



BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE

AGENDA

Friday, February 14th, 2025 @ 9:30 a.m.

Conducted via Remote Participation

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

1. Call to Order: Declare Quorum
2. Approval of Minutes
 - a. December 6th, 2024 – Joint Meeting of ASA and HR Committees – *Page 1*
3. ACME Update – Dr. Karen Hynick, CT State Interim Provost – *Page 9*
4. CT State Community College – Dr. Karen Hynick, Interim Provost
 - a. Academic Updates
 - b. Modifications
 - i. Liberal Arts and Sciences – Associate of Arts – *Page 18*
 - ii. Liberal Arts and Sciences – Associate of Science – *Page 45*
 - c. Below Thresholds
 - i. Automotive Technology: Honda Professional Automotive Career Training (PACT) - AAS - Modification – *Page 72*
 - ii. Automotive Technology: Honda Professional Automotive Career Training (PACT) - Certificate 3 -Modification – *Page 80*
 - iii. Railroad Engineering Technology – AS – Modification – *Page 88*
 - iv. Railroad Engineering Technology: Signaling and Communications – AS – Modification – *Page 95*
5. Charter Oak State College – Dr. David Ferreira, Provost
 - a. Academic Updates
 - b. No Items for February 2025
6. Southern Connecticut State University – Dr. Julia Irwin, Interim Provost
 - a. Academic Updates
 - b. New Programs
 - i. Energy and Utility Leadership - Bachelor of Science – *Page 102*
New program related to discontinuation. See item 5.c.ii. below.
 - ii. Healthcare Management - Bachelor of Science – *Page 126*
New program related to discontinuation. See item 5.c.i. below.
 - iii. Business Analytics - Master of Science – *Page 148*
 - iv. Financial Risk Management - Master of Science – *Page 162*
 - c. Discontinuations
 - i. Healthcare Studies, Concentration in Health Science Foundations - Bachelor of Science – *Page 179*
 - ii. Public Utilities Management concentration in Business Administration - Bachelor of Science – *Page 183*
 - d. Below Thresholds
 - i. Critical Disability Studies - New Minor – *Page 188*
 - ii. Data Science Concentration - Computer Science - Master of Science - New Concentration – *Page 197*
 - iii. Philosophy – Bachelor of Art – Modification – *Page 208*
7. Western Connecticut State University – Dr. Stephen Hegedus, Interim Provost

- a. Academic Updates
 - b. CSU Professorship Designation – *Page 213*
 - c. Modification
 - i. Sport and Wellness Management – Name Change – *Page 247*
 - d. Below Thresholds
 - i. Health and Wellness Management– BS – Modification – *Page 250*
 - ii. Health and Wellness Management: Wellness Management – BS – New Track – *Page 260*
 - iii. Health and Wellness Management: Sport Management – BS – New Track – *Page 270*
 - iv. History – BA/MA – New Option – *Page 281*
8. Central Connecticut State University – Dr. Kim Kostelis, Provost
- a. Academic Updates
 - b. New Program
 - i. Artificial Intelligence – Master of Science – *Page 288*
 - c. Modification
 - i. DevOps – Certificate – Name Change – *Page 306*
 - d. Below Thresholds
 - i. Applied Metrology and 6 Sigma Quality-C1(Undergraduate) - New Certificate – *Page 310*
 - ii. Banking Excellence-C1 (Undergraduate) -New Certificate – *Page 317*
 - iii. Digital Humanities – New Minor – *Page 325*
9. Eastern Connecticut State University – Dr. Ben Pauley, Interim Provost
- a. Academic Updates
 - b. No Items for February 2025

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

CSCU Board of Regents

**Joint Meeting
Academic & Student Affairs Committee
Human Resources & Administration Committee
Friday, December 6, 2024 @ 9:30 a.m.
Conducted Via Remote Participation**

Meeting Minutes

ASA COMMITTEE	PARTICIPATING
Ira Bloom, Chair	Yes
Juanita James	Yes
Rick Porth	Yes
Colena Sesanker, ex officio	Yes

HR/ADMIN COMMITTEE	PARTICIPATING
Sophia Jappinen, Chair	Yes
Richard J. Balducci	No
Juanita James	Yes
Elise E. Wright	Yes

CSCU STAFF PRESENT:

Lori Lamb, Interim Assistant Vice Chancellor for Human Resources and Labor Relations

Kim Pacelli, Interim CSCU Title IX Coordinator

Pam Heleen, Secretary to the Board (recorder)

Secretary of the Board welcomed everyone to the joint meeting of the Academic & Student Affairs Committee and the Human Resources & Administration Committee. She called the meeting to order at 9:05 a.m.

SEXUAL MISCONDUCT REPORT UPDATE

- Kim Pacelli provided the Committees with an overview of the Annual Report on Sexual Misconduct for CSCU. The presentation is included in its entirety as Attachment A.
- Open discussion followed:
 - Regent James asked whether it's too early to tell if we have concerns about required changes in the future given the external landscape. Kim Pacelli responded that the common concern around where the Trump administration will go with Title IX substantively is the revisiting of their interpretation of whether discrimination on the basis of sex includes discrimination on the basis of sexual orientation and gender identity. The Biden Administration etched it into federal regulation, and she predicts that the Trump Administration will say that Title IX does not prohibit discrimination on the basis of sexual orientation or gender identity. She added that she is not concerned because CT law prohibits discrimination on the basis of sexual orientation and gender identity. Cameron Liston added that the federal regulations will set the floor, but it would be prudent to expect some floor lowering in terms of explicit right protection at the federal level. He added that the operational impact of the change will be minimal; personal impact will be high. It will be CSCU's mission to explain what is still protected at the institutions and what CSCU holds as its values.

- Regent Porth asked if there is a way to gauge or measure how CSCU's communications and educational efforts are working with regard to these issues. Kim Pacelli responded that the campuses engage in climate survey data to assess the climate around sexual misconduct issues on campus, and often a component of it is how well the survey participants understand or believe their peers understand the people, the process, and the procedure to make a report and what would happen. She continued that improvements are being seen in survey results; educational efforts have worked, and students, faculty and staff know who and how to get the assistance they may need okay.
- Regent Bloom asked if we have a policy in place to report sexual assaults to the local police departments. Kim responded that we do not, and we typically wouldn't. She continued to explain by stating that an individual over 18 has the ability and agency to make a report to law enforcement. The obligation for campuses is to make sure that individuals are informed about how to make a report to a municipality, police, or jurisdictional unit or to campus law enforcement.
- Regent Wright noted that this is one of the most comprehensive reports since she joined the Board.

ADJOURNMENT

The meeting adjourned at 10:14 a.m.



**BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE
AGENDA**

Friday, December 6th, 2024 @ 9:30 a.m.

Conducted via Remote Participation

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

Members: Professor Colena Sesanker

Staff Present: Aynsley Diamond, Tamara O'Day Stevens, Pam Heleen, Kaylah Davis

Other Attendees: Thomas Barron (COSC), Michelle Brown (WCSU), Renae Edge (CT State), Cindy Edgerton (COSC), Dave Ferreira (COSC), Samantha Gonzalez (CT State), Joseph Grodecki (COSC), Kim Hamilton Bobrow (CT State), Stephen Hegedus (WCSU), Maureen Hogan (COSC), Karen Hynick (CT State), Julia Irwin (SCSU), Kim Kostelis (CCSU), Terence McNulty (CT State), Steven Neufeld (CT State), Brooke Palkie (COSC), Ben Pauley (ECSU), Theodora Pinou (WCSU), MaryBeth Rajczewski (CT State), Tonya Rondinone (CT State), Stacey Walraven (COSC)

1. Call to Order: Declare Quorum
2. Approval of Minutes
 - a. October 10th, 2024 – Regular Meeting
Committee Chair Ira Bloom asked for a motion to approve the October 10th, 2024 minutes. On a motion by Regent Richard Porth, second by Regent Juanita James, a vote was taken, and the minutes were approved unanimously.
 - b. November 5th, 2024 – Special Meeting
Committee Chair Ira Bloom asked for a motion to approve the November 5th, 2024 minutes. On a motion by Regent Juanita James, second by Regent Richard Porth, a vote was taken, and the minutes were approved unanimously.
3. Eastern Connecticut State University – Dr. Ben Pauley, Interim Provost
 - a. Academic Updates
 - b. Interim Provost Ben Pauley shared an academic update, highlighting that 153 students will be graduating in December. To celebrate this achievement, a commencement reception was held in honor of the graduates.
 - c. No Action Items for December 2024
4. Southern Connecticut State University – Dr. Julia Irwin, Interim Provost
 - a. Academic Updates
Interim Provost Julia Irwin presented an academic update, highlighting two grant initiatives led by Dr. Broadbridge and others at SCSU. The first, NSF Phase 1 of Quantum CT, has been completed, and a pre-proposal for Phase 2 is currently underway. This initiative aims to implement workforce programs based on the successful biopath and IAF models, with a focus on impacting the community college system. The second initiative is an NSF grant to build partnerships supporting community colleges and Minority Serving Institutions (MSIs), focusing on expanding access to the system, enhancing tech transfer skills, and fostering industry relationships.
 - b. No Action Items for December 2024

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

a. Academic Updates

Interim Provost Stephen Hegedus shared updates, including a faculty senate resolution to revise class schedules for better access and equity, and the implementation of CourseLeaf. The new General Education framework was adopted in May, and work is ongoing to align program maps and improve assessments. Surveys are helping gather student feedback on academic and support services. In addition, WCSU's new Chief DEI Officer is developing a DEI master plan aligned with the strategic plan. Additionally, a five-year financial plan is being developed, focusing on enrollment projections and the reconfiguration of programs to support future growth.

b. New Program

i. Atmospheric and Climate Science – Bachelor of Science

Western Connecticut State University requested approval for a new Bachelor of Science program in Atmospheric and Climate Science, and was presented by Interim Provost Stephen Hegedus, Dr. Michelle Brown, and Dr. Theodora Pinou. This program is a redesign, based on an analysis of program data showing that the previous meteorology program struggled with low completion rates and was eventually discontinued. The new program features two tracks: standard and accelerated, the accelerated track will be aligned with a forthcoming meteorology program. This program is designed to meet the needs of two types of students: those interested in climate studies, which have always had strong interest, and those more inclined towards advanced computational modeling and meteorological research. The accelerated track includes a math minor, while the standard track focuses on embedding discipline-specific mathematics, providing students with the necessary mathematical foundation to build their confidence in the subject.

Committee Chair Ira Bloom asked about the role of generative AI in weather forecasting, noting that AI was mentioned in the proposal materials. Dr. Pinou advised that AI is widely used across many fields, with weather forecasting being just one component of the program. AI aids in weather prediction data collection, teaching students to communicate conditions to communities and understand climate change dynamics for developing mitigation strategies. Committee Chair Ira Bloom further inquired whether the program addresses the impact of climate change on sea levels and other topics relevant to public policy. Dr. Pinou responded that issues such as sea level rise, temperature change, and fishery economics are indeed covered. She also noted that the faculty brings strong expertise, including experience in grant applications, which enriches the program.

Regent Juanita James shared that it is heartening to see the scientific and factual approach this program takes. She emphasized the importance of shaping the broader narrative on climate science, advocating for its serious consideration and highlighting the need to protect the value of this field and its research.

Committee Chair Ira Bloom confirmed that this program is in alignment with the deficit mitigation plan.

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

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

a. Academic Updates

Dr. Kimberly Kostelis provided an academic update, announcing that 886 undergraduate and graduate students will receive their diplomas at the winter graduation, with the commencement ceremony taking place this upcoming weekend. She highlighted that more than 50% of the student body are first-generation students, and many graduates are from across the globe. Additionally, the CCSU gala raised over \$600,000 in scholarships and foundation funding.

b. Modification

i. Student Development in Higher Education – Master of Science – Name Change

Central Connecticut State University requested approval for a name change modification, which was presented by Dr. Kimberly Kostelis. This change is related to item 6.c.i. and aims to transform it into a standalone program. While the program will remain within its current department, the new name and structure will better reflect its focus on student support services, academic affairs, and other related areas. The modification will make the program more inclusive

and offer greater growth opportunities, as enrollment has ranged from 43 to 49 students, with potential for further expansion. The program will shift to 36 credits, aligning more closely with the format of other graduate programs. The core curriculum will still include three essential counseling courses to better prepare graduates for the field. Many current students are already working in the field, so the internship requirement will be replaced with a practicum to provide greater consistency in terminology. Additionally, an elective will be replaced with a case study course. With these updates, the program aims to increase enrollment and better serve students across the CSCU system, as many students work within the system while pursuing their degree. Committee Chair Ira Bloom confirmed that program participants will focus on tools for delivering student support and wraparound services.

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

- c. Below Threshold
 - i. Student Development in Higher Education – Master of Science – Modification
- d. Endowed Chair Reports – Information Items
 - i. American Savings Foundation Endowed Chair in Finance and Banking
 - ii. Governor William A. O'Neill Endowed Chair in Public Policy and Practical Politics
 - iii. Robert C. Vance Endowed Chair in Journalism and Mass Communication

Provost Kim Kostelis provided updates on the three endowed chair reports. The American Savings Foundation Chair has been successfully aligning with the industry, bringing in guest speakers, and is set for renewal. The Governor William A. O'Neill Chair was recently approved and will welcome a new chair, with the report highlighting the integration of classroom learning, service-learning projects, and more. The Robert C. Vance Journalism Chair, previously vacant, now has a new chair who started this fall and has already created opportunities for students, including hosting a women's basketball panel discussion.

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

- a. Academic Updates

Interim Provost Karen Hynick provided an academic update, announcing that 1,247 students will graduate this fall and participate in the May commencement activities. On November 20, the Practical Nursing program was reviewed by the Board of Examiners for Nursing, and its feasibility study was unanimously approved, with the program set to begin in the summer. The college has started offering scheduling summits and is preparing to launch CourseLeaf. Additionally, the college will introduce the ACME Institute, where faculty will report on the results of the corequisite program and seek feedback.. CT State launched five dual enrollment summits, where 300 participants learned about efforts toward NACEP certification. The college will also be launching an AI Faculty Fellowship, enabling members to deepen their understanding of AI. In the February meeting, they plan to discuss modifications to the Liberal Arts and Sciences program.
- b. Modification
 - i. General Studies (GNST) – Associate of Arts – Modification of an Accredited Program

CT State Community College requested approval for the modification of its Associate of Arts in General Studies program. Interim Provost Karen Hynick introduced the item, explaining that the modification aims to clarify the choices available to students within the arts, social sciences, and science curriculum. Professor Renae Edge further explained that the General Studies (GS) degree is traditionally a terminal degree for students seeking to advance in their careers or for those transferring in with many credits. The GSNT program offers a flexible pathway for students to earn their degree, regardless of their individual circumstances. While the liberal arts program will focus on transfer opportunities, this program provides a more adaptable solution. The revised program ensures that students complete two courses in arts and humanities, offering flexibility and variety without being overly broad. Students also can explore a range of disciplines, including computer electives like graphic design, to meet diverse needs. Additionally, the program supports students using lifetime experiential learning credits, and the math and science components have been redesigned to offer greater flexibility, helping students meet their academic goals. Regent Juanita James emphasized the clarity of communication and the importance of clearly articulating the expected outcomes and benefits of the program so that they are well understood by

all. Professor Edge confirmed that the program description has been revised, with a clear statement at the top now specifying that this program is not intended for transfer, while the Liberal Arts and Sciences (LAS) program is. Previously, this information was placed at the bottom of the description. Regent Richard Porth expressed appreciation for the attention given to addressing the challenges associated with the changes. He emphasized that this work, along with related efforts, is crucial to the commitment to access, highlighting that it is an important step in improving access to higher education across the CSCU system.

Committee Chair Ira Bloom inquired about what would happen if, in the future, students with this degree wish to transfer to a four-year institution. Professor Edge explained that when a student earns a degree from CT State, they would transfer to a CSCU four-year institution as a rising junior.

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

c. Below Threshold

i. Tech Studies Industrial Technology – Associate of Science – Program Modification

Interim Provost Karen Hynick explained that this is a below-threshold request to remove a course, as the current math prerequisite is higher than necessary for the program.

Committee Chair Ira Bloom inquired regarding math as a potential issue, to which Karen clarified that this modification focuses on the current math level, as is not required for the program. She also mentioned that math as a broader subject will be part of the ACME discussion.

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

a. Academic Updates

- b. Provost David Ferreira provided an academic update, noting that final term 2 enrollment is up 13.9% in headcount compared to last year, and FTE has increased by 30% compared to two years ago. The number of registered students has surpassed 2,000. He also shared that student feedback is gathered through course surveys, graduation surveys, and ad hoc surveys on topics such as inclusive access with the bookstore. Additionally, he meets with the Student Government Association (SGA) monthly to discuss feedback. The credit earned rate stands at 90%, meaning that 90% of students receive a grade that earns credit. The institutional profile has been updated, showing a graduation rate of 56%, which is considered strong for an online institution compared to other online colleges. COSC's retention rate is 74%, and both retention and graduation rates are areas the institution aims to continue to improve. Additional information on post-graduation earnings was also shared. COSC addressed its academic residency requirement, explaining that while it is exempt due to its previous role as a credit aggregator, it is currently reassessing the policy as they are now an online college. COSC is one of five institutions with a grandfathered credit aggregator history. The minimum residency requirement is 6 credits, the cornerstone and capstone course, but this may differ by program as various programs have specific accrediting requirements. Chair Bloom stated his concerns and requested further discussion.

c. New Programs

i. Curriculum and Instruction – Master of Science

Charter Oak State College requested approval for a new Master of Science in Curriculum and Instruction program. Provost Ferreira and Dr. Hogan presented the proposal, highlighting strong student demand both nationwide and in Connecticut, supported by research from Gray DI. This program aims to develop leaders to serve as program directors and curriculum specialists in early childhood education (ECE) programs, offering career growth opportunities for educators and enabling Connecticut residents to earn their degree in-state online. Committee Chair Ira Bloom confirmed that this was approved by the Provost Council.

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

ii. Data Analytics – Bachelor of Science

Charter Oak State College requested approval for a new Bachelor of Science in Data Analytics program. Provost Ferreira and Joseph Gradecki presented the proposal, highlighting data analytics as one of the fastest-growing fields nationwide. The program will provide students with a quantitative focus and incorporate Coursera Career Academy curriculum. COSC is also establishing a 2+2 transfer agreement with the Community College of Vermont (CCV), which

offers an associate degree in data analytics. The program is closely aligned with the software development and AI practitioner programs, with overlapping curriculum between software development and data analytics. Students will also have the opportunity to earn Google Data Analytics and Microsoft Power BI micro credentials. Chair Bloom inquired regarding this program's academic residency requirement. It was confirmed that 12 credits in this program is the academic residency requirement, but as mentioned, this conversation is ongoing with NECHE.

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

iii. Marketing – Bachelor of Science

Charter Oak State College requested approval for a new Bachelor of Science in Marketing program, presented by Provost Ferreira and Dr. Barron. This program has high student demand and interest, and as an online institution, this program is essential to remain competitive in the region. The program is built on a common business core with a strong emphasis on digital marketing, social media, and AI. Students will have the opportunity to earn three professional certifications: Google, Meta, and Salesforce. The residency requirement is 6 credits, consistent with the business core, and the business accreditor does not require additional academic residency, allowing students to transfer credits from other programs.

Committee Chair Ira Bloom inquired about the inclusion of political, social, and multicultural sensitivity learning outcomes as mentioned in the materials. It was confirmed that these topics are covered within the business core across four courses: International Business, Business Ethics and Individual Values, Managing Diversity in the Workplace, and Business Law.

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

d. Modifications

i. Health Informatics – Master of Science – Name Change

Charter Oak State College requested approval for a name change of the Master of Science in Health Informatics program. Provost Ferreira and Dr. Palkie presented the proposal, noting that both students and industry are shifting toward the term healthcare data analytics. This change reflects current trends, moving from a focus on technology to using technology for validating data and making informed decisions, with an emphasis on integrating AI. Committee Chair Ira Bloom inquired on the number of students enrolled in this program. It was confirmed that this program has about 15-20 students enrolled.

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

ii. Healthcare Administration – Bachelor of Science – Name Change

Charter Oak State College requested approval for a name change of the Bachelor of Science in Health Care Administration program. Provost Ferreira and Dr. Palkie presented the proposal. The change reflects the shift in terminology from "health care" as two words to a single word, aligning the program's name with current language usage. Committee Chair Ira Bloom inquired on the number of students enrolled in this program. It was confirmed that this program has about 180 students.

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

iii. Healthcare Administration – Master of Science – Name Change

Charter Oak State College requested approval for a name change of the Master of Science in Health Care Administration program. Provost Ferreira and Dr. Palkie presented the proposal. The change reflects the shift in terminology from "health care" as two words to a single word, aligning the program's name with current language usage. Committee Chair Ira Bloom inquired on the number of students enrolled in this program. It was confirmed that this program has about 25 students.

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

e. Discontinuations

i. Clinical Documentation Improvement – Certificate

Charter Oak State College requested approval for the discontinuation of the Clinical Documentation Improvement certificate program. Provost Ferreira and Cindy Edgerton presented. The decision was driven by low enrollment and was difficult to recruit nurses into this area. This certificate is not connected to any industry recognized certification.

Regent Richard Porth expressed his general interest in certificates and non-degree options as they relate to access and workforce issues but acknowledged and appreciated COSC's thorough review and redesign based on student demand. Provost Ferreira advised that though there may be certificate discontinuations, their review and determination of student interest have increased stackable options and enrollment in those areas.

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

ii. Health Insurance Customer Service – UG Certificate

Charter Oak State College requested approval for the discontinuation of the Health Insurance Customer Service certificate program. The decision was driven by low enrollment and the certificate is not connected to any industry recognized certification.

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

iii. Leadership in Health Care Administration – UG Certificate

Charter Oak State College requested approval for the discontinuation of the Leadership in Health Care Administration certificate program. The decision was driven by low enrollment.

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

f. Below Thresholds

i. Software Development – Bachelor of Science – Program Modification

ii. AI Practitioner – New Certificate

iii. Early Childhood Education – Associate of Science – Program Modification

iv. Health Informatics – Master of Science – Program Modification

v. Health Information Management – Certificate – Program Modification

vi. Health Information Management – Bachelor of Science – Program Modification

Provost Ferreira shared that the Software Development and AI Practitioner programs address interest and demand by providing stackable options. Regarding the Health Information Management program, revisions have been made to correct course language to avoid limiting options for students.

Committee Chair Ira Bloom asked for a motion to adjourn. On a motion by Regent Juanita James, second by Regent Richard Porth, a vote was taken, and the motion to adjourn was approved unanimously at 11:49 A.M.

Alignment and Completion of Math and English (ACME) Report

Executive Summary

As an open access institution, educating the diverse continuum of students who need additional support to succeed in college level courses is aligned to Connecticut State Community College's (CT State's) mission and equity agenda. The twelve legacy Connecticut community colleges, now campuses of CT State, began developmental education reform as many post-secondary providers in the nation did, following several landmark studies conducted by the Community College Research Center and Complete College America that questioned the effectiveness of course placement into college level courses via Accuplacer and Compass Exam between 2011- 2012 as well as the outcomes of traditional developmental education.

These studies sparked a national response across the community college sector to think differently on how to support developmental students, who were disproportionately Black and Latine, low income, and English Speakers of Other Languages (ESOL) students with limited positive outcomes related to achieving the first milestone markers linked to degree completion: completion of college-level math and English courses within the first year of enrollment. These findings ultimately influenced the passing of Public Act (PA) 12-40.

During this same time frame, corequisite models that coupled introductory credit-based courses in English and math with just-in-time added support courses, were being piloted and scaled through Baltimore City Community College with the Accelerated Learning Program, the California Community College's Acceleration Project, and the University of Texas at Austin's Dana Center Math Pathways project, all of which began showing promising student outcomes. Based on these trends and the promising outcomes being seen with corequisite models, the Board of Regent's Alignment and Completion of Math and English (ACME) Policy was developed. It sought to expand corequisite programming as the default way to academically support students by immersing them into college-level courses. As the merger of the community college system continued to gain momentum and additional data nationally showed the improved outcomes of corequisites, the Board of Regents passed the ACME Policy in 2021, with a directive to have the full policy implemented for the fall of 2025.

The core tenets of the policy were for faculty to lead the design of a curriculum that places students directly into gateway, college-level, transferable mathematics and English courses with corequisite supports as needed rather than into prerequisite developmental sequences; for faculty to lead the design of placement processes to more accurately identify student corequisite support needs in gateway, college-level, transferable

mathematics and English courses; and to expand practices to eliminate the completion gap in gateway, college-level, transferable coursework in English and mathematics, specifically the gap that exists for Black and Latine students when compared to White students.

The ACME policy also sought to require students to register for college-level English and math within the first 24 credits of their program. It noted that the co-requisites should be concurrent with the gateway course and voluntary, and that no grades to be assigned. The policy looked to create and foster ongoing faculty professional learning opportunities related to developmental learners and pedagogy, to prescribe math pathways and curriculum based on areas of study, to establish optimal class sizes, to identify multiple measures to determine course placement including a guided self-placement option, and to use data-informed key performance indicators to gauge success and identify areas for continuous improvement. Ongoing annual reports to the Board of Regents were to be developed and presented to track progress and identify any adjustments needed to the policy.

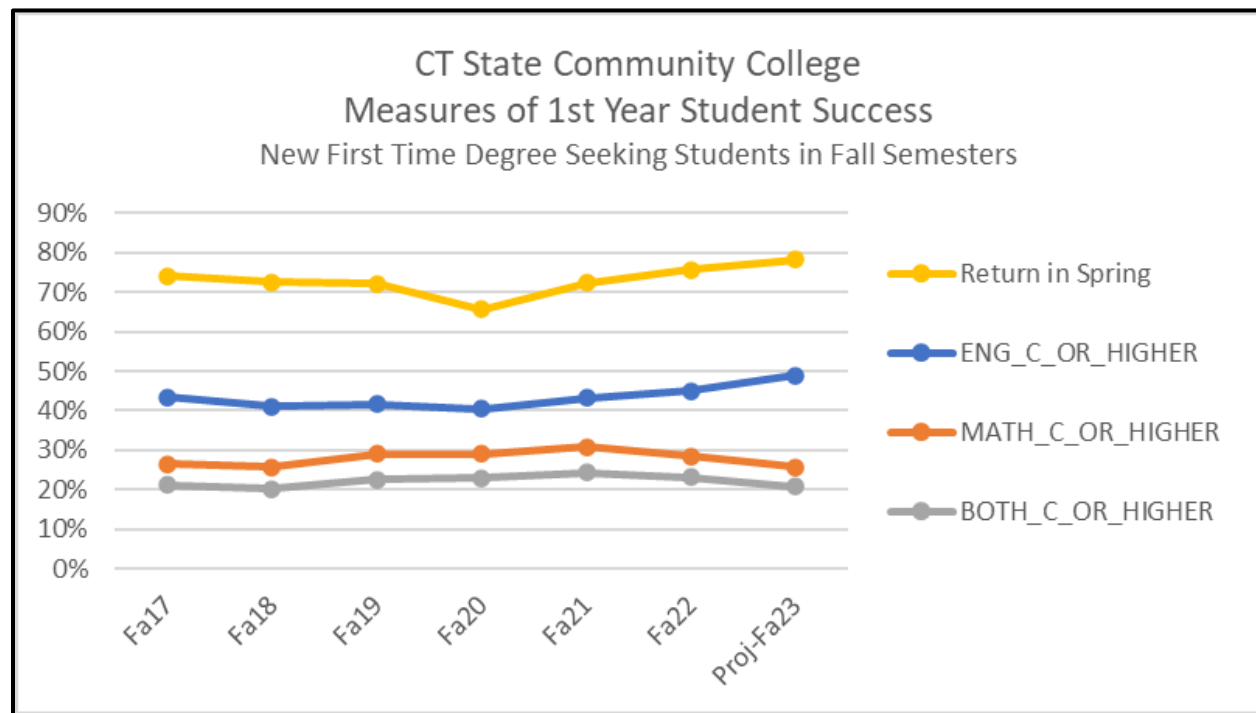
Full implementation of ACME Policy was slated to begin in Fall 2023. This time was the first semester during which all programs and certificates would be aligned and unified under the newly formed CT State. This date ideally presented the opportunity to integrate all changes to the math curriculum at the same time for the least disruption to students, staff, and faculty. However, in Fall of 2022 the new CT State administration requested that the policy be phased in over the two-year implementation window provided for in the ACME Policy based on feedback from the college community. This phase-in approach provided additional time to gain buy-in on the policy, as well as an opportunity to adjust implementation based on research and data. At the same time, it added confusion and created complications with program alignment, as each program had to wrestle with the implications of a changing set of curriculum requirements over a two-year period.

Though progress with developing and implementing the corequisite model in English, English Speakers of Other Languages (ESOL), and Math has been made at CT State, additional research, resources, and support are needed to continue to gain sustainability and continuously improve student success. This is due in part because, unbeknownst to the framers of the policy, March of 2020 occurred with the onset of the Coronavirus Disease (COVID), forever altering education in the United States. Coupling the emergence of COVID during the same time of the consolidation of the community college system, along with significant administrative leadership changes at CT State between 2021- 2025, elements of the intended ACME Policy have not yet been actualized.

Between 2022- 2024, additional studies have been conducted on the scale of developmental reform, including the Tennessee Community Colleges full scale implementation of co-requisites. This study affirms better outcomes with college-level English and Math completion within the first 24 credits but saw no significant gains on student graduation outcomes. A study released in 2024 out of University of California Los Angeles finds developmental reform needs to (1) Address faculty and practitioners’ beliefs; (2) Move from structural to instructional reform; (3) Improve data accessibility, reporting, and accountability; (4) Expand equitable college access opportunities for students in high school; and (5) Address barriers facing English learners.

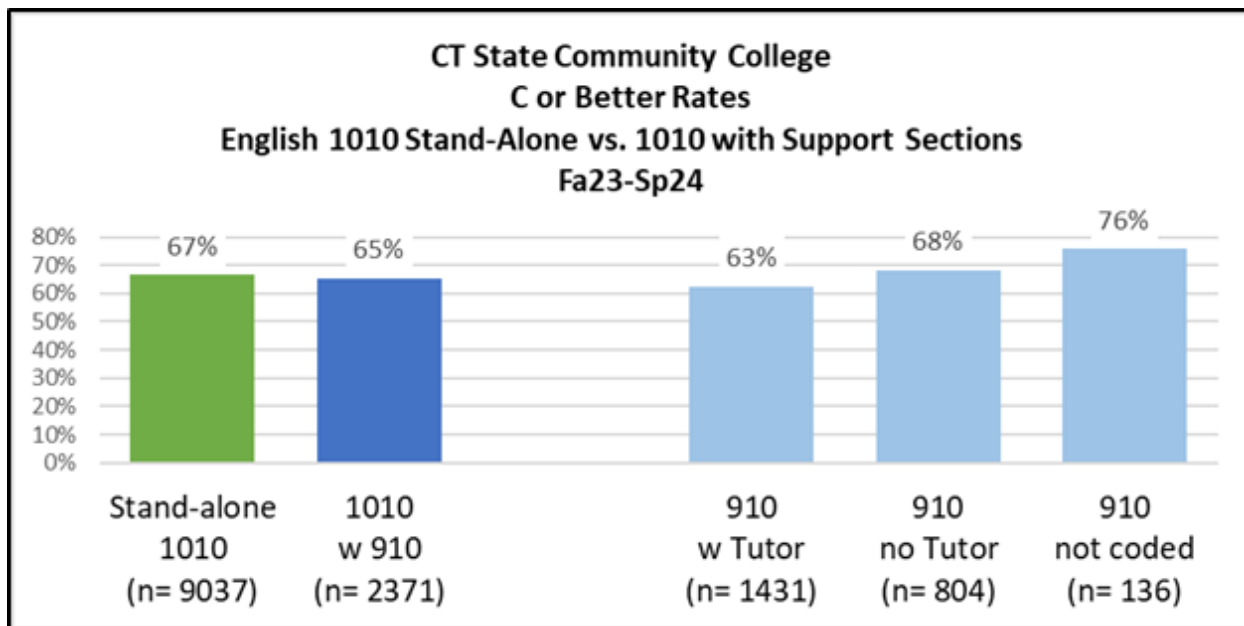
On January 23, 2025, CT State will sponsor an ACME Summit to share our data and learnings and provide a forum for its faculty and staff to engage on how to reinvigorate instructional practices related to developmental education reform and identify innovations, resources, and supports needed to continuously improve our student outcomes related to alignment and completion of college English and math. Learnings and recommendations from the Summit will be shared with the Board of Regents in a spring 2025 meeting and provide a venue to request any potential suggested updates or adjustments to the ACME Policy.

ACME Outcomes To Date



Being that Connecticut State Community College became a singly accredited institution in the fall of 2023, since the implementation of the ACME Policy the data above shows:

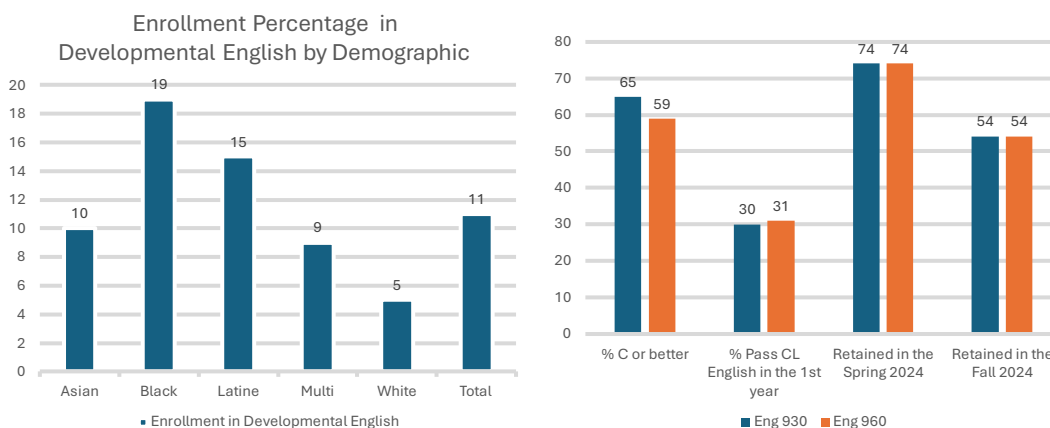
- There is an upward trend in ACME students' retention rate in the subsequent spring semester, hovering at 78%.
- There is an upward trend in ACME students' passing college level English in the first year at 49%.
- There is a decreasing trend of ACME students passing college level math in the first year at 25%.
- This decreasing trend in math may be misleading as it comes at a time when there has been declining enrollment in college level math courses.
- In looking at the overall data, ACME students who co-enrolled in CCS 1001 College and Career Success and ENG 1010 and 910 and a college level math course with support, were retained in the spring of 2024 level at an 83% rate. Of those who were co-enrolled in the fall semester in CCS 1001, 61% earned college level English credits in the first year and 33% earned college level math credits.



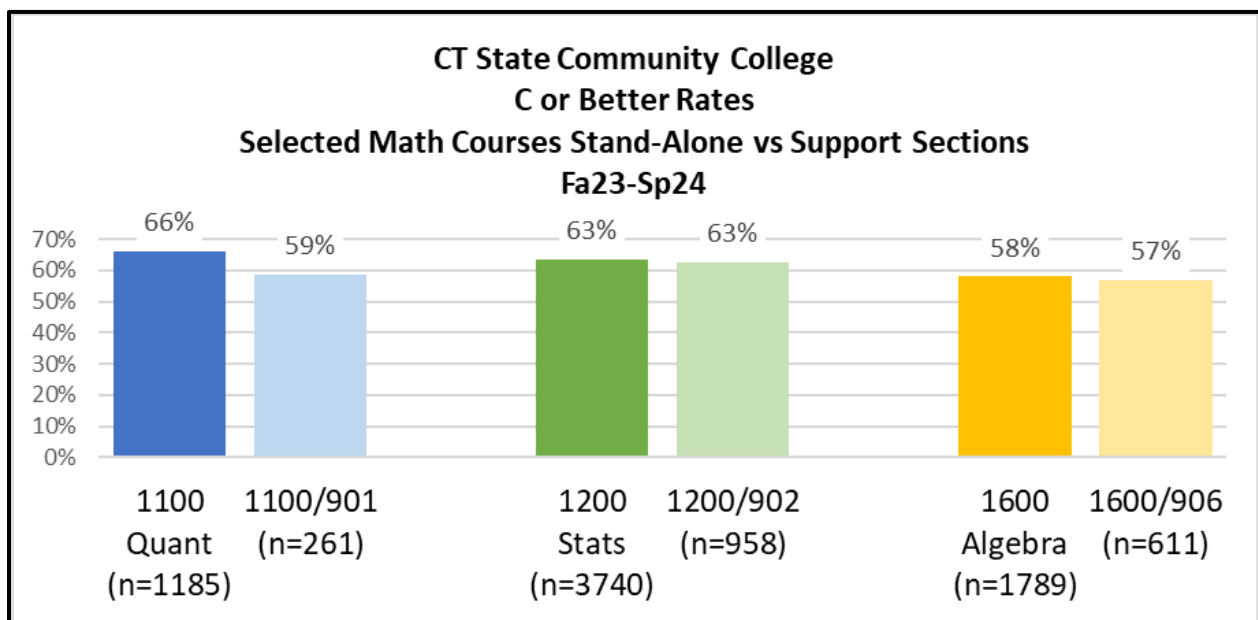
- Preliminary data in 2023- 2024 shows students who enroll in the corequisite support for ENG 1010 with ENG 910 perform similarly to those who enroll in the stand-alone ENG 1010 with a 65% pass rate with a C or higher compared to a 67% rate.
- Interestingly, students enrolled in ENG 1010 and ENG 910 without an embedded tutor outperformed students who enrolled in ENG 1010 and ENG 910 with an embedded tutor at 68% pass rate with a C or higher compared to a 63% rate.

- As noted, this trend related to determining the impact of embedded tutors may be misleading as several student records were not coded, thus we are unable to accurately enter their data as to if they were in an embedded tutor section or not; thus, the data may be different pending accurate coding.
- In reviewing the disaggregated data, demographic differences exist in student outcomes. Thirty eight percent Black ACME students passed a college level English with a C or higher in the first year versus 49% of all ACME students.
Full time ACME students passed college level English with a C or higher at a rate of 58%, outperforming the average by 11%, whereas part time ACME students passed college English at a rate of 32% in the first year, with a 17% opportunity gap compared to all ACME students. It is also significant to note that Black students are significantly more likely to be PT(53%) vs. Hispanic (46%) or white (38%) new students. Among new FT students 20% do not take an English class in their 1st semester, but among PT students, 50% do not take an English class in their 1st semester.
- Data related to the success of fall 2023 students who go on to take ENG 1020, 1030, and 1080 has been collected. However, in the years ahead, data must continue to be reviewed related to the success rates of students in subsequent courses that require a college level English course as a prerequisite.
- College-wide training of embedded tutors should also be conducted to determine if investment in embedded tutors is warranted in the future scale of the ACME policy.

Black and Latine Disproportionality Enroll in Developmental English



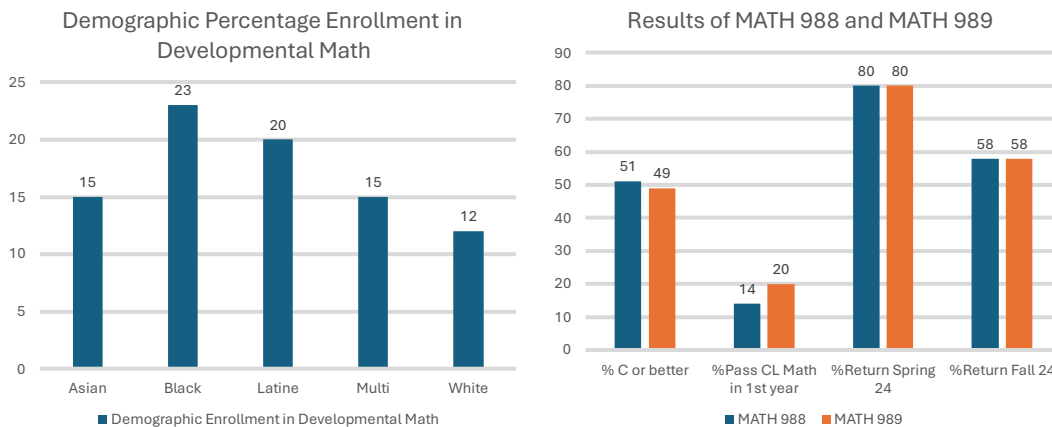
- In 2023- 2024, the college continued to offer ENG 930, Introduction to College Reading and Writing and ENG 960, Introduction to College Writing to students who were placed in these courses and did not successfully challenge out of them.
- Data shows Black and Latine students have a higher rate of being in these courses at 19% and 15% respectively, versus 5% for white students.
- Students taking ENG 930 had a 65% passing with a C or higher grade and ENG 960 students saw a 59% passing rate with a C or higher grade.
- Students taking ENG 930 and ENG 960 had a 30% and 31% rate for passing college level English in the first year, versus students who enrolled in corequisite ENG 1010 and ENG 910 at 49%.
- Spring retention rates for students taking ENG 930 and ENG 960 of 74% versus ACME students who enrolled in corequisites of 78%.



- Since the roll out of ACME in 2023-2024, similar student outcomes are being shown between ACME students who enrolled in MAT 1200 and MAT 902 and students who enrolled in the stand-alone MAT 1200, with a 63% pass rate with a C or better for both types of enrollments.
- Similarly, ACME students enrolling in MAT 1600 and MAT 906 and students enrolling in standalone MAT 1600 experienced similar outcomes with a 57% and 58% pass rates with a C or higher.
- Meanwhile, ACME students enrolled in MAT 1100 and MAT 901 had a 59% pass rate with a C or higher, compared to students enrolled in the MAT 1000 standalone option who experienced a comparable 66% pass rate.

- In reviewing the disaggregated data, full time ACME students passed a college level math course in the first year at a rate of 34% versus the average ACME student at 26%. Meanwhile part time ACME students passed a college level math course in the first year at a 14% rate.
- Interestingly, students who co-enrolled in the corequisite math course and CCS 1001 in the spring semester saw student outcomes of 40% of students achieving a passing grade of C or higher versus the traditional pass rate of 26%.

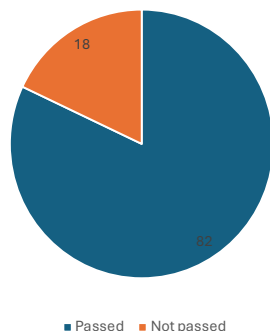
Black and Latine Students Enroll Disproportionally in Developmental Math



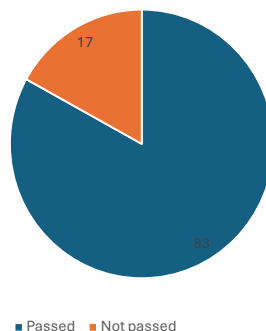
- In 2023- 2024, the college continued to offer MAT 988, Elementary Algebra Intensive and MAT 989, Elementary Algebra to students with a GPA less than 2.8 and who did not meet the college-level threshold for other placement multiple measures such as SAT, ACT, GED, Accuplacer, and ALEKS PPL scores.
- Data shows Black and Latine students have a higher rate of enrollment at 23% and 20% respectively, versus 12% for white students.
- Students taking MAT 988 had a 51% passing with a C or higher grade and MAT 989 students saw a 49% passing rate with a C or higher grade.
- ACME students taking MAT 988 and MAT 989 had a 14% and 20% rate for passing college level math in the first year, versus students who enrolled in corequisite math at 26%.
- Spring retention rates for ACME students taking MAT 988 and MAT 989 of 80% versus ACME students who enrolled in corequisites of 78%.

ESOL Corequisite Results Show Promise

Corequisite ESOL 912 and ENG 1010 in
Fall 2023



Corequisite ESOL 912 and ENG 1010 in
Spring 2024



- Unlike Math or English, Public Act 12-40 (the precursor to ACME) did not address English as a Second Language instruction
- The ESOL ACME team implemented a core sequence, corequisite course, and the Advanced English Certificate across 9 campuses while maintaining campus-specific needs
- ESOL ACME has been working closely with the Director of APR to develop common learning outcomes and assessment methods
- ESOL ACME has aggressively ramped up professional development efforts to ensure that campus staff are able to identify English Language Learners and meet their academic and wraparound needs
- In the fall semester, the corequisite ESOL 912 and ENG 1010, 82% of students passed the course with a C or higher.
- In the spring semester, the corequisite ESOL 912 and ENG 1010, 83% of students passed the course with a C or higher.
- On balance, ELLs pass their non-ESOL courses at the same rate as the general population.
- Non-ESOL seats filled by ELLs are far more likely (73%) than the general population (56%) to be in traditional, in-person sections rather than online or hybrid. They pass these in-person courses at about the same rate (71%) as the general population (69%).

Initial Recommendations

- Adjust the ACME policy to reflect additional flexibility needed in implementation, including lessons learned and timing needed to make curricular changes to fully implement corequisites.
- Review and implement uniform placement protocols that are consistent across all campuses.
- Emphasize providing professional development for the readers of challenge essays, funding for ALEKs placement, and providing enough resources to cover the implementation.
- Explore the feasibility of whether to invest in developing a guided placement tool or app for students.
- Develop academic program pages that provide a course sequencing prioritizing college level math and English during the first year or first 24 credits.
- Update program pages to better reflect the appropriate college math pathway versus “MATH 1000 or higher” or “MATH 1100 or higher” for many programs.
- Invest in ongoing professional development for faculty teaching co-requisite courses, including training related to active learning, universal design, trauma informed teaching, and focused training on neurodivergence.
- Invest in professional development for embedded peer and professional tutors aligned to CRLA standards.
- Invest in transitional support programming, including building summer bridge programs to support underprepared students.
- Explore providing expanded support for traditional first semester general education courses such as general psychology, anatomy and physiology, interpersonal communications etc.
- Determine whether ESOL Core Framework not tied to corequisites should be under the ACME policy or if another policy specific to their student needs is more appropriate.
- Develop dialogue with secondary providers to better prepare high school students to transition to college, to provide a venue for corequisite concurrent and dual enrollment and/or to discuss additional multiple measures to be implemented into our placement protocols.
- Develop an ACME Dashboard to track annual data and provide updated annual reports to the college and the Board of Regents.

Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Modification of an Accredited Program

CT State Community College

February 27, 2025

RESOLVED: That the Board of Regents for Higher Education approve the modification of the Associate of Arts in Liberal Arts and Science program at Connecticut State Community College, specifically significant modifications of courses and a change in degree title.

A True Copy:

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

ITEM

Modification of the Associate of Arts in Liberal Arts and Science program at Connecticut State Community College.

BACKGROUND AND OVERVIEW OF MODIFICATIONS

The primary purpose of the LAS degree is to prepare students for successful transfer with the general education (GE) credits, including directed GE courses for the BA/BS to be completed and pre-reqs to the major to be completed. The degree should be structured enough to reduce the risk of taking courses that will not fulfill a requirement at the receiving institution and flexible enough to allow for specific courses that will fulfill pre-reqs to the intended major. Most of the changes are refinements within categories and not substantive in terms of structure:

- a change to the degree name for clarity
- corrections for errors made during the consolidation process
- specifically corrects the foreign language and lab science requirements
- typos in prefixes are corrected

Program Name Change:

Original: Liberal Arts and Sciences

Proposed: Liberal Arts and Sciences – **Arts and Humanities**

Total Number of Credits in the Program:

Original: 30 - 32

Proposed: 31 - 32

of Credits in General Education:

Original: 30 - 34

Proposed: 31 – 34

The most significant impact of this proposal is the ability to protect students and CT State enrollment from the financial aid course progress rule (CPOS), which limits financial aid payment to courses that apply to a degree. By tightening up this degree, CT State is reducing the risk of a student taking a class that fulfills a degree requirement but does not transfer meaningfully. When a course fulfills a requirement but does not transfer meaningfully, we are forcing the student to either pay for a course out of pocket (a significant equity issue) or transfer with fewer than 61 robust transfer credits.

The new category alignment creates an ease of transfer for students in line with the recently passed Board resolution concerning the adoption of the CSU General Education Transfer Credit Alignment Policy (June 27, 2024).

RECOMMENDATION

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

SECTION 1: GENERAL INFORMATION

Institution: CT State Community College	Please enter the following dates: Final approval by institution: pending Submission to CSCU Office of the Provost for Academic Council: 5/22/2024
Most Recent NECHE Institutional Accreditation Action and Date: 7/1/2023	
Type of Program Modification Approval Being Sought (mark all that apply): x Significant Modification of Courses/Course Substitutions* Offering of Program at Off-Campus Location (specify new location) Offering of Program Using an Alternate Modality (e.g., from on ground to online) x Change of Degree Title or Program Title x Other (please specify) Out of an abundance of caution, these changes are filed as above threshold so that the process does not need to be restarted based on the form. Most of the changes are refinements within categories and not substantive in terms of structure. There is a change to the degree name for clarity. The changes to the degree are meant to correct for errors made during the consolidation process. Typos in prefixes are corrected. Total Number of courses and course credits to be modified by this application: 6 course areas are refined (19 credits), 4 course (12 credits) areas have clarifying language of <i>1000 or above</i> and/or correction in prefix typos.	
Original Program Characteristics Name of Program: Liberal Arts and Sciences (LASC-AA) OHE #: 21178 Modality of Program (check all that apply): ☒ On ground ☒ Online ☒ Hybrid, % of fully online courses differs by course choices Locality of Program: ☐ On Campus ☐ Off Campus ☒ Both Program Type (degree type, abbreviation, name, e.g., Associates, AS, Associate of Science): AA, Associate of Arts Date Program was Initiated: July 1, 2023 (BOR approval 2/24/22) Total # Credits in Program: 30-32 (degree 60-66) # Credits in General Education: 30-34 CIP Code Number : 24.0101 Title of CIP Code: Liberal Arts and Sciences/Liberal Studies	
Modified Program Characteristics Name of Program: Liberal Arts and Sciences – Arts and Humanities (LASC-AA-AH) Modality of Program (check all that apply): ☒ On ground ☒ Online ☒ Hybrid, The percentage of fully online courses differs based on the students' course choices. Locality of Program: ☐ On Campus ☐ Off Campus ☒ Both Program Type (degree type, abbreviation, name, e.g., Associates, AS, Associate of Science): AA, Associate of Arts Initiation Date for Modified Program: 4/5/24 (proposal date), fall 2024 for student enrollment Anticipated Date of First Graduation: 12/24 Total # Credits in Program: 31-32 (degree 61-66) # Credits in General Education: 31-34 CIP Code Number : 24.0101 Title of CIP Code: Liberal Arts and Sciences/Liberal Studies.	

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

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM (LAS-AH)

Department where program is housed: Social and Behavioral Sciences

Location Offering the Program (e.g., main campus): CT State, all campuses.

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

Program Discontinued: CIP OHE#: BOR Accreditation Date:

Phase Out Period Date of Program Termination

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

Other Program Accreditation: **N/A**

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

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

Institutional Contacts for this Proposal:

Lauren Doninger, Program Coordinator – LAS (Gateway), 203.285.2601, LDoninger@gatewayct.edu

Michael Stefanowicz, Executive Dean, Academic Affairs, 860.612.7039; mstefanowicz@commnet.edu

Joshua Searcy, Dean, School of Social & Behavioral Sciences, jsearcy@commnet.edu

SECTION 2: BACKGROUND, RATIONALE, AND NATURE OF MODIFICATION

Summary of Modifications

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

1. Limit ARHX in General Education (GE) to help ensure maximum transferability.
2. Refine SCRX and SCKX to make explicit the requirement for at least one lab.
3. Limit WRIX II in GE to help ensure maximum transferability.
4. Limit ORAX in GE to help ensure maximum transferability.
5. Add 1000 or above to line 1 (Arts) in Program Requirements (PR).
6. Limit line 2 (SBSX) in PR to a different discipline from SBSX in GE to ensure students have broad exposure as per SLOs.
7. Add 1000 or above to line 3 (Humanities) in PR.
8. Limit and refine line 4 (Liberal Arts & Sciences) in PR to help ensure maximum transferability.
9. Refine line 5 (Foreign Language) in PR to two semesters in the *same* language and refine options for students who have language waived due to HS.
10. Add 1000 or above to line 6 (open electives) in PR.

Background and Rationale

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

The primary purpose of the LAS degree is to prepare students for successful transfer with the GE, including directed GE courses for the BA/BS completed and pre-reqs to the major completed. The degree should be structured enough to reduce the risk of taking courses that will not fulfill a requirement at the receiving institution and flexible enough to allow for specific courses that will fulfill pre-reqs to the intended major. Because the process of curriculum alignment was deeply flawed, rushed, and without a meaningful governance structure, there are multiple glaring errors in the degree as it currently exists. The proposal specifically corrects the foreign language and lab science requirements and refines other courses to ensure broad exposure to highly transferable courses. The

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

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM (LAS-AH)

proposed modifications refine course selection and distinguish this degree from the LAS - Math and Natural Sciences (AS) and the proposed LAS - Social and Behavioral Sciences (AA) degrees.

Addressing Identified Needs

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

LAS is not an occupational degree. It is designed for seamless transfer. These changes will increase the transfer alignment of the degree to meet the needs of students who plan to pursue baccalaureate degrees in the Arts and Humanities. The changes will maximize FA and the ability of students to complete most GE and pre-reqs to a major at the senior institution.

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

LAS is a standard degree that has been offered for decades at the community colleges and broadly recognized as the primary transfer degree. All campuses have faculty who are disciplinary experts offering courses in all of the topic areas that comprise the degree.

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

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

The LAS AH will be subject to The Connecticut State Community College Department of Program Review and Assessment (DOPRA) 2024 Operational Plan, which includes disaggregating data to examine achievement among sub-groups.

- Describe specific aspects of the program (e.g., interventions to address college readiness, targeted recruitment strategies, comprehensive supports, etc.) intended to advance equitable student outcomes. Eighty percent of new community college students report that they hope to earn a BA/BS degree. Supports in place to address college-readiness and equitable student outcomes include tutoring, Math Labs, and Writing Center resources available to LAS students. Recruitment will include working with Marketing to ensure that clear messaging about LAS-Arts and Humanities as a path to BA degrees and UCONN Guaranteed Admission Program is presented to all high schools and in other recruiting activities.
 - Where inequities are found, how will the data be used by program and institutional leaders to address the inequities?

If inequities are found in completion and transfer rates, institutional leaders will be called upon to interrogate whether the rates have changed since the elimination of developmental education and the use of self-reported HS GPA as part of the 'multiple measures' for placement. The assessment of these policy changes' impact on LAS students must be nuanced as graduation is not a sufficient metric. Transfer to a senior institution and graduation with a baccalaureate degree is the more important measurement. If inequities are found in successful transfer rates, research into the reasons must include qualitative and quantitative methods. Course offering time slots and modalities will need to be reviewed. If 2000 level courses are not running or running with fewer day/time options than 1000 level courses, that may be a barrier for some students. Or, for example, if students are taking pre-req courses in one modality and upper sequenced courses in another modality and there is a disconnect in achievement, that will need to be explored. Such patterns will need to be detected via data analysis.

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APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM (LAS-AH)

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

LAS is the only pathway to the Guaranteed Admission Program to the University of Connecticut. This degree is designed to allow seamless transfer to BA degrees in the College of Liberal Arts & Sciences and College of Agriculture, Health, and Natural Resources at UCONN.

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

Currently, there are two LAS degrees (this AA, and the Liberal Arts and Sciences – Math and Natural Sciences AS) and a proposed Liberal Arts and Sciences – Social and Behavioral Sciences degree. These three degrees are designed to minimize the risk of students losing FA eligibility due to CPOS, which forces students to graduate from CT State before they have 61 *transferable* credits. When this happens, students are forced to spend more time at the more expensive senior institution, and CT State forfeits enrollment. These degrees complement each other so that students may leverage the FA rule that allows two degrees to be completed with FA by narrowing the choices in each degree so that FA will cover the maximum number of credits.

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
ENG 1010 Composition	3	WRIX I - ENG 1010	3
MATH 1100 or higher	3-4	MATH 1100 or above - seek advising	3-4
Elective ARHX - Arts & Humanities Course	3-4	ARHX - Choose one: ARAB, ART, ARTH, ASL, CHNS, COMM, ENG, FREN, GER, HUM, ITAL, JAPN, LATN, MUS, PHIL, POLH, RUSN, SPAN, THR, or ESOL 1402, ESOL 1502/1512	3-4
*Elective HISX - Historical Knowledge Course	3	*HISX - Historical Knowledge	3
Elective SBSX - Social/Behavioral Science Course	3	SBSX – Social and Behavioral Sciences	3
Elective WRIX - Written Communication II Course	3	WRIX II - ENG 1020 or 1030	3
Elective SCKX - Scientific Knowledge Course	3-4	SCKX - Scientific Knowledge (one SCRX or SCKX must be 4 credits)	3-4
*Elective SCRX - Scientific Reasoning Course	3-4	*SCRX - Scientific Reasoning (one SCRX or SCKX must be 4 credits)	3-4
Elective ORAX - Oral Communication Course	3	ORAX - COMM 1301 or 1302	3
CCS 1001 - College & Career Success	3	CCS 1001 - College & Career Success	3
Choose one additional course in Arts: ART, ARTH, MUS, or THR	3	Choose one course at the 1000 level or above: ART, ARTH, MUS, THR, COMM 1201, or COMM 2022	3

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*APPLICATION FOR **MODIFICATION OF AN ACCREDITED PROGRAM*** (LAS-AH)

Choose one additional course in Social/Behavioral Science: ANTH, ECON, GEOG, POLS, PSYC, SOC, WGS	3	Choose one SBSX from a different discipline from the SBSX taken in the General Education	3
Choose one additional course in Humanities: ENG, HIST, PHIL, HUM, COMM	3	Choose one course at the 1000 level or above: ENG, HIST, PHIL, HUM, COMM	3
Choose two additional Liberal Arts courses at the 1000 level or above: ANTH, ART, ARTH, ASTR, BIO, CHEM, COMM, DGA, EARTH, ECON, ENG, ENV, GEOG, GEOL, GRA, HIST, HUM, INTD, MATH, METR, MUS, OCEN, PHIL, PHYS, POLS, PSY, SOC, THTR, ARAB, CHNS, FREN, GERM, ITAL, JAPN, LATN, RUSN, SPAN, ASL	6	Choose two courses at the 1000-level or above: ANTH, ARAB, ART, ARTH, ASL, ASTR, BIO, CHEM, CHNS, COMM, ECON, ENG, ENV, EARTH, FREN, GEOG, GEOL, GERM, GRA, HIST, HUM, INTD, ITAL, JAPN, LATN, MATH, METR, MUS, OCEN, PHIL, PHYS, POLH, POLS, PSY, RUSN, SOC, SPAN, THR, or ESOL 1402, 1502/1512	6
Choose 6-8 credits of ARAB, CHI, FRE, GERM, ITAL, JAPN, LATN, RUSN, SPAN, ASL, or the two upper-level courses of ESOL The completion of three years of study up to the third level in a single language at the high school level waives the language requirement for the Liberal Arts and Science, A.A. Degree. If a student can waive the required 6-8 credits of a language, they must substitute 6-8 credits of free elective courses. <i>Transfer institutions can vary widely in their foreign language requirements. Additionally, Sign language courses do not transfer in this requirement at all schools. For example, Sign language courses fulfill this requirement at CCSU, but not ECSU. Before selecting a language sequence, check the specific transfer requirements for the colleges and universities to which you are considering transferring and/or consult an advisor.</i>	6-8	Foreign Language – Six-eight credits of the same language (ARAB, ASL*, CHNS, FREN, GERM, ITAL, JAPN, LATN, RUSN, SPAN) or ESOL 1402, ESOL 1502/1512 Students transferring to some degrees at UCONN (and some other colleges/universities) will need to complete language through the 2012 level. Students who have completed Level 3 of a language in HS or have a diploma from a HS where the primary language of instruction is in a language other than English may substitute the requirement with a 2000 level LART elective and one course from: ANTH 1005/1016/1303/1306/1402/1405/2400, ARCH 1002, ARTH 1001/1002/1003/1005/1007/1008/1013, COMM 1305, DANC 1001/1011/1031/1115, ENG 2300/2340/2680/2700/2711/ 2712/2803/2850, ESOL 1402/1502/1512, FREN 2030/2198/2199, GEOG 1000/1010, GERM 2011 or above, HIST 1021/1022/ 1047/2017/2024/2072/2080/2084, HUM 1019/1071/1078, INDS 2025, ITAL 2030/2198/2199, LAS 1201, MUS 1004/1007/1008/1009, PHIL 1501/1605, POLH, POLS 1005/1600, PSY 2053, SOC 1003/2018/2020/2022/2023, SPAN 2030/2095/2098/2111/2112, WGS 1005 <i>BA/BS degree programs have vastly different language requirements. Students are urged to seek advising and to carefully review the degree requirements of their intended</i>	6-8

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		<i>transfer institution.</i>	
Choose 9 Credits of 1000-level or Above Free Electives	9	Choose 9 Credits of open electives at the 1000 level or above except ESOL and AUTO (which may be applied with permission of the Liberal Arts and Science Program Coordinator or Department Chair.)	9
Diversity Requirement Students must take two courses totaling 6 credits or more designated to meet the CT State Diversity requirements. This requirement can be met with General Education courses and/or with Liberal Arts & Science program or elective courses. *The order of HISX and SCRX are reversed in the current catalog. They are presented in this order on the proposed change for clarity and reversed in this column to make clear that HISX is not replacing SCRX.		When this requirement was put in place it was in anticipation of courses being vetted with a diversity designation. This has not happened. Consequently, the SLOs are addressed in line 5 of the Program Requirements. *The order of HISX and SCRX are reversed in the current catalog. They are presented in this order in the proposed modified program for clarity regarding the lab science.	
Total Credits Original Program	60-66	Total Credits Modified Program	61-66

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.

Upon successful completion of all program requirements, graduates will be able to:

1. Communicate clearly and persuasively both in written and oral forms, including in ways that involve and document outside sources.
2. Analyze literary, artistic, or philosophical works of world cultures.
3. Analyze changes and developments in history, including their causes and effects.
4. Apply social scientific theories to understand human behavior and world events.
5. Use mathematical tools and technology to create mathematical models.
6. Use scientific principles and apply them to understand the physical world.
7. Differentiate the various ways in which diversity exists in our world, such as through analyzing artistic and literary works, historical examples, statistical information, or present-day cases.

Assessment of Learning Outcomes

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

The LAS coordinators will participate in the Connecticut State Community College Department of Program Review and Assessment (DOPRA)2024 Operational Plan.

Students graduating with the LAS degree will take many different combinations of courses to complete the degree. Ideally, a portfolio system for gathering artifacts from multiple courses across a student's program of study would be available. That resource is not available at this time; therefore, LAS will be assessed much like the GE is assessed – course-based.

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*APPLICATION FOR **MODIFICATION OF AN ACCREDITED PROGRAM*** (LAS-AH)

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
ENG 1010	1	Placement requirement	3
MATH 1100 or above	5	Placement requirement	3-4
ARHX - Choose one : ARAB, ART, ARTH, ASL, CHNS, COMM, ENG, FREN, GER, HUM, ITAL, JAPN, LATN, MUS, PHIL, POLH, RUSN, SPAN, THR, or ESOL 1402, ESOL 1502/1512	1, 2, 3, 7	Courses may have ENG eligibility/pre-reqs, ENG pre-reqs, and/or sequencing pre-reqs based on course selection.	3-4
HISX - Historical Knowledge	3	ENG eligibility requirements.	3
SBSX - Social and Behavioral Sciences	4	ENG eligibility requirements.	3
WRIX II - ENG 1020 or 1030	1, 2	ENG 1010.	3
SCKX - One science (SCKX or SCRX) class must be 4 credits	5, 6	Courses may have math eligibility/pre-reqs, ENG eligibility/pre-reqs, and/or sequencing pre-reqs based on course selection.	3-4
SCRX - One science (SCKX or SCRX) class must be 4 credits	5, 6	Courses may have math eligibility/pre-reqs, ENG eligibility/pre-reqs, and/or sequencing pre-reqs based on course selection.	3-4
ORAX - COMM 1301 or 1302	1	ENG 1010 eligible.	3
CCS 1001	1	ENG eligibility requirement.	3
Choose one course at the 1000 level or above: ART, ARTH, MUS, THR, COMM 1201, or COMM 2022	2, 7	ENG eligibility requirement.	3
Choose one SBSX from a different discipline from the SBSX taken in the General Education	4	ENG eligibility requirement.	3
Choose one course at the 1000 level or above: ENG, HIST, PHIL, HUM, COMM	2, 3, 7	Courses may have sequencing pre-reqs, ENG eligibility, and/or other pre-reqs based on course selection.	3
Choose two courses at the 1001 level or above: ANTH, ARAB, ART, ARTH, ASL, ASTR, BIO, CHEM, CHNS, COMM, DGA, ECON, ENG, ENV, EARTH, FREN, GEOG, GEOL, GER, GRA, HIST, HUM, INTD, ITAL, JAPN, LATN, MATH, METR, MUS, OCEN, PHIL, PHYS, POLH, POLS, PSY, RUSN, SOC, SPAN, THR or ESOL 1402, ESOL 1502/1512	1, 2, 3, 4, 5, 6, 7	Courses may have sequencing pre-reqs, MATH pre-reqs, ENG eligibility, and/or other pre-reqs based on course selection.	3-4
Foreign Language – Six-eight credits of the same language (ARAB, ASL*, CHNS, FREN, GERM, ITAL, JAPN, LATN, RUSN, SPAN) or ESOL 1402, ESOL 1502/1512	2, 7	Courses may have sequencing pre-reqs, ENG eligibility, and/or other pre-reqs based on course selection.	6-8

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Students who have completed Level 3 of a language in HS or have a diploma from a HS where the primary language of instruction is in a language other than English may substitute the requirement with a 2000 level LART elective and one course from: ANTH 1001/1005/1016/1303/1306/1402/1405/2400, ARCH 1002, ARTH 1001/1002/1003/1005/1007/1008/1013, COMM 1305, DANC 1001/1011/1031/1115, ENG 2300/2340/2680/2700/2711/2712/2803/2850, ESOL 1402/1502/1512, FREN 2030/2198/2199, GEOG 1000/1010, GERM 2011 or above, HIST 1021/1022/1047/2017/2024/2072/2080/2084, HUM 1019/1071/1078, INDS 2025, ITAL 2030/2198/2199, LAS 1201, MUS 1004/1007/1008/1009, PHIL 1501/1605, POLH, POLS 1005/1006/1600, PSY 2053, SOC 1003/2018/2020/2022/2023, SPAN 2030/2095/2098/2111/2112, WGS 1005			
Choose 9 Credits of open electives at the 1000 level or above except ESOL and AUTO (which may be applied with permission of the Liberal Arts and Science Program Coordinator or Department Chair.)	1, 2, 3, 4, 5, 6, 7	Courses may have sequencing pre-reqs, math pre-reqs, ENG eligibility, and/or other pre-reqs based on course selection.	9
Open Electives (Indicate number of credits of open electives)			9
Total Program Credits:			61-66
Description of Related Modification(s) Provide a summary of other changes necessitated by curricular modification such as admissions or graduation requirements There are no related modifications.			
Description of Resources Needed SE As appropriate please summarize faculty and administrative resources, library holdings, specialized equipment, etc. Details to be provided in Section 3 (Resources and Financial Considerations), as appropriate. There are no additional resources needed – except perhaps (on paper) the 1 credit lab, but that was an error in the consolidation process and all LAS students have always been advised to take a lab.			
Previous Three Years Enrollment and Completion for the Program being Modified SEE ATTACHED			
ACTUAL Enrollment	Fall Term, Year	, Year	

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	Full Time	Part Time	FT	PT	Full Time	Part Time
Transfers In						
New Students						
Returning Students						
Actual Headcount Enrollment						
Fall FTE accounted for by Program Majors						
Size of Credentialed Group(s) for Given Year						

Impact of Modification on Enrollment and Completion

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

The most significant impact of this proposal as well as the Liberal Arts and Sciences – Math and Natural Sciences modification and the new Liberal Arts and Sciences – Social and Behavioral Sciences degree the capacity to protect students and CT State enrollment from the FA course progress rule (CPOS), which limits FA payment to courses that apply to the degree. By tightening up this degree we are reducing the risk of a student taking a class that fulfills a degree requirement but does not transfer meaningfully. When a course fulfills a requirement but does not transfer meaningfully, we are forcing the student to either pay for a course out of pocket (a significant equity issue) or transfer with fewer than 61 robust transfer credits. This means that the student will spend more time at the more expensive senior institution and that we are sending the enrollment of the more robust transfer credits to be completed elsewhere.

Other Considerations

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

SECTION 3: RESOURCES AND FINANCIAL CONSIDERATIONS

Cost Effectiveness and Availability of Adequate Resources

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

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

PROJECTED Program Revenue			
	Fall	Fall	Fall
Tuition (do not include internal transfers)			
Program-Specific Fees			
Other Revenue (Annotate in narrative)			
Total Estimated Program Revenue			
PROJECTED Program Expenditures*			
	Fall	Fall	Fall
Administration (Chair or Coordinator)			
Faculty (Full-time, total for program)			

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Faculty (Part-time, total for program)			
Support Staff			
Library Resources Program			
Equipment (List as needed)			
Other (e.g., student services)			
Estimated Indirect Costs (e.g., student services, operations, maintenance)			
Total Estimated Program Expenditures			

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

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

SECTION 4: ADDITIONAL PROGRAM CHARACTERISTICS

Program website: https://catalog.ctstate.edu/preview_program.php?catoid=2&poid=118&returnto=169

IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years): **2 years**

Provide estimated cost of program (tuition and fees): url for link to tuition/fee information: <https://ctstate.edu/investing-in-a-ct-state-education>

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

Catalog Description

Provide the catalog description for this program (with proposed modifications if applicable): The Liberal Arts and Science – Arts and Humanities Associate of Arts degree program provides students with a broad background that prepares them for transfer to a bachelor’s degree program for majors within the Arts and Humanities. Students will take a wide range of courses with an emphasis on fulfilling general education and pre-requisite courses at four-year colleges and universities. The Associate of Arts (A.A.) emphasizes courses in the arts and humanities.

Careers/Professions and Earnings

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

What would be the median estimated earnings for a graduate in this profession (if more than one SOC code listed, include earnings for each)? LAS is not an occupational degree. [NCES](#) reports that those with an AA/AS earn 13% more than those with a HS diploma. Importantly, those with a BA/BS earn 37% more than those with an AA/AS. The LAS degree is meant to complete half of the BA/BS degree.

