. Discontinuation form submitted? Yes No

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.

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.

Integrate theories and concepts from liberal education into nursing practice

Apply leadership concepts, skills, and decision-making in the provisions of high quality nursing care, healthcare team coordination, and the oversight and accountability for care delivery in a variety of settings

Critically evaluate evidence-based research in collaboration with other members of the healthcare team to improve patient outcomes

MULTI-USE BELOW THRESHOLD REPORT FORM

Demonstrate skills in using patient care technologies, information systems, and communication devices that support safe nursing practice

Advocate for a variety of socio-political issues affecting healthcare through participation in legislative and political forums

Incorporate inter-professional communication and collaborative skills into the delivery of evidence-based, culturally sensitive patient-centered care

Provide innovative interventions to promote health and prevent illness in vulnerable populations

Practice from a caring, professional nursing perspective by incorporating the values of social justice, diversity, and global awareness

Integrate knowledge, skills, and attitudes through use of the nursing process to provide patient-centered care to patients across the lifespan from a diverse perspective.

Assessment of Learning Outcomes

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

To assess integrative learning outcomes, faculty engage in a comprehensive review of student work across eight RN-BSN courses when students finish the nursing course. Using the Association of American College and Universities Integrative Learning Value Rubric as a guiding framework, we examined assignment performance, grading trends, and narrative feedback to generate a cumulative evaluation of student achievement.

The program supplements faculty-based assessment with student self-assessment surveys. Students are asked to reflect on how well they achieved the program outcomes, all of which are grounded in the AACN Essentials. These surveys provide an additional source of evidence for evaluating program effectiveness and guiding continuous quality improvement. Survey responses are quite strong and we have had excellent feedback from students over the years.

Curriculum

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

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
Program Required & Elective Courses			

MULTI-USE BELOW THRESHOLD REPORT FORM

Open Electives (<i>Indicate number of credits of open electives</i>)			
Total Program Credits:			120

SECTION 3: Modification of Credits

Only complete this section if you are proposing a modification of credits to a degree or certificate program

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

Original Program

Total # of General Education Credits: 95

Total # of Credits in Program: 25

Date Program was Initiated: 1982

Modified Program

Total # of General Education Credits: 93

Total # of Credits in Program: 27

Initiation Date for Modified Program: Fall 2026

Anticipated Date of First Graduation: Spring 2027

Rationale for Modification

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

We are requesting to increase the RN-BSN program from 25 to 27 credits to better align with regional programs, which typically require 27 credits.

The two additional credits reflect curricular enhancements, including enhanced direct and indirect patient care experiences embedded in two courses: NRSE 300 Health Assessment and Promotion, and NRSE 496 Professional Values in Practice (We are submitting separate course change forms for these as well to support the need for this request). These revisions align with the AACN Essentials (AACN, 2021), support competency-based nursing education, and follow recommendations from AACN white papers on RN-BSN practice experiences (AACN, 2012; AACN, 2024). The 2024 update emphasizes meaningful, competency-based practice experiences, and reinforced the need for enhanced direct and indirect care opportunities for associate degree students pursuing the BSN.

This 2 credit change will help ensure compliance with accreditation and professional standards, support student learning, and better prepare CCSU Nursing RN-BSN graduates for contemporary nursing practice.

Description of Related Modification(s) We are seeing high enrollment as other nursing programs are discontinuing their RN-BSN programs. This increase in credits will ensure consistency and competitiveness for our long standing successful RN-BSN program

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Description of Resources Needed

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

none

Curriculum

Present side-by-side listing of curricular modifications (insert/delete rows as needed) two courses, NRSE 300 and 496 are going from 3 to 4 credits

Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
NRSE 246 Ethical Issues in Professional Nursing Practice	3	NRSE 246 Ethical Issues in Professional Nursing Practice	3
NRSE 300 Health Assessment and Promotion	3	<i>NRSE 300 Health Assessment and Promotion (credit increase)</i>	4
NRSE 301 The Art and Science of Nursing	3	NRSE 301 The Art and Science of Nursing	3
NRSE 305 Scholarship for the Nursing Discipline	3	NRSE 305 Scholarship for the Nursing Discipline	3
NRSE 413 Population Health	3	NRSE 413 Population Health	3
NRSE 414 Policy and Advocacy in Professional Nursing	3	NRSE 414 Policy and Advocacy in Professional Nursing	3
NRSE 492 Leadership Development for Quality Care	4	NRSE 492 Leadership Development for Quality Care	4
NRSE 496 Professional Values in Practice	3	<i>NRSE 496 Professional Values in Practice (credit increase)</i>	4
Total Credits Original Program	25	Total Credits Modified Program	27

Plus transfer credits and general education/electives to reach 120 credits total for the Bachelor's degree.

