



**BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

**AGENDA**

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

**Conducted via Remote Participation**

**Meeting will live stream at: <https://youtube.com/live/DwEu-z8kDnM>**

1. Call to Order: Declare Quorum
2. Approval of Minutes
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11. Southern Connecticut State University
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- iii. Master of Public Health – MPH – *Page 103*
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    - i. Environmental and Marine Science, Concentration: Environment Systems-BS-BTR Modification for Program Restructuring – *Page 145*
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- c. Modifications
  - i. Liberal Arts & Sciences – AA [Name Change to Liberal Arts and Sciences – Social and Behavioral Sciences and Modification] – *Page 200*
  - ii. Graphic Design – AS – Modification of Three (3) Programs – *Page 228*
- d. Below Thresholds
  - i. Dental Assisting – Certificate 3 – BTR Modification – *Page 292*
  - ii. English as a Second Language: Advanced English Proficiency – Certificate – BTR Modification – *Page 299*
  - iii. Pathways to Elementary Education – AA – BTR New Option – *Page 309*
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    - iv. Human Resource Management-Certificate 1-BTR New Certificate – *Page 413*
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    - a. Academic Updates
    - b. No Items for May 2025
  15. Eastern Connecticut State University – Dr. Ben Pauley, Interim Provost
    - a. Academic Updates
    - b. No Items for May 2025
  16. Charter Oak State College – Cynthia Edgerton, M.Ed., Director, Health Information Management Program
    - a. Academic Updates
    - b. No Items for May 2025
  17. CSCU Academic and Student Affairs – Dr. Aynsley Diamond and Dr. Tamara O’Day-Stevens
    - a. Academic Affairs Update
    - b. Student Affairs Update
  18. SIP Report Presentation – Page 439

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



## BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE

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

**Conducted via Remote Participation**

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

Members: Colena Sesanker

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

Other Attendees: Lourdes Cruz (CT State), Cynthia Edgerton (COSC), David Ferreira (COSC), Stephen Hegedus (WCSU), Karen Hynick (CT State), Julia Irwin (SCSU), Kimberly Kostelis (CCSU), Laurel Larson (WCSU), Benjamin Pauley (ECSU), Christopher Trombley (SCSU), Brian Vernon (WCSU)

1. Call to Order: Declare Quorum
2. Approval of Minutes
  - a. March 7<sup>th</sup>, 2025 – Regular Meeting of the ASA Committee  
**Committee Chair Ira Bloom asked for a motion to approve the March 7<sup>th</sup>, 2025 minutes. On a motion by Regent Richard Porth, seconded by Committee Chair Ira Bloom, a vote was taken, and the minutes were approved unanimously.**
3. Central Connecticut State University – Dr. Kim Kostelis, Provost
  - a. Academic Updates  
Provost Kimberly Kostelis provided an academic update, highlighting that both undergraduate applications and deposits are up. CCSU has established a new division under the Registrar's Office dedicated to transfer student services, which now collaborates with Admissions for transcript evaluations to be included in the acceptance packet. Graduate applications and deposits have also risen. The recently approved Master of Social Work (MSW) program launched this fall with a cohort of thirty-two students. Additionally, CCSU continues to explore the expansion of its Accelerate Central pathways program, which enables undergraduate students to begin graduate coursework while still earning their undergraduate degree, helping them save money by paying undergraduate tuition while taking graduate-level courses. To participate, students must have a 3.3 GPA to apply and maintain at least a 3.0 GPA throughout their graduate studies.  
Committee Chair Ira Bloom inquired about CT State transfer students and the accelerated pathway opportunity. Provost Kimberly Kostelis explained that the general education framework ensures the pathway's availability, and students must be on track to finish their undergraduate degree when applying in their junior year.
  - b. Modification
    - i. Biological Sciences – Master of Science/Arts  
Provost Kimberly Kostelis presented the MS/MA in Biological Sciences modification. Currently, both the MS and MA share the same CIP code in the VEOCI system. The proposed change will eliminate the MA option, leaving only the MS degree.



This program, originally developed years ago, was designed to offer tracks for various interests, but this is one of the final degree programs transitioning to a single degree format. While the tracks are still available as options, the program will now focus on the MS degree. The program is not cohort-based but has five or more-degree completions on average. Enrollment numbers are as follows: seventeen students last fall, nine this fall, twelve last spring, and twelve this spring. There is currently twenty-seven active MS in Biology students, with twelve registered. This aligns with the typical pattern for non-cohort graduate programs, where many students are part-time and take classes as their schedules allow.

Committee Chair Ira Bloom inquired if a student is interested in teaching biology, how would this program fit into that interest? Provost Kostelis explained that those already certified to teach can use the program to meet state requirements, but non-certified students would need to pursue the Master of Teaching (MAT) program.

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

c. Below Thresholds

- i. Computer Engineering Technology (BS) to Computer Information Technology (MS) – New Accelerated Track
- ii. Electronics Technology (BS) to Computer Information Technology (MS) – New Accelerated Track
- iii. Network Information Technology (BS) to Computer Information Technology (MS) – New Accelerated Track

Provost Kimberly Kostelis commented on the three below threshold items, adding that these are more examples of accelerated central pathway programs that provide opportunities for students.

Committee Chair Ira Bloom inquired if there has been any difficulty with recruiting faculty in this field. Provost Kimberly Kostelis confirmed it has been a challenge but shared that they recently had a successful search and have been creative with their job postings and advertisements.

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

a. Academic Updates

Interim Provost Stephen Hegedus shared an academic update, highlighting a rise in undergraduate applications and a significant increase in graduate applications, nearly doubling from last year. International applications have also grown, and census data shows a year-over-year increase. Admitted Students Day is on April 12th, and virtual open houses for graduate students are planned. The Neche work has progressed and is focused on seven areas of emphasis, with draft updates expected by May or June. The five-year sustainability plan is underway, and town halls will be held to discuss the master hiring plan and sustainability efforts. WCSU's Honors Convocation is April 24th, and an employee recognition event on April 4<sup>th</sup> will honor employees, including four staff members with 30 years of service.

Committee Chair Bloom inquired if there has been any decrease in interest from international students, because of current events at the federal level? Interim Provost Stephen Hegedus confirmed that they are being cautious, and that they can make acceptance letters, assist with visas, and they will continue to support these students.

Regent Richard Porth inquired about the timeframe for when the Neche report will be reviewed and shared with the board prior to its final submission. Interim Provost Hegedus advised that the goal for the draft is to be shared with their senate in May and discuss it with the Board in June. He added that there are conversations with the Chancellor to determine how to

communicate and share the draft with the board. Committee Chair Ira Bloom expressed his intention to convene the ASA committee for a special meeting as the process moves forward.

b. Modification

- i. Bachelor of Music in Performance - Instrumental Emphasis, Bachelor of Music in Performance - Vocal Emphasis, and Bachelor of Music in Jazz Studies – [Name Change to Music in Performance]

Interim Provost Stephen Hegedus introduced the Bachelor of Music in Performance modification, Dean Brian Vernon and Chair Laurel Larson presented. The modification reconfigures the successful Bachelor of Music program, moving three of the four options into one performance option. This reconfiguration exists alongside the other option, Audio and Music Production. The change is expected to stabilize and increase enrollments while potentially reducing costs by combining multiple options into one. By broadening the program's scope, it offers more flexibility for students who may not want conservatory-level experience, allowing them to expand their focus.

Committee Chair Ira Bloom inquired about opportunities for practicing musicians to become teachers. Dr. Larson and Dean Vernon clarified that those seeking teaching certification would need to pursue the Bachelor of Science in Music Education degree. However, the performance degree includes a pedagogy component, and many freelance musicians also teach. The music education program is specifically designed for those who wish to become certified teachers. Additionally, the program includes an arts entrepreneurship course, which prepares students for the realities of working as freelance musicians. Provost Hegedus emphasized that WCSU offers a variety of music degrees that demonstrate the strength and diversity of the music faculty.

Committee Chair Bloom and Provost Hegedus confirmed that WCSU has the necessary facilities to support these programs.

Regent Juanita James asked about trends in enrollment and participation in music programs and whether changes are expected. Dr. Larson responded that the modification would likely improve enrollment, as it provides a practical and unique approach to the program. They are already seeing enthusiasm from prospective students. Dean Vernon added that the program's focus on modernity and relevance is an ongoing conversation, and this modification reflects that.

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

c. Below Thresholds

- i. Music, Option in Audio and Music Production – Bachelor of Music – Modification
- ii. Entrepreneurship for Non-Business Majors – New Minor

Interim Provost Hegedus commented on the threshold below item, 4.c. ii. This is to support and meet demand with interest in this area for all non-business majors.

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

a. Academic Updates

Provost David Ferreira provided an academic update, highlighting spring enrollment and COSC's unique structure with six start dates, noting that census data is not available until after term two. Both headcount and FTE are up compared to last year. The Public Safety Administration, Criminal Justice, and Early Childhood Education programs are strong and continue to grow, as is the BSW program, which has a pipeline for Fall students. Efforts to strengthen and grow graduate programs are ongoing, with a focus on navigating the highly competitive online graduate marketplace. The Strategic Enrollment Management Committee is actively working on a new plan, which is expected to be finalized by the end of the spring semester.

b. Below Threshold

i. Cancer Registry Management – Certificate – Modification

Provost David Ferreira and Program Director Cindy Edgerton discussed a minor change in the curriculum, aiming to balance the associate degree and credit requirements to ensure the program remains accessible. One course was swapped to better align with the program's goals, HLT 225, which was not part of the catalog when the program was originally developed, is now included and better fits the curriculum. This course also satisfies a general education requirement, offering students an opportunity for a stackable credential if they choose to continue their education.

Committee Chair Ira Bloom inquired about the AI tools within the HLT225 class.

Provost Ferreira confirmed that the focus is on developing critical thinking and analytical skills for future applications of AI.

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

a. Academic Updates

Interim Provost Julia Irwin provided an academic update, highlighting an increase in deposits for first-year, undergraduate, and graduate students. On 4/3, SCSU held an event with Blue Economy Coalition, whose CEO is a SCSU alum. The event also allowed SCSU to market their new costal resilience program. SCSU also recently hosted their Day of Caring, a campus-wide fundraising event. Last night, they held the graduate open house, and tomorrow is Accepted Students Day, with seven hundred students and 1,900 total guests currently registered.

b. Discontinuation

i. Anthropology – Bachelor of Arts

Interim Provost Julia Irwin presented on the discontinuation of the BA in Anthropology. This discontinuation is connected to the newly approved Cultural Resource Management (CRM) program. Resources from the anthropology program will be reallocated to the CRM program, which currently has nine students registered.

**Committee Chair Ira Bloom asked for a motion to approve the discontinuation.**

**On a motion by Regent Juanita James, seconded by Regent Richard Porth, a vote was taken, and the discontinuation was approved unanimously.**

c. Modifications

i. Bilingual Extension Program – Graduate Certificate – [Name Change to Communication Disorders in Multilingual Children]

Interim Provost Julia Irwin presented the modification of the Bilingual Extension Graduate Certificate program. Committee Chair Ira Bloom inquired about communication disorders and the population most impacted by the program. Provost Irwin explained that the name change would make the program more inclusive of all communication disorders, benefiting not only multilingual children but anyone affected by these issues.

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

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

The name change is in response to the expansion of grade levels served as outlined by the Connecticut General Assembly. Historically, SCSU included specific grade numbers in the program names, but this change will make the names more general to allow for future flexibility in case of further adjustments by the CGA.

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

d. Below Threshold

i. Adapted Physical Health Education – New Graduate Certificate

This program is designed to develop high-quality teachers with the skills necessary to support students with disabilities, delivered 100% online. It focuses on providing appropriate and meaningful adapted physical health education but does not lead to licensure.

Regent Bloom inquired about federal support for the program. Provost Irwin responded that while it is difficult to predict support at any given moment, she cannot confirm its availability at this time but will provide further information as it becomes available.

A broader discussion took place in response to a general inquiry from Regent Juanita James, spanning from [minute 1:02:35 to 1:15:08](#). Regent James asked about the effects of external uncertainty and disruption on academic programming, as well as its impact on the mental health of faculty and students.

Provost Irwin shared her personal experience of losing grant funding, highlighting the ongoing challenges. Provost Hegedus noted that grants and opportunities, particularly those offered as part of their designation as a new HSI, have diminished. However, communication from the system office helps reduce uncertainty, especially regarding curriculum and safety. Provost Hynick echoed these sentiments, stating that this is a challenging time, particularly as CT State faces delays in receiving Title IV funding. Dr. Diamond added that these are unprecedented times and emphasized the challenge of reacting to federal changes, as shifts at that level can happen quickly. She noted that academic affairs is cyclical and that ongoing discussions among colleagues are essential to navigate these changes. Provost Hegedus also added importance of stability and communication, mentioning how K-12 funding cuts could impact special education services, ultimately affecting higher education as well. He stressed that understanding the long-term effects of these cuts will be crucial.

Regent Richard Porth raised concerns about student immigration status uncertainty. Dr. O'Day-Stevens responded that she has been meeting with teams who support undocumented students across the system. While there has been a decrease in attendance at certain events, they are actively working to support these students. Financial aid concerns, particularly regarding federal funding and availability, were also noted by the teams. The state's Department of Education, as well as high school counselors, are also worried about the availability of federal aid for students. Committee Chair Ira Bloom added that the Chancellor's office, general counsel, and compliance are conducting town halls on each campus to address these issues.

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

a. Academic Updates

Interim Provost Ben Pauley addressed the feelings of external uncertainty, noting that there was an open forum on campus last month to discuss these challenges. He emphasized that the focus remains on doing what is best for students as a public institution.

Provost Pauley continued his academic update by mentioning that year-over-year comparisons on deposits may be difficult due to FAFSA confusion from the previous year. However, deposits, transfer applications, and acceptances are all up, as well as first-year applications and acceptances. The recent admitted student's day event was also successful. The Neche interim report progress continues and is due in August. Feedback from a February Neche visit was positive, and the first draft of the interim report has been completed and shared with a small group of stakeholders. Provost Pauley also shared that they welcomed two candidates for the provost position this week, and shared details about President Ismaili's inauguration event on April 11, with related events scheduled for Thursday, April 10.

b. No Items for April 2025

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

a. Academic Updates

Interim Provost Karen Hynick provided an academic update, highlighting an increase in graduation applications compared to last year, including for summer conferrals. She anticipates more applications will come in before the deadline. Commencement ceremonies are scheduled between May 21st and 27th. The NECHE focus visit will begin on April 6 and last until April 9, during which the NECHE site teams will assess progress on ACME, dual enrollment, budget mitigation, assessment, and shared governance. On March 26, Tunxis opened their new Spring Lane facility for Advanced Manufacturing. CT State also plans to introduce two new programs in the Fall in public health, as well as a certificate in optics technology.

Regent Richard Porth expressed appreciation for being kept in the loop on the Necho progress and looked forward to the outcome of this important process. Dr. Hynick assured him that they would keep everyone updated, and after the focus visit, they would begin working on the self-study.

Regent Porth also thanked Dr. O'Day-Stevens and Dr. Diamond for providing the data on certificates and degree completion, following up with a discussion from the previous meeting. Dr. O'Day-Stevens thanked the CT State team for their contributions to this data.

Committee Chair Ira Bloom commented on enrollment patterns in public universities during times of economic uncertainty, noting that enrollment tends to rise when the economy struggles, as public institutions are typically more affordable and closer to home. Regent Juanita James emphasized that the information on enrollment trends will help highlight the value of public institutions and foster stronger connections and resource-building with community partners and funders.

b. No Items for April 2025

Committee Chair Ira Bloom thanked Pam Heleen for her dedicated service and support to the committee as she retires. Regent Juanita James also expressed her appreciation for Pam's hard work, diligence, and commitment. Regent Porth agreed, sharing his appreciation as well.

**Committee Chair Ira Bloom called for a motion to adjourn. On a motion by Regent Richard Porth, seconded by Regent Juanita James, a vote was taken, and the meeting adjourned at 11:03 a.m.**

# **CSCU** Board of Regents

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

### **RESOLUTION**

Acceptance of Selectees for Board of Regents Faculty Awards

May 28, 2025

**RESOLVED** That the Board of Regents for Higher Education accepts the campus-based nominations for the Teaching Awards (CSU), Teaching Awards (CCC), Research Awards and the Scholarly Excellence Awards as the respective recipients of those awards for the 2024-2025 academic year, and

**RESOLVED** That the Board of Regents for Higher Education accepts the recommendations of the respective selection committees for the Teaching Award (CSU), Teaching Award (CCC), Research Award, Scholarly Excellence Award and the Adjunct Faculty Teaching Awards as the respective recipients of the System Awards for the 2024-2025 academic year.

A True Copy:

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

**ITEM**

Acceptance of the Board of Regents Faculty Awards.

**BACKGROUND**

The Board of Regents Faculty Awards were established by a Board resolution on May 16, 2013. Five award categories, with potentially 38 individual awards of \$1,000 each, were established to recognize junior faculty members at CSU institutions who distinguish themselves as outstanding teachers or those who are engaged in exceptional research/creative work. The 32 individual awards are the campus-based awards in the categories of Teaching Awards (CSU), Teaching Awards (CCC), Research Awards and the Scholarly Excellence Awards; and a single system award for each of those categories wherein an individual award recipient is deemed to be the system's best in exemplifying "high quality teaching" or "high-quality research/creative achievement." Additionally, there are two system awards selected from institutional nominations for the Adjunct Faculty Teaching Awards.

**PROCESS**

For the 2024-2025 academic year, per the guidelines approved by the Board; the Connecticut State Colleges and Universities have submitted nominations within the five award categories for the Board's consideration.

**RECOMMENDATIONS**

Subsequently, five selection committees, consisting of previous Faculty Awards recipients, have reviewed and assessed the nomination packages, and made their recommendations to the Board for the six System Awards. The Faculty Awards rosters are attached.