Applicable Industries

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

Career/Program Pathways

Does this program prepare students for another program? ☒ Yes, specify program: Transfer to BA degree programs, notably, Guaranteed Admission Program to UCONN ☐ 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): Most CT State campuses have an LAS PC in place (or have LAS assigned to a DC). ACC - Mary Beth Rajczewski (mrajczewski@acc.commnet.edu), CCC - Linda Cocchiola (LCocchiola@ccc.commnet.edu), GCC Lauren Doninger (LDoninger@gatewayct.edu), HCC – Tonya Rondinone (trondinone@hcc.commnet.edu), MCC - Sarah Cieglo (scieglo@mcc.commnet.edu), MxCC – Terrence McNulty (tmcnulty@mxcc.commnet.edu), NVCC – Latisha Nielsen (lnielsen@nvcc.commnet.edu), NCCC – covered by

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advising – Rick Boger-Hawkins (RBoger-Hawkins@nwcc.commnet.edu), NCC – Renae Edge (redge@ncc.commnet.edu), TRCC – Steve Neufeld (sneufeld@trcc.commnet.edu), TCC – Peter DeNegre (pdenegre@txcc.commnet.edu), QVCC – Melissa Philion (mphilion@qvcc.commnet.edu).

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? Except for faculty in selective admission programs or otherwise specialized career programs, faculty teaching in most disciplines will instruct students who are in the LAS-AH degree program. The percentage of full-time/adjunct faculty will be approximately consistent with the institutional percentage of full-time/adjunct.

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

Admissions Requirements

What are the admissions requirements for the program? <https://ctstate.edu/admissions-registration/become-a-student>

Graduation Requirements

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

If yes, describe:

Program Work Experiences

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

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

Prospective Students

Describe the prospective students for the program: Any student who would like to pursue a bachelor's degree in the Arts and Humanities, including those who are interested in pre-law, or art/music education would be well served by the LAS-AH degree.

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LAS Program Change Data

Enrollment & FTE - Fall 2020-2022, Completions - AY 2021 - AY 2223

Thursday, March 21, 2024

LAS - AA Degree

Previous Three Years Enrollment and Completion for the Program being Modified

ACTUAL Enrollment	Fall Term, Year 2020		Fall Term, Year 2021		Fall Term, Year 2022	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In	56	84	56	86	77	126
New Students	406	206	411	186	432	217
Returning Students	642	1,277	566	1,230	620	1,227
Actual Headcount Enrollment	1,104	1,567	1,033	1,502	1,129	1,570
Fall FTE accounted for by Program Majors	1664		1575.6		1706.9	
Size of Credentialed Group(s) for Given Year	424		399		394	

LAS - AS Degree

Previous Three Years Enrollment and Completion for the Program being Modified

ACTUAL Enrollment	Fall Term, Year 2020		Fall Term, Year 2021		Fall Term, Year 2022	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In	13	16	11	20	23	13
New Students	47	16	63	19	63	17
Returning Students	102	223	94	189	109	154
Actual Headcount Enrollment	162	255	168	228	195	184
Fall FTE accounted for by Program Majors	259.6		250		260.7	
Size of Credentialed Group(s) for Given Year	69		57		67	

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LAS - All Degrees						
Previous Three Years Enrollment and Completion for the Program being Modified						
ACTUAL Enrollment	Fall Term, Year 2020		Fall Term, Year 2021		Fall Term, Year 2022	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In	69	100	67	106	100	139
New Students	453	222	474	205	495	234
Returning Students	744	1,500	660	1,419	729	1,381
Actual Headcount Enrollment	1,266	1,822	1,201	1,730	1,324	1,754
Fall FTE accounted for by Program Majors	1923.6		1825.6		1967.6	
Size of Credentialed Group(s) for Given Year	493		456		461	

LAS Program Change Data

Completions by College - AY 2021 - AY 2223

Thursday, March 21, 2024

	AY 2021		AY 2122		AY 2223	
College	AA	AS	AA	AS	AA	AS
Asnuntuck	22		19		22	
Capital	10		10		2	
Gateway	182		185		161	
Housatonic	16		13	1	19	4
Manchester	20	12	17	13	18	12
Middlesex	19		12		30	
Naugatuck Valley	25		23		19	
Northwestern CT	1	25	3	16	4	12
Norwalk	63	2	61		77	1
Quinebaug Valley	27		20		15	
Three Rivers	39		34		27	
Tunxis		30	2	27		38
Total	424	69	399	57	394	67

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Asnuntuck						
	Fall 2020		Fall 2021		Fall 2022	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
LAS - AA Degree						
Transfers In	2	2	2		4	3
New Students	18	6	29	2	20	8
Returning Students	35	55	32	36	25	38
Enrollment Subtotal	55	63	63	38	49	49
FTE Subtotal	51.5	29.0	56.2	15.5	44.4	20.0
LAS - AS Degree						
Transfers In						
New Students						
Returning Students						
Enrollment Subtotal	0	0	0	0	0	0
FTE Subtotal	0.0	0.0	0.0	0.0	0.0	0.0
LAS - All Degrees						
Transfers In	2	2	2	0	4	3
New Students	18	6	29	2	20	8
Returning Students	35	55	32	36	25	38
Total Enrollment	55	63	63	38	49	49
Total FTE	51.5	29.0	56.2	15.5	44.4	20.0

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Capital						
	Fall 2020		Fall 2021		Fall 2022	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
LAS - AA Degree						
Transfers In	2	1	3	4	2	7
New Students	5	5	8	8	10	7
Returning Students	21	76	15	49	7	41
Enrollment Subtotal	28	82	26	61	19	55
FTE Subtotal	23.9	34.0	22.7	27.7	16.1	24.3
LAS - AS Degree						
Transfers In						
New Students						
Returning Students						
Enrollment Subtotal	0	0	0	0	0	0
FTE Subtotal	0.0	0.0	0.0	0.0	0.0	0.0
LAS - All Degrees						
Transfers In	2	1	3	4	2	7
New Students	5	5	8	8	10	7
Returning Students	21	76	15	49	7	41
Total Enrollment	28	82	26	61	19	55
Total FTE	23.9	34.0	22.7	27.7	16.1	24.3

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Gateway						
	Fall 2020		Fall 2021		Fall 2022	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
LAS - AA Degree						
Transfers In	22	47	24	38	24	46
New Students	209	133	156	96	93	74
Returning Students	254	566	243	617	241	621
Enrollment Subtotal	485	746	423	751	358	741
FTE Subtotal	420.9	330.3	370.9	325.2	311.6	328.8
LAS - AS Degree						
Transfers In						
New Students						
Returning Students						
Enrollment Subtotal	0	0	0	0	0	0
FTE Subtotal	0.0	0.0	0.0	0.0	0.0	0.0
LAS - All Degrees						
Transfers In	22	47	24	38	24	46
New Students	209	133	156	96	93	74
Returning Students	254	566	243	617	241	621
Total Enrollment	485	746	423	751	358	741
Total FTE	420.9	330.3	370.9	325.2	311.6	328.8

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Housatonic						
	Fall 2020		Fall 2021		Fall 2022	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
LAS - AA Degree						
Transfers In	5	3	9	9	6	13
New Students	25	5	42	12	56	12
Returning Students	36	91	34	74	45	92
Enrollment Subtotal	66	99	85	95	107	117
FTE Subtotal	57.1	42.8	74.1	42.8	93.7	53.0
LAS - AS Degree						
Transfers In			1			
New Students	1		1	1		
Returning Students	2	10		6	6	5
Enrollment Subtotal	3	10	2	7	6	5
FTE Subtotal	2.7	3.9	1.9	3.2	5.1	1.8
LAS - All Degrees						
Transfers In	5	3	10	9	6	13
New Students	26	5	43	13	56	12
Returning Students	38	101	34	80	51	97
Total Enrollment	69	109	87	102	113	122
Total FTE	59.8	46.7	75.9	46.0	98.8	54.8

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Manchester						
	Fall 2020		Fall 2021		Fall 2022	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
LAS - AA Degree						
Transfers In	7	5	6	3	10	5
New Students	15	13	17	11	23	17
Returning Students	12	44	22	43	25	46
Enrollment Subtotal	34	62	45	57	58	68
FTE Subtotal	31.8	27.1	40.4	26.3	52.1	30.9
LAS - AS Degree						
Transfers In	4	9	4	11	11	5
New Students	19	7	26	10	19	8
Returning Students	24	77	27	70	37	53
Enrollment Subtotal	47	93	57	91	67	66
FTE Subtotal	42.9	38.5	51.6	39.4	62.0	30.4
LAS - All Degrees						
Transfers In	11	14	10	14	21	10
New Students	34	20	43	21	42	25
Returning Students	36	121	49	113	62	99
Total Enrollment	81	155	102	148	125	134
Total FTE	74.6	65.6	92.0	65.7	114.2	61.3

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Middlesex						
	Fall 2020		Fall 2021		Fall 2022	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
LAS - AA Degree						
Transfers In	6	7	2	1	6	7
New Students	18		22	3	35	11
Returning Students	18	33	22	40	31	38
Enrollment Subtotal	42	40	46	44	72	56
FTE Subtotal	38.7	17.8	43.3	20.6	67.1	24.3
LAS - AS Degree						
Transfers In						
New Students						
Returning Students						
Enrollment Subtotal	0	0	0	0	0	0
FTE Subtotal	0.0	0.0	0.0	0.0	0.0	0.0
LAS - All Degrees						
Transfers In	6	7	2	1	6	7
New Students	18	0	22	3	35	11
Returning Students	18	33	22	40	31	38
Total Enrollment	42	40	46	44	72	56
Total FTE	38.7	17.8	43.3	20.6	67.1	24.3

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Naugatuck Valley						
	Fall 2020		Fall 2021		Fall 2022	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
LAS - AA Degree						
Transfers In	1	1	1	1	4	15
New Students	11	4	5	2	29	22
Returning Students	40	68	28	44	24	42
Enrollment Subtotal	52	73	34	47	57	79
FTE Subtotal	45.6	32.7	30.5	21.7	51.6	36.5
LAS - AS Degree						
Transfers In						
New Students						
Returning Students						
Enrollment Subtotal	0	0	0	0	0	0
FTE Subtotal	0.0	0.0	0.0	0.0	0.0	0.0
LAS - All Degrees						
Transfers In	1	1	1	1	4	15
New Students	11	4	5	2	29	22
Returning Students	40	68	28	44	24	42
Total Enrollment	52	73	34	47	57	79
Total FTE	45.6	32.7	30.5	21.7	51.6	36.5

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Northwestern CT						
	Fall 2020		Fall 2021		Fall 2022	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
LAS - AA Degree						
Transfers In		1		2	1	2
New Students	15		12	2	8	2
Returning Students	4	7	7	12	9	15
Enrollment Subtotal	19	8	19	16	18	19
FTE Subtotal	18.1	3.1	17.7	7.8	17.0	8.5
LAS - AS Degree						
Transfers In	2				1	
New Students	14	3	10	3	13	1
Returning Students	15	38	14	24	18	15
Enrollment Subtotal	31	41	24	27	32	16
FTE Subtotal	29.8	17.8	22.1	12.9	29.1	7.5
LAS - All Degrees						
Transfers In	2	1	0	2	2	2
New Students	29	3	22	5	21	3
Returning Students	19	45	21	36	27	30
Total Enrollment	50	49	43	43	50	35
Total FTE	47.9	20.9	39.8	20.7	46.1	16.0

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Norwalk						
	Fall 2020		Fall 2021		Fall 2022	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
LAS - AA Degree						
Transfers In	5	8	3	14	12	15
New Students	33	21	41	27	77	33
Returning Students	119	167	95	168	123	161
Enrollment Subtotal	157	196	139	209	212	209
FTE Subtotal	138.5	88.8	126.2	89.7	187.1	99.6
LAS - AS Degree						
Transfers In		2			1	1
New Students	1	1	3		3	
Returning Students	22	38	14	24	9	19
Enrollment Subtotal	23	41	17	24	13	20
FTE Subtotal	20.5	19.9	15.1	9.5	11.7	9.7
LAS - All Degrees						
Transfers In	5	10	3	14	13	16
New Students	34	22	44	27	80	33
Returning Students	141	205	109	192	132	180
Total Enrollment	180	237	156	233	225	229
Total FTE	159.1	108.7	141.3	99.3	198.9	109.3

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Quinebaug Valley						
	Fall 2020		Fall 2021		Fall 2022	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
LAS - AA Degree						
Transfers In			2	3		2
New Students	17	11	31	8	32	9
Returning Students	31	49	27	39	19	39
Enrollment Subtotal	48	60	60	50	51	50
FTE Subtotal	42.9	25.7	53.6	22.1	45.3	24.2
LAS - AS Degree						
Transfers In						
New Students						
Returning Students						
Enrollment Subtotal	0	0	0	0	0	0
FTE Subtotal	0.0	0.0	0.0	0.0	0.0	0.0
LAS - All Degrees						
Transfers In	0	0	2	3	0	2
New Students	17	11	31	8	32	9
Returning Students	31	49	27	39	19	39
Total Enrollment	48	60	60	50	51	50
Total FTE	42.9	25.7	53.6	22.1	45.3	24.2

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Three Rivers						
	Fall 2020		Fall 2021		Fall 2022	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
LAS - AA Degree						
Transfers In	4	5		6	7	6
New Students	27	7	26	9	40	15
Returning Students	65	105	36	91	54	71
Enrollment Subtotal	96	117	62	106	101	92
FTE Subtotal	86.5	49.0	55.4	47.3	92.7	39.8
LAS - AS Degree						
Transfers In						
New Students						
Returning Students						
Enrollment Subtotal	0	0	0	0	0	0
FTE Subtotal	0.0	0.0	0.0	0.0	0.0	0.0
LAS - All Degrees						
Transfers In	4	5	0	6	7	6
New Students	27	7	26	9	40	15
Returning Students	65	105	36	91	54	71
Total Enrollment	96	117	62	106	101	92
Total FTE	86.5	49.0	55.4	47.3	92.7	39.8

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APPLICATION FOR **MODIFICATION OF AN ACCREDITED PROGRAM** (03/04)

Tunxis						
	Fall 2020		Fall 2021		Fall 2022	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
LAS - AA Degree						
Transfers In	2	4	4	5	1	5
New Students	13	1	22	6	9	7
Returning Students	7	16	5	17	17	23
Enrollment Subtotal	22	21	31	28	27	35
FTE Subtotal	19.5	8.7	26.3	11.5	22.9	15.5
LAS - AS Degree						
Transfers In	7	5	6	9	10	7
New Students	12	5	23	5	28	8
Returning Students	39	60	39	65	39	62
Enrollment Subtotal	58	70	68	79	77	77
FTE Subtotal	53.6	29.9	59.6	34.7	67.6	35.7
LAS - All Degrees						
Transfers In	9	9	10	14	11	12
New Students	25	6	45	11	37	15
Returning Students	46	76	44	82	56	85
Total Enrollment	80	91	99	107	104	112
Total FTE	73.1	38.7	85.9	46.3	90.5	51.3

Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Modification of an Accredited Program

CT State Community College

February 27, 2025

RESOLVED: That the Board of Regents for Higher Education approve the modification of the Associate of Science in Liberal Arts and Science program at Connecticut State Community College, specifically significant modifications of courses and a change in degree title.

A True Copy:

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

ITEM

Modification of the Associate of Science in Liberal Arts and Science program at Connecticut State Community College.

BACKGROUND AND OVERVIEW OF MODIFICATIONS

The primary purpose of the LAS degree is to prepare students for successful transfer with the general education (GE) credits, including directed GE courses for the BA/BS to be completed and pre-requisites to the major to be completed. The degree should be structured enough to reduce the risk of taking courses that will not fulfill a requirement at the receiving institution and flexible enough to allow for specific courses that will fulfill pre-requisites to the intended major. Most of the changes are refinements within categories and not substantive in terms of structure:

- a change to the degree name for clarity
- corrections for errors made during the consolidation process
- refines and limits math/science options to courses typically included in BS degrees within math/natural sciences, including pre-med and other health sciences
- ensure that all student learning outcomes are addressed in the degree
- typos in prefixes are corrected

Program Name Change:

Original: Liberal Arts and Sciences

Proposed: Liberal Arts and Sciences – **Math and Natural Sciences**

Total Number of Credits in the Program:

Original: 30 - 33

Proposed: 30 - 35

The most significant impact of this proposal is the ability to protect students and CT State enrollment from the financial aid course progress rule (CPOS), which limits financial aid payment to courses that apply to a degree. By tightening up this degree, CT State is reducing the risk of a student taking a class that fulfills a degree requirement but does not transfer meaningfully.

When a course fulfills a requirement but does not transfer meaningfully, we are forcing the student to either pay for a course out of pocket (a significant equity issue) or transfer with fewer than 61 robust transfer credits.

The new category alignment creates an ease of transfer for students in line with the recently passed Board resolution concerning the adoption of the CSU General Education Transfer Credit Alignment Policy (June 27, 2024).

RECOMMENDATION

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM (MNS)

SECTION 1: GENERAL INFORMATION

Institution: CT State Community College	Please enter the following dates: Final approval by institution: 5/24/2024 Submission to CSCU Office of the Provost for Academic Council: 5/22/24
Most Recent NECHE Institutional Accreditation Action and Date: 7/1/2023	
Type of Program Modification Approval Being Sought (mark all that apply): X Significant Modification of Courses/Course Substitutions* Offering of Program at Off-Campus Location (specify new location) Offering of Program Using an Alternate Modality (e.g., from on ground to online) X Change of Degree Title or Program Title X Other (please specify) Out of an abundance of caution, these changes are filed as above threshold so that the process does not need to be restarted based on the form. Most of the changes are refinements within categories and not substantive in terms of structure. There is a change to the degree name for clarity. Directed electives are refined and course levels are made explicit. Total Number of courses and course credits to be modified by this application: 6 course areas are refined (19 credits), 4 course areas (12 credits) have clarifying language of 1000 or above.	
Original Program Characteristics Name of Program: Liberal Arts and Sciences (LASC-AS) OHE #: 21172 Modality of Program (check all that apply): ☒ On ground ☒ Online ☒ Hybrid, The percentage of fully online courses differs based on the students' course choices. Locality of Program: ☐ On Campus ☐ Off Campus ☒ Both Program Type (degree type, abbreviation, name, e.g., Associates, AS, Associate of Science): AS, Associate of Science Date Program was Initiated: July 1, 2023 (BOR approval 2/24/22) Total # Credits in Program: 30-33 (degree – 62-67) # Credits in General Education: 32-34 <u>CIP Code Number</u> : 24.0101 Title of CIP Code: Liberal Arts and Sciences/Liberal Studies	
Modified Program Characteristics Name of Program: Liberal Arts and Sciences – Math and Natural Sciences (LASC-AS-MNS) Modality of Program (check all that apply): ☒ On ground ☒ Online ☒ Hybrid, The percentage of fully online courses differs by course choices. Locality of Program: ☐ On Campus ☐ Off Campus ☒ Both Program Type (degree type, abbreviation, name, e.g., Associates, AS, Associate of Science): AS, Associate of Science Initiation Date for Modified Program: 4/5/24 (proposal date) fall 2024 for student enrollment Anticipated Date of First Graduation: 12/24 Total # Credits in Program: 30-35 (degree – 62-69) # Credits in General Education: 32-34 <u>CIP Code Number</u> : 24.0101 Title of CIP Code: Liberal Arts and Sciences/Liberal Studies.	
Department where program is housed: Social and Behavioral Sciences	

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APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM (MNS)

Location Offering the Program (e.g., main campus): CT State, all campuses.

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

Program Discontinued: CIP OHE#: BOR Accreditation Date:

Phase Out Period Date of Program Termination

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

Other Program Accreditation: **N/A**

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

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

Institutional Contacts for this Proposal:

Lauren Doninger, Program Coordinator – LAS (Gateway), 203.285.2601, LDoninger@gatewayct.edu

Michael Stefanowicz, Executive Dean, Academic Affairs, 860.612.7039; mstefanowicz@commnet.edu

Joshua Searcy, Dean, School of Social & Behavioral Sciences, jsearcy@commnet.edu

SECTION 2: BACKGROUND, RATIONALE, AND NATURE OF MODIFICATION

Summary of Modifications

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

1. Limit ARHX in General Education (GE) to help ensure maximum transferability.
2. Limit WRIX II in GE to help ensure maximum transferability.
3. Limit ORAX in GE to help ensure maximum transferability.
4. Add BIO 2111 and 2112 as a sequence option in the GE.
5. Add 1000 or above and refine options in Line 1 in Program Requirements (PR).
6. Limit line 2 (SBSX) in PR to a different discipline from SBSX in the GE to ensure students have broad exposure as per SLOs.
7. Add to and refine course options in line 3 of PR to help ensure maximum transferability and ensure students have broad exposure as per SLOs.
8. Refine course options in line 4 of PR to help ensure maximum transferability.
9. Refine and clarify options in line 5 of PR to help ensure maximum transferability.
10. Change line 6 in the PR from 12 open electives to directed electives to ensure maximum transferability.
11. Add line 7 to PR for 9 open elective credits to complete the credit requirement of the degree.

Background and Rationale

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

The primary purpose of the LAS degree is to prepare students for successful transfer with the GE, including directed GE courses for the BA/BS completed and pre-reqs to the major completed. The degree should be structured enough to reduce the risk of taking courses that will not fulfill a requirement at the receiving institution and flexible enough to allow for specific courses that will fulfill pre-reqs to the intended major. The proposal refines and limits math/science options to courses typically included in BS degrees within Math/Natural Sciences including pre-med and other health sciences. Refinements to directed electives will ensure that all SLOs are addressed in the degree. The proposed modifications distinguish this degree from the LAS - Arts and Humanities (AA) and the proposed LAS - Social and Behavioral Sciences (AA) degrees.

Addressing Identified Needs

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

LAS is not an occupational degree. It is designed for seamless transfer. These changes will increase the transfer alignment of the degree to meet the needs of students who plan to pursue baccalaureate degrees in Math and Natural Sciences, including students who are interested in pre-med tracks. The changes will maximize FA and the ability of students to complete most GE and pre-reqs to a major at the senior institution.

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

LAS is a standard degree that has been offered for decades at the community colleges and broadly recognized as the primary transfer degree. All campuses have faculty who are disciplinary experts offering courses in all the topic areas that comprise the degree.

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

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

LAS MNS will be subject to The Connecticut State Community College Department of Program Review and Assessment (DOPRA) 2024 Operational Plan, which includes disaggregating data to examine achievement among sub-groups.

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

Eighty percent of new community college students report that they hope to earn a BA/BS degree. Supports in place to address college-readiness and equitable student outcomes include tutoring, Math Labs, and Writing Center resources available to LAS students. Recruitment will include working with Marketing to ensure that clear messaging about LAS-MNS as a path to BS degrees and UCONN Guaranteed Admission Program is presented to all high schools and in other recruiting activities.

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

If inequities are found in completion and transfer rates, institutional leaders will be called upon to interrogate whether the rates have changed since the elimination of developmental education and the use of self-reported HS GPA as part of the 'multiple measures' for placement. The assessment of these policy changes' impact on LAS must be nuanced as graduation is not a sufficient metric. Transfer to a senior institution and graduation with a baccalaureate degree is the more important measurement. If inequities are found in successful transfer rates, research into the reasons must include qualitative and quantitative methods. Course offering time slots and modalities will need to be reviewed. If 2000 level courses are not running or running with fewer day/time options than 1000 level courses, that may be a barrier for some students. Or, for example, if students are taking pre-req courses in one modality and upper sequenced courses in another modality and there is a disconnect in achievement, that will need to be explored. Such patterns will need to be detected via data analysis.

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

LAS is the only pathway to the Guaranteed Admission Program to the University of Connecticut. This degree is designed to allow seamless transfer to BS degrees in the College of Liberal Arts & Sciences and College of Agriculture, Health, and Natural Resources at UCONN.

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

Currently, there are two LAS degrees (this AS, and the Liberal Arts and Sciences – Art and Humanities AA) and a proposed Liberal Arts and Sciences – Social and Behavioral Sciences degree. These three degrees are designed to

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minimize the risk of students losing FA eligibility due to CPOS, which forces students to graduate from CT State before they have 62 *transferable* credits. When this happens, students are forced to spend more time at the more expensive senior institution, and CT State forfeits enrollment too. These degrees complement each other so that students may leverage the FA rule that allows two degrees to be completed with FA by narrowing the choices in each degree so that FA will cover the maximum number of credits.

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
ENG 1010 Composition	3	WRIX I - ENG 1010	3
MATH 1200 - Statistics I Credits: 3 OR MATH 1201 - Statistics I with Computer Applications Credits: 4 OR MATH 1600 - Pathway to Calculus: College Algebra Credits: 3 OR MATH 1610 - Precalculus Credits: 4 OR MATH 2600 - Calculus I Credits: 4 OR MATH 2610 - Calculus II Credits: 4	3-4	MATH – Choose one: 1200, 1201, 1600, 1610, 2600, or 2610	3-4
Elective ARHX - Arts & Humanities Course	3-4	ARHX - Choose one: ARAB, ART, ARTH, ASL, CHNS, COMM, ENG, FREN, GERM, HUM, ITAL, JAPN, LATN, MUS, POLH, PHIL, RUSN, SPAN, THR, or ESOL 1402, 1502/1512	3-4
Elective SBSX - Social/Behavioral Science Course	3	SBSX – Social and Behavioral Sciences	3
Elective WRIX - Written Communication II Course	3	WRIX II - ENG 1020 or 1030	3
Elective HISX - Historical Knowledge Course	3	HISX - Historical Knowledge	3
Elective ORAX - Oral Communication Course	3	ORAX - COMM 1301 or 1302	3
CCS 1001 - College & Career Success	3	CCS 1001 - College & Career Success	3
Choose one Science sequence: BIO 1210 and 1220 CHEM 1210 and 1220 PHYS 1201 and 1201 PHYS 2201 and 2202	8	Choose one science sequence: BIO 1210 and 1220 BIO 2111 and 2112 CHEM 1210 and 1220 PHYS 1201 and 1201 PHYS 2201 and 2202	8
Choose one additional course in Arts: ART, ARTH, MUS, or THR	3	Choose one course at the 1000 level or above: ART, ARTH, MUS, THR, COMM 1201, or COMM 2022	3
Choose one additional course in Social/Behavioral Science: ANTH, ECON, GEOG, POLS, PSYC, SOC, WGS	3	Choose one SBSX from a different discipline from the SBSX taken in the General Education	3
Choose one additional course in Humanities: ENG, HIST, PHIL, HUM, COMM	3	Choose one course at the 1000 level or above from: ANTH 1001 1005/1016/1303/1306/1402/1405/2400,	3-4

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		ARAB, ARCH 1002, ARTH 1001/1002/1003/1005/1007/1008/1013, ASL, CHNS, COMM 1305, DANC 1001/1011/1031/1115, ENG 2300/2340/2680/2700/2711/ 2712/2803/2850, ESOL 1402/1502 or 1512, FREN, GEOG 1000/1010, GERM, HIST 1021/1022/ 1047/2017/2024/2072/2080/2084, HUM 1019/1071/1078, INDS 2025, ITAL, JAPN, LAS 1201, LATN, MUS 1004/1007/1008/1009, PHIL 1501/1605, POLH, POLS 1005/1006/1600, PSY 2053, RUSN, SOC 1003/2018/2020/2022/2023, SPAN, WGS 1005 Consider the foreign language requirements of your transfer institution. Seek advising.	
Choose TWO additional courses in Science, Mathematics, or Computer Science: ASTR, BIO, CHEM, CSC, EARTH, ENV, GEOL, MATH, OCEN, PHYS, SCI	6-8	Choose two additional courses in Mathematics, Natural Science, or Computer Science: BIO 1210 or above, CHEM 1210 or above, CSC, CST, MATH 1600, 1610, 2600 or above PHYS 1201 or above	6-8
Choose one additional course in MATH at level 1600 or higher: MATH 1600, MATH 1610, MATH 2600, MATH 2610 sequence STRONGLY suggested	3-4	Choose one course in MATH: 1600, 1610, 2600 or above	3-4
Choose 12 Credits of 1000-level or Above Electives Remaining Unrestricted Electives- You should use these credits to take courses that prepare you for requirements in your transfer degree program. <u>You should also consider using unrestricted electives to meet foreign language requirements if you do not already meet the foreign language requirement at your transfer institution.</u>	12	Choose one course from: BIO 1210 or above, CHEM 1210 or above, PHYS 1201 or above. Or, with permission of LAS PC/DC – ASTR, EARTH, OCEN, ENV, GEOL	3-4
		Choose 9 Credits of open electives at the 1000 level or above except ESOL and AUTO (which may be applied with permission of the Liberal Arts and Science Program Coordinator or Department Chair.) Consider the foreign language requirements of your transfer institution.	9
Diversity Requirement		When this requirement was put in place it was in anticipation of courses being vetted with a diversity designation. This has not	

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Students must take two courses totaling 6 credits or more designated to meet the CT State Diversity requirements. This requirement can be met with General Education courses and/or with Liberal Arts & Science program or elective courses.		happened. Consequently, the SLOs are addressed in line 3 of Program Requirements.	
Total Credits Original Program	62-67	Total Credits Modified Program	62-69

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.

Upon successful completion of all program requirements, graduates will be able to:

1. Communicate clearly and persuasively both in written and oral forms, including in ways that involve and document outside sources.
2. Analyze literary, artistic, or philosophical works of world cultures.
3. Analyze changes and developments in history, including their causes and effects.
4. Apply social scientific theories to understand human behavior and world events.
5. Use mathematical tools and technology to create mathematical models.
6. Use scientific principles and apply them to understand the physical world.
7. Differentiate the various ways in which diversity exists in our world, such as through analyzing artistic and literary works, historical examples, statistical information, or present-day cases.

Assessment of Learning Outcomes

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

The LAS coordinators will participate in the Connecticut State Community College Department of Program Review and Assessment (DOPRA)2024 Operational Plan.

Students graduating with the LAS degree will take many different combinations of courses to complete the degree. Ideally, a portfolio system for gathering artifacts from multiple courses across a student's program of study would be available. That resource is not available at this time; therefore, LAS will be assessed much like the GE is assessed – course-based.

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	SLOs	Pre-Requisite(s)	Credits
WRIX I - ENG 1010	1	Placement requirement	3
MATH – Choose one: 1200, 1201, 1600, 1610, 2600, 2610	5	Placement requirement	3-4
ARHX - Choose one: ARAB, ART, ARTH, ASL, CHNS, COMM, ENG, FREN, GERM, HUM, ITAL, JAPN, LATN, MUS, PHIL, POLH, RUSN, SPAN, THR, or ESOL 1402/1502/1512	1, 2, 3, 7	Some ENG classes have an ENG 1020 pre-req other options have ENG eligibility requirements, language classes may have sequencing pre reqs.	3
SBSX – Choose one Social and Behavioral Science	4	ENG eligibility requirements.	3
WRIX II - ENG 1020 or 1030	1, 2	ENG 1010.	3
HISX - Historical Knowledge	3	ENG eligibility requirements.	3
ORAX - COMM 1301 or 1302	1	ENG eligibility requirements.	3
CCS 1001 - College & Career Success	1	ENG eligibility requirements.	3

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BIO 1210 and 1220 BIO 2111 and 2112 CHEM 1210 and 1220 PHYS 1201 and 1201 PHYS 2201 and 2202	5, 6	Courses have math eligibility/pre-reqs, ENG eligibility/pre-reqs, and/or sequencing pre-reqs based on course selection.	8
Choose one course at the 1000 level or above: ART, ARTH, MUS, THR, COMM 1201, or COMM 2022	2, 7	Courses may have sequencing pre-reqs, ENG eligibility, and/or other pre-reqs based on course selection.	3
Choose one SBSX from a different discipline from the SBSX taken in the General Education	4	ENG eligibility requirements.	3
Choose one course at the 1000 level or above from: ANTH 1001/1005/1016/1303/1306/1402/1405/2400, ARAB, ARCH 1002, ARTH 1001/1002/1003/1005/1007/1008/1013, ASL, CHNS, COMM 1305, DANC 1001/1011/1031/1115, ENG 2300/2340/2680/2700/2711/ 2712/2803/2850, ESOL 1402/1502 or 1512, FREN, GEOG 1000/1010, GERM, HIST 1021/1022/ 1047/2017/2024/2072/2080/2084, HUM 1019/1071/1078, INDS 2025, ITAL, JAPN, LAS 1201, LATN, MUS 1004/1007/1008/1009, PHIL 1501/1605, POLH, POLS 1005/1006/1600, PSY 205/3, RUSN, SOC 1003/2018/2020/2022/2023, SPAN, WGS 1005	2, 3, 7	Courses may have sequencing pre-reqs, ENG eligibility, and/or other pre-reqs based on course selection.	3
Choose two additional courses in Mathematics, Natural Science, or Computer Science: BIO 1210 or above, CHEM 1210 or above, CSC, CST, MATH 1600/1610/2600 or above PHYS 1201 or above	5, 6	Courses may have sequencing pre-reqs, MATH pre-reqs, ENG pre-reqs, and/or other pre-reqs based on course selection.	6-8
Choose one course in MATH: 1600, 1610, 2600 or above	5	Courses may have sequencing pre-reqs, and/or MATH pre-reqs, based on course selection.	3-4
Choose one course from: BIO 1210 or above, CHEM 1210 or above, PHYS 1201 or above. Or, with permission of LAS PC/DC – EARTH, OCEN, ENV, GEOL	5, 6	Courses may have sequencing pre-reqs, MATH pre-reqs, ENG pre-reqs, and/or other pre-reqs based on course selection.	3-4
Choose 9 Credits of open electives except ESOL and AUTO (which may be applied with permission of the LAS PC/DC) at 1000 level or above. Consider the foreign language requirements of your transfer institution.	1, 2, 3, 4, 5, 6, 7	Courses may have sequencing pre-reqs, MATH pre-reqs, ENG pre-reqs, and/or other pre-reqs based on course selection.	9
Open Electives (Indicate number of credits of open electives)			9
Total Program Credits:			62-69
Description of Related Modification(s)			

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Provide a summary of other changes necessitated by curricular modification such as admissions or graduation requirements
There are no related modifications.

Description of Resources Needed

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

There are no additional resources needed.

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

ACTUAL Enrollment	F Year		Fall Term, Year		F Year	
	FT	P T	FT	PPT	F T	P T
Transfers In						
New Students						
Returning Students						
Actual Headcount Enrollment						
Fall FTE accounted for by Program Majors						
Size of Credentialed Group(s) for Given Year						

Impact of Modification on Enrollment and Completion

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

The most significant impact of this proposal as well as the Liberal Arts and Sciences – Arts and Humanities modification and the proposed Liberal Arts and Sciences – Social and Behavioral Sciences degree is the capacity to protect students and CT State enrollment from the FA course progress rule (CPOS), which limits FA payment to courses that apply to the degree. FA will only pay for courses that fulfill a degree requirement. By tightening up this degree we are reducing the risk of a student taking a class that fulfills a degree requirement but does not transfer meaningfully. When a course fulfills a requirement but does not transfer meaningfully, we are forcing the student to either pay for a course out of pocket (a significant equity issue) or transfer with fewer than 62 robust transfer credits. This means that the student will spend more time at the more expensive senior institution and that we are sending the enrollment of the more robust transfer credits to be completed elsewhere.

Other Considerations

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

SECTION 3: RESOURCES AND FINANCIAL CONSIDERATIONS

Cost Effectiveness and Availability of Adequate Resources

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

Budget Narrative to accompany LAS Program – SUPPLEMENT B

Traditionally when a new program is presented to the Board of Regents for Higher Education, a budget accompanies the program paperwork. However, the Liberal Arts and Science Degree (LAS) is the exception to this process due to the nature of how the program is administered to the students.

1. There is no single department that offers the LAS Degree, the program is made up of courses across the curriculum. The Full-time and Part-time faculty are existing faculty in the various departments on each campus. With that no new faculty or staff will be needed to teach the program.
2. The Departments that make up the courses within the LAS Degree can be from then Humanities, Science and Math, Social and Behavioral Sciences, Business, Engineering Technology and

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Computer Science. Each department has a variety of courses from which students selecting the LAS Degree can chose from, such as Art, English as a Second Language, Marketing, Chemistry, Algebra, History, Philosophy, Psychology, Sociology and many more.

3. Students who make up the LAS Degree are New, Continuing, Transfer and readmit. The program is not limited to a specific student population.
4. The program is managed by a Program Coordinator (PC) from each campus who receives 3 credits of release time (RT) as part of their full-time workload. Three credits release time = \$2,006 *per contact/credit hour* (\$6,018 for a 3-credit course). However, the three credits will be calculated into the faculty members' workload.

Please note with no addition to faculty, staff or administrators, the cost of this program is minimal compared to the potential in revenue.

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

PROJECTED Program Revenue	Fall 2024	2025	2026
Tuition (do not include internal transfers)			
Program-Specific Fees			
Other Revenue (Annotate in narrative)			
Total Estimated Program Revenue			
PROJECTED Program Expenditures*	Fall 2024	2025	2026
Administration (Chair or Coordinator)			
Faculty (Full-time, total for program)			
Faculty (Part-time, total for program)			
Support Staff			
Library Resources Program			
Equipment (List as needed)			
Other (e.g., student services)			
Estimated Indirect Costs (e.g., student services, operations, maintenance)			
Total Estimated Program Expenditures			

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

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

SECTION 4: ADDITIONAL PROGRAM CHARACTERISTICS

Program website: https://catalog.ctstate.edu/preview_program.php?catoid=2&poid=118&returnto=169

IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years): 2

Provide estimated cost of program (tuition and fees): url for link to tuition/fee information: <https://ctstate.edu/investing-in-a-ct-state-education>

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

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Catalog Description Provide the catalog description for this program (with proposed modifications if applicable): The Liberal Arts and Science – Math and Natural Sciences Associate of Science degree program provides students with a broad background that prepares them for transfer to a bachelor's degree program for majors within Math and Natural Sciences and pre-medical degrees. Students will take a wide range of courses with an emphasis on fulfilling general education and pre-requisite courses at four-year colleges and universities. The Associate of Science (A.S.) emphasizes courses in math and natural sciences.

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): 25-1199

What would be the median estimated earnings for a graduate in this profession (if more than one SOC code listed, include earnings for each)? LAS is not an occupational degree. [NCES](#) reports that those with an AA/AS earn 13% more than those with a HS diploma. Importantly, those with a BA/BS earn 37% more than those with an AA/AS. The LAS degree is meant to complete half of the BA/BS degree.

Applicable Industries

Identify the industry applicable to this program using the [North American Industry Classification System](#) (NAICS). Provide NAICS code(s) and title(s): 54,55, 61

Career/Program Pathways

Does this program prepare students for another program? ☒ Yes, specify program: Transfer to BS degree programs, notably, Guaranteed Admission Program to UCONN ☐ 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): Most CT State campuses have an LAS PC in place (or LAS is assigned to a DC) - ACC - Mary Beth Rajczewski (mrajczewski@acc.commnet.edu), CCC - Linda Cocchiola (LCocchiola@ccc.commnet.edu), GCC Lauren Doninger (LDoninger@gatewayct.edu), HCC – Tonya Rondinone (trondinone@hcc.commnet.edu), MCC - Sarah Cieglo (scieglo@mcc.commnet.edu), MxCC – Terrence McNulty (tmcnulty@mxc.com.net.edu), NVCC – Latisha Nielsen (lnielsen@nvcc.commnet.edu), NCCC – covered by advising – Rick Boger-Hawkins (RBoger-Hawkins@nwcc.commnet.edu), NCC – Renae Edge (redge@ncc.commnet.edu), TRCC – Steve Neufeld (sneufeld@trcc.commnet.edu), TCC – Peter DeNegre (pdenegre@txcc.commnet.edu), QVCC – Melissa Philion (mphilion@qvcc.commnet.edu).

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? Except for faculty in selective admission programs or otherwise specialized career programs, faculty teaching in most disciplines will instruct students who are in the LAS-MNS degree program. The percentage of full-time/adjunct faculty will be approximately consistent with the institutional percentage of full-time/adjunct.

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

Admissions Requirements

What are the admissions requirements for the program? <https://ctstate.edu/admissions-registration/become-a-student>

Graduation Requirements

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

If yes, describe:

Program Work Experiences

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

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

Prospective Students

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Describe the prospective students for the program: Any student who would like to pursue a bachelor's degree in Math and Natural Sciences, including those who are interested in pre-med, pre-physician assistant, pre-dental, and other health sciences would be well served by the LAS-MNS degree.

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LAS Program Change Data

Enrollment & FTE - Fall 2020-2022, Completions - AY 2021 - AY 2223

Thursday, March 21, 2024

LAS - AA Degree						
Previous Three Years Enrollment and Completion for the Program being Modified						
ACTUAL Enrollment	Fall Term, Year 2020		Fall Term, Year 2021		Fall Term, Year 2022	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In	56	84	56	86	77	126
New Students	406	206	411	186	432	217
Returning Students	642	1,277	566	1,230	620	1,227
Actual Headcount Enrollment	1,104	1,567	1,033	1,502	1,129	1,570
Fall FTE accounted for by Program Majors	1664		1575.6		1706.9	
Size of Credentialed Group(s) for Given Year	424		399		394	

LAS - AS Degree						
Previous Three Years Enrollment and Completion for the Program being Modified						
ACTUAL Enrollment	Fall Term, Year 2020		Fall Term, Year 2021		Fall Term, Year 2022	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In	13	16	11	20	23	13
New Students	47	16	63	19	63	17
Returning Students	102	223	94	189	109	154
Actual Headcount Enrollment	162	255	168	228	195	184
Fall FTE accounted for by Program Majors	259.6		250		260.7	
Size of Credentialed Group(s) for Given Year	69		57		67	

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LAS - All Degrees						
Previous Three Years Enrollment and Completion for the Program being Modified						
ACTUAL Enrollment	Fall Term, Year 2020		Fall Term, Year 2021		Fall Term, Year 2022	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In	69	100	67	106	100	139
New Students	453	222	474	205	495	234
Returning Students	744	1,500	660	1,419	729	1,381
Actual Headcount Enrollment	1,266	1,822	1,201	1,730	1,324	1,754
Fall FTE accounted for by Program Majors	1923.6		1825.6		1967.6	
Size of Credentialed Group(s) for Given Year	493		456		461	

LAS Program Change Data

Completions by College - AY 2021 - AY 2223

Thursday, March 21, 2024

College	AY 2021		AY 2122		AY 2223	
	AA	AS	AA	AS	AA	AS
Asnuntuck	22		19		22	
Capital	10		10		2	
Gateway	182		185		161	
Housatonic	16		13	1	19	4
Manchester	20	12	17	13	18	12
Middlesex	19		12		30	
Naugatuck Valley	25		23		19	
Northwestern CT	1	25	3	16	4	12
Norwalk	63	2	61		77	1
Quinebaug Valley	27		20		15	
Three Rivers	39		34		27	
Tunxis		30	2	27		38
Total	424	69	399	57	394	67

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Asnuntuck						
	Fall 2020		Fall 2021		Fall 2022	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
LAS - AA Degree						
Transfers In	2	2	2		4	3
New Students	18	6	29	2	20	8
Returning Students	35	55	32	36	25	38
Enrollment Subtotal	55	63	63	38	49	49
FTE Subtotal	51.5	29.0	56.2	15.5	44.4	20.0
LAS - AS Degree						
Transfers In						
New Students						
Returning Students						
Enrollment Subtotal	0	0	0	0	0	0
FTE Subtotal	0.0	0.0	0.0	0.0	0.0	0.0
LAS - All Degrees						
Transfers In	2	2	2	0	4	3
New Students	18	6	29	2	20	8
Returning Students	35	55	32	36	25	38
Total Enrollment	55	63	63	38	49	49
Total FTE	51.5	29.0	56.2	15.5	44.4	20.0

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Capital						
	Fall 2020		Fall 2021		Fall 2022	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
LAS - AA Degree						
Transfers In	2	1	3	4	2	7
New Students	5	5	8	8	10	7
Returning Students	21	76	15	49	7	41
Enrollment Subtotal	28	82	26	61	19	55
FTE Subtotal	23.9	34.0	22.7	27.7	16.1	24.3
LAS - AS Degree						
Transfers In						
New Students						
Returning Students						
Enrollment Subtotal	0	0	0	0	0	0
FTE Subtotal	0.0	0.0	0.0	0.0	0.0	0.0
LAS - All Degrees						
Transfers In	2	1	3	4	2	7
New Students	5	5	8	8	10	7
Returning Students	21	76	15	49	7	41
Total Enrollment	28	82	26	61	19	55
Total FTE	23.9	34.0	22.7	27.7	16.1	24.3

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Gateway						
	Fall 2020		Fall 2021		Fall 2022	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
LAS - AA Degree						
Transfers In	22	47	24	38	24	46
New Students	209	133	156	96	93	74
Returning Students	254	566	243	617	241	621
Enrollment Subtotal	485	746	423	751	358	741
FTE Subtotal	420.9	330.3	370.9	325.2	311.6	328.8
LAS - AS Degree						
Transfers In						
New Students						
Returning Students						
Enrollment Subtotal	0	0	0	0	0	0
FTE Subtotal	0.0	0.0	0.0	0.0	0.0	0.0
LAS - All Degrees						
Transfers In	22	47	24	38	24	46
New Students	209	133	156	96	93	74
Returning Students	254	566	243	617	241	621
Total Enrollment	485	746	423	751	358	741
Total FTE	420.9	330.3	370.9	325.2	311.6	328.8

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Housatonic						
	Fall 2020		Fall 2021		Fall 2022	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
LAS - AA Degree						
Transfers In	5	3	9	9	6	13
New Students	25	5	42	12	56	12
Returning Students	36	91	34	74	45	92
Enrollment Subtotal	66	99	85	95	107	117
FTE Subtotal	57.1	42.8	74.1	42.8	93.7	53.0
LAS - AS Degree						
Transfers In			1			
New Students	1		1	1		
Returning Students	2	10		6	6	5
Enrollment Subtotal	3	10	2	7	6	5
FTE Subtotal	2.7	3.9	1.9	3.2	5.1	1.8
LAS - All Degrees						
Transfers In	5	3	10	9	6	13
New Students	26	5	43	13	56	12
Returning Students	38	101	34	80	51	97
Total Enrollment	69	109	87	102	113	122
Total FTE	59.8	46.7	75.9	46.0	98.8	54.8

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Manchester						
	Fall 2020		Fall 2021		Fall 2022	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
LAS - AA Degree						
Transfers In	7	5	6	3	10	5
New Students	15	13	17	11	23	17
Returning Students	12	44	22	43	25	46
Enrollment Subtotal	34	62	45	57	58	68
FTE Subtotal	31.8	27.1	40.4	26.3	52.1	30.9
LAS - AS Degree						
Transfers In	4	9	4	11	11	5
New Students	19	7	26	10	19	8
Returning Students	24	77	27	70	37	53
Enrollment Subtotal	47	93	57	91	67	66
FTE Subtotal	42.9	38.5	51.6	39.4	62.0	30.4
LAS - All Degrees						
Transfers In	11	14	10	14	21	10
New Students	34	20	43	21	42	25
Returning Students	36	121	49	113	62	99
Total Enrollment	81	155	102	148	125	134
Total FTE	74.6	65.6	92.0	65.7	114.2	61.3

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Middlesex						
	Fall 2020		Fall 2021		Fall 2022	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
LAS - AA Degree						
Transfers In	6	7	2	1	6	7
New Students	18		22	3	35	11
Returning Students	18	33	22	40	31	38
Enrollment Subtotal	42	40	46	44	72	56
FTE Subtotal	38.7	17.8	43.3	20.6	67.1	24.3
LAS - AS Degree						
Transfers In						
New Students						
Returning Students						
Enrollment Subtotal	0	0	0	0	0	0
FTE Subtotal	0.0	0.0	0.0	0.0	0.0	0.0
LAS - All Degrees						
Transfers In	6	7	2	1	6	7
New Students	18	0	22	3	35	11
Returning Students	18	33	22	40	31	38
Total Enrollment	42	40	46	44	72	56
Total FTE	38.7	17.8	43.3	20.6	67.1	24.3

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Naugatuck Valley						
	Fall 2020		Fall 2021		Fall 2022	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
LAS - AA Degree						
Transfers In	1	1	1	1	4	15
New Students	11	4	5	2	29	22
Returning Students	40	68	28	44	24	42
Enrollment Subtotal	52	73	34	47	57	79
FTE Subtotal	45.6	32.7	30.5	21.7	51.6	36.5
LAS - AS Degree						
Transfers In						
New Students						
Returning Students						
Enrollment Subtotal	0	0	0	0	0	0
FTE Subtotal	0.0	0.0	0.0	0.0	0.0	0.0
LAS - All Degrees						
Transfers In	1	1	1	1	4	15
New Students	11	4	5	2	29	22
Returning Students	40	68	28	44	24	42
Total Enrollment	52	73	34	47	57	79
Total FTE	45.6	32.7	30.5	21.7	51.6	36.5

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Northwestern CT						
	Fall 2020		Fall 2021		Fall 2022	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
LAS - AA Degree						
Transfers In		1		2	1	2
New Students	15		12	2	8	2
Returning Students	4	7	7	12	9	15
Enrollment Subtotal	19	8	19	16	18	19
FTE Subtotal	18.1	3.1	17.7	7.8	17.0	8.5
LAS - AS Degree						
Transfers In	2				1	
New Students	14	3	10	3	13	1
Returning Students	15	38	14	24	18	15
Enrollment Subtotal	31	41	24	27	32	16
FTE Subtotal	29.8	17.8	22.1	12.9	29.1	7.5
LAS - All Degrees						
Transfers In	2	1	0	2	2	2
New Students	29	3	22	5	21	3
Returning Students	19	45	21	36	27	30
Total Enrollment	50	49	43	43	50	35
Total FTE	47.9	20.9	39.8	20.7	46.1	16.0

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Norwalk						
	Fall 2020		Fall 2021		Fall 2022	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
LAS - AA Degree						
Transfers In	5	8	3	14	12	15
New Students	33	21	41	27	77	33
Returning Students	119	167	95	168	123	161
Enrollment Subtotal	157	196	139	209	212	209
FTE Subtotal	138.5	88.8	126.2	89.7	187.1	99.6
LAS - AS Degree						
Transfers In		2			1	1
New Students	1	1	3		3	
Returning Students	22	38	14	24	9	19
Enrollment Subtotal	23	41	17	24	13	20
FTE Subtotal	20.5	19.9	15.1	9.5	11.7	9.7
LAS - All Degrees						
Transfers In	5	10	3	14	13	16
New Students	34	22	44	27	80	33
Returning Students	141	205	109	192	132	180
Total Enrollment	180	237	156	233	225	229
Total FTE	159.1	108.7	141.3	99.3	198.9	109.3

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Quinebaug Valley						
	Fall 2020		Fall 2021		Fall 2022	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
LAS - AA Degree						
Transfers In			2	3		2
New Students	17	11	31	8	32	9
Returning Students	31	49	27	39	19	39
Enrollment Subtotal	48	60	60	50	51	50
FTE Subtotal	42.9	25.7	53.6	22.1	45.3	24.2
LAS - AS Degree						
Transfers In						
New Students						
Returning Students						
Enrollment Subtotal	0	0	0	0	0	0
FTE Subtotal	0.0	0.0	0.0	0.0	0.0	0.0
LAS - All Degrees						
Transfers In	0	0	2	3	0	2
New Students	17	11	31	8	32	9
Returning Students	31	49	27	39	19	39
Total Enrollment	48	60	60	50	51	50
Total FTE	42.9	25.7	53.6	22.1	45.3	24.2

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Three Rivers						
	Fall 2020		Fall 2021		Fall 2022	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
LAS - AA Degree						
Transfers In	4	5		6	7	6
New Students	27	7	26	9	40	15
Returning Students	65	105	36	91	54	71
Enrollment Subtotal	96	117	62	106	101	92
FTE Subtotal	86.5	49.0	55.4	47.3	92.7	39.8
LAS - AS Degree						
Transfers In						
New Students						
Returning Students						
Enrollment Subtotal	0	0	0	0	0	0
FTE Subtotal	0.0	0.0	0.0	0.0	0.0	0.0
LAS - All Degrees						
Transfers In	4	5	0	6	7	6
New Students	27	7	26	9	40	15
Returning Students	65	105	36	91	54	71
Total Enrollment	96	117	62	106	101	92
Total FTE	86.5	49.0	55.4	47.3	92.7	39.8

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Tunxis						
	Fall 2020		Fall 2021		Fall 2022	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
LAS - AA Degree						
Transfers In	2	4	4	5	1	5
New Students	13	1	22	6	9	7
Returning Students	7	16	5	17	17	23
Enrollment Subtotal	22	21	31	28	27	35
FTE Subtotal	19.5	8.7	26.3	11.5	22.9	15.5
LAS - AS Degree						
Transfers In	7	5	6	9	10	7
New Students	12	5	23	5	28	8
Returning Students	39	60	39	65	39	62
Enrollment Subtotal	58	70	68	79	77	77
FTE Subtotal	53.6	29.9	59.6	34.7	67.6	35.7
LAS - All Degrees						
Transfers In	9	9	10	14	11	12
New Students	25	6	45	11	37	15
Returning Students	46	76	44	82	56	85
Total Enrollment	80	91	99	107	104	112
Total FTE	73.1	38.7	85.9	46.3	90.5	51.3

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

SECTION 1: GENERAL INFORMATION

Institution: CT State Community College	Please enter the following dates: Final approval by institution: 9/20/24 Submission to CSCU Office of the Provost for Academic Council: 12/18/24
Most Recent NECHE Institutional Accreditation Action and Date: July 1, 2023	
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: This AAS degree will be reduced by one credit, from a minimum of 61 credits to a minimum of 60 total credits. Eight existing courses in the certificate are being modified from 2-credit to 1-credit courses and five new courses totaling 7 credits will be added to the certificate.	
Original Program Characteristics Name of Program: Automotive Technology: Honda Professional Automotive Career Training (PACT), AAS (AUTO-AAS-PCT) OHE #: 21485 Modality of Program (<i>check all that apply</i>): ☒ On ground ☐ Online ☐ Hybrid, % of fully online courses Locality of Program: ☒ On Campus ☐ Off Campus ☐ Both Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): Associate of Applied Science, AAS Date Program was Initiated: Dec 16, 2021 Total # Credits in Program: 61-64 # Credits in General Education: 21-24 <u>CIP Code Number</u> : 47.0604 Title of CIP Code: Automotive Mechanics/Technician	
Modified Program Characteristics Name of Program: Automotive Technology: Honda Professional Automotive Career Training (PACT), AAS (AUTO-AAS-PCT) Modality of Program (<i>check all that apply</i>): ☒ On ground ☒ Online ☒ Hybrid, % of fully online courses Locality of Program: ☒ On Campus ☐ Off Campus ☐ Both Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): Associate of Applied Science, AAS Initiation Date for Modified Program: Fall 2025 Anticipated Date of First Graduation: Spring 2027 Total # Credits in Program: 60-63 # Credits in General Education: 21-24 <u>CIP Code Number</u> : 47.0604 Title of CIP Code: Automotive Mechanics/Technician	
Department where the program is housed: CT State Gateway Location Offering the Program (<i>e.g., main campus</i>): North Haven 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: Giuseppe A
Vertucci

Title: Program
Coordinator

Tel.: 203-285-2434 e-mail:
Giuseppe.vertucci@ctstate.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:

To support the transition to the **Honda PACT (Professional Automotive Career Training)** program and ensure alignment with **ASE (Automotive Service Excellence)** accreditation standards, we are modifying the credit and contact hours for our automotive program. These adjustments are designed to optimize the curriculum in the following ways:

1. Increased Alignment with CARS and Honda PACT Program

- **Purpose:** These changes will create a seamless transition for students moving from our **Comprehensive Automotive Repair and Service (CARS)** program to the **Honda PACT program**, as recommended by American Honda Motor Co.
- **Outcome:** By adjusting credit and contact hours, we ensure that students are fully prepared for the specialized training provided by Honda, enabling them to enter the workforce with skills directly aligned with industry standards, particularly for Honda dealerships and service centers.

2. Program Growth and Completion

- **Purpose:** The revised structure will facilitate program growth and improve student completion rates by offering a clearer, more structured pathway to success.
- **Outcome:** The changes will provide students with more focused, industry-relevant learning experiences, thereby improving student engagement, satisfaction, and ultimately graduation rates.

3. Compliance with ASE Accreditation Standards

- **Purpose:** Adjusting the credit and contact hours ensures that the program maintains full compliance with **ASE accreditation standards**.
- **Outcome:** This will reinforce the quality and credibility of our program, guaranteeing that our students receive training that meets or exceeds industry expectations for automotive service technicians.

4. Enhanced Industry Relevance

- **Purpose:** By aligning more closely with Honda PACT's standards and ASE guidelines, the program ensures that our students develop competencies that are directly applicable to industry needs.
- **Outcome:** This will improve employability, as students will be able to demonstrate proficiency in essential automotive technologies, diagnostic procedures, and repair skills that are in high demand in the automotive industry, especially within Honda's network of dealerships.

These modifications reflect our commitment to providing a robust, industry-relevant education while supporting the broader goal of increasing student success and meeting the workforce needs of the automotive sector.

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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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

AUTO1041 Honda Express Service & Shop Practices Theory	1	AUTO1041 Honda Express Service Theory	1
AUTO1042 Honda Express Service & Shop Practices Lab	2	AUTO1042 Honda Express Service Lab	2
AUTO1055 Honda Power Plant Systems Theory	2	AUTO1055 Honda Power Plant Systems Theory	1
AUTO1056 Honda Power Plant Systems Lab	2	AUTO1056 Honda Power Plant Systems Lab	2
AUTO1057 Honda Electrical Systems Theory	2	AUTO1057 Honda Electrical Systems Theory	1
AUTO1058 Honda Electrical Systems Lab	2	AUTO1058 Honda Electrical Systems Lab	2
AUTO1065 Honda Steering & Suspension Systems Theory	2	AUTO1065 Honda Steering & Suspension Systems Theory	1
AUTO1066 Honda Steering & Suspension Systems Lab	2	AUTO1066 Honda Steering & Suspension Systems Lab	2
AUTO1067 Honda Braking Systems Theory	2	AUTO1067 Honda Braking Systems Theory	1
AUTO1068 Honda Braking Systems Lab	2	AUTO1068 Honda Braking Systems Lab	2
AUTO2011 Honda Engine Management Theory	2	AUTO2011 Honda Engine Performance Systems Theory	1
AUTO2012 Honda Engine Management Lab	2	AUTO2012 Honda Engine Performance Systems Lab	2
AUTO2013 Honda Drivetrain Systems Theory	2	AUTO2013 Honda Drivetrain Systems Theory	1
AUTO2014 Honda Drivetrain Systems Lab	2	AUTO2014 Honda Drivetrain Systems Lab	2
AUTO2055 Honda Advanced Electrical Systems Theory	2	AUTO2055 Honda Advanced Diagnostics Theory	1
AUTO2056 Honda Advanced Electrical Systems Lab	2	AUTO2056 Honda Advanced Diagnostics Lab	2
AUTO2057 Honda Climate Control & Safety Systems Theory	2	AUTO2057 Honda Comfort & Convenience Systems Theory	1
AUTO2058 Honda Climate Control & Safety Systems Lab	2	AUTO2058 Honda Comfort & Convenience Systems Lab	2
AUTO1595 Practicum 1	1	AUTO1595 Practicum 1	1
AUTO2595 Practicum 2	1	AUTO2595 Practicum 2	1
AUTO2695 Practicum 3	1	AUTO2695 Practicum 3	1
AUTO2795 Practicum 4	1	AUTO2795 Practicum 4	1
AUTO2895 Practicum 5	1	AUTO2895 Practicum 5	1
		AUTO1061 Honda Dealership Skills Theory	1
		AUTO1062 Honda Dealership Skills Lab	2
		AUTO2065 Honda Advanced Safety Systems Theory	1

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

		AUTO2066 Honda Advanced Safety Systems Lab	2
		AUTO2090 Honda PACT Automotive Portfolio	1
Total Credits Original Program	40	Total Credits Modified Program	39

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. **Achieve the required outcomes of an ASE-accredited Master Automotive Service Technician (MAST) certification program.**
2. **Demonstrate essential workplace skills, such as preparing a resume, job hunting, maintaining a safe and healthy work environment, practicing professional ethics, and collaborating effectively in teams.**
3. **Apply automotive theory knowledge to perform entry-level technician tasks safely and competently.**
4. **Select and utilize the appropriate tools, testing instruments, and measurement equipment required for entry-level service technician responsibilities.**
5. **Refer to and apply up-to-date training materials and industry standards to perform tasks expected of an entry-level service technician.**
6. **Achieve the ASE accreditation training requirements for specific automotive systems, including Steering and Suspension, Braking, Powertrain, Electrical, Engine Performance, Drivetrain, and Climate Control/Safety, as assessed in the course.**
7. **Demonstrate the ability to apply all learned outcomes through successful completion of a dealership practicum, as assessed using course evaluation tools.**

Assessment of Learning Outcomes

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

To assess the program learning outcomes for the automotive program, a variety of assessment methodologies will be employed to ensure a comprehensive evaluation of students' skills, knowledge, and professional readiness. The key assessment methods include:

1. Written Exams and Quizzes

- **Purpose:** To evaluate students' understanding of automotive theory, technical knowledge, and industry standards.
- **How it works:** Multiple-choice, short answer, and problem-solving questions will test the students' grasp of concepts such as automotive systems, diagnostic procedures, and safety protocols.

2. Practical Skills Assessments

- **Purpose:** To assess students' ability to perform hands-on tasks and apply theoretical knowledge in real-world settings.
- **How it works:** Students will complete tasks like engine diagnostics, brake repairs, electrical system troubleshooting, and more in a controlled lab or shop environment. These assessments will be evaluated based on accuracy, efficiency, safety, and proper tool usage.

3. Project-Based Assessments

- **Purpose:** To measure students' ability to apply their learning to real-world automotive scenarios.
- **How it works:** Students will work on specific projects, such as vehicle inspections, repairs, or maintenance routines, and present their findings and solutions. These projects will be evaluated based on problem-solving skills, use of industry-standard tools, and adherence to safety practices.

4. Industry-Specific Certification Exams

- **Purpose:** To validate students' competency in meeting ASE (Automotive Service Excellence) standards.

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- **How it works:** Students will take ASE-related exams covering various automotive systems, such as Steering and Suspension, Braking, Powertrain, and Engine Performance. Successful completion of these exams will demonstrate mastery of the necessary skills for certification.

5. Workplace Readiness Evaluations

- **Purpose:** To assess soft skills such as communication, teamwork, and professionalism in a work environment.
- **How it works:** Instructors will assess students' ability to maintain a professional attitude, follow workplace safety protocols, and work effectively with others. These skills will be evaluated through in-class activities, simulations, and group projects.

6. In-Dealership Practicum

- **Purpose:** To evaluate students' ability to apply all learned outcomes in a real-world dealership setting.
- **How it works:** Students will complete a practicum within a partner dealership or service center, where they will be assessed by supervisors and instructors based on their performance in actual service tasks. This includes applying technical skills, using industry-standard tools, and adhering to safety and workplace protocols.

7. Self-Assessment and Peer Reviews

- **Purpose:** To encourage self-reflection and peer feedback on learning and progress.
- **How it works:** Students will complete self-assessments of their skills and progress toward learning outcomes, while also providing feedback to peers. This will promote reflective learning and the ability to assess one's own strengths and areas for improvement.

By utilizing a combination of written, practical, and experiential assessments, these methodologies will provide a thorough evaluation of students' technical abilities, workplace skills, and readiness for certification in the automotive industry.

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
AUTO1041 Honda Express Service Theory	3,4,5		1
AUTO1042 Honda Express Service Lab	3,4,5		2
AUTO1055 Honda Power Plant Systems Theory	1,6		1
AUTO1056 Honda Power Plant Systems Lab	1, 6		2
AUTO1057 Honda Electrical Systems Theory	1, 6		1
AUTO1058 Honda Electrical Systems Lab	1,6		2
AUTO1065 Honda Steering & Suspension Systems Theory	1,6		1
AUTO1066 Honda Steering & Suspension Systems Lab	1,6		2
AUTO1067 Honda Braking Systems Theory	3,4,5		1
AUTO1068 Honda Braking Systems Lab	3,4,5		2
AUTO2011 Honda Engine Performance Systems Theory	1,6		1
AUTO2012 Honda Engine Performance Systems Lab	1,6		2

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AUTO2013 Honda Drivetrain Systems Theory	1,6		1
AUTO2014 Honda Drivetrain Systems Lab	1,6		2
AUTO2055 Honda Advanced Diagnostics Theory	1,6		1
AUTO2056 Honda Advanced Diagnostics Lab	1,6		2
AUTO2057 Honda Comfort & Convenience Systems Theory	1,6		1
AUTO2058 Honda Comfort & Convenience Systems Lab	1,6		2
AUTO1595 Practicum 1	7		1
AUTO2595 Practicum 2	7		1
AUTO2695 Practicum 3	7		1
AUTO2795 Practicum 4	7		1
AUTO2895 Practicum 5	7		1
AUTO1061 Honda Dealership Skills Theory	3,4,5		1
AUTO1062 Honda Dealership Skills Lab	3,4,5		2
AUTO2065 Honda Advanced Safety Systems Theory	1,6		1
AUTO2066 Honda Advanced Safety Systems Lab	1,6		2
AUTO2090 Honda PACT Automotive Portfolio	2,4,5		1
Open Electives (Indicate number of credits of open electives)			
Total Program Credits:			39

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

SECTION 3: ADDITIONAL PROGRAM CHARACTERISTICS

Program website: https://catalog.ctstate.edu/preview_program.php?catoid=19&poid=7405
IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years): 2
Provide estimated cost of program (tuition and fees): \$ _____ OR url for link to tuition/fee information: https://ctstate.edu/admissions-registration/investing-in-a-ct-state-education
Request for SAA Approval for Veterans Benefits? ☒ Yes ☐ No
Catalog Description: The Automotive Technology: Honda Professional Automotive Career Training (PACT) degree program is a collaborative initiative between American Honda Motor Co. (AHM) and CT State Community College.

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This specialized program is designed to prepare students for entry-level maintenance and repair positions at Honda and Acura-sponsored service facilities. Students complete their coursework and hands-on lab training at the North Haven Campus, followed by practicum experience at a participating Honda or Acura dealership or service center. Throughout the program, students receive in-depth instruction on Honda and Acura vehicles, with access to AHM-provided vehicles, parts, engines, specialized tools, and service materials. The program provides the technical skills and industry knowledge necessary for success in Honda and Acura service operations.

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): **490023 Automotive Service Technician**

What would be the median estimated earnings for a graduate in this profession (if more than one SOC code listed, include earnings for each)? **57800**

Applicable Industries

Identify the industry applicable to this program using the [North American Industry Classification System](#) (NAICS). Provide NAICS code(s) and title(s): **811111 Automotive Repair**

Career/Program Pathways

Does this program prepare students for another program? ☒ Yes, **Industrial Technology Program CCSU** ☐ 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): **Giuseppe Vertucci, Giuseppe.Vertucci@ctstate.edu, 203-927-2610**

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

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

Admissions Requirements

What are the admissions requirements for the program? **Students interested in the Automotive Technology: Honda PACT degree program must complete an application and meet the following criteria for acceptance:**

Application Requirements:

- 1. Interview with the Honda PACT Program Coordinator to verify eligibility.**
- 2. Eligibility for College-Level Math.**
- 3. Eligibility for College-Level English.**
- 4. Automotive Program Placement Exam (if required).**
- 5. Valid Driver's License: A valid driver's license issued by one of the 50 U.S. states, with no restrictions that would prevent the student from operating an automotive vehicle on public roads.**

Sponsorship Requirement:

- Practicum Sponsorship: Once accepted into the program, students must secure a sponsor at an AHM (American Honda Motor Co.) dealership for their practicums in order to remain enrolled. Sponsorship is required throughout the program and must be maintained through graduation.**

Program Completion:

- Upon successful completion of the Automotive Technology program, students will receive a degree from CT State Community College along with Honda PACT Certification.**
- This program is accredited by the National Institute for Automotive Service Excellence (ASE) as an ASE Accredited Training Program.**
- During the final semester, students are encouraged to take the ASE exams in the eight core automotive subject areas to obtain national certification.**

Additional Requirements:

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

- **Sponsorship:** Students must secure ongoing sponsorship from an AHM dealership and meet the employment eligibility criteria established by the sponsoring employer.
- **Driver's License:** Students must hold a valid driver's license from one of the 50 U.S. states, with no restrictions that would prevent them from driving on public roads.
- **Tools and Equipment:** Students are responsible for providing their own hand tools and personal protective equipment.

By completing this program, students will gain the knowledge, hands-on experience, and industry certifications required to pursue careers in Honda and Acura service operations.

Graduation Requirements

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

If yes, describe:

Program Work Experiences

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

If yes, describe and attach copies of the contracts or other documents ensuring program support: **Students will be required to successfully complete paid practicums at sponsoring AHM dealerships. Practicums will be tracked and monitored by the Honda PACT program coordinator. Successful practicum completion requires that all assigned Honda Interactive Network (IN) training courses be completed with a minimum grade of Pass.**

Prospective Students

Describe the prospective students for the program: **A prospective student in the Honda PACT automotive program is someone with a practical mindset, a strong interest in cars and technology, and a desire for a stable, rewarding career that blends technical expertise with real-world problem-solving. These students are often driven by a combination of passion for the industry, the desire for a skilled trade, and the practical need for financial stability and job security.**

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

SECTION 1: GENERAL INFORMATION

Institution: CT State Community College	Please enter the following dates: Final approval by institution: 9/20/24 Submission to CSCU Office of the Provost for Academic Council: 12/18/24								
Most Recent NECHE Institutional Accreditation Action and Date: July 1, 2023									
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: This certificate will be reduced by one credit, from 40 to 39 total credits. Eight existing courses in the certificate are being modified from 2-credit to 1-credit courses and five new courses totaling 7 credits will be added to the certificate.									
Original Program Characteristics Name of Program: Automotive Technology: Honda Professional Auto Career Training (PACT) Auto Service Certificate (AUTO-CC-PCT) OHE #: 21484 Modality of Program (<i>check all that apply</i>): ☒ On ground ☐ Online ☐ Hybrid, % of fully online courses Locality of Program: ☒ On Campus ☐ Off Campus ☐ Both Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): Certificate C3 Date Program was Initiated: 12/16/21 Total # Credits in Program: 40 # Credits in General Education: 0 <u>CIP Code Number</u> : 47.0604 Title of CIP Code: Automotive Mechanics/Technician									
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Department where the program is housed: CT State Gateway Location Offering the Program (<i>e.g., main campus</i>): North Haven Campus									
If modification of the program is concurrent with discontinuation of related program(s), please list for each program: <table style="width: 100%;"><tr><td style="width: 25%;">Program Discontinued:</td><td style="width: 25%;">CIP:</td><td style="width: 25%;">OHE#:</td><td style="width: 25%;">BOR Accreditation Date:</td></tr><tr><td>Phase Out Period</td><td colspan="3">Date of Program Termination</td></tr></table> Discontinuation of a program requires submission of form 301. Discontinuation form submitted? ☐ Yes ☐ No		Program Discontinued:	CIP:	OHE#:	BOR Accreditation Date:	Phase Out Period	Date of Program Termination		
Program Discontinued:	CIP:	OHE#:	BOR Accreditation Date:						
Phase Out Period	Date of Program Termination								

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

Institutional Contact for this Proposal: Giuseppe A Vertucci	Title: Program Coordinator	Tel.: 203-285-2434 e-mail: Giuseppe.vertucci@ctstate.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:

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- **Outcome:** This will improve employability, as students will be able to demonstrate proficiency in essential automotive technologies, diagnostic procedures, and repair skills that are in high demand in the automotive industry, especially within Honda's network of dealerships.