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SECTION 1: Instructions and Internal Use Fields	
Institution: Central	Final approval by institution: 11/24/25 Submission to CSCU Office of the Provost for Academic Council: 12/17/25
<p>Instructions: Use the drop-down menu to select the below-threshold item. Complete Sections 1 and 2 in all cases. If the proposal involves a credit change of 15 or fewer credits for undergraduate programs, or 12 or fewer credits for graduate programs, please also complete Section 3.</p> <p>Notes: Items defined as below threshold include:</p> <ul style="list-style-type: none"> Establishment of degree minors, concentrations, and specializations. An undergraduate certificate program of 30 credit hours or fewer that falls within an approved program. Establishment or modification of UG certificates of 15 or fewer credit hours, or graduate certificate programs of 12 or fewer credit hours. Modification of credits (UG – 15 or fewer, G – 12 or fewer). <p>Items that exceed the below threshold requirements should be submitted using Form 200: Program Modification.</p>	
Type of Below Threshold Item: Modification of credits (UG - 15 or less, G - 12 or less)	
<p>Internal Use (VEOCI Fields)</p> <ol style="list-style-type: none"> 1. Name of Program: Minor in Statistics 2. OHE #: 00084 3. Modality of Program (<i>check all that apply</i>): <input type="checkbox"/> On ground <input type="checkbox"/> Online <input checked="" type="checkbox"/> Hybrid, % of fully online courses 50% 4. Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both 5. Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): Minor 6. Total # Credits in Program: 18 7. Department where program is housed: Mathematical Sciences 8. Location Offering the Program (e.g., main campus): CCSU campus 9. Program website: https://www.ccsu.edu/programs/statistics-minor 10. Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No 11. Provide estimated cost of program (tuition and fees): \$ _____ OR url for link to tuition/fee information: https://www.ccsu.edu/bursar 12. CIP Code Number: 27.0101 Title of CIP Code: Mathematics, General 13. 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): 15-2031 Operations Research Analysts, 15-2041 Statisticians, and 15-2051 Data Scientists are the primary ones, but any occupation within category 15 (Computer and Mathematical Occupations) is possible. 14. 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>)? Based on the Connecticut Department of Labor data, the median annual earnings for 1Q 2023 are \$95,287 for 15-2031, \$108,243 for 15-2041 and \$109,763 for 15-2051. 15. Identify the industry applicable to this program using the North American Industry Classification System (NAICS). Provide NAICS code(s) and title(s): 54 Professional, Scientific, and Technical Services 	

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

17. What are the admissions requirements for the program? **No specific requirements other than university-wide requirements**

Graduation Requirements

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

2. If yes, describe:

Program Work Experiences

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

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

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): **Frederic Latour**

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

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? **6**

Institutional Contact for this Proposal (Provost or Chief Academic Officer): **James Mulrooney**

Title: **Associate Vice President, Academic Affairs**

Tel.: **860-832-2660**

E-mail: **mulrooneyj@ccsu.edu**

Career/Program Pathways:

1. Does this program prepare students for another program? **Possibly**

2. If yes, specify program: **Graduate Programs in Statistics, the Social Sciences, Business**

Prospective Students

1. Describe the prospective students for the program: Most of the students are majoring in the Social Sciences (especially Psychology or Economics) or in Business and with to strengthen their Statistics background.

SECTION 2: Program and Curricular Information

Catalog Description

Provide the catalog description for this program (with proposed modifications if applicable): **The Mathematics Department offers a Minor in Statistics. The courses in this minor will allow students to learn about the collection, analysis, interpretation, and presentation of data in a variety of contexts, including those that arise in the social sciences and in business.**

Alignment of Program with Institutional Mission, Role, and Scope

How does the program align with the institutional mission? (Provide a concise statement) **The program focuses on excellence by providing students with rigorous skills to analyze data in a mathematically correct way, and Innovation, by providing students with modern, computer-based tools for the analysis of data. It is also multidisciplinary in nature, due to the usefulness of statistics in many fields.**

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. **Students will come mostly**

MULTI-USE BELOW THRESHOLD REPORT FORM

from the Social Sciences and Business. Since this is a minor, most of the students will already be at Central for their major, so recruitment will be done through the chairs and advisors in departments that have substantial interest in statistics.

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

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

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

1. Program Discontinued: CIP: OHE#: BOR Accreditation Date:
2. Phase Out Period
3. Date of Program Termination
4. Discontinuation of a program requires submission of form 301. Discontinuation form submitted? Yes No

Cost Effectiveness and Availability of Adequate Resources

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

The resources for the program are already available – the courses are already being offered and are part of the major in statistics, so there are no additional costs associated with the minor in statistics.

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. Understand probability rules, distributions (normal), and concepts like independence.
2. Frame real-world questions as statistical problems and apply appropriate methods.
3. Build and interpret models (linear regression) to understand relationships between variables and make predictions.
4. Apply statistical software (R, Excel) for analysis, computation, and visualization.

Assessment of Learning Outcomes

Briefly describe assessment methodologies to be used in measuring the program learning outcomes:
Faculty teaching courses will be asked to fill out a rubric to analyze student artefacts for alignment with learning outcomes.