05/09/2025 – BOR -Academic and Student Affairs Committee

05/28/2025 – Board of Regents

# **BOARD OF REGENTS**

## **FACULTY AWARDS**

**2024-2025 Academic Year**

In recognition of Assistant and Associate Professors in tenure-track or tenured positions and adjunct faculty members:

who have distinguished themselves as outstanding teachers and have established a track record of promoting instructional improvements for their departments; or

who are doing exceptional research, scholarly, and/or creative work

### **Teaching Awards<sup>1&2</sup>**

(Connecticut State Universities)

### **Teaching Awards<sup>1&2</sup>**

(Connecticut Community College)

### **Research Awards<sup>1&2</sup>**

(Connecticut State Universities)

### **Scholarly Excellence Awards<sup>1&2</sup>**

(Connecticut Community College)

### **Adjunct Faculty Teaching Awards<sup>3</sup>**

1. campus-based awards
2. a single system-wide award among campus-based nominations
3. system-wide awards (2) among campus-based nominations



# **BOARD OF REGENTS**

## **FACULTY AWARDS**

### **Teaching Awards**

(Connecticut State Universities)

<b><u>Institution</u></b>	<b><u>Campus Nominee</u></b>	<b><u>Faculty Rank / Discipline</u></b>
Central	Dr. DeCorti Rodgers-Tonge	Associate Professor / Accounting
Southern	Dr. Laurie Bonjo	Associate Professor / Counseling and School Psychology
Western	Dr. Jessica Schofield	Assistant Professor / Social Sciences

Per its collective review and assessment of the institutions' nomination packages, the Selection Committee for the Teaching Award for the universities recommends the recipient of the:

### **System's Teaching Award (Connecticut State Universities)**

**Dr. Jessica Schofield**  
**Western Connecticut State University**

# **BOARD OF REGENTS**

## **FACULTY AWARDS**

### **Teaching Awards**

(Connecticut Community College)

<b><u>Institution</u></b>	<b><u>Campus Nominee</u></b>	<b><u>Faculty Rank / Discipline</u></b>
CT State-Capital	Dr. Adolfo Sánchez-Blanco	Assistant Professor / Arts and Humanities
CT State-Middlesex	Dr. Aarlan Aceto	Associate Professor / Ophthalmic Design and Dispensing-Health Careers
CT State-Northwestern	Professor Tracy Smith	Associate Professor / Early Childhood Education

Per its collective review and assessment of the institutions' nomination packages, the Selection Committee for the Teaching Award for the community colleges recommends the recipient of the:

### **System's Teaching Award (Connecticut Community College)**

**Dr. Adolfo Sánchez-Blanco  
CT State - Capital**

# **BOARD OF REGENTS**

## **FACULTY AWARDS**

### **Research Awards**

<b><u>Institution</u></b>	<b><u>Campus Nominee</u></b>	<b><u>Faculty Rank / Discipline</u></b>
Central	Dr. Mohammad Mahjoob	Associate Professor / Engineering
Eastern	Dr. Scott O. Moore	Associate Professor / History
Western	Dr. Carlos Santibañez-López	Associate Professor / Biology

Per its collective review and assessment of the institutions' nomination packages, the Selection Committee for the Research Award recommends the recipient of the:

### **System's Research Award**

**Dr. Carlos Santibañez-López**  
**Western Connecticut State University**

# **BOARD OF REGENTS**

## **FACULTY AWARDS**

### **Scholarly Excellence Award**

<b><u>Institution</u></b>	<b><u>Campus Nominee</u></b>	<b><u>Faculty Rank / Discipline</u></b>
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CT State-Three Rivers	Denise Cortegiano, MSN, RN	Associate Professor / Nursing
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Per its collective review and assessment of the institutions' nomination packages, the Selection Committee for the Scholarly Excellence Award recommends the recipient of the:

### **System's Scholarly Excellence Award**

**Denise Cortegiano, MSN, RN**  
**CT State-Three Rivers**

# **BOARD OF REGENTS**

## **FACULTY AWARDS**

### **System's Adjunct Faculty Teaching Awards**

**Mr. Nick Sinatra**  
**CT State – Gateway**

**Alana Ledford**  
**Central Connecticut State University**

Per its collective review and assessment of the institutions' nomination packages, the Selection Committee for the Adjunct Faculty Awards recommends that the recipients are as listed above:  
The other nominees were:

<b><u>Institution</u></b>	<b><u>Campus Nominee</u></b>	<b><u>Faculty Rank / Discipline</u></b>
Central CT State University	Alana Ledford	Adjunct Faculty / Marketing
CT State-Capital	Dr. William Perez	Adjunct Faculty / Health Careers & Public Safety-Paramedicine & Fire Science
CT State-Gateway	Mr. Nick Sinatra	Adjunct Faculty / Science and Mathematics
Southern CT State University	Dr. Philip Piazza	Adjunct Faculty / Educational Leadership and Policy Studies

# BOARD OF REGENTS

## FACULTY AWARDS

### Selection Committees

The members of the five Selection Committees reviewed and assessed the campus-based nomination packages which consisted of:

- 1) Cover Sheet
- 2) Letter of Nomination
- 3) Nominee's Reflective Statement
- 4) Letter of Support from one to three colleagues or students
- 5) Nominee's abbreviated curriculum vitae

Each nomination package was reviewed and assessed by a minimum of three committee members. The average total assessment points were used to determine the committee's recommendation to the Board of Regents for the respective System Award(s).

The members of the various Selection Committees were:

Dr. Charles Baraw Southern Connecticut State University	Ms. Maria Belval CT State-Three Rivers	Mr. Peter Bonadies CT State-Gateway
Dr. Robert Brown CT State-Asnuntuck	Dr. Eileen Campbell Western Connecticut State University	Mrs. Elaine Ippolito CT State-Middlesex
Dr. Rachel Jasiczek CT State-Norwalk	Dr. Jeanette Lupinacci Western Connecticut State University	Dr. Anna Malavisi Western Connecticut State University
Dr. Scott Moore Eastern Connecticut State University	Dr. Anuli Njoku Southern Connecticut State University	Dr. John Protzko Central Connecticut State University
Ms. Jean Robinson Western Connecticut State University	Dr. Sarah Roe Southern Connecticut State University	Dr. Emiliano Villanueva Eastern Connecticut State University
Dr. Zara Waldman DeLuca Southern Connecticut State University		

# **CSCU** Board of Regents

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

### **RESOLUTION**

Concerning

Approval of Awardees for CSU-AAUP Faculty Research Grants

May 28, 2025

RESOLVED: That the Board of Regents for Higher Education approve the funding recommendations of the CSU-AAUP Faculty Research Grants' Selection Committee for the 2025 – 2026 program year.

A True Copy:

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

**ITEM**

CSU-AAUP Faculty Research Grants.

**BACKGROUND**

Article 9 of the Collective Bargaining Agreement between the Board of Regents and the Connecticut State University American Association of University Professors (CSU-AAUP) mandates that funds, as set forth in Article 9.10 be allocated for research grants at each of the four CSU institutions, according to a formula based on their respective numbers of full-time faculty members.

**RATIONALE**

The CSU-AAUP Faculty Research Grants continues to be a very popular and a widely supported program by both faculty members and administrators. The program is the primary tool in promoting the advancement of research and creative works by CSU faculty members. Over the years, the grants have led to the publication of many books and journal articles; and have contributed to the advancement of instructional excellence across the CSU universities.

**RECOMMENDATION**

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

05/09/2025 – BOR - Academic and Student Affairs Committee

05/28/2025 – Board of Regents



CCSU CSU-AAUP 2025-26 Roster of Faculty Research Grants for BOR			
Name	Co-Applicant	Proposal Title	Amount Funded
Abbas, Syed		Impact of social isolation and communal living on crayfish behavior	\$ 5,000.00
Albayram, Yusuf		Investigating the Effectiveness of AI-generated Personalized Anti-Phishing Training	\$ 5,000.00
Alicea-Velazquez, Nilda		Phosphotyrosine recognition by SHP-1's tandem SH2 domains	\$ 5,000.00
Allen, Trevor		The Far Right and the Left Behind: The Demographic Deepening and Surprising Durability of Western Europe's Rightwing Populists	\$ 5,000.00
Barrington, Candace		Researching and Writing the New Chaucer Society Presidential Address	\$ 5,000.00
Bray, Alicia		Identifying the beetles (Coleoptera: Carabidae) of Connecticut's Trap Rocks: Contextualizing Insect Communities through a Habitat Framework: Year Two of Field Work	\$ 5,000.00
Catusus, Natalie		Subjects Adrift: Cuban and Haitian Sea Migration in Literature and Art (book manuscript)	\$ 4,991.00
Chakraborty, Sourav		Determination of anthocyanins from Jaltomata fruits	\$ 5,000.00
Chase, Daniel		The development of neuron-specific pre- and post-synaptic marker proteins to localize the DOP-2 receptor to specific synapses in ASH	\$ 5,000.00
Chen, Jason		An Innovative Pedagogical Design and Students' Deep Learning	\$ 5,000.00
Choi, Jiyong	Lee, Namhun	Data-Driven Framework for Enhancing Strategic Highway Safety Planning	\$ 7,288.00
Cohen, Diana		Women of the Hobby: Sport Card Collecting in the Digital Age	\$ 5,000.00
Cole, Haile		Belly: An American Love Story	\$ 5,000.00
Corbera Lopez, Silvia		Decision Making and Information Processing in Conspiracy vs Delusional and Paranoid Thinking	\$ 5,000.00
Criscola, Jeanne	Bloomer, Peggy; Shell, Elbert (Ken)	The PERCH	\$ -

Crundwell, Guy		Metal-Ligand Extended Frameworks - Silver Perchlorate Networks with Thiophene Containing Methanimine Analogs	\$ 4,686.00
Dehigaspitiya, Dilani		Design and Synthesis of a Multivalent Inhibitor of Human $\beta$ -Tryptase	\$ 5,000.00
Dharavath, Haji Naik		Influence of Substrate Properties (Weight/Thickness and Brightness) on the G7 Master Compliance through a Color Managed Digital Printing Workflow	\$ 5,000.00
Diouf, Mbaye		Developing of Novel Optical Systems for Biophotonics and Sensing Applications Using Space-Time Light Sheets	\$ -
Dlugolenski, Eric	Schnobrich-Davis, Julie	Detective Training: Addressing Gaps, Challenges, and Opportunities in Modern Investigative Practices	\$ 9,699.00
Dowling, Robert		David Foster Wallace: A Biography	\$ 5,000.00
Efremoff, Ted		Il Trovatore: The Joyful Philosophy of Carlo Citron	\$ 5,000.00
Fallahi, Carolyn		The Moderating Effects of Race and Socioeconomic Status on Family Rejection in Racially Diverse Sexual Minorities	\$ 5,000.00
Farhat, Joseph		Disclosure to Decisions: How ESG Impacts Corporate Debt Equity Financing Choice	\$ 5,000.00
Gallagher, Sean		These Wine-Dark, Warming Currents, Rising: Solo Art Exhibition Portraying Climate Change in Our Oceans	\$ 4,690.00
Garbovskiy, Yuriy		Improving Control Over the Properties of Liquid Crystals Using Various Types of Nanomaterials	\$ 3,750.00
Gilmore, Susan		"Language of the Unheard": Riot on the American Cultural Stage	\$ -
Goh, Tan Leng	Leong, Chee Hoi	The Effects of the "Fit and Healthy" Program on Students' Physical Activity, Fitness Levels, and Dietary Habits	\$ 10,000.00
Gotchev, Ivan		On Arhangel'skii's Inequality and Bonanzinga's Question	\$ 5,000.00
Green, Ashley		Queering Femininity: Exploring Diverse Understandings of Femme Embodiment and Identity	\$ 5,000.00
Hammad, Khaled		The Confined Flow Behavior of Submerged Annular Viscoplastic Jets	\$ 5,000.00
Hapeman, Paul		Distribution and Density of American mink (Neogale vison) in Suitable Habitat in Connecticut	\$ 5,000.00

Hartwig, Heidi		Catholic Conversion in <i>La Cathedrale</i> : Going to the Sources of J.-K. Huysmans' Novel	\$ 5,000.00
Hassan, Md Rafiul	Rahman, Mohammad	Multimodal Fake News Detection for Supply Chain Resilience Using Advanced Machine Learning Techniques	\$ 3,675.00
Heck, James		Post-Production Computer for Two Documentary Films	\$ 2,379.00
Henry, Wesley		A Statewide Analysis of Connecticut School District Increasing Educator Diversity Plans	\$ 5,000.00
Hoopengardner, Barry		RNA Editing in Halictid bees	\$ 5,000.00
Jarrett, Jeremiah		The barnacle <i>Chthamalus dalli</i> – its southern limit and evidence of defensive plasticity in response to two predatory snails	\$ 4,741.00
Jayasinghe, Dharshani Lakmali		<i>The Selalihini Sandeshaya (The Starling's Message)</i> : A Messenger Epic Poem	\$ 5,000.00
Johnson, Steven		Surface Science Guided Alloy Development to Achieve Free Sintering Mg Alloy Powders	\$ 5,000.00
Jones, Mark		An Emotional Revolution: Loves and Loyalties in Imperial Japan	\$ 5,000.00
Kapper, Martin		Environmental Adaptation: Using Western Blotting and ELISA to Determine the Role of Chaperone Proteins in Adaptation to a	\$ 4,365.00
King, Thomas		Assessing the Effect of Maternal Age on X Chromosome Non-disjunction in <i>Drosophila Melanogaster</i>	\$ 5,000.00
Koulidobrova, Elena "Helen"		Collaborative Language Documentation and Community Practices in Response to a Crisis among the <i>Recently Contacted Nations</i> : Waorani Communities in Ecuador	\$ 5,000.00
Kraczkowski, Michelle		Effects of Climate Change for the Northern Diamondback Terrapin in Connecticut	\$ 5,000.00
Kurkovsky, Stan		International Experiences in Integrating Community-Based Service Learning into Computer Science Education	\$ 5,000.00
Kusaila, Michelle	Schnobrich-Davis, Julie	Quantitative Analysis of Financial Crime Scams Targeting Adults	\$ 10,000.00
Lee, Lee		Contingency Theory of Leadership Reframed: A Cross-sectional and cross- cultural comparative Study	\$ 4,700.00

Lee, Namhun	Choi, Jiyong	Creating Pathways to Success: Diversity, Inclusion, and Community in Construction Management	\$ -
Lee, Wonil		Building Cleaners Using Backpack Vacuum	\$ -
Ling, Xiao		Asymmetric Pricing in the Small: Strategic Intent, Business Cycles, and Sociopolitical Influence	\$ 5,000.00
Mahjoob, Mohammad	Baumann, Peter	Congruence of Finite Element Analysis and Mechanical Testing of Long Bones	\$ 7,500.00
Maurer, Sarah		Formation of RNA Polymers by Wet-Dry Cycling Under Using Abiotic Liposomes to Understand the Origins of Life	\$ 5,000.00
Meng, Yungliang		Suicide Rates and Contextual Characteristics in Connecticut: A Case Study at the County Subdivision-Level	\$ 3,000.00
Mione, Thomas		You Say Tomato, I Say <i>Jaltomata</i>	\$ 1,350.00
Mitrano, John		Putting the "Social" in the Social Construction of Ethnic Identity: A Case Study	\$ 2,408.00
Mortensen, Dena		Higher Ed Instructional Practices and Code Knowledge for Reading	\$ 4,942.00
Naoumov, Viatcheslav		Study of the Enhancing of Combustion Performances of Pafaiin-Based Bio-derived Fuels in the Lab-Scale Hybrid Propellant Rocket Engine Using Additives	\$ 5,000.00
Nigro, Lisa		Exploration of the Fungal Microbiome of Ecologically Important Seaweeds	\$ 5,000.00
Oyewumi, Oluyinka		Anthropogenic Impact of an Historic Hat Factory on Mercury and Trace elements along Still River and surrounding topsoil, Danbury CT	\$ 5,000.00
Perdomo, Oscar		New Examples of CMC hypersurfaces in de Sitter and anti de Sitter spaces	\$ 3,750.00
Pope, Cynthia		The Gendered Impacts of COVID-19 in Havana and Matanzas, Cuba	\$ 5,000.00
Potter, Christopher		Investigation of HOXC13 interaction with the Desmocollin 2 promoter region in a cell culture model	\$ 5,000.00
Pozorski, Aimee		Razing Fences: Research in the August Wilson Archives at University of Pittsburgh	\$ 1,868.00
Protzko, John		How We See the Past, Present, and Future	\$ 4,800.00

Ragusett, Jared		Disseminating Heterodox Economics in an Age of Artificial Intelligence (A.I.): Understanding the Challenges and Opportunities	\$ 4,182.72
Ritzenhoff, Karen		Black Cinema and African American Women Directors: A New Visual Vernacular	\$ 5,000.00
Saha, Krishna		Measures of Association in Multiple Comparative Trials with Binary Outcomes	\$ 3,750.00
Sharma, Nimmi		The Investigation of New Techniques for Lidar Instrumentation Design for Air Pollution and Atmospheric Studies	\$ 5,000.00
Singh, Gurbakhshash		Implementing predictive methods for the log cumulative probability model	\$ 5,000.00
Singhal, Rahul		Synthesis and Characterization of Reduced Graphene Induced Cobalt and Molybdenum Oxide Materials for Supercapacitor Applications	\$ 5,000.00
Snyder, Jason	Boncoddo, Rebecca	Yes, And...Career Readiness: Improvisation as a Catalyst for Career Competencies	\$ 10,000.00
Sommers, Brian		Innovations in Wine Tourism	\$ 4,983.00
Wang, Haoyu		Automated Airfoil Comprehensive Inspection System Based on Robotics and Multi-Modal Sensing	\$ 5,000.00
Warshauer, Matthew		Out of the Shadows: A History of the Connecticut 29th Black Civil War Regiment	\$ 3,750.00
Westcott, Barry		Structural, Electronic, and Magnetic Studies of Novel Transition-Metal Dioximes	\$ 5,000.00
Wizevich, Michael		Getting to the Bottom of the Cretaceous on the Colorado Plateau	\$ 5,000.00
Wolff, Robert		The Seeming Paradox of Elihu Burritt's Antislavery Thought	\$ 4,558.00
Zadi, Samuel		To Write a Paper titled, "Perversions of Traditional Social Safety Nets in Mariama Ba's Une <u>Si Longue Lettre</u> (So Long A Letter)"	\$ 2,500.00
Zalewski, Leanne		From Costume Ball to the Paris Salon: Princess Mathilde's Une Fellah	\$ 5,000.00
<b>Total</b>			<b>\$ 373,305.72</b>
<b>Funding Available</b>			<b>\$405,246.00</b>
<b>Carry-Over</b>			<b>\$81,697.00</b>