These modifications reflect our commitment to providing a robust, industry-relevant education while supporting the broader goal of increasing student success and meeting the workforce needs of the automotive sector.

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
AUTO1041 Honda Express Service & Shop Practices Theory	1	AUTO1041 Honda Express Service Theory	1
AUTO1042 Honda Express Service & Shop Practices Lab	2	AUTO1042 Honda Express Service Lab	2

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

AUTO1055 Honda Power Plant Systems Theory	2	AUTO1055 Honda Power Plant Systems Theory	1
AUTO1056 Honda Power Plant Systems Lab	2	AUTO1056 Honda Power Plant Systems Lab	2
AUTO1057 Honda Electrical Systems Theory	2	AUTO1057 Honda Electrical Systems Theory	1
AUTO1058 Honda Electrical Systems Lab	2	AUTO1058 Honda Electrical Systems Lab	2
AUTO1065 Honda Steering & Suspension Systems Theory	2	AUTO1065 Honda Steering & Suspension Systems Theory	1
AUTO1066 Honda Steering & Suspension Systems Lab	2	AUTO1066 Honda Steering & Suspension Systems Lab	2
AUTO1067 Honda Braking Systems Theory	2	AUTO1067 Honda Braking Systems Theory	1
AUTO1068 Honda Braking Systems Lab	2	AUTO1068 Honda Braking Systems Lab	2
AUTO2011 Honda Engine Management Theory	2	AUTO2011 Honda Engine Performance Systems Theory	1
AUTO2012 Honda Engine Management Lab	2	AUTO2012 Honda Engine Performance Systems Lab	2
AUTO2013 Honda Drivetrain Systems Theory	2	AUTO2013 Honda Drivetrain Systems Theory	1
AUTO2014 Honda Drivetrain Systems Lab	2	AUTO2014 Honda Drivetrain Systems Lab	2
AUTO2055 Honda Advanced Electrical Systems Theory	2	AUTO2055 Honda Advanced Diagnostics Theory	1
AUTO2056 Honda Advanced Electrical Systems Lab	2	AUTO2056 Honda Advanced Diagnostics Lab	2
AUTO2057 Honda Climate Control & Safety Systems Theory	2	AUTO2057 Honda Comfort & Convenience Systems Theory	1
AUTO2058 Honda Climate Control & Safety Systems Lab	2	AUTO2058 Honda Comfort & Convenience Systems Lab	2
AUTO1595 Practicum 1	1	AUTO1595 Practicum 1	1
AUTO2595 Practicum 2	1	AUTO2595 Practicum 2	1
AUTO2695 Practicum 3	1	AUTO2695 Practicum 3	1
AUTO2795 Practicum 4	1	AUTO2795 Practicum 4	1
AUTO2895 Practicum 5	1	AUTO2895 Practicum 5	1
		AUTO1061 Honda Dealership Skills Theory	1
		AUTOX1062 Honda Dealership Skills Lab	2
		AUTO2065 Honda Advanced Safety Systems Theory	1
		AUTO2066 Honda Advanced Safety Systems Lab	2

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

		AUTO2090 Honda PACT Automotive Portfolio	1
Total Credits Original Program	40	Total Credits Modified Program	39

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. **Achieve the required outcomes of an ASE-accredited Master Automotive Service Technician (MAST) certification program.**
2. **Demonstrate essential workplace skills, such as preparing a resume, job hunting, maintaining a safe and healthy work environment, practicing professional ethics, and collaborating effectively in teams.**
3. **Apply automotive theory knowledge to perform entry-level technician tasks safely and competently.**
4. **Select and utilize the appropriate tools, testing instruments, and measurement equipment required for entry-level service technician responsibilities.**
5. **Refer to and apply up-to-date training materials and industry standards to perform tasks expected of an entry-level service technician.**
6. **Achieve the ASE accreditation training requirements for specific automotive systems, including Steering and Suspension, Braking, Powertrain, Electrical, Engine Performance, Drivetrain, and Climate Control/Safety, as assessed in the course.**
7. **Demonstrate the ability to apply all learned outcomes through successful completion of a dealership practicum, as assessed using course evaluation tools.**

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

To assess the program learning outcomes for the automotive program, a variety of assessment methodologies will be employed to ensure a comprehensive evaluation of students' skills, knowledge, and professional readiness. The key assessment methods include:

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- **Purpose:** To evaluate students' understanding of automotive theory, technical knowledge, and industry standards.
- **How it works:** Multiple-choice, short answer, and problem-solving questions will test the students' grasp of concepts such as automotive systems, diagnostic procedures, and safety protocols.

2. Practical Skills Assessments

- **Purpose:** To assess students' ability to perform hands-on tasks and apply theoretical knowledge in real-world settings.
- **How it works:** Students will complete tasks like engine diagnostics, brake repairs, electrical system troubleshooting, and more in a controlled lab or shop environment. These assessments will be evaluated based on accuracy, efficiency, safety, and proper tool usage.

3. Project-Based Assessments

- **Purpose:** To measure students' ability to apply their learning to real-world automotive scenarios.
- **How it works:** Students will work on specific projects, such as vehicle inspections, repairs, or maintenance routines, and present their findings and solutions. These projects will be evaluated based on problem-solving skills, use of industry-standard tools, and adherence to safety practices.

4. Industry-Specific Certification Exams

- **Purpose:** To validate students' competency in meeting ASE (Automotive Service Excellence) standards.
- **How it works:** Students will take ASE-related exams covering various automotive systems, such as Steering and Suspension, Braking, Powertrain, and Engine Performance. Successful completion of these exams will demonstrate mastery of the necessary skills for certification.

5. Workplace Readiness Evaluations

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

- **Purpose:** To assess soft skills such as communication, teamwork, and professionalism in a work environment.
- **How it works:** Instructors will assess students' ability to maintain a professional attitude, follow workplace safety protocols, and work effectively with others. These skills will be evaluated through in-class activities, simulations, and group projects.

6. In-Dealership Practicum

- **Purpose:** To evaluate students' ability to apply all learned outcomes in a real-world dealership setting.
- **How it works:** Students will complete a practicum within a partner dealership or service center, where they will be assessed by supervisors and instructors based on their performance in actual service tasks. This includes applying technical skills, using industry-standard tools, and adhering to safety and workplace protocols.

7. Self-Assessment and Peer Reviews

- **Purpose:** To encourage self-reflection and peer feedback on learning and progress.
- **How it works:** Students will complete self-assessments of their skills and progress toward learning outcomes, while also providing feedback to peers. This will promote reflective learning and the ability to assess one's own strengths and areas for improvement.

By utilizing a combination of written, practical, and experiential assessments, these methodologies will provide a thorough evaluation of students' technical abilities, workplace skills, and readiness for certification in the automotive industry.

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
AUTO1041 Honda Express Service Theory	3,4,5		1
AUTO1042 Honda Express Service Lab	3,4,5		2
AUTO1055 Honda Power Plant Systems Theory	1,6		1
AUTO1056 Honda Power Plant Systems Lab	1, 6		2
AUTO1057 Honda Electrical Systems Theory	1, 6		1
AUTO1058 Honda Electrical Systems Lab	1,6		2
AUTO1065 Honda Steering & Suspension Systems Theory	1,6		1
AUTO1066 Honda Steering & Suspension Systems Lab	1,6		2
AUTO1067 Honda Braking Systems Theory	3,4,5		1
AUTO1068 Honda Braking Systems Lab	3,4,5		2
AUTO2011 Honda Engine Performance Systems Theory	1,6		1
AUTO2012 Honda Engine Performance Systems Lab	1,6		2
AUTO2013 Honda Drivetrain Systems Theory	1,6		1

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AUTO2014 Honda Drivetrain Systems Lab	1,6		2
AUTO2055 Honda Advanced Diagnostics Theory	1,6		1
AUTO2056 Honda Advanced Diagnostics Lab	1,6		2
AUTO2057 Honda Comfort & Convenience Systems Theory	1,6		1
AUTO2058 Honda Comfort & Convenience Systems Lab	1,6		2
AUTO1595 Practicum 1	7		1
AUTO2595 Practicum 2	7		1
AUTO2695 Practicum 3	7		1
AUTO2795 Practicum 4	7		1
AUTO2895 Practicum 5	7		1
AUTO1061 Honda Dealership Skills Theory	3,4,5		1
AUTO1062 Honda Dealership Skills Lab	3,4,5		2
AUTO2065 Honda Advanced Safety Systems Theory	1,6		1
AUTO2066 Honda Advanced Safety Systems Lab	1,6		2
AUTO2090 Honda PACT Automotive Portfolio	2,4,5		1
Open Electives (Indicate number of credits of open electives)			
Total Program Credits:			39
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			

SECTION 3: ADDITIONAL PROGRAM CHARACTERISTICS

Program website: https://catalog.ctstate.edu/preview_program.php?catoid=19&poid=7478
IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years): 2
Provide estimated cost of program (tuition and fees): \$ _____ OR url for link to tuition/fee information: https://ctstate.edu/admissions-registration/investing-in-a-ct-state-education
Request for SAA Approval for Veterans Benefits? ☒ Yes ☐ No
Catalog Description: The Automotive Technology: Honda Professional Automotive Career Training (PACT) Certificate program is a collaborative initiative between American Honda Motor Co. (AHM) and CT State Community College. This specialized program is designed to prepare students for entry-level maintenance and repair positions at Honda and Acura-sponsored service facilities. Students complete their coursework and hands-on lab training at

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the North Haven Campus, followed by practicum experience at a participating Honda or Acura dealership or service center. Throughout the program, students receive in-depth instruction on Honda and Acura vehicles, with access to AHM-provided vehicles, parts, engines, specialized tools, and service materials. The program provides the technical skills and industry knowledge necessary for success in Honda and Acura service operations.

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): **490023 Automotive Service Technician**

What would be the median estimated earnings for a graduate in this profession (if more than one SOC code listed, include earnings for each)? **57800**

Applicable Industries

Identify the industry applicable to this program using the [North American Industry Classification System](#) (NAICS). Provide NAICS code(s) and title(s): **811111 Automotive Repair**

Career/Program Pathways

Does this program prepare students for another program? ☒ Yes, Honda PACT AAS degree ☐ 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): **Giuseppe Vertucci, Giuseppe.Vertucci@ctstate.edu, 203-927-2610**

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

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

Admissions Requirements

What are the admissions requirements for the program? **Students interested in the Automotive Technology: Honda PACT certificate program must complete an application and meet the following criteria for acceptance:**

Application Requirements:

1. Interview with the Honda PACT Program Coordinator to verify eligibility.
2. Eligibility for College-Level Math.
3. Eligibility for College-Level English.
4. Automotive Program Placement Exam (if required).
5. Valid Driver's License: A valid driver's license issued by one of the 50 U.S. states, with no restrictions that would prevent the student from operating an automotive vehicle on public roads.

Sponsorship Requirement:

- Practicum Sponsorship: Once accepted into the program, students must secure a sponsor at an AHM (American Honda Motor Co.) dealership for their practicums in order to remain enrolled. Sponsorship is required throughout the program and must be maintained through graduation.

Program Completion:

- Upon successful completion of the Automotive Technology program, students will receive a degree from CT State Community College along with Honda PACT Certification.
- This program is accredited by the National Institute for Automotive Service Excellence (ASE) as an ASE Accredited Training Program.
- During the final semester, students are encouraged to take the ASE exams in the eight core automotive subject areas to obtain national certification.

Additional Requirements:

- Sponsorship: Students must secure ongoing sponsorship from an AHM dealership and meet the employment eligibility criteria established by the sponsoring employer.

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- **Driver's License:** Students must hold a valid driver's license from one of the 50 U.S. states, with no restrictions that would prevent them from driving on public roads.
- **Tools and Equipment:** Students are responsible for providing their own hand tools and personal protective equipment.

By completing this program, students will gain the knowledge, hands-on experience, and industry certifications required to pursue careers in Honda and Acura service operations.

Graduation Requirements

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

If yes, describe:

Program Work Experiences

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

If yes, describe and attach copies of the contracts or other documents ensuring program support: **Students will be required to successfully complete paid practicums at sponsoring AHM dealerships. Practicums will be tracked and monitored by the Honda PACT program coordinator. Successful practicum completion requires that all assigned Honda Interactive Network (IN) training courses be completed with a minimum grade of Pass.**

Prospective Students

Describe the prospective students for the program: **A prospective student in the Honda PACT automotive program is someone with a practical mindset, a strong interest in cars and technology, and a desire for a stable, rewarding career that blends technical expertise with real-world problem-solving. These students are often driven by a combination of passion for the industry, the desire for a skilled trade, and the practical need for financial stability and job security.**

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

SECTION 1: GENERAL INFORMATION

Institution: CT State Community College	Please enter the following dates: Final approval by institution: 10/18/2024 Submission to CSCU Office of the Provost for Academic Council: 11/20/2024
Most Recent NECHE Institutional Accreditation Action and Date: July 1, 2023	
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: 5 courses/8 credits	
For the singular changes noted below, alternate forms are available: • 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: Railroad Engineering Technology, AS (RREN-AS) OHE #: 21546 Modality of Program (<i>check all that apply</i>): ☒ On ground ☐ Online ☒ Hybrid, % of fully online courses Locality of Program: ☐ On Campus ☐ Off Campus ☒ Both Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): Associate of Science Date Program was Initiated: March 24, 2022 Total # Credits in Program: 67-68 # Credits in General Education: 22-23 <u>CIP Code Number</u> : 49.0208 Title of CIP Code: Railroad and Railway Transportation	
Modified Program Characteristics Name of Program: Railroad Engineering Technology, AS (RREN-AS) Modality of Program (<i>check all that apply</i>): ☒ On ground ☐ Online ☒ Hybrid, % of fully online courses Locality of Program: ☐ On Campus ☐ Off Campus ☒ Both Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): Associate of Science Initiation Date for Modified Program: 2025 Anticipated Date of First Graduation: 2025 Total # Credits in Program: 64-66 # Credits in General Education: 22-24 <u>CIP Code Number</u> : 49.0208 Title of CIP Code: Railroad and Railway Transportation	
Department where program is housed: School of Engineering & Technology Location Offering the Program (<i>e.g., main campus</i>): Gateway-main campus	
If modification of the program is concurrent with discontinuation of related program(s), please list for each program: N/A Program Discontinued: CIP: OHE#: BOR Accreditation Date: Phase Out Period Date of Program Termination Discontinuation of a program requires submission of form 301. Discontinuation form submitted? ☐ Yes ☐ No	

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

Institutional Contact for this Proposal: Christine Cherry	Title: Co-Chair	Tel.: (203)285-2372 e-mail: Christine.cherry@ctstate.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:

This program currently sits with 67-68 credits. Upon review, modifications to the program courses are made to reduce the credits to 64 – 66. Additional revisions include: 1. Math requirement of MATH 1002 to be changed to MATH 1002 or equivalent. 2. Remove RRET 1010 - Careers in the Railroad. This course is redundant. The material is covered in CENT 1016 and CCS 1001. 3.RRET 1003 - Fundamentals of Electricity - 4 credits, mistakenly omitted from the catalog listing is added back to the program. This course is necessary for our RRET students to be successful in CENT 1010 - Electric Circuits for Technology. 4. The hidden prerequisite MECH 2034 - Electromechanical Control, (formally MEC*234) is brought forward.

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
MATH 1002	3	MATH 1002 or equivalent	3-4
PHYS 1009	4	PHYS 1009 or higher	4
RRET 1010	2	RRET 1010 removed	0
EET 103	4	RRET 1003	4
MEC 234	4	MECH 2034	4
Total Credits Original Program	67-68	Total Credits Modified Program	64-66

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 and have an understanding of typical railroad rules and regulations, including changes that are a result of accidents and imposed by Homeland Security –
2. Demonstrate a basic understanding of career opportunities within the railroad industry with an Electromechanical-oriented degree –
3. Demonstrate a basic understanding of the operation of railcar electromechanical systems –
4. Conduct entry-level troubleshooting and repairs of electromechanical systems on railcars –
5. Be prepared to take an application exam on electromechanical skills for employment in the railroad industry

Assessment of Learning Outcomes

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

Tests, quizzes, and presentation and the Internship - 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

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ENG 1010 - Composition	# 1,5	none	3
MATH 1002 - Math for Science and Technology or equivalent	# 1,5	MATH 0988/MATH 0989 with a grade of C or higher OR placement using multiple measures	3-4
Elective ARHX - Arts & Humanities Course	# 1	See program curriculum for specific requirements or recommendations.	3-4
PHYS 1009 or higher	# 3, 4, 5	MATH 1002 or equivalent	4
ECON 1001 - Principles of Macroeconomics	# 1, 2, 5	Eligibility for ENG 1010	3
Elective ORAX - Oral Communication Course OR Elective WRIX - Written Communication II Course	# 1, 4, 5	See program curriculum for specific requirements or recommendations.	3
CCS 1001 - College & Career Success	# 1, 2, 5	Must be eligible to take intensive/developmental-level English class (ENG 0960, or ENG 0930) or higher. ESOL 1302 or higher or recommendation of ESOL coordinator.	3
CENT 1016 - Computer Applications for Technology	# 2, 3, 5	none	3
CENT 1026 - Computer Servicing OR CENT 2010 - Computer Systems Software	# 1, 3, 5	CENT 1016	4
RRET 1003 Fundamentals of Electricity	# 3, 4, 5	none	4
CENT 1010 - Electric Circuits for Technology	# 3, 4, 5	CENT 1016 and MATH 1001 or higher	4
RRET 1001 - History of Railroading	# 1, 2, 5	ENG 0930 or Placement into ENG 0940 or Higher	3
RRET 1020 - Railroad Rules, Regulations, Standards & Practices	# 1, 2, 5	RRET 1001	3
RRET 2020 - Safety in the Railroad Workplace	# 1, 2, 5	RRET 1020	3
RRET 2030 - Reading & Interpreting Railroad Diagrams	# 1, 2, 5	CENT 1010	2
MECH 2034 Electromechanical Controls	# 3, 4, 5	MATH 1001 or higher	4
RRET 2040 - Railroad Pneumatics & Hydraulic Controls	# 3, 4, 5	MECH 2034	4
RRET 2042 - Railroad HVAC Systems	# 3, 4, 5	MECH 2034	4
RRET 2044 - Railroad Electromechanical Troubleshooting	# 3, 4, 5	MECH 2034	4
RRET 2095 - Practicum in Passenger Railroad Technology	# 1, 2, 3, 4, 5	RRET 2020	1
Open Electives (Indicate number of credits of open electives)			0
Total Program Credits:			43
Description of Related Modification(s)			
Provide a summary of other changes, if any, necessitated by curricular modification, such as admissions or graduation requirements Updates to the College Catalog to reflect correct prerequisites			
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.			

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All equipment are on premises

SECTION 3: ADDITIONAL PROGRAM CHARACTERISTICS

Program website:

https://catalog.ctstate.edu/preview_program.php?catoid=19&poid=7639&hl=railroad+Engineering&returnto=search

IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years): 2 yrs.

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

<https://ctstate.edu/admissions-registration/investing-in-a-ct-state-education>

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

Catalog Description

Provide the catalog description for this program (with proposed modifications if applicable): Railroad Engineering Technology will prepare students for employment in the railroad industry within a career path for maintaining and repairing railcars through a degree orientation in electromechanical equipment.

Graduates will be prepared for technical application exams commonly administered by railroad companies for entry-level maintenance of equipment positions. The program reflects current skills needed within job positions that require electromechanical knowledge and skills.

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):

53-0000 [Transportation and Material Moving Occupations](#)

53-4000 Rail Transportation Workers

- 53-4010 Locomotive Engineers and Operators
 - 53-4011 [Locomotive Engineers](#)
 - 53-4013 [Rail Yard Engineers, Dinkey Operators, and Hostlers](#)
- 53-4030 Railroad Conductors and Yardmasters
 - 53-4031 [Railroad Conductors and Yardmasters](#)
- 53-4099 Rail Transportation Workers, All Other

What would be the median estimated earnings for a graduate in this profession (if more than one SOC code listed, include earnings for each)? https://www.bls.gov/oes/2019/may/naics4_482100.htm

53-4000 Rail Transportation Workers \$69,230

- 53-4010 Locomotive Engineers and Operators \$71,38
- 53-4011 Locomotive Engineers \$72,110
- 53-4013 Rail Yard Engineers, Dinkey Operators, and Hostlers \$60,530
- 53-4031 Railroad Conductors and Yardmasters \$69,200
- 53-4099 Rail Transportation Workers, All Other \$57,040

Applicable Industries

Identify the industry applicable to this program using the [North American Industry Classification System](#) (NAICS). Provide NAICS code(s) and title(s): **482 Rail Transportation; 48211 Rail Transportation**

Career/Program Pathways

Does this program prepare students for another program? ☐ Yes, specify program: **X 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): Christine Cherry

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

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How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 4-5
Admissions Requirements What are the admissions requirements for the program? https://ctstate.edu/admissions-registration/become-a-student
Graduation Requirements Does this program have special graduation requirements (e.g., capstone or special project)? ☒ Yes No If yes, describe: RRET 2095 - Practicum in Passenger Railroad Technology
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: RRET 2095 - Practicum in Passenger Railroad Technology
Prospective Students Describe the prospective students for the program: The Railroad Engineering Technology attracts a mix of students who are eager to learn about the railroad industry, develop technical skills, and pursue fulfilling careers in a vital sector of the economy. High School Graduates: Recent high school graduates seeking a clear career path in a stable industry may be drawn to the program, especially those interested in hands-on work and outdoor environments. Career Changers: Individuals from other fields looking to transition into the railroad industry may find the program appealing. This could include professionals from logistics, engineering, or transportation sectors. Technical and Vocational Students: Students who have completed vocational training or associate degrees in related fields, such as automotive technology or industrial maintenance, may wish to enhance their skills with specialized training in railroad operations. Military Veterans: Veterans with experience in logistics, engineering, or operations may find that their skills align well with railroad careers. The structured environment of the railroad industry can also appeal to those seeking stability after military service. Current College Students: Students currently enrolled in related programs (e.g., transportation management, mechanical engineering) may seek to specialize further by adding a focus on railroad operations to their studies. Working Professionals: Individuals currently employed in the railroad industry in entry-level positions who wish to advance their careers by gaining formal education and training may also be prospective students. Individuals with a Passion for Railroads: Enthusiasts or hobbyists who have a genuine interest in trains and rail systems may pursue this program as a way to turn their passion into a profession.

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Check all Campuses making this proposal.		ALL Proposals	New Programs/Courses		
		DC/PC Signature	CEO Signature <i>(CEO signature is required for all <u>new programs</u> and any new courses that have new facility/resource costs associated with the course)</i>	New Program Approval Supplement B <i>("Budget" included for each campus)</i>	New Program Approval Section 6 <i>("Cost Effectiveness and Resources" included for each campus)</i>
☐	ACC				
☐	CCC				
☐	GWCC	Christine Cherry, DC			
☐	HCC				
☐	MCC				
☐	MxCC				
☐	NVCC				
☐	NWCC				
☐	NCC				
☐	QVCC				
☐	TRCC				
☐	TxCC				

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REQUIRED SIGNATURES

GOVERNANCE BODY	SIGNATURES	DATE
Statewide Discipline Council	Signature on original document	
School Area Curriculum Council	Signature on original document	
Curriculum Congress	Signature on original document	
School Area Academic Dean		
CT State Provost		
*Campus CEO (if applicable)		
*CT State President (if applicable)		

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

SECTION 1: GENERAL INFORMATION

Institution: CT State Community College	Please enter the following dates: Final approval by institution: 10/18/2024 Submission to CSCU Office of the Provost for Academic Council: 11/20/2024
Most Recent NECHE Institutional Accreditation Action and Date: July 1, 2023	
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/4 credits For the singular changes noted below, alternate forms are available: • 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: Railroad Engineering Technology: Signaling and Communications, AS (RREN-AS-SIG) OHE #: 21547 Modality of Program (<i>check all that apply</i>): ☒ On ground ☐ Online ☒ Hybrid, % of fully online courses Locality of Program: ☐ On Campus ☐ Off Campus ☒ Both Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): Associate of Science Date Program was Initiated: March 24, 2022 Total # Credits in Program: 66-67 # Credits in General Education: 22-23 CIP Code Number: 49.0208 Title of CIP Code: Railroad and Railway Transportation	
Modified Program Characteristics Name of Program: Railroad Engineering Technology: Signaling and Communications, AS (RREN-AS-SIG) Modality of Program (<i>check all that apply</i>): ☒ On ground ☐ Online ☒ Hybrid, % of fully online courses Locality of Program: ☐ On Campus ☐ Off Campus ☒ Both Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): Associate of Science Initiation Date for Modified Program: 2025 Anticipated Date of First Graduation: 2025 Total # Credits in Program: 60-62 # Credits in General Education: 22-24 CIP Code Number: 49.0208 Title of CIP Code: Railroad and Railway Transportation.	
Department where program is housed: School of Engineering & Technology Location Offering the Program (<i>e.g., main campus</i>): Gateway-main campus	
If modification of the program is concurrent with discontinuation of related program(s), please list for each program: N/A Program Discontinued: CIP: OHE#: BOR Accreditation Date: Phase Out Period Date of Program Termination Discontinuation of a program requires submission of form 301. Discontinuation form submitted? ☐ Yes ☐ No	
Institutional Contact for this Proposal: Christine Cherry	Title: Co-Chair Tel.: (203)285-2372 e-mail: Christine.cherry@ctstate.edu

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

SECTION 2: BACKGROUND, RATIONALE, AND NATURE OF MODIFICATION

Rationale for Modification

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

This program was originally approved at 66-67 credits. Upon review, modifications to the program courses are made to reduce the credits to 61 – 63. Revisions include: 1. Math requirement of MATH 1002 to be changed to MATH 1002 or equivalent. 2. Remove RRET 1010 - Careers in the Railroad. This course is redundant. The material is covered in CENT 1016 and CCS 1001. 3. RRET 1003 - Fundamentals of Electricity - 4 credits, mistakenly omitted from the catalog listing, is added back to the program. This course is necessary for our RRET students to be successful in CENT 1010 - Electric Circuits for Technology. 4. The MECH 2034 - Electromechanical Control, (formally MEC*234), which was in the previously approved program, is not required in this degree and is removed.

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
MATH 1002	3	MATH 1002 or equivalent	3-4
PHYS 1009	4	PHYS 1009 or higher	4
RRET 1010	2	RRET 1010 removed	0
EET 103	4	RRET 1003	4
MECH 2034	4	MECH 2034 Removed	0
Total Credits Original Program	66-67	Total Credits Modified Program	60-62

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 and have an understanding of typical railroad rules and regulations, including changes that are a result of accidents and imposed by Homeland Security –
2. Demonstrate a basic understanding of career opportunities within the railroad industry with an Electromechanical-oriented degree –
3. Demonstrate a basic understanding of the operation of railcar signaling and communication systems –
4. Conduct entry-level troubleshooting and repairs on signaling and communications systems along rail lines and on railcars –
5. Be prepared to take an application exam on signaling and communications skills for employment in the railroad industry

Assessment of Learning Outcomes

Briefly describe assessment methodologies to be used in measuring the program learning outcomes: **Tests, quizzes, and presentation and the Internship - 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
ENG 1010 - Composition	# 1,5	none	3

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MATH 1002 - Math for Science and Technology or equivalent	# 1,5	MATH 0988/MATH 0989 with a grade of C or higher OR placement using multiple measures	3-4
Elective ARHX - Arts & Humanities Course	# 1	See program curriculum for specific requirements or recommendations.	3-4
PHYS 1009 or higher	# 3, 4, 5	MATH 1002 or equivalent	4
ECON 1001 - Principles of Macroeconomics	# 1, 2, 5	Eligibility for ENG 1010	3
Elective ORAX - Oral Communication Course OR Elective WRIX - Written Communication II Course	# 1, 4, 5	See program curriculum for specific requirements or recommendations.	3
CCS 1001 - College & Career Success	# 1, 2, 5	Must be eligible to take intensive/developmental-level English class (ENG 0960, or ENG 0930) or higher. ESOL 1302 or higher or recommendation of ESOL coordinator.	3
CENT 1016 - Computer Applications for Technology	# 2, 3, 5	none	3
CENT 1026 - Computer Servicing OR CENT 2010 - Computer Systems Software	# 1, 3, 5	CENT 1016	4
RRET 1003 Fundamentals of Electricity	# 3, 4, 5	none	4
CENT 1010 - Electric Circuits for Technology	# 3, 4, 5	CENT 1016 and MATH 1001 or higher	4
RRET 1001 - History of Railroading	# 1, 2, 5	ENG 0930 or Placement into ENG 0940 or Higher	3
RRET 1020 - Railroad Rules, Regulations, Standards & Practices	# 1, 2, 5	RRET 1001	3
RRET 2020 - Safety in the Railroad Workplace	# 1, 2, 5	RRET 1020	3
RRET 2050 - Railroad Signaling & Switching	# 3, 4, 5	CENT 1010	4
RRET 2052 - Railroad Communications	# 3, 4, 5	RRET 2050	4
RRET 2054 - Railroad Maintenance, Troubleshooting and Repair	# 3, 4, 5	CENT 1036	4
RRET 2095 - Practicum in Passenger Railroad Technology	# 1, 2, 3, 4, 5	RRET 2020	1
RRET 2195 - Practicum in Freight Railroad Technology	# 1, 2, 3, 4, 5	RRET 2020	1
Open Electives <i>(Indicate number of credits of open electives)</i>			0
Total Program Credits:			38
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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Updates to the College Catalog to reflect correct prerequisites

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 equipment are on premises

SECTION 3: ADDITIONAL PROGRAM CHARACTERISTICS

Program website:

https://catalog.ctstate.edu/preview_program.php?catoid=19&poid=7640&hl=railroad+Engineering&returnto=search

IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years): 2 yrs.

Provide estimated cost of program (tuition and fees): \$ OR url for link to tuition/fee information:
<https://ctstate.edu/admissions-registration/investing-in-a-ct-state-education?highlight=WyJ0dWI0aW9uIiwZmVlcyJd>

Request for SAA Approval for Veterans Benefits? ☒ Yes No

Catalog Description

Provide the catalog description for this program (with proposed modifications if applicable): The Railroad Engineering Technology Signaling and Communications option will prepare students for employment in the railroad industry for maintaining and repairing rail line and railcars where signaling and communications systems are used. Graduates will be prepared for technical application exams commonly administered by railroad companies for entry-level signaling and switching positions. The program reflects current skills needed within job positions that require electronic and communications knowledge and skills. This program is offered at the Gateway Campus.

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):

53-0000 [Transportation and Material Moving Occupations](#)

53-4000 Rail Transportation Workers

- 53-4020 Railroad Brake, Signal, and Switch Operators and Locomotive Firers
 - 53-4022 [Railroad Brake, Signal, and Switch Operators and Locomotive Firers](#)
- 53-4030 Railroad Conductors and Yardmasters
 - 53-4031 [Railroad Conductors and Yardmasters](#)

What would be the median estimated earnings for a graduate in this profession (if more than one SOC code listed, include earnings for each)? https://www.bls.gov/oes/2019/may/naics4_482100.htm

53-0000 Transportation and Material Moving Occupations

53-4000 Rail Transportation Workers \$69,230

- 53-4022 Railroad Brake, Signal, and Switch Operators and Locomotive Firers \$64,490
- 53-4031 Railroad Conductors and Yardmasters \$69,200
- 53-4099 Rail Transportation Workers, All Other \$57,040

Applicable Industries

Identify the industry applicable to this program using the [North American Industry Classification System](#) (NAICS). Provide NAICS code(s) and title(s): **482 Rail Transportation; 48211 Rail Transportation**

Career/Program Pathways

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

Program Administration and Faculty

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

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

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 4-5

Admissions Requirements

What are the admissions requirements for the program? none

Graduation Requirements

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

If yes, describe:

RRET 2095 - Practicum in Passenger Railroad Technology

RRET 2195 - Practicum in Freight Railroad Technology

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: RRET 2095 - Practicum in Passenger Railroad Technology

RRET 2195 - Practicum in Freight Railroad Technology

Prospective Students

Describe the prospective students for the program:

The Railroad Engineering Technology attracts a mix of students who are eager to learn about the railroad industry, develop technical skills, and pursue fulfilling careers in a vital sector of the economy.

High School Graduates: Recent high school graduates seeking a clear career path in a stable industry may be drawn to the program, especially those interested in hands-on work and outdoor environments.

Career Changers: Individuals from other fields looking to transition into the railroad industry may find the program appealing. This could include professionals from logistics, engineering, or transportation sectors.

Technical and Vocational Students: Students who have completed vocational training or associate degrees in related fields, such as automotive technology or industrial maintenance, may wish to enhance their skills with specialized training in railroad operations.

Military Veterans: Veterans with experience in logistics, engineering, or operations may find that their skills align well with railroad careers. The structured environment of the railroad industry can also appeal to those seeking stability after military service.

Current College Students: Students currently enrolled in related programs (e.g., transportation management, mechanical engineering) may seek to specialize further by adding a focus on railroad operations to their studies.

Working Professionals: Individuals currently employed in the railroad industry in entry-level positions who wish to advance their careers by gaining formal education and training may also be prospective students.

Individuals with a Passion for Railroads: Enthusiasts or hobbyists who have a genuine interest in trains and rail systems may pursue this program as a way to turn their passion into a profession.

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Check all Campuses making this proposal.		ALL Proposals	New Programs/Courses		
		DC/PC Signature	CEO Signature <i>(CEO signature is required for all <u>new programs</u> and any new courses that have new facility/resource costs associated with the course)</i>	New Program Approval Supplement B <i>("Budget" included for each campus)</i>	New Program Approval Section 6 <i>("Cost Effectiveness and Resources" included for each campus)</i>
☐	ACC				
☐	CCC				
☐	GWCC	Christine Cherry, DC			
☐	HCC				
☐	MCC				
☐	MxCC				
☐	NVCC				
☐	NWCC				
☐	NCC				
☐	QVCC				
☐	TRCC				
☐	TxCC				

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REQUIRED SIGNATURES

GOVERNANCE BODY	SIGNATURES	DATE
Statewide Discipline Council	Signature on original document	
School Area Curriculum Council	Signature on original document	
Curriculum Congress	Signature on original document	
School Area Academic Dean		
CT State Provost		
*Campus CEO (if applicable)		
*CT State President (if applicable)		

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Approval of a New Program

February 27, 2025

RESOLVED: That the Board of Regents for Higher Education approve the licensure of an Energy and Utility Leadership program (CIP Code: 52.0205, OHE# TBD) leading to a Bachelor of Science degree at Southern Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

A True Copy:

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

ITEM

Establishment of a new Energy and Utility Leadership program leading to a Bachelor of Science degree at Southern Connecticut State University.

Name of Institution	Southern Connecticut State University	
Name of Program	Energy and Utility Leadership	
CIP Code	52.0205	
OHE# (Leave blank for new programs)		
Degree Level	Bachelor of Science	
Number of Collegiate Credits	120	
Date of Action (Anticipated)	02/27/2025	
Nature of Request	☒ Licensure and Accreditation ☐ Program Change ☐ Phase-out Program ☐ Terminate Program	
If Name Change, New Name		
Delivery	Current (If not a new program) ☐ On Ground ☐ Hybrid ☐ Online	Future ☒ On Ground ☒ Hybrid ☐ Online
Effective Term	Fall 2025	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

PROPOSAL AND RATIONALE

The proposed Bachelor of Science in Energy and Utility Leadership program is designed to equip students with the specialized knowledge and skills necessary to address the challenges and opportunities within the energy and utility sectors. The program focuses on sustainable practices and integrates real-world industry issues, as well as the analytical and managerial expertise required for effective leadership in these fields. The program aims to develop professionals who are prepared to navigate the dynamic energy landscape and drive innovative solutions.

There is an increasing demand for a workforce that understands renewable energy technologies and possesses the capabilities to manage and innovate within the evolving sector. According to the Bureau of Labor Statistics (BLS), wind turbine technicians and solar photovoltaic installers are among the fastest-growing occupations in the nation, with projected growth rates of 68% and 52%,

respectively, from 2020 to 2030. The institution's partnerships with leading energy companies and public utilities offer students practical learning opportunities through internships and projects.

This new program is a strategic response to the evolving needs of Connecticut's energy and utility sectors. It offers students enhanced career prospects while fostering the state's commitment to sustainable development and solidifying Connecticut's leadership in energy innovation and utility management.

[SUPPLEMENTAL DOCUMENTS](#)

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve this new program. CSU's Academic Affairs concurs with this recommendation.

02/14/2025 – BOR - Academic and Student Affairs Committee
02/27/2025 – Board of Regents



Application for New Program Approval

SECTION 1: GENERAL INFORMATION

Date of Submission to CSCU Office of the Provost: 12.18.2024

Institution: Southern Connecticut State University

Most Recent NECHE Institutional Accreditation Action and Date: April 2022 Continued in Accreditation

Program Characteristics

Name of Program: Energy and Utility Leadership

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

Modality of Program (check all that apply): ☒ On ground ☐ Online ☒ Hybrid, % of fully online courses 50%+

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

Anticipated Program Initiation Date: Fall 2025

Anticipated Date of First Graduation: Spring 2027

Total # Credits in Program: 120

Credits in General Education: 46

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

CIP Code Number: 52.0205 Title of CIP Code: Operations Management and Supervision.

Department where program is housed: Management/International Business

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

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

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

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

Program website: <https://www.southernct.edu/academics/management/programs>

Provide the intended catalog description for this program: The energy and utility leadership major equips students with comprehensive knowledge and skills tailored for the dynamic intersections of the energy and utility sectors. Whether pioneering innovations in a burgeoning clean energy startup, directing strategies in established energy corporations, or navigating the complex terrain of the utility industry, this concentration lays the foundation for multifaceted leadership roles. The program also helps students to prepare for graduate studies in energy, utility-centric business, and policy domains. By emphasizing sustainable practices and integrating real-world challenges from both energy and utility landscapes, the major provides specialized insights while also imparting analytical and managerial tools vital for these industries.

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

Program Discontinued: BS Business Administration, concentration in Public Utilities Management CIP: 52.0205

OHE#: 018284 BOR Accreditation Date: December 17, 2020

Phase Out Period 4 years Date of Program Termination June 2029 contingent on the approval of Energy and Utility Leadership

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

Other Program Accreditation:

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

Application for New Program Approval

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

Institutional Contact for this Proposal

Name: Julia Irwin

Title: Interim Provost

Phone: 203.392.6585

Email: irwinj1@southernct.edu

When was the program approved by (insert date in mm/dd/yyyy format):

- College/School: 09/09/2024
- Curriculum committee: 11.7.2024
- Faculty senate: 11/7/2024
- Institutional president: 12.18.2024

NOTES:

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

SECTION 2: PROGRAM OVERVIEW: PURPOSE AND GOALS

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

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

Purpose of the Program

The proposed Energy and Utility Leadership program is designed to equip students with the skills and knowledge necessary to navigate and lead within the evolving landscape of the energy and utility industries. The program aims to develop proficient leaders who can address the challenges of modern energy management, sustainability, and policy compliance through innovative solutions.

Application for New Program Approval

Educational Goals and Career Objectives

This program meets the educational goals and career objectives of students by providing comprehensive training in energy systems, regulatory environments, and sustainability practices. Graduates will be prepared for leadership roles in various sectors, including renewable energy, traditional utilities, and energy consultancy firms, thus fulfilling the growing demand for skilled professionals in these critical areas.

Connection to Educational Trends

The curriculum reflects national and local educational trends that emphasize the importance of sustainable energy solutions and the integration of new technologies in the utility sector. This program aligns with these trends by incorporating cutting-edge research and practical applications to prepare students for the future of energy management.

Faculty Expertise and Institutional Strengths

Our faculty brings a wealth of expertise in energy policy, environmental science, and business management, contributing to a multidisciplinary approach that enriches the student learning experience. The institution's strong partnerships with leading energy companies and public utilities provide additional practical learning opportunities through internships and projects.

Alignment with Institutional Mission and CSCU Priorities

The Energy and Utility Leadership program directly supports the mission of the institution and aligns with CSCU's strategic priorities of fostering innovation and preparing students for high-demand careers. The program emphasizes critical thinking, ethical leadership, and community engagement, which are central to our institutional values.

Impact and Complementarity within the Institution

The introduction of this program is expected to significantly enhance the academic profile of the institution by attracting a diverse student body interested in sustainability and technology-driven industries. It complements existing programs in engineering, environmental studies, and business, creating interdisciplinary opportunities for research and collaboration.

Quality and Comparability

The proposed program's quality is anticipated to be on par with, if not exceed, comparable programs within and outside the CSCU system. With its unique focus on leadership within the energy and utility sectors and the integration of advanced technology and sustainability practices, the program sets a high standard for educational excellence and industry relevance.

Conclusion

In summary, the Energy and Utility Leadership program is strategically designed to respond to contemporary challenges and opportunities within the energy sector, providing students with the skills necessary to excel in their careers and positively impact society. The program's robust curriculum, expert faculty, and alignment with institutional priorities ensure that it will be a valuable addition to the academic offerings and will sustainably contribute to the institution's mission and strategic objectives.

SECTION 3: NEED AND JUSTIFICATION

Addressing Identified Needs

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



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The proposed Energy and Utility Leadership program is designed to address the urgent workforce needs in both the public utility and energy sectors in Connecticut. This strategic initiative aligns with Connecticut's economic development strategies that prioritize technological innovation and sustainability in energy management, alongside addressing the critical challenges facing the traditional public utility sector.

Growth in the energy sector

1. Industry Growth Projections:

According to the U.S. Energy Information Administration (EIA), renewable energy consumption is consistently increasing, with renewables projected to be the fastest-growing source of electricity generation in the next two decades. Specifically, solar and wind power are expected to drive substantial growth, reflecting a national trend that Connecticut is poised to follow. The Bureau of Labor Statistics (BLS) identifies wind turbine technicians and solar photovoltaic installers as two of the fastest-growing occupations nationally, with projected growth rates of 68% and 52%, respectively, from 2020 to 2030.

2. Legislative Initiatives:

Connecticut has committed to aggressive climate action plans, which include goals to reduce greenhouse gas emissions by 45% from 2001 levels by 2030 and achieve a zero-carbon electric supply by 2040. This legislative framework mandates significant investment in renewable energy infrastructures such as wind farms, solar panels, and energy efficiency technologies. The Connecticut Green Bank initiative stimulates investment in clean energy through innovative financing solutions that leverage public and private funds to accelerate the growth of green energy deployment across the state.

3. Investment Trends:

The state has seen substantial increases in both private and public investments in renewable energy projects. For instance, the development of offshore wind projects has surged with recent approvals for multiple large-scale wind farms off the Connecticut coast. Investments in energy efficiency programs continue to rise, with Connecticut consistently ranking among the top states in the Energy Efficiency Scorecard, which evaluates states based on their energy efficiency policies and program efforts.

4. Workforce Development Needs:

There is a growing demand for a workforce that not only understands renewable technology but also has the skills to manage, integrate, and innovate within this evolving landscape. This includes roles beyond installation, such as project management, system design, regulatory compliance, and technological innovation. Educational programs aligned with these needs are essential, and there is significant demand for new curricula that provide training in renewable energy technology, energy storage solutions, smart grid technology, and sustainability practices.

Workforce Challenges in the Utility Sector

Critical workforce challenges in the public utility sector, such as water, identified by the Water Research Foundation and the American Water Works Association include:

- Aging Workforce: Higher average age in utilities compared to other sectors.
- Retirement Proximity: A significant percentage of the workforce nearing retirement.
- Technical Competency Needs: Demand for more technically skilled hires due to modernizing infrastructure.
- Knowledge Loss: Risk of losing institutional knowledge with the retirement of experienced personnel.

Employment Prospects and Economic Impact

The energy sector in Connecticut, with a focus on renewable energy and sustainable practices, presents substantial growth opportunities. The utility sector faces challenges such as an aging workforce, imminent retirements, and the need for modernized operational competencies:

The program prepares students for roles such as:

1. **Energy Managers and Utility Managers:** Oversee organizational energy consumption and utility operations, implementing efficiency and compliance programs.

Application for New Program Approval

-Projected Growth: Expected to increase as both sectors prioritize operational efficiency to control costs and meet regulatory standards.

-Salary Range: \$63,000 to \$120,000 annually.

2. Environmental Compliance Specialists and Renewable Energy Consultants: Ensure compliance with evolving environmental laws and advise on renewable energy integration.

-Projected Growth: Driven by the increasing complexity of environmental regulations and the expansion of renewable energy technologies.

-Salary Range: \$50,000 to \$100,000 annually.

3. Sustainability Officers: Develop strategies to enhance sustainability and reduce environmental footprints.

-Projected Growth: Growing as corporations commit to long-term sustainability goals.

-Salary Range: \$76,000 to \$120,000 annually.

The program addresses these opportunities and challenges through:

Enhanced Industry Alignment: The program is designed to meet the specific needs of the energy sector by fostering innovative and sustainable practices while also supporting the utility sector's transition through modernized management and technical training.

Visibility and Recruitment: Targeted outreach efforts will raise the visibility of the energy sector's career opportunities and address recruitment challenges in the utility sector by promoting the critical need for skilled professionals.

Educational Flexibility and Accessibility: Flexible educational pathways, from certificates to bachelor's degrees, accommodate both current employees looking to advance in the utility sector and new entrants attracted to opportunities in the energy sector.

Seamless Academic Progression: This model allows students to start with technical training in community colleges and transition to more business-oriented education at universities, effectively bridging the gap between current utility needs and future energy opportunities.

Conclusion

The Energy and Utility Leadership program is a pioneering educational response to the distinct needs of Connecticut's public utility and energy sectors. The program supports state and local economic development goals by preparing students for emerging opportunities in the energy sector and addressing the operational and succession challenges in utilities. It enhances students' career prospects and contributes to the sustainable development of the community, positioning Connecticut at the forefront of energy innovation and utility management.

Careers/Professions and Earnings

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

SOC Code	SOC Title	Median Estimated Earnings
11-2000	Advertising, Marketing, Promotions, Public Relations, and Sales Managers	\$116,880
11-3000	Operations Specialties Managers	\$120,000
13-1000	Business Operations Specialists	\$79,050
13-2000	Financial Specialists	\$79,050

Applicable Industries



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

NAICS Code	NAICS Title
22	Utilities
Click or tap here to enter text.	Click or tap here to enter text.

Career/Program Pathways

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

Impact on related programming at the home institution

- Indicate what similar programs (e.g., programs with the same first 2-digit CIP) currently exist at your institution: **Public Utilities Management concentration within the Bachelor's of Business Administration**
- Include enrollment and completion data for the past 5 years for each of these programs as an Appendix***
- How will the proposed program impact enrollment and completion in these existing programs? **It will replace the existing Public Utilities Management program.**
- Are there plans to discontinue any of the existing similar programs? **Yes, and the form has been submitted**
- What is the value added of the proposed program in relation to the existing programs?
The introduction of the new Energy and Utility Leadership program, set to replace the existing Public Utility Management (PUM) program, offers several value-added elements that aim to modernize and expand upon the previous offerings. Here are the key ways in which the new program will add value compared to the discontinued PUM program:
 - Broader Curriculum Scope:** The new program will encompass not only traditional utility management but also integrate emerging areas such as renewable energy technologies, sustainability practices, and advanced energy systems. This broader curriculum is designed to equip students with a comprehensive understanding of both current and future industry landscapes.
 - Enhanced Interdisciplinary Approach:** By incorporating elements of environmental science, technology, business management, and policy, the program provides a more interdisciplinary approach compared to the PUM program. This prepares graduates to think holistically and work effectively across various functions within the energy sector.
 - Alignment with Industry Trends:** The Energy and Utility Leadership program is closely aligned with the latest industry trends and legislative priorities, such as renewable energy adoption, sustainability initiatives, and smart grid technologies. This alignment ensures that the educational content is relevant and that students are prepared for the jobs of tomorrow.
 - Stronger Industry Partnerships:** The new program aims to build stronger connections with industry partners, which can provide students with enhanced internship and job placement opportunities. These partnerships also facilitate ongoing curriculum updates to keep pace with real-world demands and technological advancements.
 - Focus on Leadership and Management Skills:** Unlike the more technically focused PUM program, the new program places a greater emphasis on leadership and management skills. This includes courses on project management, policy analysis, strategic decision-making, and financial management tailored to the energy and utility contexts.
 - Sustainability and Innovation Focus:** Reflecting global and national shifts towards sustainability, the program integrates courses that focus on sustainable practices, innovation in energy solutions, and environmental impact assessments. This prepares graduates to contribute positively to environmental stewardship and innovation in their professional careers.
 - Adaptability and Lifelong Learning:** The new program encourages adaptability and lifelong learning, critical in an industry characterized by rapid technological changes and regulatory shifts. It aims to instill a foundation of continuous learning to help graduates remain competitive throughout their careers.



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8. Improved Technological Integration: With a significant focus on modern technology, the program integrates the latest tools and software used in energy management and analysis, providing a practical and hands-on learning experience that mirrors industry practices.

9. Strategic Community Engagement: The program will involve community-based projects and initiatives that allow students to apply their learning in real-world settings, promoting community engagement and providing tangible benefits to local areas.

- Briefly comment on the resources required for the proposed program in relation to the existing programs, e.g., does the proposed program make use of existing faculty and courses, how will the institution insure that reassignment of faculty or other resources from an existing program does not negatively impact that program, etc. (*specific details should be provided in the Budget section*):

The proposed Energy and Utility Leadership program is designed to efficiently integrate and utilize existing resources from the discontinued Public Utility Management (PUM) program, while also addressing the need for new resources to meet the updated curriculum requirements. Here's how the transition will be managed in terms of resource allocation:

1. Use of Existing Faculty and Courses: The new program will repurpose many of the existing courses and faculty from the PUM program, especially those that focus on foundational public utility concepts and management skills that are also applicable to the broader energy and utility sectors. This ensures continuity and leverages the existing expertise within the institution.

2. Faculty Reassignment and Development: Faculty currently teaching in the PUM program will be reassigned to the new program. To ensure this transition does not negatively impact the quality of education, faculty will be provided with professional development opportunities to update their knowledge and skills in line with the latest industry trends and educational practices in energy and utility management.

3. Introduction of New Courses and Expertise: While the program will use existing faculty and courses, it will also introduce new courses that require specific expertise in areas like renewable energy technologies, sustainability practices, and smart grid technologies. The institution may hire new faculty with expertise in these areas or offer existing faculty professional development to fill any knowledge gaps.

4. Resource Reallocation: The transition from the PUM program to the Energy and Utility Leadership program will be carefully managed to ensure that the reallocation of resources such as classroom space and administrative support does not adversely affect other programs.

Impact on related programming across CSCU

- Indicate what similar programs (e.g., programs with the same first 2-digit CIP) currently exist at other institutions within CSCU:
None
- Attach supplement 101a for each CSCU institution that has one or more similar programs.**
- How is the new program distinct from these existing programs? n/a
- Explain why student or employer demand is not met through existing CSCU programs and provide an assessment of the sustainability/growth of the proposed and existing programs: n/a

SECTION 4: STUDENT ENROLLMENT & RETENTION

Enrollment Projections

Complete Supplement B – Pro Forma Budget.

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

Year 1: Enrollment: 10 students (based on historic data of PUM enrollment), Completion: 2 students (early completers, transfer students finishing in a shorter period)



Application for New Program Approval

Year 2, Enrollment: 15 students (increase due to growing awareness and initial success), Completion: 5 students (including some from the first cohort)

Year 3: Enrollment: 20 students (steady growth as the program establishes its reputation) Completion: 10 students (rising completion as the first full cohort finishes)

Prospective Students

Describe the prospective students for the program (*this information will be provided to OHE and become publicly available; your response can help market your program and recruit students*): Those interested in advancing their careers within the energy and utility sector. It offers significant value, particularly to individuals in early, second-career stages who possess some technical specialty and aspire to ascend to higher-ranking positions.

Student Recruitment / Student Engagement

- Describe the marketing, advising, and other student recruitment activities to be undertaken to ensure the projected enrollments are achieved:
 - Digital Marketing: Website, Social Media Campaigns, Email Marketing
 - Content Marketing: Blog Posts and Articles, Webinars and Virtual Tours
 - Advising and Student Support: Dedicated Program Advisor, Information Sessions, Career Counseling
 - Recruitment Activities: High School Outreach, Community College Partnerships, Industry Partnerships
- What student engagement strategies will be employed to advance student retention and completion in program?
 - Orientation and Introduction Programs: Welcome events, program-specific orientations, and introductions to support services and key contacts within the faculty.
 - Mentorship Programs: Pairing each incoming student with a mentor from the upper years or alumni working in the energy and utility sectors, and facilitating regular meetings and communication.
 - Active Learning and Collaborative Projects: Use of experiential learning, case studies, simulations, and team-based projects involving real problems sourced from industry partners.
 - Career Integration into Curriculum: Integration of career development sessions within the curriculum, including guest lectures from industry leaders, resume workshops, and interview preparation courses.
 - Regular Academic Advising: Scheduled advising appointments at least once a semester and availability for drop-in sessions to address any immediate concerns.
 - Peer Support Groups: Encouraging the creation of study groups, peer tutoring, and social events, particularly for challenging courses within the program.
 - Learning Communities: Establishing learning communities within the program where students take several classes together, participate in special projects, and attend related extracurricular activities.
 - Technology-Enhanced Learning: Utilizing learning management systems for resource sharing, discussion forums, and online quizzes

Admission Requirements

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

☐ Yes ☒ No

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

Graduation Requirements

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

If yes, describe:

Experiential Learning Requirements

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

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

SECTION 5: CURRICULUM & ASSESSMENT

Learning Outcomes - L.O.

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

At the successful completion of the program, students should be able to:

1. Proficiently **analyze** business scenarios/external environment in the energy and utilities sector.
2. **Apply** knowledge, skills, and demonstrate critical thinking towards addressing real-world energy and utility challenges.
3. **Integrate and synthesize** diverse data, perspectives across the value chain, and provide creative solutions to address emerging trends and challenges in the energy and utility sector.
4. **Evaluate** methodologies against best practices in energy and utilities, reconcile discrepancies towards affecting continuous improvements in the energy and utility sector.
5. Identify and implement appropriate **technologies** towards facilitating data analysis and solution methodologies as decision-support-systems in the energy and utilities sector.

Assessment of Learning Outcomes

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

Assignments, discussions, quizzes, exams will be reviewed based on the learning outcomes in *each course* across the curriculum according to the assurance of learning protocols developed for AACSB accreditation across the Business School.

Curriculum

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

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
Program Core: Required & Elective Courses			
ACC 200 Principals of Financial Accounting	1-5		3
ACC 210 Managerial Accounting	1-5		3
*BIS 306 Operations and Project Management for the Energy and Utility Sector	1-5		1.5
*BIS 308 Data Analytics in Energy and Utility	1-5		1.5
BIS 370 Business Information Systems	1-5		3
*BUS 390 Shadowing a solar service provider: Experiential learning in solar industry	1-5		1.5
ECO 270 Applied Business Statistics	1-5		3
*ECO 317 Public Sector Economics, Finance, and Budgeting	1-5		1.5
FIN 300 Corporate Finance	1-5		3
*FIN 325 Financial Capital Management & Reporting for Public Utilities	1-5		1.5
*MGT 110 Public Utility Management	1-5		3
MGT 200 Managerial Communication	1-5		3
MGT 240 Legal Environment of Business	1-5		3
*MGT 250 Rates & Revenues	1-5		3
*MGT 260 Asset & Infrastructure Mgt	1-5		3
MGT 285 Management and Organization	1-5		3
MGT 305 Organizational Behavior	1-5		3
MGT 385 Human Resources Management	1-5		3



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MGT 400 Business and Society	1-5		3
*MGT 420 Contracts and negotiations for the energy and utility sector	1-5		1
*MGT 445 Current issues in Energy and Utility leadership	1-5		1.5
*MGT 452 Strategic Management in Energy and Utility	1-5		2
*MGT 463 Workforce Development & Sustainability	1-5		1
*MGT 470 Energy and Public Utilities Law, Regulation, and Public Policy	1-5		1
MKT 200 Principles of Marketing	1-5		3
MKT 338 Service Marketing	1-5		3
*MKT 351 Communication Strategies in Energy & Utility	1-5		1.5
*MKT 352 Customer Services in Energy & Utility	1-5		1.5
General Education Courses			
LEP Foundation First Year Experience: Intellectual/Creative Inquiry: INQ 101			3
LEP Foundation Written Communication Prerequisite: ENG 110			3
LEP Foundation Written Communication: ENG 112 Writing Arguments			3
LEP Foundation Multilingual Communication			3
LEP Exploration Natural World I: Physical Realm			3 (or 4 if Life & Environment 3)
LEP Exploration Natural World II: Life and Environment			4 (or 3 if Physical Realm 4)
LEP Foundation Quantitative Reasoning Prerequisite: MAT 100 Intermediate Algebra			3
LEP Foundation Quantitative Reasoning: MAT 125 Applied Business Mathematics			3
LEP Foundation Technological Fluency: CSC 200 Info Mngt and Prod Software			3
LEP Exploration Conflict & Consensus -OR- Mind & Body: ECO 100 Macroeconomics			3
LEP Exploration Cultural Expression -OR- Global Awareness: ECO 101 Microeconomics			3
LEP Exploration Creative Drive			3
LEP Exploration: American Experience or Time and Place			3
LEP Exploration Exploration Elective 1			3
LEP Exploration Exploration Elective 2			3
Open Electives (Indicate number of credits of open electives)			9
Total Program Credits (must match number of credits reported on page 1):			120
CSCU Transfer Pathways			
CSCU four-year institutions and CT State Community College are required to collaborate on transfer pathways during new curriculum develop.			
CSCU/COSC Bachelor's Degree Programs: Programs at four-year institutions should document how an existing Transfer Ticket, Liberal Arts and Science Degree, Pre-program, or other Transfer Track will articulate to the proposed program by completing the appropriate CSCU Pathway Articulation form. CSCU Pathway Articulation forms are available through the Academic and Student Affairs forms			

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[website](#). Completion of the form must be verified by the signature of the CSCU Director of Transfer and Articulation and the completed form should be submitted with this proposal.

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

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

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

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



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

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

Internal Stackable Pathways

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

n/a

Other Stackable Pathways

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

Associate of Science in Energy Management at CT State Community College

Students who earn this associate degree can seamlessly transition into the Bachelor's in Energy and Utility Leadership, with 60 credits transferring directly into the bachelor's program. This pathway ensures that students can progress from foundational knowledge to more advanced concepts without any loss of credit or time.

Program Evaluation

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

1. Development of Key Performance Indicators (KPIs)

- Academic Performance: Track metrics such as course completion rates, grades, and progression rates.
- Enrollment and Retention Rates: Monitor annual enrollment numbers, dropout rates, and retention rates to identify trends and issues.
- Graduation Rates: Evaluate the percentage of students who graduate within expected time frames.
- Employment Outcomes: Follow up on graduates' employment status in relevant fields, salary benchmarks, and career advancement.
- Student Satisfaction: Use regular surveys to assess student satisfaction with courses, facilities, and overall program experience.
- Employer Feedback: Collect and analyze feedback from industry partners and employers regarding the preparedness and performance of graduates.

2. Annual Reviews

- Conduct annual reviews involving faculty and administrative staff to discuss the program's performance against set KPIs.
- Adjust the curriculum and teaching methods based on feedback and the evolving needs of the industry to ensure the program remains current and effective.

3. Student and Alumni Feedback Mechanisms

- Implement regular feedback mechanisms through surveys, focus groups, and exit interviews to gather input from current students and alumni on their educational experience and its relevance to their careers.
- Establish an alumni network to maintain connections and gather long-term data on career trajectories and professional development.

4. Advisory Board Involvement

- Involve an industry advisory board in the review process to ensure the program aligns with current and future industry needs.
- Hold biannual meetings with the advisory board to review program outcomes and receive direct feedback from industry representatives.

5. Accreditation Standards and External Reviews

- Ensure the program meets or exceeds accreditation standards set by AACSB.

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6. Faculty Development and Training

- Monitor and support faculty development to ensure instructors remain current in their fields and effective in their teaching methods.
- Provide opportunities for faculty to engage in professional development and stay updated with the latest industry trends and educational technologies.

7. Partnerships and Community Engagement

- Review the effectiveness of partnerships with local businesses, government agencies, and other educational institutions.
- Measure the impact of community engagement initiatives and projects on student learning and local community benefits.

8. Financial Viability and Resource Allocation

- Regularly assess the financial sustainability of the program, reviewing budget allocations, funding sources, and return on investment in terms of educational outcomes and graduate success.

Assuring Equitable Outcomes

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

- What specific metrics will be used to assess equity across these dimensions in terms of recruitment, enrollment, retention, and completion?
 1. Recruitment Metrics
 - Diversity of Applicant Pool: Measure the diversity in terms of race, gender, socioeconomic status, and geographic location of applicants to ensure the recruitment strategies are reaching a broad and diverse audience.
 2. Enrollment Metrics
 - Demographic Composition of Enrollees: Analyze the demographic data of enrolled students to evaluate whether the program is successfully enrolling a diverse student body.
 - Enrollment Rates by Demographic: Compare enrollment rates across different demographic groups to identify any discrepancies or barriers that specific groups may be facing.
 3. Retention Metrics
 - Retention Rates by Demographic: Monitor retention rates disaggregated by race, gender, disability status, and other relevant demographic factors to identify any patterns of disparity.
 - Year-to-Year Continuation Rates: Track the continuation rates from one academic year to the next for each demographic group to detect early signs of potential equity issues.
 4. Completion Metrics
 - Graduation Rates by Demographic: Assess graduation rates for different demographic groups to ensure all students have equitable outcomes.
 - Time to Degree Completion: Analyze the average time taken to complete the program across different demographic groups, identifying any significant differences that could indicate underlying issues.
- Describe specific aspects of the program (e.g., interventions to address college readiness, targeted recruitment strategies, comprehensive supports, etc.) intended to advance equitable student outcomes.
 1. Targeted Recruitment Strategies
 - Community Outreach: Engage with high schools, community centers, and community colleges, especially in underserved areas, to inform potential students about the program and the career opportunities it offers.
 - Partnerships with Minority-Serving Institutions: Collaborate with minority-serving institutions to create pathways into the program for underrepresented students.
 - Scholarships and Financial Aid: Develop scholarships and financial aid packages that specifically target economically disadvantaged students to reduce financial barriers to higher education.
 2. Engagement and Inclusion Initiatives
 - Affinity Groups and Student Organizations: Support the creation and activities of student organizations that promote diversity and inclusion, such as clubs and professional associations for students of different backgrounds.
 - Workshops and Seminars: Regularly hold workshops and seminars on topics like cultural awareness, stress management, financial literacy, and career development.

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3. Flexible Learning Options

-Hybrid and Online Course Offerings: Provide flexible course offerings, including hybrid and online classes, to accommodate students who may be balancing studies with work or family commitments.

-Part-Time Enrollment Options: Allow students the option to enroll part-time to make higher education more accessible for those who cannot commit to a full-time program.

4. Continuous Evaluation and Improvement

-Regular Assessment of Equity Goals: Continuously evaluate the effectiveness of these strategies through data collection and analysis on enrollment, retention, completion, and post-graduation outcomes by demographic.

-Feedback Mechanisms: Implement feedback mechanisms that allow students to share their experiences and concerns regarding equity and inclusion within the program.

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

1. Data Analysis and Identification of Inequities

-Data Collection: Continuously gather and monitor data on various aspects of the program, including admissions, retention rates, academic performance, graduation rates, and student satisfaction, disaggregated by demographics such as race, gender, socioeconomic status, and disability.

-Analysis: Use statistical tools and analysis to identify patterns and trends that indicate potential inequities. This can include disparities in academic outcomes, program access, or support service utilization.

2. Root Cause Analysis

-Investigative Processes: Once inequities are identified, conduct thorough investigations to understand the root causes. This might involve qualitative methods such as focus groups, interviews, and surveys with affected students and staff.

-Stakeholder Engagement: Engage diverse groups of stakeholders—including students, faculty, staff, and possibly external experts—in discussions about the findings to gain deeper insights and diverse perspectives on the causes of the inequities.

3. Development and Implementation of Targeted Interventions

-Action Planning: Develop specific, actionable plans to address the identified inequities. This could involve revising admission policies, altering curriculum content, providing additional support services, or enhancing faculty training in inclusive teaching practices.

-Resource Allocation: Ensure that sufficient resources are allocated to support the interventions. This may require reallocating existing resources or seeking additional funding.

4. Monitoring and Evaluation

-Implementation Monitoring: Closely monitor the implementation of interventions to ensure they are carried out as planned and are reaching the intended students.

-Impact Evaluation: Regularly evaluate the impact of these interventions on reducing inequities using predefined metrics. Adjust the interventions based on the outcomes to improve their effectiveness.

5. Reporting and Transparency

-Transparency: Maintain transparency about the process and findings with all stakeholders. Regularly report back to the community about what inequities were found, why they are occurring, and what is being done to address them.

-Documentation and Learning: Document all processes and outcomes to build institutional knowledge on handling inequities. This documentation can be used as a learning tool for future issues and other programs within the institution.

6. Continuous Improvement and Adaptation

-Feedback Loops: Establish feedback loops that allow continuous learning and adaptation of strategies based on direct input from affected students and other stakeholders.

-Policy Updates: Update institutional policies and practices to prevent similar inequities from occurring in the future, based on the lessons learned from the interventions.

SECTION 6: COST EFFECTIVENESS AND RESOURCES



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

Cost Effectiveness and Availability of Adequate Resources

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

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

No incremental cost as this program (e.g., 15 credit hours increases) is simply an evolution of existing program, the Public Utilities Management. Direct cost of instruction will be evaluated at the adjunct replacement cost.

Special Resources

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

n/a

Program Administration

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Dr. Minjae Lee, Asst. Prof., leem29@southernct.edu 2033925991

Describe the qualifications and assigned FTE load of the administrator/faculty member responsible for the day-to-day operations of the proposed academic program. 3 credits per year

Program Faculty

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

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

How many full-time faculty, if any, will teach in the program's core curriculum, including any proposed new hires? (*note: OHE requires a numerical response to this item*) 3 FTE (no full time incremental required)

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? (*note: OHE requires a numerical response to this item*) 1FTE

What percentage of program credits will be taught by adjunct faculty? 25%

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program: Compliance of School of Business Scholarly Pactioner and Instructional Practioner criteria per AACSB

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

Faculty Name and Title	Highest Degree & Institution of Highest Degree	Area of Specialization/ Pertinent Experience	Other Administrative or Teaching Responsibilities
Lee, Minjae Assistant Professor	University of Illinois at Urbana-Champaign Ph.D	Strategic Management	
Muthuraj, Birasnav Professor	Indian Institute of Technology Ph.D	Operations Management	
Robbins, Gregory Associate Professor	Columbia University Ph.D	Management	
Wall, Alison	Louisiana Tech University	Human Resource	

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Associate Professor	DBA		
Smith, Robert Associate Professor	Quinnipiac University-School of Law JD	Law	Chairperson
Badr, Kauther Associate Professor	Quinnipiac University-School of Law JD	Law	
Dutta, Sandip Professor	Southern Illinois University at Carbondale Ph.D	Finance	Chairperson
Pisano, Mark Associate Professor	Pace University DPS	Business Information Systems	
Zal, Saeed Assistant Professor	Old Dominion University Ph.D	Marketing	
Yoon, Sang Associate Professor	University of Maryland Ph.D	Economics	Chairperson

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

Completed forms should be submitted to CSCU Academic and Student Affairs office by email
(CSCU-ACandASASub@ct.edu)

Application for New Program Approval

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

APPLICATION FOR NEW PROGRAM APPROVAL — SUPPLEMENT B PRO FORMA BUDGET

Institution: **Southern Connecticut State University**

Program: **BS-Energy & Utility Leadership (BS-EUL)**

Resources and Expenditures Projections (whole dollars only)

PROJECTED Enrollment	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT ¹	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Internal Transfer (from other programs) ^{2a}	2						3						4					
New Students (first time matriculating) ³	11					7	20 ⁴					8	25 ³					9
Continuing Students progressing to credential			12			5 ⁵	10 ⁶		33			14	27 ⁷		55			24 ⁴
Headcount Enrollment	13		12			12	33		32			22	56		55			33
Total Estimated FTE per Year¹	34 (Footnotes 1 and 2 below)						87						149					
PROJECTED Program Revenue	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	

¹ Continuing Students take 6 credits. During Summer and New students take 4.5 credits.