Curriculum

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

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
Program Required & Elective Courses			
STAT 201 (Business Statistics II) OR STAT 216 (Stat for Behavioral Sci II) OR STAT 453 (Applied Statistical Inference)	1, 2, 3, 4	STAT 104, 200, or 215	3

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15 credits chosen from the following list (at least 9 must be STAT)			
STAT 314 Introductory Statistics for Secondary Teachers	1, 2, 4	STAT 104, 200, or 215	3
STAT 315 Mathematical Statistics I	1	MATH 218 and 221 or permission of dept. chair	3
STAT 401 Biostatistics	2, 3, 4	STAT 201 or 216	4
STAT 402 Introduction to Categorical Data Analysis	2, 3, 4	STAT 201 or 216	4
STAT 403 Analysis of Correlated Data	2, 3, 4	STAT 201 or 216	4
STAT 416 Mathematical Statistics II	1, 2	STAT 315	4
STAT 425 Loss and Frequency Distributions and Credibility Theory	2	STAT 416 (co-requisite)	4
STAT 455 Experimental Design	2	STAT 201 or 216 or 416	3
STAT 456 Statistical Computation	3, 4	STAT 201 or 216	3
STAT 465 Nonparametric Statistics	2, 3	STAT 201 or 216 or 416	3
STAT 467 Applied Linear Regression Models	2, 3, 4	STAT 201 or 216 or 453	3
STAT 469 Monte Carlo Methods	2, 4	STAT 201 or 216	4
STAT 476 Topics in Statistics	1, 2, 3, 4	Permission of instructor	3
DATA 101 Fundamentals of Data Science	4	STAT 104 or 200 or 215 (C or better)	3
DATA 201 Classification Analytics	4	DATA 101 and STAT 201	3
DATA 202 Estimation & Clustering Analytics	4	DATA 101 and STAT 201	3
DATA 203 Advanced Topics in Data Science	4	DATA 101 and STAT 201	3
DATA 301 Data Science Using Python	4	DATA 101 and STAT 201	4
DATA 311 Information Visualization	4	DATA 101 and STAT 201	4
DATA 331 Introduction to Multivariate Analytics	4	DATA 202 and MATH 228	4
DATA 421 Introduction to Bioinformatics	4	DATA 101 and Junior standing	4

MULTI-USE BELOW THRESHOLD REPORT FORM

DATA 471 Big Data and Cloud Computing	4	DATA 301 and 331	3
DATA 499 Data Science Senior Project	4	20 credits of DATA + Senior standing or permission of chair	3
Open Electives (<i>Indicate number of credits of open electives</i>)			0
Total Program Credits:			18

SECTION 3: Modification of Credits

Only complete this section if you are proposing a modification of credits to a degree or certificate program

Total Number of courses and course credits to be modified by this application: **3**

Original Program

Total # of General Education Credits: N/A
 Total # of Credits in Program: 21
 Date Program was Initiated: Unknown, but before 2010

Modified Program

Total # of General Education Credits: N/A
 Total # of Credits in Program: 18
 Initiation Date for Modified Program: Fall 2026
 Anticipated Date of First Graduation: Spring 2027

Rationale for Modification

Describe the context and need for the proposed modification(s) and the relationship to the originally approved program:
 Many new statistics and data science courses have been created in the last decade due to the rapid evolution of the field. The modification simply gives students more options from which to choose.

Description of Related Modification(s)

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

STAT 104 or 200 or 215 will be a prerequisite for entry into the minor.

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.
 N/A – the program requires no new resources

MULTI-USE BELOW THRESHOLD REPORT FORM

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
Required (9 credits)		Required (3 credits)	
STAT 215 Stat for Behavioral Sciences	3		
STAT 216 Stat for Behavioral Sciences II	3	STAT 201 (Business Statistics II) OR STAT 216 (Stat for Behavioral Sci II) OR STAT 453 (Applied Statistical Inference)	3
STAT 455 Experimental Design OR STAT 456 Statistical Computation	3		
9 credits from the following:		15 credits chosen from the following (at least 9 must be STAT)	
CS 151 Computer Science I	3		
		STAT 314 Introductory Statistics for Secondary Teachers	3
		STAT 315 Mathematical Statistics I	3
		STAT 401 Biostatistics	4
		STAT 402 Introduction to Categorical Data Analysis	4
		STAT 403 Analysis of Correlated Data	4
		STAT 416 Mathematical Statistics II	4
		STAT 425 Loss and Frequency Distributions and Credibility Theory	4
STAT 455 Experimental Design	3	STAT 455 Experimental Design	3
STAT 456 Statistical Computation	3	STAT 456 Statistical Computation	3
STAT 465 Nonparametric Statistics	3	STAT 465 Nonparametric Statistics	3
STAT 467 Applied Linear Regression Models	3	STAT 467 Applied Linear Regression Models	3
		STAT 469 Monte Carlo Methods	4
STAT 476 Topics in Statistics	3	STAT 476 Topics in Statistics	3
		DATA 101 Fundamentals of Data Science	3

MULTI-USE BELOW THRESHOLD REPORT FORM

		DATA 201 Classification Analytics	3
		DATA 202 Estimation & Clustering Analytics	3
		DATA 203 Advanced Topics in Data Science	3
		DATA 301 Data Science Using Python	4
		DATA 311 Information Visualization	4
		DATA 331 Introduction to Multivariate Analytics	4
		DATA 421 Introduction to Bioinformatics	4
		DATA 471 Big Data and Cloud Computing	3
		DATA 499 Data Science Senior Project	3
3 credits from the list below or from the electives above:			
		CS 473 Simulation Techniques	
		BIO 305 Ecology	
		ECON 460 Economic Forecasting	
		ECON 485 Econometrics	
		PSY 451 Psychological Evaluation	
		GEOG 476 Advanced Cartography	
	21	Total Credits Original Program	18
		Total Credits Modified Program	