**ECSU 2025-26 Roster of Faculty Research Grants for BOR**

<b>Name</b>	<b>Grant Title</b>	<b>Amount Funded</b>
Stanislaw Kolek & Lyndsey Lanagan-Leitzel	“Investigating Search Errors in Driving and Lifeguarding	9,998.00
Fatma Pakdil & Steve Muchiri	“A Multivariate Analysis on Monitoring Length of Stay, Readmission, and Discharge Cost at Hospitals Using Machine Learning”	10,000.00
Martín Mendoza-Botelho	“The Challenges of Democratic Consolidation through Constitutional Means: The Appropriation and Manipulation of Constitutional Courts in South Africa and Bolivia”	5,000.00
Nicolas Simon	“Evaluating the Cost and Equity Implications of Equitable Access Textbooks Policies Across Connecticut State Universities and Charter Oak State College”	5,300.00
Courtney Broschious	“The Impact of Immigration Status on Public Perceptions of Sentencing Outcomes in Criminal Cases”	5,000.00
Sara Newman Carroll	“Beyond the Rails: How Trail Access Can Shape a Healthier, More Inclusive Connecticut”	5,000.00
James Diller	“Exploring Ethics of Human Subjects Research with B. F. Skinner”	\$2,240.00
Sukeshini Grandhi	“Public Perceptions of AI in Legal Drafting: Examining Attitudes Towards AI-Generated Law”	\$5,000.00
Meng Guo	“ESG and Sustainability in Accounting Curricula: Insights and Directions for Educators”	\$5,000.00
Phyllis Lee	“Analysis of National Data on School Mental Health Services	\$3,629.00
Li Liang	“Financial Literacy and Wellbeing Among the AAPI Puerto Rican Communities in the US”	\$5,000.00
Xing Liu	“Multilevel Negative Binomial Regression Models for Count Response Variables in Educational Research”	\$4,960.00
Nahyun Oh	“Digital Frontiers: Empowering Women Entrepreneurs through Emerging Technologies”	\$5,000.00
Sudha Swaminathan	“Longitudinal Study of Early Sciences Development in Children from 24 to 48 Months”	\$2,894.00
T. Caitlin Vasquez-O’Brien	“Daycares Divided: Exploring Discrimination in Early Childcare Settings”	\$5,000.00
Sarah Walters	“Bridging Climate, Health, and Housing: Understanding EMA Utilization for Heat-Related Illnesses Among Connecticut’s Vulnerable Populations”	\$5,000.00
Amy Bataille	“Examining the Utility of Early Kidney Biomarkers in Human Renal Proximal Tubule Cells through Mentor-directed Undergraduate Research”	\$4,800.00
Atef Bondok	“Detecting Malicious Clients in Personalized Federated Learning”	\$4,859.00
Brian Connolly	“Kentucky Coffee Tree Seed Germination and Cannabis Rooting Response to Plant Hormones”	\$4,200.00
Ashley Cote	“Predicting Success in Undergraduate Nursing Pathophysiology”	\$5,000.00
Peter Drzewiecki	“Using Paleosols and Lacustrine Limestone to Reconstruct the Devonian Landscape of Southeastern New York”	\$4,895.00
Kehan Gao & Sarah Tasneem	“Advancing AI with Vision Transformers: A Comparative Study of Image Classification”	\$10,000.00
Amy C. Groth	“CRISP Engineering to Study Human Disease in <i>C. elegans</i> ”	\$5,000.00
Joshua Idjadi	“Forgotten Reef Residents: How are Cryptofaunal Communities Changing as Degraded Reefs become Algal Dominated?”	\$4,290.00
Syed Islam	“Detection of Toxic Heavy Metals in Cannabis Rolling Papers Using Surface-Enhanced Raman Spectroscopy (SERS)”	\$5,000.00
Chantal Larose	“Uncovering Influences on the Parenting Expectation Gap for Lesbian, Gay, and Bisexual Adults through Data Science”	\$2,500.00

Kurt Lucin	“Investigating Immune Evasion by Bacteria in the Brain”	\$5,000.00
Barbara Murdoch	“Discovering the Diverse Microbiome of Scorpion Venom”	\$5,000.00
Vijaykumar Veerappan	“Forward Genetics of Symbiotic Nitrogen Fixation and Anthocyanin Pigmentation in the Model Legume Plant <i>Medicago truncatula</i> ”	\$5,000.00
Michelle Bacholle	“International Presentations (UK, Turkey, Greece) on Nobel Prize Winner Annie Ernaux”	\$5,000.00
Thomas Balcerski	“The Greatest Party Ever Known: A History of Democrats from Jefferson to Biden”	\$5,000.00
Caitlin Carenen	“The Beginning of a Beautiful Friendship: The U.S. in Iceland, 1944-1970”	\$5,000.00
Miriam Chirico	“Research for Book-Length Manuscript: <i>“Lazzo of the Looking-glass Self: Comedy and the Loss of Identity”</i> ”	\$3,000.00
Brian Day	“Documentary Film-The Ocoee Project”	\$5,000.00
Daniel Donaghy	“ <i>The Language after Loss</i> : A collection of original poems”	\$5,000.00
Maeve Doyle	“Queering Medieval Art”	\$5,000.00
Lora Li	“Contemporary Watercolor Illustrations”	\$5,000.00
Raouf Mama	“The Debt”	\$5,000.00
Kenneth McNeil	“A Visit to the Archies at Yale University in Support of my book: <i>Scottish Literature and Cultural Memory in the Nineteenth Century</i> ”	\$1,592.00
Scott Moore	“The Militarization of Education: Austrian Physical Education Reform and Military Planning on the Eve of the First World War”	\$5,000.00
Kristen Morgan	“From Ancient to Modern: Site-specific Research for an Operatic Adaptation of Sophocles’ <i>Ajax</i> ”	\$5,000.00
Allison Speicher	“ <i>Fictions of Age: Literary History of Age in Nineteenth-Century America</i> ”	\$3000.00
Christopher Torockio	“ <i>The Lifespan of Elephants: A Novel</i> ”	\$5,000.00
Bryan Oakley	“Collection and Analysis of Prehistoric Paleostorm Records from Moonstone Beach and Cardspond Coastal Lagoon”	\$5,000.00
Total		\$219,657.00
Funding Available		\$254,203.00
Carry Over		\$34,546

**SCSU 2025 Roster of Faculty Research Grants for BOR**

<b>Name</b>	<b>Grant Title</b>	<b>Amount Funded</b>
Julian B. Smith	Effect of Swallow Exercise on Mealtime Oral Efficiency	\$5,000
Michael J. Rogers	Late Pleistocene and Holocene Archaeological Excavations at Gona, Ethiopia: A Continuation	\$5,000
Joseph P. Milone	Beyond the Rails: How Trail Access Can Shape a Healthier, More Inclusive Connecticut	\$10,000
Jennifer A. McCullagh	Central Auditory Processing and Perception of Auditory Difficulty in Younger and Older Adults	\$5,000
Kristie L. Rupp	Weight Bias and Implications for Pedagogy Among Professors Teaching Future Healthcare Professionals	\$9,475
Marisa E. Ferraro	Creating access across contexts for multilingual students: Identifying supports for all educators	\$5,000
Dana L. Rogers	Examining the effectiveness of persuasive communication interventions at reducing the community-level stigma of abortion.	\$4,880
Thuan Q. Vu	Translating Vietnamese Travel Imagery	\$5,000
Christian P. Heidkamp	A Blue Economy Agenda for Northern Norway? Challenges and Opportunities	\$4,997
Jessica S. Powell	Queer Spaces of Belonging and Possible Futures: A Critical Ethnographic Case Study of a School Community	\$6,500
Atul A. Kulkarni	The Influence of Product Packaging Characteristics on Consumers' Sustainability Judgments	\$10,000
Peiwen Wang	Why Stay?: A Community Cultural Wealth Perspective of Teachers of Color's Retention in K-12 Schools	\$5,000
Sebastian A. Perumbilly	Ethical Navigation through Professional Boundaries in the Digital Age: A Mixed Methods Study on Social Media Use Among Licensed Psychotherapists	\$4,768
Scott M. Graves	Development threats to Iceland's iconic surf locale: a stakeholder engagement opportunity to find common ground compromise.	\$4,841
Anastasia Sorokina	English learners in Postsecondary Education	\$5,000
Andrew J. Smyth	Education, Equity, and Dual Enrollment English Programs	\$2,500
Younjun Kim	New Firm Location Choices Before and After COVID-19 Pandemic	\$9,000



Joshua B. Groffman	Book project: Home is a Fire: Music, Sound, and Environmental Ideology in New York's Hudson Valley.	\$5,000
Andrew M. Richmond	Digitally Mediating Medieval Literary Environments	\$2,600
Erin K. Larkin	The Italian Colony of New Haven: A digital exhibition of a 1921 immigrant's survival guide to life in New Haven	\$2,500
Elena G. Schmitt	Exploring the Role of COIL in Developing the Understanding of Bilingualism Among US and Colombian Students of TESOL	\$5,000
Jeffrey T. Slomba	Asàrotos òikos "the unswept floor": 3D printing a sculpture installation in color	\$5,000
Miranda Dunbar	Using thermal cameras to explore vampire bat thermoregulation	\$4,450
Khoa H. Nguyen	How do geopolitical risks and uncertainty shape new business activities in the U.S.?	\$4,990
Sousan Arafeh	Initial Survey Scale Development for the "Opportunity to Teach" and "Opportunity to Lead" Constructs	\$4,775
Junhong Wang	AI, Big Data, and Consumer Wellbeing: Navigating Ethical and Sustainability Challenges	\$5,000
JoAnn A. Abe	Using AI to Illuminate Transformative Aesthetic Experiences	\$5,000
Hanyong Chung	Regulatory Fragmentation and Operational Efficiency	\$5,000
Young K. Kim	"GAP Analysis of Soft Skills in the Transition from College to the Workplace"	\$7,000
Anuli Njoku	Climate Justice, Safe Drinking Water and Health: Challenges and Solutions	\$5,000
Miaowei Weng	In-Between Worlds: Exploring Chiñol Identity Through Clothing, Body, and Space	\$5,000
Mia Brownell	Bacchanalia: The imagined still lives of food, wine, excess and ecstasy	\$5,000
Terrence Lavin	Digital / Traditional: Adapting Current 3D Resin Printing Technology to Jewelry & Metal Design and Production (*on a budget)	\$5,000
Giuseppina Palma	Pontano and the Renaissance at the Court of Aragon	\$5,000
Wendeline A. Hardenberg	Support for Translation Residencies during Sabbatical	\$5,000
Steven P. Brady	Understanding Adaptive Trade-Offs in Amphibians Facing Road Salt Pollution	\$5,000
MD S. Hossain	AI-Powered Fusion Models for Improving the Performance of Age Group Detection	\$5,000
Hyoseok Kim	Sacred Values Frames Lead to Greater Intractability than Consequentialist Frames	\$5,000
Camille Serchuk	The Empty Ocean: Mapping and Blank Space in European Early Modernity	\$5,000
Sarah M. Roe	"The History of Female Medicine and the Rise of Technology: how norms and values have shaped the way we understand women"	\$5,000

Emma L. Cross	Impacts of fish farm installation on zooplankton abundance and diversity in an East Icelandic fjord	\$5,000
Armen T. Marsoobian	Armenians of Greece: Exile, Assimilation, and Community Building.	\$5,000
Kelly B. Bordner	Effects of early prenatal THC exposure on subsequent addiction, anxiety and social behaviors in the rat model	\$10,000
Laura A. Bower-Phipps	Repurposing Teacher Evaluation as a Tool in Pursuit of Teacher Retention	\$5,000
Yulei Pang	AI-Driven Solutions for Predicting and Controlling Stem Cell Differentiation Pathways	\$5,000
Jonathan C. Weinbaum	Excavation and Interpretation of a Late Triassic fossil site in the southwestern United States	\$5,000
Mohammad T. Islam	RETGEN: A Multi-Component Generative Framework for Synthesizing Retinal Images with Multiple Disease Manifestations	\$5,000
Nicholas D. Fedorchuk	Impact of sea level changes and terrestrial sediment flux on mud mound reef distribution and diversity during the early Ordovician	\$5,000
Jason C. Patalinghug	The Relationship Between Exchange Rates, Trade and Economic Growth in the Philippine Context	\$2,500
Jeremy N. Chandler	Terra Incognita: Creating and Exhibiting Lens-Based Artwork	\$5,000
Ericka C. Barnes	Characterization of the Adsorptive Properties of Biochar for Direct Air Capture of Carbon Dioxide	\$5,000
Kelly A. Stiver	Use of visual cues in spatial navigation by <i>Symphodus ocellatus</i>	\$5,000
Binlin Wu	A pilot study to develop a novel characterization technique based on Terahertz Raman Spectroscopy	\$5,000
Melvin J. Lesley	Exploring the Synthesis and Reactivity of Novel Tamoxifen Derivatives via the Multi-component Petasis Reaction	\$5,000
Mengchuan Wang	Household Investors in the Age of AI	\$5,000
Qu Chen	Geriatric Counseling Readiness Assisting Families Cope with Chronic Pain: A Mixed-Method Study	\$5,000
Han Yu	Regulatory Shifts and Their Impact on the Pharmaceutical and Bio-Tech Industry	\$5,000
Jia Yu	The Integration of Artificial Intelligence in Nursing Homes	\$5,000
Adiel Coca	"Anticancer and Antibacterial Study of Tetramic Acid Derivatives	\$5,000
Kelly Ann A. Coleman	Investigating occupational prestige from the allied health student's perspective	\$5,000
Joan C. Weir	Study of Student Support System in a Teacher Preparation Program Phase 2	\$15,000
Jiong Dong Pang	Molecular Dynamic and Kinetic Studies on the Inhibition of Secondary Metabolites to Cholinesterase Enzymes in Neurotransmission and Age-Related Neurodegenerative Diseases	\$5,000

James K. Kearns	Can Liquid Chromatography Mass Spectrometry be used to identify new natural products/antibiotic molecules for the treatment of <i>Borrelia Burgdorferi</i> (the Lyme Infection)?	\$5,000
Brianna V. Garrison	Examining the impact of ageism and loneliness on social connection	\$5,000
Yan Q. Liu	A Gestural Pathway Platform for K-12 Students to Support Next Generation Science Standards (NGSS)	\$10,000
Sarah C. Crawford	Regulation of Cell Differentiation Versus Its Abnormal Counterpart, malignant tumor formation in brain tumor model, <i>Drosophila melanogaster</i>	\$5,000
Todd R. Ryder	Petasis Reactions of Acetol	\$5,000
Zheni Wang	The Cross-Cultural Comparison in China and the US as Part of a Cross-national Study on Democracy, Basic Psychological Needs, and Well-being Across the World	\$5,000
Vara S. Neverow	Resisting Patriarchy: Virginia Woolf, Feminism and Sexual Politics	\$5,000
Birasnav Muthuraj	"Implementation of Green Supply Chain Management Practices: The Roles of Stakeholder Pressure and Leadership	\$15,000
Joy O. Jegede	An Inclusive DEI Training: Expanding SCSU Pedagogy in Consideration of African Immigrants & Refugees	\$5,000
Total Requested		\$395,776
Funding Available		\$406,144
Funds Carried Over from Last Year		\$45,061

**WCSU 2025-26 WCSU Roster of Faculty Research Grants for BOR**

<b>Name</b>	<b>Grant Title</b>	<b>Amount Funded</b>
<b>FAH</b>		
Galina Bakhtiarova	One Hundred Years of Oblivion: women in Spanish and Latin American Modernism and Surrealism	\$5,000
Stacey Alba Hawkins	Poetry Translation	\$5,000
Joshua Rosenthal	Clemency Practices in Colombia	\$3,914
<b>SSBE</b>		
Carina Bandhauer	Impact of the second Trump Administration on the anti-immigrant movement	\$5,000
Ming-Ling Chuang	Can localization of semiconductor supply chain spark the U.S. semiconductor industry again?	\$5,000
Jessica Eckstein	The Technology-mediated Abuse Scale	\$4,981
Nicholas Gallucci	Validation of a Performance Anxiety Inventory	\$5,000
Xiaowen Jiang	Content of Aggregate Book-Tax Differences	\$5,000
Casey Jordan	Celebrity-rapist typology	\$5,000
Jessica Kraybill	A comparative study of psychology doctoral teaching courses	\$5,000
Katie Lever/Tricia Stewart	The role of socialization and social identification in Doctorate of Education graduation rates	\$10,000
Wenguang Lin	Predicting dynamic investment factor premiums through the lens of machine learning	\$5,000
Manoj Misra	Neoliberal development, resistance, and asymmetric environmentalism	\$5,000
Owoye Oluwole/Zuohong Pan/Rotua Lumbantobing	Problems of enrollment-retention-graduation rates in public higher education in the U.S.	\$15,000
Katherine Roe	Partnerships in Western Connecticut	\$5,000
Divya Sharma	Examining research ethics and guidelines in practice in non-Western settings	\$5,000
Emily Stevens/Krista Heybruck	Evaluation of the “Wolf Tracks” walking path: A collaborative public health program	\$10,000
Howell Williams	Masculinity, gay men, and the Men’s Movement	\$5,000
<b>LPMCET</b>		
James Boyle	Geophysical Fluid Dynamics, Buoyancy, and Fluxes	\$5,000
Joshua Cordeira	Obesity as a Public Health Challenge	\$5,000
Kristin Giamanco	Linking components of the perineuronal net	\$5,000
Michelle Monette	Towards an understanding of physiological cross-tolerance in an estuarine fish	\$5,000
Theodora Pinou	Investigation of the host-symbiont morphological relationship between sea turtle epibionts and the olive ridley sea turtle	\$5,000
Xiaodi Wang	An integrated approach to analyzing scRNA-seq-derived cell-cell interactions	\$5,000
Xiaojian Wu/Shahab Band	Enhancing safety in hazardous environments: A robotic solution	\$10,000
<b>Total</b>		<b>\$148,895</b>
<b>Funding Available</b>		<b>\$266,528</b>
<b>Carry Over</b>		<b>\$117,633</b>

# **CSCU** Board of Regents

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

### **RESOLUTION**

Recognizing

Connecticut State Colleges and Universities

Phi Theta Kappa (PTK) All-Connecticut Academic Team

May 28, 2025

- WHEREAS,** it is central to the mission of the Connecticut State Colleges and Universities (CSCU) to engage students in educational experiences that prepare them to continue their academic pursuits and begin careers, well-prepared to meet the evolving demands of the state's workforce; and
- WHEREAS,** the Board of Regents for Higher Education embraces an unwavering commitment to academic excellence, leadership, and career development; and
- WHEREAS,** the All-Connecticut Academic Team is one of the All-USA Community College qualifying teams sponsored by Phi Theta Kappa, the international honor society of two-year colleges and academic programs; and
- WHEREAS,** each student selected for the All-Connecticut Academic Team is earning an associate degree, maintains a 3.5 GPA or higher and is involved in campus activities; and
- WHEREAS,** the 2024 – 2025 All-CT Academic Team includes 23 outstanding CSCU Community College students:

<b>Campus</b>	<b>Name</b>
CT State Asnuntuck	Nathan Fabrizi
CT State Capital	Mariza Genovez-Carranza
CT State Capital	Collins Mensah
CT State Capital	Pierre Evens Octanvil
CT State Capital	Jahlani Ustanny
CT State Gateway	Bianca Belade
CT State Gateway	Nuha Ibrahim
CT State Housatonic	Dang Ly
CT State Manchester	Shuniria Rogers-Dailey
CT State Middlesex	Hanif Barrett
CT State Middlesex	Matthew Puzzo
CT State Naugatuck Valley	Heather Albrycht
CT State Naugatuck Valley	Nicole Jordan
CT State Northwestern	Oslo Schaller
CT State Northwestern	Juniper Zinck
CT State Norwalk	Samantha Lally

CT State Norwalk	Jhaelin Thomas
CT State Quinebaug Valley	Trajan Aceto
CT State Quinebaug Valley	Connor Vassar
CT State Three Rivers	Ashlynn Miles
CT State Three Rivers	Alyssa Wierzbicki
CT State Tunxis	Lissie Flores
CT State Tunxis	Natalia Lopez

**WHEREAS,** the Coca-Cola Academic Team and New Century Scholars; and  
**WHEREAS,** Professors Todd Bryda devoted his time and expertise in preparing the students for selection; now therefore, be it  
**RESOLVED** that the Connecticut State Colleges and Universities Board of Regents for Higher Education hereby recognizes the outstanding accomplishments of the students of the 2024 – 2025 All-CT Academic Team and advisors.