^{2a} Revenue from internal transfers excluded from Projected Program Revenue

³ 1st Yr., 2nd Yr., and 3rd yr, all In-State

⁴ # of part-time students from prior summer semester are added to projected # of new students for fall

⁵ Ratio of 44% used to estimate of # of part-time students in relation to # of full-time students for AY1, AY2, AY3

⁶ Retention rate is 80% of current students from prior AY

⁷ The # of new students in 2nd yr X 80% retention plus the # of continuing students from 2nd year (where retention was already calculated)

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	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT																	
Tuition ²	\$73,909		\$80,628			\$42,960	\$194,851		\$221,727			\$78,760	\$349,388		\$369,545		\$118,140																
Tuition from Internal Transfer ^{2b}	\$13,438						\$20,157						\$26,876																				
Program Specific Fees (lab fees, etc.)																																	
Other Revenue (annotate in narrative)																																	
Total Est. Annual Program Revenue⁸	\$197,497 (Footnote 3 below)						\$495,338						\$837,073																				
PROJECTED Program Expenditures³	First Year		Second Year		Third Year		NOTE: Existing regulations require that: “an application for a new program shall include a complete and realistic plan for implementing and financing the proposed program during the first cycle of operation, based on projected enrollment levels; the nature and extent of instructional services required; the availability of existing resources to support the program; additional resource requirements; and projected sources of funding. If resources to operate a program are to be provided totally or in part through reallocation of existing resources, the institution shall identify the resources to be employed and explain how existing programs will be affected. Reallocation of resources to meet new and changing needs is encouraged, provided such reallocation does not reduce the quality of continuing programs below acceptable levels.” ¹ 1 FTE = 12 credit hours for undergraduate programs (graduate does not apply); both for Fall & Spring, the formula for conversion of part-time enrollments to Full-Time Equivalent (FTE): Divide part-time enrollment by 3, and round to the nearest tenth - for example 20 part-time enrollees equals 20 divided by 3 equals 6.67 or 6.7 FTE. ^{2b} Revenues from all courses students will be taking. 20% of the total number includes CT State transfer students. Remaining 80% are new to SCSU. Revenue from internal transfers is excluded from Projected Program Revenue. 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.																										
Administration (Chair or Coordinator) ⁹	\$30,258 ⁹		\$32,500		\$33,313																												
Fringe on Coordinator (27.5%)	\$8,321		\$8,938		\$9,161																												
Faculty Back Fill (2 sessions @ \$8100/session)	\$16,200		\$16,200		\$16,200																												
Fringe on Adjunct (10%)	\$1,620		\$1,620		\$1,620																												
Grad. Assistant (research or teaching assistant, tutor)	\$8,400 (1 GA)		\$16,800 (2 GAs)		\$25,200 (3 GAs)																												
Program Support Tech	\$23,000		\$16,580		\$16,580																												
Student Recruitment Agency Fee	\$2,400		\$12,000		\$16,800																												

⁸ UG rates used for Tuition & Fees (\$6719 for FT; \$3580 for PT)

⁹3 Credit Release time for Coordinator.

Application for New Program Approval

Experiential Education Support: COIL ⁷ , project-based learning, Case global competition	\$26,500	\$28,000	\$30,000	⁶ Check with your Business Office – community colleges have one rate; the others each have their own. Indirect Costs might include such expenses as student services, operations, and maintenance. ⁷ COIL is a collaborative online international learning platform developed by the Office of International Education which creates themed learning communities where Southern students engage, interact, and network with students from our thirty-four partner institutions all over the globe.
Student Advancement Support: U.S. based field trips/travel/conferences	\$6,000	\$8,000	\$10,000	
Marketing ⁵	\$15,000	\$10,000	\$5,000	
Estimated Indirect Costs (@18%) ⁶	\$22,996	\$25,214	\$24,354	
Total Expenditures per Year	\$127,758	\$140,080	\$153,093	
Net Estimated Annual Prog. Revenue	\$69,739	\$355,258	\$683,980	

From: [Smith, Dwayne](#)
To: [Diamond, Aynsley J \(System Office\)](#); [Irwin, Julia \(SCSU\)](#)
Cc: [Morgan, George \(SCSU\)](#); [Davis, Kaylah \(System Office\)](#)
Subject: RE: New Programs - SCSU- Presidential Approval
Date: Tuesday, February 4, 2025 4:55:59 PM
Attachments: [image002.png](#)
[image003.png](#)

Dear Aynsley:

Greetings! This email is confirmation that these degree programs are in alignment with Southern Connecticut State University Deficit Mitigation Plan. D.



From: Diamond, Aynsley J (System Office)
Sent: Tuesday, February 4, 2025 10:45 AM
To: Smith, Dwayne ; Irwin, Julia R. **Cc:** Morgan, George A. ; Davis, Kaylah (System Office)
Subject: New Programs - SCSU- Presidential Approval

Dear President Smith,

As per instructions from BOR-ASA Committee Chair, I am requesting you confirm that the following new programs (to be presented to BOR-ASA on February 14) are in alignment with SCSCU's Deficit Mitigation Plan as presented to BOR on November 15, 2023.

1. New Programs

-
- SCSU - Energy and Utility Leadership - Bachelor of Science
- SCSU - Healthcare Management - Bachelor of Science
- SCSU - Business Analytics - Master of Science
- SCSU - Financial Risk Management - Master of Science

Your response to this email will be added to the BOR-ASA Minutes of the Meeting as evidence of

alignment with the Deficit Mitigation Plan, only if someone asks this question during the meeting.

Kind regards,

Aynsley

Aynsley Diamond, Ed.D. (she, her, hers)
Associate Vice President of Academic Affairs
Connecticut State Colleges and Universities



CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Approval of a New Program

February 27, 2025

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a Healthcare Management program (CIP Code: 51.0701, OHE# TBD) leading to a Bachelor of Science degree at Southern Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

A True Copy:

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

ITEM

Establishment of a new Healthcare Management program leading to a Bachelor of Science degree at Southern Connecticut State University.

Name of Institution	Southern Connecticut State University	
Name of Program	Healthcare Management	
CIP Code	51.0701	
OHE# (Leave blank for new programs)		
Degree Level	Bachelor of Science	
Number of Collegiate Credits	120	
Date of Action (Anticipated)	02/27/2025	
Nature of Request	☒ Licensure and Accreditation ☐ Program Change ☐ Phase-out Program ☐ Terminate Program	
If Name Change, New Name		
Delivery	Current (If not a new program) ☐ On Ground ☐ Hybrid ☐ Online	Future ☒ On Ground ☐ Hybrid ☐ Online
Effective Term	Fall 2025	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

PROPOSAL AND RATIONALE

The proposed Bachelor of Science in Healthcare Management program is designed to prepare students for administrative and management roles in healthcare organizations, positioning them for long term advancement in leadership roles or graduate degree programs. This program will prepare students with the skills to navigate complex healthcare systems, lead interdisciplinary teams, and engage in evidence-based practices. Additionally, AI will be integrated into the curriculum, as AI tools are transforming healthcare organizations through the use of electronic health information.

The program was developed in an interdisciplinary collaboration between the School of Business and the College of Health and Human Services, capitalizing on existing resources, leveraging faculty expertise and existing courses throughout the college. The curriculum incorporates knowledge of healthcare policies and processes and emphasizes growth of soft skills. The program will also prepare students for graduate programs at SCSU and other CSU institutions.

The Connecticut Department of Labor anticipates a 30% increase in demand for healthcare administrators and managers between 2022 and 2032, a rate higher than the average growth for all occupations. As the state's population ages and becomes more diverse, the demand for healthcare services is expected to rise, with healthcare jobs projected to grow by 11% by 2032.

This program is expected to attract both current and prospective students, including those from the Healthcare Studies program and others with a general interest in healthcare careers. Approximately 25% of student survey respondents (with a 30% response rate) indicated an interest in healthcare administration or management. Likewise, a summer 2023 survey of recent Healthcare Studies graduates revealed that 50% of respondents (with a 33% response rate) were interested in pursuing careers in healthcare administration/management.

[SUPPLEMENTAL DOCUMENTS](#)

RECOMMENDATION

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

02/14/2025 – BOR - Academic and Student Affairs Committee
02/27/2025 – Board of Regents



Application for New Program Approval

SECTION 1: GENERAL INFORMATION

Date of Submission to CSCU Office of the Provost: 12.18.24

Institution: Southern Connecticut State University

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

Program Characteristics

Name of Program: Healthcare Management

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

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

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

Anticipated Program Initiation Date: 8/25/2025

Anticipated Date of First Graduation: 5/16/2027

Total # Credits in Program: 120

Credits in General Education: 46

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

CIP Code Number: 51.0701 Title of CIP Code: Health/Health Care Administration/Management

Department where program is housed: Healthcare Systems and Innovation

Location Offering the Program (e.g., main campus): SCSU main campus

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

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

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

Program website: pending

Provide the intended catalog description for this program: The program course outline and graduation requirements for this catalog year are listed below. To graduate, a minimum cumulative GPA of 2.0 must be achieved, and a total of 120 credits is required. This total includes both the required courses for the program and any free electives selected. The department website provides an overview of the program, admission requirements for the major (when applicable), faculty biographies, learning outcomes, and careers: <https://www.southernct.edu/academics/hsi/programs>.

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

Program Discontinued: BS in Healthcare Studies: Concentration in Health Science Foundations CIP:51.0001 OHE#: 19485 BOR
Accreditation Date: 6-21-2018

Phase Out Period N/A Date of Program Termination 5/2025

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

Other Program Accreditation:

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

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



Application for New Program Approval

Institutional Contact for this Proposal

Name: Dr. Julia Irwin

Title: Interim Provost and Vice President for Academic Affairs

Phone: 203-392-5350

Email: irwinj1@southernct.edu

When was the program approved by (insert date in mm/dd/yyyy format):

- College/School: N/A
- Curriculum committee: 11/07/2024
- Faculty senate: 11/07/2024
- Institutional president: 12/11/2024

NOTES:

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

SECTION 2: PROGRAM OVERVIEW: PURPOSE AND GOALS

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

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

1. Program Purpose

The purpose of this BS in Healthcare Management is to prepare undergraduate students for entry into administrative and management roles in healthcare organizations, primarily in Connecticut, and position them long-term for advancement into leadership roles and admission to graduate degree programs.

2. Students' Education Goals and Career Objectives

This degree program is designed for students who seek direct pathways into the workforce after graduation, and who want to have a meaningful impact on healthcare delivery in Connecticut. We are confident that the BS in Healthcare Management will be a popular option for current and prospective SCSU students. The program will draw primarily from

Application for New Program Approval

the pool of students who major in Healthcare Studies, and to a lesser extent from students interested in business management and other majors. The Healthcare Studies (HLS) major with a general concentration is geared for students with broad interests in careers in the healthcare sector, and currently has over 200 majors. HLS also has the preparatory pathway for Nursing (HLS: STEM Foundations for Nursing) with over 300 students, and smaller, specialized concentrations for Clinical Trials and Speech-Language Pathology Assistants. Of the students in STEM Foundations for Nursing, a significant proportion struggle with the science prerequisites for Nursing, and consequently explore other majors. Many of these students gravitate to the General concentration of the B.S. Healthcare Studies degree program to prepare for alternate career pathways within healthcare.

We have strong evidence that administrative and management careers are attractive to many of these students. In spring 2023, we surveyed continuing Healthcare Studies majors and asked them to describe their career interests. Approximately **25% of respondents** (with a 30% response rate) indicated a desire for a career in a healthcare administration or managerial role. Additionally, in summer 2023, we surveyed recent Healthcare Studies' graduates, and **50% of respondents** (with a 33% response rate) indicated they would like a career in healthcare administration/management.

3. Educational Trends

Across the US, over 400 colleges and universities offer a bachelor's degree program in Healthcare Management or equivalent (matched in CIP code), and over 15,000 students completed one of these programs in 2022-23.¹ In spite of the nationwide popularity of these programs, only five exist in Connecticut. Of these, one (Charter Oak) is fully online, and only one other is at a public institution (UConn). The other three programs are at private institutions (Albertus Magnus, Sacred Heart University, and Goodwin College.) As such, this program will address a curricular gap in the state and provide an affordable option for students.

Connecticut's healthcare landscape is undergoing significant transformations, driven by shifting demographics, technological advancements, and evolving patient needs. As the state's population ages and grows more diverse, the demand for healthcare services is expected to rise, with projections indicating a 11% increase in healthcare jobs by 2032. Notably, along with the increase in healthcare services and professionals there will be a concomitant increased demand for healthcare administrators and managers, exacerbated by looming retirements in this aging workforce. According to the Connecticut Department of Labor, the demand for healthcare administrators and managers² is **projected to grow by 30% from 2022 to 2032**, significantly outpacing the average growth rate for all occupations.

Therefore, developing and recruiting the next generation of healthcare administrators and managers will be essential for the state's healthcare system. Additionally, the increasing complexity of healthcare delivery necessitates a workforce equipped with a special skillset that weaves together management and healthcare knowledge.

This Bachelor of Science program in Healthcare Management program will address these challenges by preparing students to graduate with the skills needed to navigate complex healthcare systems, lead interdisciplinary teams, and engage in evidence-based practices. Moreover, this program will specifically cater to the workforce needs in healthcare management across the state. The proposed program will meet these needs by producing graduates with 1) critical knowledge in how the US healthcare system operates, with specific focus on areas such as healthcare laws and regulations, electronic health record systems, insurance and reimbursement policies, and quality assessment and patient safety; 2) a solid grounding in business and management principles; 3) a strong foundation in healthcare practices, roles, and principles; and 4) practical skills such as project management, financial accounting, and effective communication, management, and leadership strategies.

A topic of especially strong relevance to healthcare administration is the impact of artificial intelligence (AI) tools. AI promises to have a transformative effect on healthcare organizations. AI tools are being used to streamline workflows, automate medical coding and billing processes, optimize operations such as scheduling and purchasing, and they play a

¹ National Center for Education Statistics, IPEDS database, <https://nces.ed.gov/ipeds/datacenter>

² <https://www1.ctdol.state.ct.us/lmi/projections2022/management.asp>

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significant role in healthcare delivery itself through AI-based clinical decision support tools. Information about AI healthcare applications will be woven throughout the curriculum, particularly in courses on electronic health information and informatics, insurance and billing, ethics, and quality improvement and patient safety.

4. Faculty Expertise and Institutional Strengths

This BS in Healthcare Management was developed through interdisciplinary collaboration between faculty in the School of Business and in the College of Health and Human Services, specifically in the departments of Management and International Business (MGT) and Healthcare Systems and Innovation (HSI), the home of the Healthcare Studies major. The exceptional strengths within the School of Business and the College of Health and Human Services enable SCSU to successfully deliver this program and address Connecticut's workforce needs in this area.

Most of the critical courses are already taught by faculty in the HSI department and School of Business. The expertise of HSI faculty covers the following content areas: healthcare policy, ethics, healthcare insurance and billing, statistics, medical terminology, healthcare communication, and electronic health records. Faculty in the School of Business, particularly in the Management and International Business department and the Economics department, have expertise in healthcare law, healthcare management, and healthcare economic data analysis. New courses proposed for the program were created collaboratively by MGT and HSI faculty with relevant expertise.

The curriculum for this program aligns very well with our institutional strengths and the College of Health and Human Service's strategic objectives to address workforce needs in our region and increase interdisciplinary degree programs and learning opportunities for our students. Healthcare Management students will benefit from the college's strong emphasis on interprofessional education. As students in the College of Health and Human Services, Healthcare Management students will interact with future clinicians and health professionals (e.g., Nursing, Social Work, Communication Disorders, Exercise Science, Public Health, Marriage and Family Therapy, Recreation Therapy, and Occupational Therapy) in classes and in the new Health and Human Services building. This will provide them with rich perspective on the interactive nature of healthcare and better prepare them for careers in healthcare organizations.

5. Strategic Priorities

As we pursue a major in Healthcare Management, it is essential that we align with Southern Connecticut State University's mission. At the core of SCSU's dedication to academic excellence, access, social justice, and public service is a strong commitment to supporting both students and the broader community. Similarly, his new major aligns with CSCU's strategic priorities of Accessibility, Completion, and Talent (ACT).

With regard to Accessibility: the home department for the program (Healthcare Systems and Innovation) serves an especially racially and economically diverse student population, with a significant majority of students of color (currently over 70%), first-generation college students, and students supported by Pell grants. Providing opportunities for robust careers to this population of students is very much in line with SCSU's and CSCU's missions.

With regard to Completion: the program was developed with attention to curricular barriers to students' academic progress, as we discuss later (Section 5, Equitable Outcomes). It avoids roadblocks created by extensive prerequisites and allows flexibility in course sequencing. The program was designed so that it can be completed straightforwardly in four years, but also so that the major requirements can be completed in two years by a transfer or a student switching majors.

Finally, with regard to Talent: the proposed program places a strong emphasis on developing and cultivating workplace-relevant practical and interpersonal "soft" skills, with the goal of enabling students to become effective and agile professionals. Additionally, we noted earlier that healthcare administrative and management roles are projected to experience strong growth over the next several years, and given that over 85% of SCSU's graduates reside and work in Connecticut, the program promises to strengthen Connecticut's talent pool in this area.

6. Impact on existing programs

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The proposed Healthcare Management program will complement existing programs at SCSU and support their shared goals to leverage students' success as they progress and transition from college to career. We expect that the new major will primarily attract students who would otherwise select the general concentration of the B.S. Healthcare Studies, a program with current enrollment of more than 200 students. We are confident that the addition of this new degree program will result in a healthy, cost-effective re-distribution of students into a major that more closely aligns with their career goals since, as stated previously, approximately 25-50% of current students/recent alumni are interested in positions under the umbrella of healthcare management/administration. The B.S. Healthcare Management major will be housed in the same department, the two programs will share several courses, and all department faculty are qualified to serve as academic advisors to students in both programs.

It is also likely that Healthcare Management will draw from the pool of students who select Management as a major. Like Healthcare Studies, Management is a large major with over 200 students and will not be negatively impacted by a modest reduction in students.

7. Program quality

As noted above, the proposed Healthcare Management program leverages existing academic strengths in SCSU's College of Health and Human Services and School of Business. It was created as a collaborative effort among faculty in the departments of Healthcare Systems and Innovation and Management and International Business. Our selections of existing courses and new courses to create were informed by a review of other Healthcare Administration/Management programs, as well as the recommendations of the Association of University Programs in Health Administration (AUPHA). The curriculum incorporates both knowledge of healthcare policies and processes and development of domain-specific skills, but also emphasizes growth in the "soft" skills that are so highly valued by employers.

SECTION 3: NEED AND JUSTIFICATION

Addressing Identified Needs

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

This new degree program is designed for graduates to secure employment in healthcare administration and management roles. Employment sites may include hospitals, private medical offices and outpatient clinics, skilled nursing facilities, and health insurance companies. As noted in the previous section, this is an area of expected strong career opportunity; the demand for medical and health services managers is projected to grow in Connecticut by 30% from 2022 to 2032.

The closest Standard Occupational Classification (SOC) code for these careers is "Medical and Health Service Managers," and the median earnings for Connecticut are listed in the table below. This is a broad category that spans lower to upper managerial roles, so we investigated the types of jobs that new or recent graduates of our program would qualify for. Over a 2-week period in Summer 2024, we conducted a search of three healthcare employment sites (Indeed.com, <https://jobs.ynhhs.org/>, and <https://www.hhccareers.org/>) for positions that called for a Bachelor's degree in Healthcare Management, Healthcare Administration, or a closely related field, but did not require a master's degree or extensive years of experience. We identified over 30 positions in Connecticut. Job titles included:

Account Manager
Client Care Coordinator
Clinical Care Analyst



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Clinical Division Administrator
Data Collector
Director of Billing and Reimbursement/Billing Manager
Director of Revenue Cycle/ Revenue Manager
EMS Director
Integration Analyst
Licensing and Credentialing Manager
Nursing Home Administrator
Office Educator
Operations Director
Patient Account Analyst
Performance Improvement Project Manager
Practice Manager
Production Manager
Project Coordinator
Project Specialist
Quality Improvement Specialist
Revenue Integrity Analyst
Revenue Manager
Transition Coordinator

Careers/Professions and Earnings

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

SOC Code	SOC Title	Median Estimated Earnings
11-9111	Medical and Health Service Managers	\$125,460 (CT)
11-3012	Administrative Services and Facilities Managers	\$114,620 (CT)
11-3061	Purchasing Managers	\$129,760 (CT)

Applicable Industries

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

NAICS Code	NAICS Title
622110	General Medical and Surgical Hospitals
622111	Offices of Physicians
623110	Nursing Care Facilities
524114	Direct Health and Medical Insurance Carriers

Career/Program Pathways

Does this program prepare students for another program? ☒ Yes, specify program:

The BS in Healthcare Management will prepare students for graduate programs at SCSU and other CSCU institutions. In particular, students will be prepared for SCSU's MBA-Healthcare Administration concentration as well as its Masters of Public Health (MPH), Charter Oak's online Masters of Health Care Administration, and WCSU's Masters of Health Administration (MHA).



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☐ No

Impact on related programming at the home institution

- Indicate what similar programs (e.g., programs with the same first 2-digit CIP) currently exist at your institution:

Most programs in the College of Health and Human Services at SCSU have a 51 CIP code, but their missions and curricula have minimal overlap with the proposed major. The most similar program at SCSU is Healthcare Studies (HLS), which is housed in the same department that the new program will reside in. As noted earlier, HLS includes a General concentration and specializations in Clinical Trials and SLPA, as well as the pre-nursing track STEM Foundations for Nursing. Students who enroll in the STEM Foundations concentration generally either are admitted into Nursing or else select a different concentration or major by their third year.

Although it has a different CIP code, the BS in Management also functions as a major for students interested in careers in healthcare management and administration.

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

Enrollment: number of enrolled majors, fall census headcount

	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Healthcare Studies	531	629	631	548	637	572
STEM Foundations only	N/A	N/A	N/A	214	386	350
non-STEM Foundations	N/A	N/A	N/A	334	251	222
Management	370	354	308	277	272	284

Completion: number of graduates per academic year

	2019-20	2020-21	2021-22	2022-23	2023-24
Healthcare Studies	3	33	80	95	83
Management	80	85	63	69	68

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

We expect that the proposed program will significantly reduce the number of Healthcare Studies majors, and modestly reduce the number of Management majors. This is not a concern for either program given their status as two of the largest majors at SCSU. The Healthcare Management degree program will share faculty, academic advisors, and other department resources with the Healthcare Studies degree program so shifts in enrollment across programs will create minimal disruption.

- Are there plans to discontinue any of the existing similar programs? **Yes**

We are discontinuing a concentration with the Healthcare Studies major, the Health Science Foundations concentration. This concentration was developed as a pathway for students preparing for eligibility to the Health Science major, a pre-allied health program for students planning to apply to graduate physical therapy, physician's assistant, and occupational therapy programs. Due to restructuring of the Health Science major, this concentration in Healthcare Studies became superfluous, and students in the concentration have been directed to select Health Science instead. This discontinuation has been approved at SCSU and form 301 (Discontinuation of Existing Program) is being submitted.

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- What is the value added of the proposed program in relation to the existing programs?

The B.S. in Healthcare Management is unique among health-related programs at SCSU in that it 1) merges coursework in healthcare and policy with courses from the School of Business, and 2) places emphasis on practical skill development pertinent to administrative and managerial roles.

- Briefly comment on the resources required for the proposed program in relation to the existing programs, e.g., does the proposed program make use of existing faculty and courses, how will the institution ensure that reassignment of faculty or other resources from an existing program does not negatively impact that program, etc. (*specific details should be provided in the Budget section*):

The Healthcare Management degree program capitalizes on resources that are already in place within the College of Health and Human Services. Many of the required courses in the program are already offered as requirements for Healthcare Studies majors and business majors. Additionally, some of the newly proposed courses may be taken as program electives by students in existing majors (Management, Healthcare Studies), allowing us to more easily fill course enrollments to capacity. This new program will allow us to capitalize on the expertise of current faculty so that they can serve a higher number of students and facilitate enrollment growth at SCSU. In cases where current faculty will partially shift their teaching workload to this new program, gaps in the schedule will be covered by part-time faculty. The launch of this new degree program will not require us to hire any additional full-time faculty. However, if the program meets its enrollment projections and budget goals by its third year, we will need to hire one additional full-time faculty member to handle the teaching, advising and service necessary for the Department to serve this increased number of students.

Impact on related programming across SCSU

- Indicate what similar programs (e.g., programs with the same first 2-digit CIP) currently exist at other institutions within SCSU:

BS in Health Care Administration at Charter Oak State College.

- **Attach supplement 101a for each SCSU institution that has one or more similar programs.** (Attached)
- How is the new program distinct from these existing programs?

The proposed BS in Healthcare Management shares the broad learning outcomes and competencies of the BS in Healthcare Administration at Charter Oak State College (COSC), although the two programs organize the content across courses in distinct ways. What sets the two programs apart is the **modality of delivery**. The program at COSC is a fully online program, whereas the proposed program at SCSU will be on-ground. We expect that there will be minimal overlap between their target student populations.

- Explain why student or employer demand is not met through existing SCSU programs and provide an assessment of the sustainability/growth of the proposed and existing programs:

We expect the new BS in Healthcare Management to have minimal impact, if any, on enrollments in COSC's Healthcare Administration program. As noted earlier, we expect the demand for the new program to be largely lateral within SCSU's student population, mostly drawing from the pool of students who would otherwise select Healthcare Studies or Management. We also anticipate growth in enrollment from new or recent high school graduates who elect to enroll in Southern because of the program. Therefore, the target pool of students for this program predominantly under-age 25, in contrast to the predominantly non-traditional student population for COSC's program, who select the program for its accessibility and flexibility.

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CSOC awarded 37 degrees in the BS in Health Care Administration in 2023-24. As noted earlier, the demand for healthcare administration/management employees is predicted to grow 30% in Connecticut over the next 10 years. A second BS program in this domain, particularly one targeting a different student population, will be essential to meet the workforce needs over the next several years.

SECTION 4: STUDENT ENROLLMENT & RETENTION

Enrollment Projections

Complete Supplement B – Pro Forma Budget.

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

There currently are over 200 Healthcare Studies (General concentration) majors, and we conservatively anticipate that about 25% would choose to major in Healthcare Management if available. We also anticipate that a small proportion of Management majors would select this program. We projected internal transfer rates by factoring in graduation of upper-class transfers and attrition, and conservatively estimate that there will be 35 internal transfer students in Year 1, 60 continuing and new internal transfer students in Year 2, and 65 in Year 3.

We also expect the program to attract **new** students to Southern from the high-school senior population and from CT State College. As noted earlier, there are few existing bachelor's programs in Healthcare Management in Connecticut, and the proposed program will be the most affordable on-ground option for prospective students. We are conservatively projecting 14 new students in Year 1, and 16 in Year 2 and Year 3.

Taking the sum of the internal transfer and new student numbers, we project an overall enrollment of about 50 students in Year 1, 80 in Year 2, and 100 in Year 3.

Prospective Students

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

The Bachelor of Science in Healthcare Management is ideal for students who aspire to a career in healthcare in a non-clinical role. This pathway is a great fit for individuals who have strong organizational and communication skills, are good problem-solvers, and are motivated to improve healthcare delivery, patient experiences, and health outcomes.

Student Recruitment / Student Engagement

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

This program will be promoted to current SCSU students, high school seniors, and CT State College students. Promotion to high school seniors will be accomplished through collaboration with SCSU's undergraduate admissions office and Integrated Communication and Marketing (ICM) department. The new degree program will be added to all print and digital advertising, disseminated at open house events, campus tours, and college fairs, and provided to academic advisors at CT State. Additionally, the College of Health and Human Services will host separate recruitment events and engage in targeted guest speaking events at area high schools that provide a strong pipeline of students.

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

The Department of Healthcare Systems and Innovation has a strong commitment to excellence in academic advising and student support. Each student in this new major will be assigned a Healthcare Management faculty advisor who will be accessible to students throughout the semester, monitor student progress, and when needed, engage in early intervention

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and problem solving. Healthcare Systems & Innovation faculty are reliably proactive in alerting student support services when they observe indications of academic slipping.

Admission Requirements

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

☐ Yes ☒ No

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

Graduation Requirements

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

If yes, describe: Students will complete a 1-semester internship as well as a team-based capstone project.

Experiential Learning Requirements

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

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

Students will complete a 3-credit, 150-hour internship in the first or second semester of their senior year. Internships will take place at healthcare organizations in Connecticut. The College of Health and Human Services has established affiliation agreements with an extensive list of healthcare partners who already host SCSU interns. These organizations have agreed to expand affiliation agreements to host students from the new Healthcare Management degree program. We will continue to expand this list to include other employers. See Appendix A.

SECTION 5: CURRICULUM & ASSESSMENT

Learning Outcomes - L.O.

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

1. Healthcare Systems Analysis: Analyze various healthcare systems and delivery models, including their structures, functions, and impacts on patient care and outcomes to evaluate organizational units.
2. Financial Management: Understand financial management practices within healthcare settings, including budgeting, financial reporting, and economic analysis to ensure effective resource allocation.
3. Leadership and Organizational Behavior: Demonstrate an ability to manage healthcare teams and drive organizational performance by utilizing leadership strategies, effective oral and written communication strategies and organizational behavior theories.
4. Healthcare Policy, Law, and Regulation: Understand healthcare policies, laws, and regulations at federal, state, and local levels and their impact on healthcare organizations and practices.
5. Quality Improvement: Evaluate quality improvement initiatives and methodologies to optimize patient care, safety, and organizational efficiency within healthcare organizations.
6. Strategic Planning: Engage in strategic planning activities to advance organizational goals, adapt to changes in the healthcare environment, and address emerging challenges and opportunities.
7. Healthcare Information Systems: Understand how healthcare information systems and technology are used to manage patient data, support clinical decision-making, and improve operational efficiencies within healthcare organizations.
8. Ethical and Cultural Competency: Demonstrate cultural competence by analyzing ethical issues in healthcare management so to advance equitable care and foster an inclusive environment for diverse patient populations.



Application for New Program Approval

Assessment of Learning Outcomes

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

A holistic assessment ecosystem will be fully developed once the program is running with instructors assigned, and we can map the programmatic learning outcomes to courses and assignments most appropriate for the assessment of said goals. This includes:

- 1) Identifying representative assignments that map on to the program's learning outcomes from core courses, and creating rubrics for each
- 2) Assessing professional preparedness via internship preceptor evaluations and external evaluation of capstone projects
- 3) Tracking post-graduate outcomes, including: MBA/MHA graduate admission rates, employment settings and earning at 1 yr post-graduation and 5 years post-graduation.

Curriculum

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

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
Program Core: Required & Elective Courses			
ACC 200 – Financial Accounting	2		3
BIS 370 – Introduction to Business Information Systems	3,6		3
BIS 430 – Project Management	3,6	BIS 370	3
*HCM 250 - Introduction to Healthcare and Hospital Management	1,3,6		3
*HCM 403 – Leadership in Healthcare Management	3,6		3
*HCM 405 – Quality Improvement and Patient Safety	5		3
*HCM 492 – Healthcare Management Capstone	1 – 8	HCM 403, HCM 405, HLS 410, MGT 404	2
HLS 101 – Essentials of Medical Terminology	1, 7		1
HLS 220 - Healthcare Communication	1, 3, 8		3
HLS 310 – Electronic Health Information	1, 4, 7		3
HLS 315 – Healthcare Systems & Policy	1, 4		3
HLS 330 - Case Studies in Healthcare Ethics	8		3
HLS 410 – Medical Insurance and Billing	1, 2, 4		3
HLS 497 – Internship in Healthcare Studies	1-8		3
*MGT 404 -- Healthcare Law and Risk Management	1, 4, 8		3
ECO 270 Applied Business Stats OR HLS 240 Statistics for Health Science	1, 2, 7	MAT 111 or higher MAT 103 or higher	3
Cognates: Business Electives			
Select two of: ACC 210 – Managerial Accounting ECO 305 – Economic Data Visualization ECO 320 – Healthcare Economics MGT 240 – Business Law and Ethics MGT 361 – Operations Management MGT 385 – Human Resources Management MKT 200 – Introduction to Marketing	2, 3, 4, 6	ACC 200 ECO 100, ECO 101 ECO 100, ECO 101 ECO 270	6
Cognates: Healthcare Electives			
Select two of: HLS 210 – Patient-Centered Care	1, 4, 5, 7, 8		6

Application for New Program Approval

HLS 230 – Introduction to Clinical Trials			
HLS 380 – Cultural Humility for the Healthcare Professional			
HLS 427 – Research Data Management			
HLS 440 – Research Methods for Evidence-Based Healthcare			
HLS 450 – Long-Term Care Administration			
General Education Courses			
CSC 200 – Information Management and Productivity Software	1, 2, 7		3
ECO 100 – Principles of Macroeconomics	2		3
ECO 101 – Principles of Microeconomics	2		3
PSY 100 – Introduction to Psychology	3, 8		3
BIO 100 – General Zoology OR BIO 200 – Human Anatomy and Physiology I	1		3-4
Additional Gen Ed requirements: see https://inside.southernct.edu/lep			30-31
Open Electives (Indicate number of credits of open electives)			17
Total Program Credits (must match number of credits reported on page 1):			120
New Course Descriptions			
HCM 250, Introduction to Healthcare and Hospital Management An introductory survey of the field of healthcare management. Presents an overview of major topics in management as they apply to healthcare organizations, with attention to issues that are unique to healthcare settings and with an emphasis on the five general functions of management: planning, organizing, staffing, leading, and controlling. Topics may include organizational behavior, strategic planning, healthcare marketing, quality improvement, information systems, managing finances, human resources, health disparities, and laws and regulations.			
HCM 403, Leadership in Healthcare Management Explores essential leadership theories and styles within healthcare settings. Enables students to develop and implement strategic plans that align with organizational goals and tackle complex healthcare challenges. Key focus areas include honing communication and interpersonal skills for effective team leadership, conflict resolution, and collaboration. Also covers managing organizational change, addressing resistance, and fostering adaptability. Strategies for innovation and quality improvement are examined using evidence-based practices and new technologies. Through case studies and practical exercises, students gain the skills needed to understand leadership in a dynamic healthcare environment.			
HCM 405, Quality Improvement and Patient Safety Investigation of strategies to measure, assess, and improve patient safety and quality of care in healthcare organizations. Addresses barriers to effective patient safety and quality of care; causes of error in patient care; and strategies to improve safety. Introduces models of quality improvement and their application to healthcare. Outlines the process of designing and implementing quality improvement initiatives, with an emphasis on measurement and assessment of outcomes.			
HCM 492, Healthcare Management Capstone A team-based capstone course for Healthcare Management majors where students apply knowledge gained in the Healthcare Management major to novel problems. Case studies address specific challenges faced in healthcare management roles, with emphasis on topics such as risk management, quality improvement, accreditation, budgeting, and ethical management. The culminating project is a professional-level proposal to address a real-world problem from a healthcare setting.			
MGT 404, Healthcare Law and Risk Management			

Application for New Program Approval

Provider-patient relationships, state and federal regulation of healthcare providers, health insurance regulation, informed consent, ethics, confidentiality, and professional liability of individuals and institutions are reviewed. The Health Insurance Portability and Accountability Act (HIPAA), the Affordable Care Act (ACA), healthcare fraud—billing practices, regulatory crackdown, and white collar-crime—are analyzed. Healthcare risk management including the administrative clinical processes and reporting procedures that detect, monitor, assess, mitigate, and prevent risks is incorporated into and woven throughout relevant course topics.

CSCU Transfer Pathways

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

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

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

Credit Summary	
CSU/COSC Proposed Program total credits:	120 credits
CT State program total credits:	60 credits
CT State program credits that can be applied to proposed degree:	48-60 credits, depending on course selections
CSU/COSC general education credits remaining after transfer	0 credits
CSU/COSC program credits remaining after transfer	57 – 73 credits, depending on course selection

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Excess credit hours for CT State transfer students who have completed an associate degree

0-13 credits

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

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

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

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

Internal Stackable Pathways

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

- Healthcare Management majors with a GPA of 3.0+ will be able to register for up to 12 credits of graduate-level coursework in their senior year. This opportunity can enable them to pursue an accelerated path in Southern's MBA-Healthcare Administration program.
- Healthcare Management majors will be able to apply their free electives to a minor. There are several minors at Southern that are ideal complements for the major by providing stackable knowledge. Examples include Medical Spanish, Clinical Trials Administration, Human Resources Management, Accounting, Business Information Systems, Communication, Data Science, Economics, and Public Health.

Other Stackable Pathways

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

If Healthcare Management majors choose to complete their prerequisite courses for B.S. Nursing programs, they will be eligible to apply to an accelerated second B.S. degree program in the future, completing their BSN in as little as one additional year.



Application for New Program Approval

Program Evaluation

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

For this new program, the department will evaluate: 1) prospective student interest, 2) enrollment, 3) degree progression and successful completion of enrolled courses, 4) graduation rates and timeframes, 5) job placement within 6 months of graduation and at and 2 years; and 6) increases in annual salary earnings (data from CT Dept. of Labor) for program graduates. Data for these measures will be gathered, tracked, and reported by the program coordinator. Alumni data will be collected on program satisfaction, job placement, and career satisfaction.

Assuring Equitable Outcomes

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

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

As noted earlier, we expect that the new Healthcare Management program will draw heavily from students who would otherwise major in the general concentration of the Healthcare Studies major. This population is especially diverse, with 72% of majors identifying as non-white; this is considerably higher than the university-wide rate (57% non-white). The population is nearly 60% first-generation in college, and 60% are Pell-eligible.

Given the career opportunities that the Healthcare Management program will afford students, we will carefully track student outcomes across students' racial and economic backgrounds. In particular, we will monitor enrollment, year-to-year retention, academic progress (e.g. rate of progress towards degree completion per year), and graduation rates for indications of disparities in success among students.

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

This program was designed to be accessible to students who wish to pursue a degree from the College of Health and Human Services and enter into careers where they can affect healthcare processes and outcomes. Currently, most healthcare professions programs at SCSU have GPA requirements for entry and graduation that are higher than the baseline requirements of the university. The B.S. Healthcare Management major will provide a degree pathway for all interested students in good standing (>2.0 GPA) at SCSU. This program will allow these students to obtain a degree in a health profession desired by employers in a growing job market.

Importantly, the courses for the program were selected with the intention to avoid common barriers to student success. One such common barrier is that some required courses have layers of prerequisites. For students who are unable to place out of these prerequisite courses (often on the basis of their high school coursework, a source of inequity), this can significantly delay their progression to major courses. We intentionally avoided requiring such courses if they were not essential for the program. Notably, most of the requirements in the program have few or no prerequisites and don't have to be taken in sequence. This gives students much greater flexibility in selecting classes, and thereby contributes to student persistence particularly for those with work and family requirements and/or long commutes.

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

We will monitor our student's retention and outcome data for disparities in rates of success. If we do find disparities, we will mine our data to identify problem points for struggling students. These problems may be centered on specific courses, or at a more granular level the recommended sequencing of courses. We will address any such problem points by

Application for New Program Approval

proactively recommending academic support (such as tutoring) for certain courses, and making adjustments to our recommended plans of study. Progress will be closely monitored related to any strategies/changes that are put into place.

SECTION 6: COST EFFECTIVENESS AND RESOURCES

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

Cost Effectiveness and Availability of Adequate Resources

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

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

As discussed in Section 3, we anticipate that the proposed program will be highly cost-effective, as it capitalizes on existing courses, faculty, and administration. Because of the addition of new courses, we will shift some full-time faculty to those teaching assignments and as a result, experience a modest increased reliance on adjunct faculty to teach existing Healthcare Studies and Management courses. The launch of this new degree program will not require us to hire any additional full-time faculty. However, if the program meets its enrollment projections by its third year, we will need to hire an additional full-time faculty member in order for this department to meet the teaching, academic advising, and service needs related to serving a substantially larger number of students.

Our new building for the College of Health and Human Services (HHS) is aligned well with the needs of this program. The Department of Healthcare Systems and Innovation has their offices and reception area in the new HHS building. The Department leadership and administrative support can absorb the additional workload required to serve students in this program.

Special Resources

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

No special resources will be needed beyond those already available at SCSU.

Program Administration

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

Dr. Amanda Strong, strongA4@southernct.edu, (203) 392-6708

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

Dr. Strong has a Doctorate of Health Science from Nova Southeastern University, and teaches courses in Healthcare Systems and Policy, Healthcare Communication, and Healthcare Ethics

Dr. Strong will receive 3.0 load credits per semester to manage the program.

Program Faculty

How many new full-time faculty, if any, will need to be hired for this program? 0 initially; 1 in Year 3 if enrollment projections are met

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If any new full-time hires, what percentage of program credits will they teach? 100%

How many full-time faculty, if any, will teach in the program's core curriculum, including any proposed new hires? (*note: OHE requires a numerical response to this item*) 8 - 9

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? (*note: OHE requires a numerical response to this item*) 7-10

What percentage of program credits will be taught by adjunct faculty? Approx. 25%

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program: At a minimum, faculty who teach courses in this program will need a master's degree in health, healthcare, business, or field related to the courses they are instructing.

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

Faculty Name and Title	Highest Degree & Institution of Highest Degree	Area of Specialization/ Pertinent Experience	Other Administrative or Teaching Responsibilities
Lawrence Brancazio, Chairperson & Professor	PhD., University of Connecticut	Healthcare Informatics, Statistics, Decision Making	Chairperson, Department of Healthcare Systems & Innovation
Amanda Strong, Assistant Professor	DHSc, Nova Southeastern University	Healthcare Systems and Policy, Leadership, Communication, Ethics	Coordinator, BS in Healthcare Studies Teaching load in Healthcare Studies
Carol Stewart, Professor	Ph.D., Regent University	Organizational Behavior, Leadership in Organizations	Teaching load in Management
Robert Smith, Jr, Chairperson & Professor	J.D., Quinnipiac University School of Law	Business Law, Business Ethics, Healthcare Law, Risk Management	Chairperson, Department of Management & International Business Teaching load in Management
Kauther Badr, Associate Professor	J.D., Quinnipiac University School of Law	Business Law, Business Ethics, Healthcare Law, Risk Management	Teaching load in Management
Joann Petrini, Associate Professor	Ph.D. New York University	Healthcare Research, Statistics; previously at Nuvance Health Network	Teaching load in Healthcare Studies
Preethi Varghese-Joseph, Assistant Professor	MPH, Southern Connecticut State University	Healthcare Ethics, Medical Terminology,	Teaching load in Healthcare Studies
Sara Gareiss, Instructor	MS, Texas Christian University	Healthcare Systems and Policy; Medical Insurance and Billing	Teaching load in Healthcare Studies
Additional faculty in Accounting, Business Information Systems, Economics (several)		Part-time and full-time faculty in the School of Business teach required and optional program courses on a rotating basis	

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

Completed forms should be submitted to CSCU Academic and Student Affairs office by email

Application for New Program Approval

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

APPLICATION FOR NEW PROGRAM APPROVAL — SUPPLEMENT B

PRO FORMA BUDGET

Institution: Southern Connecticut State University Program: B.S. Healthcare Management

Resources and Expenditures Projections (whole dollars only)

PROJECTED Enrollment	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
New Internal Transfer (from other programs)	35		10				20		10				20		10			
Continuing Internal Transfer (from other programs)			33				39		56				43		60			
Subtotal Internal Transfer (not included in budget revenue)	35		43				59		66				63		70			
New Students (first time matriculating)	10		4				12		4				12		4			
Continuing New Students (progressing to credential)			10				12		23				24		34			
Headcount New Enrollment	10		14				24		27				36		38			
Total Estimated New FTE per Year ¹	24						51											
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 from New Students ²	67,190		90,707				162,264		181,027				243,552		258,250			
Tuition from Internal Transfer ²																		
Program Specific Fees (lab fees, etc.)																		
Other Revenue (annotate in narrative)																		
Total Annual Program Revenue	\$157,897						\$343,291						\$501,802					
PROJECTED Program Expenditures ³	First Year		Second Year		Third Year		BUDGET ASSUMPTIONS: 1. Full-time undergraduate tuition and fees held constant at the 2024-25 tuition rate of \$6,719/semester 2. No part-time or summer enrollment is included in budget projections 3. Only incremental expenses and revenue are included in this budget. Internal transfer student revenue is NOT included. 4. Fringe is excluded from being multiplied by 18% in overhead calculation. 5. Full-time fringe rate is 27.5% 6. Part-time fringe rate is 10% 7. 4.5% employee raises projected in Year 2 and again in Year 3 8. New full-time faculty member will ONLY be hired in year 3 if enrollment goals are met for this new program. 9. 5% continuing student attrition projected between fall semester and spring semester 10. 10% continuing student attrition projected between spring semester and fall semester of next year.											
Administration (Existing Coordinator) ⁴	25,500		26,648		27,796													
Faculty (New) (if enrollment is met) ⁴	-		-		108,376													
Faculty (New Part-time) ⁴	43,858		61,108		79,674													
Support Staff (grad assist.)	5,280		5,280		5,280													
Library Resources Program	-		-		-													
Equipment (List in narrative)	-		-		-													
Other ⁵ (Marketing)	7,500		4,500		-													

Application for New Program Approval

Estimated Indirect Costs ⁶	13,078	15,522	33,212	11. Estimated 16 of the original internal transfer students will graduate in spring of year two.
Total Expenditures per Year	\$95,214	\$113,057	\$254,335	

ORIGINAL BUDGET FORM NOTES:

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

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 Costs might include such expenses as student services, operations, and maintenance.

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Approval of a New Program

February 27, 2025

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a Business Analytics program (CIP Code: 30.7102 , OHE# TBD) leading to a Master of Science degree at Southern Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

A True Copy:

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

ITEM

Establishment of a new Business Analytics program leading to a Master of Science degree at Southern Connecticut State University.

Name of Institution	Southern Connecticut State University	
Name of Program	Business Analytics	
CIP Code	30.7102	
OHE# (Leave blank for new programs)		
Degree Level	Master of Science	
Number of Collegiate Credits	33	
Date of Action (Anticipated)	02/27/2025	
Nature of Request	☒ Licensure and Accreditation ☐ Program Change ☐ Phase-out Program ☐ Terminate Program	
If Name Change, New Name		
Delivery	Current (If not a new program) ☐ On Ground ☐ Hybrid ☐ Online	Future ☒ On Ground ☒ Hybrid ☒ Online
Effective Term	Fall 2025	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

PROPOSAL AND RATIONALE

The proposed Master of Science in Business Analytics program is designed to equip students with the essential quantitative and qualitative skills required in the field's workforce. The program provides a comprehensive curriculum that enhances students' expertise in data visualization, statistical analysis, machine learning, and optimization techniques. It prepares graduates to make informed, data-driven decisions and effectively address complex challenges in professional environments. By incorporating cutting-edge topics and tools, the curriculum aligns with current industry trends and ensures that students acquire the skills necessary to succeed in a rapidly evolving field. The program's emphasis on real-world applications, emerging technologies, and practical experience prepares students for industry demands. Additionally, elective courses allow students to tailor their expertise to specific career paths, such as marketing analytics or financial analytics, while real-world projects and case studies further enhance their learning.

According to EAB Market Insights, there is a significant demand for data analytics professionals across the state. From 2021 to 2023, the average monthly demand for data analytics professionals grew by 0.73%, in contrast to a 0.93% monthly decline in demand for all master's-level professionals during the same period.

The program is expected to attract students with backgrounds in business administration, finance, economics, or related fields, as well as those with STEM-focused degrees seeking to apply their quantitative and analytical expertise within a business context. Additionally, early-career professionals looking to advance their skills in data analytics are also likely to pursue this 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 new program. CSUC's Academic Affairs concurs with this recommendation.

02/14/2025 – BOR - Academic and Student Affairs Committee
02/27/2025 – Board of Regents



Application for New Program Approval

SECTION 1: GENERAL INFORMATION

Date of Submission to CSCU Office of the Provost: 12.18.24

Institution: Southern Connecticut State University, School of Business

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

Program Characteristics

Name of Program: Business Analytics

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

Modality of Program (check all that apply): ☒ On ground ☒ Online ☒ Hybrid, % of fully online courses 100% over time

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

Anticipated Program Initiation Date: Fall 2025

Anticipated Date of First Graduation: Spring 2027

Total # Credits in Program: 33 (including 3 waivable credits)

Credits in General Education: 0

IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years): 2 years

CIP Code Number: 30.7102 Title of CIP Code: Business Analytics

Department where program is housed: School of Business

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

Provide estimated cost of program (tuition and fees): \$ OR url for link to tuition/fee information: <https://inside.southernct.edu/onestop/bill-payment/tuition-fees>

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

Program website: <https://www.southernct.edu/business>

Provide the intended catalog description for this program: This program aims to offer students quantitative and qualitative skills highly demanded in today's workplace. Students will have hands-on experience with business analytics tools for data visualization, dashboarding, prediction, forecasting, and prescriptive analysis. Those skills and experience can be used to extract meaningful information from business data and develop data-driven solutions to challenging business problems and help students become effective corporate managers and leaders.

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

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

Phase Out Period Date of Program Termination

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

Other Program Accreditation:

- If seeking specialized/professional/other accreditation, name of agency and intended year of review: AACSB, 2028
- If program prepares graduates eligibility to state/professional licensure,
 - identify credential:
 - confirm NC-SARA requirements met: ☐ Yes ☐ No

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

Institutional Contact for this Proposal

Name: Julia Irwin

Application for New Program Approval

Title: Interim Provost and Vice President for Academic Affairs

Phone: 203-392-6585

Email: irwinj1@southernct.edu

When was the program approved by (insert date in mm/dd/yyyy format):

- College/School: 10/30/2024
- Curriculum committee: 12/03/2024
- Faculty senate: 12/03/2024
- Institutional president designee: 12/11/2024

NOTES:

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

SECTION 2: PROGRAM OVERVIEW: PURPOSE AND GOALS

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

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

Program's Purpose

The program aims to offer students analytical skills that transform complex data into strategic business insights. The program provides students with a deep understanding of data visualization, statistical analysis, machine learning, and optimization methods. By incorporating analytical techniques with practical business applications, the program prepares students for data-informed decisions in their workplace.

How the Program Meets Students' Educational Goals and Career Objectives

The program will meet students' educational goals and career objectives by offering a comprehensive curriculum, practical experiences, and career support. Core courses cover fundamental areas such as data visualization, statistical methods, machine learning, and database management. Elective courses tailor students' analytics skills to specific interests and career paths such as marketing analytics or financial analytics. Real-world projects and case studies are incorporated into

Application for New Program Approval

the curriculum to provide practical experience in solving business problems with data. Students conduct capstone projects that demonstrate their ability to apply analytical skills to real business challenges. The program will provide dedicated career services that offer resume workshops, interview preparation, and job placement assistance. The program will host networking events and career fairs with industry professionals.

Description of Relevant National or Local Educational Trends and Connection of These to the Program

With the rise of big data and machine learning, the demand growth for data analytics professionals has been stronger than for all master's-level professionals in 2020-2023 according to EAB Market Insights Report. The national and local educational trends emphasize the growing importance of data literacy and the integration of advanced analytics into business decision-making. The program aligns with these trends by incorporating cutting-edge topics and tools into the curriculum and equipping students with the skills needed to excel in a rapidly evolving field. The program's emphasis on real-world applications and emerging technologies reflects these trends and prepares students for future industry demands.

Discussion of Relevant Faculty Expertise and Commitment with Respect to the Program

Our faculty members are distinguished experts in the field of business analytics with a blend of academic research and practical industry experience. They hold doctoral degrees in closely related fields of business administration and meet AACSB accreditation standards. They bring a wealth of knowledge in areas such as data mining, statistical modeling, and business intelligence. Faculty members are dedicated to creating an engaging and supportive learning environment, ensuring that students gain both theoretical knowledge and practical skills necessary for their careers.

Description of Other Relevant Specific Institutional Strengths and/or Distinctive Attributes that Contribute to the Program

Our AACSB accreditation and new building provide an excellent learning environment for students. Our strengths in fostering interdisciplinary collaboration and its strong partnerships with industry leaders provide a significant advantage for the program. Our state-of-the-art technology and extensive data resources enhance the learning experience. In addition, our commitment to experiential learning through capstone projects and industry seminars ensures that students gain practical hands-on experience that complements their academic studies.

The Relationship of the Program to the Mission of the Institution and CSCU

The program aligns with the university's mission to deliver exemplary graduate education in professional disciplines. The program supports CSCU's strategic priorities by enhancing student success, fostering industry partnerships, and contributing to regional and national economic growth through the development of skilled analytics professionals.

The Impact of the Program on the Institution; and the Extent to Which the Program Complements Existing Programs at the Institution

The program will significantly enhance the university's academic portfolio and strengthen its reputation as a leader in business education. The program complements existing programs by integrating analytics into the broader business and management curriculum further (e.g., marketing analytics and operation analytics). The program provides students with a well-rounded education that includes both quantitative and strategic skills. This synergy will foster new learning opportunities and expand the university's capacity to serve industry needs.

The Potential Quality of the Proposed Program in Relation to Comparable Programs Within and Outside CSCU

CSCU currently does not offer graduate-level business analytics programs like the one we are proposing. Alternatively, the MBA program with a business analytics concentration at the university provides intermediate-level business analytics training but does not fully prepare students to become business analysts. In comparison to similar programs outside CSCU, our program stands out due to elective courses that neighbor universities rarely offer (e.g., people analytics, financial analytics, and the law of data analytics), unique data resources (e.g., Bloomberg business data), and industry relevance (e.g., Professional Enrichment Platform and business-consulting capstone course). The program's comprehensive curriculum is combined with strong faculty expertise, which positions it as a competitive and high-quality offering. The program ensures that graduates are not only proficient in analytics but also capable of driving strategic business outcomes.



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SECTION 3: NEED AND JUSTIFICATION

Addressing Identified Needs

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

According to EAB Market Insights, there is a significant demand for data analytics professionals among statewide employers. They posted over 4,000 relevant job openings in the past year, including roles for managers (264 postings), operations research analysts (213), marketing managers (174), marketing analysts (174), and general and operation managers (123). The average monthly demand for data analytics professionals grew by 0.73% between 2021 and 2023, a notable increase compared to the 0.93% monthly decline in demand for all master's-level professionals during the same period. Top statewide employers for data analytics professionals include Capital One, Raytheon Technologies, Cigna, Travelers, and CVS Health. The program will meet the evolving needs of Connecticut's workforce and contribute to the wellbeing of its communities by equipping graduates with the advanced skills required for high-demand roles in the data analytics field. As data-driven decision-making becomes increasingly integral to business strategy across various sectors, the program ensures that students are well-prepared to fill critical roles and drive positive economic and social outcomes.

Careers/Professions and Earnings

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

SOC Code	SOC Title	Median Estimated Earnings
13-1111	Management Analysts	\$99,410
13-1161	Market Research Analysts and Marketing Specialists	\$74,680
13-2051	Financial and Investment Analysts	\$99,010
15-2031	Operation Research Analysts	\$83,640

Applicable Industries

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

NAICS Code	NAICS Title
52	Finance and Insurance
54	Professional, Scientific, and Technical Services
55	Management of Companies and Enterprises

Career/Program Pathways

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



Application for New Program Approval

Impact on related programming at the home institution

- Indicate what similar programs (e.g., programs with the same first 2-digit CIP) currently exist at your institution:
MBA program with a concentration in business analytics
 - Enrollment...Fall 2024: 5, Fall 2023: 2
 - Completion rate...Not available because the concentration was created recently
- Include enrollment and completion data for the past 5 years for each of these programs as an Appendix**
- How will the proposed program impact enrollment and completion in these existing programs? The proposed program might slow down the enrollment growth in the existing program if students seeking comprehensive business analytics training opt for the new program instead.
- Are there plans to discontinue any of the existing similar programs? None
- What is the value added of the proposed program in relation to the existing programs? The proposed program will deliver comprehensive training in business analytics, covering statistical analysis and database management. It includes elective courses that integrate analytics into the broader business and management curriculum, along with a business-consulting capstone course.
- Briefly comment on the resources required for the proposed program in relation to the existing programs, e.g., does the proposed program make use of existing faculty and courses, how will the institution insure that reassignment of faculty or other resources from an existing program does not negatively impact that program, etc. (specific details should be provided in the Budget section): The new program does not negatively affect resource allocation for the existing program because the business analytics courses required in the existing program are also mandatory in the new program.

Impact on related programming across CSCU

- Indicate what similar programs (e.g., programs with the same first 2-digit CIP) currently exist at other institutions within CSCU: n/a
- Attach supplement 101a for each CSCU institution that has one or more similar programs.**
- How is the new program distinct from these existing programs?
- Explain why student or employer demand is not met through existing CSCU programs and provide an assessment of the sustainability/growth of the proposed and existing programs:

SECTION 4: STUDENT ENROLLMENT & RETENTION

Enrollment Projections

Complete Supplement B – Pro Forma Budget.

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

The expected student enrollment over the first three years is 240. We expect 150 international students (50+50+50) and 90 domestic students (20+30+40). The former is based on the projection of Great Learning recruiting students from India. The latter is based on recent enrollments in the MBA and DBA programs. The new program might reduce the enrollment (5 in fall 2024) in the existing MBA with a concentration in business analytics by one per year, if any.

Prospective Students

Describe the prospective students for the program (this information will be provided to OHE and become publicly available; your response can help market your program and recruit students): The majority of prospective students for the program are expected to be international, as the program offers a unique opportunity to earn a master's degree in business analytics along with a three-year STEM OPT. However, active efforts will also be made to recruit domestic students. These prospective students typically come from diverse backgrounds but share common motivations and traits. The program is likely to attract students with backgrounds in business administration, finance, economics, or related fields, as well as those in STEM fields who want to apply their quantitative and analytical skills in a business context. Additionally, early-career professionals



Application for New Program Approval

aiming to enhance their careers, deepen their understanding of analytics, and boost their earning potential, as well as mid-career professionals seeking to transition into business analytics or move into a more data-focused role to stay competitive, are also likely to be interested in the program.

Student Recruitment / Student Engagement

- Describe the marketing, advising, and other student recruitment activities to be undertaken to ensure the projected enrollments are achieved: We plan to collaborate with an agency to recruit international students. We will reach out our undergraduate students and partner with industry associations and businesses to attract domestic students. We will leverage social media platforms to highlight the program's features and success stories. The program's website will be designed to be user-friendly, providing clear details about the curriculum. Additionally, we will host workshops that offer career prospects and salary expectations. These workshops will also assist students with the application process. To reach a broader audience, we will actively participate in career and education fairs to promote the program.
- What student engagement strategies will be employed to advance student retention and completion in program? We will address the specific challenges and needs of international students by offering orientations and workshops that includes cultural adjustment guidance, practical tips for living in the Greater New Haven area, visa regulations, and work authorization. Both international and domestic students will receive comprehensive information about the academic system, program expectations, and available resources. We will regularly check in with students to monitor their academic progress and overall well-being. Additionally, we will support job placement through resume workshops, interview preparation, and job search strategies. We will invite industry experts to discuss current trends and career opportunities in business analytics. We will ensure that our curriculum is aligned with industry demands and includes practical, real-world applications.

Admission Requirements

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

☒ Yes ☐ No

If yes, describe the selection process, including all criteria: International students are required to have knowledge or professional work experience related to statistics and database systems.

Graduation Requirements

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

If yes, describe: A 3.0 cumulative GPA is required for graduation.

Experiential Learning Requirements

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

If yes, describe here and attach copies of the contracts or other documents ensuring program support in an appendix: Students are required to conduct a business-counseling capstone project in BUS 750 Experiential Data Analytics with Businesses.

SECTION 5: CURRICULUM & ASSESSMENT

Learning Outcomes - L.O.

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

1. Demonstrate proficiency in various analytical methods and tools.
2. Extract meaningful information from business data and articulate findings.
3. Apply appropriate analytical methods and develop data-driven business solutions.
4. Deliver professional presentations and reports.
5. Work effectively and efficiently in a team situation.
6. Estimate societal implications of business decision-making.

Assessment of Learning Outcomes

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



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Each learning outcome will be assessed at least three times across six core courses. Standardized assessment projects will be implemented to ensure that students are evaluated consistently, regardless of the instructor. The program director will periodically gather the evaluation results.

Curriculum

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

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
Program Core: Required & Elective Courses			
MBA 601 Visual Analytics for Business Data	1,2,3,4,5		3
MBA 602 Predictive Analytics for Business Data	1,3,6	MBA 601	3
MBA 603 Prescriptive Analytics for Business Data	4,5,6	MBA 601&602	3
MBA 604 Data Hackathon for Business Analytics	3,4,6	MBA 601,602&603	3
*ECO 600 Quantitative Methods in Business	1,2,3,4	ECO 500	3
*BIS 605 Database Systems Management for Business	1,2,3	BIS 505	3
*BUS 750 Experiential Data Analytics with Businesses	1,2,3,4,5	Completion of 15 or more credits in MS-BA program	3
Choose three electives:			
*ACC 701 Accounting Analytics Applications	1,2,3,4,5,6	ECO 600 or MBA 601	3
*BIS 702 Business Intelligence and Decision Support Systems	1,2,3	BIS 605	3
*ECO 703 Business Forecasting	1,2	ECO 600 or MBA 601	3
*ECO 706 Business Analytics for Healthcare	1,2,3,4,5	ECO 600 or MBA 601	3
*FIN 771 Financial Data Analytics	1,2,3,4	FIN 500	3
*MGT 704 People Analytics	1,2,3,4,5,6	ECO 600 or MBA 601	3
*MGT 705 Operational Analytics	1,2,3,4,5	ECO 600 or MBA 601	3
*MGT 709 The Law and Ethics of Data Analytics	1,2,3,4,5,6	ECO 600 or MBA 601	3
*MKT 708 Customer Data Analytics	1,2,3,4,5,6	ECO 600 or MBA 601	3
Foundation (Waivable)			
*ECO 500 Business Statistics	1,2,3,4	-	1.5
*BIS 505 Introduction to Database System for Business	1,2,3,4,6	-	1.5
Total Program Credits (must match number of credits reported on page 1):			33

CSCU Transfer Pathways

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

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

- Identify the CT State Community College program that best articulates to the proposed program:
 - ☐ Liberal Arts & Science: ☐ A.A. only ☐ A.S. only ☐ A.A. or A.S.
 - ☐ Transfer Ticket, specify:



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☐ Other pre-program or transfer track, specify:

- With respect to this CT State degree program, which of the following is true?
 - ☐ This associates degree will transfer and apply in whole (if students complete the degree) or in part (if students transfer before completing the degree) to the requirements for the proposed program
 - ☐ Only the full completed associates degree will transfer and apply to the requirements for the proposed program (i.e., students must complete the degree to receive the full transfer benefit)
 - ☐ Only a portion of the associates degree will transfer and apply to the requirements for the proposed program, even if students complete the full degree
- If students complete the above CT State degree, can the proposed program be completed in no more than 60 credits following transfer? ☐ Yes ☐ No, please explain:

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

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

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

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



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

Internal Stackable Pathways
Describe any stackable pathways to, and/or from, this program to other programs at your own institution (e.g., certificate stackable to associates degree, accelerated pathways from bachelors to masters, etc.):
The Business Analytics Graduate Certificate (12 credits) is stackable to the program.

Other Stackable Pathways
Use this section to describe any other pathways to/from the proposed program not captured above:
None

Program Evaluation
Describe how the quality and success of the program will be monitored during the first five years:
We will conduct regular program evaluations using key success indicators like enrollment figures, student retention rates, and satisfaction surveys. These will be compared to institutional benchmarks to gauge the program's effectiveness. Additionally, we will ensure the program meets AACSB accreditation standards and requirements.

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

- What specific metrics will be used to assess equity across these dimensions in terms of recruitment, enrollment, retention, and completion? We will use a demographic breakdown of applicants to track the diversity of applicants by gender, ethnicity, and socioeconomic status. We will use a similar method to address inequity issues in enrollment, retention, and completion.
- Describe specific aspects of the program (e.g., interventions to address college readiness, targeted recruitment strategies, comprehensive supports, etc.) intended to advance equitable student outcomes. We will implement recruitment strategies to attract a diverse pool of applicants, which includes providing financial aid options and scholarships to make the program more affordable for economically disadvantaged students. In addition, we will offer support services such as mentoring and career advising to address specific needs.
- Where inequities are found, how will the data be used by program and institutional leaders to address the inequities? We will analyze the data to understand the causes of the inequities and implement strategies such as revising recruitment practices and enhancing support services. We will monitor the progress regularly and ensure that any adjustments made are effective in reducing inequities.

SECTION 6: COST EFFECTIVENESS AND RESOURCES

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

Cost Effectiveness and Availability of Adequate Resources

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

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

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The program can be fully supported by the current faculty, with no need for new hires. Moreover, the new School of Business building offers cutting-edge facilities, such as computer labs, a behavioral lab, and a Business Research Center, which are all available to enhance the program.

Special Resources

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

None

Program Administration

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Younjun Kim, Phone: 203-392-5119, Email: kimy9@southernct.edu

Describe the qualifications and assigned FTE load of the administrator/faculty member responsible for the day-to-day operations of the proposed academic program. 6 credits/semester

Program Faculty

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

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

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

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? (*note: OHE requires a numerical response to this item*) None

What percentage of program credits will be taught by adjunct faculty? None

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program: None

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

Faculty Name and Title	Highest Degree & Institution of Highest Degree	Area of Specialization/ Pertinent Experience	Other Administrative or Teaching Responsibilities
Anand, Punit, Assistant Professor	PhD, McMaster University	Finance	
Badr, Kauther, Associate Professor	JD, Quinnipiac University	Management	
Chung, Hanyong, Assistant Professor	PhD, Drexel University	Accounting	
Kim, Younjun, Associate Professor	PhD, Iowa State University	Economics	Chair
Muthuraj, Birasnav, Professor	PhD, Indian Institute of Technology	Management	
Toskin, Katarzyna, Associate Professor	DBA, University of Florida	Business Information System	
Singh, Amitkumar, Assistant Professor	PhD, Ohio State University	Marketing	
Smith, Robert, Associate Professor	JD, Quinnipiac University	Management	
Wall, Alison, Associate Professor	DBA, Louisiana Tech University	Management	
Wang, Emma Junhong, Associate Professor	PhD, Bentley University	Marketing	
Yoon, Sang Won, Professor	PhD, University of Maryland	Economics	
Yu, Jia, Associate Professor	PhD, Suffolk University	Economics	



Application for New Program Approval

PRO FORMA BUDGET

Institution: Southern Connecticut State University Program: Master of Science in Business Analytics

Resources and Expenditures Projections

PROJECTED Enrollment	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Internal Transfer (from other programs)																		
International: New Students ¹	50						50						50					
International: Continuing Students			50						50						50			
Domestic: New Students ²	15		5				25		5				35		5			
Domestic: Continuing Students ³			13.5				16.7		37.5				28.4		53.8			
Headcount Enrollment	65		68.5				91.7		92.5				113.4		108.8			
Total Estimated FTE per Year	133.5						184.2						222.2					
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 and Fees	702,200		128,380				901,916		317,900				1,064,232		439,824			
Other Revenue (annotate in narrative)																		
Total Annual Program Revenue	840,580						1,219,816						1,504,056					
PROJECTED Program Expenditures	First Year	Second Year		Third Year		1. It takes two semesters for international students to graduate. They pay the entire tuition and fees (\$11,800) when they enter the program. 2. It takes four semesters for domestic students to graduate. They pay \$7,480 per semester. 3. The analysis assumes an attrition rate of 10% per semester only for domestic students. This attrition is not applied to international students because their attribution does not affect the revenue. They pay the entire tuition and fees upfront when they start their program. 4. No additional full-time faculty positions are requested for the first two years. Current faculty members will have their teaching loads redistributed within the School of Business. This will allow qualified faculty who are already on our payroll to teach in the program. Back fill coverage for the reassigned full time is calculated at the estimated associated professor adjunct rate of \$2,500 per credit. The analysis assumes hiring 10 adjunct instructors per year. 5. For simplified comparison, revenue and expense numbers do not reflect annual inflation. 6. An administrative chair for the program in the form of release time is not being requested this time. If enrollment growth warrants a need after the third year of the program, this issue will be revisited.												
Coordinator (3 credits per semester)	28,651	28,651		28,651														
Fringe on Coordinator @ 27.5%	7,879	7,879		7,879														
Back Fill Adjunct (\$7,500 x 10) ⁴	75,000	75,000		75,000														
Fringe on Adjunct @ 10%	7,500	7,500		7,500														
Faculty Incentive Funds (\$4,000 x 10)	40,000	40,000		40,000														
Support Staff (Secretary .50 FTE second year and thereafter)	-	35,000		35,000														
Fringe on Secretary at 25%	-	8,750		8,750														
Graduate Assistant (\$8,360 each, 12 first year, 10 second year and later)	100,320	83,600		83,600														
New Full-Time Faculty	-	-		94,360														
Fringe on New Faculty @ 27.5%	-	-		25,949														
Marketing	15,000	10,000		8,000														
International Student Recruitment Fee (\$2,360 x 50)	118,000	118,000		118,000														
Other Expenses (office supplies, travel/conferences, membership fees)	10,000	10,000		10,000														
Overhead Estimate at 18%	69,655	72,045		88,670														
Total Expenditures per Year	472,005	496,425		631,359														

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Approval of a New Program

February 27, 2025

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a Financial Risk Management program (CIP Code: 52.0810 , OHE# TBD) leading to a Master of Science degree at Southern Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

A True Copy:

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

ITEM

Establishment of a new Financial Risk Management program leading to a Master of Science degree at Southern Connecticut State University.

Name of Institution	Southern Connecticut State University	
Name of Program	Financial Risk Management	
CIP Code	52.0810	
OHE# (Leave blank for new programs)		
Degree Level	Master of Science	
Number of Collegiate Credits	34.5	
Date of Action (Anticipated)	02/27/2025	
Nature of Request	☒ Licensure and Accreditation ☐ Program Change ☐ Phase-out Program ☐ Terminate Program	
If Name Change, New Name		
Delivery	Current (If not a new program) ☐ On Ground ☐ Hybrid ☐ Online	Future ☐ On Ground ☒ Hybrid ☐ Online
Effective Term	Summer 2025	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

PROPOSAL AND RATIONALE

The proposed Master of Science in Financial Risk Management program is designed to provide students with a comprehensive understanding of financial risk, along with the skills necessary to navigate the evolving landscape of financial technology. The program includes coursework in Fintech, covering topics such as artificial intelligence and other recent technological advancements. Additionally, the program offers preparation for external professional risk management certifications.

According to the U.S. Bureau of Labor Statistics, this field is expected to grow at a much faster rate than other sectors. The demand for financial risk managers extends beyond the financial industry, as the increasing influence of technology in finance creates a need for professionals who are proficient in managing and adapting to new "tech-tools" in risk management.

There is significant interest among students in the field of Financial Risk Management. With the introduction of the new program, a dual BS-MS degree option will also be made available. The development of the program responds directly to industry demand and reflects feedback from students, parents, and other stakeholders.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve this new program. CSUC's Academic Affairs concurs with this recommendation.