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Please enter the following dates: Final approval by institution: 12-5-2025 Submission to CSCU Office of the Provost for Academic Council: 12-8-2025
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: 4 Courses / 12 Credits	
For the singular changes noted below, alternate forms are available: <ul style="list-style-type: none">• If only modifying modality, use form XXX <i>Application to Modify Instructional Modality</i>• If only modifying program name, use form XXX <i>Application for Name Change</i>• If only modifying CIP code, use form XXX <i>Application to Change CIP Code</i>• If only adding auxiliary site, use form XXX <i>Application for Adding an Auxiliary Instructional Site</i>	
Original Program Characteristics Name of Program: Health Information Management OHE #: 16963 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.S. Date Program was Initiated: 2012 Total # Credits in Program: 45 # Credits in General Education: 43 <u>CIP Code Number</u> : 51.0706 Title of CIP Code: Health Information/Medical Records Administration/Administrator	
Modified Program Characteristics Name of Program: Health Information Management 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.S. Initiation Date for Modified Program: Fall 2026 Anticipated Date of First Graduation: Spring 2027 Total # Credits in Program: 45 # Credits in General Education: 43 <u>CIP Code Number</u> : 51.0706 Title of CIP Code: Health Information/Medical Records Administration/Administrator	
Department where program is housed: Health Science & Technology (HST) Department Location Offering the Program (<i>e.g., main campus</i>): Online Main Campus	

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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: David Ferreira

Title: Provost

Tel.: 860-515-3727 e-mail:
dferreira@charteroak.edu

SECTION 2: BACKGROUND, RATIONALE, AND NATURE OF MODIFICATION

Rationale for Modification

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

These program changes offer approved students the ability to pursue graduate courses in the MS Healthcare Administration program while still enrolled at the undergraduate level by completing four graduate courses (up to 12 credits) at the undergraduate level. This will provide a feeder into the MS in Healthcare Administration by providing the ability to finish the MS one year upon graduation from the BS HIM degree (if going full-time). This option is already approved for the BS HIM to MS Health Data Analytics graduate program, and we believe it is time to add this option as well.

Curriculum Notes: In the Health Information Management program, 21 credits must be earned via COSC HIM courses or faculty approved Credential Evaluation (licenses, credentials, etc.) and this will not be changing with the modification. A student may be allowed to take up to 12 graduate level credits while attending at the undergraduate level.

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
IDS 101 – GE Information Literacy	3	IDS 101 – GE Information Literacy	3
GE Written Comm 1	3	GE Written Comm 1	3
GE Written Comm 2	3	GE Written Comm 2	3
GE Oral Comm	3	GE Oral Comm	3
GE Arts and Humanities	3	GE Arts and Humanities	3
GE Historical Knowledge	3	GE Historical Knowledge	3
MAT 105 Statistics – GE Quantitative Reasoning	3	MAT 105 Statistics – GE Quantitative Reasoning	3
GE Scientific Reasoning	4	GE Scientific Reasoning	4
BIO 212 Anatomy and Physiology – GE Scientific Knowledge	3	BIO 212 Anatomy and Physiology – GE Scientific Knowledge	3
BIO 215 Pathophysiology – GE Scientific Knowledge	3	BIO 215 Pathophysiology – GE Scientific Knowledge	3
GE Social/Behavioral Science	3	GE Social/Behavioral Science	3
GE Digital Literacy	3	GE Digital Literacy	3
GE Diversity, Equity, Inclusion	3	GE Diversity, Equity, Inclusion	3
GE Innovative Thinking	3	GE Innovative Thinking	3

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

HCA 101 Health Care Systems and Administration	3	HCA 101 Health Care Systems and Administration	3
HCA 105 Medical Terminology	3	HCA 105 Medical Terminology	3
HIM 115 Principles of Health Information Management	3	HIM 115 Principles of Health Information Management	3
HIM 205 Revenue Cycle Management	3	HIM 205 Revenue Cycle Management	3
HIM 210 Clinical Classification Systems I	3	HIM 210 Clinical Classification Systems I	3
HIM 211 Clinical Classification Systems II	3	HIM 211 Clinical Classification Systems II	3
HIM 305 Health Information Services Management and Leadership	3	HIM 305 Health Information Services Management and Leadership OR HCA 605: Management and Supervision in Healthcare	3
HIM 315 Population Health, Research, and Statistics OR HIF 525 Epidemiology & Population Health Informatics	3	HIM 315 Population Health, Research, and Statistics Or HCA 525: Epidemiology and Population Health Informatics	3
HIM 320 Electronic Health Records and Interoperability	3	HIM 320 Electronic Health Records and Interoperability	3
HIM3XX Healthcare Data Management OR HIF 530 Introduction to Health Informatics and Hot Topics	3	HIM3XX Healthcare Data Management OR HIF 530 Introduction to Health Informatics and Hot Topics	3
HIM 405 Health Care Information Law, Privacy, and Security OR HIF 645 Health Information Security and Application	3	HIM 405 Health Care Information Law, Privacy, and Security OR HCA 505 Legal & Ethical Issues OR HIF 645 Health Information Security and Application	3
HIM 420 Healthcare Quality Management	3	HIM 420 Healthcare Quality Management OR HCA 620: Healthcare Performance Improvement and Quality Management	3
HIM435 Health Care Data Analytics and Informatics OR HIF 535: Healthcare Information Analytics	3	HIM435 Health Care Data Analytics and Informatics OR HIF 535: Healthcare Information Analytics	3
HIM 499 Health Information Management Capstone	3	HIM 499 Health Information Management Capstone	3
MGT460 Project Management	3	MGT460 Project Management	3