A True Copy:

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

# **CSCU** Board of Regents

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

### **RESOLUTION**

Recognizing

Connecticut State Colleges and Universities

Henry Barnard Distinguished Student Award Recipients

May 28, 2025

**WHEREAS**, it is central to the mission of the Connecticut State Colleges and Universities (CSCU) to engage students in educational experiences that prepare them to continue their academic pursuits and begin careers, well-prepared to meet the evolving demands of the state's workforce; and

**WHEREAS**, the Board of Regents for Higher Education embraces an unwavering commitment to academic excellence, leadership, and career development; and

**WHEREAS**, the Henry Barnard Distinguished Student Award Recipients are chosen by their respective Connecticut State University and presented with the award and a \$500 scholarship by the Connecticut State Colleges and Universities Foundation; and

**WHEREAS**, each student has maintained a 3.7 grade-point average and has a record of substantial voluntary service to their universities and communities; and

**WHEREAS**, twelve students representing the Connecticut State Universities have received a 2025 Henry Barnard Distinguished Student Award:

#### Central Connecticut State University

Courtney Chamberland

Jacob Deschaine

Sonja Koni

Areesha Waseem

#### Eastern Connecticut State University

Dana Arroyo Infante

Ryan Toomey

#### Southern Connecticut State University

Wajiha Ali

Peter Borzillo

Jordan Cervantes

Yasieli Perez

#### Western Connecticut State University

Sara Azzi

Diana Rebelo

**BE IT RESOLVED** that the Connecticut State Colleges and Universities Board of Regents for Higher Education hereby recognizes the outstanding accomplishments of the student recipients of the 2025 Henry Barnard Distinguished Student Award.

A True Copy:

---

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



# Board of Regents

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

### **RESOLUTION**

Concerning

Promotions and Tenures

May 28, 2025

RESOLVED: That the Board of Regents for Higher Education approve the 2025 promotions and tenures recommended by the Presidents of the Connecticut State Universities.

A True Copy:

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

**ITEM**

Approval of the 2025 promotions and tenures recommended by the Presidents of the Connecticut State Universities.

**BACKGROUND**

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

**RECOMMENDATION**


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

05/9/2025 – BOR - Academic and Student Affairs Committee  
05/28/2025 – Board of Regents



## MEMORANDUM

**TO:** Terrence Cheng, Chancellor  
Connecticut State Colleges and Universities System

**FROM:** Zulma R. Toro, President   
Central Connecticut State University

**DATE:** April 29, 2025

**SUBJECT:** Promotion and Tenure Recommendations

I am pleased to present my recommendations for instructional faculty promotion and tenure to be effective with the Academic Year 2025-26:

### To Professor

Myungjin Chae, Manufacturing & Construction Management  
Jason Chen, Accounting  
Betsy Dobbs-McAuliffe, Biomolecular Sciences  
Brian Flinn, Art & Design  
Rocio Fuentes, World Languages, Literatures & Cultures  
Timothy Garceau, Geography, Anthropology & Tourism  
Eugena Givens, Criminology & Criminal Justice  
Eric Kirby, Manufacturing & Construction Management  
Joanne Leon, Social Work  
Mohammad Mahjoob, Engineering  
Thomas McCarthy, Physical Education & Human Performance  
Mohammad Rahman, Manufacturing & Construction Management  
Hamid Sakaki, Finance  
Rahul Singhal, Physics & Engineering Physics

### To Associate Professor

Melissa Gunter, Mathematical Sciences  
James Heck, Communication  
Ran Liu, Marketing  
Christopher Potter, Biology  
Gaylon Robinson, Music  
Jessica Rutherford, World Languages, Literatures & Cultures  
Karen Santoro, Mathematical Sciences  
Viktoria Savatorova, Mathematical Sciences  
Allison Seifert Gonzales, Physical Education & Human Performance

Office of the President

1615 Stanley Street, P.O. Box 4010, New Britain, CT 06050 | tel: 860.832.3000 | fax: 860.832.3033

[ccsu.edu](http://ccsu.edu)

To Associate Librarian

Brian Matzke, Library

To Full Counselor

Gladys Moreno-Fuentes, Counseling & Wellness

The following will be granted Tenure

Keshab Acharya, Management & Organization

Melissa Gunter, Mathematical Sciences

James Heck, Communication

Wesley Henry, Educational Leadership, Policy and Instructional Technology

Mohammad Mahjoob, Engineering

Ran Liu, Marketing

Brian Matzke, Library

Weihong Ning, Management Information System

Christopher Potter, Biology

Gaylon Robinson, Music

Jessica Rutherford, World Languages, Literatures & Cultures

Nadeem Shahid, Accounting

Radu Vlas, Management Information System

Mahdieh Zabihimayvan, Computer Science



MEMORANDUM

TO: Dr. Zulma Toro, President *ZAT*

FROM: Dr. Kimberly Kostelis, Provost & Vice President of Academic Affairs  
*Kim K*

DATE: December 4, 2024

SUBJECT: Promotion and Tenure

I am pleased to present my recommendations for instructional faculty promotion and tenure to be effective with the Calendar Year 2025:

To Associate Counselor  
Jessica Ofray, Counseling and Wellness

The following will be granted Tenure  
Jessica Ofray, Counseling and Wellness

/jd

c: C. Wethje



## EASTERN CONNECTICUT STATE UNIVERSITY

*Office of the President*

April 15, 2025

Terrance Cheng  
Chancellor, Board of Regents for Higher Education  
Connecticut State Colleges and Universities  
61 Woodland Street  
Hartford, CT 06105-2237

Dear Chancellor Cheng,

The following are my recommendations for Promotion and Tenure for candidates reviewed in Spring 2025.

### **TENURE**

Dr. Sara Carroll (Health Sciences & Nursing)

Ms. Christi Craig (Counseling)

### **PROMOTION TO FULL PROFESSOR**

Dr. Thomas Balcerski (History)

Dr. Courtney Broschious (Political Science, Philosophy, and Geography)

Dr. W. Brett Mattingly (Biology)

Dr. Jenna Scisco (Psychological Science)

Dr. Jordan Youngblood (English)

### **PROMOTION TO ASSOCIATE PROFESSOR**

Dr. Sara Carroll (Health Sciences & Nursing)

Dr. Megan Stanton (Sociology, Anthropology, Criminology, and Social Work)



EASTERN CONNECTICUT STATE UNIVERSITY  
**PROMOTION TO ASSOCIATE COUNSELOR**

Ms. Christi Craig (Counseling)

**PROMOTION TO COACH IV**

Sarit Gluz (Athletics)

**PROMOTION TO LIBRARIAN**

Mr. David Vrooman (Library)

Please let me know if you have any questions.

Sincerely,

Karim Ismaili  
President

Cc: Benjamin F. Pauley, Interim Provost and Vice President for Academic Affairs  
Michelle Delaney, Vice President for Student Affairs

April 17, 2025

Dr. Terrence Cheng  
Chancellor  
Board of Regents for Higher Education  
Connecticut State Colleges & Universities  
39 Woodland Street  
Hartford, CT 06105

Dear Dr. Cheng:

The following are my recommendations for Promotion and Tenure, which will be effective on August 25, 2025:

### **TENURE**

Dr. Andrew Bartlett, Mathematics  
Dr. Qu Chen, Counseling & School Psychology  
Dr. Hangyong Chung, Accounting  
Dr. Kelly Coleman, Health & Movement Sciences  
Dr. Jennier Cooper-Boemmels, Earth Science  
Dr. Karen D'Angelo, Social Work  
Dr. Zara DeLuca, Communication Disorders  
Dr. Shibiao (Bill) Ding, Marketing  
Dr. Brianna Garrison, Social Work  
Dr. Michele Griswold, Public Health  
Ms. Amy Jansen, Library Services

Dr. Miriah Kelly, Environment, Geography & Marine Studies  
Dr. Atul Kulkarni, Marketing  
Dr. Minjae Lee, Management & International Business  
Dr. Kelly Martinez, Nursing  
Dr. Birasnav Muthuraj, Management & International Business  
Dr. Krista Prendergast, Nursing  
Dr. Anastasia Sorokina, World Languages & Literatures  
Ms. Melanie Uribe, Art & Design  
Dr. Heather Wagner, Music  
Dr. Joan Weir, Special Education  
Dr. Alice Wieland, Management & International Business

### **PROMOTION**

#### **From Assistant to Associate Professor:**

Dr. Andrew Bartlett, Mathematics  
Dr. Qu Chen, Counseling & School Psychology  
Dr. Hangyong Chung, Accounting  
Dr. Kelly Coleman, Health & Movement Sciences  
Dr. Jennifer Cooper-Boemmels, Earth Science  
Dr. Karen D'Angelo, Social Work  
Dr. Zara DeLuca, Communication Disorders  
Dr. Shibiao (Bill) Ding, Marketing  
Dr. Brianna Garrison, Social Work  
Dr. Michele Griswold, Public Health  
Ms. Lisa Haylon, Accounting

Dr. Miriah Kelly, Environment, Geography & Marine Studies  
Dr. Shuei Kozu, Social Work  
Dr. Michael Laughlin, Health & Movement Sciences  
Dr. Minjae Lee, Management & International Business  
Dr. Kelly Martinez, Nursing  
Dr. Casey McPherson, Counseling & School Psychology  
Dr. Krista Prendergast, Nursing  
Dr. Anastasia Sorokina, World Languages & Literatures  
Ms. Melanie Uribe, Art & Design  
Dr. Heather Wagner, Music  
Dr. Joan Weir, Special Education



**From Associate to Full Professor:**

Dr. Catherine Abel-Berei, Health & Movement Sciences  
Dr. Mary Jo Archambault, Rec, Tourism & Sport Mgmt  
Dr. Kauther Badr, Management & International Business  
Dr. Stanley Bernard, Public Health  
Dr. Jesse Gleason, World Languages & Literatures  
Dr. Brandon Hutchinson, English  
Dr. James Kearns, Chemistry & Biochemistry  
Dr. Younjun Kim, Economics  
Dr. Atul Kulkarni, Marketing  
Dr. Kimberly Lacey, School of Nursing  
Dr. Venezia Michalsen, Sociology  
Dr. Michael Nizhnikov, Psychology

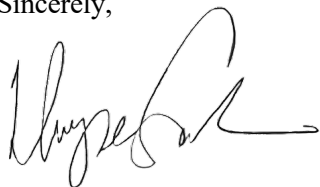
Dr. Kyle O'Brien, Rec, Tourism & Sport Mgmt  
Dr. JiongDong Pang, Chemistry and Biochemistry  
Dr. Marc Robertson, Health & Movement Sciences  
Dr. Sarah Roe, History  
Dr. Melanie Savelli, Communication, Media, & Screen Studies  
Dr. Robert Smith, Management and International Business  
Dr. Amy Smoyer, Social Work  
Dr. Junhong (Emma) Wang, Marketing  
Dr. Yan Wei, Special Education  
Dr. Alice Wieland, Management & International Business  
Dr. Olcay Yavuz, Dept of Educational Leadership & Policy Studies

**From Assistant Librarian to Associate Librarian:**

Ms. Amy Jansen, MLIS, MA. (Library Services)

I kindly request that the Board of Regents act on these recommendations at its May 28, 2025 meeting. Please let me know if you have any questions.


Sincerely,



Dr. Dwayne Smith  
Interim President

DS/jar



TO: Terrence Cheng, Chancellor, Connecticut State Colleges & Universities  
FROM: Dr. Manohar Singh, President (Interim)   
CC: Fred Cratty, Chief Human Resources Officer  
Dr. Stephen Hegedus, Provost & Vice President for Academic Affairs (Interim)  
Dr. Katie Lever-Mazzuto, Promotion & Tenure Committee Co-Chair  
Dr. Patricia O'Neill, Promotion & Tenure Committee Co-Chair  
DATE: April 23, 2025  
RE: Promotion and Tenure Recommendations AY 2025- 2026

---

I support and concur with the recommendations of Provost Stephen Hegedus that the following members receive promotion and tenure effective Academic Year 2025-2026:

**Promotion to Professor**

Dr. Eileen Campbell, Nursing  
Dr. Bernard Gee, Psychology  
Dr. Laurel Larsen, Music  
Dr. Karen McLean, Social Work  
Dr. Manoj Misra, Social Sciences  
Dr. Katherine Roe, Education  
Dr. Michael Shoushani, Mathematics  
Dr. Lai Van Vo, Finance

**Promotion to Associate Professor**

Dr. Jin Sun Ahn, Accounting  
Dr. Jess Kraybill, Psychology  
Dr. Lorrie-Anne Monte, Educational Psychology  
Ms. Rebecca Wade-Rancourt, Social Work  
Dr. Vertna West, Communication & Media Arts

**Tenure**

Dr. Jess Kraybill, Psychology  
Dr. Jeremy Wiggins, Music

**Promotion to Coach IV**

Guy Rancourt, Head Men's Basketball Coach

**Promotion to Coach III**

Don Ferguson, Head Women's Volleyball Coach

MS:moc

Attachments

Last Name	First Name	Program	Employee Type	Campus
Cotnoir	Julie	Tenure	Staff	Asnuntuck
Lombardi	Michael	Tenure	Staff	Asnuntuck
Musulin	Stacey	Tenure	Staff	Asnuntuck

Last Name	First Name	Promotion	Employee Type	Campus
Abera	Hailekiros	Promotion	Staff	Asnuntuck
Bartosiak	Jason	Promotion	Staff	Asnuntuck
Blumberg	Dean	Promotion	Staff	Asnuntuck
Brown	Jen	Promotion	Staff	Asnuntuck
Brown	Travis	Promotion	Staff	Asnuntuck
Chadic	James	Promotion	Faculty	Asnuntuck
Durant	J Ben	Promotion	Staff	Asnuntuck
Ghosh	Sonali	Promotion	Faculty	Asnuntuck
Gorneault	Gregg	Promotion	Staff	Asnuntuck
Lombardi	Michael	Promotion	Staff	Asnuntuck
Marcelino	Joe	Promotion	Staff	Asnuntuck
Rodriquez	Marcos	Promotion	Staff	Asnuntuck
Santaniello	Emily	Promotion	Staff	Asnuntuck
Sullivan	Jillian	Promotion	Staff	Asnuntuck
Thibodeau	Nathan	Promotion	Staff	Asnuntuck
Zieba	Kelly	Promotion	Staff	Asnuntuck
Zou	Qiong	Promotion	Staff	Asnuntuck

Last Name	First Name	Program	Employee Type	Campus	Comments
Kallaba	Mukadeze	Promotion	Staff	Capital	
Moreland	Kristin	Promotion	Staff	Capital	
Guyer	Jennifer	Promotion	Faculty	Capital	
Huff	Jasmine	Promotion	Staff	Capital	
Wain	Trisha	Promotion	Faculty	Capital	
Barnes	Zadrea	Promotion	Faculty	Capital	
Braverman	Lisa	Promotion	Faculty	Capital	
Briggs	Jennifer	Promotion	Faculty	Capital	
Brito	Alfredo	Promotion	Staff	Capital	
Carey	Alexandra	Promotion	Faculty	Capital	
Dibble	Meghan	Promotion	Faculty	Capital	
Dodge	Merideth	Promotion	Faculty	Capital	
Figueroa	Fernando	Promotion	Staff	Capital	
Gilbert	Karen	Promotion	Staff	Capital	
Haddad	Douglas	Promotion	Staff	Capital	
Lee	Kendra	Promotion	Staff	Capital	
Miller	Jacqueline	Promotion	Faculty	Capital	
Moreno	Johanna	Promotion	Staff	Capital	
Nguyen	Thu	Promotion	Staff	Capital	
Patel	JayKumar	Promotion	Faculty	Capital	
Perreira	Susan	Promotion	Staff	Capital	
Rhodes	Eileen	Promotion	Staff	Capital	
Sanchez-Blanco	Adolfo	Promotion	Faculty	Capital	
Scarlet	Reynaldo	Promotion	Faculty	Capital	
Ward	Randall	Promotion	Staff	Capital	

Last Name	First Name	Program	Employee Type	Campus	Comments
Rosenblatt	Julia	Tenure	Faculty	Capital	
Dilone	Odile	Tenure	Staff	Capital	
Ward	Randall	Tenure	Staff	Capital	