02/14/2025 – BOR - Academic and Student Affairs Committee
02/27/2025 – Board of Regents



Application for New Program Approval

SECTION 1: GENERAL INFORMATION

Date of Submission to CSCU Office of the Provost: 12.18.24

Institution: Southern Connecticut State University (SCSU)

Most Recent NECHE Institutional Accreditation Action and Date: Continued in Accreditation in 2022

Program Characteristics

Name of Program: MS-Financial Risk Management (MS-FRM)

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

Modality of Program (check all that apply): ☐ On ground ☐ Online ☒ Hybrid, % of fully online courses 30% (3/10 required classes, 2 of which are Summer classes)

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

Anticipated Program Initiation Date: Summer 2025

Anticipated Date of First Graduation: Summer 2026

Total # Credits in Program: 34.5

Credits in Prog. Core: 30

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

CIP Code Numbers: 52.0810 (nces.ed.gov, 2020 Data); 27.0305; 30.7104 (<https://www.ice.gov/doclib/sevis/pdf/stemList2024.pdf>)

Corresponding Titles for CIP Codes: Financial Risk Management; Financial Mathematics; Financial Analytics

Department where program is housed: Finance & Real Estate (FIN), School of Business (SCOB)

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

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

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

Request for SAA Approval for Veterans Benefits? X Yes No

Program website: <https://www.southernct.edu/academics/finance>

Provide the intended catalog description for this program:

The MS- Financial Risk Management (MS-FRM) Program provides a thorough understanding of the key aspects of financial risk management, such as; market risk, credit risk, liquidity risk. The curriculum also provides in-depth coverage of hedging and speculation with derivatives, stock and fixed income portfolio management, the quantitative tools and techniques that are used in the industry, as well as technological developments that have gained prominence in recent times. The Program includes coursework on Fintech, where AI and other recent developments are touched upon. The STEM- Designated MS-FRM Program is applied in nature, and it prepares students for successful careers in the finance industry. The Program also prepares students for additional external professional risk management certifications.

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

Program Discontinued: None 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



Application for **New Program Approval**

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

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

Institutional Contact for this Proposal

Name: Julia Irwin

Title: Interim Provost, SCSU

Phone: 203-392-6585

Email: irwinj1@southernct.edu

When was the program approved by (insert date in mm/dd/yyyy format):

- ĩ College/School: 11.15.24
- ĩ Curriculum committee: 12.9.24
- ĩ Faculty senate: 12/9/24
- ĩ Institutional president: 12.11.2024

NOTES:

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

SECTION 2: PROGRAM OVERVIEW: PURPOSE AND GOALS

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

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

Purpose: The program's purpose is to provide graduate level education in Financial Risk Management, which will make students competent in managing all aspects of financial risk, as well as proficient in handling and understanding financial technology.

Educational Goals & Career Objectives: Students interested in pursuing a career in Financial Risk Management will find the carefully designed curriculum suitable to meet their career goals and objectives. Financial risk management

Application for New Program Approval

experts are in high demand in the industry, and this degree will help them find lucrative placements in banking/investment banking and other areas in the finance industry. Students may also use this knowledge to clear professional certification exams in risk management. The STEM designation will help international students gain valuable work experience.

National or Local Educational Trends: Financial Risk Management is a field that has posted and is currently experiencing high growth. The US Bureau of Labor statistics estimates this field to grow at a much faster rate than other fields. The need for financial risk managers extends beyond the financial industry.

Financial markets, today, are becoming increasingly complex and intertwined due to mega mergers and frequent crises. Businesses and trading houses, therefore, need risk management professionals to understand and manage risks emanating from such a complex business environment. This also generates “big data” which needs to be analyzed by risk management professionals to identify patterns and detect trends, that may be used to increase revenue. It is for this reason that the curriculum that we are proposing is heavy on financial data analytics, although that term is not explicitly stated in any of the course titles. Another area that puts risk management professionals in high demand is regulatory compliance, both at financial and non-financial institutions. We intend to provide coverage of regulatory compliance in our proposed coursework as well.

The influence of technology is increasing at a rapid pace in the financial industry, thereby creating a need for risk management professionals who are proficient in handling and working around such “tech-tools”. To address this need, our proposed curriculum is also heavy on FinTech (Financial Technology), with coverage of Artificial Intelligence (AI) and Machine Learning (ML) applications in finance.

Faculty Expertise and Commitment:

- All Dept Faculty hold Ph.D.
- Strong publication record in peer-reviewed journals and contributions to the academic field.
- Faculty members also bring valuable practical experience from the field, thereby enriching the learning experience of students.

Other Relevant Specific Institutional Strengths and/or Distinctive Attributes that Contribute to Program: The School of Business (SCOB) is now housed in a new building with state-of-the-art facilities. It has also earned the prestigious AACSB accreditation, which is a hallmark of excellence as far as business education is concerned. SCSU is also the only CSU Institution to have a Bloomberg Lab (with 9 Bloomberg Terminals) in its SCOB. We also subscribe to key finance databases, which can further enrich the learning experience of Graduate students in the MS-FRM Program.

Relationship to the Mission of the Institution, CSCU and Beyond: The program is expected to enhance the profile of the Dept. and School of Business in CT and beyond.

Quality of the Program w.r.t. Programs within CSCU and Beyond: There are other programs of similar nature in CT and beyond. However, the proposed program is quite heavy on FinTech. Coverage of AI and Machine Learning applications in finance, we believe, will enable us to create a niche for ourselves.

SECTION 3: NEED AND JUSTIFICATION

Addressing Identified Needs

How does the program address CT workforce needs and/or the wellbeing of CT communities? In your response, provide evidence of employment prospects, including specific job titles and estimated salary ranges, for graduates of the proposed program. For liberal arts and transfer-specific programs, demonstrate the need for the program in terms of student demand and/or program value, and, if applicable, describe specific transfer or employment opportunities for program graduates. *(Include and identify data sources, e.g., JobsEQ,*

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Dept of Labor statistics, etc. Sample job postings, letters of support from employers and/or transfer/graduate/professional programs can be included as an appendix)

There is considerable interest among students about the field of Financial Risk Management (FRM). We currently offer a UG specialization track in FRM, and a couple of best placements have been in this field. During major fairs/expos, parents also inquire about dual/ joint UG-G degrees. With this degree, we will be able to offer a Dual BS- MS Degree as well. The current initiative to develop an MS-FRM Program is therefore a culmination of the industry need, inputs and feedback received from students, parents, and other stakeholders. Financial Risk Management, which has overlaps with Financial Engineering, are the most lucrative areas in the finance industry.

At the time of preparing this document, a search on "indeed.com" with the parameter, "risk management banking" returned 200+ job postings in the field.

Careers/Professions and Earnings

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

13-2051	Financial & Investment Analysts	\$99,010
13-2054	Financial Risk Specialists	\$106,090
11-3031	Financial Managers	\$156,100

Applicable Industries

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

52	Finance and Insurance
Click or tap here to enter text.	Click or tap here to enter text.

Career/Program Pathways

Does this program prepare students for another program? ☒ Yes, specify program: (i) CFA Charter (ii) Financial Risk Manager (FRM) Professional Certification ☐ No [Note: these programs are not offered at SCSU]

Impact on related programming at the home institution

i Indicate what similar programs (e.g., programs with the same first 2-digit CIP) currently exist at your institution:

No other Graduate Programs with the same CIPs currently exist. However, we currently offer specialization tracks in Financial Risk Management and Investments & Portfolio Management as part of the Finance concentration in the BS Business Administration Prog., which will complement the proposed MS-FRM Program. Completion of either of the two UG program tracks will earn MS-FRM students a waiver of 4.5 credits of foundation coursework. This will help us create a BSBA-MS Dual Degree. A BSBA-MS Dual Degree has the potential to boost overall enrollment in our programs.

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The program also has the potential to prepare continuing learners and is aligned with SCOB's newly launched DBA in Business Resilience. Finally, the suite of programs BSBA-FIN Concentration, MS-FRM and the newly launched DBA – Resiliency is a strongly aligned triad of programs and this portfolio is anticipated to have secondary effects on enrollment within each of the above programs respectively, as it becomes part of the curricular brand of our School of Business.

- ĩ **Include enrollment and completion data for the past 5 years for each of these programs as an Appendix**
- ĩ How will the proposed program impact enrollment and completion in these existing programs? **NA**
- ĩ Are there plans to discontinue any of the existing similar programs? **NA**
- ĩ What is the value added of the proposed program in relation to the existing programs? **NA**
- ĩ Briefly comment on the resources required for the proposed program in relation to the existing programs, e.g., does the proposed program make use of existing faculty and courses, how will the institution insure that reassignment of faculty or other resources from an existing program does not negatively impact that program, etc. (*specific details should be provided in the Budget section*):

A new faculty is currently on a significantly reduced teaching load as part of her hiring incentive. Once she is back on full load, she may be assigned some of the Graduate classes with no impact.

Impact on related programming across CSCU

- ĩ Indicate what similar programs (e.g., programs with the same first 2-digit CIP) currently exist at other institutions within CSCU:
None
- ĩ **Attach supplement 101a for each CSCU institution that has one or more similar programs.**
- ĩ How is the new program distinct from these existing programs? **NA**
- ĩ Explain why student or employer demand is not met through existing CSCU programs and provide an assessment of the sustainability/growth of the proposed and existing programs: **NA**

SECTION 4: STUDENT ENROLLMENT & RETENTION

Enrollment Projections

Complete Supplement B – Pro Forma Budget.

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

The expected student enrollment is 47, with 11, 14 and 18 students projected to complete the program over the first three years. The enrollment numbers account for an attrition rate of 1, 1 and 2 student(s) per cohort. We expect that from the second year, when we officially announce the BSBA-FIN & MS-FRM Dual Degree, a steady enrollment in the MS-FRM Program from our UG Prog. will ensue. We also expect international enrollments to kick in from the second year.

Prospective Students

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

Prospective students for this MS-FRM Prog. will comprise of both domestic and international candidates. The inaugural cohort, consisting of approximately 12 students, will primarily comprise SCSU UG and other domestic students. We expect international enrollment to kick in significantly from the second year.



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Student Recruitment / Student Engagement

- i Describe the marketing, advising, and other student recruitment activities to be undertaken to ensure the projected enrollments are achieved:
Marketing efforts both within and outside of campus will be undertaken by department faculty as well as our office of integrated marketing and our graduate school. International outreach is planned via partnerships the school is developing with institutions in countries such as India.
- ii What student engagement strategies will be employed to advance student retention and completion in program?
Enrollments in similar programs at most other institutions are typically between 12 to 25. Given the small size of such programs, it is possible to keep the faculty to student ratio at a low level, and keep students engaged. Students are expected to work in teams for their term projects and this will help further in our efforts to keep students engaged.

Admission Requirements

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

☒ Yes ☐ No

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

The degree program requires the completion of 34.5 credit hours, including the option to waive up to 4.5 credits. To be admitted, a student must hold an Undergraduate Degree and have a minimum GPA of 3.0. Students with degrees that were earned more than five years prior to the date of the application, may submit recent standardized test results (e.g. GMAT) or professional work experience to supplement their eligibility.

Graduation Requirements

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

If yes, describe:

Students are expected to complete a capstone project. For the capstone project, they are expected to pool in the knowledge gained from the other required classes.

Experiential Learning Requirements

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

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

SECTION 5: CURRICULUM & ASSESSMENT

Learning Outcomes - L.O.

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

Goal 1: Students will be competent financial risk analysts.

Goal 2: Students will be able to articulate financial risk analysis and its embedded elements.

Goal 3: Students will work collaboratively in teams.

Goal 4: Students will demonstrate understanding of (i) the Chartered Financial Analyst (CFA) Code of Ethics & Standards of Professional Conduct. (ii) Global Association of Risk Professionals (GARP) Code of Conduct. (iii) Artificial Intelligence (AI) and Machine Learning (ML) Applications in Finance and Risk Management.

Click or tap here to enter text.

Assessment of Learning Outcomes

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



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To measure the program learning outcomes, assessment rubrics will be employed. The following rubric example offers a set of criteria and performance levels. Scores reflect the validation of learning outcomes and aligns with the associated learning goals. All scores are on a scale of 1-5 (1: poor, 2: fair, 3: good, 4: very good, 5: excellent).

Example:

Goal 1: Students will be competent financial risk analysts.

- ï Can synthesize information and evaluate financial risk in order to make strategic business decisions.
- ï Can apply and interpret theoretical and analytical financial risk management techniques in order to evaluate and analyze financial risk.
- ï Can integrate appropriate quantitative tools and technology in order to evaluate and analyze financial risk.

Curriculum

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

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
Program Core: Required & Elective Courses			
*FIN605: Fixed Income Risk Management	G1, G2, G3	FIN600	3
*FIN610: Advanced Derivatives	G1, G2, G3	FIN600	3
*FIN620: Financial Risk Management_I: Banks & Regulations	G1, G2, G3, G4	FIN600	3
*FIN625: Financial Risk Management_II: Market Risk	G1, G2, G3	FIN600	3
*FIN630: Financial Risk Management_III: Credit Risk	G1, G2, G3	FIN620	3
*FIN635: Financial Risk Management_IV: Enterprise Risk Mgmt.	G1, G2, G3	FIN620	3
*FIN640: Financial Data Analytics & Forecasting	G1, G2, G3	FIN600	3
*FIN645: FinTech_I: Introduction to FinTech	G1, G2, G3	FIN620	3
*FIN650: FinTech_II: Risks & Internal Controls of Banking Technology	G1, G2, G3	FIN645	3
*FIN695: Risk Management Capstone	G1, G2, G4	FIN620	3
Core Course Prerequisites			
*FIN500: Financial Data & Computations			1.5
*FIN600: Portfolio Theory & Security Analysis			3

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Open Electives (Indicate number of credits of open electives)	
Total Program Credits (must match number of credits reported on page 1):	34.5

CSCU Transfer Pathways

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

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

i Identify the CT State Community College program that best articulates to the proposed program:

☐ Liberal Arts & Science: ☐ A.A. only ☐ A.S. only ☐ A.A. or A.S.

☐ Transfer Ticket, specify:

☐ Other pre-program or transfer track, specify:

ii With respect to this CT State degree program, which of the following is true?

☐ This associates degree will transfer and apply in whole (if students complete the degree) or in part (if students transfer before completing the degree) to the requirements for the proposed program

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

☐ Only a portion of the associates degree will transfer and apply to the requirements for the proposed program, even if students complete the full degree

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

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

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

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Affairs [forms website](#). Completion of the form(s) must be verified by the signature of the CSCU Director of Transfer and Articulation and the completed form(s) should be submitted with this proposal. Document below how the proposed degree program will articulate to CSCU and/or non-CSCU institutions.

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

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

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

Internal Stackable Pathways

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

The program can “stack” from the concentration at the undergraduate business administration degree to this master’s degree (described above).

Other Stackable Pathways

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

NA

Program Evaluation

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

Employing indicators such as enrollment numbers, student retention rates, graduation rates, and student satisfaction surveys. We’ll ensure that the program meets AACSB accreditation standards and requirements.

Assuring Equitable Outcomes

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

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

Analyzing Demographic Reports

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

1. Strategic recruitment initiatives to achieve diversity in the pool of enrollees.

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2. Career guidance and mentoring as and when necessary.

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

Demographic data will be shared with the university diversity office for guidance and action.

SECTION 6: COST EFFECTIVENESS AND RESOURCES

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

Cost Effectiveness and Availability of Adequate Resources

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

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

Significant resources exist already. Example, new building with state-of-the-art facilities including a Bloomberg Lab. Given the high demand of the proposed degree in the market, it is expected that sustainability challenges should be minimal.

Special Resources

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

No significant expenditures beyond what is mentioned in the budget.

Program Administration

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Sandip Dutta, Ph.D., duttas2@southernct.edu, 203-392-7028.

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

Phd; 3 Credits/Semester

Program Faculty

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

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

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

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? (*note: OHE requires a numerical response to this item*) 0

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

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

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



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Faculty Name and Title	Highest Degree & Institution of Highest Degree	Area of Specialization/ Pertinent Experience	Other Administrative or Teaching Responsibilities
Punit Anand. Asst. Professor	Ph.D., McMaster Univ. Ontario, Canada	Quant. Finance, FinTech	
Gene Birz, Professor	Ph.D. , SUNY Binghamton	Investments and FinTech	
Sandip Dutta, Professor	Ph.D., Southern Illinois University Carbondale	Investments, Corporate Finance, Financial Markets.	Dept. Chair
Khoa Nguyen, Asst. Professor	Ph.D. Univ of Texas, Rio Grande Valley	Corpotate Finance, Investments	
Han Yu, Professor	Ph.D. Univ. of Kansas	Investments, Corporate Finance	
Mengchuan Wang, Asst. Professor	Ph.D. Melbourne, Business School, Australia	Investments and FinTech	
Adam Abugri, Professor	Ph.D. Univ. of Texas, Rio Grande Valley	Corporate Finance, Investments, Risk Management	MBA Director

Application for New Program Approval

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

APPLICATION FOR NEW PROGRAM APPROVAL — SUPPLEMENT B

PRO FORMA BUDGET

Institution: **Southern Connecticut State University** Program: **MS-Financial Risk Management (MS-FRM)**

Resources and Expenditures Projections (whole dollars only)

Resources and Expenditures Projections (whole dollars only)

Resources and Expenditures Projections (whole dollars only)																			
PROJECTED Enrollment	First Year						Second Year						Third Year						
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		
	FT	PT	FT	PT	FT ¹	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	
Internal Transfer (from other programs)																			
New Students (first time matriculating) ²	14				7		15					8		20					9
Continuing Students progressing to credential			14		11		20		35		14		41		61				18
Headcount Enrollment	14		14		18		35		35		22		61		61				27
Total Estimated FTE per Year ¹	385 (Footnotes 1 and 2 below)						480						628.5						
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 ²	\$104,720		\$104,720		\$91,162		\$261,800		\$261,800		\$112,200		\$456,280		\$456,280				\$138,848
Tuition from Internal Transfer ²																			
Program Specific Fees (lab fees, etc.)																			
Other Revenue (annotate in narrative)																			
Total Est. Annual Program Revenue ³	\$300,603 (Footnote 3 below)						\$635,800						\$1,051,408						
PROJECTED Program Expenditures ³	First Year		Second Year		Third Year		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 both undergraduate and graduate programs; both for Fall & Spring, the formula for conversion of part-time enrollments to Full-Time Equivalent (FTE): Divide part-time enrollment by 3, and round to the nearest tenth - for example 20 part-time enrollees equals 20 divided by 3 equals 6.67 or 6.7 FTE. 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.												
Administration (Chair or Coordinator) ⁴	\$32,500 ⁴ (Footnote 4 below)		\$32,500		\$32,500														
Fringe on Coordinator (27.5%)	\$8,937		\$8,937		\$8,937														
Faculty (Back Fill Adjunct)	\$67,500		\$67,500		\$67,500														
Fringe on Adjunct (10%)	\$6,750		\$6,750		\$6,750														
Support Staff (20 hours, 3 rd year)					\$35,000														
Fringe benefits@27.5%					\$9,625														
Software	\$50,000		\$75,000		\$75,000														

¹ Continuing Students take 6 crdts. During Summer, and New students take 4.5 crdts.

² 1st Yr: All In-State; 2nd Yr: 5 International; 3rd Yr: 7 International

³ MBA/AMBA rates used for Tuition & Fees

⁴ 3 Crdt. Release time for Coordinator.



Academic & Student Affairs

Application for New Program Approval

Experiential-based activities	15,000	15,000	15,000	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 Costs might include such expenses as student services, operations, and maintenance.
Grad. Assistant (lab or grad assist, tutor)	\$8,400 (1 GA)	\$16,800 (2 GAs)	\$25,200 (3 GAs)	
Library Resources Program				
Student Recruitment Agency Fee	\$2,400	\$12,000	\$16,800	
Misc. other -Office supply, travel/conferences, membership	\$10,000	\$10,000	\$10,000	
Marketing ⁵	\$20,000	\$15,000	\$10,000	
Contingency (laptop, misc. equipment, etc.)	\$15,000	\$15,000	\$15,000	
Estimated Indirect Costs (@18%) ⁶	\$30,867	\$33,208	\$34,684	
Total Expenditures per Year	\$267,354	\$307,695	\$361,996	
Net Estimated Annual Prog. Revenue	\$33,249	\$328,105	\$689,412	

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CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Discontinuation of Concentration in Health Science Foundations

Bachelor of Science in Healthcare Studies

at

Southern Connecticut State University

February 27, 2025

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of the following concentration in Health Science Foundations within the Bachelor of Science in Healthcare Studies at Southern Connecticut State University effective Spring 2025.

Healthcare Studies, Concentration in Health Science Foundations

CIP Code: 51.0001 OHE#: 19485

A True Copy:

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

ITEM

Discontinuation of the concentration in Health Science Foundations within the Bachelor of Science in Healthcare Studies at Southern Connecticut State University.

BACKGROUND AND RATIONALE

The Health Science Foundations concentration within the Healthcare Studies Bachelor of Science program is being discontinued due to changes in the Health Science program structure. Previously, this concentration served as a pre-major for students aiming to apply to the competitive Health Science degree program. However, the Health Science program has since introduced a Pre-Health Science status within the major, eliminating the need for a separate concentration. The goal of the Health Science Foundations concentration was to clarify the distinction between pre-major and accepted major status, but it led to confusion between Healthcare Studies and Health Sciences. As a result, most students have transitioned to the Pre-Health Science status, and the concentration no longer serves a functional role. This change is administrative with no financial impact and aligns with the program's goal of streamlining pathways for students.

PHASE OUT/TEACH OUT STRATEGY

Students in the Health Science Foundations concentration have been instructed to select Health Science as a major. There is no impact on students' ability to progress toward graduation.

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. CSCU Academic and Student Affairs concurs with this recommendation.

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

APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM

SECTION 1: GENERAL INFORMATION

Institution: SCSU	Please enter the following dates: Final approval by institution: 12.11.2024 Submission to CSCU Office of the Provost for Academic Council: 12.18.2024
Program Characteristics Name of Program: Healthcare Studies, Concentration in Health Science Foundations BOR Accreditation Date: 6.21.2018 OHE #: 19485 <u>CIP Code Number:</u> 51.0001 Title of CIP Code: Health and Wellness, General Program Type (include degree or certificate type, abbreviation, and name, e.g., Associates, AS, Associate of Science): BS Modality of Program (check all that apply): ☒ On ground ☐ Online ☐ Hybrid, % of fully online courses Locality of Program: ☒ On Campus ☐ Off Campus ☐ Both Phase Out / Teach Out Period: N/A Expected Dates of Program Termination - Date for final enrollment of new students: immediate - Date for final award of credential: N/A (no students enrolled)	
Department where program is housed: Healthcare Systems & Innovation Location Offering the Program (e.g., main campus): SCSU	
Institutional Contact for this Proposal: Dr. Julia Irwin	Title: Interim Provost Tel.: 203.392.5350 e-mail: irwinj1@southernct.edu

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative	Describe the rationale for discontinuing this program. Consider whether discontinuation: a) occurs in the context of a related academic improvement, e.g., the merging of programs with declining enrollment/completions into a new program that effectively addresses relevant state needs and students' interests; b) is in response to the periodic Academic Program Review for all programs at each institution, under the guidance of existing BOR policy; c) is in response to other institutional considerations such as redirecting capacity, adoption of new mission, etc. Provide any quantitative information in support of the discontinuation, including any relevant financial information. <i>Program discontinuation should not impact state priorities for workforce preparation.</i> The Health Science Foundations concentration of Healthcare Studies was designed as a pre-major concentration for students intending to apply to the Health Science degree program. Health Science is a competitive major with strict entrance requirements. Students in the HLS-Health Science Foundation concentration have generally either been accepted into the Health Science major, or else advised on other program options. These students typically selected a different HLS concentration or another major to complete their degree. More recently, the Health Science program has incorporated a Pre-Health Science status within the Health Science major, and new students are placed in the Health Science major with this status attached. There is no longer a need for the Health Science Foundations concentration in HLS. The goal of having a Health Science Foundations concentration outside of Health Science was to provide clarity to students about the distinction between pre-major status and accepted major status, but this was not successful. Instead, students were

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APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM

generally more confused about the distinction between Healthcare Studies and Health Sciences. It was determined that “pre-Health Science” within the Health Science major would be more straightforward for students.

Students in the HLS-Health Science Foundations concentration have largely been moved to Pre-Health Science, as have been new enrollees declaring an interest in Health Science. Therefore, the Health Science Foundations concentration does not have a functional role for students and its continued existence has been a source of confusion.

This is simply a labeling change for students in this pathway and has no cost implications.

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 in the Health Science Foundations concentration have been instructed to select Health Science as a major. There is no impact on students’ ability to progress toward graduation.

SECTION 3: RESOURCES

Close Out Costs

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

SECTION 4: LESSONS LEARNED

A Debriefing Exercise

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

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

As noted above, the goal of this concentration was to provide clarity for students about their status in the Health Science major, but it seems to have had the opposite effect. In retrospect, we created this pathway without fully considering the possible consequences.

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Discontinuation of Public Utility Management Concentration

Bachelor of Science in Business Administration

At

Southern Connecticut State University

February 27, 2025

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of the following concentration in Public Utility Management within the Bachelor of Science in Business Administration effective Summer 2029.

Business Administration, Public Utilities Management Concentration

CIP Code: 52.0205 OHE#: 018284

A True Copy:

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

ITEM

Discontinuation of the concentration in Public Utility Management within the Bachelor of Science in Business Administration at Southern Connecticut State University.

BACKGROUND AND RATIONALE

The discontinuation of the Public Utilities Management concentration will be replaced with a new program in Energy and Utility Leadership in development for Fall 2025. The new program will attract a broader student population by offering a modernized curriculum in alignment with industry standards and student interests. The discontinuation of the Public Utilities Management concentration allows the institution to reallocate faculty expertise, resources, and financial investments to the new program, which is expected to yield higher enrollment and completion rates based on market analysis and surveys. There are no costs associated with closing the concentration.

PHASE OUT/TEACH OUT STRATEGY

There are currently 7 students enrolled in the program: 2 freshmen, 1 sophomore, and 4 seniors, with one freshman enrolled full-time and the others part-time. The objective for the 4 senior students is to ensure they graduate on time and offer all required courses in the upcoming semesters. The sophomore student will have a pathway to either complete the program, or transition into the new Energy and Utility Leadership program. The 2 freshmen will be able to smoothly transition into the new program with a customized curriculum pathway.

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. CSCU Academic and Student Affairs concurs with this recommendation.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
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APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM

SECTION 1: GENERAL INFORMATION

Institution: Southern Connecticut State University	Please enter the following dates: Final approval by institution: 12.11.24 Submission to CSCU Office of the Provost for Academic Council: 12.18.24
Program Characteristics Name of Program: BS, Business Administration, Public Utilities Management concentration ONLY BOR Accreditation Date: 12.30.2018/12.03.2015 OHE #: 018284 CIP Code Number: 52.0205 Title of CIP Code: Operations Management and Supervision. Program Type (include degree or certificate type, abbreviation, and name, e.g., Associates, AS, Associate of Science): BS Modality of Program (check all that apply): ☒ On ground ☐ Online ☐ Hybrid, % of fully online courses Locality of Program: ☒ On Campus ☐ Off Campus ☐ Both	
Phase Out / Teach Out Period: 4 years Expected Dates of Program Termination - Date for final enrollment of new students: Fall 2025 - Date for final award of credential: June 2029	
Department where program is housed: Management/International Business Location Offering the Program (e.g., main campus): main	
Institutional Contact for this Proposal: Julia Irwin	Title: Interim Provost Tel.: 203.392.6585 e-mail: irwinj1@southernct.edu

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative Describe the rationale for discontinuing this program. Consider whether discontinuation: a) occurs in the context of a related academic improvement, e.g., the merging of programs with declining enrollment/completions into a new program that effectively addresses relevant state needs and students' interests; b) is in response to the periodic Academic Program Review for all programs at each institution, under the guidance of existing BOR policy; c) is in response to other institutional considerations such as redirecting capacity, adoption of new mission, etc. Provide any quantitative information in support of the discontinuation, including any relevant financial information. <i>Program discontinuation should not impact state priorities for workforce preparation.</i> The decision to discontinue the Public Utilities Management (PUM) program and replace it with the new Energy and Utility Leadership program in Fall 2025 is aligned with the creation of a more relevant program: The new Energy and Utility Leadership program is designed to address current and emerging state needs by incorporating sustainable energy management, smart grid technology, and leadership skills, which are highly relevant in today's job market. This program aims to attract a broader base of students by offering a modernized curriculum that aligns with contemporary industry demands and student interests. Discontinuing the PUM program allows the institution to redirect faculty expertise, administrative resources, and financial investments towards the new Energy and Utility Leadership program, which promises higher enrollment and completion rates based on market analysis and preliminary surveys. 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.) There are currently 7 students enrolled: 2 freshmen, 1 sophomore, 4 seniors. One freshman is full-time, and the rest are part-time.

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APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM

For Seniors (4 students):

-Objective: Ensure all seniors can graduate on time with the PUM degree.

-Plan: Offer all required courses in the upcoming semesters to allow these students to complete their degrees by the end of the current academic year. Prioritize scheduling their final courses and provide any necessary individual support, such as independent study options or personalized tutoring, to address specific academic needs.

For Sophomore (1 student):

-Objective: Provide a pathway to complete the PUM program or transition smoothly to the new program.

-Plan: This student can complete the remaining PUM courses over the next two years. Alternatively, create a transition plan that allows the student to shift to the Energy and Utility Leadership program with credit recognition for completed courses. This might involve additional advising sessions to map out the best pathway based on the student's career goals and interests.

For Freshmen (2 students, 1 full-time and 1 part-time):

-Objective: Offer a transition to the new program with minimal disruption and loss of credits.

-Plan: Full-time Freshman: Given their early stage in the college journey, transitioning to the new Energy and Utility Leadership program with a customized curriculum path would be ideal. Plan an advising session to discuss the transition, ensuring that all credits earned from the PUM program are recognized in the new program. Part-time Freshman: Similarly, facilitate a transition to the new program, considering the part-time nature of the student's enrollment. Special attention should be given to aligning the course load with the student's availability, possibly extending the duration of the program completion based on their part-time status.

SECTION 3: RESOURCES

Close Out Costs

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

none

SECTION 4: LESSONS LEARNED

A Debriefing Exercise

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

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

Responsive Curriculum Development:

Lesson Learned: The development of the new Energy and Utility Leadership program in response to changing industry needs exemplifies proactive institutional adaptation. Future programs should incorporate flexibility in their design to allow for timely updates and modifications in response to evolving external demands.

Strategic Communication and Planning:

Lesson Learned: Effective communication with all stakeholders during the phase-out process was crucial in maintaining trust and transparency. Ensuring that students, faculty, and external partners understand the reasons and plans for program changes prevents misinformation and resistance.

Collaborations and Partnerships:

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

Lesson Learned: Strengthening ties with industry partners can provide real-time labor market insights, which are essential for keeping academic programs aligned with professional fields. These partnerships also offer students practical experiences and networking opportunities that enhance their learning and job prospects.

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NEW DEGREE MINOR – BELOW THRESHOLD REPORT

SECTION 1: GENERAL INFORMATION

Institution: SCSU	Please enter the following dates: Final approval by institution: 12/12/24 Submission to CSCU Office of the Provost for Academic Council: 12/18/24	
Most Recent NECHE Institutional Accreditation Action and Date: 2022 continued in accreditation		
Program Characteristics Name of Minor: Critical Disability Studies Modality of Program (<i>check all that apply</i>): ☐ On ground ☐ Online ☒ Hybrid, % of fully online 50%+ Locality of Program: ☒ On Campus ☐ Off Campus ☐ Both Program website: TBD (website will be created by SCSU Integrated Communications & Marketing (ICM) in spring 2025, pending BOR consent agenda approval Anticipated Program Initiation Date: Fall 2025 Anticipated Date of First Completion: December 2026 Total # Credits in Program: 18		
CIP Code Number: 05.0210 Title of CIP Code: Disability Studies		
Department where program is housed: N/A (this is an all-university program) Location Offering the Program (<i>e.g., main campus</i>): main campus		
Provide the intended catalog description for this program: The Critical Disability Studies minor offers an interdisciplinary exploration of disability with a focus on challenging deficit models of disability, re-centering the voices and knowledge of persons and scholars who are disabled, and understanding how society values some bodies and minds and devalues others. This program explores diverse models and narratives of disability; examines debility, or the ways in which social, economic, and political conditions can create vulnerabilities; and emphasizes disability as a vital aspect of diversity and identity. Courses examine both personal and collective responses to difference, including the interaction of disability with other forms of oppression such as age, race, gender, sexuality, ethnicity, national origin, veteran status, and class. This minor prepares students to critically engage with issues of accessibility, advocacy, and inclusivity in various professional and community settings.		
If establishment of the new minor is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: CIP: OHE#: BOR Accreditation Date: Phase Out Period Date of Program Termination Discontinuation of a program requires submission of form 301. Discontinuation form submitted? ☐ Yes ☐ No		
Other Program Accreditation: • If seeking specialized/professional/other accreditation, name of agency and intended year of review: • If minor prepares graduates eligibility to state/professional licensure, ○ identify credential: ○ confirm NC-SARA requirements met: ☐ Yes ☐ No (<i>As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency</i>)		
Institutional Contact for this Proposal: Dr. Julia Irwin	Title: Interim Provost	Tel.: 203 392-5350 e-mail: irwinj1@southernct.edu
NOTES:		

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NEW DEGREE MINOR – BELOW THRESHOLD REPORT

- This informational report pertains to academic programs not reaching the threshold requiring Board of Regents action. Information is shared with the BOR-Academic Council and included in the BOR-Academic and Student Affairs Committee meetings.
- This form should be used only for new degree minors, which are considered Below Threshold and do not require a BOR resolution.

SECTION 2: PROGRAM PLANNING ASSESSMENT

Alignment of Program with Institutional Mission, Role, and Scope

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

The Critical Disability Studies minor aligns with Southern's institutional mission by prioritizing student success through an interdisciplinary exploration of disability as a vital aspect of diversity and identity. By challenging systemic barriers and deficit models of disability, the program equips students with the knowledge, skills, and perspectives necessary for ethical leadership and active engagement in a global society. Rooted in Southern's commitment to equity, access, and success, the program emphasizes advocacy, accessibility, and inclusivity while fostering constructive dialogues that uphold dignity, respect, mutual understanding, and civility. Through its focus on the intersection of disability with other forms of oppression and its emphasis on disability pride and culture, the minor creates a culture of inclusion and belonging while addressing critical workforce needs in education, healthcare, social services, and beyond.

Addressing Identified Needs

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

The Critical Disability Studies minor addresses Connecticut's workforce and community needs by preparing graduates for roles that prioritize inclusivity, accessibility, and advocacy. As public awareness grows around accessibility and disability rights, there is an increasing demand in Connecticut for professionals skilled in creating equitable environments across education, healthcare, social services, business, and government sectors.

According to the Connecticut Department of Labor and JobsEQ, the healthcare, education, social work, human resources, and public policy sectors are projected to grow by over 12% in the next decade. Employers are seeking candidates with competencies in diversity, equity, and inclusion (DEI), knowledge of ADA compliance, and appreciation for and understanding of disability culture(s). In educational settings, Connecticut's K-12 and higher education sector has noted a steady need for educators and administrators who understand neurodivergence, d/Deaf culture, person-first language, and inclusive pedagogy. Additionally, healthcare systems and social services providers prioritize culturally competent care, including understanding disability and debility as a key element of patient-centered approaches.

While studying Critical Disability Studies does not entail or imply being disabled, neurodivergent, d/Deaf, etc., it is worth noting that a program that centers the voices and experiences of those who experience disability and debility would likely appeal to students in these groups. According to the Director for Accessibility Services at Southern, there were 1,017 students who received accommodations at SCSU in the Spring 2024 semester. This represents approximately 11.6% of the overall student body, which, according to the SCSU Fact Book, was 8,703 students in Spring 2024. When considered alongside findings from the 2022 "Use of Supports among Students with Disabilities and Special Needs in College" study by the Department of Education's National Center for Education Statistics (NCES) — which shows that only

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NEW DEGREE MINOR – BELOW THRESHOLD REPORT

about one-third (37%) of students with a disability disclose their disability to their college — the demand for a Critical Disability Studies program becomes even more evident. The NCES study suggests that many students may not seek formal accommodations but would still benefit from a curriculum that validates their experiences, provides tools for self-advocacy, and deepens their understanding of disability as a significant social and cultural identity. A Critical Disability Studies minor would serve disabled, neurodivergent, and d/Deaf students — and those interested in advocating for inclusivity — by creating a more informed and supportive campus environment.

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

The Critical Disability Studies minor at Southern Connecticut State University (SCSU) builds on Connecticut's commitment to progressive disability rights and SCSU's historic mission as an institution dedicated to social justice and educational equity. Connecticut's inclusive policies, including strong support for accessible education, public health, and workforce integration for disabled individuals, provide an ideal environment for students to explore disability studies. Connecticut is one of the leading states, for example, in implementing Universal Design for Learning (UDL) principles in public education, with mandated and funded UDL training and resources for K-12 teachers.

SCSU's origins as the Southern Connecticut Teacher's College further underscore its alignment with the program's goals. With a mission grounded in preparing educators and advocates, the institution provides unique interdisciplinary expertise in fields such as curriculum design, educational leadership, public health, social work, special education, history, philosophy, and gender studies, as well as direct experience in disability advocacy and community work.

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

To assess equity in the recruitment, enrollment, retention, and completion of the Critical Disability Studies minor, the Critical Disability Studies Steering Committee will: (1) conduct an annual review of data provided by the Office for Institutional Research with demographics of the enrollees, including race, gender, socioeconomic background, disability status, and first-generation college student status; (2) compare enrollment and retention rates in the minor to overall university rates to identify any disparities; (3) track engagement with academic support services (*e.g., tutoring, accommodations*) and assess any correlation with retention and success, ensuring that students in the minor are effectively supported; and (4) measure completion rates and identify any barriers impacting time to completion for specific groups, such as course availability or scheduling flexibility, and address these to improve equity.

As part of the overall program assessment, the CDS Steering Committee will also request support from the Office of Institutional Research & Assessment in creating, distributing, and analyzing an annual or biennial survey focused on student satisfaction, belonging, and engagement with the program, particularly among disabled, neurodivergent, and historically underrepresented students. These metrics will be used to inform program improvements.

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

The program will actively reach out to underrepresented and marginalized groups — including disabled, neurodivergent, and d/Deaf students, and students from other historically underrepresented groups — through partnerships with SCSU’s Center for Academic Success and Accessibility Services (CASAS); Diversity, Equity, and Inclusion (DEI); the Racial & Intersectional Justice Group (RIJG); the Multicultural Center (MCC); and the Integrated Justice & Social Change Collaborative (IJSC). Recruitment materials will highlight the program’s focus on inclusivity, advocacy, and disability pride, making it clear that students from diverse backgrounds are welcomed and valued.

The program will also work with CASAS to provide comprehensive academic and peer support for students in the program.

Course materials and assignments will reflect diverse perspectives on disability, with a focus on universal design for learning (UDL) principles to accommodate various learning styles and abilities. Faculty in the program will receive training on UDL, enabling them to create accessible syllabi, provide flexible assessment options, and implement assistive technologies, ensuring an inclusive learning environment for all students.

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

When inequities are identified, program and institutional leaders will analyze the data, engage stakeholders — including students, faculty, and staff — to gain insight into the potential cause(s), create an action plan, and, if necessary, use the data to advocate for additional resources or adjustments to policies or practices that inadvertently contribute to inequities, such as course scheduling conflicts or accessibility issues with campus resources.

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.

Faculty Development:

All of the courses in this program except one are new courses that have been proposed by individual faculty members with expertise in the subject area of the course proposal. Although the faculty who have proposed courses in the program have all done so with extensive background research — in some cases drawing on years of expertise in a specific subfield such as mad studies, Deaf studies, or the history of disability — this research or retraining has been largely limited to a specific discipline or subfield. A faculty member who specializes in Mad Studies, for example, might not have expertise in Deaf Studies, and vice versa. With this in mind, the program proposer has submitted and received an AAUP funded Faculty Development Grant to support a series of five online workshops in 2025-26:

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NEW DEGREE MINOR – BELOW THRESHOLD REPORT

October '25: Dr. Sami Schalk

Focus: Intersectional Introduction to Critical Disability Studies, with a focus on person-first language. Schalk, the author of *Bodyminds Reimagined* and *Black Disability Politics*, is an experienced workshop leader. She offers a talk called "Introduction to Disability Studies and Accessible Pedagogy": <https://badgertalks.wisc.edu/speaker/sami-schalk/>

November '25: Dr. Nick Walker

Focus: Neurodivergence

Walker is an educator, queer futurist, public speaker, and author of *Neuroqueer Heresies*. She is best known for her work on language and concepts used to describe neurodivergence.

February '26: Dr. Jasbir Puar

Focus: Madness and Mental Health

Puar, a leading disability studies scholar, examines how states use disability, including mental health, to control marginalized groups. In *The Right to Maim* she introduces the concept of "debility" to describe how state power enforces vulnerability.

March '26: Dr. Teresa Blankmeyer Burke

Focus: Deaf Studies

Burke, a Professor at Galludet University, specializes in Deaf studies, bioethics, and signed language. Her work addresses Deaf identity, cochlear implant ethics, Deaf Gain, and the cultural contributions of Deafness.

April '26: The Cyborg Jillian Weise

Focus: Disability & Technology

Cy. Weise is a poet, a performer, and the author of 5 books, including *The Amputee's Guide to Sex* and the crowd-sourced *Borg Diem*, a dictionary for disabled people, by disabled people, with the first edition published exclusively in Braille.

These workshops will serve not only as a forum for the discussion and dissemination of ideas and research efforts, but also as an opportunity for community outreach and, ultimately, a community-building tool for teaching disability justice.

The program will also rely on our current Director of the Center for Educational and Assistive Technology, Dr. Bo Zamfir, to provide workshop(s) on UDL; on the Associate Director of Accessibility Services, Ted Donahue, to provide workshop(s) on accessibility and support services at Southern; and on the Office for Career & Professional Development Team to provide workshop(s) on opportunities such as the [Workforce Recruitment Program](#), which connects employers with students and recent graduates with disabilities seeking internships and jobs.

Program Leadership:

The CDS Minor will draw from full-time and part-time faculty in 10 different departments. The Steering Committee will be comprised of current full-time faculty from across those majors who will serve in the role of minor advisors and ensure that scheduling enables the students who select the minor to find enough seats in current courses to complete the minor. The initial members of the Steering Committee will be selected

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through a process outlined in the committee bylaws (as per the policy on interdisciplinary programs), and the committee will be chaired by a rotating member. The responsibilities of the Chair will be to convene meetings of the Steering Committee once per month to discuss scheduling, teaching assignments, students registered, possible adjustments or revisions to the program, and disability advocacy on campus.

Given the overwhelmingly positive response to the call for expressions of interest in the program from faculty — who have created more than a dozen new courses across the university in less than six months — it is likely that there will be a similarly enthusiastic response from students. With this in mind, the Steering Committee will monitor enrollments carefully and consider possible expansions such as the development of a graduate certificate, or a non-credit certificate to generate revenue that can be fed back into the program. The minor can be handled by current faculty and staff, but if there is a demonstrated demand for additional programming, the Critical Disability Studies Steering Committee will meet with the administration to discuss options such as hiring a full-time faculty member or hiring a part-time program administrator to coordinate scheduling, advising, and assessment; connect students with campus and community services; engage in community outreach, etc.

Special Resources

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

Kari Swanson (Acquisitions & Collection Development Coordinator) is already developing a LibGuide for the Critical Disability Studies program.

Patrick Crowley (Head of Special Collections) and Elizabeth Wilkinson (Archivist) have also been meeting with Elaine Kolb, a New Haven-based activist, musician, and poet who has been a leader in the disability justice movement for more than 50 years, to discuss the creation of an Elaine Kolb Archive with some of her recordings, photos, writing, music, and memorabilia from historic gatherings, protests, and events.

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 projected enrollments have been derived in part from quantitative data related to both the number of Interdisciplinary students who have attempted to create self-designed concentrations related to Critical Disability Studies, and the number of students at Southern who have formal accommodations for a disability — and in part from anecdotal data related to the rise of interest in Critical Disability Studies across the U.S. in the wake of the 2020 film “Crip Camp” and the COVID-19 pandemic, which has been called a “mass disabling” event.

Southern will not be the only regional university to be offering a Critical Disability Studies minor at the undergraduate level — programs have sprung up in the last five years at the University of Maryland, Baltimore County (UMBC), Western Washington University (WWU), Eastern Michigan University (EMU), and the University of Saint Joseph.

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However, we will be the only public university in Connecticut to offer an undergraduate minor in Critical Disability Studies. Although UConn offers a 12-credit graduate certificate in Disability Studies that integrates public health and disability perspectives, and a postsecondary Disability Services certificate, there is no undergraduate minor. The success of the UConn programs indicates a regional demand for academic training that addresses disability culture and perspectives.

The program will be promoted through multiple channels to ensure the projected enrollments are achieved. Specifically:

1. The program will be marketed through SCSU's social media channels, website, and newsletters, with specific outreach to student groups connected to social justice, accessibility, and advocacy such as the Neurodiversity Club and the American Sign Language Club, and student clubs for professions that would benefit from a Critical Disability Studies Minor such as the Healthcare Management Society, the National Student Nurses' Association, the Pre-Health Society, the National Student Speech-Language-Hearing Association, SCSU Multicultural Health Educators, and the SCSU Future Teachers Organization. Marketing materials will emphasize the program's interdisciplinary approach, potential career paths, and the professional benefits of having a CDS minor in different fields.
2. The minor will be advertised through collaborative advising with multiple different departments, including but not limited to the 10 departments that are contributing courses to the minor.
3. The program will be promoted through campus events that engage the broader student body in discussions on disability culture, pride, and accessibility — and through collaborations with Academic Advising, CASAS, DEI, MCC, and other student advocacy groups.
4. To attract prospective students interested in social justice and advocacy, the program will coordinate with Admissions to include information on the minor in outreach materials.

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

Many of the faculty who have been engaged in developing new courses for the program have found that the work has a transformative effect. We don't anticipate problems with engagement or retention and completion, but will carefully assess and monitor the data for the program.

SECTION 3: PROGRAM QUALITY ASSESSMENT

Learning Outcomes - L.O.

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

1. Students will analyze the social, political, cultural, and economic factors that define disability, recognizing how these factors shape the experiences and identities of disabled, neurodivergent, or d/Deaf individuals across diverse contexts.

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2. Students will critically examine the complex relationships disabled, neurodivergent, and d/Deaf communities have with medical, educational, and legal institutions, assessing how these interactions impact autonomy, inclusion, and advocacy.
3. Students will explore disability cultures in their various forms — such as activism, visual and performing arts, and community organizing — understanding how these vibrant expressions foster empowerment and visibility.
4. Students will investigate how people who have visible and invisible disabilities, and people who are neurodivergent or d/Deaf, live, learn, love, create, and organize, gaining insight into the diverse ways in which disability enriches communities and social life.
5. Students will examine the intersection of disability with gender, sexuality, race, and class, learning how these overlapping identities shape individual and collective experiences within society.
6. Students will apply the values of interdependency, diversity, and mutual respect, reflecting on the broader life lessons that Critical Disability Studies offers and recognizing the unique contributions each individual can make to the world around them.

Assessment of Learning Outcomes

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

The assessment of program learning outcomes in the Critical Disability Studies minor will employ both direct and indirect methodologies:

1. **Course-Embedded Assessments:** Key assignments will be aligned with program learning outcomes. Rubrics will be used to assess students' abilities to analyze, interpret, and apply concepts related to disability, intersectionality, and advocacy.
2. **Exit Surveys and Alumni Feedback:** Upon completion, students will participate in exit surveys to gauge their satisfaction with the program and perceived mastery of learning outcomes. Additionally, alumni feedback will provide information on the relevance and impact of the program in professional or academic settings.
3. **Steering Committee Review:** Faculty and advisory committee members will periodically review program assessment data, including student performance on key assignments and survey results, to make adjustments to the curriculum and enhance the effectiveness of teaching strategies.

Program Administration

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

- Name: Prof. Heidi Howkins Lockwood
- Email: lockwoodh1@southernct.edu Phone: 203 392-5161 (office) / 203 240-0726 (cell)

Program Faculty

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How many new full-time faculty, if any, will need to be hired for this program? None
 If any new full-time hires, what percentage of program credits will they teach? N/A
 How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)?
 8+ (For the first year: Dr. Heidi Lockwood, Dr. Rachel Furey, Dr. Judy Terpstra, Dr. Joan Weir, and Dr. Marie McDaniel — and likely also Dr. Troy Rondinone, Dr. Venice Michalsen, and Dr. Stanley Bernard)
 How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum?
 6+ (For the first year: Jennifer Rubino, Sarah Rizzuto, Shelley Stoehr-McCarthy, George Narvaez, Dawna Callahan, Luciana McClure)
 What percentage of program credits will be taught by adjunct faculty? Approximately 30%

Curriculum

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

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
Program Required & Elective Courses			
ENG 226 Disability Literature	1, 4, 5, 6	N/A	3.0
HIS 208 History of Disability in America	1, 2, 5	N/A	3.0
IDS 180 Introduction to Neurodivergence	3, 4, 5, 6	N/A	3.0
PHI 226 Cyborg (Dis)abilities	1, 2, 3	N/A	3.0
REC 307 Disabilities in Society	1, 2, 3, 4	N/A	3.0
WGS 204 Representations of Disability	2, 3, 4, 5	N/A	3.0
WGS 225 Disability Pride, Crip Joy	1, 3, 4, 5	N/A	3.0
CDS 298/398/498 Special Topics in CDS	varies	N/A	3.0
Open Electives <i>(Indicate number of credits of open electives)</i>			18
Total Program Credits:			18

There are multiple additional planned courses — for example, the History of Mad Studies (HIS), Deaf Studies (SED), Disability and the Criminal Legal System (SOC), and Global Models of Disability (PCH). The CDS Special Topics shell will be used to enable faculty to offer these courses in 2025-26. An RMP — Revised Minor Proposal — will be submitted after the next wave of courses is approved. Departments interested in temporarily offering CDS Special Topics courses or courses cross-listed with CDS under the Special Topics shell will be encouraged to do so, but are encouraged to submit permanent course proposals if possible. All proposals will be voted on by the CDS Steering Committee, either at the monthly meetings or via email.

The Critical Disability Studies program has been created by an ad-hoc development team comprised primarily of faculty who have successfully proposed courses or are working on course proposals. A formal Critical Disability Studies Steering Committee will be formed once the minor is fully approved. Membership on the CDS Steering Committee will be open to faculty who successfully propose courses that are included in the minor; representatives from each department contributing a course to the minor; and representatives from offices and groups such as CASAS (the Center for Academic Success and Accessibility Services), OCPD (the Office for Career & Professional Development), Diversity Equity & Inclusion (DEI), Library Services, and the Neurodiversity Club. Per UCF rules, the majority of the Steering Committee will be comprised of faculty.

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SECTION 1: GENERAL INFORMATION

Institution: Southern Connecticut State University	Please enter the following dates: Final approval by institution: 12.11.2024 Submission to CSCU Office of the Provost for Academic Council: 12.18.2024
Most Recent NECHE Institutional Accreditation Action and Date: Continued in accreditation, 2022	
Parent Program Name of Program: Master of Science in Computer Science Program Type (<i>degree type, abbreviation, name, e.g., Certificate 16-30 credits, C2, Certificate</i>): Master of Science MS OHE #: 8895 <u>CIP Code Number:</u> 11.0701 Title of CIP Code: Computer Science	
Proposed Program Characteristics Name of Option/Track/ <u>Concentration</u> /Specialization: Data Science Concentration Modality of Program (<i>check all that apply</i>): ☐ On ground ☐ Online ☒ Hybrid, % of fully online courses 40-49% Locality of Program: ☒ On Campus ☐ Off Campus ☐ Both Program website: https://www.southernct.edu/academics/computer-science/programs Program Type (<i>e.g., Bachelor Degree Option</i>): Master of Science in Computer Science Concentration in Data Science Anticipated Program Initiation Date: Fall 2025 Anticipated Date of First Completion: Spring 2027 Total # Credits in Program: 30 IPEDS defined program duration (<i>if no IPEDS data, provide standard duration of program for full-time student in years</i>): 1.67 years	
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	
<u>CIP Code Number:</u> 11.0701 Title of CIP Code: Computer Science	
Department where program is housed: Computer Science department Location Offering the Program (<i>e.g., main campus</i>): main SCSU campus	
Request for SAA Approval for Veterans Benefits? ☒ Yes ☐ No	

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Provide the intended catalog description for this program:

(RED denotes 12 credits dedicated to the new concentration. No other changes to the existing MS program.)

Computer Science, M.S. – Data Science Concentration (Hybrid)

PROGRAM REQUIREMENTS (30 CREDITS)

Core Requirements (6 credits)

CSC 540 – Database Systems

Select one:

CSC 505 – Object-Oriented Data Structures in Java

CSC 543 – Web Programming

CSC 550 – Fundamentals of Mobile Application Development

CSC 563 – Multithreaded Distributed Programming

Concentration Requirements (12 credits)

Select four from:

CSC 552 - Deep Learning

CSC 581 - Computational Intelligence

DSC 530 - Statistical Software Programming

DSC 531 - Statistical Learning

DSC 532 - Applied Statistical Methods I

DSC 554 – Natural Language Processing

Directed Electives (6 credits)

Two additional courses beyond the core and concentration requirements in CSC 520 or higher.

Capstone Requirements (6 credits)

Option1: Master's Thesis (CSC 590 and CSC 591)

Option 2: Special Project (CSC 590 and CSC 595)

Option 3: Comprehensive Exam (requires two additional courses from Directed Electives)

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

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

Phase Out Period Date of Program Termination

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

Other Program Accreditation:

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

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

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Institutional Contact for this Proposal: Julia Irwin	Title: Interim Provost and VPAA	Tel.: (203) 392-6585 e-mail: irwinj1@southernct.edu
NOTES: - This informational report pertains to academic programs not reaching the threshold requiring Board of Regents action. Information is shared with the BOR-Academic Council, included in the BOR-Academic and Student Affairs Committee meetings, and forwarded to the Office of Higher Education for inclusion in the CT Credential Registry. - This form should be used for options, tracks, concentrations, or specializations within an approved degree program, which are considered Below Threshold and do not require a BOR resolution. If changes are required to the parent program, submit the relevant program modification form.		

SECTION 2: PROGRAM PLANNING ASSESSMENT

Alignment of Program with Institutional Mission, Role, and Scope

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

In alignment with SCSU's commitment to academic excellence, the Computer Science Department has offered its nationally ABET accredited undergraduate computer science program for over 20 years with its mission to "prepare students for professional careers in computing and related areas as well as graduate studies in computer science". The proposed new Concentration in Data Science within Master of Science in Computer Science will be offered with the same level of commitment, rigor and focus on academic excellence. More importantly, as a STEM degree addressing demonstrable needs in business, industry, and government, the proposed new concentration reinforces key components of the university's vision of striving "to meet the workforce needs of the state and nation including STEM disciplines".

Addressing Identified Needs

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

The demand for graduates with deep analytic skills and the ability to work with "big data" is obvious. We provide just some evidence of this demand:

- The Bureau of Labor Statistics is currently projecting a *conservative* 36% increase for data scientists between 2021 and 2036 with more than 40,500 new jobs predicted (www.bls.gov). A July 2022 follow-up to this article noted "A decade later, the job is more in demand than ever with employers and recruiters."; with the new expectation to create nearly 13,500 new data science roles annually.
- According to the 2023 Dice Tech Job Report, demand for data scientists continues to be strong, driven by businesses increasingly relying on data insights to drive strategy and improve decision-making.
- An analysis by LinkedIn showed a 46% increase in job postings for data scientists and similar roles from 2019 to 2022.
- Online job sites agree (Indeed, Dice, Glassdoor): Data Scientist as its #3 most popular job with 10,071 openings nationally and a median base salary of \$120,000 (glassdoor). Search for Data Scientist to the Northeast (CT, RI, MA, VT, NH, ME, and NY) produces 3,618 positions (source: glassdoor.com, October 2022).

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- The State of Connecticut, though subject to financial vicissitudes of late, does possess a high-tech/data corridor running from Stamford/Bridgeport, through New Haven, and up to Hartford/Farmington. As noted at mastersindatascience.org,
 - a. Hartford is home to major insurance companies like Aetna, Hartford Financial Services Group, and Cigna, as well as institutions that are deeply invested in medical care and research.
 - b. In the greater Hartford area are companies like VLink as well as the Jackson Laboratory for Genomic Medicine and UConn Health in Farmington.
 - c. New Haven has fast-growing companies like Arvinas (pharmaceuticals), SeeClickFix (digital communications), and Continuity (compliance management systems).
 - d. Gartner is headquartered in Stamford, and employs almost 2,000 IT research analysts and consultants in the service of its clients.
-

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

Curriculum and Faculty: The new concentration would utilize the expertise of the CSC faculty who are already conducting research in data sciences. The faculty has already designed and gotten the needed courses approved. There is already student interest from inside and outside the current MS-CSC program.

Resources: The main resource would be the faculty conducting research in the field. The department, the school and the university have adequate Hardware (e.g. high-performance computing cluster) and Software resources to support the research. If additional resources are needed, they will be acquired by Google Co-lab or other computational services.

Location: SCSU's New Haven campus sits inside Connecticut's high tech/data corridor Stamford-New Haven-Hartford. It is also at the midpoint between New York and Boston, which could attract students from NE region.

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

The Computer Science Department has been nationally recognized as an NCWIT Pacesetter for its commitment to increasing the number of women and under-represented minorities in its programs by providing an open, accessible and inclusive environment.

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

Recruitment: *Demographic representation.*

Enrollment: *Give more weight to enrolling students from low-income backgrounds, students of color and under-represented (including women). Total number of admissions, total number of credit hours, financial aid requested.*

Retention: *Track retention rates by race, gender, and other demographic factors. Provide more resources to help students-at-risk.*

Completion: *Graduation rates, time-to-completion, job placement compensation data.*

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5. Describe specific aspects of the program (e.g., interventions to address college readiness, targeted recruitment strategies, comprehensive support, etc.) intended to advance equitable student outcomes.
The program is actively working on increasing the number of under-represented students, mostly women in Computer Science. (Recruitment, Research and Job Opportunities and more).
6. Where inequities are found, how will the data be used by program and institutional leaders to address the inequities?
Recognized inequities will be analyzed and additional resources will be directed to eliminate the gaps: including educational and financial as needed.
7. Describe any pathways to, and/or from, this program to programs at your own institution and other institutions, both within and outside of CSCU, e.g., stackable credentials, transfer agreements, etc. (Include additional details in the Quality Assessment portion of this application, as appropriate)
Students in our Undergraduate Computer Science program can proceed with 4+1 option towards the new concentration. (taking graduate courses in their last academic undergraduate year).
8. Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided.

WCSU – none at the grad level. Undergraduate concentration in Data Science under BS in Applied and Computational Mathematics.

ECSU – MS in Applied Data Science,. Undergraduate BS in Data Science.

CCSU – MS in Data Science (MS program w asynchronous online delivery) . No undergraduate degree.

Our program differs; it is MS in Computer Science with options (concentrations) that students can explore. It is also a hybrid program that delivers more than 50% of its offerings on-the-ground (hands-on, student driven, on-campus). In addition, our program benefits from resources available from our undergraduate BSc in Data Science.

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Cost Effectiveness and Availability of Adequate Resources

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

The proposed new concentration will need no additional resources (coordination, faculty, curriculum and classes are already established under the parent program). For example, the concentration includes courses that are already in place and offered to the parent program students as an elective. The space and the faculty are already allocated for teaching of the courses. Computational analytical resources already exist that serve the parent program. Any additional expenditures (if any) would be easily offset by gains in enrollment revenue. Projections of enrollment for Fall 2025 would be a cohort of 10-15 new students in that concentration.

Special Resources

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

No special resources are required for this program

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 in the current CompSci undergraduate program will be presented with a new option for 4+1/accelerated pathway.
- Students in other related undergraduate programs (like Math, Data Science, STEM.) will be informed of this new graduate option.
- Using our current outreach channels the new concentration will be marketed directly to businesses in tech/data path region (Stamford-New Haven-Hartford).
- Heavy linked-in marketing to professionals in the area, that includes our alumni.
- Possible international exposure. (the interest in this area of research (Data Science) from International prospective students is mentionable).

Student Engagement would follow the practices already developed for our parent Master's degree in Computer Science program.

(Close student advisement, Student-driven classes, Cohorts, Industry exposure, Research opportunities, Conferences, Networking events, Career Events)

Most of our students work, and most of the companies provide tuition re-imbursement.

If applicable, what student engagement strategies will be employed to advance student retention and completion in program? The same strategies for Student Engagement would be applied for Retention and Completion.

Careers/Professions & Estimated Earnings

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

The main SOC categorization is:

15-2051 Data Scientist

Includes: *Data Analytics Specialist , Data Mining Analyst , Data Visualization Developer*

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

(source payscale.com)

Data Scientists: \$101,117/year (\$72k-\$141k)

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Applicable Industries

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

Many Industries would utilize Data Scientists professionals. For completeness only some listed.

622310 Cancer hospitals

524114 Health insurance carriers

522210 Banks, credit card

541715 Aerospace research and development

541614 Logistics and integrated supply chain management

481211 Passenger air transportation

541690 Energy consulting

561110 Hotel management services

541720 Business research and development

541714 Biotechnology research and development laboratories

Career/Program Pathways

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

SECTION 3: PROGRAM QUALITY ASSESSMENT

Learning Outcomes - L.O.

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

Upon successful completion of the MS in CS program: Data Science concentration, graduates will be:

1. able to demonstrate sophisticated knowledge of software design, development and implementation
2. able to apply scientific models and concepts to data collection, data analysis, detect patterns in data, and draw inferences and conclusions supported by data.
3. able to communicate effectively in both a written and oral manner
4. able to analyze and evaluate existing computing solutions and create innovative solutions to research problems utilizing current or emerging computing technologies
5. prepared for employment in a data-science-related industry or for further post-graduate study

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Assessment of Learning Outcomes

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

Learning Outcome	Where	How
LO #1	2 core courses	Individual student homework assignments examinations and final projects; Graduate Alumni Survey
LO #2	Concentration Courses	Individual student homework assignments, examinations and final projects; Graduate Alumni Survey
LO #3	All courses (except maybe core). All courses are student driven and require midterm and final project presentation.	Numerous oral presentations and formal written documents (e.g., project proposals, article critiques, literature reviews) culminating in the final capstone requirement (oral defense and written thesis); Graduate Alumni Survey
LO #4	Majority of courses (except core). Such courses require midterm paper presentation, and final project research presentation. Capstones. (Thesis, Special Project)	Numerous research project presentations.
LO #5	To prepare students for employment or post-graduate study, students are required to conduct research in most of their graduate courses. In some courses students are asked to develop the skills to establish communication channels.	Evaluation of research projects. Evaluation of various components of group work;

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Program Administration

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

- Name: Chair Person Lisa Lancor
- Email: lancorl1@southernct.edu Phone: (203) 392-5890

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

The Chairperson's position would be to manage day to day operations of the program. The ChairPerson would receive 9 (release) credits for the Chairperson's administrative responsibilities.

Program Faculty

How many new full-time faculty, if any, will need to be hired for this program? None. The (expert) faculty is already in place.

If any new full-time hires, what percentage of program credits will they teach? 0%

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

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

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

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program: PhD and research in Data Sciences

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

Faculty Name and Title	Highest Degree & Institution of Highest Degree	Area of Specialization/ Pertinent Experience	Other Administrative or Teaching Responsibilities
Imad Antonios	Ph.D., University of Connecticut	Applications of machine learning, electrical grids analytics, performance modeling.	
Andrew Bartlett	Ph.D., University of Georgia	Computer-Assisted Language Instruction	
Aaron Clark	Ph.D., The University at Albany, SUNY	Topology, dynamical systems, applied mathematics, topological data analysis.	Chairperson, Department of Mathematics
MD Shafaeat Hossain	Ph.D., Louisiana Tech University	Machine Learning, Smartphone Security, Cyber-behavioral authentication, Multi-biometric verification, and Computer Vision.	
Mohammad Tariqul Islam	Ph.D., University of Kentucky	Computer Vision, Big Data, Machine Learning, Deep Learning, Bioinformatics.	
Ray Mugno	Ph.D., Stony Brook University, SUNY	Statistics, adaptive designs, and multivariate analysis.	
Julei Pang	Ph.D., Texas Tech University	Nonlinear dynamic systems, switching systems, stochastic process, and machine learning.	
Sahar El Seesi	Ph.D., University of Connecticut	Bioinformatics and Computational Genomics.	

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

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

Curriculum

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

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
Program Required & Elective Courses			
RED indicates the below-threshold (12cr) change to the parent program			
CORE: (6 credits)			
CSC 540 – Database Systems	LO 1	CSC 501	3
Select 1 from:			
CSC 543 – Web Programming	LO 1	CSC 501 and 503	3
CSC 550 – Fund of Mobile App Dev	LO 1	CSC 543 or 563	3
CSC 563 – Multithreaded Distribut. Prog.	LO 1	CSC 501 and 503	3
CONCENTRATION: (12 credits)			
Select 4 from:			
CSC 552 - Deep Learning	LO 2,3,4	CSC 543 or 563	3
CSC 581 - Computational Intelligence	LO 2,3,4	CSC 501 or DSC 502	3
DSC 530 - Statistical Software Prog	LO 1,2,4	DSC 500 or equivalent	3
DSC 531 - Statistical Learning	LO 2,3,4	DSC 501 or DSC 530	3
DSC 532 - Applied Statistical Methods I	LO 2,3,4	DSC 501 or DSC 530	3
DSC 554 – Natural Language Processing	LO 2,3,4	DSC 502	3
DIRECTED (Open) ELECTIVES: (6 credits)			
Select 2 from:			
Courses CSC ≥ 520 not in the core nor in the concentration			
CSC 521 - Algorithms	LO 1,2,4	CSC 501	3
CSC 535 - Software Engineering	LO 1,2,4	CSC 540 or 543 or 563	3
CSC 545 - Adv Database Systems	LO 1,2,4	CSC 540	3
CSC 560 - Software Quality	LO 1,2,4	CSC 535	3
CSC 555 - Princ of Information Sec.	LO 3,4	CSC 540 or 543 or 563	3
CSC 558 - Network Security	LO 3,4	CSC 555 and 503	3
CSC 568 - Ethical Hacking & PenTest	LO 3,4	CSC 555 and 503	3
CSC 578 - Secure Systems	LO 3,4	CSC 558 and 568	3
CSC 576 - Data Mining	LO 2,3,4	CSC 501	3
CAPSTONE: (6 credits)			
Option 1: CSC 590 + CSC 591 (Thesis)	LO 1,2,3,4,5	Dept Perm	6
Option 2: CSC 590 + CSC 595 (Spec Proj)	LO 1,2,3,4,5	Dept Perm	6
Option 3: Comp Exam (needs 2 Direct Elect)	LO 1,2,3,4,5	Dept Perm	6
Total Program Credits:			30

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

What are the admissions requirements for the program?

An undergraduate degree from an accredited institution with GPA higher than 3.0. Students without Computer Science background are invited to apply, and are asked to resolve prerequisite courses (Programming, Networking) prior to applying to the program. They can do that through a Graduate Certificate program in Computing Foundations.

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

If yes, describe:

There is a capstone experience with three options: either as a Thesis (6 credits) or a Special Project (6 credits) or a Comprehensive Exam (6 credits as well: students taking Comp Exam will need to take additional 2 elective courses).

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

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

Describe the prospective students for the program:

Students with a strong technical and analytical background looking to advance or change their careers, as well as students pursuing an advanced graduate degree in the Data Science field.

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

SECTION 1: GENERAL INFORMATION

Institution: Southern Connecticut State University	Please enter the following dates: Final approval by institution: 10.10.24 Submission to CSCU Office of the Provost for Academic Council: 10.23.24								
Most Recent NECHE Institutional Accreditation Action and Date: 2021									
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 For the singular changes noted below, alternate forms are available: • 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: Philosophy BA OHE #: 656 Modality of Program (<i>check all that apply</i>): ☒ On ground ☐ Online ☐ Hybrid, % of fully online courses Locality of Program: ☒ On Campus ☐ Off Campus ☐ Both Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): Bachelor of Arts Date Program was Initiated: 1976 Total # Credits in Program: 33/120 # Credits in General Education: 46 <u>CIP Code Number</u> : 380101 Title of CIP Code: Philosophy									
Modified Program Characteristics Name of Program: Philosophy BA Modality of Program (<i>check all that apply</i>): ☒ On ground ☐ Online ☐ Hybrid, % of fully online courses Locality of Program: ☒ On Campus ☐ Off Campus ☐ Both Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): Bachelor of Arts Initiation Date for Modified Program: Fall semester 2025 Anticipated Date of First Graduation: Spring 2029 Total # Credits in Program: 30/120 # Credits in General Education: 46 <u>CIP Code Number</u> : 380101 Title of CIP Code: Philosophy									
Department where program is housed: Philosophy Location Offering the Program (<i>e.g., main campus</i>): Main									
If modification of the program is concurrent with discontinuation of related program(s), please list for each program: <table style="width: 100%;"><tr><td style="width: 25%;">Program Discontinued:</td><td style="width: 25%;">CIP:</td><td style="width: 25%;">OHE#:</td><td style="width: 25%;">BOR Accreditation Date:</td></tr><tr><td>Phase Out Period</td><td colspan="3">Date of Program Termination</td></tr></table> Discontinuation of a program requires submission of form 301. Discontinuation form submitted? ☐ Yes ☐ No		Program Discontinued:	CIP:	OHE#:	BOR Accreditation Date:	Phase Out Period	Date of Program Termination		
Program Discontinued:	CIP:	OHE#:	BOR Accreditation Date:						
Phase Out Period	Date of Program Termination								

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

MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

Institutional Contact for this Proposal: Dr. Julia Irwin	Title: Interim Provost and Vice President for Academic Affairs	Tel.: e-mail: irwinj1@southernct.edu

SECTION 2: BACKGROUND, RATIONALE, AND NATURE OF MODIFICATION

Rationale for Modification

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

The Philosophy Department determined to undertake a program revision as a result of our self-study that took place under the auspices of our StAR report. Our self-study continued approximately from the summer of 2022 to the summer of 2023, followed by the submission and approval of our StAR report. Following the StAR process, our work to complete the program revision continued through the 2023-2024 academic year as we decided to streamline our requirements with a reduction in the number of courses required in the history of philosophy. We also redesigned the core requirements by adding an “Ethics” requirement. Further, we designed optional advising “Tracks” for students with compelling contemporary themes: “The Human Condition” and “Ethics and Social Justice”.