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

Total Credits Original Program	45	Total Credits Modified Program	45
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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. Map these learning outcomes to courses listed under the "Curriculum" section below.

1. Demonstrate an understanding of the different fields of medical science, information technology, and business management applicable in health information management.
2. Demonstrate a fundamental knowledge of facts, terms, and concepts important to the processing of health information.
3. Apply information acquisition skills to the processing, maintenance, and security of health information.
4. Demonstrate an ability to do the coding and billing important in the processing of health information.
5. Understand database information technology and apply it to modern electronic medical records management.
6. Understand and use quantitative and qualitative research methodologies in health information management
7. Demonstrate an understanding of the importance of maintaining quality management techniques in health information management.
8. Demonstrate an understanding of the importance of the maintenance of staff development in health information management.
9. Understand and use project management techniques and their application to modern business management.

Assessment of Learning Outcomes

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

All courses are mapped to curricular competencies. The assignments associated with each course curricular competency is identified at its Bloom’s Taxonomy Level.

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
IDS 101 Cornerstone Seminar – GE Information Literacy			3
GE Written Comm 1			3
GE Written Comm 2			3
GE Oral Comm			3
GE Arts and Humanities			3
GE Historical Knowledge			3
MAT 105 Statistics – GE Quantitative Reasoning	1		3
GE Scientific Reasoning (Lab)	1		4
BIO 212 Anatomy and Physiology – GE Scientific Knowledge	1	ENG 101, ENG 102	3
BIO 215 Pathophysiology – GE Scientific Knowledge	1	BIO 130	3

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

GE Social/Behavioral Science			3
GE Digital Literacy	1		3
GE Diversity, Equity, Inclusion			3
GE Innovative Thinking			3
HCA 101 Health Care Systems and Administration	2	IDS 101	3
HCA 105 Medical Terminology	2	IDS 101	3
HIM 115 Principles of Health Information Management	2	IDS 101, ENG 101	3
HIM 205 Revenue Cycle Management	4	IDS 101, ENG 101	3
HIM 210 Clinical Classification Systems I	2, 4	BIO 130, BIO 212, BIO 215, HCA 105	3
HIM 211 Clinical Classification Systems II	2, 4	BIO 130, BIO 212, BIO 215, HCA 105	3
HIM 305 Health Information Services Management and Leadership OR HCA 605: Management and Supervision in Healthcare	2, 8	IDS 101, ENG 101, ENG 102	3
HIM 315 Population Health, Research, and Statistics Or HCA 525: Epidemiology and Population Health Informatics	2, 6	IDS 101, ENG 101, ENG 102, MAT 105	3
HIM 320 Electronic Health Records and Interoperability	2, 3, 5	IDS 101, ENG 101, ENG 102	3
HIM 3XX Healthcare Data Management OR HIF 530 Introduction to Health Informatics and Hot Topics	3, 9	IDS 101, ENG 101, ENG 102, HIM 320	3
HIM 405 Health Care Information Law, Privacy, and Security OR HCA 505 Legal & Ethical Issues OR HIF 645 Health Information Security and Application	2, 3	IDS 101, ENG 101, ENG 102	3
HIM 420 Healthcare Quality Management OR	2, 7	IDS 101, ENG 101, ENG 102, HIM 115, HIM 315	3

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

HCA 620: Healthcare Performance Improvement and Quality Management			
HIM435 Health Care Data Analytics and Informatics OR HIF 535: Healthcare Information Analytics	2, 5	ENG 101: English Composition 1 ENG 102: English Composition 2 HCA 115: Principles of Health Information Management HIM 315: Healthcare Statistics	3
HIM 499 Health Information Management Capstone	1-9	IDS 101, ENG 101, ENG 102, HIM 498 Must be taken in final semester	3
MGT460 Project Management	9	IDS 101, ENG 101, ENG 102 OR *Approval of Program Director	3
Open Electives (<i>Indicate number of credits of open electives</i>)			33
Total Program Credits:			45
Description of Related Modification(s) Provide a summary of other changes, if any, necessitated by curricular modification, such as admissions or graduation requirements No other changes are necessary.			
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. HST Fulltime staff, or COSC Advising staff, will advise all B.S. HIM students pursuing M.S. HCA approved courses. A process within the registrar’s system will track students who take graduate courses.			

SECTION 3: ADDITIONAL PROGRAM CHARACTERISTICS

Program website: <https://www.charteroak.edu/health-information-management/>

IPEDS defined program duration (*if no IPEDS data, provide standard duration of program for full-time student in years*): The grad course option will provide an opportunity for the B.S. HIM student to graduate the B.S. Program in 4-years and the M.S. HCA Program in 1-year (compared to the typical 2-years following a B.S. HIM Degree).