Last Name	First Name	Program	Employee T	Campus
Boyko	Lisa	Promotion	Staff	College Office
Crouse	Jennifer	Promotion	Staff	College Office
Cullen	Joseph	Promotion	Staff	College Office
Glabach	Chad	Promotion	Staff	College Office
Labbadia	Ashley	Promotion	Staff	College Office
Lewis	Bryan	Promotion	Staff	College Office
Lopez-Castro	Marisol	Promotion	Staff	College Office
Macnow	Andrea	Promotion	Staff	College Office
Main	Jean	Promotion	Staff	College Office
Malaspina	Margaret	Promotion	Staff	College Office
Martin	Irene	Promotion	Staff	College Office
O'Neill	Erin	Promotion	Staff	College Office
Panicello	Michael	Promotion	Staff	College Office
Pierson	Ryan	Promotion	Staff	College Office
Rodriguez	Jesselica	Promotion	Staff	College Office
Schick	Cynthia	Promotion	Staff	College Office

Last Name	First Name	Program	Employee T	Campus
Schick	Cynthia	Tenure	Staff	College Office

Last Name	First Name	Program	Employee Type	Campus
Giammarino	Cherelle	Promotion	Faculty	Gateway
Jackson	Jacob	Promotion	Faculty	Gateway
Manning	Allyn	Promotion	Faculty	Gateway
Maroney	Eric	Promotion	Faculty	Gateway
Scalia	Nick	Promotion	Faculty	Gateway
Thayer	Richard	Promotion	Faculty	Gateway
Veselak	Kristina	Promotion	Faculty	Gateway
Bonadies	Peter	Promotion	Faculty	Gateway
Braverman	Jonathan	Promotion	Faculty	Gateway
Brown	Caitlin	Promotion	Faculty	Gateway
Furtuna	Riold	Promotion	Faculty	Gateway
Jakubowski	Karin	Promotion	Faculty	Gateway
McDonald	Robert	Promotion	Faculty	Gateway
Murrell	Erik	Promotion	Faculty	Gateway
Rodrgiues	Rose-Mary	Promotion	Faculty	Gateway
Samsel	Metaxia (Mia)	Promotion	Faculty	Gateway
Ahern	Kathleen	Promotion	Staff	Gateway
Barlage	Edward	Promotion	Staff	Gateway
Barnes	Aaliyah	Promotion	Staff	Gateway
Carney	Olivia	Promotion	Staff	Gateway
Chomicz	Ronald	Promotion	Staff	Gateway
Dancy	Victoria	Promotion	Staff	Gateway
Fanning	Amie	Promotion	Staff	Gateway
Foley	Amanda	Promotion	Staff	Gateway
García III	Miguel	Promotion	Staff	Gateway
Gaudioso	Tom	Promotion	Staff	Gateway
Helmeczi	Kristof	Promotion	Staff	Gateway
Kos	Kaitlyn	Promotion	Staff	Gateway
Madeux	Monica	Promotion	Staff	Gateway
Mullaly	Bridget	Promotion	Staff	Gateway
Murray	Kandace	Promotion	Staff	Gateway
Petrovic	Belinda	Promotion	Staff	Gateway
Reyes	Gladis	Promotion	Staff	Gateway
Stewart	William	Promotion	Staff	Gateway
Barrett	Samantha	Promotion	Staff	Gateway
Fries	Derek	Promotion	Staff	Gateway
Guante	Alfred	Promotion	Staff	Gateway
Walsh	Pamela	Promotion	Staff	Gateway

Last Name	First Name	Program	Employee Type	Campus
Thayer	Richard	Tenure	Faculty	Gateway
Gentile	Christopher	Tenure	Faculty	Gateway
Reyes	Gladis	Tenure	Staff	Gateway
Stewart	William	Tenure	Staff	Gateway
Hampton	Todd	Tenure	Staff	Gateway
Jackson	Jacob	Tenure	Faculty	Gateway
Robilotto	Keira	Tenure	Faculty	Gateway
McLawhon	Jessica	Tenure	Faculty	Gateway
Lopez	Maribel	Tenure	Faculty	Gateway
Madeux	Monica	Tenure	Staff	Gateway

Last Name	First Name	Program	Employee Type	Campus
Garcia III	Miguel	Sabbatical	Staff	Gateway

Last Name	First Name	Program	Employee Type	Campus
Pelletier	Andrew	Promotion	Staff	Housatonic
Barajas	Lupita	Promotion	Staff	Housatonic
Sylvester	Taja	Promotion	Staff	Housatonic
Wood	Kimberly	Promotion	Staff	Housatonic
Brown	Sean	Promotion	Faculty	Housatonic
Fabrizio	Vickie	Promotion	Staff	Housatonic
Wehr	Marilyn	Promotion	Staff	Housatonic
Kim	Jaeon	Promotion	Faculty	Housatonic
Gibson	Jeanine	Promotion	Staff	Housatonic
Ratanavong	Susan	Promotion	Staff	Housatonic
Osborne	Emily	Promotion	Staff	Housatonic
Valiantis	Alexandros	Promotion	Staff	Housatonic
Lallay	Sue-Ann	Promotion	Faculty	Housatonic
Zaigirdar	Marufa	Promotion	Staff	Housatonic
Hubbard	Rich	Promotion	Staff	Housatonic
Redmond	Kevin	Promotion	Staff	Housatonic
Jimenez	Natalia	Promotion	Staff	Housatonic
Lefland	Charlotte	Promotion	Staff	Housatonic
Pizarro	David	Promotion	Staff	Housatonic
Bright	Medgine	Promotion	Staff	Housatonic
Reynolds-Kaye	Jennifer	Promotion	Staff	Housatonic

Last Name	First Name	Program	Employee Ty	Campus
Hubbard	Rich	Tenure	Staff	Housatonic
Jimenez	Natalia	Tenure	Staff	Housatonic

Last Name	First Name	Program	Employee Type	Campus
Pepin	Kyle	Sabbatical	Faculty	Housatonic
Favret	John	Sabbatical	Faculty	Housatonic



Last Name	First Name	Program	Employee Ty	Campus
Chambers	Brita	Promotion	Faculty	Manchester
Ambia	Anamul	Promotion	Faculty	Manchester
Aragon	Ricardo	Promotion	Faculty	Manchester
Martinez-Alcaz	Roger	Promotion	Faculty	Manchester
Nowinski	Maggie	Promotion	Faculty	Manchester
Ocassion	Gina	Promotion	Faculty	Manchester
Arroyo	Gail Anne	Promotion	Staff	Manchester
Barnett	Samantha	Promotion	Staff	Manchester
Bergstrom-Lynch	Yoli	Promotion	Staff	Manchester
Blythe	Venica	Promotion	Staff	Manchester
Cleary	Brian	Promotion	Staff	Manchester
Herman	Deborah	Promotion	Staff	Manchester
Marchesani	Gina	Promotion	Staff	Manchester
Mik	John	Promotion	Staff	Manchester
Natoli	Jennifer	Promotion	Staff	Manchester
Player	Katherine	Promotion	Staff	Manchester
Reid	Diana	Promotion	Staff	Manchester
Reyes-Dawes	Wanda	Promotion	Staff	Manchester
Rodreguz	Mariani	Promotion	Staff	Manchester
Sparrow	Anita	Promotion	Staff	Manchester
Schultz	Carleigh	Promotion	Staff	Manchester
LaRocque	Claudia	Promotion	Faculty	Manchester
Londono Diaz	Luz	Promotion	Faculty	Manchester

Last Name	First Name	Program	Employee Ty	Campus	Comments
Michael	Pence	Tenure	Faculty	Manchester	

Last Name	First Name	Program	Employee Type	Campus
Aceto	Aarlan	Promotion	Faculty	Middlesex
Carter	Monet	Promotion	Staff	Middlesex
Faust	Joanne	Promotion	Staff	Middlesex
Garcia	Evelyn	Promotion	Staff	Middlesex
Goh	Bryan	Promotion	Faculty	Middlesex
Guan-Rackowski	Yi	Promotion	Staff	Middlesex
Kabemba	Israel	Promotion	Staff	Middlesex
Knapp-Wilson	Lisa	Promotion	Staff	Middlesex
Leone	Sarah	Promotion	Faculty	Middlesex
Levesque	Todd	Promotion	Staff	Middlesex
Muthukumarana	Akalushi	Promotion	Faculty	Middlesex
Nocera	Daniel	Promotion	Staff	Middlesex
Shabana	Aja	Promotion	Faculty	Middlesex
Slupski	Elizabeth	Promotion	Staff	Middlesex

Last Name	First Name	Program	Employee Type	Campus
Leone	Sarah	Tenure	Faculty	Middlesex

Last Name	First Name	Program	Employee Type	Campus	Comments
Lin	Lin	Sabbatical	Faculty	Middlesex	

Last Name	First Name	Program	Employee Type	Campus
Bettigole	Melissa	Promotion	Faculty	Northwestern
Grealis	Bree	Promotion	Faculty	Northwestern
Jagtiani	Lalit	Promotion	Faculty	Northwestern
McCarty	Hilary	Promotion	Faculty	Northwestern
Smith	Tracy	Promotion	Faculty	Northwestern
Vincent	Aiswarya	Promotion	Faculty	Northwestern
White	Jennifer	Promotion	Faculty	Northwestern
Boyce	Jacqueline	Promotion	Staff	Northwestern
Deane	Allen	Promotion	Staff	Northwestern
DePonte	Jessie-Rae	Promotion	Staff	Northwestern
Fiorello	John	Promotion	Staff	Northwestern
Huddart	Daneen	Promotion	Staff	Northwestern
Maus	Emilee	Promotion	Staff	Northwestern
Palombizio	Samantha	Promotion	Staff	Northwestern
Pinto	Isabella	Promotion	Staff	Northwestern
Toftness	Naomi	Promotion	Staff	Northwestern

Last Name	First Name	Program	Employee Type	Campus
Cyr	Joanna	Tenure	Faculty	Northwestern
Huddart	Daneen	Tenure	Staff	Northwestern

Name of Employee	Program
Burke, Shakeema	Promotion
Balboni, Eric	Promotion
Mario Haimindra	Promotion
Rachel Jasiczek	Promotion
Kristian Correa	Promotion
Stephen Kittredge	Promotion
Catherine Liegey	Promotion
Jessica Ramos Peralta	Promotion
Fahad Usman	Promotion
Genesis Mosquera	Promotion
Perry Scott	Promotion
Zemima Choudhury	Promotion
James Page	Promotion
Sarah Marrocco-Velez	Promotion
William Key	Promotion
Bolanle Akinsulire	Promotion
Hillary Johnson	Promotion
Steve Mendes	Promotion
Rosalie Witt	Promotion

Name of Employee	Program
Rachel Jasiczek	Tenure
Peter Aster	Tenure

Last Name	First Name	Program	Employee Type	Campus
Astacio Soto	Iris	Promotion	Staff	Naugatuck Valley
Boretsky	Nick	Promotion	Staff	Naugatuck Valley
Burke	Bryan	Promotion	Staff	Naugatuck Valley
Camera	Jennifer	Promotion	Staff	Naugatuck Valley
Carrington	Erika	Promotion	Staff	College Office
Cruz	Miguel	Promotion	Staff	Naugatuck Valley
Farrell	Scott	Promotion	Staff	Naugatuck Valley
Goudreau	Chris	Promotion	Staff	Naugatuck Valley
Harding	John	Promotion	Faculty	Naugatuck Valley
Houlihan	Susan	Promotion	Staff	Naugatuck Valley
Joseph-Jerome	Betty	Promotion	Faculty	Naugatuck Valley
Lam	Bao	Promotion	Staff	Naugatuck Valley
Leszczynski	Thomas	Promotion	Faculty	Naugatuck Valley
Lorme	Abbie	Promotion	Faculty	Naugatuck Valley
Lutkus	Sharon	Promotion	Staff	Naugatuck Valley
MacBrien Downs	Tammy	Promotion	Staff	Naugatuck Valley
Mobilio	Ursula	Promotion	Faculty	Naugatuck Valley
Omar	Sohair	Promotion	Staff	Naugatuck Valley
Petrakopoulos	Laura	Promotion	Staff	Naugatuck Valley
Plaza	Carlos	Promotion	Faculty	Naugatuck Valley
Rafey	Zohra	Promotion	Staff	Naugatuck Valley
Ricci	Katherine	Promotion	Faculty	Naugatuck Valley
Rivera-Smith	Maribel	Promotion	Faculty	Naugatuck Valley
Simmel	Alice	Promotion	Staff	Naugatuck Valley

Last Name	First Name	Program	Employee Type	Campus
Stebbins	Jenna	Tenure	Staff	Naugatuck Valley

Last Name	First Name	Program	Employee Type	Campus	Comments
Cocchiola	Christine	Sabbatical	Faculty	Naugatuck Valley	
Eddy	Sandra	Sabbatical	Faculty	Naugatuck Valley	
Scott	Beth-Ann	Sabbatical	Faculty	Naugatuck Valley	
Tiru	Angela	Sabbatical	Faculty	Naugatuck Valley	
Urbina-Lilback	Ruth	Sabbatical	Faculty	Naugatuck Valley	

Last Name	First Name	Program	Employee Type	Campus
Pereira	Andrea	Promotion	Staff	Quinebaug Valley
DeMichael	Tommi	Promotion	Staff	Quinebaug Valley
Tashea	Logan	Promotion	Staff	Quinebaug Valley
Knapp	Jane	Promotion	Faculty	Quinebaug Valley
Conway	Morgan	Promotion	Staff	Quinebaug Valley
Germain	Norly	Promotion	Faculty	Quinebaug Valley
Clark	Jodi	Promotion	Staff	Quinebaug Valley
Porzuczek	Jessica	Promotion	Faculty	Quinebaug Valley
Clinton	Brian	Promotion	Faculty	Quinebaug Valley
Dubofsky-Porter	Elizabeth	Promotion	Faculty	Quinebaug Valley
Kelly	Tara	Promotion	Staff	Quinebaug Valley
Marcoux-Bowen	Nicole	Promotion	Staff	Quinebaug Valley
Garcia-Alvarez	Maria	Promotion	Staff	Quinebaug Valley

Last Name	First Name	Program	Employee Type	Campus
Clinton	Brian	Tenure	Faculty	Quinebaug Valley

Last Name	First Name	Program	Employee Type	Campus
Alves	Beth	Sabbatical	Faculty	Quinebaug Valley

Last Name	First Name	Program	Employee Type	Campus
Perez	Ruben	Tenure	Staff	Three Rivers

Last Name	First Name	Program	Employee Type	Campus
Abate	Sierra	Promotion	Faculty	Three Rivers
Amor	Karen	Promotion	Faculty	Three Rivers
D'Alessandro	Tia	Promotion	Faculty	Three Rivers
Doody	Stephanie	Promotion	Faculty	Three Rivers
Estep	Kimberly	Promotion	Staff	Three Rivers
Fissha	Solomon	Promotion	Faculty	Three Rivers
Keiser	Brian	Promotion	Staff	Three Rivers
Paniagua	Lupita	Promotion	Staff	Three Rivers
Parise	Mackenzie	Promotion	Staff	Three Rivers
Perez	Ruben	Promotion	Staff	Three Rivers
Perez	Ruben	Tenure	Staff	Three Rivers
Sullivan	Erin	Promotion	Staff	Three Rivers
Venditto	Taylor	Promotion	Staff	Three Rivers
Wolff	LuAnn	Promotion	Faculty	Three Rivers

Last Name	First Name	Program	Employee Type	Campus	Comments
Marvin	Andrew	Sabbatical	Faculty	Three Rivers	
Douglas-Knowles	Frederick	Sabbatical	Faculty	Three Rivers	

Last Name	First Name	Program	Employee	Campus	Comments
Buda	Ryan	Promotion	Staff	Tunxis	
Canady	Kevin	Promotion	Staff	Tunxis	
Carbone	Giancarlo	Promotion	Staff	Tunxis	
Collins	Debra	Promotion	Staff	Tunxis	
Correa	Magaly	Promotion	Staff	Tunxis	
Foster	Ashley	Promotion	Staff	Tunxis	
Jackson	David	Promotion	Staff	Tunxis	
Kosior	Deborah	Promotion	Staff	Tunxis	
Moll	Erin	Promotion	Staff	Tunxis	
Perillo	Mathew	Promotion	Staff	Tunxis	
Perri	Behnaz	Promotion	Staff	Tunxis	
Pittman	Loren	Promotion	Staff	Tunxis	
Ramos	Priscy	Promotion	Staff	Tunxis	
Roark	Eileen	Promotion	Staff	Tunxis	
Savino	Alison	Promotion	Staff	Tunxis	
Sirois	Lori	Promotion	Staff	Tunxis	
Vamvakas	Jennifer	Promotion	Staff	Tunxis	
Zych	Michael	Promotion	Staff	Tunxis	
Abdulrahman	Lubna	Promotion	Faculty	Tunxis	
Adams-Roberts	Sabrina	Promotion	Faculty	Tunxis	
Amara	Crystal	Promotion	Faculty	Tunxis	
Cullinane	Kirstin	Promotion	Faculty	Tunxis	
Hadley	Robert	Promotion	Faculty	Tunxis	
Hanson Jr.	Alva	Promotion	Faculty	Tunxis	
Hofmann	Amy	Promotion	Faculty	Tunxis	
Keith	Katie	Promotion	Faculty	Tunxis	
McGrath	Wendy	Promotion	Faculty	Tunxis	
Sarra	Danielle	Promotion	Faculty	Tunxis	
Williams	Rashida	Promotion	Faculty	Tunxis	

Last Name	First Name	Program	Employee Type	Campus
Carbone	Giancarlo	Tenure	Staff	Tunxis
Marino	Victoria	Tenure	Staff	Tunxis
Hanson Jr.	Alva	Tenure	Faculty	Tunxis





**MEMORANDUM**

**TO:** Terrence Cheng, President  
Connecticut State Colleges and Universities System

**FROM:** Zulma R. Toro, President *ZRT*  
Central Connecticut State University

**DATE:** December 10, 2024

**RE:** Sabbatical Leaves for 2025-2026

I have approved the following sabbatical leaves for instructional faculty at Central Connecticut State University for the 2025-2026 academic year:

Tatiana	Melendez-Rhodes	Associate Professor	Counselor Education and Family Therapy	Self-reflexivity among marriage and family therapists though the application of the families semantic polarities theory	Fall 2025
Amy	Gagnon	Professor	Physical Education and Human Performance	Immersing the college professor into the K-12 education system to update	Fall 2025
Walton	Brown-Foster	Professor	Political Science	African American Women and U.S. Foreign Policy	Spring 2026
Charles	Button	Professor	Geography, Anthropology and Tourism	(1) Spatial Assessment of Soil Lead Contamination at Little league Fields Throughout Connecticut and its Association with Social, Economic, and environmental Variables (2) Association of Soil Lead Contamination with Social Class and Race at Child Day Care Centers in the Greater Cincinnati Metropolitan Area	Fall 2025
Amanda	Fields	Associate Professor	English	A Longitudinal Study of the Discourse, Performance and Identity of You Slam Poets and Queer Rural Youth: Retrospective Interviews	Fall 2025
Sean	Gallagher	Professor	Art & Design	These Wine-Dark Warming Currents, Rising: Artistic Depictions of the Expanding Connecticut Waters	Fall 2025
Beverly	Johnson	Professor	English	Legacy and Leadership for the 21st Century: Applying Literary	Spring 2026

**Office of the President**

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ccsu.edu

				Aesthetics and Technology in African American Literature	
Amanda	Marin-Chollom	Associate Professor	Psychological Science	Preventative Health Education Evaluation and Behavioral Health Interventions	Spring 2026
Aimee	Pozorski	Professor	English	Housing Trauma: Sex, Drugs, and Gentrification in the American City	Fall 2025
Karen	Ritzenhoff	Professor	Communication	Black Cinema and African American Women Directors: A New Visual Vernacular	AY 2025-26
Brian	Sommers	Professor	Geography, Anthropology and Tourism	Manuscript Preparation for 'Innovation in Winery Tourism'	Spring 2026
Carolyn	Soper	Associate Professor	Economics	Advancing Financial & Economic Literacy: A framework for non-profits and the populations they serve	Spring 2026
Raymond	Tafrate	Professor	Criminology & Criminal Justice	Brief Interventions for Incarcerated Persons: Activities to Enhance Institutional Adjustment, Mental Health, and Re-Entry	Spring 2026
Youngseon	Kim	Professor	Marketing	Cultural Differences in the influence of social media influencers (hereafter influencers) on consumption behavior and systemic literature review of power distance belief (PDB) as a variable to affect consumer choices	Spring 2026
Lee	Lee	Professor	Management and Organization	Writing a book on Organizational Behavior in the Diverse Workplace: Focus on Critical Thinking and Hands-on Practices	AY 2025-26
Carlos	Rodriguez	Associate Professor	Accounting	Produced Assurance and Service Warranties: A Revenue Recognition Riddle Case Study	Spring 2026
Sinead	Ruane	Associate Professor	Management and Organization	Labor pains: Exploring the difficult rebirth of union organizing in the United States ( <i>working title</i> )	Spring 2026
Andrew	Weinberger	Associate Professor	Accounting	Enhancing Accounting Analytic Resources: Developing Analytical Tool Mastery and Content to Enhance Skill Development	Fall 2025
Olusegun	Sogunro	Professor	Education Leadership, Policy and Instructional Technology	The Challenges Faced by Black Women Principals: A Phenomenological Study	Fall 2025
Nidal	Al-Masoud	Professor	Engineering	Bridging Theory and Practice: Transforming Fluid Mechanics Lab with New Equipment and	Spring 2026

				Automated Systems	
Khaled	Hammad	Professor	Engineering	The Correlation Between Wall Shear Stress (WSS) Patterns and Oxygen Transport Characteristics in Separated and Reattached Flow Regions of Human Blood	Spring 2026
Rahul	Singhal	Associate Professor	Physics and Engineering Physics	Transition Metal Oxides and Sulfides for Supercapacitor applications	Fall 2025
Roger	Vogeler	Associate Professor	Mathematical Sciences	A Book on Hyperbolic Tilings	Fall 2025
Chad	Williams	Associate Professor	Computer Science	Enhancing Cybersecurity Education Through Experiential Learning and Leadership Development	Fall 2025



## EASTERN CONNECTICUT STATE UNIVERSITY

*Office of the President*

November 11, 2024

Terrence Cheng  
Chancellor  
Connecticut State Colleges & Universities  
61 Woodland Street  
Hartford, CT 06105

Dear Chancellor Cheng,

Attached are my recommendations for the 2025-2026 sabbatic leaves for instructional faculty. As the brief project descriptions show, the leaves are requested to pursue a variety of scholarly and creative endeavors that strengthen the professional competence of faculty and enrich their teaching. I am confident that these sabbatic leaves will bring merit to the University.

The recommendations are submitted for your information and that of the Board of Regents.

Sincerely,

Karim Ismaili  
President

Cc: Aynsley Diamond, Associate Vice President of Academic Affairs, BOR  
Ms. Pam Heleen, Associate Director of Board Affairs, BOR  
Dr. Benjamin Pauley, Interim Provost and VP for Academic Affairs  
Dr. Niti Pandey, Dean, School of Education and Professional Studies  
Dr. Emily Todd, Dean, School of Arts and Sciences



## EASTERN CONNECTICUT STATE UNIVERSITY

### Eastern Connecticut State University Sabbatical Recommendations for Instructional Faculty For Academic Year 2025 – 2026 In Alphabetical Order

#### **Dr. Wayne Buck, Spring 2026**

##### **Business Administration Department**

Dr. Buck seeks a sabbatical to publish two research papers on experiential approaches to teaching business ethics, focusing on the use of simulation games to analyze ethical decision-making. Building on his prior work, Dr. Buck plans to test a new theory of business simulation games and explore empirical findings on risk-taking behavior using data from his simulation game, *Deepwater*. The project includes testing hypotheses on the ethicality of decision-making in simulations and identifying correlates of excessive risk-taking among business students. Expected outcomes are two papers for high-ranking journals in business ethics and pedagogy, contributing to improved practices in business ethics education and experiential learning.

#### **Dr. Brendan Cunningham, Fall 2025**

##### **Economics and Finance Department**

Dr. Cunningham requests a sabbatical to conduct archival research on the Swiss watch industry during the 1970s and 80s to investigate the “Quartz Crisis” (QC) hypothesis and alternative explanations involving monetary policy. The project includes examining archival data from the Swiss Economic Archives (SEA) and related Swiss institutions to assess the impact of technological disruption and currency appreciation on the industry’s contraction. Dr. Cunningham anticipates publishing two papers: one focusing on qualitative historical evidence, and the other on quantitative data using econometric methods to test the QC and monetary hypotheses. Expected outcomes include peer-reviewed publications and conference presentations, with findings relevant to understanding industry disruption and informing economic history and business education.

#### **Dr. James Diller, Spring 2026**

##### **Psychological Science Department**

Dr. Diller requests a sabbatical to conduct conceptual research in behavior analysis, focusing on B.F. Skinner's approach to research ethics and on the conceptual foundations of behavioral variability. The project involves archival research at Harvard's Pusey Library, including Skinner's 1973 congressional testimony and his 1981 paper, *Selection by Consequences*. Expected outcomes are at least two manuscripts and potential conference presentations, with findings directly informing Dr. Diller's teaching in Eastern's behavior analysis program. The work is intended to strengthen both scholarly contributions and support for Eastern's recognized program in behavior analysis.



## EASTERN CONNECTICUT STATE UNIVERSITY

### **Dr. Daniel Donaghy, Fall 2025**

#### **English Department**

Dr. Donaghy requests a sabbatical to complete *The Language after Loss*, a poetry collection exploring themes of identity, memory, and the struggles of inner-city communities, particularly those impacted by deindustrialization and the opioid crisis. This project builds on his previous poetry collections, which focus on life in Philadelphia's inner-city neighborhoods and have garnered national recognition. During the sabbatical, Dr. Donaghy plans to conduct on-site research and interviews in Philadelphia and gather historical materials from archives. The expected outcomes include completing the manuscript for submission, contributing to his scholarly and creative reputation, and potentially increasing visibility for Eastern's English Department.

### **Dr. Pete Johnson, Fall 2025**

#### **Mathematical Science Department**

Dr. Johnson requests a sabbatical to write *Financial Mathematics for the Rest of Us*, an open-access textbook covering the syllabus for Exam FM, an actuarial exam by the Society of Actuaries. The textbook will be structured to support a broad range of students, including those who are not planning to take the exam, and will employ inquiry-based learning methods to enhance accessibility. This project is informed by Dr. Johnson's teaching experience, observations of existing financial mathematics textbooks, and insights from the ELAC Course Planning Institute. Expected outcomes include field-testing the book in a course at Eastern, gathering student feedback, and presenting findings at professional conferences to contribute to the mathematics education field. The free availability of this textbook aims to reduce financial barriers for students in actuarial studies and financial mathematics.

### **Dr. Kwangwon Lee, Fall 2025**

#### **Education Department**

Dr. Lee is requesting sabbatical leave for Fall 2025 to create an online educational module for parents of children with autism, with support from Eastern Professor Emeritus Dr. Jeffrey Trawick-Smith. The project aims to help parents understand autism better, focusing on social communication and building family strengths. Dr. Lee will gather feedback from stakeholders, submit an ethics review proposal, and use simple, affordable software for development. This project builds on previous research and will lead to a study to see how the module impacts parents' knowledge and support. Results will be shared through presentations and publications.

### **Dr. William Lugo, Fall 2025**

#### **Sociology, Anthropology, Criminology, and Social Work Department**

Dr. Lugo requests sabbatical leave to pilot a project aimed at improving police-community relations through data collection and community forums in Willimantic, CT, using ECSU as a neutral ground. The project builds on Dr. Lugo's work with CT State Police and focuses on assessing community perspectives on police bias, incorporating feedback into police training, and fostering constructive dialogue. The project includes developing open-access training guides for both police and communities and conducting surveys to measure changes in beliefs around implicit bias. Expected





## EASTERN CONNECTICUT STATE UNIVERSITY

outcomes include submitting a major grant proposal for continued funding and producing resources to aid community policing and dialogue.

### **Dr. Kristen Morgan, Spring 2026**

#### **Communication, Film, Theatre Department**

Dr. Morgan's sabbatical aims to advance expertise in digital media technologies for live performance, particularly focusing on OptiTrack motion capture and Isadora software. This retraining will lead to the development of a new course in Motion Capture, aimed at equipping students across disciplines with industry-relevant skills in digital performance. Additionally, Dr. Morgan will collaborate on a multimedia adaptation of Sophocles' *Ajax* for Eastern's Fall 2026 main stage production, integrating advanced digital elements to modernize the classic. These efforts align with industry trends and Eastern's commitment to preparing students for careers in digital media and performance arts.

### **Dr. Jamel Ostwald, Full Year**

#### **History Department**

Dr. Ostwald seeks a year-long sabbatical to complete a monograph on the English "cult of vigor" during the War of the Spanish Succession, examining how battle-centric ideals influenced English military strategy. Additionally, he aims to advance two projects: a data analysis of Narcissus Luttrell's news diary (1678–1712) to explore news consumption, and a geospatial analysis of military operations in the Spanish Succession using GIS software to analyze patterns in army movements. Dr. Ostwald's experience with digital tools like Python and QGIS will facilitate his work. Outcomes include the completion of the monograph, a Luttrell dataset, and preliminary GIS findings. The work is expected to enrich scholarship in military history, digital history, and pedagogy.

### **Dr. Manuel Otero, Spring 2026**

#### **English Department**

Dr. Otero requests sabbatical leave to complete a revised manuscript on the Koman language family, enhancing his prior research for publication by De Gruyter Mouton. The project builds on over a decade of field research, including documenting Koman languages and constructing an initial Proto-Koman reconstruction. Dr. Otero will integrate data from the related Gumuz language family, refine his database, and reanalyze sound changes, aiming to strengthen the classification of Koman within the broader Nilo-Saharan family. The completed manuscript will contribute to linguistic, historical, and anthropological understanding, with findings incorporated into Dr. Otero's linguistics courses at Eastern.

### **Dr. Jordan Youngblood, Spring 2026**

#### **English Department**

Dr. Youngblood's sabbatical focuses on advancing scholarship in video game studies, with an emphasis on queer theory and the digital exploration of emotional labor, belonging, and identity in recent games. Through this project, Dr. Youngblood will complete two articles: one examining queer emotional labor within "service games," and another analyzing the interactive storytelling around queer immigrant identity and generational trauma. Additionally, the sabbatical will support



## EASTERN CONNECTICUT STATE UNIVERSITY

the development of two new courses: a 400-level ELAC senior seminar, "Playing with Feelings," which engages students in understanding games as spaces for identity and inclusion, and an advanced Writing for Video Games course to serve English and Computer Science B.A. students. These goals align with emerging curricular needs at Eastern and Dr. [Scholar]'s established expertise, enhancing both the academic study and practical applications of game studies for students in this evolving field.





December 30, 2024

Dr. Terrence Cheng  
President, Board of Regents for Higher Education  
Connecticut State Colleges & Universities  
61 Woodland Street  
Hartford, CT 06105

Dear Dr. Cheng:

Greetings! I am advising you that I have granted sabbatical leaves for the following faculty during the 2025-2026 Academic Year.

1. Chelsea Harry	Philosophy	18. Luke Eilderts	WLL
2. Braxton Carrigan	Mathematics	19. Carrie Sherwood	Curriculum & Learning
3. Mohammad Islam	Computer Science	20. Dana Rogers	CMSS
4. Valeriu Pinciu	Mathematics	21. Sebastian Perumbilly	MFT
5. Younhee Lee	Mathematics	22. Sousan Arafah	EDL
6. Troy Paddock	History	23. Junhong Wang	Marketing
7. Emma Cross	EGMS	24. Richard Zipoli	Communication Disorders
8. Mia Brownell	Art & Design		
9. Nicole Fluhr	English	<b>*Southern was allotted 24 Sabbatical Leaves for the AY 2025-26</b>	
10. KC Barry Councilor	CMSS		
11. Wendeline Hardenberg	Library Services		
12. Isabel Logan	Social Work		
13. Sanja Grubacic	Economics		
14. Steven Hoffler	Social Work		
15. Jessica Powell	Curriculum & Learning		
16. Jennifer McCullagh	Communication Disorders		
17. Joanne Gil	Journalism		

**Mia Brownell, Professor, Art & Design**

The sabbatical leave for Professor Brownell involves the creation of artworks based on research into the history and imagery surrounding ancient Roman festivals of Bacchanalia and Still Life paintings of food. Bacchanalia were popular yet secretive festivals celebrating the excesses of Bacchus, the god of wine, fruit, vegetation, and ecstasy. She will incorporate elements of Bacchanalia into her paintings to comment on the hidden effects the industrialized food complex has on perceptions of abundance while also confronting food security and sustainability. The culmination of this project will be several solo exhibitions including ones scheduled at the Catskill Art Space, Coup d'Esprit Gallery, and MAPSpace.

**Chelsea Harry, Professor, Philosophy**

Dr. Harry's year-long sabbatical will be used to complete drafts of two book manuscripts, (1) an edited collection on teaching women philosophers, based on the international conference she is hosting at Southern in October 2024, and (2) a monograph on philosophical issues in the poetry of Sappho of Lesbos (6th c. BCE) and Karoline von Gunderode (18th-19th c.), synthesizing new research that she will carry out at the Staatsbibliothek zu Berlin with previous research. With these books, she aims to help expand the philosophical canon and guide other instructors of philosophy to teach these lesser-known philosophical figures.

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**Fall Semester**

**August 2025 – December 2025**

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**Sousan Arafah, Professor, Educational Leadership & Policy Studies**

Dr. Arafah will use her sabbatical leave to continue her research theorizing "opportunity" and "opportunity in education" differently from how they have been theorized in the past. She would like to research, write and submit three articles of "Opportunity to Trach" and "Opportunity to Lead" to peer-review journals and also create two initial quantitative scales to assess these proposed constructs.

**Mia Brownell, Professor, Art & Design**

The sabbatical leave for Professor Brownell involves the creation of artworks based on research into the history and imagery surrounding ancient Roman festivals of Bacchanalia and Still Life paintings of food. Bacchanalia were popular yet secretive festivals celebrating the excesses of Bacchus, the god of wine, fruit, vegetation, and ecstasy. She will incorporate elements of Bacchanalia into her paintings to comment on the hidden effects the industrialized food complex has on perceptions of abundance while also confronting food security and sustainability. The culmination of this project will be several solo exhibitions including ones scheduled at the Catskill Art Space, Coup d'Esprit Gallery, and MAPSpace.

**Braxton Carrigan, Professor, Mathematics**

Dr. Carrigan has been a Director of Mathematical Puzzle Programs since its inception in 2015. A group of volunteers have produced ten years of high quality events for high school students nationwide. These events introduce students to contemporary mathematics in a fun high energy environment. The only downside of the program is the resources and volunteers it takes for a campus to organize and hold such an event. Professor Carrigan aims to reach a larger population of students with the proven materials, He wishes to re-structure the materials into a book that can be facilitated by a large number of teachers nationwide.

**Emma Cross, Associate Professor, Environment, Geography and Marine Sciences**

Climate change is causing the Arctic sea ice to melt, which is resulting in increased tourism, shipping, fisheries and aquaculture. This sabbatical leave would contribute new insights into environmental impacts of subarctic finfish aquaculture through the novel technique of measuring water quality and biodiversity BEFORE and AFTER the installation of fish farms. The project would develop a new and strengthen four existing Icelandic and U.S. collaborations elevating SCSU's international partnerships. The new laboratory skills and knowledge gained will accelerate progress in Dr. Cross' multiple research projects and benefit students in her marine science classes, research lab and Iceland study abroad trips.

**Luke Eilderts, Associate Professor, World Languages & Literatures**

Dr. Eilderts sabbatical leave explores the historical evolution and contemporary significance of Paris's LGBTQ+ Pride demonstration, tracing its roots from the militant activism of the 1970s to its current form as one of the largest public celebrations of queer identity in France. It examines the recent shift in the march's geography- from the city center to the periphery- and its implications for the inclusion of marginalized groups within the LGBTQ+ community. By situating Paris Pride within both a French and global context, the study will shed light on how the demonstration balances political activism with celebration in the 21st century.

**Nicole Fluhr, Professor, English**

Dr. Fluhr's sabbatical leave project focuses on two neo-Gothic ghost stories by British Victorian author Vernon Lee, examining how these "fantastic tales" reconceive the conventional site where historians work: the archive. In both stories, conventional research sites are displaced by characters who serve as "embodied archives," preserving and bearing witness to the past. Professor Fluhr's project situates Lee's stories in relation to recent scholarship on archives' limitations. This work critiques the power dynamics that shape what can count as an archive, what is collected there, and who can access these spaces.