The department was highly motivated to revise the current program to achieve the goal of increasing the number of students who major or minor in Philosophy. We expect that our streamlined and modified core requirements with an emphasis on *ethics*, as well as the advising Tracks will attract new majors and minors.

The new *Ethics* requirement allows students to choose one 3-credit course from among the options of PHI 203 Ethics of Sustainability and the Environment, PHI 272 Ethics of Policing and Criminal Justice, PHI 324 Computer Ethics, and PHI 325 Bio-Medical Ethics, all courses that engage ethical issues encountered in contemporary workforce opportunities.

The program revision emphasizes an open and flexible major that supports student interest and achievement. The new advising Tracks provides additional support for students to focus in certain areas of contemporary interest. The “Human Condition” Track, for example, encourages students to investigate human activities related, for example, to faith, science, and creativity as they think about what it means to be a human being in the contemporary world. The “Ethics and Social Justice” Track is inspired by the university’s social justice mission and offers study opportunities in the field of ethics and social justice with courses such as PHI 219 Race, Ethnicity, and Immigration, and PHI 327 Moral Problems in the Law.

A number of new courses that have been created in the course of our program revision to provide our students with important new learning opportunities. These courses include PHI 117 Ethics of Emerging Technologies; PHI 125 Anger, Revenge, and Forgiveness; PHI 203 Ethics of Sustainability and the Environment; and PHI 272 Ethics of Policing and Criminal Justice. Pending final approval we look forward to offering another new course next year: PHI 226 Cyborg (Dis)Abilities.

Hence our program revision includes a streamlining and design that highlights the central role of philosophy in the context of the university’s social justice mission, and courses providing students with opportunities to study and reflect on contemporary ethical issues encountered on a daily basis in professions in the fields such as health care, information technology, and criminal justice. The thematic advising Tracks immerse students in the study of human actions and ethical choices in pursuit of the good life. We are especially motivated to engender a learning community that respects values of intellectual diversity and inclusion.

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
PHI 215 – Logic: Legal and Scientific Reasoning	3	PHI 215 Logic: Legal and Scientific Reasoning	3

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

PHI 296 – Ancient Philosophy (T2TP)	3	PHI 296 Ancient Philosophy	3
PHI 297 – Medieval and Renaissance Philosophy	3	n/a	
PHI 306 – The Age of Reason	3	PHI 306 The Age of Reason: Galileo to Kant	3
PHI 307 – 19th Century Philosophy: Fichte to Bradley	3	n/a	
PHI 490 – Philosophy Seminar	3	n/a	
(Select 1 from the following: PHI 408 – Existentialism; PHI 420 – American Philosophy; PHI 480 – 20th Century Analytic Philosophy)	3	(Select 1 from the following: PHI 203 Ethics of Sustainability and the Environment; PHI 272 Ethics of Policing and Criminal Justice; PHI 324 Computer Ethics; ~~PHI 325~~ PHI 325 Bio-Medical Ethics)	3
PHI Electives	12	PHI Electives	18
Total Credits Original Program	33	Total Credits Modified Program	30

Learning Outcomes - L.O.

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

1. Students will be able to read and comprehend important philosophical texts from across the history of philosophy, including contemporary texts.
2. Critical Thinking: Students will be able to identify, analyze, and evaluate deductive and abductive arguments.
3. Students will be familiar with the major schools and figures of the history of philosophy.
4. Students will be able to apply insights from the classroom to issues that concern them.
5. Students will critically engage arguments and doctrines that challenge their own assumptions and values, responding with reasoned analysis and reflection.

Assessment of Learning Outcomes

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

Historically the Philosophy Department is one of the few departments that focuses on supporting critical thinking through academic writing/written communication. A high percentage of courses are offered as writing intensive courses. Individual classes include the academic essay as a means of assessment and, as part of our self-study, the program has also been assessed by collecting essays from capstone classes.

1. Students perform a written interpretation and critical analysis of a primary philosophical text in an academic essay/written assignment.
2. Students evaluate arguments in the course of defending a clear and precise thesis in an academic essay.
3. Students evaluate important arguments in the history of philosophy, interpret selected texts of its major figures and schools, and defend their own conclusions with arguments in written assignments in required classes in the history of philosophy (PHI 296 and PHI 306)
4. Students apply philosophical reasoning to a contemporary “real world” issue, defending a thesis with reasons in a written assignment.
5. Students identify assumptions and values related to different approaches to contemporary “real world” issues in written assignments and class discussions.

Detailed Curriculum for Modified Program

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

MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

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
Selected examples of Courses			
PHI 296 Ancient Philosophy (LEP/EXP/Time and Place)	1, 2, 3	INQ 101	3
PHI 306 Age of Reason	1, 2, 3	PHI 296	3
PHI 219 Race, Ethnicity, and Immigration (LEP/EXP/American Experience)	2, 4, 5	-	3
PHI 270 Philosophy of Education LEP/EXP/Cultural Expression	1, 2, 5	Sophomore Status	3
PHI 272 Ethics of Policing and Criminal Justice (LEP/EXP/American Experience)	2, 4, 5	INQ 101	3
PHI 300 Human Rights and Human Wrongs (LEP/EXP/Social Structure, Conflict and Consensus)	3, 4,5	-	3
Open Electives (Indicate number of credits of open electives)			6
Total Program Credits:			30

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

SECTION 3: ADDITIONAL PROGRAM CHARACTERISTICS

Program website: <https://www.southernct.edu/academics/philosophy>

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

Provide estimated cost of program (tuition and fees): \$ OR url for link to tuition/fee information:
<https://inside.southernct.edu/onestop/bill-payment/tuition-fees>

Request for SAA Approval for Veterans Benefits? XYes ☐ No

Catalog Description

Provide the catalog description for this program (with proposed modifications if applicable):
<https://catalog.southernct.edu/undergraduate/index.html>

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): 25-0000 Educational Instruction and Library Occupations -

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

25-1126 Philosophy and Religion Teachers, Postsecondary; 23-0000 Legal Occupations ;21-0000 Community and Social Service Occupations; 21-2000 Religious Workers 21-2010 Clergy

What would be the median estimated earnings for a graduate in this profession (*if more than one SOC code listed, include earnings for each*)? \$53,000

Applicable Industries

Identify the industry applicable to this program using the [North American Industry Classification System](#) (NAICS). Provide NAICS code(s) and title(s): 61

Career/Program Pathways

Does this program prepare students for another program? ☒ Yes, specify program: Advanced degrees in Philosophy, History, and Law
☐ No [note: not degrees offered at SCSU]

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): Phil. Dept. Chairperson David Pettigrew, pettigrewd1@southernct.edu

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 7

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

Admissions Requirements

What are the admissions requirements for the program? n/a see <https://www.southernct.edu/admissions>

Graduation Requirements

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

If yes, describe:

Program Work Experiences

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

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

Prospective Students

Describe the prospective students for the program: Incoming and continuing students in the College of Arts and Sciences

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

AWARD OF THE TITLE

CONNECTICUT STATE UNIVERSITY PROFESSOR

TO

Dr. Brian Clements

February 14, 2025

WHEREAS, The Interim President of Western Connecticut State University, Dr. Manohar Singh, has recommended that Dr. Brian Clements, Professor of Creative Writing be appointed as Connecticut State University Professor and Connecticut State Colleges and Universities Chancellor Terrence Cheng concurred; and

WHEREAS, Dr. Clements, an exceptional leader and active university community member, has served Western Connecticut State University since 2004 as the founding coordinator of the MFA in Creative and Professional Writing program, and has been deeply engaged in service to the university as the founding member of the Racial Justice Coalition, member of the University Senate, Graduate Assessment Coordinator, University Ombudsman, and Assistant Dean of Macricostas School of Arts & Sciences, and

WHEREAS, Professor Clement's role as Director of the Kathwari Honors Program has enhanced leadership, study, and travel opportunities and experiences for students, and under his leadership, the newly established Kathwari Graduate Fellowship program secured a \$500,000 donation, therefore be it

RESOLVED, That the title of Connecticut State University Professor is herewith awarded by the Board of Regents to Dr. Brian Clements of Western Connecticut State University effective February 27, 2025, pursuant to the BOR/AAUP Collective Bargaining Agreement; and be it further

RESOLVED, That Professor Clement be entitled to all the rights, privileges and responsibilities pertaining to this honor.

A True Copy:

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

ITEM

Award of the title Connecticut State University (CSU) Professor to Dr. Brian Clements of Western Connecticut State University

BACKGROUND

In accordance with BOR/AAUP Collective Bargaining Agreement, Article 5.6:

The Board, upon the recommendation of a President and the BOR President, may award full-time members the title, CSU Professor, provided that the member: 1) has been recommended for the honor by the President who has received the advice of a committee elected from the membership by a procedure designed by the Senate and approved by the President; 2) has been recognized by peers in the field for professional excellence.

CSU Professors shall retain their title for the duration of their service to the system and shall receive additional compensation at a rate 1.10 times their regular salaries.

Not more than four (4) CSU Professorships shall be awarded in any given year, and there shall not be more than twelve (12) in Connecticut State University nor more than three (3) in any one university at any given time.

Recommendation Letter and CV**RECOMMENDATION**

Interim President Dr. Manohar Singh requests that the Board of Regents award the title CSU Professor to Dr. Brian Clements of the School of Visual, Performing, and Communication Arts. Chancellor Terrence Cheng concurs with this recommendation. Interim President Singh's letter of recommendation and Dr. Clement's CV are attached.

02/14/2025 – BOR Academic & Student Affairs Committee

02/27/2025 – Board of Regents



TO: Terrence Cheng, Chancellor, Connecticut State Colleges & Universities

FROM: Dr. Manohar Singh, President (Interim) 

CC: S. Hegedus, Provost (Interim) & Vice President for Academic Affairs
F. Cratty, Chief Human Resources Officer
K. Lever, CSU Professor Committee Chair

DATE: December 16, 2024

RE: *CSU Professorship Nomination for Western Connecticut State University –
Dr. Brian Clements*

I am writing to strongly recommend Dr. Brian Clements, Director of the Kathwari Honors Program and Professor of Creative & Professional Writing in the School of Visual, Performing, and Communication Arts at Western Connecticut State University, for appointment as a Connecticut State University Professor, effective Spring Semester 2025.

Dr. Clements has demonstrated exceptional leadership and dedication to both his academic discipline and the broader university community. Below, I provide a brief overview of his notable achievements, and a copy of his curriculum vitae is attached for your reference.

Dr. Clements joined WestConn in 2004 as the founding Coordinator of the MFA in Creative and Professional Writing. He served as the academic advisor to all students in the program during its formative years and has played a pivotal role in expanding the curriculum, creating new courses, and ensuring that the program remains flexible and responsive to the evolving needs of aspiring professional writers. Additionally, he established the residency and faculty mentor structure of the MFA program, which is now celebrating its 20th year.

Dr. Clements has been deeply engaged in service to the university. He was one of the founding members of what became the Racial Justice Coalition and currently serves on its Executive Board. His contributions extend to various university committees, including serving as a member of the University Senate, Graduate Assessment Coordinator, University Ombudsman, and served as Assistant Dean of the Macricostas School of Arts & Sciences for a year. He played an instrumental role in the university's successful 5-year NEASC report and established the Patrick Ryan Award for Literary Citizenship.

Furthermore, as Director of the Kathwari Honors Program, Dr. Clements has significantly enhanced opportunities for students. He has introduced leadership seminars and expanded study/travel opportunities, including international experiences. Under his leadership, the program secured a \$500,000 donation for the newly established Kathwari Graduate Fellowships, made possible through his collaboration with Interim President Singh and Institutional Advancement.

Dr. Clements has also contributed significantly to the cultural landscape of the region. He worked with the Danbury Cultural Commission to recognize young poets, served as a judge for the student poetry contest, and advised the towns of Danbury and Bethel in selecting their first-ever Poets Laureate. Dr. Clements has twice been nominated for Poet Laureate of Connecticut and was a finalist in the most recent selection round. He also serves on the Advisory Board of the Sunken Garden Poetry Festival.

In addition to his contributions at WestConn, Dr. Clements has received numerous grants and served as an outside reviewer for prestigious institutions such as Wesleyan University Press, SUNY Plattsburgh, and the Connecticut Department of Education. He has been nominated for the Pushcart Prize three times, and his work has been published in more than 70 literary journals and magazines, in addition to full-length poetry collections and chapbooks.

Dr. Clements' professional accomplishments and scholarly output, recognized by peers both within and outside the university, further demonstrate his qualifications for the CSU Professorship. His scholarly work, commitment to his students, and leadership in fostering a vibrant academic and cultural community are truly exemplary.

I am proud to recommend Dr. Clements for the appointment of Connecticut State University Professor. His sustained excellence and contributions to our university community make him an invaluable asset to Western Connecticut State University.

Thank you for your attention to this recommendation. Should you have any questions or require additional information, please do not hesitate to contact me.

MS:moc

Attachment

Dear Members of the Subcommittee for the CSU Professorship,

Since I arrived at WCSU in 2004 as the founding Coordinator of the MFA in Creative and Professional Writing, my life and the university have changed in ways I might never have imagined 20 years ago. The university is at a crossroads; the actions we take and the policies we enact across the university will shape the access to quality university education for generations of students in Western Connecticut and surrounding areas. Because we are a newly recognized Hispanic Serving Institution, the families of this region are relying upon us in a more intense way than ever before to maintain that access, and the people of Connecticut are relying upon us and our CSU colleagues to promote the values of equality, justice, and rule of law that will be essential to maintaining a functioning Democracy.

The CSU Professors I have known at WCSU over the last 20 years have contributed to those functions of our university, and I consider them models for my behavior should I be selected. CSU Professors should be vocal advocates for students and faculty, both publicly and in more private consultations with the President and other members of the administration but also with union leadership; they are repositories of institutional knowledge and history and should remind the institution of past strategies for success and failure; they should be active in the life of the university and should actively promote the success of students and alumni; and they should raise the profile of the university through their public presence. I have been active in all these areas and therefore am qualified for consideration for the CSU Professorship.

For example, I was one of a small group of faculty who were in the founding group of what became the Racial Justice Coalition, for which I now serve on the Executive Board. The RJC has been essential in recent years in standing up for the importance of DEIB values and holding the administration responsible for good practices in hiring and in operating our DEI office. My service to the university community also includes service on the Senate, in leadership roles, and in creating new opportunities for students.

More specifically, in the context of the published criteria for CSU Professor selection, I would like to highlight my following qualifications.

1. Substantial and continuing professional accomplishments as recognized by peers both within and outside the University; creative activity appropriate to one's field, such as delivering papers at professional conferences, production/performance of artistic works, research and publications.
 - My work has appeared in 5 full-length poetry collections in print, 2 print chapbooks (short books), 3 online full-length collections, 2 online chapbooks,

- and more than 70 literary journals and magazines, including *American Poetry Review*, *Agni*, *New American Writing*, *the Wallace Stevens Journal*, *Connecticut Review*, *Rattle*, *Southwestern American Literature*, et al.
- I curated, edited, and introduced the international project *Every Atom: Reflections on Walt Whitman at 200*, which was published by *North American Review* (the oldest literary journal in North America) and continues as a frequently used online resource. This project includes contributions from 200 scholars, writers, artists, musicians, filmmakers, and regular folks, including Nobel Peace Laureate Jody Williams, Colum McCann, Nikki Giovanni, Maxine Hong Kingston, Bill McKibben, Rosanne Cash, Jericho Brown, Billy Collins, Marilyn Nelson, Martin Espada, Maxine Chernoff, Erica Jong, Hector Tobar, Charles Bernstein, Mark Doty, Julia Alvarez, Nick Flynn, Ellen Bass, Ada Limon, et al.
 - I have co-edited four anthologies, two of which were major publications, and one of which, *Bullets into Bells: Poets & Citizens Respond to Gun Violence*, includes contributions by five former and current US Poets Laureate, Sen. Chris Murphy, Nobel Laureate Jody Williams, US Rep. Lucy McBath, Samaria Rice (mother of Tamir), Moms Demand Action Founder Shannon Watts, and many others, and received accolades from the *New York Times* (New & Noteworthy), *Publishers' Weekly* (starred review), *Washington Post* (Books of the Month), and *The Millions* (Must Read Poetry).
 - I have presented papers and participated in panels at more than 30 conferences, organized and delivered more than 30 events around the country on gun violence in communities for *Bullets into Bells: Poets & Citizens Respond to Gun Violence*, and delivered well over 100 poetry readings in the US and England.
 - My current creative work includes a project of poems written specifically for particular people in the form of typewritten prose poems on vintage postcards, a variation on Frank O'Hara's "personism," meant to be delivered directly to the person addressed in the poem rather than published; a novel in progress; and a manuscript of poems, *Dark Star*, that is out for submission.
 - I have received grants from the State of Connecticut (2019 Artist Fellowship), Hartford Foundation for Public Giving (2009, 2011, 2012), President's Initiative Grant (WCSU, 2006 and 2008), and WCSU/AAUP (2007, 2010, 2017).
 - I have served as outside reviewer for Wesleyan University Press, PMLA, SUNY Plattsburgh English Department, Connecticut Department of Education, and several candidates around the country for tenure and/or promotion. I served as judge for multiple writing and publishing awards.
 - I have been nominated for the Pushcart Prize three times.
 - Interviews and selected citations of my work are listed in my c.v.

2. A record of effective teaching which has guided a wide range of students over a long period of time.
 - As founding Coordinator of the MFA in Creative and Professional Writing, I served as final reviewer for every Thesis student who graduated from the program during my time of service (which I estimate to be approximately 150 students); I also served as Thesis Advisor to almost every poetry student who passed through the program during that time, including students such as Ben Chase, Lisa Siedlarz, and Erik Mortenson, whose thesis projects were published as their first books after the program. Dozens of alumni in genres other than poetry also received multi-book publishing contracts, achieved new jobs and job promotions, and established non-profits and start-up companies during my tenure as Coordinator. I also served as academic advisor to every student in the program during that time.
 - As Director of the Kathwari Honors Program, I have created opportunities for Honors students to attend leadership seminars with Danbury Hospital and Ethan Allen and have provided them with behind-the-scenes learning opportunities at the Wadsworth Atheneum and an off-Broadway production company. I have worked with the Honors Assistant Director to expand study/travel opportunities for Honors students, who recently have traveled to Dublin, Costa Rica, Vienna, Oxford, London, and Paris (forthcoming next semester) with funding and support from the Honors Program. During this past month, I worked with the Honors Council to compose a revision of the Honors Curriculum that will make the course of study more flexible and more accessible for Honors students across the university.
 - I nominated three WCSU students who were accepted in successive years to the Connecticut Poetry Circuit. I nominated a fourth student poet for this year, and we are awaiting results.
 - I have mentored multiple undergraduate students for publication in literary journals and chapbooks.
 - I have created new courses in the Writing Department such as Writers' Studio, Writing Prose Poetry & Flash Fiction, Documentary Poetry (SDS), Multimedia Writing, and Craft of Poetry, which expanded the curriculum and opportunities for students to study in a wider range of coursework.
 - I led the department revision of our curriculum to make it more flexible and responsive to modern demands on career professional writers, basing the undergraduate curriculum partially on the successful community-building model of the MFA program.

3. Evidence of application of scholarly research to the classroom.
 - I created the entire residency and faculty mentor structure of the MFA Writing program based on my philosophy of and experience in building literary community. The MFA program this year is celebrating its 20th year.
 - I have brought multiple literary stars to campus to perform and to contribute to classroom experiences for our students, including Reginald Dwayne Betts, Leslie Jamison, Brian Turner, Don Snyder, Cecilia Woloch, Liz Rosenberg, Martin Espada, Jim Daniels, Matthea Harvey, David Lehman, Sandra Beasley, and many others.
 - I created the Housatonic Book Awards, operated through the MFA Program, to bring authors such as some of those listed in the previous item to WCSU and to raise funds for the MFA program scholarship fund.
 - I edited the small press Firewheel Editions for 10 years to publish books of poetry and the literary journal *Sentence: A Journal of Prose Poetics*, which was widely recognized as the most important journal devoted entirely to prose poetry during its print run. During most of that time, I provided publishing internship opportunities to multiple students from the undergraduate Writing Department and from the MFA Writing program.
 - I established the course Magazine Editing in the Writing Department to launch a student-run, department-sponsored culture and arts magazine for high-school creators, *The Howl*, which is in its third year of operation.
 - I created the Breathing Space Broad sides series on campus to provide student poets and artists with opportunities to showcase their work publicly and within the university community.
4. An ability to make the candidate's discipline intelligible to those who are non-specialists.
 - Every public reading, public lecture, panel discussion, keynote speech, and other public appearance I have ever delivered (hundreds) and every guest poet event I have brought to campus has existed primarily for the purpose of bringing my discipline (literary writing/poetry) to a wider audience.
 - I organized and ran over 30 events devoted to using poetry as an avenue for discussing gun violence and the trauma it creates in individuals and communities.
 - For several years, I have worked with the Danbury Cultural Commission to recognize and encourage high-school-aged poets from across the Danbury area as judge of their student poetry contest.
 - I advised both Danbury and Bethel on the selection process for the first Poets Laureate ever to be named for both towns.

- I have been nominated twice to be Poet Laureate of CT and was a finalist in the most recent selection round.
- I served on the Advisory Board of the Sunken Garden Poetry Festival, one of the best-known literary events in Connecticut, to bring poetry to the public and to bring opportunities for engagement through poetry to high school and college students.

A letter of application that indicates serious consideration on the part of the candidate of the meaning of CSU Professorship.

- [I assume this item was combined unintentionally with the previous item—this is the letter.]

5. Contributions to the general welfare of the University.

- Over this summer and early this semester, I worked with President Singh and Institutional Advancement on strategizing for a request for a new gift from Farooq Kathwari. Those negotiations resulted in a \$500,000 gift for the newly established Kathwari Graduate Fellowships.
- In 2008, I composed and edited the university's 5-year report for NEASC.
- I collaborated with the family of our departed colleague Dr. Patrick Ryan to endow and establish the Patrick Ryan Award for Literary Citizenship.
- In addition to my service on RJC, I have served on many committees, served as Graduate Assessment Coordinator, created the One Book/One Community program with my colleague Dr. De Los Santos, was elected to be University Ombudsman (though I resigned shortly after when I was selected to direct the Kathwari Honors Program), served as Coordinator of the MFA Program for 13 years, served as Writing Department Chair for 3 years, served as Assistant Dean of MSAS for a year, and have served as Director of the Kathwari Honors Program for the last year and a half. These roles are listed in my c.v.

6. Length of service to the University. (This criterion shall only be used to distinguish between candidates who are outstanding and otherwise equal.)

- 20.5 years (since August 2004)

As requested, I am providing the following supporting materials:

1. **[This]** Letter of intent to apply for the Professorship explaining why you are suitable for this honor
2. A current curriculum vita **[follows]**
3. Copies of professional publications or reviews of creative works

Because you have required that all materials be included in a single pdf, I am unable to provide copies of my books. Even if hard copies were allowed, I would have to ask the Writing secretary to provide them to you by the deadline, as I am in Dublin for the MFA Writing residency. Some of my online work is hyperlinked in the Publications section of my c.v.; please use that work as my publications sample.

4. Outside letters of recommendation (e.g. by peers in your field recognizing your professional excellence)

Please find in the following pages letters of support for my application from:

- Dr. Jeremy Schraffenberger, Editor of *North American Review* and Professor of English, University of Northern Iowa
- Dr. Ed Hagan, CSU Professor Emeritus
- Prof. Martín Espada, Guggenheim Fellow, PEN/Revson Fellow, American Book Award winner, Recipient of the \$100,000 Ruth Lilly Poetry Prize, and Professor of English, University of Massachusetts
- Dr. Dean Rader, Guggenheim Fellow and Professor, University of San Francisco
- Prof. Jane Cleland, Professor at Lehman College (CUNY) and alum of the WCSU MFA in Creative and Professional Writing

5. Evidence of activities/recognition/honors from professional groups

All my awards, grants, honors, and recognition are listed in my c.v.

Thank you for taking the time to review my materials and for volunteering your time. I know you have a tough decision ahead of you.

Sincerely,

Brian Clements

Brian Clements, PhD
Professor, Kathwari Honors Prog. Director
Dept. of Creative & Professional Writing
Western Connecticut State University

Ph.D., English, State University of New York at Binghamton, 1993—Creative Writing Dissertation
M.A., English, State University of New York at Binghamton, 1990—Creative Writing Thesis
B.A., English, Southern Methodist University, 1987, *Cum Laude* with Departmental Distinction
Attended Hendrix College 1983-85

Safe Zone Training, Western Connecticut State University Pride Center, 2022
Certificate in Diversity, Equity, and Inclusion, SUNY Center for Professional Development, 2020

PUBLICATIONS

Books (Authored)

Print

A Book of Common Rituals, poems from Quale Press, 2014
In Review, a chapbook of poems, Red Glass Books, 2012
Jargon, poems from Quale Press, 2010
And How to End It, poems from Quale Press, 2008
—Named one of ten *San Francisco Chronicle* Best Poetry Books of the Year for 2009
Disappointed Psalms, poems from Meritage Press, 2008
—Winner of the Colombian Poetry Prize
Essays Against Ruin, poems from Texas Review Press, 1997
—Winner of the Southern and Southwestern Writers Breakthrough Award
Flesh and Wood, a chapbook of poems, Mbira Press, 1992

Online Books/Chapbooks

Brian Clements: Prose Poetry, O: JA&L Masters Series, Buttonhook Press, 2022. https://ojalart.com/wp-content/uploads/Clements.3.new_6-x-9-inch-15.24-x-22.86-cm.pdf
not meant for you Dear Love, a book-length poetry sequence, Mudlark, 2012
(http://mudlark.webdelsol.com/mudlark49/cover_text_clements.html)
Use Cases, a chapbook-length poetry sequence (Mudlark #28, 2005
(<https://mudlark.webdelsol.com/mudlark28/contents.html>)
Burn Whatever Will Burn: A Book of Common Rituals, Muse Apprentice Guild, 2003 (<http://www.muse-apprentice-guild.com>)--no longer available
Ions, 44 hyperlinked poems in *VEER*, 1999 (<http://www.rancho-loco-press.com/veer>)--no longer available

Books (Edited)

Bullets into Bells: Poets and Citizens Respond to Gun Violence, co-edited with Alexandra Teague and Dean Rader, Beacon Press, December 2017
An Introduction to the Prose Poem, co-edited with Jamey Dunham, Firewheel Editions, 2009
Best Texas Writing 2, an annual anthology of Texas writers, Firewheel Editions, 1999
Best Texas Writing 1, an annual anthology of Texas writers, Rancho Loco Press, 1998

Edited Online Project

Every Atom: Reflections on Walt Whitman at 200, online at *North American Review*, a collection of annotations on Whitman's "Song of Myself" by 200 different authors, poets, scholars, songwriters, artists, leaders,

and citizens on the occasion of Whitman's bicentennial, 2019

<https://northamericanreview.org/open-space/every-atom-reflections-walt-whitman-200>

Poems in Journals and Magazines

<i>Journal</i>	<i>Publication Date/Issue</i>	<i>Title</i>
<i>Open: A Journal of Arts & Letters</i>	May 2022 (Featured Writer)	Southern Fiction Birdie Radius Life of the Hermit Prolegomenon to Any Future Poem
<i>Gleam</i>	Issue 3 https://gleampoets.org/issue-3/#the-things-you-made	The Things You Made
<i>DMQ Review</i>	Fall 2021 https://www.dmqreview.com/clementsf21	Salvador Dali Exhumed! [nominated for Pushcart]
<i>Mom Egg Review</i>	Spring 2021	A poem about...
<i>Vassar Review</i>	Issue 4, 2019	Poetry & Politics
<i>Rogue Agent</i>	December 2018	Note to Former Self
<i>escarp</i>	9/28/15	France
<i>DMQ Review</i>	Spring 2015	From <i>The Hard Problem</i>
<i>Marsh Hawk Review</i>	Fall 2014	My Lone Bill Cosby Here Be Dragons
<i>Quarter After Eight</i>	Volume 20, 2014	A Little Bit of Everything
<i>Borderlands</i>	Number 37, Winter 2012	this
<i>99 Poems for the 99%</i>	11/11/11 http://99poemsfor99percent.blogspot.com/search?q=clements (no longer active)	A February Revolution
<i>New American Writing</i>	#29, Summer 2011	From <i>not meant for you Dear Love</i>
<i>Zocalo</i>	http://www.zocalopublicsquare.org/ thepublicsquare/2010/07/07/work-equals-force-times- distance/ (no longer active)	<i>Work equals force times distance</i>
<i>Faultline</i>	Spring 2010	Morton Marcus to Jack Myers on His Deathbed Jack Myers, Dead at 11 pm on November 24, 2009 to Mort Marcus Beyond from <i>not meant for you Dear Love</i>
<i>Otoliths</i>	April 2010, #17	Mr. Why In Review from <i>not meant for you Dear Love</i>

<i>Journal</i>	<i>Publication Date/Issue</i>	<i>Title</i>
<i>Tex</i>	Fall 2008, Vol. 6, No.1	Subatomic Particle Ritual Basket of Brains A Cycle Nomenclator Still Life with Supernova Gamut
<i>Connecticut River Review</i>	Fall 2008	Guantanamo
<i>Blue Mesa Review</i>	Fall 2008, #20	Seven poems from <i>Disappointed Psalms</i>
<i>Bateau</i>	Fall 2008, Volume 1, No. 2	Archimedes in Syracuse
<i>Quarter After Eight</i>	Volume 17, 2007	Elegy and Fugue on Voyager 1 & 2
<i>Connecticut Review</i>	Fall 2007, Vol. XXX, No. 2	“Suddenly, you find yourself in a landscape...”
<i>Caesura</i>	Fall 2006	Still Life with Supernova
<i>Eclectica</i>	April/May 2006, http://www.eclectica.org/v10n2/clements.html	Relic Vat
<i>CUE: A Journal of Prose Poetry</i>	Volume 3, Number 1, Winter 2006	Subject Positions
<i>Not Just Air</i>	#4, Spring 2006, http://www.sundress.net/notjustair/ (no longer active)	Laboratory Psalm
<i>Artful Dodge</i>	Fall 2005	Tannin
<i>Flights</i>	Fall 2005	A Brief Natural History of Religion A Brief History of Brief Histories
<i>Pompom</i>	#5, Fall 2004	Outside the Library Looking In
<i>Spoon River Poetry Review</i>	Volume XXIX, No. 2	The Tale of the Pole
<i>Slope</i>	#21, Winter 2004/05 (http://www.slope.org) (no longer active)	Forgiven in Providence User Strange Day In Your Image

<i>Journal</i>	<i>Publication Date/Issue</i>	<i>Title</i>
<i>Quick Fiction</i>	#6, Fall 2004	Apples the Eat Boy
<i>Minnesota Review</i>	Nos. 61-62, Summer 2004	Vetting the Chickens
<i>DMQ Review</i>	August 2004	Micro/Macro
<i>Slope</i>	#20, Summer 2004 (http://www.slope.org) (no longer active)	Flesh and Stone [a sequence]
<i>Double Room</i>	#4, Spring 2004 (http://webdelsol.com/Double_Room)	Medic Oracle Orange Disappointed Psalm Man Searching for Orchard
<i>CUE: A Journal of Prose Poetry</i>	Spring 2004 (#1)	A Brief Guide to Twenty Unpublished Books
<i>Texfiles</i>	October 2003 (http://www.texfiles.blogspot.com) (no longer active)	Selections from <i>Use Cases</i> [as featured poet]
<i>88: A Journal of Contemporary Poetry</i>	Issue 3 (October 2003)	Please Hold During the Silence [nominated for Pushcart]
<i>Rattle</i>	Winter 2002, Volume 8, #2	Xeno's Paradox
<i>American Poetry Review</i>	November/December 2002	Beginner's Manual Extinguished Company Tale with Six Bridges Chet Baker Curvature Suspicion
<i>Skanky Possum</i>	May 2001 (#6)	SOS Ring the Gack
<i>VEER</i>	Volume 2 (http://www.rancho-loco-press.com/veer)	Rafael Alberti Rainer Maria Rilke William Carlos Williams Giorgio de Chirico Georg Trakl
<i>New Texas</i>	2000	John and Mary
<i>Sulphur River Literary Review</i>	Volume XVI, Number 1, Spring 2000	Gratitude Discussion on Travel Ghazal for Rabin [nominated for Pushcart]
<i>Illya's Honey</i>	Summer 1999	Lives of the Circle
<i>Mind Purge</i>	Spring 1999	The Saying The Haircut
<i>Centennial Review</i>	1998	Deer
<i>Louisiana Literature</i>	Volume 13, Number 2, Fall 1996	<i>Nostalgia for the Infinite</i>

<i>Journal</i>	<i>Publication Date/Issue</i>	<i>Title</i>
<i>Mudfish</i>	1996 (#IX)	This is not...
<i>Sulphur River Literary Review</i>	Volume XII, Number 2, 1996	For Hart Crane [nominated for Pushcart]
<i>Southwestern American Literature</i>	Volume 21, Number 2, Spring 1996	Historia
<i>Borderlands</i>	Spring/Summer 1996 (#8)	Lives of the Painters Boat
<i>New Myths/MSS</i>	Vol II:3/III:1	A Kind of Death
<i>Sulphur River Literary Review</i>	Volume XII, Number 1, 1995	Dear Paul
<i>Plum Review</i>	1995 (#8)	The Practice of Water
<i>Another Chicago Magazine</i>	Spring 1995	The Great Verités
<i>Agni</i>	Spring 1995 (#41)	What moves the unseen... This much I know... You don't have to go to Venice...
<i>Calliope</i>	Volume 18, Number 1, Fall/Winter 1994/95	Trouble In a Landscape After
<i>Skylark</i>	Fall 1994	In the Catskills
<i>Mudfish</i>	Spring 1994 (#VII)	December
<i>Wordsmith</i>	Spring 1994	Merlin in the Crystal Cave
<i>Sycamore Review</i>	Volume VI, Number 1, Winter 1994	Winning, Losing Fall
<i>6ix</i>	Winter 1993/94	Notes Toward a Collaboration
<i>Caliban</i>	Spring 1993 (#12)	Fashion
<i>Concourse</i>	Winter 1992 (#5)	Broken Rilke Cover
<i>Clarendon</i>	Winter 1992	To be honest...
<i>Cat's Ear</i>	Volume 1, Number 1, 1992	Hoofprints In your weekend garden cities...
<i>Mudfish</i>	Spring 1992 (#VI)	Dusk
<i>Wallace Stevens Journal</i>	Volume 15, Number 1, Spring 1991	Taking Stevens South
<i>New Myths/MSS</i>	Volume 1, Number 1, 1990	Spelunking
<i>Stone Drum</i>	Volume II, Number 2, Spring 1990	Monoduet

<i>Journal</i>	<i>Publication Date/Issue</i>	<i>Title</i>
<i>Egocentric</i>	January 1990	What the Circus Girl Said Storage Note for Saving Orange Mallarmé

Fiction

“Same River,” *Connecticut Review*, Spring 2008

“Red,” *Snow Monkey* #18, 2007

“The Ten Thousand Dollar Pear Tree,” short story in *Concourse* 8, Winter 1994

Essays

[On “Dream Letter”], a commentary in *A Cast-Iron Aeroplane that Actually Flies: Commentaries from 80 Poets on their Prose Poetry*, MadHat Press, 2019

“An Introduction” to *Every Atom: Reflections on Walt Whitman at 200*, <https://northamericanreview.org/open-space/every-atom-reflections-walt-whitman-200>

“On *Bullets into Bells: Poets and Citizens Respond to Gun Violence*,” at powells.com.

<http://www.powells.com/post/original-essays/on-bullets-into-bells-poets-and-citizens-respond-to-gun-violence>, co-authored with Alexandra Teague and Dean Rader, December 2017

“That lever does what?” in *DGO*. <http://dgomag.com/articles/2376-that-lever-does-what>, October 2017

[untitled—topic: Vanessa Place controversy] in #WhosePlace forum, *Drunken Boat*, July 9, 2015

<http://www.drunkenboat.com/blog/?p=4870>

[untitled—topic: poetry, publishing, and community], *NPM Daily*, April 2012

<http://npmdaily.tumblr.com/post/21540508392/brian-clements>

“What Does John Yau See in Mirrors?” in *Galatea Resurrects*, #9, March 2008

(<http://galatearesurrection9.blogspot.com/2008/03/nine-books-by-john-yau.html>)

“Some Generic Notes On Short Prose,” in 88: *A Journal of Contemporary Poetry*, #5, October 2005

“Avatars of the Studio,” essay in *American Poetry Review*, March/April 2005, Vol. 34, No. 2

“Even Workers Get the Muse,” essay in *A. M. Journal Express*, Friday, November 14, 2003

“Gloves Waiting for Hands,” essay on Charles Wright and Giorgio de Chirico in *American Literary Review*, Spring 1997

“Notes on Poetic Difference,” essay on Dallas poetry communities in *The Word*, March 1995

“Pacts Whitmana,” collage essay in *Concourse* VI: *Walt Whitman Issue*, Spring 1991

Reviews

“*SleepingFish 0.75*,” mini-review in *Boog City*, December 2005

“*The After-Death History of My Mother*,” mini-review in *Boog City*, December 2005

“Three Collaborations,” review of three collaborative books by Rupert Loydell, Robert Garlitz, and Roselle Angwin, in *Sentence* 2, summer 2004.

Braincase Press, in *Sentence* 2, summer 2004

Wild and Whirling Words, H. L. Hix, ed., *Rain Taxi*, Summer 2004 online edition,

[http://www.raintaxi.com/online/2004summer/--collaborative-review-with-Charles-Altieri, Elisabeth Frost, Susan Briante, Arielle Greenberg, Frederick Turner, and Lorenzo Thomas](http://www.raintaxi.com/online/2004summer/--collaborative-review-with-Charles-Altieri-Elisabeth-Frost-Susan-Briante-Arielle-Greenberg-Frederick-Turner-and-Lorenzo-Thomas)

...*But I Could Not Speak*... by Jono Schneider in *Sentence* 1, October 2003

Great American Prose Poems, edited by David Lehman and *No Boundaries*, edited by Ray Gonzalez in *Sentence* 1, October 2003

Reviews, ctd.

- "The Unbearable Language of Being," review of Bruce Bond's books in *Venue*, January 1998
"An Uprising in Texas Publishing," book review of Texas anthologies in *Venue*, October 1997
"A Brief Look at *American Poetry*," book review of Robert Bly's *American Poetry* in *GS&R News*, Spring 1991

Plays

- "Elephant Date," "The Translator," and "Archimedes In Syracuse": three short plays in "The Republic of Poetry," performed at Medicine Show, New York City, June 2005

Collaborations

- The short work of contemporary ballet by choreographer Marika Brussel, "Singing to the Grass (Meant for you)" is based on a line from my book *not meant for you Dear Love*
"Your Love is Gone," [with Maureen Seaton] in *They Said*, an anthology of collaborative work, Black Lawrence Press, 2018
"Faces underneath faces..." collaborative poem in *Concourse V*, Winter 1992
"Renga," collaborative poem in *Concourse IV*, 1992

Anthologized Work

- "Poems about buildings," in *Of Hartford in Many Lights*, Grayson Press, 2024
"Dream Letter," in *A Cast-Iron Aeroplane that Actually Flies: Commentaries from 80 Poets on their Prose Poetry*, MadHat Press, 2019
"22" and "Grievance," in *What Saves Us: Poems of Empathy and Outrage in the Age of Trump*, Northwestern University Press, 2019
"Your Love is Gone," in *They Said*, an anthology of collaborative work, Black Lawrence Press, 2018
"22," in *Bullets into Bells: Poets and Citizens Respond to Gun Violence*, Beacon Press, 2017
"A February Revolution," in *99 Poems for the 99 Percent*, 99 Press, 2014
"Crusoe among the Islands," in *Madame Luna and Other Moon Stories*, Fine Tooth Press, 2011
"Man Searching for Orchard," in *Best Online Writing, 1997-2006*, Snow Vigate Press, 2010
"Apples the Eat Boy," in *The PP/FF Anthology*, Starcherone Press, 2006
"Micro/Macro," in *The World is a Text*, 2nd Edition, Prentice Hall, 2005
"Who You Are," in *The Portable Poetry Workshop*, Wadsworth, 2004
"Chet Baker," *Poets in their Thirties* website (companion to the print anthology), 2004
"Historia," *Texas in Literature* (2003), Browder Springs Press
Four poems (untitled) in *High Wired*, University of Michigan Press, 1998
"In a Landscape," poem *1997 Anthology of Magazine Verse and Yearbook of American Poetry*, Monitor Books, 1996
"Renga, Parts I1-I4," collaborative poems in *Synergism: An Anthology of Collaborative Writing*, Boshi Press, 1995

Bibliography

- Comprehensive bibliography on the prose poem: critical and scholarly articles and books, essays, and anthologies published through June 2010. *Sentence* 8, 2010

Interviews/Biographical Entries/Selective Directories

- Forum: "The Inaugural Poem under a Trump Presidency: An Adynaton" <http://blog.pshares.org/index.php/the-inaugural-poem-under-a-trump-presidency-an-adynton/>
Interview: "To blossom or diverge or dissipate or redirect," <http://pinehillsreview.strose.edu/brianclementsqa/>

Interviews, ctd.

Interview: *Books That Matter*, <http://trackingwonder.com/books-that-matter-brain-clements/>
Interview: HTMLGiant, <http://htmlgiant.com/tag/brian-clements/>
Interview: *The Lit Bridge*, <http://www.litbridge.com/2013/01/15/interview-with-firewheel-editions/>
Interview: Rob McLennan's Blog, <http://robmcclennan.blogspot.com/2010/07/12-or-20-small-press-questions-brian.html>
Interview: *The Argotist Online*, <http://www.argotistonline.co.uk/Clements%20interview.htm>
Interview: HTMLGiant, <http://htmlgiant.com/?p=6357>
Interview: *Holy Land*, <http://rauanklassnik.blogspot.com/2009/01/brian-clements-interview-accumulation.html>
Interview: *Bloomsbury Review*, Vol. 28, #2, March/April 2008
Interview: *Cross Cultural Poetics* #158, <http://writing.upenn.edu/pennsound/x/XCP.html>
Interview: *Bloomsbury Review*, March/April 2004
Interview: <http://www.chicagopostmodernpoetry.com/clements.htm>
A Writer's Map of Arkansas, University of Arkansas Press, 1994
Directory of Connecticut Authors and Literary Venues
AWP Directory
Poets & Writers Directory

Multiple interviews, profiles, and op/eds on gun violence in the U.S. at outlets including the PBS News Hour, WBUR (Boston), C-SPAN Book TV, *Connecticut Magazine*, *LitHub*, *Danbury News Times*, and elsewhere. My work has been reviewed and profiled in *New York Times Book Review*, *Washington Post*, *Ploughshares*, *Boston Globe*, *Poets & Writers*, and elsewhere.

Blogging

Mirrormirror, <http://thinkodynamics.blogspot.com>, an ongoing meditation on thinkodynamics, poetry, and poetics [discontinued]

Guest Blogger, *The Best American Poetry*, October 2010 :
http://blog.bestamericanpoetry.com/the_best_american_poetry/

Citations

My work is cited in the following publications (these are not reviews, and this is not an exhaustive list):

Blalock, Stephanie M. "Whitman." *American Literary Scholarship*, vol. 2019. 2019, Duke University Press.
Brown, Andy. "The Emergent Prose Poem" in Erik Martiny, *A Companion to Poetic Genre*. Hoboken: Wiley, 2011.
Caddy, David. "Hidden Form: The Prose Poem in English Poetry."
http://davidcaddy.blogspot.com/2010/11/hidden-form-prose-poem-in-english_3827.html, posted November 28, 2010.
Hecq, Dominique. "The Borderlines of Poetry." Refereed conference papers of the 14th Annual Australasian Association of Writing Programs Conference, Margins and Mainstreams, 2009.
Lehman, David. "The Prose Poem: An Alternative to Verse", from *Great American Prose Poems* (Introduction). New York: Scribner, 2003.
Meischen, David. "Do We Need Prose Poetry?" *Teaching Writing*, <http://talkingwriting.com/do-we-need-prose-poetry/>, Fall 2013.
Price, Kenneth M. "Walt Whitman in His Time—And Ours." *Idées d'Amérique*, Issus 14, 2019.
<https://doi.org/10.4000/ideas.6512>
Simic, Charles. "Prose Poetry." Poetry International Rotterdam,
http://www.poetryinternationalweb.net/pi/site/collection/article_item/int_article/17677
Winograd, Kathryn. "On the Nature of Prose Poetry: Hummingbird or Paragraph?"
<http://www.coloradopoetscenter.org/eWords/issue20/winograd.html>

PROFESSIONAL EXPERIENCE

Teaching and Administrative Positions

Director, Kathwari Honors Program, Western Connecticut State University, June 2023-current
Assistant Dean, Macricostas School of Arts & Sciences, Western Connecticut State University, August 29, 2022-June 2023
University Ombudsman, Western Connecticut State University (elected position), June 1, 2022-September, 2022
Chair, Department of Writing, Linguistics, and Creative Process, Western Connecticut State University, July 1, 2019-August 28, 2022
Professor, Western Connecticut State University, Fall 2008-current (tenure and promotion granted in 2008)
MFA Coordinator, Western Connecticut State University, Fall 2004-Summer 2017
Associate Professor, Western Connecticut State University, Fall 2004-Fall 2008
Graduate Student Learning Outcomes Coordinator, Western Connecticut State University, 2005-06
Adjunct Assistant Professor and Continuing Education Instructor, Southern Methodist University, 1999-Spring 2004
Instructor and Writing Mentor, The Writer's Garret, 1997-2004
Senior Lecturer, University of Texas at Dallas, Fall 1994-Summer 1997
Visiting Writer, University of North Texas, 1995-96
Adjunct Assistant Professor, Binghamton University, 1993-94
Adjunct Assistant Professor, Broome Community College, Fall 1993
Graduate Assistant and Graduate Instructor, State University of New York at Binghamton, 1988-93
Research Assistant, Southern Methodist University, 1987

Editorial Experience

Founding Advisor for *The Howl*, a student publication of Western Connecticut State University, 2022-current
Founding Advisor for *Poor Yorick: a journal of forgotten objects*, 2013-2017
Founding Publisher, *Kugelmass: a Journal of Literary Humor*, 2010-2014
Founding Editor, Firewheel Editions and *Sentence: A Journal of Prose Poetics*, 1997-2014
Contributing Editor for Contemporary Poetry, *Prentice Hall Anthology of American Literature* (cancelled pre-publication)
Contributing Editor, *Venue*, 1997-98
Co-Founding Editor, Rancho Loco Press, 1996-97
Assistant Editor, *American Literary Review*, 1995-96
Founding Editor, *Concourse: a journal of literature and the arts*, 1989-1991
Editorial Assistant, *New Myths/MSS*, 1989
Editorial Assistant, *MSS*, 1988
Editor, *Espejo*, 1987

Other Professional Experience

Technical Editor and Project Manager, Texas Instruments, 8/00-8/04
Communication Manager, Forest Products International Exchange, 11/98-7/00
Technical Writer, Kodak Health Imaging, 9/97-10/98
Coordinator, Dallas Writers' Harvest, 1994-97
Acting Secretary for the Board of Directors, The Writer's Garret, 9/95-12/96
Board of Directors, The Writer's Garret, 1/95-12/96
Assistant Director, The Writer's Garret, 1994-95
Co-Chair, Southern Methodist University Literary Festival, 1987

Committees

Honors Council, Western Connecticut State University, Fall 2022-current, Fall 2018-Fall 2019
Racial Justice Coalition (founding member, Executive Board, and Curriculum Committee Chair), Western Connecticut State University, Fall 2020-present
University Senate, Western Connecticut State University, Spring 2024, Fall 2018-Summer 2019
University Chief Information Officer Hiring Committee, Western Connecticut State University, Fall, 2023
WCSU Diversity Council (Representing MSAS Dean's Office), Western Connecticut State University, Fall 2022-Summer 2023
Committee on Undergraduate Curriculum and Academic Standards (Representing the MSAS Dean's Office), Western Connecticut State University, Fall 2022-Summer 2023
Center for Excellence in Learning and Teaching (Representing the MSAS Dean's Office), Western Connecticut State University, Fall 2022-Summer 2023
Provost's Ad Hoc Committee on Graduate and Continuing Professional Studies, Western Connecticut State University, Spring 2021-Fall 2022
University Registrar Hiring Committee, Western Connecticut State University, Fall 2021
Departmental Evaluation Committee, Western Connecticut State University
August 2011-current (Chair, Fall 2012-August 2013, Fall 2014-Spring 2016, Fall 2018-Fall 2019)
August 2008-May 2010 (Chair)
Departmental Hiring Committee, Western Connecticut State University
One Position, Spring –Summer 2020
One Position, Fall 2016-Spring 2017
One Position, Fall 2015-Spring 2016
Two Positions, Fall 2011-Spring 2012
One Position, Spring 2007
Mediation Committee of the Faculty Senate, Western Connecticut State University, Fall 2016-Fall 2018
Graduate Council, Western Connecticut State University, August 2004-August 2010 and August 2011-Summer 2017
Graduate Council Vision Committee, Fall 2014- Summer 2017
Graduate Council Catalogue Committee, Fall 2014- Summer 2017
Graduate Council Scholarship Committee, August 2006-August 2010
Graduate Council Assessment Committee, Western Connecticut State University, January 2005-May 2006 [*Chair from 12/05-5/06*]
Summer Curriculum Grant Committee, Western Connecticut State University
Spring 2015
Spring 2010
Spring 2007
Faculty Senate, Western Connecticut State University, Fall 2013-Spring 2014
School of Arts & Sciences Program Review Committee, Western Connecticut State University, Fall 2012-Spring 2014
Information Technology Strategic Functional Team, Western Connecticut State University, May 2007-August 2010
One Book/One Community Committee, Western Connecticut State University, May 2008-December 2009
Steering Committee, NEASC 5-Year Report, Western Connecticut State University, August 2007-September 2008
Distance Education Committee, Western Connecticut State University, August 2005-May 2008 [*Co-Chair from 9/06-5/08*]
English Dept. Elections and Nominations Committee, Western Connecticut State University, 2006-2007
President's Advisory Board on Diversity Recruitment, Western Connecticut State University, Spring 2005
Graduate Committee, English Dept., Western Connecticut State University, August 2004-Spring 2007
MFA Committee, English Dept., Western Connecticut State University, August 2004—Spring 2007
Creative Writing Committee, Southern Methodist University, Spring 2004

Committees, continued

Executive, Membership and Services, and CAMP committees, The Writer's Garret, 1995-2004
Rhetoric Handbook Committee, University of Texas at Dallas, Spring 1996
Rhetoric Curriculum Committee, University of Texas at Dallas, Fall 1994
Creative Writing Search Committee, State University of New York at Binghamton, 1990
Committee on Other Cultural or Linguistic Traditions, Hendrix College, 1984-85

Service in the Profession

Danbury Poet Laureate Selection Committee, 2023-24
Advisory Board, Sunken Garden Poetry Festival, 2020-current
Judge, Danbury Cultural Commission Student Poetry Contest, 2021-2023
Reviewer for book under consideration for Wesleyan University press, 2020
Judge, 2020 Grayson Books Book Award
Reader, CLMP Firecracker Awards, 2019
External Reviewer for SUNY-Plattsburgh Department of English, April 2019
Bethel Poet Laureate Selection Committee, 2018
Organizational Transition Team, The Writer's Garret, Summer/Fall 2017
On-Site Reviewer, CT Office of Higher Education, August 2017
Organizer, 100,000 Poets for Change—Rally Against Gun Violence, WCSU, September 28, 2013
Judge, 2013 Grayson Books Chapbook Contest
Reviewer for article under consideration for *PMLA*, December 2012
On-Site Reviewer, Connecticut Department of Education, Fall 2012
Nominator, The Whiting Writers Award, The Mrs. Giles Whiting Foundation, 2011
Volunteer Presenter for Bridges/STEM Program on WestConn Campus, Spring 2010
Judge, *Connecticut River Poetry Review* Poetry Contest, 2009
Co-Author of Community Health Report Card for Housatonic Valley Region, Summer 2008
Author of NEASC 5-Year Report for Western Connecticut State University, Summer 2008
Co-author of Associated Writers and Writing Programs Hallmarks for Low-Residency Writing Programs, Spring 2007
Referee, Northeast Modern Language Association Graduate Caucus Award, Summer 1992

TEACHING HISTORY

Writing

Forms of Poetry, WRT261, Western Connecticut State University, Fall 2021 and Fall 2024
Multigenre Workshops, WRT542, WRT543, WRT582, and WRT583, Western Connecticut State University, multiple sections between Fall 2005 and Fall 2024
Poetry Workshop II, WRT342, Western Connecticut State University, multiple sections between Spring 2012 and Spring 2024
Poetry Workshop I, WRT242, Western Connecticut State University, multiple sections between Fall 2015 and Fall 2023
Writing Prose Poetry and Flash Fiction, WRT345, Western Connecticut State University, Spring 2020 and Spring 2022
Writer's Studio II, WRT290, Western Connecticut State University, Fall 2021
Introduction to Writing Poetry, WRT134, Western Connecticut State University, multiple sections between Spring 2010 and Fall 2019
Documentary Poetry, HON378, Western Connecticut State University, Fall 2018
Prose Poetry and Flash Fiction Workshop, WRT498, Western Connecticut State University, Spring 2017
Thesis, WRT465, Western Connecticut State University, Fall 2015

Writing Courses, ctd.

Writing in Hybrid Genres, WRT498, Western Connecticut State University, Spring 2015
Prosody and Poetics, WRT498, Western Connecticut State University, Spring 2013
Topics in Creative Writing: Prose Poetry and Flash Fiction, WRT519, Western Connecticut State University, Fall 2009
Advanced/Graduate Poetry Workshop, ENG4391/6391, Southern Methodist University, English Dept., Spring 2004
Introductory Poetry Writing ENG2391, Southern Methodist University, English Department, Spring 2003-Spring 2004
The Prose Poem, seminar at Gemini Ink literary center in San Antonio, Summer 2003
Multiple poetry workshops for Southern Methodist University, School of Continuing Education, 1999-2002
Multiple poetry workshops for The Writer's Garret, 1997-2004
Creative Writing: The Essay, ENGL5162—University of North Texas, Fall 1995
Advanced Creative Writing, ENGL4100—University of North Texas, Fall 1995
Introduction to Creative Writing, ENGL3100—University of North Texas, Spring 1996
Creating Poetry, AP3307—University of Texas at Dallas, Summer 1995
Intermediate Poetry Writing, CW240—Binghamton University, Spring 1994
Independent Studies in Creative Writing, ENG497—Binghamton University, Fall 1993
Fundamentals of Creative Writing, CW140—Binghamton University, Fall 1989-Spring 1993

Mentorships/Independent Studies

Writing in the Primary Genre I, WRT542, Western Connecticut State University, multiple instances between Fall 2005 and Fall 2024
Reading in the Primary Genre, WRT536, Western Connecticut State University, multiple instances between Fall 2008 and Fall 2024
Writing in the Primary Genre III, WRT577, Western Connecticut State University, multiple instances between Fall 2009 and Fall 2024
Thesis, WRT584, Western Connecticut State University, multiple instances between Spring 2007 and Fall 2024
Individual Aesthetic and Process, WRT571, Western Connecticut State University, multiple instances between Spring 2015 and Fall 2023
Writing in the Second Genre, WRT578, Western Connecticut State University, Spring 2021 and Fall 2022
Writing in the Primary Genre II, WRT576, Western Connecticut State University, multiple instances between Fall 2008 and Spring 2019
Independent Study in Poetry, WRT399, Western Connecticut State University, Spring 2019
Genre History, Criticism, and Theory, WRT539, Western Connecticut State University, multiple instances between Fall 2011 and Fall 2016
Reading for Writers II, WRT537, Western Connecticut State University, Fall 2014
Prose Poetry, WRT599, Western Connecticut State University, Spring 2010
Internship or Teaching Practicum, WRT569, Western Connecticut State University, Spring 2010
Internship/Practicum, WRT569, Western Connecticut State University, Fall 2008
Understanding the Technology, Production, and Editorial Processes of a Genre, ENG583 (three sections), Western Connecticut State University, Spring 2007 and Spring 2008
Internship/Practicum, ENG569, Western Connecticut State University, Fall 2006
Reading for Writers I, ENG536, Western Connecticut State University, Summer and Fall 2005
Independent Studies in Contemporary American Poetry, ENG497—Binghamton University, Fall 1991

Surveys of Literature

Literary Traditions—The Writer's Garret, Spring 2001
American Literature 1870 to Present, ENGL3820—University of North Texas, Spring 1996
World Literature II, ENGL2220—University of North Texas, Spring 1996
World Literature II, ENGL2220—University of North Texas, Fall 1995
20th Century Poetry, LIT3314—University of Texas at Dallas, Summer 1995

Writers, Movements, Works, and Themes

Prose Poetry and Flash Fiction, ENG453—Western Connecticut State University, Spring 2007
Hamlet and Our Problems, ENG470—Western Connecticut State University, Spring 2005
Emily Dickinson—The Writer's Garret, Fall 2003
Technologies of the Self (Ammons, Ashbery, Hillman, Hass)—The Writer's Garret, Summer 2003
Michael Palmer and Anne Carson—The Writer's Garret, Spring 2003
The Black Mountain Aesthetic—The Writer's Garret, Winter 2002
Frank O'Hara—The Writer's Garret, Spring 2002
William Carlos Williams—The Writer's Garret, Winter 2001
Walt Whitman—The Writer's Garret, Fall 2001
Tough Poets—The Writer's Garret, Spring 2001
The Free Verse Revolution, LIT3314—University of Texas at Dallas, Summer 1997
Literature to Film, LIT3312—University of Texas at Dallas, Summer 1996
Contemporary American Poetry, LIT3314—University of Texas at Dallas, Summer 1996
Telling Stories: Narrators and Narration in 20th Century Fiction, ENG114, two sections—Binghamton University, Spring 1994
Film Fiction Poetry, ENG114—Binghamton University, Spring 1992
Contemporary American Poetry, ENG114—State University of New York at Binghamton, Fall 1991
Adaptations of Literature to Film, ENG114—State University of New York at Binghamton, Spring 1991

Rhetoric/Composition and Literature-Based Writing

Rhetoric, RHET1301, *two sections each semester*—University of Texas at Dallas, Fall 1994–Spring 1997
Written Expression, ENG110S, *two sections*—Broome Community College, Fall 1993
Writing About Art and Literature, ENG114—Binghamton University, Fall 1993

Editing and Publishing

WRT 498/442 Magazine Editing—Western Connecticut State University, Fall 2022–Spring 2024
Numerous student interns in small press and literary journal publishing, Fall 2004–Spring 2014

AWARDS, GRANTS, AND SCHOLARSHIPS

Macricostas School of the Arts/WCSU Foundation CreaTechnology Grant, 2022–23
State of Connecticut 2019 Artist Fellowship
The New York Times Book Review New & Noteworthy, February 2018 (*Bullets into Bells*)
Washington Post Best Books of the Month, December 2017 (*Bullets into Bells*)
The *Millions* Must Read Poetry in December 2017 (*Bullets into Bells*)
Publishers Weekly starred review (*Bullets into Bells*)
CSU/AAUP Research Grant, Western Connecticut State University,
2017, 2010, 2007

Awards, Grants, and Scholarships, ctd.

Hartford Foundation for Public Giving, (for *Sentence*)

2012

2011

2009

San Francisco Chronicle Ten Best Poetry Books of 2009 (*And How to End It*)

President's Initiative Grant, Western Connecticut State University, 2008

The Colombian Poetry Prize, Meritage Press, 2007 (*Disappointed Psalms*)

President's Initiative Grant, Western Connecticut State University, 2006

Distinguished Poet Award from Dallas Public Library, April 2001

Southern and Southwestern Writers Breakthrough Award, December 1996, judged by Edward Hirsch

Binghamton Associated Writing Programs Intro Contest, Winter 1992

Ruth Lilly Award finalist, 1991

Newhouse Award from the John Gardner Foundation, 1988

Graduate Assistantship, State University of New York at Binghamton, 1988-1993

Tuition Scholarship, State University of New York at Binghamton, 1988-1993

David Russell Poetry Award, Southern Methodist University, 1987, judged by Gerald Stern

Down Scholarship, Southern Methodist University, 1986-87

Transfer Scholarship, Southern Methodist University, 1985-87

Merit Scholarship, Hendrix College, 1983-85

CONFERENCES, FESTIVALS, PANELS, EXHIBITS, ETC.

"The Art and Science of Gun Violence Awareness," online panel organized by Leslie University, April 2023

"Bullets into Bells: Poets and Citizens Respond to Gun Violence," *North American Review* Conference on "The Open Space of Democracy," Cedar Falls, IA, 2019

"Bullets into Bells: Poets & Citizens Respond to Gun Violence," Scholars in Action, WCSU, Spring 2019.

"Anthologies that Rock and Resists," Miami Book Fair, 2018

"Bullets into Bells: Poetry and Music," Boston Book Fair, 2018

"Bullets into Bells: Poets and Citizens Respond to Gun Violence," AWP Conference, Tampa, 2018

[In addition to the five listings above, I ran events in 2018 for *Bullets into Bells* in Portland, ME; Boston, MA (again); Montpelier, VT; Hartford, CT; Bethel, CT; Pittsburgh, PA; New York City, NY; Montclair, NJ; Washington, DC; Fairfax, VA; Atlanta, GA; Tuscaloosa, AL; Little Rock, AR; Fayetteville, AR; St. Louis, MO; Chicago, IL

"Innovation in Low-Residency MFA Programs", AWP Conference, Boston, 2013

"Science Fiction, Fantasy, and Legend: Legends Old and New," Northeast Popular Culture Association Conference in Danbury, CT, 2011 (session chair)

"A Tribute to Morton Marcus," AWP Conference in Washington, D.C., 2011 (guest panelist)

"A Tribute to Russell Edson," AWP Conference in New York City, 2008 (session organizer—panel consisted of Robert Bly, James Tate, Charles Simic, and Russell Edson)

"A Department of Our Own," AWP Conference in New York City, 2008 (session organizer and moderator)

"Low-Res: What are These Programs, and What Do They Do?" panel at AWP Conference in New York City, 2008 (presenter)

"Young MixChief," Collaborative Installation at Recharging the Sensorium: CSU Presents a Writing/Multimedia Day of the Arts, April 2007

"Approaching the Experiment," paper on "Experimentation in the Classroom" panel, AWP Conference, Atlanta, March 2007

"Facing Pages" panel at American Literary Translators Association, Seattle, 2006

"The Prose Poem in East-Asia" panel at American Literary Translators Association, Seattle, 2006

"Define 'Define'—Prose Poetry and Genre," CSU Faculty Research Conference, 2006

Conferences, Festivals, etc., ctd.

Connecticut Authors and Publishers Association Conference, (attendee) May 13, 2006
“The MFA Experience,” panel discussion at Connecticut Student Writing Conference—May 2006
“Small Press Publishing,” panel at Connecticut Student Writing Conference—May 2006
“Manifestations of the Prose Poem,” presentation and workshop at Norwalk Community College Writers’ Conference, October 2005
“The Prose Poem,” panel at Connecticut Student Writing Conference, Central Connecticut State University, May 2005
“Small Press Publishing,” panel at Connecticut Student Writing Conference, Central Connecticut State University, May 2005
Keynote Address, IMPAC Student Writing Awards, Spring 2005
San Antonio Literary Festival, featured poet, Summer 2003
“Collected Not Spewed,” collaborative installation at the McKinney Avenue Contemporary, Dallas, July 2000.
Austin International Poetry Festival, featured poet, April 1999.
“Popular and Critical Misconceptions of William Carlos Williams,” lecture at Wordspace, December 1997
Montgomery County Literary Festival, featured poet, August 1997
Session leader of “Directions in American Poetry,” Special Session at 1996 MLA in Washington, D.C.
“Teaching Literary Adaptations to Film,” lecture to Advanced Placement Institute, Richardson, Texas, July 1996
Center for Texas Studies Literary Festival, featured poet, September 1995
“Interpersonal Poetics,” lecture at Dallas Institute of Humanities, September 1995
“Seamus Heaney,” lecture at The McKinney Avenue Contemporary, Dallas, August 1995
“Workshop Poetry and Street Poetry,” lecture at Paperbacks Plus, Dallas, May 1995
SMU Literary Festival, featured poet, November 1993
“Writing on the Wall: Public Poetry,” paper at Central New York Conference on Language and Literature, SUNY-Cortland, October 1993
“Re-representing Surrealism: Charles Simic’s Cornell Boxes,” paper at Beyond the Limits of Realism Conference, Binghamton University, April/May 1993
“Working Off-Center: Collaborations,” Peripheral Visions Conference, St. Louis University, March 1993
Moderator, “Politics in/and/of Poetry” session, Crossing the Boundaries Conference, Binghamton University, February 1993
National Poetry Convocation for Finalists of 1992 Ruth Lilly Poetry Fellowship, University of Indiana, Bloomington, September 1992
Graduate Student Representative and Reader, New York Writer’s Conference, SUNY-Albany, 1990

Dozens of other readings at universities, bookstores, cafes, and libraries, including about 30 events around the country for *Bullets into Bells: Poets & Citizens Respond to Gun Violence*.

PROFESSIONAL ORGANIZATIONS AND MEMBERSHIPS

American Association of University Professors
American Civil Liberties Union
Association of Writers and Writing Programs
Authors Guild
National Collegiate Honors Council

26 October 2024

Dear Committee,

I am writing on behalf of Professor Brian Clements to support his application to become CSU Professor, and I do so enthusiastically as Professor Clements has been recognized time again by the peers in his field for professional excellence. He is among the most talented, collegial, and innovative writers and literary citizens I have had the pleasure of working with in my sixteen years of editing the *North American Review*, the oldest literary magazine in the United States.

I first met Professor Clements in 2018 when he organized a panel about *Bullets into Bells: Poets & Citizens Respond to Gun Violence*, the powerful and important book published by Beacon Press that he co-edited with Alexandra Teague and Dean Rader. This successful and well-attended panel was a centerpiece for the conference I was directing marking the fiftieth anniversary of the *North American Review* at the University of Northern Iowa, where I am also a Professor of English. The keynote speaker of the conference was Terry Tempest Williams, and one of our featured writers was Martín Espada, whose poem “Heal the Cracks in the Bell of the World” gave *Bullets into Bells* its title, first appeared in the pages of our magazine. The tremendous success of the book was due in large part to Professor Clements deft and thoughtful work, bringing together some of the most important poets working today. The interactive website that accompanies the book ensures its lasting impact as a resource.

I also had the privilege to collaborate with Professor Clements on one of the most important and multi-faceted projects the *North American Review* has undertaken in recent years. He was the Project Curator and Editor of *Every Atom: Reflections on Walt Whitman at 200*, an online collection of annotations of Whitman’s “Song of Myself” by 200 prominent poets, writers, artists, critics, scholars, songwriters, leaders, journalists, public figures, and citizens. The introduction by Professor Clements and first annotation by Martín Espada was published on May 31, 2019 to mark the 200th anniversary of Whitman’s birth. Every subsequent day for the next two hundred days a new annotation was published ending with a final annotation by Ed Folsom, pre-eminent Whitman scholar, editor of the *Walt Whitman Quarterly Review*, and co-director of the Walt Whitman Archive.

Over the last five years since its launch, *Every Atom* has been accessed regularly by people from all over the world. It promises to continue serving as a fertile resource for students, readers, and scholars, offering a prismatic collection of responses to Whitman's work and life. As Ed Folsom described it in his final annotation:

Brian Clements developed and organized this catalog of responses to honor the bicentennial of Whitman's birth by inviting a vast and diverse mix of people—poets and critics and photographers and filmmakers and singers and any number of others, from across the U.S. and internationally—to respond to a word or line or passage in “Song of Myself” and thereby create, for the first 200 days following Whitman's 200th birthday, a Whitmanian catalog of readers talking back to the poet, just as he demanded (“Will you speak before I am gone?”). The ongoing cascade of responses could continue for another 200 days, or 365 or 2000 days, and in fact will go on for as long as Whitman is read, because that's what he wrote his poetry for: to be talked back to, argued with, always put into active dialogue. Like Whitman's own catalogs in “Song of Myself,” *Every Atom* has become a long and ultimately random representative sampling—a gesture toward democratic completeness.

This project alone is worthy of Professor Clements earning the well-deserved title of CSU Professor. His substantial and ongoing accomplishments have been recognized and lauded by his peers in the literary world. As you can tell, I have nothing but respect and admiration for Professor Clements. I am lucky to have had the opportunity to work alongside him. Please do not hesitate to contact me if you have any questions about this most worthy of applicants.

Sincerely,



Jeremy Schraffenberger
Editor, *North American Review*
Professor of English
University of Northern Iowa
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October 27, 2024

To whom it may concern:

This is a letter in support of Brian Clements and his application for the promotion to the position of CSU Professorship at your university. I am a poet and professor at the University of Massachusetts-Amherst. I know Brian Clements as a poet, editor, organizer, and friend.

I met Brian in 2017 at the launch of an anthology he co-edited, entitled *Bullets Into Bells: Poets and Citizens Respond to Gun Violence*, from Beacon Press. (I contributed the title poem.) The vision of this anthology is utterly unique, combining poetry with the responses of "survivors, advocates and allies," including that of Brian's wife Abby Clements, a teacher who survived the Sandy Hook mass shooting in 2012. I also contributed the first annotation to Brian's remarkable online anthology for the *North American Review*, Every Atom: Reflections on Walt Whitman at 200.

I published two of Brian's poems in my own anthology, *What Saves Us: Poems of Empathy and Outrage in the Age of Trump* (Northwestern, 2019). His poetry is clear, concrete, bracingly honest and deeply empathetic. He is a storyteller at heart. In both cases, as editor and poet, Brian demonstrates a gift for transforming trauma into art, sacrificing neither the art nor the confrontation with realities most of us would rather not face.

I can testify to his capacity for diligent labor, his integrity, his commitment to serving other human beings, his trustworthiness. Permit me an anecdote: my wife, who worked for years in urban education, arrived at a reading of mine badly shaken, having spent hours in the emergency room with a student victim of domestic violence. Of all my friends and colleagues present, I asked Brian to sit with her.

I recommend Brian without reservation for the CSU Professorship. Thank you.