Provide estimated cost of program (tuition and fees): \$ _____ OR url for link to tuition/fee information: <https://www.charteroak.edu/prospective/tuition/>

Request for SAA Approval for Veterans Benefits? Yes No

Catalog Description
Provide the catalog description for this program (with proposed modifications if applicable):
The Bachelor of Science in Health Information Management provides students with an understanding of medical science, patient information management, information technology and business management that make up this allied healthcare profession. The program prepares students for the electronic management of patient health information and healthcare organization revenue cycles. The program is structured to provide a professional education with a comprehensive curriculum and is guided by the principle of quality healthcare

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through quality information. Student's may be subject to a criminal background check and drug screening prior to being placed in any internship. Furthermore, anyone convicted of a felony and even some misdemeanors will not be able to complete most certification and licensing exams, nor find gainful employment in most health care settings. All foundation and major requirements must be completed with a grade of 'C' or higher.

Careers/Professions and Earnings

Identify the careers and professions available to graduates of the program using the [Standard Occupational Classification](#) (SOC) system. Provide SOC code number(s) and name(s): 11-9111 [Medical and Health Services Managers](#)

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

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
General Medical and Surgical Hospitals	17,270	0.31	\$ 30.49	\$ 63,430
Management of Companies and Enterprises	2,910	0.11	\$ 35.74	\$ 74,350
Offices of Physicians	2,800	0.10	\$ 26.19	\$ 54,480
Outpatient Care Centers	1,410	0.14	\$ 30.61	\$ 63,670
Office Administrative Services	990	0.19	\$ 38.65	\$ 80,390

Applicable Industries

Identify the industry applicable to this program using the [North American Industry Classification System](#) (NAICS). Provide NAICS code(s) and title(s): 541611 Administrative Management; Sector 62 – Health Care – HCA professionals work in any of the designated fields (hospital, Nursing Care, Physician Office, etc.).

Career/Program Pathways

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

Program Administration and Faculty

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): The fulltime HST Program Directors will advise and work together with students in the B.S.

HCA to M.S. HCA Pathway. These include B.S. HIM Program Director Cindy Edgerton, B.S. HCA Program Director –

Interim, Stacey Walraven and HST Chair and M.S. HCA and M.S. HI Program Director, Brooke Palkie
Cindy Edgerton: cedgerton@charteroak.edu 860-515-3833

Stacey Walraven: swalraven@charteroak.edu 860-515-3723

Brooke Palkie: bpalkie@charteroak.edu 860-515-3819

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 1-3 (Cindy, Stacey, Brooke)

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? B.S. HIM = 9, M.S. HCA = 9

Admissions Requirements

What are the admissions requirements for the program?

Charter Oak State College seeks to serve all persons regardless of race, religion, creed, sex, sexual orientation, age, marital status, national or ethnic origin, or disability in the administration of its educational policies, admissions policies and employment policies as well as in the policies governing all programs that it offers or administers.

The requirements for admission as a degree candidate are that the applicant:

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- be sixteen years of age or older;
- has earned at least nine college-level credits from a regionally accredited college or university, in the armed services, by evaluation of non-collegiate sponsored instruction, or by completing standardized college-level proficiency examinations with a score that is acceptable for credit toward a Charter Oak State College degree. OR
- has earned a high school diploma or its equivalency
- is able to speak and write standard English.

Graduation Requirements

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

If yes, describe: Capstone Course

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: For those who wish to have the skills and knowledge needed to manage patient data and work with electronic health records in today's healthcare environments. The program is guided by the principle of quality healthcare through quality information and leadership.

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Please enter the following dates: Final approval by institution: 12-5-2025 Submission to CSCU Office of the Provost for Academic Council: 12-8-2025
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: 3 Courses / 9 Credits	
For the singular changes noted below, alternate forms are available: <ul style="list-style-type: none">• If only modifying modality, use form XXX <i>Application to Modify Instructional Modality</i>• If only modifying program name, use form XXX <i>Application for Name Change</i>• If only modifying CIP code, use form XXX <i>Application to Change CIP Code</i>• If only adding auxiliary site, use form XXX <i>Application for Adding an Auxiliary Instructional Site</i>	
Original Program Characteristics Name of Program: Health Information Management OHE #: 16963 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>): Certificate Date Program was Initiated: 2016 Total # Credits in Program: 48 # Credits in General Education: 0 CIP Code Number : 51.0706 Title of CIP Code: Health Information/Medical Records Administration/Administrator	
Modified Program Characteristics Name of Program: Health Information Management 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>): Certificate Initiation Date for Modified Program: Fall 2026 Anticipated Date of First Graduation: Spring 2027 Total # Credits in Program: 48 # Credits in General Education: 0 CIP Code Number : 51.0706 Title of CIP Code: Health Information/Medical Records Administration/Administrator	
Department where program is housed: Health Science & Technology (HST) Department Location Offering the Program (<i>e.g., main campus</i>): Online Main Campus	

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

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

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

Phase Out Period Date of Program Termination

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

Institutional Contact for this Proposal: David Ferreira

Title: Provost

Tel.: 860-515-3727 e-mail:
dferreira@charteroak.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:

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

These program changes establish an accelerated pathway that allows approved students in the Health Information Management (HIM) Certificate program to complete up to four graduate-level courses (a maximum of 12 credits) from the MS in Healthcare Administration curriculum while enrolled at the undergraduate level.