**Sanja Grubacic, Professor, Economics**

The purpose of Dr. Grubacic's sabbatical leave is to enable her to write a manuscript on public debt and economic growth. This proposal involves gathering, analyzing, and preparing for publishing new empirical evidence on the dynamics of public debt in post-transition economies of Central and Eastern Europe. The unique nature of these economies provides the opportunity to further test the channels and mechanisms that affect the threshold after which debt becomes too excessive and harmful to economic welfare. The analysis will contribute to theoretical and empirical literature on the hypothesis about the non-linear relationship between public debt and economic growth.

**Younhee Lee, Associate Professor, Mathematics**

During Dr. Lee's sabbatical, she will concentrate on two major projects: (1) analyzing multi-year data (2023-2025) from the Mathematical Puzzle Programs (MaPP) Challenge, an informal mathematics education initiative, using a combination of statistical and qualitative methods to investigate how students' perceptions of mathematics shift across demographic factors such as race, gender, and socioeconomic status, (2) Conducting an international study in Korea in collaboration with a high school mathematics teacher to adapt the MaPP Challenge for Korean students. This cross-cultural comparison will provide insights into the effectiveness of puzzle-based learning in diverse educational contexts, contributing to the broader field of mathematics education research.

**Isabel Logan, Associate Professor, Social Work**

Dr. Logan's sabbatical leave will allow her time to analyze data collected from quantitative /RB Study, #1088 Examining Police Social Work Ethical Challenges and Practice Experience, and to conduct a quantitative secondary analysis of data collected by police social work interns participating in the Social Work & Law Enforcement (SWLE) Project over the past five years. This will combine the quantitative findings with qualitative findings from /RB study #2117 Examining Police Social Work to show the fidelity of the first Integrative Police Social Work Practice Model in the US, developed by this writer, and produce one manuscript for publication.

**Troy Paddock, Professor, History**

Professor Paddock's sabbatical leave will be used to finish his latest book project, "Prophets for Profit. The Myths of Libertarianism." The book argues that libertarianism is not a serious solution to contemporary problems. His book critiques libertarianism on historical and philosophical grounds. He maintains that the selective use of historical evidence and philosophical arguments that libertarians employ does not stand up to scrutiny. He will use the Fall 2025 semester to finish the 7<sup>th</sup> chapter, the conclusion, and the completion of chapter revisions. The result will be a monograph ready for publication.

**Sebastian Perumbilly, Professor, Marriage & Family Therapy**

Research studies have consistently reported that involving families of patients diagnosed with substance use disorder (SUD) leads to optimal therapeutic outcomes. However, no studies have reported on how they involve families. Dr. Perumbilly's qualitative-methods-focused research-study will interview prominent clinicians (n=25) working in SUD treatment programs. He will (i) conduct individual-interviews with SUD-focused clinicians on various strategies they use to involve patients' families in SUD treatment programs; (ii) conclude qualitative-data gathering; (iii) complete data-analysis; (iv) prepare manuscripts for peer-reviewed journals and professional conferences; and (v) present research-report to the SCSU community.

**Jessica Powell, Associate Professor, Curriculum & Learning**

Professor Powell's critical ethnographic case study seeks to explore how one school community in New Haven is intentionally working to co-create spaces of belonging, hope, and affirmation for gender expansive youth, educators, and families. During her sabbatical leave, she will conduct the data collection phase of the study, which will include interviews and field observations, with a specific emphasis on early childhood and elementary classrooms. This study seeks to center the voices of educators, children and families, particularly those who identify as queer, transgender, nonbinary, or gender expansive and explore the possibilities of schools as spaces of belonging and gender queer joy

**Dana Rogers, Associate Professor, CMSS**

With the overturning of Roe vs. Wade, states are now determining abortion access and restrictions for their constituents. As the issue becomes more salient in the minds of the public, the moment is ripe to further examine locally held attitudes and beliefs on the topic and address the social stigma of abortion. Dr. Rogers sabbatical leave would examine and address community-level stigma that often acts as a barrier to health care, disproportionately yielding negative health outcomes for marginalized populations. The project involves focus groups, intervention creation, and data collection. The analysis will yield two conference presentations and journal articles.

**Richard Zipoli, Professor, Communication Disorders**

Multiple studies have explored levels of job satisfaction, burnout, empathic distress, and moral injury among health care providers and K-12 teachers who are employed in public schools. Moreover, a growing body of research has documented factors contributing to these experiences in fields such as nursing, teaching, and social work. However, there is a lack of research on (a) levels of job satisfaction and burnout among speech-language pathologists who work in health care and public-school settings and (b) factors that may contribute to adverse experiences. Professor Zipoli's sabbatical leave involves the development, implementation, and analysis of a national survey exploring these issues.

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**Spring Semester**

**January 2026 – May 2026**

**KC Barry Councilor, Associate Professor, CMSS**

The purpose of Dr. Councilor's sabbatical leave is to create a 120-150 page book of nonfiction comics about becoming a father and building a family from his perspective as a transgender man-one that he hopes will reach large audiences and contribute meaningfully to public discourse in the midst of a so-called "culture war" around queer and trans identities and communities. The book will help to fill a gap in existing parenting literature for fathers, queer parents, and others whose stories are not often represented. The sabbatical will entail writing, drawing, inking, and scanning comics pages to complete a book manuscript.

**Joanne Gil, Professor, Journalism**

As state legislatures consider new laws that would allow public officials to shield their home address from public view, this study will evaluate states with existing opt-out provisions in their open records law, to evaluate how those laws impact public officials, journalists and the public. Professor Gil's sabbatical leave will be used to complete this study due to its timely relevance, importance and depth of research needed.

**Wendeline Hardenberg, Librarian, Library Services**

As literary translation is Ms. Hardenberg's primary creative activity, she would like to dedicate her sabbatical leave to pursuing it, without the pressure of fitting it in around her normal library duties. Her main goal is to win a National Endowment for the Arts (NEA) Literature Fellowship and use it to spend time at one or more literary translation residency programs. But should any of that prove impossible, she is prepared to fill her time fruitfully with activities including grant applications, books under contract, preparing translation samples, and putting together pitches for publishers.

**Steven Hoffler, Associate Professor, Social Work**

Dr. Hoffler's sabbatical leave project will build upon his research on Black fathers' experience at the intersections that debunk the negative stereotype that Black fathers are absent in their children's lives. He will bring relevant professional and life experience in this subject matter to author a book. He will use ecological systems, trauma and resilience, and cognitive dissonance framework that will include the voices of the Black fathers in his research from a CSU grant. The book will be a significant contribution in social sciences for practitioners, policy makers and the public at large because this topic is scarce in the literature.

**Mohammad Islam, Associate Professor, Computer Science**

Professor Islam's sabbatical leave proposal outlines a multi-stage generative AI framework for synthesizing realistic retinal fundus images exhibiting characteristics of single or multiple retinal diseases. Focusing on diabetic retinopathy, glaucoma, and age-related macular degeneration, the proposed system first generates key retinal components -vascular network, optic disc, and macula-before integrating them into complete retinal fundus images. This project encompasses dataset construction, model development for component extraction, generative model development, and evaluation of applicability of the generated images to quantify the effectiveness of the approach. The outcomes promise to significantly impact medical education, improve disease diagnosis models, and enhance retinal image dataset quality.

**Jennifer McCullagh, Professor, Communication Disorders**

Difficulty hearing in noise is a common complaint of older adults with and without hearing loss. The ability to hear in noise is related to an intricate relationship between peripheral hearing sensitivity and central auditory nervous system function, but the nature and extent of this relationship continues to be investigated. Understanding perceived auditory difficulty along with objective measurement of hearing sensitivity and central auditory function may help improve therapeutic recommendations. The purpose of Dr. McCullagh's sabbatical leave is to determine the relationship between specific central auditory processes and perceived auditory difficulty in younger and older adults with or without hearing loss.

**Valeriu Pinciu, Professor, Mathematics**

Art gallery problems are fundamental visibility problems, and visibility is a central issue in many computing applications. The original art gallery problem asks to find the smallest number of guards necessary to cover any art gallery with  $n$  walls (a polygon with  $n$  vertices). Many variations of the original art gallery theorem are still open. Dr. Pinciu intends to use Graph Theory tools to work on three variations of this problem. He expects this research will result in two peer reviewed journal publications, and two presentations at national or international conferences.

**Carrie-Anne Sherwood, Associate Professor, Curriculum & Learning**

Dr. Sherwood's sabbatical leave will immerse her in elementary science classrooms, learning with and from teachers to support students' equitable sensemaking in science. She will observe and collaborate with teachers to identify the instructional moves that promote or limit students' opportunities to actively and equitably engage in scientific sensemaking. By analyzing video recordings of classroom lessons and facilitating reflective discussions, the project will focus on how teacher noticing-paying attention and responding to students' contributions-can lead to more equitable science instruction. The findings will inform her teaching, contribute to improving science education at the elementary level, and support SCSU's social justice mission.

**Junhong Wang, Associate Professor, Marketing**

Professor Wang's sabbatical project will build on her previous research, examining how AI and Big Data can enhance consumer well-being while tackling privacy, ethical, and sustainability challenges. The project aims to develop strategies for responsible AI usage, focusing on minimizing environmental impact, fostering social sustainability, and empowering consumer autonomy. By combining data-driven insights with qualitative human experiences, the research promotes a holistic approach to well-being. The expected outcomes include four research papers and revamped marketing courses at SCSU, equipping students to navigate an increasingly complex marketplace. Additionally, the project aims to strengthen SCSU's research profile and community engagement by aligning technological advancements with ethical and sustainable practices.

Sincerely,


A handwritten signature in black ink, appearing to read 'Dwayne Smith', with a stylized, flowing script.

Dr. Dwayne Smith  
Interim President

DS/meh



TO: Terrence Cheng, Chancellor, CSCU

FROM: Dr. Manohar Singh, President (Interim), WestConn 

CC: Fred Cratty, Chief Human Resources Officer, WestConn  
Kaylah Davis, Administrative Assistant for Academic Affairs, CSCU  
Dr. Aynsley Diamond, Associate V.P. of Academic Affairs, CSCU  
Dr. Stephen Hegedus, V.P. for Academic Affairs/Provost (Interim), WestConn  
Pam Heleen, Associate Director of Board Affairs, CSCU  
Dr. Shawn McCarthy, Academic Leave Committee Chair, WestConn  
Jessica Paquette, Vice Chancellor for System Affairs & Chief of Staff, CSCU  
Jennifer Person, Executive Director of Human Resources Operations, CSCU

DATE: December 27, 2024

RE: *Western Connecticut State University - Sabbatic Leaves 2025-2026*

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Below is a list of the Sabbatic Leaves granted to Western Connecticut State University's instructional faculty for the 2025-2026 academic year. This information is being submitted for your review and acknowledgment, as well as for that of the Board of Regents.

**Dr. Moshen Alizadeh, Professor, Justice and Law Administration, Fall 2025**

Project: Dr. Alizadeh's project seeks to explore the perspectives of WestConn students and faculty, particularly those in Justice & Law Administration, regarding the use of AI in the Criminal Justice System. This research is particularly timely as the university begins recruiting students in AI-related fields. With the rise of Homeland Security Policing, AI has sparked significant debates on privacy, raising concerns in both academic and public spheres. The study will develop a questionnaire to collect data on AI's role in criminal justice, utilizing tools like the Likert Scale and Descriptive Statistics for data analysis. Additionally, the research will address privacy concerns and provide valuable insights to WestConn administrators and the broader CSU system.

**Dr. Alba Hawkins, Professor, World Languages and Composition, Spring 2026**

Project: Dr. Hawkins' project involves translating a book of poetry by Mexican author Francisco Trejo Hernández from Spanish to English. Marisa Russo, the editor at Nueva York Poetry Press, who has previously worked with Dr. Hawkins on six bilingual editions of Nicaraguan poetry, requested the translation. This marks Dr. Hawkins' first translation of Mexican poetry and provides an exciting opportunity to introduce Francisco Trejo's emerging voice to a U.S. audience.



**Dr. Greg Haynes, Associate Professor, Music, Spring 2026**

Project: Dr. Haynes plans to compose a five-part work for a chamber percussion group titled *The Monochrome Landscapes*, with each piece featuring unique instrumentation and sound profiles. His goals include engraving and editing scores using Sibelius, creating audio recordings that combine studio and sample sets, publishing the work, and incorporating it into his MUS 290 Chamber Percussion ensemble. Additionally, he aims to facilitate an 8-week drum group experience for neurodivergent youth through the New Milford Youth Agency, following a successful 4-week pilot in 2024. Objectives for this program include surveying participants to enhance the experience, planning the drum sessions, and hosting them at The Maxx activity facility in New Milford.

**Dr. Russell Hirshfield, Professor, Music, Fall 2025**

Project: Dr. Hirshfield's project involves the study, performance, and recording—both audio and video—of piano compositions by Russian composer Alexander Scriabin (1872-1915). The primary focus will be on interpreting works for solo piano from Scriabin's early period, 1887-1896. Dr. Hirshfield will dedicate a period of intensive study to Scriabin's piano music in preparation for a compact disc recording, *Alexander Scriabin—Early Works, Vol. II*. Parma Recordings (Navona Records) has agreed to design, market, and distribute the recording, which will include both physical copies and streaming on major online platforms.

**Dr. Youngbin Kim, Associate Professor, Accounting, Fall 2025 and Spring 2026**

Project: Dr. Kim will visit Incheon National University, located near Seoul, South Korea, as a visiting researcher. The university is situated in the Songdo International Business District within the Incheon Free Economic Zone. This visit offers Dr. Kim a unique opportunity to study the Korean economy and its companies. During the visit, Dr. Kim plans to write a case study on Korean companies and a research paper on the financial reporting quality of Korean firms, in collaboration with Professor Heeju Hwang, who extended the invitation for Dr. Kim's visit.

**Joni John Lerner, Associate Professor, Theatre Arts, Spring 2026**

Project: Professor Lerner plans to expand the existing *Costume Wardrobe Handbook*, which she has been developing over the past ten years at WestConn. This handbook outlines the behaviors, workflows, responsibilities, tasks, and skills necessary for students to succeed not only in the university environment but also in preparation for their professional careers. Professor Lerner will curate and integrate new information with the existing content. The goal is for the updated handbook to have a significant impact on students and assist incoming faculty. By doing so, it will help students have a more enjoyable and productive experience, ultimately making them the most employable theatre arts graduates among state and regional university theatre arts programs.

**Dr. Anna Malavisi, Associate Professor, History, Philosophy & World Perspectives, Fall 2025 and Spring 2026**

Project: Dr. Malavisi's scholarly plan involves philosophical research focused on writing a book that engages philosophy with the current social, political, economic, and cultural issues of our world—a world that is both troubling and unsustainable. The book will feature a series of short dialogues with Aspasia, an ancient Greek female philosopher, discussing topics such as war, violence, poverty, patriarchy, religion, feminism, the climate crisis, and more. The aim is to

deepen people's understanding of today's context by addressing weak and harmful arguments that contribute to societal harm. Dr. Malavisi's specific goals include securing a book contract with a publisher, completing the first draft of the manuscript, and serving as a section editor for the second edition of the Encyclopedia of Global Justice."

**Dr. Manoj Misra, Associate Professor, Social Sciences, Spring 2026**

Project: Dr. Misra's project goal is to complete his book, *Dirty Coal: Neoliberal Development, Resistance, and Asymmetric Environmentalism*, which examines Bangladesh's shift to coal power and the environmental resistance movements that emerged in response. The book will explore the often conflicting objectives of transnational movements and the grassroots mobilizations they aim to support, focusing on how environmental justice organizations can operate effectively at the local, national, and international levels. This project will also enhance Dr. Misra's teaching by providing students with practical insights into environmental advocacy.

**Dr. Theodora Pinou, Professor, Biology, Fall 2025**

Project: Dr. Pinou's leave will allow her to focus on studying the attachment morphology of 250 barnacles collected from sea turtles and whales. This research is part of her ongoing National Science Foundation (NSF) collaborative project exploring the evolution of barnacle attachment. During her leave, Dr. Pinou will work on developing a character matrix for a comparative morphological study of barnacle shell characteristics. She will use this matrix to analyze the evolution of barnacle shape and design an instructional lab for her Spring 2026 Bio107/202 field course, which will also be adopted by her colleagues involved in the NSF research.

**Dr. Joshua Rosenthal, Professor, History, Philosophy & World Perspectives, Spring 2026**

Project: Dr. Rosenthal will use this leave to work on a monograph based on archival research, focusing on clemency practices in Colombia following three civil wars in the nineteenth century. This work makes a significant contribution by using archival sources to address key questions about Latin America's early republican era—questions that still resonate today. These include: What are the constitutional implications of recognizing combatants as legitimate political actors rather than criminals? What is the public's response to clemency for rebels? And what role does individual testimony play in a national reckoning? In addition, Dr. Rosenthal will dedicate time to course development.

**Dr. Dan Weltmann, Associate Professor, Management, Spring 2026**

Project: Dr. Weltmann's project, titled *The One That Got Away: Why Do Job Candidates Turn Down Job Offers?*, aims to provide timely research on the staffing challenges that organizations face in the current business and economic climate. This study addresses an interesting gap in the Human Resources literature and offers practical value to a wide range of organizations, as effective staffing is increasingly a source of competitive advantage. Dr. Weltmann teaches Human Resource Management courses at both the undergraduate and graduate levels. The insights from this study will be applied to various topics in these courses, including recruitment, selection, compensation, and staffing, with a strategic focus. This research and the resulting journal article will directly support the continued AACSB accreditation of the Ancell School and enhance the overall research profile of the University."

As per the contract and BOR policy, up to 11 Sabbatic Leaves can be granted each year. We have approved the 11 requests listed above. However, there is one additional faculty member, Dr. John Roche, who will also be on leave.

Dr. Roche was initially approved for Sabbatic Leave last year. Due to an unexpected medical leave taken by another professor, Dr. Roche was asked and agreed to postpone his leave in order to cover for his colleague. Consequently, we will be honoring Dr. Roche's leave in the 2025-2026 academic year instead.

Please let me know if you have any questions or need further details regarding this adjustment or the above information.