Sincerely,
Martín Espada
Professor of English



October 21, 2024

CSU Professor selection sub=committee
Promotion & Tenure Committee

Dear Members of the Sub-committee:

I write in support of the candidacy of Brian Clements, for the open CSU professorship. I have known Brian since he was hired in 2004 to establish the MFA program at WestConn. Brian was hired because he was not only an established creative writer but also a skilled program director. His scholarly and creative record in the last twenty years is remarkable, and he has been a noteworthy leader in the Writing Department, as well as on campus and in the community.

Brian's work makes a good argument for his selection as a CSU professor. An ideal candidate will have:

- a. A scholarly record that suggests recognition of the candidate by the academic world beyond WestConn.
- b. A record as an acknowledged mentor for students.
- c. A record of active and innovative contribution to the academic life of the campus community and the local community as well.

Brian offers exemplary credentials in all of these areas.

I know from talking to his students that he has been a positive and encouraging voice in the development of their writing. He organized and launched the MFA program; it existed only in theory until Brian arrived. He directed and taught in the MFA program for thirteen years. He continues to teach in the program and mentor the very serious writers the program attracts. MFA students have produced a lengthy list of published books, and many of those published writers have offered testimony to the importance of Brian to their development as writers. Indeed the MFA in Writing has developed a considerable reputation as a distinguished low-residency program.

As chair of the Writing Department for three years, Brian led a comprehensive program review. Of particular note was his idea for "Writers' Studio"—a meeting of all Writing majors. The students meet in a large group once a week and then in smaller groups of students at the same state of degree completion. The studio course offers a forum for students to read their works to an audience of their peers. The students come to know each other well, and a strong

sense of community now characterizes the Writing Department. Brian has arranged for a number of professional writers to speak at the large meetings, and his positive attitude has been infectious. Undergraduate Writing students develop strong senses of the ways that writers find careers as writers.

I can't say enough about how important it is for undergraduate students to feel a strong sense of belonging. It leads to academic success. There have also been notable awards from external sources for our students. Brian's leadership has been a major factor in creating a positive environment.

Brian's c.v. speaks for itself. He has published poems in journals and books with great regularity since 1990. He edited *Sentence*—a journal that specialized in prose poems for ten years. The journal was instrumental in moving the prose poem into a category of acceptable poetic forms—a status resisted by old-line critics and stodgy traditionalists. Brian speaks to the need for poetry that surprises him. As an editor he has favored lyric poems and has not preferred narrative poems. His voice speaks to his openness to what has been ignored previously for no good reason.

Brian is a well-known poet; his work creates a buzz amongst the community of scholars, poets, and poetry lovers. His noteworthiness is attested to by his inclusion in anthologies of contemporary poems as well as the number of interviews that have accompanied his publications. His list of publications in more than 60 journals suggests the widespread endorsement of his work by editors across the country.

Brian, in short, is highly deserving of the honor of becoming a CSU professor. His creative output is prodigious, and his service to his department, the campus, and the local community suggest that he is an exceptionally productive member of the WestConn faculty. The committee will do well to recommend him for the open CSU professorship.

Yours truly,

A handwritten signature in cursive script that reads "Edward A. Hagan". The ink is dark and the signature is fluid, with a large, stylized 'E' and 'H'.

Edward A. Hagan
Emeritus CSU Professor of Writing and Literature



UNIVERSITY OF SAN FRANCISCO

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415.422.6426 - english@usfca.edu - <http://www.usfca.edu/arts/engl>

LETTER OF RECOMMENDATION

A handwritten signature in black ink, appearing to read 'D. Rader'.

TO: CSU Professor Committee

FROM: Dean Rader, Department English + The Honors College, University of San Francisco

DATE: October 19, 2024

RE: Brian Clements

It is a privilege to write in support of Brian Clements' application for a CSU Professorship. I have known Brian for many years and in that time, he has proven to be the one of the best—if not the best—examples of a writer/teacher/administrator that I have encountered. He would be an amazingly good choice for this honor. I recommend him most highly.

I want to begin with his truly remarkable work in the MFA Program at Western Connecticut. Brian has created, marketed, staffed, and delivered one of the few high-quality low-residency programs in creative/professional writing in the country. In fact, Brian was the first to combine professional and creative writing in one low-residency program. Brian has hired talented, cutting-edge writers who straddle genres and mini-genres to deliver a focused and robust creative writing degree. He has been a leader in the realm of assessment, distance learning, and curricular management. He's also done a great job with marketing and public relations. I've met some of the teachers to work for him and many of the students who work with him, and the report on Brian is unanimous—everyone loves him, everyone admires him. In other words, Brian has put WCSU's MFA program on the national map. He has proven to be a major figure in low-residency program administration and is considered a pioneer in the field.

Another aspect of Brian's commitment to education—which also speaks to his successful experience managing projects—lies in his role as publisher and editor. For example, he founded and edited *Sentence*, the premiere journal devoted to the prose poem. There are many things that make *Sentence* special, but one is its expansive international reach. Each issue devoted part of the magazine to international poets, including features of British, French, Spanish language, Italian, and Asian prose poets. *Sentence* was also the first magazine to feature prose poems by Indigenous American poets—a truly cutting-edge project.

The same can be said for his work with Firewheel Editions. As the publisher and editor, Brian brought into the world a number of important books, including *Had Slaves* by Catherine Sasanov, *Mille et un sentiments*, by the celebrated writer Denise Duhamel (a book I still teach from), *The Genius of J. Robert Oppenheimer* by William Todd Seabrook, and the canonical anthology and textbook, *An Introduction to the Prose Poem*. It is impossible to overstate the contributions Brian has made to literary culture as a publisher, but I can say with certainty that it is considerable.

I had the great pleasure of working closely with Brian on *Bullets into Bells: Poets & Citizens Respond to Gun Violence* (Beacon Press, 2017), a ground-breaking anthology edited by Brian, Alexandra Teague and me. *Bullets into Bells* is a project that has transcended mere publication and resulted in readings, panels, and fundraisers for gun violence prevention in nearly 30 states. In this book, we print poems by 50 poets and then pair those poems with responses by survivors of gun violence, leaders in the anti-gun violence movement, and other community activists. Brian single-handedly contacted every responder and facilitated, and edited every response. Thanks to him and his efforts, the book release was featured on C-Span, the book received a number of starred and rave reviews, portions of the book were read on the floor of the U.S. Congress, and it even led to a proclamation by the City of Fayetteville, Arkansas naming *Bullets into Bells* as a key contributor to “Commitment to Ending Gun Violence in All Its Forms” Day. I’m not sure any other project I’ve been involved in has been so important and made such an impact—and that is all thanks to Brian and his vision.

In a similarly ambitious project, Brian launched *Every Atom: Reflections on Walt Whitman at 200*. Here, Clements convinced 200 writers, artists, and thinkers to write about some aspect of Walt Whitman. Those 200 pieces have all been published online in the *North American Review*, one a day for 200 days. To pull off a project like this, one not only needs vision but also considerable credibility among peers and astonishing follow-through. Those characteristics always make for effective leaders.

Lastly, I want to call attention to Brian’s impressive career as a writer. His first book, *Essays Against Ruin*, remains one of the great debut collection of poems of the last 30 years. His subsequent books with Quale Press—the leading press in the world of prose poetry—have established him as one of the top five practitioners of the prose poem in contemporary America.

Let me close my comments by stating that from 2002-2007, I served as the Associate Dean for Arts & Humanities at the University of San Francisco, where I was responsible for overseeing our MFA Program in Creative Writing, making tenure decisions, and weighing in on decisions about promotions to Full Professor and University Professor. Brian’s background teaching and mentoring, his current experience as director of the Honors Program, his early participation in online learning, his vast experience with all kinds and forms of writing, his career as an editor and publisher, his impressive output as a poet—and most importantly—his vision building and directing the MFA program at WCSU makes him not only worthy but deserving of a CSU Professorship.

I trust you will look favorably on his application. If I can illuminate any of my comments here, please contact me.

October 26, 2024

To Whom It May Concern,

It is my great pleasure to write this letter of support for Dr. Brian Clements. As an alumna of Western Connecticut State University's MFA in Creative and Professional Writing, I have known Dr. Clements since 2010 when I first enrolled in the program. It is not hyperbole to say that earning this MFA changed my life. My goals were twofold: to land a tenure-track position and to raise the bar on my writing, and with Dr. Clements' guidance and support, I achieved both.

Following graduation, I was able to transition from corporate training to a full time faculty position at Lehman College, part of the City University of New York (CUNY). I earned a Certificate of Continuing Employment (a CCE, CUNY's equivalent of tenure for lecturers). Further, after graduation, my mystery series (novels published by St. Martin's Minotaur with shorter work published by *Alfred Hitchcock Mystery Magazine*) received stellar reviews from prestigious journals. For instance, *Publishers Weekly* wrote that *Jane Austen's Lost Letters* was "Beguiling" and that "Miss Austen would approve." In addition, I bring the analytical approach I learned during my MFA studies to my nonfiction work. I have written two Agatha-award winning books on the craft of writing and am a Contributing Editor to *Writer's Digest Magazine*. My new book on the craft of writing, *Beat the Bots: A Writer's Guide to Surviving and Thriving in the Age of AI* (to be published in June 2025). Without Dr. Clements' inventive program design, encouragement, and active support, my goals would not have been realized.

The MFA design itself is remarkable and unique. Dr. Clements created an academically challenging program that balances craft and reflection. Consider, for example, the Enrichment Project: students learn something new, something unrelated to writing. As a serious snorkeler, I decided to learn underwater photography. Among the

lessons I learned were the more still I stay, the more I see, and you can't stay still enough to see everything. These key learnings have informed my writing in important ways. Another example: the Online Multi-genre course exposed me to work I would never have read and responded to, allowing me to interact with poets and nonfiction writers.

And I'm not the only MFA success story. Brian Thiem, for instance, a retired police detective, sold his first thriller series to Crooked Lane, and recently sold a new series to Severn House. Andrew Alexander has had poems and personal essays published in literary journals. Kate Katcher has had her plays produced and won important awards. I know of these accomplishments because more than a dozen years after I graduated, I am still a proud member of the MFA's diverse writing community, remaining close to several of my fellow alumni.

Dr. Clements is a generous teacher and mentor, accessible and welcoming. As a program director he is smart, diligent, hard-working, courteous, and kind. I heartily endorse his application to become a CSU Professor.

If you require additional information, it would be my pleasure to provide it.
Sincerely,



Jane K. Cleland

Lecturer

Lehman College/City University of New York

jane.cleland@lehman.cuny.edu

646.823.7818

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Modification of a Program

Bachelor of Science in Health and Wellness Management

Western Connecticut State University

February 27, 2025

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – specifically a name change to the Bachelor of Science in Health and Wellness at Western Connecticut State University.

A True Copy:

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

ITEM

Name change to the Bachelor of Science in Health and Wellness Management at Western Connecticut State University.

BACKGROUND AND PROPOSAL

The rationale for the name change reflects the changes made to the programmatic core, which include two 15-credit options. The two options are in Wellness Management and Sport Management. This change will make the program more recognizable for students searching for sport and wellness management options.

Old Name: Health and Wellness Management

New Name: Sport and Wellness Management

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.

2/14/2025 – BOR - Academic and Student Affairs Committee

2/27/2025 – Board of Regents

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

APPLICATION FOR NAME CHANGE – MODIFICATION OF ACCREDITED PROGRAM

NAME CHANGE REQUEST		
Institution: Western Connecticut State University	Please enter the following dates: Final approval by institution: 11/5/2024 Submission to CSCU Office of the Provost for Academic Council: 11/20/24	
NOTE: Use this form if modifying only the name of the program.		
Current Program Characteristics Name of Program: Health and Wellness Management OHE #: 21669 Modality of Program (<i>check all that apply</i>): ☒ On ground ☐ Online ☐ Hybrid, % of fully online courses Locality of Program: ☒ On Campus ☐ Off Campus ☐ Both Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): BS, Bachelor of Science Date Program was Initiated: Fall 2023 Total # Credits in Program: 120 # Credits in General Education: 40 CIP Code Number : 51.0001 Title of CIP Code: Health and Wellness, General Department where program is housed: Health Promotion and Exercise Sciences, HPX Location Offering the Program (<i>e.g., main campus</i>): Midtown Campus		
Proposed New Name of Program: Sport and Wellness Management		
Proposed Date Name Change Becomes Effective: Fall 2025		
Explanation / Justification <i>Provide a concise rationale for the name change request, and discuss any anticipated impact upon the institution, its mission, and its students.</i> We are proposing to revise the curriculum to include a programmatic core and two 15-credit options, one option in wellness management and the other in sport management. The name change will better reflect the two options and will make the program more recognizable and easier to search for students looking for sport or wellness management options at WCSU.		
Programmatic Changes <i>If applicable, provide a concise discussion regarding any programmatic changes to be necessitated by the requested name change.</i> Applications will be submitted for the two 15-credit options in wellness management and sport management. The wellness management option in the program is the same as the currently offered BS in Health and Wellness management; it is simply reorganized into a program core and then 5, 3-credit courses in the option (15-credits). The sport management option will include the same core set of courses and then a different set of 5, 3-credit courses (15 credits) in sport management.		
Cost and Availability of Adequate Resources <i>If applicable, provide a one paragraph narrative addressing additional cost and resources necessitated by the requested name change.</i> A faculty line to support the program has already been approved and a search is under way. This faculty line will serve as the Coordinator of Sport and Wellness Management, advise students in the program and teach core and option courses. No further resources are necessary to initiate the changes.		
Institutional Contact for this Proposal: Emily Stevens	Title: Professor and Chair	Tel.: 203-837-3903 e-mail: stevens@wcsu.edu

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

MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

SECTION 1: GENERAL INFORMATION

Institution: Western Connecticut State University

Please enter the following dates:

Final approval by institution: 11/5/2024

Submission to CSCU Office of the Provost for Academic Council: 11/20/24

Most Recent NECHE Institutional Accreditation Action and Date: March 2024

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

Total Number of courses and course credits to be modified by this application: **3 courses, 9 credits**

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

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

Original Program Characteristics

Name of Program: BS in Health and Wellness Management

OHE #: 21669

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

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

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

Date Program was Initiated: 9/2023

Total # Credits in Program: 120

Credits in General Education: 40

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

Modified Program Characteristics

Name of Program: BS in Health and Wellness Management

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

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

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

Initiation Date for Modified Program: 9/2025

Anticipated Date of First Graduation: 5/2026

Total # Credits in Program: 120

Credits in General Education: 40

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

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

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

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

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

Phase Out Period Date of Program Termination

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

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

MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

Institutional Contact for this Proposal: Emily Stevens	Title: Professor and Chair	Tel.: 203-837-3909 e-mail: stevens@wcsu.edu

SECTION 2: BACKGROUND, RATIONALE, AND NATURE OF MODIFICATION

Rationale for Modification

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

The University and HPX Department has identified a demand for a sport management academic program. This will facilitate recruitment and retention at the University, particularly with 7 new varsity sports being added to Athletics. The program modification takes the currently approved BS in Health and Wellness Management program and moves 3 courses (9 credits) to the general education requirements, designates 33 credits (11 courses) to the program core curriculum and 15 credits (5 classes) to one of two program options. The two 15-credit options will be in Wellness Management and in Sport Management. The Wellness Management option is the same as the currently approved BS in Health and Wellness Management program, with 3 courses moved to the general education requirements. This option will appeal to students interested in a career in the health, wellness, or fitness industry. The new 15-credit option Sport Management includes 5 new courses specific to a sport management curriculum. This option will appeal to students interested in a career in the sport industry.

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
Program Core & Elective Courses		Program Core Courses	
*PSY 100: Introduction to Psychology	3.0	Choose 1 of the 2 Below	3.0
PSY 260: Health Psychology	3.0	HPX 100: Intro to Health and Wellness	
*SOC 100: Introduction to Sociology	3.0	**HPX 1XX: Intro to Sport Management	
*SW 220: Diversity, Equity & Inclusion	3.0	Required Core Courses	
COM 203: Health Communication	3.0	PSY 260: Health Psychology	3.0
HPX 100: Introduction to Health & Wellness	3.0	COM 203: Health Communication	3.0
HPX 271: Health Education Programs in the Community	3.0	HPX 271: Health Education Programs in the Community	3.0
HPX 348: Principles of Wellness Coaching	3.0	HPX 410: Health and Wellness Management & Leadership	3.0
HPX 410: Health and Wellness Management & Leadership	3.0	HPX 411: Health and Wellness Entrepreneurship	3.0
HPX 411: Health and Wellness Entrepreneurship	3.0	HPX Elective (See List Below)	3.0
MIS 155: Information Technology	3.0	MIS 155: Information Technology	3.0
MKT 200: Principles of Marketing	3.0	ACC 201: Financial Accounting	3.0
ACC 201: Financial Accounting	3.0	MGT 250 Organizational Behavior	3.0
JLA 240: Commercial Law	3.0	Choose one of the 3 below:	3.0

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MGT 250 Organizational Behavior	3.0	MGT 251: HR Management	
Choose one of the 3 below:	3.0	MGT 340: Total Quality Management	
MGT 251: HR Management		MGT 350: Management Negotiations	
MGT 340: Total Quality Management		Wellness Management Option	15.0
MGT 350: Management Negotiations		HPX 348: Principles of Wellness Coaching	3.0
HPX Electives: See list below:	9.0	MKT 200: Principles of Marketing	3.0
HPX 150: Dance Workshop		JLA 240: Commercial Law	3.0
HPX 205: Nutrition and Health		HPX Electives	6.0
HPX 212: Dance and Culture, World Dance		Sport Management Option	15.0
HPX 240: Principles of Holistic and Integrative Health		**HPX 2XX: Sport Marketing	3.0
HPX 241: Mind/Body Interventions for Healing		**HPX 2XX: Ethics in Sport	3.0
HPX 242: Cross Cultural and Traditional Healing Methods		**HPX 2XX: Sports Facility Management	3.0
HPX 244: Movement, Mindfulness, and Meditation		**HPX 3XX: Sport Finance	3.0
HPX 253: Concepts of Diseases		**HPX 3XX: Sport Law	3.0
HPX 254: Fitness Seminar and Lab		HPX Electives: See list below:	
HPX 255: Group Exercise Instruction		HPX 150: Dance Workshop	
HPX 343: Foods, Herbs, Supplements, and Natural Products		HPX 205: Nutrition and Health	
HPX 352: Mental Health		HPX 212: Dance and Culture, World Dance	
HPX 380: Worksite Health Promotion		HPX 240: Principles of Holistic and Integrative Health	
HPX 369: Exercise as Medicine		HPX 241: Mind/Body Interventions for Healing	
		HPX 242: Cross Cultural and Traditional Healing Methods	
*Moved to Gen Ed Requirements in Modified Curriculum		HPX 244: Movement, Mindfulness, and Meditation	
**New Courses		HPX 253: Concepts of Diseases	
		HPX 254: Fitness Seminar and Lab	
		HPX 255: Group Exercise Instruction	
		HPX 343: Foods, Herbs, Supplements, and Natural Products	

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		HPX 352: Mental Health	
		HPX 380: Worksite Health Promotion	
		HPX 369: Exercise as Medicine	
Total Credits Original Program	57.0	Total Credits Modified Program	48.0

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.

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

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

Articulate a plan for achieving a career of their choice in the health, sport and wellness industry.

Assessment of Learning Outcomes

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

The learning outcomes will be assessed through typical course assessment processes: exams, papers, projects, etc. The culminating course requirement within the major will include field-based internship experiences, with coinciding assignments based on professional preparation and evidence of applied skills within the field, such as professional writing and development of a professional 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
Program Core: Required Courses			33.0
Choose 1 of the 2 below:	1, 2, 4, 5	None	3.0
HPX 100: Introduction to Health & Wellness		None	3.0
*HPX 1XX: Introduction to Sports Management		None	3.0
HPX 271: Health Education Programs in the Community	1, 2, 4, 5	None	3.0
HPX 411: Health and Wellness Management & Leadership	1, 2, 3, 4, 5, 6		3.0

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HPX 410: Health and Wellness Entrepreneurship	1, 2, 3, 4, 5, 6		3.0
HPX Elective		None	3.0
COM 203: Health Communication	1, 2, 4, 5	COM 163	3.0
PSY 260: Health Psychology	1, 2, 5	PSY 100	3.0
MIS 155: Information Technology	3, 4	None	3.0
Choose one of the 3 below:	3, 4		3.0
MGT 251: HR Management		MGT 250	3.0
MGT 340: Total Quality Management		MGT 250	3.0
MGT 350: Management Negotiations		MGT 250	3.0
Wellness Management Option Requirements			15
HPX 348: Principles of Wellness Coaching	1, 2, 4, 5	HPX 271 or 270	3.0
MKT 200: Principles of Marketing	3, 4	None	3.0
JLA 240: Commercial Law	3, 4	None	3.0
HPX Electives		None	6.0
Sport Management Option Requirements			15
*HPX 2XX: Sport Marketing	3, 4, 5, 6	HPX 271 or 270	3.0
*HPX 2XX: Ethics in Sport	3, 4, 5	None	3.0
*HPX 2XX: Sports Facilities Management	3, 4, 5, 6	None	3.0
*HPX 3XX: Sport Law	3, 4, 5, 6	General Education Writing 2	3.0
*HPX 3XX: Sport Finance	3, 4, 6	ACC 201: Financial Accounting	3.0
HPX Electives: See list below:	1, 2, 4, 5		
HPX 150: Dance Workshop		None	3.0
HPX 205: Nutrition and Health		None	2.0
HPX 212: Dance and Culture, World Dance		None	3.0
HPX 240: Principles of Holistic and Integrative Health		None	3.0
HPX 241: Mind/Body Interventions for Healing		None	3.0
HPX 242: Cross Cultural and Traditional Healing Methods		None	3.0
HPX 244: Movement, Mindfulness, and Meditation		None	2.0

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HPX 253: Concepts of Diseases		None	3.0
HPX 254: Fitness Seminar and Lab		None	3.0
HPX 255: Group Exercise Instruction		None	3.0
HPX 343: Foods, Herbs, Supplements, and Natural Products		None	3.0
HPX 352: Mental Health		None	3.0
HPX 380: Worksite Health Promotion		None	3.0
HPX 369: Exercise as Medicine		None	3.0
Required General Education Courses			18
PSY 100: Introduction to Psychology	1	None	3.0
SOC 100: Introduction to Sociology	1, 4, 5	None	3.0
CS 110: Web Design	3, 4	MAT 100	3.0
COM 163: Introduction to Communication Skills	4	None	3.0
WRT 210: Managerial Writing	3, 4	WRT 101	3.0
SW 220: Diversity, Equity & Inclusion	1, 4, 5	SOC 100	3.0

***New Courses**

Description of Related Modification(s)

Provide a summary of other changes, if any, necessitated by curricular modification, such as admissions or graduation requirements
None

Description of Resources Needed

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

We do not expect the program to need any additional resources than are already offered at the University.

SECTION 3: ADDITIONAL PROGRAM CHARACTERISTICS

Program website: www.wcsu.edu/hpx

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

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

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

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

Catalog Description

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

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

The Bachelor of Science in Health and Wellness Management is an interdisciplinary degree with a dual focus in health/wellness and in business management/administration. It incorporates the development of skills in these areas with a strong foundation in psychology and communication methods. Students choose between 15-credit options in Wellness Management and Sport Management. A health and wellness management degree puts students in a position to build a career as leaders in the sport and wellness industries. Students will graduate prepared to pursue positions in healthcare facilities, group medical practices, parks and recreation, wellness centers and corporations, sports organizations and corporations, and other for profit and non-profit sport and wellness settings. Students will gain the skills necessary to plan, promote, direct, and coordinate the business activities of sport, health, and wellness events, programs, and organizations.

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):

SOC Code	SOC Title	Median Estimated Earnings
27-2021	Athletes and Sports Competitors	\$70,280
27-2022	Coaches and Scouts	\$45,910
27-2023	Umpires, Referees, and Other Sports Officials	\$35,820
27-2099	Entertainers and Performers, Sports and Related Workers, All Other	Not Available
11-9111	Medical and Health Service Managers	\$101,340

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

Applicable Industries

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

NAICS Code	NAICS Title
516219	Specialty Television (music, sports, news) Cable Networks
561599	Sports Ticket Offices
611620	Sport Instruction, Schools & Camps
711211	Professional Sports Clubs
711219	Sports Professionals, independent

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711310	Managers of Sports Events with Facilities
711320	Managers of Sports Events without Facilities
711410	Sports Agents/Managers
813990	Sports Teams and Leagues
56110	Medical office management services
56110	Management Services
713940	Fitness Centers
713940	Gyms, physical fitness
713940	Health studios, physical fitness
621340	Recreational (e.g. art, dance, music) therapists' offices (e.g., centers, clinics)
713940	Recreational sports club facilities
713990	Recreational campus without accommodations
942120	Recreational programs administration, government

Career/Program Pathways

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

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): Emily Stevens, stevens@wcsu.edu, 203-837-3903

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 1.0

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 3.0

Admissions Requirements

What are the admissions requirements for the program?

No special admissions requirements. The student must be admitted to WCSU. The students must have a 2.0 cumulative GPA to graduate with the degree.

Graduation Requirements

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

If yes, describe: The culminating experience course (HPX 411) will include 120 hours of field-based experiential learning. Students will be placed in a health, sport, and/or wellness agency of interest, where they will have a field-based preceptor. The faculty teaching the course will serve as the faculty supervisor. The student will work in the field placement for an average of 10 hours a week over 12 of the 14 weeks in the semester. This capstone experience will expose students to working within and managing a health, sport, or wellness agency.

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Assignments and projects will be required for the course to document the experiential learning process and to aid in professional preparation.

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 capstone experience, described above, will include 120 hours of fieldwork. We have several health, sport and wellness community organizations that we currently use as internship sites for the Public Health degree. These sites can serve as internship/fieldwork sites for the BS in Health and Wellness Management program as well. We can also use our Athletics Department and O'Neill Center as a site for several fieldwork placements.

Prospective Students

Describe the prospective students for the program:

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

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

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

1. Students interested in the sport industry or businesses.
2. Students interested in management and administration of sports agencies, sports clubs, professional and non-professional sports leagues, high school sports, college sports, e-sports.
3. Students seeking sports performance as a career.
4. Students interested in the management of sports and entertainment facilities.
5. Students who want a pathway into a Master in Sports Management graduate program.

***New HPX Courses to Support Proposed Curriculum**

HPX 1XX "Introduction to Sport Management" – This course will provide students with an overview of all facets of the sport management industry, including management concepts, sponsorship & marketing, sales, finance, facility & event management, public relations, tourism, legal aspects and current business and societal issues. The course will also trace the beginning of professional, college, community, youth, and Olympic sports. Ethical challenges facing sports management professionals will also be examined. Finally, the course will provide an in-depth look into the career opportunities in the sports industry. Students will conduct a self-examination and plan of action for potential careers as sport management professionals.

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

Note: All students will be able to choose Intro to Sport Management or Intro to Health and Wellness as introductory courses to the major. HPX 100 Intro to Health and Wellness is the currently approved introductory course to the major.

HPX 2XX “Sport Marketing”- This course presents an overview of the various techniques and strategies used in meeting the wants and needs of consumers in the sport industry as well as understanding how sport can be used to assist in the marketing of other companies and products. Areas to be addressed are the uniqueness of sport marketing in comparison with traditional marketing, an overview of the segments of the sport industry, the importance of market research and segmentation in identifying the right sport consumer, the use of data-based marketing in reaching the sport consumer, an overview of the marketing mix as individual units and the relationship between those units, and the development of sponsorship and endorsement packages.

HPX 2XX “Ethics in Sport”- This course will look at sport from a variety of philosophical and ethical perspectives. The course includes an examination of the nature of sport and considers a variety of ethical issues related to sport including what would be morally acceptable in sports, the relationship between society and sport, and a survey of contemporary ethical issues in the world of sport – for example, whether esports (electronic sports) are bona fide sports, and whether transgender athletes who transition from male to female should be allowed to compete in sports reserved for women and under what conditions.

HPX 2XX “Sports Facility Management” – This course is designed to provide students with a comprehensive introduction to the key elements of sports facility and event management. Students will examine the issues associated with developing, designing, operating, and managing different types of sport facilities. Emphasis will be placed on finance & budgeting, daily operation, safety, risk management, emergency planning and crowd control. Also, specific attention will be given to the planning and implementation process for sporting events. The relationship between sporting events and the host facilities will also be highlighted. The course will explore several of the key positions in facility and event management.

HPX 3XX “Sport Law”- Sport Law affects sport at every level, from youth sports to professional sports organizations. This course will provide students with an overview of many common legal concepts and applications in the industry of sport, including risk management, contract law, employment law, gender equity, intellectual property law, antitrust law, and labor law.

HPX 3XX “Sport Finance”- This course will investigate concepts from Finance and Economics to business topics and problems in the sports industry. The course will develop students’ analytic abilities and strengthen their understanding of the role of financial economic analysis in understanding business decisions in the sports industry.

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

SECTION 1: GENERAL INFORMATION

Institution: Western Connecticut State University	Please enter the following dates: Final approval by institution: 11/5/2024 Submission to CSCU Office of the Provost for Academic Council: 11/20/24
Most Recent NECHE Institutional Accreditation Action and Date: March 2024	
Parent Program Name of Program: Health and Wellness Management Program Type (<i>degree type, abbreviation, name, e.g., Certificate 16-30 credits, C2, Certificate</i>): BS, Bachelor of Science OHE #: 21669 <u>CIP Code Number:</u> 51.0001 Title of CIP Code: Health and Wellness, General	
Proposed Program Characteristics Name of Option/Track/Concentration/Specialization: Wellness Management Modality of Program (<i>check all that apply</i>): ☒ On ground ☐ Online ☐ Hybrid, % of fully online courses Locality of Program: ☒ On Campus ☐ Off Campus ☐ Both Program website: www.wcsu.edu/hpx Program Type (<i>e.g., Bachelor Degree Option</i>): Bachelor Degree Option Anticipated Program Initiation Date: Fall 2025 Anticipated Date of First Completion: Spring 2026 Total # Credits in Program: 120 IPEDS defined program duration (<i>if no IPEDS data, provide standard duration of program for full-time student in years</i>): 4.0	
Provide estimated cost of program (tuition and fees): \$ OR url for link to tuition/fee information: https://www.wcsu.edu/registration/ugrad-tuition/	
<u>CIP Code Number:</u> 51.0001 Title of CIP Code: Health and Wellness, General	
Department where program is housed: Health Promotion and Exercise Sciences (HPX) Location Offering the Program (<i>e.g., main campus</i>): Midtown Campus	
Request for SAA Approval for Veterans Benefits? ☒ Yes ☐ No	
Provide the intended catalog description for this program: The Bachelor of Science in Health and Wellness Management is an interdisciplinary degree with a dual focus in health/wellness and in business management/administration. It incorporates the development of skills in these areas with a strong foundation in psychology and communication methods. Students choose between 15-credit options in Wellness Management and Sport Management. A health and wellness management degree puts students in a position to build a career as leaders in the sport and wellness industries. Students will graduate prepared to pursue positions in healthcare facilities, group medical practices, parks and recreation, wellness centers and corporations, sports organizations and corporations, and other for profit and non-profit sport and wellness settings. Students will gain the skills necessary to plan, promote, direct, and coordinate the business activities of sport, health, and wellness events, programs, and organizations.	
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: 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	

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Other Program Accreditation:

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

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

Institutional Contact for this Proposal: Emily Stevens

Title: Professor and
Chair

Tel.: 203-837-3903 e-mail:
stevens@wcsu.edu

NOTES:

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

SECTION 2: PROGRAM PLANNING ASSESSMENT

Alignment of Program with Institutional Mission, Role, and Scope

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

Western Connecticut State University changes lives by providing students with a high-quality education that fosters their growth as individuals, scholars, professionals, and leaders in a global society. The Bachelor of Science in Health and Wellness Management is an interdisciplinary degree with a dual focus in health/wellness and in business management/administration. It incorporates the development of skills in these areas with a strong foundation in psychology and communication methods. A health and wellness management degree puts students in a position to build a career as leaders in the sport, health, and wellness industry. Students will graduate prepared to pursue positions in healthcare facilities, sports facilities, sports agencies, group medical practices, parks and recreation, wellness centers and corporations, and other for profit and non-profit health, sport and wellness settings. They may also be prepared to start their own health and wellness venture at some time in the future. Students will gain the skills necessary to plan, promote, direct, and coordinate the business activities of health, sport and wellness events, programs, and organizations. The two options within the degree accommodate students who are interested in the sport side of the industry and, alternatively, the health and wellness side of the industry.

Addressing Identified Needs

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

Note: this is specific to the wellness management option.

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

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

- Benefits coordinator (\$36,871 - \$55,872)
- Corporate wellness administrator (\$46,989 - \$82,368)
- Wellness program consultant (\$49,917 - \$73,052)
- Wellness program manager (\$64,713 - \$118,212)
- Employee health services manager (\$93,128 - \$145,839)
- Community health director (\$90,509 - \$194,902)

PSEO Data

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

Jobs EQ Data

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

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

NAICS Code	Industry Title	Current			10-Year Demand		Total Demand
		% of Occ Empl	Empl	Exits	Transfers	Empl Growth	
6241	Individual and Family Services	15.5%	263	101	206	79	387
6221	General Medical and Surgical Hospitals	12.6%	213	66	124	-6	183
6113	Colleges, Universities, and Professional Schools	10.0%	169	52	88	29	168
6211	Offices of Physicians	8.1%	138	42	78	-3	117
6214	Outpatient Care Centers	7.8%	132	47	94	14	155
6111	Elementary and Secondary Schools	4.9%	83	24	40	8	73
6213	Offices of Other Health Practitioners	4.9%	83	26	44	20	89
5241	Insurance Carriers	3.5%	59	21	42	4	67

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9221	Justice, Public Order, and Safety Activities	3.1%	52	17	35	-2	50
6232	Residential Intellectual and Developmental Disability, Mental Health, and Substance Abuse Facilities	2.6%	44	16	32	6	54
7139	Other Amusement and Recreation Industries	2.5%	43	14	23	16	53
5613	Employment Services	1.8%	30	10	21	2	33
8132	Grantmaking and Giving Services	1.6%	28	10	21	5	37
5511	Management of Companies and Enterprises	1.6%	28	9	18	-2	26
6242	Community Food and Housing, and Emergency and Other Relief Services	1.5%	26	9	19	2	30
8131	Religious Organizations	1.3%	23	8	16	0	23
8133	Social Advocacy Organizations	1.3%	22	8	16	4	29
9211	Executive, Legislative, and Other General Government Support	1.2%	20	7	14	-1	20
7112	Spectator Sports	1.1%	19	5	9	3	17
6219	Other Ambulatory Health Care Services	1.0%	18	6	12	1	19
	All Others	11.8%	200	68	137	9	214

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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 current BS in Health and Wellness Management has recruited 58 students into the program in the 1-year it has been offered; the enrollment in this major supported a full-time tenure track faculty line to start Spring 2025. The search is under way for this faculty position. This faculty will serve as the Coordinator of the BS in Health and Wellness Management, with options in Wellness Management and Sport Management. This new faculty line will support the initiation of the options, including advisement and course coverage. We expect the program to recruit more students and help to retain students with the options in wellness management and sport management. We have adequate office and classroom space, and the additional faculty line will support the initiation and sustainability of the program until such time that enrollment demands additional faculty.

Special Resources

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

We do not expect the program to need any additional resources than are already offered at the University.

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 HPX department will work with Admissions, the Advisement Center, Athletics, and Publication and Design to market the programs for new student recruitment. The HPX faculty, the Management faculty, and the Advisement Center will meet with existing students during academic advisement to offer this new program to students. We can reach freshmen through the FY program as well. We can reach current and prospective student-athletes through the varsity coaches.

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

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

Careers/Professions & Estimated Earnings

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

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

What would be the median estimated earnings for a graduate in this profession (if more than one SOC code listed, include earnings for each)? \$101,340

Applicable Industries

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

NAICS Code	NAICS Title
56110	Medical office management services
56110	Management Services
713940	Fitness Centers
713940	Gyms, physical fitness
713940	Health studios, physical fitness
621340	Recreational (e.g. art, dance, music) therapists' offices (e.g., centers, clinics)
713940	Recreational sports club facilities

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	713990	Recreational campus without accommodations
	942120	Recreational programs administration, government

Career/Program Pathways
Does this program prepare students for another program? ☐ Yes, specify program: ☒ No

SECTION 3: PROGRAM QUALITY ASSESSMENT

Learning Outcomes - L.O.

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

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

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

Assessment of Learning Outcomes

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

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

Program Administration

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

- Name: Emily Stevens
- Email: stevens@wcsu.edu Phone: 203-837-3909

Describe the qualifications and assigned FTE load of the administrator/faculty member responsible for the day-to-day operations of the proposed academic program: **Terminal degree in a related field, previous collegiate teaching and advising experience, 1.0 FTE**

Program Faculty

How many new full-time faculty, if any, will need to be hired for this program? 1.0- current search underway

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If any new full-time hires, what percentage of program credits will they teach? 42%
 How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 1.0
 How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 3.0
 What percentage of program credits will be taught by adjunct faculty? 16%
 Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program: Master's degree in a related field, experience teaching at the college level

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

Faculty Name and Title	Highest Degree & Institution of Highest Degree	Area of Specialization/ Pertinent Experience	Other Administrative or Teaching Responsibilities
Emily C. Stevens, Professor and Chair	PhD, The Ohio State University	Health Promotion & Exercise Science	Department Chair Teaching in the BS in Public Health Program
Krista Heybruck, Assistant Professor and Associate Chair	MPH, University of South Carolina (EdD pending completion University of Hartford)	Public & Community Health	Associate Chair Teaching in the BS in Public Health Program
Jeffrey Schlicht, Professor	PhD, University of Connecticut	Exercise Science	Teaching in the BS in Public Health Program
Gretchen Paulson, Assistant Professor	PhD, University of Wisconsin at Milwaukee	Athletic Training, Public Health, Wellness, Exercise Science	Teaching in the BS in Public Health Program
Alicja Stannard	PhD, Michigan State University	Exercise Science	Teaching in the BS in Public Health, Internship Coordinator for BS in Public Health
Melissa Dalton	MPH, New York Medical College	Nutrition and Public Health	Teaching in the BS in Public Health
To be Hired	PhD	Sport Management, Wellness Management or Related Field	Teaching in the BS in Sport and Wellness Management

Curriculum

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

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
Program Required & Elective Courses			
Program Core: Required Courses			33
Choose 1 of the 2 below:	1, 2, 4, 5	None	3.0

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HPX 100: Introduction to Health & Wellness		None	3.0
*HPX 1XX: Introduction to Sports Management		None	3.0
HPX 271: Health Education Programs in the Community	1, 2, 4, 5	None	3.0
HPX 411: Health and Wellness Management & Leadership	1, 2, 3, 4, 5, 6		3.0
HPX 410: Health and Wellness Entrepreneurship	1, 2, 3, 4, 5, 6		3.0
HPX Elective		None	3.0
COM 203: Health Communication	1, 2, 4, 5	COM 163	3.0
PSY 260: Health Psychology	1, 2, 5	PSY 100	3.0
MIS 155: Information Technology	3, 4	None	3.0
ACC 201: Financial Accounting	3, 4	MAT 100	3.0
MGT 250 Organizational Behavior	3, 4	None	3.0
Choose one of the 3 below:	3, 4		3.0
MGT 251: HR Management		MGT 250	3.0
MGT 340: Total Quality Management		MGT 250	3.0
MGT 350: Management Negotiations		MGT 250	3.0
Wellness Management Option Requirements			15
HPX 348: Principles of Wellness Coaching	1, 2, 4, 5	HPX 271 or 270	3.0
MKT 200: Principles of Marketing	3, 4	None	3.0
JLA 240: Commercial Law	3, 4	None	3.0
HPX Electives		None	6.0
HPX Electives: See list below:	1, 2, 4, 5		
HPX 150: Dance Workshop		None	3.0
HPX 205: Nutrition and Health		None	2.0
HPX 212: Dance and Culture, World Dance		None	3.0
HPX 240: Principles of Holistic and Integrative Health		None	3.0
HPX 241: Mind/Body Interventions for Healing		None	3.0
HPX 242: Cross Cultural and Traditional Healing Methods		None	3.0
HPX 244: Movement, Mindfulness, and Meditation		None	2.0

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HPX 253: Concepts of Diseases		None	3.0
HPX 254: Fitness Seminar and Lab		None	3.0
HPX 255: Group Exercise Instruction		None	3.0
HPX 343: Foods, Herbs, Supplements, and Natural Products		None	3.0
HPX 352: Mental Health		None	3.0
HPX 380: Worksite Health Promotion		None	3.0
HPX 369: Exercise as Medicine		None	3.0
Required General Education Courses			18
PSY 100: Introduction to Psychology	1	None	3.0
SOC 100: Introduction to Sociology	1, 4, 5	None	3.0
CS 110: Web Design	3, 4	MAT 100	3.0
COM 163: Introduction to Communication Skills	4	None	3.0
WRT 210: Managerial Writing	3, 4	WRT 101	3.0
SW 220: Diversity, Equity & Inclusion	1, 4, 5	SOC 100	3.0
Open Electives (Indicate number of credits of open electives)			32
Total Program Credits:			120
What are the admissions requirements for the program? No special admissions requirements. The student must be admitted to WCSU. The students must have a 2.0 cumulative GPA to graduate with the degree.			
Does this program have special graduation requirements (e.g., capstone or special project)? ☒ Yes ☐ No If yes, describe: The culminating experience course (HPX 411) will include 120 hours of field-based experiential learning. Students will be placed in a health, sport, and/or wellness agency of interest, where they will have a field-based preceptor. The faculty teaching the course will serve as the faculty supervisor. The student will work in the field placement for an average of 10 hours a week over 12 of the 14 weeks in the semester. This capstone experience will expose students to working within and managing a health, sport, or wellness agency. Assignments and projects will be required for the course to document the experiential learning process and to aid in professional preparation.			
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 capstone experience, described above, will include 120 hours of fieldwork. We have several health, sport and wellness community organizations that we currently use as internship sites for the Public Health degree. These sites can serve as internship/fieldwork sites for the BS in Health and Wellness Management program as well. We can also use our Athletics Department and O'Neill Center as a site for several fieldwork placements.			

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Describe the prospective students for the program:

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

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

***New HPX Courses to Support Proposed Curriculum**

HPX 1XX "Introduction to Sport Management" – This course will provide students with an overview of all facets of the sport management industry, including management concepts, sponsorship & marketing, sales, finance, facility & event management, public relations, tourism, legal aspects and current business and societal issues. The course will also trace the beginning of professional, college, community, youth, and Olympic sports. Ethical challenges facing sports management professionals will also be examined. Finally, the course will provide an in-depth look into the career opportunities in the sports industry. Students will conduct a self-examination and plan of action for potential careers as sport management professionals.

Note: All students will be able to choose Intro to Sport Management or Intro to Health and Wellness as introductory courses to the major. HPX 100 Intro to Health and Wellness is the currently approved introductory course to the major.

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Institution: Western Connecticut State University	Please enter the following dates: Final approval by institution: 11/5/2024 Submission to CSCU Office of the Provost for Academic Council: 11/20/24
Most Recent NECHE Institutional Accreditation Action and Date: March 2024	
Parent Program Name of Program: Health and Wellness Management Program Type (<i>degree type, abbreviation, name, e.g., Certificate 16-30 credits, C2, Certificate</i>): BS, Bachelor of Science OHE #: 21669 <u>CIP Code Number:</u> 51.0001 Title of CIP Code: Health and Wellness, General	
Proposed Program Characteristics Name of Option/Track/Concentration/Specialization: Sport Management Modality of Program (<i>check all that apply</i>): ☒ On ground ☐ Online ☐ Hybrid, % of fully online courses Locality of Program: ☒ On Campus ☐ Off Campus ☐ Both Program website: www.wcsu.edu/hpx Program Type (<i>e.g., Bachelor Degree Option</i>): Bachelor Degree Option Anticipated Program Initiation Date: Fall 2025 Anticipated Date of First Completion: Spring 2026 Total # Credits in Program: 120 IPEDS defined program duration (<i>if no IPEDS data, provide standard duration of program for full-time student in years</i>): 4.0	
Provide estimated cost of program (tuition and fees): \$ OR url for link to tuition/fee information: https://www.wcsu.edu/registration/ugrad-tuition/	
<u>CIP Code Number:</u> 51.0001 Title of CIP Code: Health and Wellness, General	
Department where program is housed: Health Promotion and Exercise Sciences (HPX) Location Offering the Program (<i>e.g., main campus</i>): Midtown Campus	
Request for SAA Approval for Veterans Benefits? ☒ Yes ☐ No	
Provide the intended catalog description for this program: The Bachelor of Science in Health and Wellness Management is an interdisciplinary degree with a dual focus in health/wellness and in business management/administration. It incorporates the development of skills in these areas with a strong foundation in psychology and communication methods. Students choose between 15-credit options in Wellness Management and Sport Management. A health and wellness management degree puts students in a position to build a career as leaders in the sport and wellness industries. Students will graduate prepared to pursue positions in healthcare facilities, group medical practices, parks and recreation, wellness centers and corporations, sports organizations and corporations, and other for profit and non-profit sport and wellness settings. Students will gain the skills necessary to plan, promote, direct, and coordinate the business activities of sport, health, and wellness events, programs, and organizations.	
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: 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	

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Other Program Accreditation:

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

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

Institutional Contact for this Proposal: Emily Stevens

Title: Professor and
Chair

Tel.: 203-837-3903 e-mail:
stevens@wcsu.edu

NOTES:

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

SECTION 2: PROGRAM PLANNING ASSESSMENT

Alignment of Program with Institutional Mission, Role, and Scope

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

Western Connecticut State University changes lives by providing students with a high-quality education that fosters their growth as individuals, scholars, professionals, and leaders in a global society. The Bachelor of Science in Health and Wellness Management is an interdisciplinary degree with a dual focus in health/wellness and in business management/administration. It incorporates the development of skills in these areas with a strong foundation in psychology and communication methods. A health and wellness management degree puts students in a position to build a career as leaders in the sport, health, and wellness industry. Students will graduate prepared to pursue positions in healthcare facilities, sports facilities, sports agencies, group medical practices, parks and recreation, wellness centers and corporations, and other for profit and non-profit health, sport and wellness settings. They may also be prepared to start their own health and wellness venture at some time in the future. Students will gain the skills necessary to plan, promote, direct, and coordinate the business activities of health, sport and wellness events, programs, and organizations. The two options within the degree accommodate students who are interested in the sport side of the industry and, alternatively, the health and wellness side of the industry.

Addressing Identified Needs

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

Note: this is specific to the sport management option

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The sports industry is a multi-billion-dollar business; opportunities to work in the sports industry have grown, and the academic requirements to be qualified for those positions have increased in recent years. Careers from a sports management option include but are not limited to:

- Operations for fitness facilities, sports venues, sports organizations
- Marketing and promotions
- Sales, such as group ticket sales and VIP packages
- Sports Analyst
- Sports Agent
- Scout
- Team Managers/Coaches

According to the Bureau of Labor Statistics (2024), entertainment and sports occupations are in high demand. Employment in this area is expected to grow faster than the average for all occupations from 2023-2033. About 108,900 are projected each year, on average. The 2023 median pay within the field was \$53,360 per year, which is higher than the annual wage for all occupations (\$48,060). There is no additional post-employment training needed to attain competency in the skills needed in this occupation.

There were 307,100 jobs in the category of “Coaches and Scouts” in 2023, with a median pay of \$45,910 per year and the bachelor’s level degree listed as the minimum requirement. Employment is expected to grow 9% between 2023-2033, much faster than average for all occupations.

There were 397,300 jobs in the category of “Administrative Services and Facilities Managers) in 2023, with a median pay of \$104,900 per year and a bachelor’s level degree with less than 5 years of experience listed as the minimum requirement. Employment is expected to grow 6% between 2023-2033, faster than average for all occupations.

PSEO Data

Graduates from WCSU in Business, Management and Operations earn \$41,792, \$60,530, and \$76,265 one, five and ten years post-graduation respectively.

Jobs EQ Data

While the BS in Health and Wellness Management will fall under the CIP code of 51.0001 “Health and Wellness, General”, we examined the CIP code of 31.0504 “Sport and Fitness Administration, Management” to examine the job outlook for the Sport Management option in Health and Wellness Management. As of 2024, total employment linked to occupations in sport and fitness administration/management in the CT-NY eleven county region was 12,659. Over the past three years, 3,074 jobs were added in the region. The region is expecting to need approximately 14,308 newly trained workers over the next seven years.

A snapshot of occupations linked to sports and fitness administration/management in the eleven-county region, as well as the industry distribution for occupations, can be seen below.

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SOC	Occupation	Current						3-Year History	7-Year Forecast				
		Empl	Median Ann Wages ²	LQ	Unempl	Unempl Rate	Online Job Ads ³	Ann %	Total Demand	Exits	Transfers	Empl Growth	Avg Ann Growth %
39-9031	Exercise Trainers and Group Fitness Instructors	6,874	\$62,600	1.30	115	1.6%	328	12.2%	9,240	2,988	6,024	228	0.5%
27-2022	Coaches and Scouts	5,436	\$55,400	1.35	219	3.7%	494	7.0%	4,845	2,103	2,677	65	0.2%
11-9072	Entertainment and Recreation Managers, Except Gambling	178	\$80,900	0.43	0	n/a	31	17.0%	139	52	82	5	0.4%
25-1193	Recreation and Fitness Studies Teachers, Postsecondary	170	\$85,900	0.85	3	1.7%	10	1.2%	84	51	39	-6	-0.5%
Total - Linked Occupations		12,659	\$60,100	1.27	338	2.5%	863	9.7%	14,308	5,194	8,823	291	0.3%
Total - All Occupations		2,457,568	\$57,400	1.00	104,008	3.8%	151,153	3.3%	1,743,598	811,038	1,004,606	-72,046	-0.4%

Source: [JobsEQ®](#)

Data as of 2024Q1 unless noted otherwise

Note: Figures may not sum due to rounding.

1. Data based on a four-quarter moving average unless noted otherwise.

2. Wage data represent the average for all Covered Employment

3. Data represent found online ads active within the last thirty days in the selected region. Due to alternative county-assignment algorithms, ad counts in this analytic may not match that shown in RTI (nor in the popup window ad list). Ad counts for ZCTA-based regions are estimates.

Industry Distribution for Occupations Linked to Sport and Fitness Administration/Management in Eleven County Region CT-NY

NAICS Code	Industry Title	Current			10-Year Demand		
		% of Occ Empl	Empl	Exits	Transfers	Empl Growth	Total Demand
7139	Other Amusement and Recreation Industries	46.0%	5,829	3,530	6,634	259	10,424
6116	Other Schools and Instruction	16.4%	2,078	1,172	1,696	27	2,895
6113	Colleges, Universities, and Professional Schools	11.1%	1,410	757	957	-16	1,698
6111	Elementary and Secondary Schools	7.2%	917	502	645	-6	1,141
8129	Other Personal Services	7.0%	890	576	1,159	137	1,873
8134	Civic and Social Organizations	4.0%	501	293	563	-21	835
7112	Spectator Sports	2.7%	347	199	257	41	497
9211	Executive, Legislative, and Other General Government Support	0.7%	90	51	93	-4	140
6112	Junior Colleges	0.6%	79	39	44	-6	78
	All Others	4.1%	518	301	555	9	866

Source: [JobsEQ®](#)

Data as of 2024Q1. Note that occupation-by-industry wages represent adjusted national data and may not be consistent with regional, all-industry occupation wages shown elsewhere in JobsEQ.

Note: Figures may not sum due to rounding.

Occupation employment data are estimated via industry employment data and the industry/occupation mix. Industry employment data are derived from the Quarterly Census of Employment and Wages, provided by the Bureau of Labor Statistics and currently updated through 2023Q4, imputed where necessary with preliminary estimates updated to 2024Q1. Forecast employment growth uses national projections from the Bureau of Labor Statistics adapted for regional growth patterns.

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 current BS in Health and Wellness Management has recruited 58 students into the program in the 1 year it has been offered; the enrollment in this major supported a full-time tenure track faculty line to start Spring 2025. The search is under way for this faculty position. This faculty will serve as the Coordinator of the BS in Health and Wellness Management, with options in Wellness Management and Sport Management. This new faculty line will support the initiation of the options, including advisement and course coverage. We expect the program to recruit more students and help to retain students with the options in wellness management and sport management. We have adequate office and classroom space, and the additional faculty line will

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support the initiation and sustainability of the program until such time that enrollment demands additional faculty.

Special Resources

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

We do not expect the program to need any additional resources than are already offered at the University.

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 HPX department will work with Admissions, the Advisement Center, Athletics, and Publication and Design to market the programs for new student recruitment. The HPX faculty, the Management faculty, and the Advisement Center will meet with existing students during academic advisement to offer this new program to students. We can reach freshmen through the FY program as well. We can reach current and prospective student-athletes through the varsity coaches.

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

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

Careers/Professions & Estimated Earnings

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

SOC Code	SOC Title	Median Estimated Earnings
27-2021	Athletes and Sports Competitors	\$70,280
27-2022	Coaches and Scouts	\$45,910
27-2023	Umpires, Referees, and Other Sports Officials	\$35,820
27-2099	Entertainers and Performers, Sports and Related Workers, All Other	Not Available

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

Applicable Industries

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

NAICS Code	NAICS Title
516219	Specialty Television (music, sports, news) Cable Networks
561599	Sports Ticket Offices
611620	Sport Instruction, Schools & Camps
711211	Professional Sports Clubs
711219	Sports Professionals, independent
711310	Managers of Sports Events with Facilities
711320	Managers of Sports Events without Facilities
711410	Sports Agents/Managers
813990	Sports Teams and Leagues

Career/Program Pathways

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

SECTION 3: PROGRAM QUALITY ASSESSMENT

Learning Outcomes - L.O.

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

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

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

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Assessment of Learning Outcomes

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

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

Program Administration

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

- Name: Emily Stevens
- Email: stevens@wcsu.edu Phone: 203-837-3909

Describe the qualifications and assigned FTE load of the administrator/faculty member responsible for the day-to-day operations of the proposed academic program: **Terminal degree in a related field, previous collegiate teaching and advising experience, 1.0 FTE**

Program Faculty

How many new full-time faculty, if any, will need to be hired for this program? 1.0- current search underway

If any new full-time hires, what percentage of program credits will they teach? 42%

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 1.0

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 3.0

What percentage of program credits will be taught by adjunct faculty? 16%

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program: Master's degree in a related field, experience teaching at the college level

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

Faculty Name and Title	Highest Degree & Institution of Highest Degree	Area of Specialization/ Pertinent Experience	Other Administrative or Teaching Responsibilities
Emily C. Stevens, Professor and Chair	PhD, The Ohio State University	Health Promotion & Exercise Science	Department Chair Teaching in the BS in Public Health Program
Krista Heybruck, Assistant Professor and Associate Chair	MPH, University of South Carolina (EdD pending completion University of Hartford)	Public & Community Health	Associate Chair Teaching in the BS in Public Health Program
Jeffrey Schlicht, Professor	PhD, University of Connecticut	Exercise Science	Teaching in the BS in Public Health Program
Gretchen Paulson, Assistant Professor	PhD, University of Wisconsin at Milwaukee	Athletic Training, Public Health, Wellness, Exercise Science	Teaching in the BS in Public Health Program
Alicja Stannard	PhD, Michigan State University	Exercise Science	Teaching in the BS in Public Health, Internship

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			Coordinator for BS in Public Health
Melissa Dalton	MPH, New York Medical College	Nutrition and Public Health	Teaching in the BS in Public Health
To be Hired	PhD	Sport Management, Wellness Management or Related Field	Teaching in the BS in Sport and Wellness Management

Curriculum

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

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
Program Required & Elective Courses			
Program Core: Required Courses			33
Choose 1 of the 2 below:	1, 2, 4, 5	None	3.0
HPX 100: Introduction to Health & Wellness		None	3.0
*HPX 1XX: Introduction to Sports Management		None	3.0
HPX 271: Health Education Programs in the Community	1, 2, 4, 5	None	3.0
HPX 411: Health and Wellness Management & Leadership	1, 2, 3, 4, 5, 6		3.0
HPX 410: Health and Wellness Entrepreneurship	1, 2, 3, 4, 5, 6		3.0
HPX Elective		None	3.0
COM 203: Health Communication	1, 2, 4, 5	COM 163	3.0
PSY 260: Health Psychology	1, 2, 5	PSY 100	3.0
MIS 155: Information Technology	3, 4	None	3.0
ACC 201: Financial Accounting	3, 4	MAT 100	3.0
MGT 250 Organizational Behavior	3, 4	None	3.0
Sport Management Option Requirements			15
*HPX 2XX: Sport Marketing	3, 4, 5, 6	HPX 271 or 270	3.0
*HPX 2XX: Ethics in Sport	3, 4, 5	None	3.0
*HPX 2XX: Sports Facilities Management	3, 4, 5, 6	None	3.0
*HPX 3XX: Sport Law	3, 4, 5, 6	General Education Writing 2	3.0
*HPX 3XX: Sport Finance	3, 4, 6	ACC 201: Financial Accounting	3.0

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HPX Electives: See list below:	1, 2, 4, 5		
HPX 150: Dance Workshop		None	3.0
HPX 205: Nutrition and Health		None	2.0
HPX 212: Dance and Culture, World Dance		None	3.0
HPX 240: Principles of Holistic and Integrative Health		None	3.0
HPX 241: Mind/Body Interventions for Healing		None	3.0
HPX 242: Cross Cultural and Traditional Healing Methods		None	3.0
HPX 244: Movement, Mindfulness, and Meditation		None	2.0
HPX 253: Concepts of Diseases		None	3.0
HPX 254: Fitness Seminar and Lab		None	3.0
HPX 255: Group Exercise Instruction		None	3.0
HPX 343: Foods, Herbs, Supplements, and Natural Products		None	3.0
HPX 352: Mental Health		None	3.0
HPX 380: Worksite Health Promotion		None	3.0
HPX 369: Exercise as Medicine		None	3.0
Required General Education Courses			18
PSY 100: Introduction to Psychology	1	None	3.0
SOC 100: Introduction to Sociology	1, 4, 5	None	3.0
CS 110: Web Design	3, 4	MAT 100	3.0
COM 163: Introduction to Communication Skills	4	None	3.0
WRT 210: Managerial Writing	3, 4	WRT 101	3.0
SW 220: Diversity, Equity & Inclusion	1, 4, 5	SOC 100	3.0
Open Electives (Indicate number of credits of open electives)			32
Total Program Credits:			120
What are the admissions requirements for the program? No special admissions requirements. The student must be admitted to WCSU. The students must have a 2.0 cumulative GPA to graduate with the degree.			
Does this program have special graduation requirements (e.g., capstone or special project)? ☒ Yes ☐ No If yes, describe:			

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The culminating experience course (HPX 411) will include 120 hours of field-based experiential learning. Students will be placed in a health, sport, and/or wellness agency of interest, where they will have a field-based preceptor. The faculty teaching the course will serve as the faculty supervisor. The student will work in the field placement for an average of 10 hours a week over 12 of the 14 weeks in the semester. This capstone experience will expose students to working within and managing a health, sport, or wellness agency. Assignments and projects will be required for the course to document the experiential learning process and to aid in professional preparation.

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 capstone experience, described above, will include 120 hours of fieldwork. We have several health, sport and wellness community organizations that we currently use as internship sites for the Public Health degree. These sites can serve as internship/fieldwork sites for the BS in Health and Wellness Management program as well. We can also use our Athletics Department and O'Neill Center as a site for several fieldwork placements.

Describe the prospective students for the program:

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

1. Students interested in the sport industry or businesses.
2. Students interested in management and administration of sports agencies, sports clubs, professional and non-professional sports leagues, high school sports, college sports, e-sports.
3. Students seeking sports performance as a career.
4. Students interested in the management of sports and entertainment facilities.
5. Students who want a pathway into a Master in Sports Management graduate program.

***New HPX Courses to Support Proposed Curriculum**

HPX 1XX “Introduction to Sport Management” – This course will provide students with an overview of all facets of the sport management industry, including management concepts, sponsorship & marketing, sales, finance, facility & event management, public relations, tourism, legal aspects and current business and societal issues. The course will also trace the beginning of professional, college, community, youth, and Olympic sports. Ethical challenges facing sports management professionals will also be examined. Finally, the course will provide an in-depth look into the career opportunities in the sports industry. Students will conduct a self-examination and plan of action for potential careers as sport management professionals.

Note: All students in the HWM major will be able to choose Intro to Sport Management (HPX 1XX) or Intro to Health and Wellness (HPX 100) as introductory courses to the major. These courses are not part of the new options but rather part of the revised Health and Wellness Management major. HPX 100 Intro to Health and Wellness is the currently approved introductory course to the major.

HPX 2XX “Sport Marketing”- This course presents an overview of the various techniques and strategies used in meeting the wants and needs of consumers in the sport industry as well as understanding how sport can be used to assist in the marketing of other companies and products. Areas to be addressed are the uniqueness of sport marketing in comparison with traditional marketing, an overview of the segments of the sport industry, the importance of market research and segmentation in identifying the right sport consumer, the use of data-

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based marketing in reaching the sport consumer, an overview of the marketing mix as individual units and the relationship between those units, and the development of sponsorship and endorsement packages.

HPX 2XX “Ethics in Sport”- This course will look at sport from a variety of philosophical and ethical perspectives. The course includes an examination of the nature of sport and considers a variety of ethical issues related to sport including what would be morally acceptable in sports, the relationship between society and sport, and a survey of contemporary ethical issues in the world of sport – for example, whether esports (electronic sports) are bona fide sports, and whether transgender athletes who transition from male to female should be allowed to compete in sports reserved for women and under what conditions.

HPX 2XX “Sports Facility Management” – This course is designed to provide students with a comprehensive introduction to the key elements of sports facility and event management. Students will examine the issues associated with developing, designing, operating, and managing different types of sport facilities. Emphasis will be placed on finance & budgeting, daily operation, safety, risk management, emergency planning and crowd control. Also, specific attention will be given to the planning and implementation process for sporting events. The relationship between sporting events and the host facilities will also be highlighted. The course will explore several of the key positions in facility and event management.

HPX 3XX “Sport Law”- Sport Law affects sport at every level, from youth sports to professional sports organizations. This course will provide students with an overview of many common legal concepts and applications in the industry of sport, including risk management, contract law, employment law, gender equity, intellectual property law, antitrust law, and labor law.

HPX 3XX “Sport Finance”- This course will investigate concepts from Finance and Economics to business topics and problems in the sports industry. The course will develop students’ analytic abilities and strengthen their understanding of the role of financial economic analysis in understanding business decisions in the sports industry.

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SECTION 1: GENERAL INFORMATION	
Institution: Western Connecticut State University.	Please enter the following dates: Final approval by institution: March 13, 2024 Submission to CSCU Office of the Provost for Academic Council: 12/4/2024
Most Recent NECHE Institutional Accreditation Action and Date: Accredited, 3/15/2024	
Parent Program Name of Program: History Program Type (degree type, abbreviation, name, e.g., Certificate 16-30 credits, C2, Certificate): BA/MA Program OHE #: 208 (BA) and 209 (MA) CIP Code Number: 54.0101 Title of CIP Code: History, General	
Proposed Program Characteristics Name of Option/Track/Concentration/Specialization: 4+1 Option for the BA/MA in History Modality of Program (check all that apply): On ground Online Hybrid, % of fully online courses On Ground Locality of Program: On Campus Off Campus Both On Campus Program website: http://www.wcsu.edu/history Program Type (e.g., Bachelor Degree Option): Accelerated BA/MA Option Anticipated Program Initiation Date: August 2025 Anticipated Date of First Completion: May 2026 Total # Credits in Program: 138 IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years): 6 Years	
Provide estimated cost of program (tuition and fees): \$ OR url for link to tuition/fee information: https://www.wcsu.edu/cashiers/tuition-2/	
CIP Code Number: 54.0101 Title of CIP Code: History, General	
Department where program is housed: History, Philosophy, and World Perspectives Location Offering the Program (e.g., main campus): Midtown Campus	
Request for SAA Approval for Veterans Benefits? Yes No	
Provide the intended catalog description for this program: This is an accelerated program allows students to complete the BA in History and the MA in History within five years, using existing courses. This allows students an accelerated path to a higher degree that will give them greater access to positions in research, museum studies, and teaching opportunities in a shorter period. This program will allow students to take up to 12 credits toward the MA in History concurrently during their senior undergraduate year.	
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: N/A	
Program Discontinued: CIP: OHE#: BOR Accreditation Date: Phase Out Period Date of Program Termination Discontinuation of a program requires submission of form 301. Discontinuation form submitted? Yes No	

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Other Program Accreditation:

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

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

Institutional Contact for this Proposal: Wynn Gadkar-Wilcox

**Title: Chair, History,
Philosophy, and WP**

Tel.: 203-837-8565 e-mail:

NOTES:

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

SECTION 2: PROGRAM PLANNING ASSESSMENT

Alignment of Program with Institutional Mission, Role, and Scope

How does the program align with the institutional mission? *(Provide a concise statement)* **WCSU's mission is to change "lives by providing all students with a high quality education that fosters their growth as individuals, scholars, professionals, and leaders in a global society." This program does so by providing students with a high-quality BA and MA in History with a top-notch faculty in an accelerated format that saves students money.**

Addressing Identified Needs

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

Connecticut has staffing shortages in several areas served by the combined BA/MA degree, especially in teaching. According to the Connecticut State Department of Education, Secondary Educators with History and Social Studies credentials are an area of a critical teacher shortage ("State Releases Teacher Shortage Areas for 2024-2025," Accessed November 20, 2024, <https://cea.org>). These shortages are resulting in large class size increases and a dangerous number of vacancies in public schools. Since Connecticut requires an MA in the teaching subject area to obtain a professional educator certificate, our program provides a more cost-effective way to gain a degree they require. Additionally, an accelerated path to the MA benefits students with career interests in museums, libraries, law, and higher education.

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

Although 4+1 programs in history are very successful and popular nationally (see Binghamton University, the University of Maine, Tulane University, the University of California at Irvine, and Rowan University's program for some highly successful examples), this program is to our knowledge the only accelerated program in history in Connecticut. It makes use of the fact that we have existing BA and MA programs in history with

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sufficient flexibility to be accelerated, and we also have an MA in Teaching leading to teacher certification from our Education Department.

- Equity (eliminating institutional performance disparities along dimensions of ability, ethnicity/race, economics, and gender) is one of the Board of Regents' Goals.
 - What specific metrics will be used to assess equity across these dimensions in terms of recruitment, enrollment, retention, and completion?
WCSU places an emphasis on diversity and inclusion across all the curriculum. We are a Hispanic-serving institution, and we have recently hired a new Director of Inclusion and Belonging and a New Chief Diversity, Equity, and Inclusion Officer. WCSU has an Educational Achievement and Access Program that has a bridge program designed to assist and empower first generation college students, and a PASS (Promoting Academically Successful Students) program, designed to assist minority and other underserved students in succeeding at WCSU.
 - Describe specific aspects of the program (e.g., interventions to address college readiness, targeted recruitment strategies, comprehensive supports, etc.) intended to advance equitable student outcomes.
WCSU's history program will designate a particular faculty member with expertise in the 4+1 program to serve as the faculty academic advisor for this program. WCSU's admissions program has existing recruitment strategies to target a diverse population of students.
 - Where inequities are found, how will the data be used by program and institutional leaders to address the inequities?
One important function of our MA program that addresses any differences in learning is our comprehensive MA examination, which is ungraded and can be taken an unlimited amount of times, but is a graduation requirement. This is a way we ensure all students graduate with the same level of knowledge and the same credential.
- Describe any pathways to, and/or from, this program to programs at your own institution and other institutions, both within and outside of CSCU, e.g., stackable credentials, transfer agreements, etc. *(Include additional details in the Quality Assessment portion of this application, as appropriate)*
Students completing this program would be in an excellent position to applying for the many credentialing programs, including WCSU's MAT program.
- Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided
To our knowledge, there are no accelerated or 4+1 programs in history at any other CSCU institution.

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.

Because the accelerated program uses only existing courses and faculty, no additional costs are required. As with other 4+1 programs, we believe this accelerated option will increase enrollment, but not at this point to the degree that new resources will be needed.

Special Resources

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

No special resources are necessary.

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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.

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

Careers/Professions & Estimated Earnings

Identify the careers and professions available to graduates of the program using the [Standard Occupational Classification](#) (SOC) system. Provide SOC code number(s) and name(s): **19-3093 Historians; 19-3099 Social Scientists and Related Workers; 23-1012 Judicial Law Clerks; 25-1060 Social Science Teachers, Postsecondary; 25-2031 Secondary School Teachers; 25-4011 Archivists; 25-4012 Curators; 25-4022 Library Collections Specialists**

What would be the median estimated earnings for a graduate in this profession (*if more than one SOC code listed, include earnings for each*)? **According to the US Bureau of Labor Statistics (2023): 19-3093 \$76,120; 19-3099 \$102,210; 23-1012 \$64,880; 25-1060 \$100,790; 25-2031 \$70,800; 25-4011 \$65,700; 25-4012 \$70,870; \$68,570**

Applicable Industries

Identify the industry applicable to this program using the [North American Industry Classification System](#) (NAICS). Provide NAICS code(s) and title(s): **8111 Legal Services; 8211 Elementary and Secondary Schools; 8221 Colleges and Universities; 8222 Junior Colleges; 8231 Libraries; 8412 Museums and Art Galleries**

Career/Program Pathways

Does this program prepare students for another program? **Yes, specify program: It prepares students for a MAT or other teacher credentialing program** No

SECTION 3: PROGRAM QUALITY ASSESSMENT

Learning Outcomes - L.O.

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

- 1. Demonstrate critical and analytical skills appropriate for probing complex historical topics.**
- 2. Seek out diverse historical sources successfully, mine them for information, and cite them in the appropriate format while completing research papers.**
- 3. Present their verbal and written evaluations of the past in a nuanced and clear manner.**
- 4. Collaborate effectively with others on historical analysis and in critiquing each other's work.**

Assessment of Learning Outcomes

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

The BA program is assessed through comparing the student outcome in our 100 level required courses to our 400-level courses to gauge improvement. The MA program is assessed through requiring a standardized comprehensive examination which is required for graduation. We assess student outcomes based on the performance on that comprehensive examination.