This pathway does not alter admission requirements for the MS in Healthcare Administration. Students must still earn an approved bachelor’s degree to formally matriculate into the MS program. This will provide a feeder into the MS in Healthcare Administration by providing the ability to finish the MS one year upon graduation from the HIM Certificate degree (if going full-time). This option is already approved for the HIM Certificate to MS Health Data Analytics graduate program, and we believe it is time to add this option as well.

Curriculum Notes:

In the Health Information Management Certificate program, 21 credits must be earned via COSC HIM courses or faculty approved Credential Evaluation (licenses, credentials, etc.) and this will not be changing with the modification. A student may be allowed to take up to 12 graduate level credits while attending at the undergraduate level.

Curriculum

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

Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
BIO 212 Anatomy and Physiology	3	BIO 212 Anatomy and Physiology	3
BIO 215 Pathophysiology	3	BIO 215 Pathophysiology	3
HCA 101 Health Care Systems and Administration	3	HCA 101 Health Care Systems and Administration	3
HCA 105 Medical Terminology	3	HCA 105 Medical Terminology	3
HIM 115 Principles of Health Information Management	3	HIM 115 Principles of Health Information Management	3
HIM 205 Revenue Cycle Management	3	HIM 205 Revenue Cycle Management	3
HIM 210 Clinical Classification Systems I	3	HIM 210 Clinical Classification Systems I	3
HIM 211 Clinical Classification Systems II	3	HIM 211 Clinical Classification Systems II	3
HIM 305 Health Information Services Management and Leadership	3	HIM 305 Health Information Services Management and Leadership OR	3

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		HCA 605: Management and Supervision in Healthcare	
HIM 315 Population Health, Research, and Statistics OR HCA 525 Epidemiology & Population Health Informatics	3	HIM 315 Population Health, Research, and Statistics Or HCA 525: Epidemiology and Population Health Informatics	3
HIM 320 Electronic Health Records and Interoperability	3	HIM 320 Electronic Health Records and Interoperability	3
HIM3XX Healthcare Data Management OR HIF 530 Introduction to Health Informatics and Hot Topics	3	HIM3XX Healthcare Data Management OR HIF 530 Introduction to Health Informatics and Hot Topics	3
HIM 405 Health Care Information Law, Privacy, and Security OR HIF 645 Health Information Security and Application	3	HIM 405 Health Care Information Law, Privacy, and Security OR HCA 505 Legal & Ethical Issues OR HIF 645 Health Information Security and Application	3
HIM 420 Healthcare Quality Management	3	HIM 420 Healthcare Quality Management OR HCA 620: Healthcare Performance Improvement and Quality Management	3
HIM435 Health Care Data Analytics and Informatics OR HIF 535: Healthcare Information Analytics	3	HIM435 Health Care Data Analytics and Informatics OR HIF 535: Healthcare Information Analytics	3
HIM 499 Health Information Management Capstone	3	HIM 499 Health Information Management Capstone	3
Total Credits Original Program	48	Total Credits Modified Program	48

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. Demonstrate an understanding of the different fields of medical science, information technology, and business management applicable in health information management.
2. Demonstrate a fundamental knowledge of facts, terms, and concepts important to the processing of health information.
3. Apply information acquisition skills to the processing, maintenance, and security of health information.
4. Demonstrate an ability to do the coding and billing important in the processing of health information.

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5. Understand database information technology and apply it to modern electronic medical records management.
6. Understand and use quantitative and qualitative research methodologies in health information management
7. Demonstrate an understanding of the importance of maintaining quality management techniques in health information management.
8. Demonstrate an understanding of the importance of the maintenance of staff development in health information management.
9. Understand and use project management techniques and their application to modern business management.

Assessment of Learning Outcomes

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

All courses are mapped to curricular competencies. The assignments associated with each course curricular competency is identified at its Bloom’s Taxonomy Level.

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
BIO 212 Anatomy & Physiology	1	ENG 101, ENG 102	3
BIO 215 Pathophysiology	1	BIO 130	3
HCA 101 Health Care Systems and Administration	2	IDS 101	3
HCA 105 Medical Terminology	2	IDS 101	3
HIM 115 Principles of Health Information Management	2	IDS 101, ENG 101	3
HIM 205 Revenue Cycle Management	4	IDS 101, ENG 101	3
HIM 210 Clinical Classification Systems I	2, 4	BIO 130, BIO 212, BIO 215, HCA 105	3
HIM 211 Clinical Classification Systems II	2, 4	BIO 130, BIO 212, BIO 215, HCA 105	3
HIM 305 Health Information Services Management and Leadership OR HCA 605: Management and Supervision in Healthcare	2, 8	IDS 101, ENG 101, ENG 102	3
HIM 315 Population Health, Research, and Statistics Or HCA 525: Epidemiology and Population Health Informatics	2, 6	IDS 101, ENG 101, ENG 102, MAT 105	3