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Program Administration

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

- Name: **Wynn Gadkar-Wilcox**
- Email: **wilcoxw@wcsu.edu** Phone: **203-837-8565**
- **Describe** the qualifications and assigned FTE load of the administrator/faculty member responsible for the day-to-day operations of the proposed academic program. **I have been the chair of the department for several stints since 2010 and have been on the faculty of this department since 2004.**

Program Faculty

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

If any new full-time hires, what percentage of program credits will they teach? **N/A**

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

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? **None**

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

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

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

Faculty Name and Title	Highest Degree & Institution of Highest Degree	Area of Specialization/ Pertinent Experience	Other Administrative or Teaching Responsibilities
Wynn Gadkar-Wilcox, Professor and Chair	PhD, Cornell University	Intellectual History, Historiography, Southeast Asia	Chair
Leslie Lindenauer, Professor	PhD, New York University	Early American History, Religion, Social, Cultural	CELT Director
Kevin Gutzman, Professor	PhD, University of Virginia; JD, University of Texas	Early American History, Political, Diplomatic, Legal	
Jennifer Duffy, Professor	PhD, New York University	Modern US, Ethnicity	
Joshua Rosenthal, Professor	PhD, Columbia University	Modern Latin America	
Katherine Allocco, Professor	PhD, University of Texas	Medieval and Early Modern Europe	
Michael Nolan, Professor	PhD, Brandeis University	Modern France and Germany	Graduate Coordinator

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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. Using numerals, map the Learning Outcomes listed in the Section 3 to relevant program courses in this table. Mark any new courses with an asterisk * and attach course descriptions. Note any core program courses that serve to fulfill general education requirements within the program. Insert/delete rows as needed.*

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
Program Required & Elective Courses			
HIS 100 Introduction to History	1, 2	None	3
HIS 294 Introduction to Historical Research	2, 3, 4	HIS 100	3
World Perspectives Course	1, 2	None	3
One Upper Level Course in European History (319, 330, 332, 341)	2,3,4	None	3
One Upper Level Course in US History (302, 303, 304, 313, 315)	2, 3, 4	None	3
One Upper Level Course Outside of European and US History (366, 370, 382)	2,3,4	None	3
One Upper Level Elective HIS Course	2,3,4	None	3
Five Additional Elective HIS Courses	2, 3, 4	None	15
12 Graduate Credits in Major Field (Europe, US, or World)	2, 3, 4	Senior or Graduate Standing	12
6 Graduate Credits outside of Major Field	2, 3, 4	Senior or Graduate Standing	6
12 credits Additional Graduate Coursework in History	2, 3, 4	Senior or Graduate Standing	6
Optional MA Thesis	1,2, 3	Graduate Standing	6
Open Electives (<i>Indicate number of credits of open electives</i>) 40			
Total Program Credits: 138			
What are the admissions requirements for the program? We will follow the university guidelines for undergraduate admission. Students must maintain an average GPA of 2.7 and a major GPA of 3.0 to retain eligibility for the accelerated program.			
Does this program have special graduation requirements (e.g., capstone or special project)? Yes No If yes, describe: Students must pass a comprehensive examination at the end of the program. They have the option of writing an MA thesis.			
Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? Yes No If yes, describe and attach copies of the contracts or other documents ensuring program support: N/A			
Describe the prospective students for the program: We are looking for students interested in education, law, library science, or public history/museum studies with the drive and motivation to complete a BA and MA on an accelerated timeline.			

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Proposed Five-Year Plan: 4+1 BA History/MA History (Concurrent 500 level courses in red)			
Fall 1	15 CR	Spring 1	15 CR
HIS100 Intro to History <i>FY CT</i>	3	General Education: Writing Intensive Tier II course <i>W2</i>	3
WRT101 Composition I <i>W1</i>	3	General Education: Quantitative Reasoning Course <i>QR</i>	3
MAT100	3	General Education: Information Literacy Course <i>IL</i>	3
Foreign Language (IC1)** <i>IC</i>	3	Foreign Language (IC2)** <i>IC</i>	3
General Education: Creative Process Course <i>CP</i>	3	History Elective 1	3
Fall 2	15 CR	Spring 2	15 CR
HIS 294	3	HIS Elective 3	3
His Elective 2	3	HIS Elective 4	3
World Perspectives Course (WP) (Any)	3	General Education: Scientific Inquiry <i>SI</i>	4
General Education: Repeat a Competency	3	General Education: Health and Wellness <i>HW</i>	2
General Education: Oral Communication <i>OC</i>	3	General Education: Breadth Elective	3
Fall 3	15 CR	Spring 3	15 CR
HIS3XX OR 4XX US History	3	Gen Ed Breadth	3
HIS3XX or 4XX European History	3	HIS Elective 6	3
HIS3XX or 4XX Non US/Non European	3	Free Elective	3
HIS Elective 5	3	General Education: Repeat a Competency	3
Free Elective	3	Free Elective	3
Fall 4	15 CR	Spring 4	15 CR
HIS 490 or HIS 494 (CE, W3)	3	Free Elective	3
Free Elective	3	<i>HIS 5XX (Replaces UG History Elective)</i>	3
Free Elective	3	<i>HIS 5XX (Replaces UG History Elective)</i>	3
Free Elective	3	<i>HIS 5XX (Replaces UG History Elective)</i>	3
<i>HIS 5XX (Replaces UG His Elective)</i>	3	Free Elective	3
Fall 5 (MA Work)	9 CR	Spring 5	9 CR
HIS 5XX	3	HIS 5XX	3
HIS 5XX	3	HIS 592: MA Thesis	6
HIS 4XX	3		

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Approval of a New Program

February 27, 2025

RESOLVED: That the Board of Regents for Higher Education approve the licensure of an Artificial Intelligence program (CIP Code: 11.0102, OHE# TBD) leading to a Master of Science degree at Central Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

A True Copy:

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

ITEM

Establishment of a new Artificial Intelligence program leading to a Master of Science degree at Central Connecticut State University.

Name of Institution	Central Connecticut State University	
Name of Program	Artificial Intelligence	
CIP Code	11.0102	
OHE# (Leave blank for new programs)		
Degree Level	Master of Science	
Number of Collegiate Credits	30-32	
Date of Action (Anticipated)	02/27/2025	
Nature of Request	☒ Licensure and Accreditation ☐ Program Change ☐ Phase-out Program ☐ Terminate Program	
If Name Change, New Name		
Delivery	Current (If not a new program) ☐ On Ground ☐ Hybrid ☐ Online	Future ☒ On Ground ☐ Hybrid ☐ Online
Effective Term	Fall 2025	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

PROPOSAL AND RATIONALE

The proposed Master of Science in Artificial Intelligence program aims to equip students with the knowledge and skills to design, develop, and implement intelligent systems. The program connects foundational concepts with practical application, focusing on the development of AI systems and models. It is strategically designed to meet the growing demand for technical AI expertise. The program is tailored to both recent undergraduates and working professionals. Recent undergraduates can pursue a specialized pathway from computer science, gaining in-depth technical and mathematical knowledge highly sought after by employers. For current professionals, the program offers flexibility, allowing them to acquire AI expertise with minimal disruption to their careers.

The program leverages existing courses from the established Software Engineering MS and Data Science MS programs, while maintaining a unique identity through a capstone project that enables students to apply their knowledge to specific AI challenges.

The field of Artificial Intelligence is experiencing rapid growth, with Forbes predicting a 37.3% annual growth rate from 2023 to 2030. This growth creates a significant demand of skilled AI professionals. This growth has resulted in an increased demand for skilled AI professionals across various industries. According to a 2022 McKinsey report, 39% of businesses hired software engineers, and 35% hired data engineers for AI-related positions.

PRO FORMA

RECOMMENDATION

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

02/14/2025 – BOR - Academic and Student Affairs Committee
02/27/2025 – Board of Regents



Application for New Program Approval

SECTION 1: GENERAL INFORMATION

Date of Submission to CSCU Office of the Provost: 12/18/24

Institution: Central Connecticut State University

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

Program Characteristics

Name of Program: Artificial Intelligence

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

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

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

Anticipated Program Initiation Date: Fall 2025

Anticipated Date of First Graduation: Spring 2027

Total # Credits in Program: 30-32

Credits in General Education: not applicable

IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years): 2

CIP Code Number: 11.0102 Title of CIP Code: Artificial Intelligence

Department where program is housed: Computer Science

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

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

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

Program website: in development—will be attached to this page <https://www.ccsu.edu/computerscience>

Provide the intended catalog description for this program: 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.

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

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

Phase Out Period Date of Program Termination

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

Other Program Accreditation:

- If seeking specialized/professional/other accreditation, name of agency and intended year of review:

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- If program prepares graduates eligibility to state/professional licensure,
 - identify credential:
 - confirm NC-SARA requirements met: ☐ Yes ☐ No

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

Institutional Contact for this Proposal

Name: Chad Williams

Title: Professor, Computer Science (Department Chair)

Phone: (860) 832-2719

Email: cwilliams@ccsu.edu

When was the program approved by (insert date in mm/dd/yyyy format):

- College/School: 9/20/24
- Curriculum committee: 10/2/24
- Faculty senate: 10/21/24
- Institutional president: 10/22/24

NOTES:

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

SECTION 2: PROGRAM OVERVIEW: PURPOSE AND GOALS

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

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

Our MSAI program is designed in line with other technically focused Master of Science in Artificial Intelligence (MSAI) programs to leverage the strength in these areas by our existing programs. This approach emphasizes the ability to develop AI and AI models, rather than solely focusing on how to use pre-existing models. To achieve these in-depth technical

Application for New Program Approval

goals, a strong foundation in computer science and mathematics is critical. These disciplines provide the essential tools and knowledge for understanding, manipulating, and creating the complex algorithms and data structures that power AI. Deep technical and mathematical understanding empowers graduates to not only solve problems effectively but also adapt to the rapidly evolving field of AI and optimize AI solutions for best performance.

The field of Artificial Intelligence (AI) is experiencing explosive growth, with Forbes (<https://www.forbes.com/advisor/business/ai-statistics/>) predicting AI is expected to see an annual growth rate of 37.3% from 2023 to 2030. This translates to a surge in job opportunities across diverse industries, creating significant demand for skilled AI professionals. In 2022, 39% of businesses reported hiring software engineers, and 35% hired data engineers for AI-related positions, according to a McKinsey report (<https://www.mckinsey.com/capabilities/quantumblack/our-insights/the-state-of-ai-in-2023-generative-ais-breakout-year>).

Our program is strategically designed to address this more technical AI demand, catering to both recent graduates and working professionals seeking to capitalize on this exciting field:

For Recent Undergraduates: This program offers a focused and specialized path for computer science graduates. It equips them with the deep technical and mathematical knowledge sought by leading employers, enabling them to make immediate and meaningful contributions on AI projects from the outset of their careers.

For Working Professionals: In today's rapidly evolving technological landscape, professionals across various fields require continuous learning to remain competitive. This MSAI program provides a flexible option for current professionals to gain the necessary AI expertise without disrupting their careers. The program's emphasis on core concepts and practical applications ensures graduates can readily integrate their newly acquired knowledge into their existing workflow, driving innovation within their organizations.

Leveraging Existing Courses for Program Efficiency and Enrollment:

This program is designed to leverage existing courses shared with our established Software Engineering MS and Data Science MS programs. This not only optimizes use of existing faculty by minimizing the need for entirely new courses initially, but also creates opportunities for cross-listing courses. This cross-listing strategy benefits all three programs by attracting students from established programs like the Software Engineering MS and Data Science MS, ensuring sufficient enrollment in sections from the outset.

The program maintains a unique identity through its capstone project. This capstone project requirement will allow MSAI students to apply their knowledge to a specific AI problem, solidifying their skills and differentiating them from graduates of other programs.

In support of the program, a new faculty line was already approved and in the middle of the search process. This was a reallocation of a vacant position to support the Computer Science department with emphasis on AI---a second position is also in the search process for a faculty with expertise in Cybersecurity (see proposal for MS in Cybersecurity). This position, while intended to support our Cybersecurity programs could also contribute to the MS in AI program.

Central's mission and strategic plan aligns with this program in that it centers on innovation and preparing graduates to success in a changing economy. Central aims to be a leader in the area of AI as evidenced by the investments the university has made in this area including a new minor (approved Spring 2024) and the creation of the AI Corridor which was opened at the beginning of the Fall 2024 semester. This state of the art space provides areas for both teaching and research. The new corridor was highlighted in the CT Insider and NBC news

(<https://www.ctinsider.com/news/education/article/ccsu-autonomous-human-new-ai-corridor-robot-dogs-19863028.php>;

<https://www.nbcconnecticut.com/news/local/new-ai-facility-at-ccsu-gives-students-a-chance-to-gain-hands-on-experience/3420141/>)

The university also maintains a separate webpage for the AI Corridor <https://www.ccsu.edu/ai>

In addition, the program capitalizes on existing resources and expertise across the campus, keeping consistent with the strategic goal of being good stewards of our resources.

This program complements our existing programs such as but not limited to Computer Science, Computer Engineering, Computer Information Technology, Software Security and Cybersecurity.



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Central's commitment to allocating resources (financial, personnel, and physical space) along with its breadth in computer related academic programs, positions Central to be a leader in the area of AI both within the CSCU system and the state. Our computer-related programs boast healthy and continually growing enrollments!

SECTION 3: NEED AND JUSTIFICATION

Addressing Identified Needs

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

AI impacts nearly every field. The US Department of Labor and Statistics predicts that Computer related careers will increase by 12.9%, partly because of the rapid advances in AI; making it the second fastest growing job sector behind social services. In terms of CT, a quick search of the standard jobs databases shows the number of current positions from 96 to over 400! This reflects the involvement of computers and AI in nearly every sector. Salaries range from hourly (\$25-\$40) and annually from (\$90K-\$285K)—again highlighting the vast and broad field with opportunities for AI.

Careers/Professions and Earnings

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

SOC Code	SOC Title	Median Estimated Earnings
15.1221	Computer and Information Research Scientists	\$145,000
15.1252	Software Developers	\$133,000
15.2051	Data Scientists	\$108,000

Applicable Industries

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

NAICS Code	NAICS Title
524	Insurance Carriers and Related Activities
541	Professional, Scientific, and Technical Services

Career/Program Pathways

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



Application for New Program Approval

Impact on related programming at the home institution

- Indicate what similar programs (e.g., programs with the same first 2-digit CIP) currently exist at your institution:
Currently the only program that shares this CIP code is Application of Artificial Intelligence, which is a minor that students can elect as part of their overall undergraduate program. The program was new as of Fall 2024, currently there are 17 students who have added the minor to their degree program.
- **Include enrollment and completion data for the past 5 years for each of these programs as an Appendix**
- How will the proposed program impact enrollment and completion in these existing programs? No impact
- Are there plans to discontinue any of the existing similar programs? no
- What is the value added of the proposed program in relation to the existing programs? The proposed program is essentially the first in this cutting edge area, however, the program complements the existing programs offered by the Computer Science department and the Computer Engineering and Graphics Technology department. We see this new MS in AI program as an attractive option for students completing one of the undergraduate programs currently offered.
- Briefly comment on the resources required for the proposed program in relation to the existing programs, e.g., does the proposed program make use of existing faculty and courses, how will the institution insure that reassignment of faculty or other resources from an existing program does not negatively impact that program, etc. (specific details should be provided in the Budget section): As described above, this program was part of an overall plan for expanding in the area of AI, which includes the addition (reallocation of an existing faculty line) of a new faculty line to Computer Science with expertise in AI, the creation of the AI corridor and associated technology (hardware and software), as well as capitalizes on existing faculty expertise and coursework to support this program. Of the current faculty in the department, 5 have research expertise in the area of AI.

Impact on related programming across CSCU

- Indicate what similar programs (e.g., programs with the same first 2-digit CIP) currently exist at other institutions within CSCU: At the time we submitted our Intent form (January 2024) there were no programs within the CSCU system. This fall Western submitted a new MS in AI program, although I believe it is not yet opened to students. Westerns website states it is pending approval for Title IV financial aid eligibility.
- **Attach supplement 101a for each CSCU institution that has one or more similar programs.**
- How is the new program distinct from these existing programs?
- Explain why student or employer demand is not met through existing CSCU programs and provide an assessment of the sustainability/growth of the proposed and existing programs: the nature of this discipline and the increasing number of positions currently available along with future forecasts suggests that there is sufficient demand to warrant more than one program in the system.

SECTION 4: STUDENT ENROLLMENT & RETENTION

Enrollment Projections

Complete Supplement B – Pro Forma Budget.

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

Click or tap here to enter text.

Prospective Students

Describe the prospective students for the program (this information will be provided to OHE and become publicly available; your response can help market your program and recruit students): Prospective students are those interested in the area of AI, both in application and programing. Students with backgrounds in Computer Science, Cybersecurity, and related fields can enhance their skills in the area of AI through completion of this master's program.



Application for New Program Approval

Student Recruitment / Student Engagement

- Describe the marketing, advising, and other student recruitment activities to be undertaken to ensure the projected enrollments are achieved: Central has a coordinated marketing process for the advertising and marketing of new programs, which includes a webpage, program sheet and curriculum sheet. In addition programs are advertised through various media (print, billboard, social/digital). All programs are featured at recruitment events as well as advertised to targeted audiences, for example, particular companies/industries that would benefit from this program.
- What student engagement strategies will be employed to advance student retention and completion in program? Engagement strategies include coordinated advising and a website and program information sheet that clearly articulate program requirements. In addition, as this program will be attractive to current students enrolled in our undergraduate programs, information about the program will be included in undergraduate advising as well as information sessions, and open houses.

Admission Requirements

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

☒ Yes ☐ No

If yes, describe the selection process, including all criteria: Students should have an appropriate background in Computer Science or related field, including the requisite calculus-based math coursework. Students interested in the program, who do not have the appropriate background, can supplement their current degree with additional coursework prior to entering the program.

Graduation Requirements

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

If yes, describe: Students are required to complete CS 596 Capstone in Artificial Intelligence - 3 credits

Experiential Learning Requirements

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

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

SECTION 5: CURRICULUM & ASSESSMENT

Learning Outcomes - L.O.

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

- 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

Assessment of Learning Outcomes

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

Assessments are embedded with courses as assignments or portions of assignments as well as evaluation of the final capstone requirement.

Curriculum

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

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours



Application for New Program Approval

Program Core: Required & Elective Courses			
PROGRAM CORE- 12 credits			
STAT 576 Advanced Topics in Statistics ----		Admission to MS AI	3
CS 544 Machine Learning		Admission to MS AI	3
CS 562 Advanced Artificial Intelligence	1,2,4	Admission to MS AI	3
CS 575 Linked Data Engineering	1,2,5	Admission to MS AI	3
EXTENDED CORE – 6 credits from the CS 545, 546 547			
CS 545 Machine Learning for Data Mining,	2,4,5	Admission to MS AI	3
CS 546 Machine Learning in Cybersecurity	2,4,5	Admission to MS AI	3
CS 547 Deep Learning Neural Networks	1,3,5	Admission to MS AI	3
ELECTIVES (9-11 credits)		Admission to MS AI	9-11
-see list below			
CAPSTONE – 3 credits			
CS 596 Capstone in Artificial Intelligence	1-5	Core and 3 electives	3
List of electives			
CS 474 Semantic Web			3
CS 570 Topics in Artificial Intelligence			3
CYS 529 Internet of Things (IoT) with Embedded Intelligence and Security			3
STAT 467 Applied Linear Regression Models			3
DATA 532 Text Analytics with Natural Language Processing			4
CET 529 Internet of Things (IoT) with Embedded Intelligence and Security			3
STAT 467 Applied Linear Regression Models			3
DATA 512 Predictive Analytics: Estimation and Clustering			4
DATA 531 Text Analytics with Information Retrieval			4
Open Electives (Indicate number of credits of open electives)			
Total Program Credits (must match number of credits reported on page 1):			30-32

CSCU Transfer Pathways

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

NOT APPLICABLE FOR MS PROGRAMS

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

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

Application for New Program Approval

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

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

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

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

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

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

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



Application for New Program Approval

Internal Stackable Pathways

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

Once approved our intention is to pair this program with our undergraduate programs in Computer Science or Cybersecurity to create an Accelerate Central program where students are able to complete both the bachelor and master's degree in as little as 5 years.

Other Stackable Pathways

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

Students enrolled in the BA or BS in Computer Science, or the BS in Cybersecurity, who complete the bachelor's degree and then enroll in the masters. This would include those students who meet the admission requirement but not the higher standards required for the Accelerate Central program.

Program Evaluation

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

Central monitors all of its programs each semester using standard metrics such as enrollment, retention, and degree completion. In addition, efforts will be made to determine outcomes for those completing the program such as career placement. In addition, the program will be assessed annually using the learning outcomes for the program. As part of Central's overall assessment policy, programs submit an annual report describing the findings from their assessment efforts as well as how the data was used to make changes to the program.

Assuring Equitable Outcomes

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

- What specific metrics will be used to assess equity across these dimensions in terms of recruitment, enrollment, retention, and completion? Central monitors student success matrices (as described above) to include various student demographics including gender and race/ethnicity. In terms of recruiting, our recruitment events are open to all, in addition our marketing efforts include various media/approaches designed for specific areas or groups. For example, we market some of our materials in Spanish.
- Describe specific aspects of the program (e.g., interventions to address college readiness, targeted recruitment strategies, comprehensive supports, etc.) intended to advance equitable student outcomes. Central offers numerous academic and social supports and resources to assist students with their academic progress, including tutoring, coaching, mental health counseling etc. In addition, faculty hold regularly scheduled (and posted) office hours to assist students with their various needs.
- Where inequities are found, how will the data be used by program and institutional leaders to address the inequities?
Central uses such data when making decisions on the allocation/reallocation of resources. When inequities are found, means to address those inequities as well as the necessary resources are allocated to support and achieve the goal of eliminating or reducing those inequities.

SECTION 6: COST EFFECTIVENESS AND RESOURCES

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

Cost Effectiveness and Availability of Adequate Resources

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

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

It is important to note that although Artificial Intelligence seems like a new area, it is the rapid expansion of the use and application of AI and not the concept, knowledge or skillset that is new. Our computer science-based programs have included coursework in AI for quite some time. In fact, the majority of courses that comprise the proposed program are not new, but rather are courses/electives embedded in our other academic programs. These courses will continue to serve students in our other programs, while also offering an opportunity for a more focused academic program on AI.



Application for New Program Approval

This coupled with our new AI corridor, makes the most efficient and effective use of our academic and physical resources. In essence it allows us to offer a new program, sharing the cost across our other programs.

Special Resources

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

AI requires special resources including computer rooms, servers that are separate from the university servers where faculty/students can perform AI-based research without the risk of “damaging” the campus-wide server. ALL IS IN PLACE! As described above Central converted the bottom floor of Vance Hall into the AI Corridor <https://www.youtube.com/watch?v=7g6widxjKdA>

Program Administration

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Neli Zlatareva, (860) 832-2723, zlatareva@ccsu.edu

Describe the qualifications and assigned FTE load of the administrator/faculty member responsible for the day-to-day operations of the proposed academic program. Faculty member's background and research is in the area of AI, recognized in the field. 1 LH is assigned

Program Faculty

How many new full-time faculty, if any, will need to be hired for this program? 1 (search is nearly finalized)

If any new full-time hires, what percentage of program credits will they teach? 10%

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

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? (*note: OHE requires a numerical response to this item*) 0

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

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program: must have appropriate terminal degree

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

Faculty Name and Title	Highest Degree & Institution of Highest Degree	Area of Specialization/ Pertinent Experience	Other Administrative or Teaching Responsibilities
Neli Zlatareva, Professor	PhD Computer Science, Higher Institute of Mechanical and Electrical Engineering, Sofia, Bulgaria	Semantic Web and Knowledge Systems	Graduate program coordination, teaching CIT MS, SE MS, CS BS, CS BA, CYS BS
Zdravko Markov, Professor	PhD Computer Science, Sofia University	Machine Learning	Teaching CIT MS, SE MS, CS BS, CS BA
Md Rafiul Hassan, Associate Professor	PhD Computer Science & Software Engineering, The University of Melbourne	Deep Learning	Teaching CIT MS, SE MS, CS BS, CS BA
Chad Williams, Associate Professor	PhD Computer Science, University of Illinois at Chicago	Machine Learning, Intrusion Detection	Department Chair, teaching CIT MS, SE MS, CS BS, CS BA, CYS BS
Mahdieh Zabihimayvan, Assistant Professor	PhD Computer Science, Wright State University	Deep Learning, Intrusion Detection	Teaching CIT MS, SE MS, CS BS, CS BA, CYS BS
TBD (Search underway)			Teaching CIT MS, SE MS, CS BS, CS BA



Application for **New Program Approval**

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

Completed forms should be submitted to CSCU Academic and Student Affairs office by email
(CSCU-ACandASASub@ct.edu)

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

Institution: Central CT State University Program: MS in Artificial Intelligence (AI)

Resources and Expenditures Projections (whole dollars only)																		
PROJECTED Enrollment	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Internal Transfer (from other programs)																		
New Students (first time matriculating)	8	2	1	1			10	2	2	2			15	3	2	2		
Continuing Students progressing to credential			8	2			8	3	18	5			9*	7	24	9		
Headcount Enrollment	8	2	9	3			18	5	20	8			24	10	26	11		
Total Estimated FTE per Year ¹	12.75						31.8						52 (* 7 completers from First year)					
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 ²	58248	3236	65529	4854			131058	8090	145620	12944			174744	16180	189306	17798		
Tuition from Internal Transfer ²																		
Program Specific Fees (lab fees, etc.)																		
Other Revenue (annotate in narrative)																		
Total Annual Program Revenue	\$131,867						\$297,712 (assumes attrition from year to year)						\$398,028 (assumes attrition from year to year and completions)					
PROJECTED Program Expenditures ³	First Year		Second Year		Third Year		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 both undergraduate and graduate programs; both for Fall & Spring, the formula for conversion of part-time enrollments to Full-Time Equivalent (FTE): Divide part-time enrollment by 3, and round to the nearest tenth - for example 20 part-time enrollees equals 20 divided by 3 equals 6.67 or 6.7 FTE. 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 Costs might include such expenses as student services, operations, and maintenance.											
Administration (Chair or Coordinator) ⁴	\$5400 (1 LH)		\$5400 (1LH)		\$5400 (1 LH)													
Faculty (Full-time, total for program) ⁴⁺	\$36450 (new)*		\$36450		\$36450													
Faculty (Part-time, total for program) ⁴	0		0		0													
Support Staff (lab or grad assist, tutor)	0		0		0													
Library Resources Program	0		0		0													
Equipment (List in narrative)	0		0		0													
Other ⁵	0		0		0													
Estimated Indirect Costs ⁶	0		0		0													
Total Expenditures per Year	\$41,850		\$41,850		\$41,850													

*FT Faculty- assumption is faculty teaches 30% of the program. Value shown represents 30% of salary plus fringe. Equipment is part of the universities overall facilities plan, not maintained by the department/program.

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

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

Institution: Central CT State University Program: MS in Artificial Intelligence (AI)

Resources and Expenditures Projections (whole dollars only)																		
PROJECTED Enrollment	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
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Faculty (Full-time, total for program) ⁴⁺	\$36450 (new)*		\$36450		\$36450													
Faculty (Part-time, total for program) ⁴	0		0		0													
Support Staff (lab or grad assist, tutor)	0		0		0													
Library Resources Program	0		0		0													
Equipment (List in narrative)	0		0		0													
Other ⁵	0		0		0													
Estimated Indirect Costs ⁶	0		0		0													
Total Expenditures per Year	\$41,850		\$41,850		\$41,850													

*FT Faculty- assumption is faculty teaches 30% of the program. Value shown represents 30% of salary plus fringe. Equipment is part of the universities overall facilities plan, not maintained by the department/program.

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

From: [Diamond, Aynsley J \(System Office\)](#)
To: [Toro, Zulma \(CCSU\)](#); [Kostelis, Kimberly \(CCSU\)](#)
Cc: [Davis, Kaylah \(System Office\)](#)
Subject: RE: CCSU - New Program- Presidential Approval
Date: Tuesday, February 4, 2025 1:18:04 PM
Attachments: [image001.png](#)

Thank you President Toro, for the response and the correction.

Kind regards,

Aynsley

From: Toro, Zulma R. (President CCSU)
Sent: Tuesday, February 4, 2025 12:34 PM
To: Diamond, Aynsley J (System Office) Kostelis, Kimberly (CCSU)
Cc: Davis, Kaylah (System Office)
Subject: Re: CCSU - New Program- Presidential Approval

Aynsley:

This academic program is part of Central's mitigation plan. I do not recognize the institution you mention in your message, SCSCU.

Thank you,

Zulma

From: "Diamond, Aynsley J (System Office)"
Date: Tuesday, February 4, 2025 at 10:47 AM
To: "Toro, Zulma R. (President CCSU)" "Kostelis, Kimberly T. (Provost)"
Cc: "Davis, Kaylah (System Office)"
Subject: CCSU - New Program- Presidential Approval

Dear President Toro,

As per instructions from BOR-ASA Committee Chair, I am requesting you confirm that the following new programs (to be presented to BOR-ASA on February 14) are in alignment with SCSCU's Deficit Mitigation Plan as presented to BOR on November 15, 2023.

1. [New Program](#)

-
CCSU – Artificial Intelligence – Master of Science

Your response to this email will be added to the BOR-ASA Minutes of the Meeting as evidence of alignment with the Deficit Mitigation Plan, only if someone asks this question during the meeting.

Kind regards,

Aynsley

Aynsley Diamond, Ed.D. (she, her, hers)
Associate Vice President of Academic Affairs
Connecticut State Colleges and Universities



CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Modification of a Program

Official Certificate in Software Engineering

Central Connecticut State University

February 27, 2025

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – specifically a name change to the Official Certificate in Software Engineering at Central Connecticut State University.

A True Copy:

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

ITEM

Name change to the Official Certificate in Software Development at Central Connecticut State University.

BACKGROUND AND PROPOSAL

The rationale for the name change aims to better align the certificate with industry needs and increase demand, based on feedback from alumni and the Industry Advisory Board (IAB). Renaming the certificate to "DevOps" more accurately reflects the skills students develop and is expected to increase demand for students continuing towards the Master of Science in Software Engineering program.

Old Name: Software Engineering

New Name: DevOps

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.

2/14/2025 – BOR - Academic and Student Affairs Committee

2/27/2025 – Board of Regents

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

APPLICATION FOR NAME CHANGE – MODIFICATION OF ACCREDITED PROGRAM

NAME CHANGE REQUEST	
Institution: Central Connecticut State University	Please enter the following dates: Final approval by institution: 2/12/2024 Submission to CSCU Office of the Provost for Academic Council: 12/18/24
NOTE: Use this form if modifying only the name of the program.	
Current Program Characteristics Name of Program: Software Engineering (Official Certificate Program) OHE #: 20622 Modality of Program (<i>check all that apply</i>): ☒ On ground ☐ Online ☐ Hybrid, % of fully online courses Locality of Program: ☒ On Campus ☐ Off Campus ☐ Both Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): Official Certificate Program Date Program was Initiated: 07/13/2022 Total # Credits in Program: 12 # Credits in General Education: n/a <u>CIP Code Number:</u> 14.0903 <u>Title of CIP Code:</u> Computer Software Engineering Department where program is housed: Computer Science Location Offering the Program (<i>e.g., main campus</i>): Main Campus	
Proposed New Name of Program: DevOps	
Proposed Date Name Change Becomes Effective: Fall 2025	
Explanation / Justification <i>Provide a concise rationale for the name change request, and discuss any anticipated impact upon the institution, its mission, and its students.</i> The certificate is being renamed to increase demand. Feedback from our alumni and Industry Advisory Board (IAB) members has been that while a Software Engineering MS has appeal and recognition by employers a “Software Engineering” certificate is less recognizable and changing the name to a “DevOps” certificate to reflect what those set of classes prepare students for would likely increase demand for the certificate and then students continuing on towards the Software Engineering MS.	
Programmatic Changes <i>If applicable, provide a concise discussion regarding any programmatic changes to be necessitated by the requested name change.</i> No programmatic changes to the certificate other than a modified description: Old: This non-degree certificate program is designed for college graduates wishing to expand or update their knowledge of software engineering. This official certificate program provides a core background in software engineering and can also be obtained on the path to the Software Engineering master's degree. New: DevOps is a set of collaborative practices uniting software development, testing, delivery, and IT operations. It emphasizes rapid software development practices, automation, and continuous integration and delivery to enhance efficiency, communication, and the fast, reliable delivery of high-quality software products. This non-degree certificate program is designed for college graduates wishing to expand or update their knowledge of DevOps software engineering methodology. This official certificate program provides a core background in development (dev) and operations (ops) for software engineering and can also be obtained on the path to the Software Engineering master's degree.	

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Cost and Availability of Adequate Resources <i>If applicable, provide a one paragraph narrative addressing additional cost and resources necessitated by the requested name change.</i> n/a – No additional costs or resources were necessitated by the requested name change.		
Institutional Contact for this Proposal: Dr. Chad Williams	Title: Department Chair of Computer Sciences	Tel.: (860) 832-2719 e-mail: cwilliams@ccsu.edu

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

NEW CERTIFICATE – BELOW THRESHOLD REPORT

SECTION 1: GENERAL INFORMATION

Institution: Central Connecticut State University (Central)	Please enter the following dates: Submission of Initial Intent Form to Provosts Council: Review by Provosts Council: Final approval by institution: 10/21/24 Submission of this form to the CSCU Office of the Provost for Academic Council: 12/18/24
Most Recent NECHE Institutional Accreditation Action and Date: April 2019 Continued Accreditation	
Program Characteristics Name of Program: Applied Metrology and 6 Sigma Quality Modality of Program (<i>check all that apply</i>): ☒ On ground ☐ Online ☒ Hybrid, % of fully online courses 50% Locality of Program: ☒ On Campus ☐ Off Campus ☐ Both Program website: to be created Program Type (<i>degree type, abbreviation, name, e.g., Certificate 16-30 credits, C2, Certificate</i>): Certificate ≤ 15 credits, C1, Certificate- undergraduate Anticipated Program Initiation Date: FALL 2025 Anticipated Date of First Completion: SPRING 2026 Total # Credits in Program: 15 IPEDS defined program duration (<i>if no IPEDS data, provide standard duration of program for full-time student in years</i>): 1	
Provide estimated cost of program (tuition and fees): \$ OR url for link to tuition/fee information: https://www.ccsu.edu/bursar	
<u>CIP Code Number:</u> 15.0702 <u>Title of CIP Code:</u> Quality Control Technology/Technician	
Department where program is housed: Manufacturing and Construction Management Location Offering the Program (<i>e.g., main campus</i>): Main Campus	
Request for SAA Approval for Veterans Benefits? ☒ Yes ☐ No	
Provide the intended catalog description for this program: The Certificate in Applied Metrology and Quality Management is a 15 credit certificate program that provides students with intensive knowledge and hands-on practice in quality management and metrology. This includes all practices, calculations, and measurement tools for establishing quality programs and ensuring quality in a production system. This program is intended for anyone interested in this specific skillset as part of their career and professional development in quality management, as well as students interested in enhancing their undergraduate degree program with this particular subject.	
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: CIP: OHE#: BOR Accreditation Date: Phase Out Period Date of Program Termination Discontinuation of a program requires submission of form 301. Discontinuation form submitted? ☐ Yes ☐ No	
Other Program Accreditation: • If seeking specialized/professional/other accreditation, name of agency and intended year of review: • If program prepares graduates eligibility to state/professional licensure, ○ identify credential: ○ confirm NC-SARA requirements met: ☐ Yes ☐ No (<i>As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency</i>)	

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Connecticut State Colleges & Universities

NEW CERTIFICATE – BELOW THRESHOLD REPORT

Institutional Contact for this Proposal: Daniel Kirby	Title: Dept. Chair	Tel.: 860-832-1691 e-mail: kirbyerd@ccsu.edu
NOTES: • This informational report pertains to academic programs not reaching the threshold requiring Board of Regents action. Information is shared with the BOR-Academic Council, included in the BOR-Academic and Student Affairs Committee meetings, and forwarded to the Office of Higher Education for inclusion in the CT Credential Registry. • This form should be used for the following new academic programs, which are considered Below Threshold and do not require a BOR resolution: ○ Undergraduate certificates ≤ 30 credits within an approved program (if changes are required to the parent program, submit the relevant program modification form) ○ Undergraduate certificates ≤ 15 credits ○ Graduate certificates ≤ 12 credits ○ Non-credit bearing certificates		

SECTION 2: PROGRAM PLANNING ASSESSMENT

Alignment of Program with Institutional Mission, Role, and Scope

How does the program align with the institutional mission? (*Provide a concise statement*) Prepares students in developing knowledge for application in their professional and academic careers.

Addressing Identified Needs

- How does the program address CT workforce needs and/or the wellbeing of CT communities – and include a description/analysis of employment prospects for graduates of this proposed program. (*Succinctly present as much factual evidence and evaluation of stated needs as possible and identify data sources, e.g., JobsEQ, Dept of Labor statistics, etc.*)
CT Statewide Occupation Outlook (CT DOL)
Quality Control Analysts, Technicians, or Inspectors: 1-12 month training (standalone certificate)
Wage Information: Average Annual: \$58,241
Occupation Outlook: Average Annual Job Openings: 1079; Average Annual Growth Rate: 0%
National Occupational Outlook (US BLS): 65,200 openings per year, projected decline of 3% by 2033.

Quality Control Systems Managers: Bachelor's Degree (certificate earned along with BS Degree)
Wage Information: Average Annual: \$136,981
State Occupation Outlook: Average Annual Job Openings: 209; Average Annual Growth Rate: 0%
National Occupational Outlook (US BLS): 17,100 openings per year, projected growth of 3% by 2033.
- How does the program make use of the strengths of the institution (*e.g., curriculum, faculty, resources*) and of its distinctive character and/or location?
This program makes use of five quality management and applied metrology courses offered at Central as part of the Manufacturing Management (BSMM) and Technology Management (BSTM) Bachelor's Degree programs. These courses are taught by full time faculty who specialize in production and quality management, and part time faculty who are professional Quality Control engineers or managers. Students can earn this certificate to take advantage of these established courses, or along with the BSMM or BSTM to focus their degree program in Applied Metrology and Six Sigma Quality.
- Equity (eliminating institutional performance disparities along dimensions of ability, ethnicity/race, economics, and gender) is one of the Board of Regents' Goals.
 - What specific metrics will be used to assess equity across these dimensions in terms of recruitment, enrollment, retention, and completion?
Undergraduate Applications by Gender, Race/Ethnicity, U.S. Residency

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Headcount Enrollment by Gender and Race/Ethnicity

Retention and Graduation Rates by Race/Ethnicity and Gender

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

Recruitment for this program will be targeted toward professionals working in industry who may be considering career advancement and possible degree programs. The ability to gain a career-boosting certificate in a short time will allow us to recruit among the state's diverse workforce. Additionally, students in BS Manufacturing Management and BS Technology Management will be encouraged to include this certificate program along with their degree program. This will provide students interested in a career in Applied Metrology and Six Sigma Quality to focus their academics with the certificate courses, providing learning outcomes and a certification that will increase their employability in this field.

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

Program faculty will utilize metrics to justify direct recruitment campaigns at statewide job fairs and recruitment events, as well as diversity and equity events.

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

All courses in this certificate are either major core or directed elective courses for BS Manufacturing Management and BS Technology Management at Central. Therefore, this certificate may be completed prior to or along with these degree programs.

Additionally, the following certificate courses have transfer articulations from CT State Community College courses:

TM 426 Applied Metrology (Central): MFG 1400 - Advanced Metrology with CMM (CT State)

- Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided
No similar programs found to exist in other CSCU institutions.

Cost Effectiveness and Availability of Adequate Resources

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

The courses included in this certificate program are currently offered regularly by the department primarily for the BS Manufacturing Management; and BS/MS Technology Management programs. This certificate will therefore only require the resources necessary for recruitment and advising of incoming students. The courses in this program currently average the following enrollment each Academic Year:

TM 190: 158; TM 426: 18; TM 436: first offering Spring 2024; TM 464: 45; TM 490: 10

Efforts to increase the departments undergraduate and graduate programs have included offering multiple sections with alternating formats (online, on ground) for TM 190, TM 465, and TM 490. Therefore, growth and an interest in these courses with regular offerings will lead to growth and interest in this certificate program.

TM 426 and TM 436 make use of the Metrology Laboratory, which is currently maintained by the Department with adequate resources for up to 18 students per section. Both are currently offered once per year (TM 426 in Fall, TM 436 in Spring), and any additional demand will require additional sections of TM 426, which can be covered by current faculty members.

Special Resources

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

TM 190, TM 464, and TM 490 require computer laboratories and/or remote desktop systems with Minitab software. This is currently installed and maintained by Central Information Technology.

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TM 426 and TM 464 require the Metrology Laboratory spaces at Central, which includes the following equipment that is currently maintained by the Department:

- Measuring calipers and micrometers
- Manual and Automated Coordinate Measurement Machines
- Optical Comparator Machine
- Blue/White Light Scanner

All software and equipment are currently used for student experiential learning exercises and class projects. This has been selected with consultation of local industry leaders in these 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.

As the courses for this program are taken by BS Manufacturing Management and Technology Management students interested in this field, enrollment in these courses is highly correlated to enrollment in this program. Additionally, enrollment may be attained through recruitment of community college students and working professionals.

Initial recruitment shall be among current students in these programs, with advisors identifying students who are (or have) taken these courses, and recommending that they enroll in the certificate program. Students of other similar programs in engineering and technology will also be encouraged to consider this program.

Additionally, instructors of these courses will distribute informational flyers about this program to their students. Marketing materials will also be developed to recruit among the Community Colleges, state career development offices, and state employers.

If applicable, what student engagement strategies will be employed to advance student retention and completion in program? All courses are directly applicable to workplace situations, and class discussions and projects include practical experiential learning led by industry professionals serving as part time faculty. TM 464 and TM 490 also provide students the ability to either attain a Six Sigma Green/Black Belt certificate or be eligible to attain one in the near future.

Careers/Professions & Estimated Earnings

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

As there is not a specific occupation for Quality Control Technicians or Managers, occupations that include Quality Control are listed below.

11-3051 Industrial Production Managers*:

Plan, direct, or coordinate the work activities and resources necessary for manufacturing products in accordance with cost, quality, and quantity specifications.

17-2112 Industrial Engineers*:

Design, develop, test, and evaluate integrated systems for managing industrial production processes, including human work factors, quality control, inventory control, logistics and material flow, cost analysis, and production coordination.

51-9061 Inspectors, Testers, Sorters, Samplers, and Weighers

Inspect, test, sort, sample, or weigh nonagricultural raw materials or processed, machined, fabricated, or assembled parts or products for defects, wear, and deviations from specifications. May use precision measuring instruments and complex test equipment.

*This position is usually attained with a bachelor's degree along with this certificate.

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

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Median Hourly Wages, as Listed in BLS May 2023 National Occupational Employment and Wage Estimates:

11-3051 Industrial Production Managers*: \$56.24

17-2112 Industrial Engineers*: \$47.78

51-9061 Inspectors, Testers, Sorters, Samplers, and Weighers: \$22.04

*This position is usually attained with a bachelor's degree along with this certificate.

Applicable Industries

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

Sector 31-33: Manufacturing (all codes within these sectors)

541614 Process, Physical Distribution, and Logistics Consulting Services

Career/Program Pathways

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

SECTION 3: PROGRAM QUALITY ASSESSMENT

Learning Outcomes - L.O.

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

1. Understand quality planning and managing quality in supply chain.
2. Understand how to read and specify Geometric Dimensioning and Tolerancing specifications.
3. Demonstrate how to use popular measuring instruments and perform fundamental inspection data analysis.
4. Demonstrate how to use advanced metrology equipment for inspection and reporting.
5. Demonstrate how to use Six Sigma for Quality Management and Engineering.

Assessment of Learning Outcomes

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

Assessment is conducted within the courses through comprehensive exams and experiential learning project reports.

Program Administration

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

- Name: Daniel Kirby
- Email: kirbyerd@ccsu.edu Phone: 860-832-1691

Describe the qualifications and assigned FTE load of the administrator/faculty member responsible for the day-to-day operations of the proposed academic program. Qualifications include expertise/experience in the courses as instructor and/or program coordinator. This position will be considered part of the FTE load for program coordinator of BS Manufacturing Management and BS Technology Management and therefore no additional load.

Program Faculty

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

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

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? 5

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What percentage of program credits will be taught by adjunct faculty? 56%

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program: Degree, certification, and 5+ professional experience/experience in the subject being taught.

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

Faculty Name and Title	Highest Degree & Institution of Highest Degree	Area of Specialization/ Pertinent Experience	Other Administrative or Teaching Responsibilities
Ravindra Thamma, Professor	Ph.D., Iowa State University	Industrial and Agricultural Technology, Lean Six Sigma Certification (includes industry experience)	Robotics/Mechatronics Engineering Technology courses; SEST Associate to the Dean
Oyetunji Olaniba, Assistant Professor (temporary full-time faculty, the search to refill the vacant tenure-track position is underway as of Fall 2024)	Ph.D., Iowa State University	Industrial and Agricultural Technology, teaching experience	
Haoyu Wang, Professor	Ph.D., Syracuse University	Metrology specialization; licensed Professional Engineer	Program Coordinator, MS Technology Management
Alireza Namdari, Assistant Professor	Ph.D., Western New England University	Industrial Engineering degree and experience; teaching experience	

Curriculum

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

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
Program Required & Elective Courses			
TM 190 Global Quality Management Systems	1	None	3.0
TM 426 Applied Metrology	2, 3	MM 121 or ROBO 220 or ETM 260	3.0
TM 436 Advanced Applied Metrology	3, 4	TM 426 (C- or better)	3.0
TM 464 Six Sigma Quality	1, 5	STAT 104 or STAT 200 (C- or better in either course)	3.0
TM 490 Advanced Six Sigma Quality	1, 5	TM 464	3.0
Open Electives (Indicate number of credits of open electives)			0
Total Program Credits:			15

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What are the admissions requirements for the program? Students already matriculated to Central and pursuing a degree may add a certificate program by meeting any additional admission requirements established by the program, completing any application materials specific to the program, and by submitting the Registrar's Change of Major Form. Students taking courses within a program who wish to declare for the certificate must do so before completing the final course in the program.

Students not currently matriculated to Central can apply to a certificate program by completing the online application through the University Office of Admissions. Applicants must submit the following:

Highschool transcript(s)

College transcripts (if any)

Non-refundable application fee

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

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

Describe the prospective students for the program: Prospective students of this program are those who wish to gain a career in Quality Control and Metrology. This includes students who currently have on-the-job training or experience and wish to attain career advancement, or students of Manufacturing or Technology Management who wish to begin their career as a specialist or manager in this field. Finally, students with a previous degree in Manufacturing or Operations Management/Engineering, may wish to attain this certificate to build upon their previous academic experience.

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SECTION 1: GENERAL INFORMATION

Institution: Central	Please enter the following dates: Submission of Initial Intent Form to Provosts Council: Review by Provosts Council: Final approval by institution: 11/25/24 Submission of this form to the CSCU Office of the Provost for Academic Council: 12/18/24
Most Recent NECHE Institutional Accreditation Action and Date: Continued in accreditation; approved at the Commission's meeting on 4/12/19.	
Program Characteristics Name of Program: Banking Excellence Modality of Program (<i>check all that apply</i>): ☒ On ground ☐ Online ☐ Hybrid, % of fully online courses Locality of Program: ☒ On Campus ☐ Off Campus ☐ Both Program website: in creation attached to https://www.central.edu/finance Program Type (<i>degree type, abbreviation, name, e.g., Certificate 16-30 credits, C2, Certificate</i>): C1 Undergrad certificate Anticipated Program Initiation Date: Fall 2025 Anticipated Date of First Completion: Spring 2027 Total # Credits in Program: 12 IPEDS defined program duration (<i>if no IPEDS data, provide standard duration of program for full-time student in years</i>):	
Provide estimated cost of program (tuition and fees): \$ no cost for current students OR url for link to tuition/fee information: https://www.central.edu/bursar (per credit basis)	
CIP Code Number: 52.0801 Title of CIP Code: Finance, General	
Department where program is housed: Finance Location Offering the Program (<i>e.g., main campus</i>): main campus	
Request for SAA Approval for Veterans Benefits? ☒ Yes ☐ No	
Provide the intended catalog description for this program: The certificate in Banking Excellence will prepare students for careers in banking and industries requiring banking knowledge and skills through a tailored course of study and experiential learning opportunities. The program will bring career opportunities to students through active and frequent engagement with banking industry leaders. The program will cultivate strong relationships with bankers and industries seeking college graduates with banking knowledge and skills through regular discussions and engaging events and activities	
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: CIP: OHE#: BOR Accreditation Date: Phase Out Period Date of Program Termination Discontinuation of a program requires submission of form 301. Discontinuation form submitted? ☐ Yes ☐ No	
Other Program Accreditation: • If seeking specialized/professional/other accreditation, name of agency and intended year of review: • If program prepares graduates eligibility to state/professional licensure, ○ identify credential: ○ confirm NC-SARA requirements met: ☐ Yes ☐ No (<i>As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency</i>)	
Institutional Contact for this Proposal: Lisa Frank	Title: Dean, School of Business Tel.: 860-832-3209 e-mail: franklic@ccsu.edu

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NOTES:

- This informational report pertains to academic programs not reaching the threshold requiring Board of Regents action. Information is shared with the BOR-Academic Council, included in the BOR-Academic and Student Affairs Committee meetings, and forwarded to the Office of Higher Education for inclusion in the CT Credential Registry.
- This form should be used for the following new academic programs, which are considered Below Threshold and do not require a BOR resolution:
 - Undergraduate certificates ≤ 30 credits within an approved program (if changes are required to the parent program, submit the relevant program modification form)
 - Undergraduate certificates ≤ 15 credits
 - Graduate certificates ≤ 12 credits
 - Non-credit bearing certificates

SECTION 2: PROGRAM PLANNING ASSESSMENT

Alignment of Program with Institutional Mission, Role, and Scope

How does the program align with the institutional mission? *(Provide a concise statement)* The Banking Excellence Program is aligned with the Mission by addressing the Workforce & State Economic Development Element of Distinctiveness.

The program's mission is to prepare students for careers in banking and industries requiring banking knowledge and skills, bring career opportunities to students through active and frequent engagement with industry leaders, and cultivate strong relationships with industry participants through regular engagement.

The proposed program is fully aligned with the three "Talent Goals" associated with the Board of Regents' "ACT" focus. The program will "enhance community and industry partnerships to support the integration of applied or experiential learning ... into all academic programs"; "offer academic programs and educational experiences that lead to employment..."; and "integrate essential attributes and professional skills ... into the curriculum".

The program will be a partnership with and financially supported by industry participants. Students participating in the program will benefit from a tailored academic curriculum, a valuable internship, and varied and frequent extracurricular opportunities.

The Central Banking Excellence Program will be the first program of its kind offered by a New England college or university demonstrating Central's leadership in achieving its Mission.

Addressing Identified Needs

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

Connecticut is home to a large and diverse financial services industry. Banks and industries requiring banking skills are significant employment and economic development generators in the state. Graduates of the Banking Excellence Program will be prepared for careers with banks, credit unions, insurance companies, investment banks, core banking system providers, hedge funds, private equity firms, family offices, fintech firms, and professional service firms of all kinds.

Despite significant consolidation of the banking industry in the past 30 years, direct employment in the industry has been fairly steady. Per the St. Louis Federal Reserve Bank, nationally the banking industry has reported between 1.3 million and 1.5 million employees during the past 30 years. This, despite significant consolidation reducing the number of banks from approximately 12,000 in 1990 to approximately 4,600 today.

The retirement of the Baby Boom generation has created an increasingly urgent need by the banking industry to recruit the next generation of bankers. Every day, 10,000 Baby Boomers reach the age of 65 and by 2030 all Boomers will be over 65. In October 2024, the American Bankers Association, the industry's leading national trade association, published a report entitled "Banking Industry Hiring Trends and Emerging Skill Needs". The report, based on a survey

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conducted during the summer, stated that “nearly 100% of respondents say formal (college) banking education influences their hiring decisions.... College-educated new hires can expect higher compensation as well....” The report noted that “colleges and universities have begun formalizing banking education and working alongside the banking industry to create intentional bankers. Banks value these programs and partnerships.” Recognizing the industry’s urgent demand for entry level employees, the ABA recently expanded its member educational support to include colleges and universities with banking programs.

Meanwhile, employment by the many firms that are part of the broader banking related ecosystem has grown. The dual impact of financial technology innovation and regulatory trends that have pushed the banking industry toward lower risk activities has resulted in disintermediation of activities formerly delivered principally by banks. Credit extension and payments are increasingly delivered by nonbank financial companies, hedge funds, private equity investors and fintech based players. The banking industry, however is a major source of funding for these firms. According to the St. Louis Fed, loans to non-depository financial institutions by commercial banks has increased from approximately \$300 billion in 2015 to over \$1.1 trillion in 2024.

To date, the sponsors of the Banking Excellence Program proposal have spoken with 24 Connecticut banks and other industry participants about the proposed program. Every bank and other institution believe that there is significant ongoing demand for graduates with the proposed Banking Certificate and look forward to partnering with Central to support the program financially, to create internship opportunities for students, and to participate in the delivery of extracurricular educational opportunities.

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

The Banking Excellence Program curriculum is entirely supported by existing courses or courses requiring modest modification. A number of School of Business faculty members have focused on financial services industry players including banks. The campus facilities are an important resource to the expected extracurricular elements of the program. Meeting spaces of many sizes will accommodate guest speakers and events.

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

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

The program will follow Central’s standards regarding tracking of the demographic profile of success in recruitment, enrollment, retention and completion. The program will work with university partners and resources to address disappointing outcomes. The program will collaborate with School of Business and Central-wide efforts to inform all students of the program and promote its advantages and opportunities.

- Describe specific aspects of the program (*e.g., interventions to address college readiness, targeted recruitment strategies, comprehensive supports, etc.*) intended to advance equitable student outcomes.
- The program will participate fully with School of Business and Central-wide efforts intended to advance equitable student outcomes.

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

Where inequities are found, analysis of data will be central to developing strategies to address disappointing outcomes. The program will follow School of Business standards for measuring the results of strategies to address inequities and report regularly on progress or, as necessary, revision of strategies.

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

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As the banking industry requires employees with a wide range of specialized knowledge, we will work to address any impediments to students with majors other than Finance participating in the program.

- Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided
This will be the first program of its kind offered by a Connecticut State University. Central will work with the other three state universities to make the program available to their students

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.

We estimate that the annual budget for the program will be approximately \$270,000. The American Savings Foundation (ASF) Endowment of approximately \$3,000,000 currently yields approximately \$120,000 annually. The proceeds of the ASF Endowment will continue to support the activities required by that gift and will be delivered through the Banking Excellence Program. The ASF Endowment requirements will be unchanged and control of the funds will remain with the School of Business Dean. The additional estimated \$150,000 required to support the program will be raised from industry supporters. The program will seek to raise endowment funds, approximately \$3,500,000 based on the current Central Foundation spending guideline, to support the program. However, it is likely that in the early years, the program will rely principally on annual support from the industry to cover the \$150,000 need. Based upon responses to date from more than 20 industry participants, we do not anticipate a problem raising the necessary funding.

Special Resources

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

There are no specialized resources necessary to support the program.

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 has the potential to attract students to Central by further demonstrating the breadth of the School of Business's innovative educational opportunities to prepare students for rewarding careers. As such, the program will be promoted in School of Business website, social media and printed materials targeting applicants to Central.

The program is designed for Junior and Seniors to participate. As such, during Freshman and Sophomore years, regular communication and promotion of the program will occur. Freshman and sophomore students will be invited to extracurricular events sponsored by the program. Digital and printed communications as well as social media will be used to highlight the program and its activities. Informational sessions will be offered during the year with particular focus on recruiting sophomores to apply for the program.

The universities on which the proposed program is modeled have found that their formal application process serves as an important way to raise the value and prestige of the program in the eyes of students and attract students to the program. As such, we plan to use the application process to create demand for participation in the program.

If applicable, what student engagement strategies will be employed to advance student retention and completion in program? The Program Director will be accountable for regular communication and counseling with students in the program with a goal of retention and completion

Careers/Professions & Estimated Earnings

Identify the careers and professions available to graduates of the program using the [Standard Occupational Classification](#) (SOC) system. Provide SOC code number(s) and name(s): 11-3031: Financial Managers

11-9140: Property, Real Estate, and Community Association Managers

13-1040: Compliance Officers

13-1111: Management Analysts

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13-2011: Accountants and Auditors
13-2031: Budget Analysts
13-2041: Credit Analysts
13-2051: Financial and Investment Analysts
13-2052: Personal Financial Advisors
13-2053: Insurance Underwriters
13-2054: Financial Risk Specialists
13-2061: Financial Examiners
13-2071: Credit Counselors
13-2072: Loan Officers
13-2099: Financial Specialists, All Other
41-3021: Insurance Sales Agents
41-3031: Securities, Commodities, and Financial Services Sales Agents
41-9022: Real Estate Sales Agents
43-3099: Financial Clerks, All Other

What would be the median estimated earnings for a graduate in this profession (*if more than one SOC code listed, include earnings for each*)? Entry level compensation for any of these professions would be between \$60,000 and \$80,000

Applicable Industries

Identify the industry applicable to this program using the [North American Industry Classification System](#) (NAICS). Provide NAICS code(s) and title(s): 521110: Banks, Federal Reserve

522110: Commercial Banking
522180: Banks - industrial, private, savings
522210: Credit card banks
522291: Finance Companies
522292: Mortgage Banking
522299: Federal Home Loan Banks
523150: Investment Banking
523940: Private Equity fund managing
524113: Life insurance carriers
524114: Medical insurance
518210: Data processing computer services
541611: Strategic planning consulting services
812910: Bankers' associations
926150: Banking regulatory agencies, Insurance commissions, government
928120: World Bank

Career/Program Pathways

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

SECTION 3: PROGRAM QUALITY ASSESSMENT

Learning Outcomes - L.O.

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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 the banking industry's role and structure – FIN 420
2. Understand the major levers of bank financial performance and risk management – FIN 420
3. Understand commercial lending credit process, risk assessment, financial statement analysis, loan structuring and documentation, and transaction and portfolio risk management – FIN 460
4. Understand how to assess and measure risk and risk management tools – FIN 422
5. Develop strong communication, relationship building and consultative selling skills – MKT 481

Assessment of Learning Outcomes

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

Each course will include embedded assessments (assignments and tests) designed to measure the students' understanding of the material and achievement of the learning outcomes.

Program Administration

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

- Name: Martin Geitz
- Email: geitz.m@Central.edu Phone: 860-508-4284

Describe the qualifications and assigned FTE load of the administrator/faculty member responsible for the day-to-day operations of the proposed academic program. Geitz is the American Savings Foundation Endowed Chair incumbent and has taught FIN 420 for five semesters. Geitz had significant management experience during his 40-year banking career that included senior executive management and board of director roles. Geitz will teach FIN 420 and MKT 481.

Program Faculty

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

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

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

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 1

What percentage of program credits will be taught by adjunct faculty? 25%

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program: Existing experience School of Business adjunct professor is expected to teach FIN 460.

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

Faculty Name and Title	Highest Degree & Institution of Highest Degree	Area of Specialization/ Pertinent Experience	Other Administrative or Teaching Responsibilities
Martin Geitz	MBA – Cornell University	Executive Management in Banking	FIN 420 / MKT 481
Scott S. Barnett	MBA- Univ of CT	Commercial Lending	FIN 460
Yinfei Chen	Ph.D. in Finance – Washington State University	Risk Management	FIN 422

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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. Using numerals, map the Learning Outcomes listed in the Section 3 to relevant program courses in this table. Mark any new courses with an asterisk * and attach course descriptions. Note any core program courses that serve to fulfill general education requirements within the program. Insert/delete rows as needed.*

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
Program Required & Elective Courses			
FIN 430 Bank Management	1,2	FIN 320	3
FIN 460 Commercial Lending	3	FIN 320	3
FIN 422 Risk Management	4	FIN 321	3
MKT 481 Consultative Selling Techniques	5	MKT 305	3
Open Electives (Indicate number of credits of open electives)			0
Total Program Credits:			12

What are the admissions requirements for the program?

- 2.7 GPA
- Completed Application
- Resume
- Essay describing why interested in the program
- Two references
- Interview with Program Executive Director

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

If yes, describe:

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: All students will have an internship with one of the industry supporters of the program. To date, we have met with over 20 banks and banking industry participants. All expressed interest in making internships available to students in the program.

Describe the prospective students for the program: The banking industry as well as the many industries that value entry level employees with banking knowledge and skills require applicants with academic interests in every major offered by the School of Business as well as other Central majors including cyber security and economics. The program is sponsored by the Finance Department and three of the four required courses require finance academic prerequisites. As such, the initial cohort of prospective students is expected to be comprised principally of finance majors. However, we intend to work quickly to determine ways for students with other majors to participate in the program.

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We anticipate prospective students for the program will have an interest in pursuing a career in banking or an industry that would value banking knowledge and skills. The recruiting messaging will highlight the many career opportunities for all academic backgrounds.

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NEW DEGREE MINOR – BELOW THRESHOLD REPORT

SECTION 1: GENERAL INFORMATION

Institution: Central CT State University	Please enter the following dates: Final approval by institution: Oct. 21, 2024 Submission to CSCU Office of the Provost for Academic Council: 11/20/24	
Most Recent NECHE Institutional Accreditation Action and Date: Reaccreditation 2018		
Program Characteristics Name of Minor: Digital Humanities Modality of Program (<i>check all that apply</i>): ☒ On ground ☐ Online ☐ Hybrid, % of fully online courses Locality of Program: ☒ On Campus ☐ Off Campus ☐ Both Program website: <i>to be created upon approval</i> Anticipated Program Initiation Date: Fall 2025 Anticipated Date of First Completion: Fall 2027 Total # Credits in Program: 18		
<u>CIP Code Number:</u> 30.5202 <u>Title of CIP Code:</u> Digital Humanities		
Department where program is housed: CLASS Dean's Office Location Offering the Program (<i>e.g., main campus</i>): Main campus		
Provide the intended catalog description for this program: Digital humanities are activities in a variety of scholarly disciplines, at the intersection of the humanities and computing. Work in the digital humanities is inherently interdisciplinary and is typically collaborative. Activities that can be described as digital humanities work include: preserving and sharing cultural heritage materials with digital technologies, analyzing digital culture, using digital methods of scholarly communication, studying literature, history, and culture with digital tools. This can include a variety of resources for quantitative research, such as software for text analysis, network analysis, and data mining, as well as applications for mapping and various forms of data visualization. The minor in digital humanities offers students the opportunity to select from these courses and design a program of study that augments their major in another field.		
If establishment of the new minor is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: CIP: OHE#: BOR Accreditation Date: Phase Out Period Date of Program Termination Discontinuation of a program requires submission of form 301. Discontinuation form submitted? ☐ Yes ☐ No		
Other Program Accreditation: • If seeking specialized/professional/other accreditation, name of agency and intended year of review: • If minor prepares graduates eligibility to state/professional licensure, ○ identify credential: ○ confirm NC-SARA requirements met: ☐ Yes ☐ No (<i>As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency</i>)		
Institutional Contact for this Proposal: Stephen Cohen	Title: Professor of English	Tel.: 860-832-2751 e-mail: cohens@ccsu.edu
NOTES: • This informational report pertains to academic programs not reaching the threshold requiring Board of Regents action. Information is shared with the BOR-Academic Council and included in the BOR-Academic and Student Affairs Committee meetings. • This form should be used only for new degree minors, which are considered Below Threshold and do not require a BOR resolution.		

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NEW DEGREE MINOR – BELOW THRESHOLD REPORT

SECTION 2: PROGRAM PLANNING ASSESSMENT

Alignment of Program with Institutional Mission, Role, and Scope

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

This program will serve as a supplement to students' majors by offering them the opportunity to develop relevant skills taught in other disciplines. This program aligns with Central's 2030 Strategic Plan and Elements of Distinction, which both emphasize the importance of Workforce Development and Interdisciplinary and Cross-Curricular Initiatives. In addition, the creation of such programs that use existing courses aligns with the strategic plan's focus on good stewardship of campus resources. A review of the courses included as electives in the DH minor, highlights the inclusion of various disciplines across our schools and colleges.

By bringing together humanistic skills in areas such as archival research, close reading, and written communication with technical skills in areas such as database management, web design, and computer programming, a digital humanities program provides an opportunity to overcome this disadvantage, both for humanities students who may otherwise lack opportunity to develop their technological literacy and also for STEM students who may otherwise lack exposure to the humanistic applications of digital technologies.

Addressing Identified Needs

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

Digital Humanities (DH) intersects with many disciplines. The minor in DH exposes students in various majors to an additional skillset that augments their major area of study. Students are now entering a highly digital-focused workforce for many careers. Exposure to these skills may make students more desirable candidates for various positions in traditional fields as well as careers associated with cultural heritage, libraries and archives, marketing and communications, entertainment, and technology. A review of online recruitment/job listings shows various career opportunities for those with skills in DH.

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

The 32 elective options included in the minor, drawn from ten different academic programs, indicate the integration of Digital Humanities into CCSU's curriculum and the preparation of its faculty to participate in the program. An introductory Digital Humanities class, DH100, has been offered since Fall of 2019 and has consistently filled every semester and has received very positive student evaluations. The success of DH100 indicates a robust student demand for instruction in this area, and a minor will provide students with options for further developing the skills that they were introduced to in DH100.

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

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

Central monitors retention and completion rates of all students across various demographics (race/ethnicity, gender, FTFT/transfer). This minor is appropriate for numerous academic majors as such the data for these metrics will be captured in Central's annual evaluation.

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

The DH minor will be included on publications/flyers that are distributed at open house events. Central also uses social media campaigns to highlight new programs. Advising centers are equipped with materials to address student questions and interests. Central also provides a comprehensive set of support services within both Academic and Student Affairs. In addition Central has an expanded tutoring system (KNACK) that

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provides support for all disciplines across campus. Faculty have access to Success Matters, an early alert system where faculty can submit concerns about students, which then serves to connect students to various support resources.

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

The DH minor takes advantage of existing courses offered by various programs across campus. These programs already monitor for inequities and address these through various support services to ensure opportunities and student success. The administration, annually identifies areas for concern, in terms of student success (retention, completion) and allocates/reallocates resources to appropriately address these concerns.

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.

There is no budget required for the program, and no resources are required beyond those already available at and supported by the institution. Courses included in the program already exist and are part of faculty schedules.

Special Resources

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

None; see above.

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 designed for humanities students who wish to expand their technical skills and scientific knowledge, and for STEM students who see the value of humanistic learning to their life and career goals. Recruitment will be internal, by advisors in relevant disciplines, and through the robust enrollment in the existing introductory Digital Humanities course, DH 100.

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

The program's capstone experience will encourage retention and completion by offering students an opportunity to apply the skills they learn in the minor to a project relevant to them and their life/career goals.

SECTION 3: PROGRAM QUALITY ASSESSMENT

Learning Outcomes - L.O.

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

1. Demonstrate proficiency in using digital tools for analyzing, visualizing, and interpreting cultural and historical data.
2. Critically analyze digital media within a humanistic framework.
3. Apply interdisciplinary methods to create and present digital humanities projects that address questions in the humanities using computational approaches.
4. Demonstrate an understanding of ethical issues related to digital work, including data privacy, copyright, and the impact of technology on society
5. Communicate effectively across digital and traditional media, demonstrating skills in both technical presentation and narrative construction.

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Assessment of Learning Outcomes

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

Students will be assessed through presentations of digital projects, which will include both a digital component (e.g. a website, digital exhibit, or multimedia presentation) and an oral or written presentation. Assessments will consider several components of digital research and communication, including technical proficiency, interpretive depth, analytical insight, understanding of digital culture, awareness of the legal and social implications of digital projects, and effective use of digital tools. Faculty will provide assessment in the form of both written feedback and grades, and specific criteria for assessment will be dependent on the disciplinary approaches that the student employs, in coordination with their professors.

Program Administration

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

- Name: Brian Matzke
- Email: bmatzke@ccsu.edu Phone: 860-832-2978

Program Faculty

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

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

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 1, plus any faculty who supervise capstones

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

What percentage of program credits will be taught by adjunct faculty? Unknown, but given list of electives, probably very few

Curriculum

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

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
Program Required & Elective Courses (courses in BOLD are required, all others are electives needed to complete 18 credits)			
DH 100 Understanding the Digital World	2,4,5	None	3
DH 495 Digital Humanities Capstone	1,3,4,5	DH 100 and 9 credits of DH electives	3
ART 235 Digital Processes Art Making	1,3,5	None	3
DES 100 Design & Fonts	1,3,5	None	3
DES 325 Digital Imaging / Motion Graphics I	1,3,5	DES 222 and DES 225	3
DES 326 Digital Imaging / Motion Graphics II	1,3,5	DES 325	3
COMM 231 Communication Technologies	2,4,5	None	3
COMM 255 Visual Communication	1,4,5	None	3
COMM 332 Web Publishing	1,2,3,5	COMM 231	4
CS 110 Intro to Web Programming	1,2	None	3
CS 117 Intro to Coding and Game Dev.	3,5	MATH 102 or 103	3

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CS 415 Computer Game Development	3,5	CS 253	3
CS 416 Web Programming	1,2	CS 253	3
CS 460 Database Concepts	1	CS 253	3
WRT 275 Digital Rhetorics	1,2,3	WRT 105 or 110	3
GEOG 130 Intro to Geographic Info Sci	1,3	None	3
GEOG 276 Elementary Cartography	1,3	None	3
GEOG 378 Geographic Information Systems	1,3	None	3
HIST 100 Search in History	1,2,4	None	3
HIST 303 Creating Digital History	1,2,3,5	None	3
HIST 402 Topics in History	1,2,4	HIST 301	3
HIST 403 Public History Project	1,3,5	HIST 301	3
HIST 405 Local History and Community Development	1,3,4,5	HIST 301	4
HIST 511 Topics in Public History	1,3,5	None	3
JRN 255 Multimedia Journalism	1,2,3,5	JRN 200	3
JRN 361 Data Analysis for Sports Journalism	1,3,5	MATH 101, 102, or 103	3
JRN 385 Social Media and Mobile Journalism	2,4,5	JRN 200, 235, and 255	3
JRN 418 Studies in Journalism	2,4	JRN 235	3
LSC 150 Library Research Digital Age	1	None	1
LSC 160 Info Exploration in the AI Era	1,2,4	None	3
DATA 311 Information Visualization	1,5	DATA 101 and STAT 201	4
PHIL 242 Ethical Problems in Technology	2,4	None	3
SOC 411 Oral History for the Social Sciences	1,3,5	SOC 310, HIST 301, or ANTH 374	4
Open Electives (<i>Indicate number of credits of open electives</i>)			12
Total Program Credits:			18