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HIM 320 Electronic Health Records and Interoperability	2, 3, 5	IDS 101, ENG 101, ENG 102	3
HIM 3XX Healthcare Data Management OR HIF 530 Introduction to Health Informatics and Hot Topics	3,9	IDS 101, ENG 101, ENG 102, HIM 320	3
HIM 405 Health Care Information Law, Privacy, and Security OR HCA 505 Legal & Ethical Issues OR HIF 645 Health Information Security and Application	2, 3	IDS 101, ENG 101, ENG 102	3
HIM 420 Healthcare Quality Management OR HCA 620: Healthcare Performance Improvement and Quality Management	2,7	IDS 101, ENG 101, ENG 102, HIM 115, HIM 315	3
HIM435 Health Care Data Analytics and Informatics OR HIF 535: Healthcare Information Analytics	2, 5	ENG 101: English Composition 1 ENG 102: English Composition 2 HCA 115: Principles of Health Information Management HIM 315: Healthcare Statistics	3
HIM 499 Health Information Management Capstone	1-9	IDS 101, ENG 101, ENG 102, HIM 498 Must be taken in final semester	3

Open Electives (<i>Indicate number of credits of open electives</i>)	0
Total Program Credits:	48

Description of Related Modification(s)

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

No other changes are necessary.

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.

HST Fulltime staff, or COSC Advising staff, will advise all HIM Certificate students pursuing M.S. HCA approved courses. A process within the registrar's system will track students who take graduate courses.

SECTION 3: ADDITIONAL PROGRAM CHARACTERISTICS

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

Program website: <https://www.charteroak.edu/health-information-management/>

IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years): The grad course option will provide an opportunity for the HIM Certificate student to graduate the B.S. Program in 2 years or less and the M.S. HCA Program in 1-year (compared to the typical 2-years following a B.S. HIM Degree).

Provide estimated cost of program (tuition and fees): \$ _____ OR url for link to tuition/fee information:
<https://www.charteroak.edu/prospective/tuition/>

Request for SAA Approval for Veterans Benefits? Yes No

Catalog Description

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

Our HIM post-baccalaureate certificate program is guided by the principle of quality healthcare through quality information. The program provides students with an understanding of medical science, patient information management, information technology and business management that make up this allied healthcare profession. Graduates of the certificate program will have the skills and knowledge needed to manage, analyze and protect the privacy of patient data, work with electronic health records and other emerging technologies, and work in related revenue cycle management roles in today's healthcare environments. Successful graduates are eligible to sit for the RHIA exam.

Careers/Professions and Earnings

Identify the careers and professions available to graduates of the program using the [Standard Occupational Classification](#) (SOC) system. Provide SOC code number(s) and name(s): 11-9111 [Medical and Health Services Managers](#)

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

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
General Medical and Surgical Hospitals	17,270	0.31	\$ 30.49	\$ 63,430
Management of Companies and Enterprises	2,910	0.11	\$ 35.74	\$ 74,350
Offices of Physicians	2,800	0.10	\$ 26.19	\$ 54,480
Outpatient Care Centers	1,410	0.14	\$ 30.61	\$ 63,670
Office Administrative Services	990	0.19	\$ 38.65	\$ 80,390

Applicable Industries

Identify the industry applicable to this program using the [North American Industry Classification System](#) (NAICS). Provide NAICS code(s) and title(s): 541611 Administrative Management; Sector 62 – Health Care – HCA professionals work in any of the designated fields (hospital, Nursing Care, Physician Office, etc.).

Career/Program Pathways

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

Program Administration and Faculty

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): The fulltime HST Program Directors will advise and work together with students in the B.S.

HCA to M.S. HCA Pathway. These include B.S. HIM Program Director Cindy Edgerton, B.S. HCA Program Director –

Interim, Stacey Walraven and HST Chair and M.S. HCA and M.S. HI Program Director, Brooke Palkie

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

MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

Cindy Edgerton: cedgerton@charteroak.edu 860-515-3833

Stacey Walraven: swalraven@charteroak.edu 860-515-3723

Brooke Palkie: bpalkie@charteroak.edu 860-515-3819

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 1-3 (Cindy, Stacey, Brooke)

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? HIM = 9, M.S. HCA = 9

Admissions Requirements

What are the admissions requirements for the program?

Charter Oak State College seeks to serve all persons regardless of race, religion, creed, sex, sexual orientation, age, marital status, national or ethnic origin, or disability in the administration of its educational policies, admissions policies and employment policies as well as in the policies governing all programs that it offers or administers.

The requirements for admission as a degree candidate are that the applicant:

- be sixteen years of age or older;
- has earned at least nine college-level credits from a regionally accredited college or university, in the armed services, by evaluation of non-collegiate sponsored instruction, or by completing standardized college-level proficiency examinations with a score that is acceptable for credit toward a Charter Oak State College degree. OR
- has earned a high school diploma or its equivalency
- is able to speak and write standard English.

Graduation Requirements

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

If yes, describe: Capstone Course

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: For those who wish to have the skills and knowledge needed to manage patient data and work with electronic health records in today's healthcare environments. The program is guided by the principle of quality healthcare through quality information and leadership.