MS:moc



September 20, 2024

Dr. Terrence Cheng  
Chancellor  
Connecticut State Colleges & Universities  
61 Woodland Street  
Hartford, CT 06105

Dear Dr. Cheng:

Greetings! I wish to inform you that I have awarded the designation of Emeritus status to the following Professor, for his exemplary service to Southern Connecticut State University:

**Dr. Peter Bodo– Professor, Department of Economics**

Sincerely,

Dr. Dwayne Smith  
Interim President

DS/meh

cc: Human Resources for CSCU, Personnel File



December 4, 2024

Dr. Terrence Cheng  
Chancellor  
Connecticut State Colleges & Universities  
61 Woodland Street  
Hartford, CT 06105

Dear Dr. Cheng:

Greetings! I wish to inform you that I have awarded the designation of Emeritus status to the following Professor, for her exemplary service to Southern Connecticut State University:

**Dr. Laura Raynolds – Professor, Curriculum & Learning**

Sincerely,

Dr. Dwayne Smith  
Interim President

DS/meh

cc: Human Resources for CSCU, Personnel File



June 27, 2024

Mark Rozewski  
220 Old Black Rock Turnpike  
Fairfield, CT 06824

Dear Mark:

As Interim President of Southern Connecticut State University, it is with great pleasure that I award you the status of Emeritus, upon your retirement. This designation recognizes your years of distinguished service to Southern Connecticut State University.

With emeritus status, you will remain a part of the Southern family and your accomplishments here will be given the formal recognition they truly deserve. You have been a cherished member of the Presidential Leadership Team and a trusted colleague. I wish you nothing but the best wishes in your future endeavours.

Sincerely,

Dr. Dwayne Smith  
Interim President

cc: R. Prezant, J. Kraus, Personnel File

DS/gam



TO: Pam Heleen, Secretary of the Board of Regents, Associate Director of Board Affairs  
Kaylah Davis, Executive Assistant, Office of the Provost & SVP of Academic & Student Affairs, CSCU

FROM: Dr. Manohar Singh, President (Interim)

CC: Dr. Stephen Hegedus, Provost & Vice President for Academic Affairs (Interim), WCSU  
Fred Cratty, Chief Human Resources Officer, WCSU

DATE: August 1, 2024

RE: Emeritus Appointments

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We have granted Emeritus status to the following members of the Western Connecticut State University community:

<u>NAME</u>	<u>DEPARTMENT</u>	<u>EFFECTIVE DATE</u>
Mrs. Kathleen Lindenmayer (SUOAF)	Career Success Center	August 1, 2024
Dr. Margaret Astrup	Music	June 1, 2024
Dr. Daniel Barrett	Psychology	June 1, 2024
Dr. Daryle Brown	Nursing	June 1, 2024
Prof. William DeFeo	Justice & Law Administration	June 1, 2024
Dr. Mary Ellen Doherty	Nursing	June 1, 2024
Dr. Richard Molinelli (SUOAF)	Chemistry/Biochemistry	June 1, 2024
Dr. Shane Murphy	Psychology	June 1, 2024
Dr. Jennifer Ort	Nursing	June 1, 2024
Dr. Mary Alexander (Mgmt. Conf.)	Provost, VP for Academic Affairs	May 1, 2024
Ms. Nancy Barton (SUOAF)	Institutional Advancement	May 1, 2024
Dr. Edward Hagan	Creative & Professional Writing	January 1, 2024
Dr. Martha May	History, Philosophy & World Perspectives	January 1, 2024
Dr. Catherine Rice	Nursing	January 1, 2024
Dr. Barbara Piscopo	Nursing	January 1, 2024
Prof. Frank Herbert	Theatre Arts	December 21, 2023
Prof. Elizabeth Popiel	Theatre Arts	December 21, 2023

Thank you for the Board of Regents' support in acknowledging the outstanding work of these accomplished members of the WCSU community at their next meeting.

MS:moc

Chief Executive Officer Kimberly Hogan  
Middlesex Community College  
100 Training Hill Road  
Middletown, CT 06457

November 8, 2024

Re: Letter in support of emeritus status for Betty Riedinger, Lab Supervisor

Dear Campus C.E.O. Hogan,

This letter is in support of the appointment of Betty A. Riedinger to Emeritus status at CTState Community College, Middlesex Campus. I've worked closely with Betty daily since August 2000. Betty supervised the daily operations associated with running laboratory classes for our science department, including all our science disciplines - biology, chemistry, Earth and environmental sciences, and physics since May 2000. She was also a leader of our students and our programs. Just like our faculty, Betty supported programs through her everyday contact with students.

Betty has an A.S. Degree in Chemical Technology from Hartford State Technical College. Before coming to Middlesex Community College, Betty worked for the Department of Transportation Materials Testing Unit, and a civil engineering laboratory manager. Betty was hired in May 2000 to supervise and manage our science department's laboratories. Her contributions are summarized in the sections below.

### **Lab supervision**

The daily operations and planning that go into running laboratory courses is challenging. Managing the daily operations of laboratories requires a technical background as well as an ability to schedule space and time with faculty and students. This requires excellent communication skills to succeed in the role of lab supervisor. Betty was such a person in this role, which is why it worked well for twenty-five years. The safety of our labs was under her supervision, along with faculty, and she provided lab safety checks and training sessions for instructors and students. During the renovations of our biology and chemistry labs, Betty was able to keep our labs running smoothly, safely, and under tight time schedules.

- Kept up with regeneration and restocking all campus first aid kits.
- Member of the health and safety committee.
- Member of the Mert team (Middlesex Emergency Response Team (MERT) for many years.
- Locating and providing expelled scientific equipment to local schools in need.

### **Managing lab assistants**

Betty supervised the lab work and managed the time and work of many student laboratory assistants, some of which have gone onto be professional scientists in industrial labs. This role is



underestimated in my view, in that the success in this part of the job requires a person with special personal talents, able to work with faculty and assistants in the running of our labs and classes, too. Betty's career in lab management prior to coming to Middlesex gave her the needed experience to supervise several different labs with minimal support right from the start.

- Managed three to four student workers per semester, plus one Educational Assistant.
- Participated in Saturday Math Academy as Coordinator from about 2008-2014; sole coordinator from about 2014 – 2022.

### **Assisting students and faculty**

Her role as a lab supervisor was often extended to help faculty with classroom and other activities such as proctoring exams and conducting labs. Betty was always available to faculty with proctoring classes, giving lab safety lessons, and reaching out to area schools for donating her time as in judging science fairs, or finding places for scientific equipment.

In addition to the planning aspects of her job, Betty managed to help students, with words of encouragement, guidance, and spaces for them to sit and talk with them when they needed help.

- Early in her career at Middlesex, Betty went to Hartford and Manchester schools with Biology Professor Jon Morris and helped to demonstrate microbiological experiments in junior high schools in Manchester and Hartford.
- Represented the college as a judge for many local science fairs including our local Bielfield Elementary School students. Led many early science programs.
- Assisted Professors Donna Hylton and Lin Lin in the "Steam Train" summer student camper program. This included planning and teaching the students, shopping and procuring all the necessary materials for the experiments.
- Assisted Professor Donna Hylton in teaching minority female students in Middletown.
- Demonstration Garden participant from 2014-2022. Helped coordinate campus clean-ups for three years with Professor Christine Witkowski. Trash analysis for two years.
- Collected textbooks for Better World books for about 15 years, saving many hundreds of books from the landfill.

### **Colleagues and outreach**

Betty eagerly joined campus and college events and committees, including leadership roles. She took some of our courses at our college for training, for professional development and for self-interest, too. This is in the spirit of our community college. She, along with a few other dedicated associates was responsible for the vision, construction, and maintenance of our college's community garden, and green initiatives.

- Participated in multiple Berlin Fairs, Berlin Chamber of Commerce meetings, and the Meriden Daffodil Festivals.
- Served in the legislative outreach and environmental science committees.
- Represented Middlesex as a senator for the first senate in CTState for a 2-year term.
- Academic secretary for a one-year term.

- Volunteered in the community Board of Directors Jonas Center for two years.
- Ecoin Emergency collective impact network helped to make Middletown more bike friendly, reduce waste, and helped with energy efficiency program.
- Participated in planning events for the Rockfall foundation, including two paddling events to clear some invasive species from the waterways for wildlife protection.
- Involved in planning a community screening of films and also in planning “meet your greens” for about two years.
- Served on over 25 search committees.
- Narcan training and suicide prevention training.

Betty was dedicated to the people she worked with and to the college, in general. Betty’s good and caring nature was felt by us all, during occasions of joy, as in department holiday gatherings, academic convocations, or campus social events, such as chili cook-offs, golf tournaments, and fundraisers. She cared about the well-being of her associates and students and was always there for us in times of need. Her presence will be missed, and she has been an integral part of our department’s progress and success since 2000. Her dedication to the college, its faculty and staff, and students have made her most deserving of an Emeritus status.


Very truly yours,



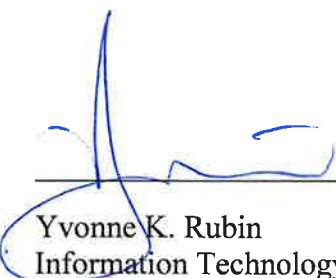
Mark D. Busa, Ph.D.  
Professor of Physics and Physical Sciences



Donna Bontatibus, Ph.D.  
Interim Dean of Academic and Student Affairs



James P. Quinlan  
Associate Professor of Chemistry



Yvonne K. Rubin  
Information Technology Technician 2



100 TRAINING HILL ROAD  
MIDDLETOWN, CT 06457  
[CTSTATE.EDU.MIDDLESEX](http://CTSTATE.EDU.MIDDLESEX)

12<sup>th</sup> March 2025

Chief Executive Officer Kimberly Hogan  
CT State – Middlesex  
100 Training Hill Road  
Middletown, CT 06457

Dear CEO Hogan,

It is both an honor and a privilege to recommend Professor Steven Krevisky for the title of Professor Emeritus. Over the past four decades, Professor Krevisky has made a major impact at CT State Middlesex. His valuable contributions will have a lasting impact on the institution and in the lives of the thousands of students he has served with unwavering dedication.

#### **Academic Excellence and Contributions to the Students**

Throughout his forty years at Middlesex, Professor Krevisky has taught a range of mathematics courses from the developmental to advanced levels. His passion for mathematics is obvious and is something he tries to pass on to his students. Here is a very small sample of what students have said:

“Professor Krevisky's personality and love for mathematics makes my day. I look forward to his greeting us with his ‘Greetings, mathematicians/Statisticians! Surely there are some in this room.’...You can't not smile when Krevisky is around. It has a joy and a pleasure to be his student.”

“The professor is very friendly. The class is very pleasant and can be fun most of the time with random fun facts. The professor tries to spark many of the interest in students by relating things into the learning. He explains everything with clear answers and information.”

“The instructor consistently puts in great effort to cultivate a welcoming atmosphere in the class. He ensures that no one feels unintelligent and refrains from suggesting that difficulty in understanding is a negative issue. His approach is consistently kind and supportive.”

"I am very weak at statistics, but this professor has made me developed interest in the statistics for the rest of my life."

" The professor made the class fun and all his sports references were funny but he also used the numbers of the players jerseys and related to problems so it was like 'real world' problems and it made it more enjoyable."

As noted earlier, these comments represent only a microscopic fraction of the feedback from students. It is not unreasonable to envision and extrapolate the profound impact Professor Krevisky has had on the lives of the numerous students he has taught throughout his career.

In addition to his teaching in the classroom, Professor Krevisky has been known for the assistance and support that he provides his students outside of the classroom. He welcomes students to the office and is always ready to help. He regularly serves as a tutor in the Academic Success Center and even holds his office hours there at times.

### **Contributions to the College and Community**

Professor Krevisky has served on several college and state-wide committees. Locally, at Middlesex, he has chaired the promotion committee for many years, providing valuable guidance and expertise. He has also served on numerous search committees. His contributions to the Curriculum, TAP, and recruitment and retention committees have significantly shaped the college's academic landscape. Additionally, he has played a key role in multiple mathematics departmental reviews and self-studies and served as the Mathematics Discipline coordinator from 2015 to 2018.

Over the years, Professor Krevisky has also participated in many student activities. He has been a faculty advisor for the Mathematics club and the Mathematics and Chess club. He is an integral part of organizing the annual  $\pi$ (pi) day event at Middlesex where his rendition of his  $\pi$ (pi) day song is always a crowd favorite.

Professor Krevisky has also served the wider community as the president of NEMATYC (The New England Mathematical Association of Two- Year Colleges) between 1993-1994. He also served as the president for MATYCONN (Mathematical Association of Two-Year Colleges of Connecticut) during 1992-1994 and 1998-2000. As a member of MATYCONN, he has also played an integral part in organizing both the local Middlesex and state-wide Mathematics Contest for many years.

He has been an active participant of the Middlesex Institute for Lifelong Education (MILE) where he has presented on numerous occasions.

### **Contributions to the Field/Discipline**

Professor Krevisky's valuable contributions extend outside the classroom. He has been the president of the Connecticut Smoky Joe Wood Chapter for the Society for American Baseball Research(SABR). He has also published several articles in SABR journals and been the editor of the Left Field Baseball book.

As a member of AMATYC (American Mathematical Association of Two-Year Colleges), he has attended and presented at many national conferences across the United States. He has also served as the leader of the AMATYC International workgroup. Along with his local and national contributions, Professor Krevisky has also had international exposure at conferences in Mozambique and Nigeria.

### **Creativity and Innovation**

In addition to his passion for Mathematics, Professor Krevisky has a strong passion for baseball. Seamlessly merging these interests, he brings them both into the classroom. His students will attest to the fact that there is not one class where he has not used a baseball reference to make a connection to the mathematical topics of the day. Whether it's calculating batting averages or analyzing game statistics, he finds creative ways to make math relatable. This speaks to his aptitude for being an innovative teacher, making lessons more engaging and helping students grasp complex mathematical concepts with ease.

### **Colleagues**

Professor Krevisky has not only had an impact on his students but on his colleagues, as well. The following are what some of them have shared:

#### Leonel Carmona, Professor Emeritus of Mathematics

Since 2000, I have had the privilege of knowing Professor Krevisky. His unwavering dedication to his students is truly commendable. Steve's primary objective has always been to foster a learning environment where students can thrive and excel in mathematics. His support extends beyond the classroom, as he has assisted numerous students in personalized and small group settings at the Academic Success Center.

Also, professor Krevisky has been the soul and heart of the Math Club at CT State – Middlesex. Over the years, he has encouraged students of several levels in mathematics to join the Math Club. Students benefit from the Math Club with the challenging problems presented by Professor Krevisky. Additionally, students participate in the annual activities promoted by the Math Club, such as Pi Day and the state Math Contest designed by MATYCONN. Professor Krevisky has been one of the principal collaborators in creating the problems for the Math Contest for many years.

Professor Krevisky has significantly contributed to the Mathematics Department during his tenure at CT State-Middlesex. His roles as the discipline Coordinator, designer of the mathematics curriculum, and reviewer of the mathematics discipline, among other activities, have greatly benefited the department and its students.

Professor Krevisky commitment to the college is further evident in his active participation in various committees, including the curriculum, tenure, and promotion committees. His involvement as a union representative has also been instrumental in advocating for the faculty and staff.

Professor Krevisky has been a very important member of the Mathematics Department for his endless contributions, love for discipline, and always caring for his colleagues, the staff, and the college. More importantly, he has infinitely cared for the students and their learning of mathematics.

#### Pamela Frost, Professor Emeritus of Mathematics

Professor of Mathematics Stephen (Steve) Krevisky has been an active participant and champion of the underdog in the Middlesex community since 1985. Steve is always willing to take on responsibilities to support our students, college, and broader community. Through his work with the 4 C's union, he has worked tirelessly over his tenure to support his colleagues. He exudes his love of mathematics, our students, and sports in the classroom with enthusiasm. Who else on campus will know your favorite sports team and how they are doing this season? Steve has made significant contributions in many areas over his time at Middlesex.

#### Sarah Leone, Associate Professor of Mathematics

Professor Krevisky's faithful support of our students and our math department is commendable. During his tenure at the college, Professor Krevisky has shown his commitment and dedication to his students' needs above all else. His love of

mathematics and the beauty he sees in it is contagious for all that interact with him. Professor Krevisky's contributions to the college are too significant to list here but reach every aspect of the college.

Professor Steven Krevisky is undoubtedly deserving of Emeritus status. Over the years, he has garnered numerous prestigious awards and accolades for his exceptional service and contributions. However, his most profound and enduring legacy lies in the thousands of students whose lives he has profoundly enriched.

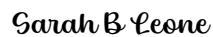
Sincerely,

A handwritten signature in black ink, appearing to read "K. Samuel". The signature is fluid and cursive, with the first name "Kegan" and last name "Samuel" clearly distinguishable.

Kegan Samuel, Professor of Mathematics, CT State Middlesex

A handwritten signature in black ink, appearing to read "Donna Bontatibus". The signature is written in a cursive style with a slight slant.

Donna Bontatibus, Dean of Students and Faculty, CT State Middlesex

A handwritten signature in black ink, appearing to read "Sarah B. Leone". The signature is written in a cursive style with a slight slant.

Sarah Leone, Associate Professor of Mathematics, CT State Middlesex

# Board of Regents

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

### **RESOLUTION**

Concerning

Discontinuation of Bachelor of Science

Recreation & Leisure Studies, Park & Recreation Management Concentration

At

Southern Connecticut State University

May 28, 2025

**RESOLVED:** That the Board of Regents for Higher Education approve the discontinuation of the following Bachelor of Science concentration at Southern Connecticut State University effective May of 2029.

Recreation & Leisure Studies, Park & Recreation Management Concentration

CIP Code: 31.0101    OHE#: 20343

A True Copy:

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



**ITEM**

Discontinuation of a Bachelor of Science in Recreation & Leisure Studies, Park & Recreation Management at Southern Connecticut State University.

**BACKGROUND AND RATIONALE**

The discontinuation of the Parks and Recreation concentration is in response to the steady decline in interest with the launch of the BS in Sports Management program. Students within the Sports Management program are pursuing internships and careers in the recreation field. By discontinuing the concentration, SCSU aims to offer students a broader range of career opportunities under one program.

**PHASE OUT/TEACH OUT STRATEGY**

Students will still have access to the required courses, as most are incorporated into the new concentration being proposed within the BS in Sport Management program.

**RECOMMENDATION**

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

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

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

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Southern Connecticut State University	Please enter the following dates: Final approval by institution: 2.24.25 Submission to CSCU Office of the Provost for Academic Council: 3.12.25	
<b>Program Characteristics</b> Name of Program: Recreation & Leisure Studies, Park & Recreation Management BOR Accreditation Date: 5-11-2017 OHE #: 20343 CIP Code Number: 31.0101      Title of CIP Code: Parks, Recreation and Leisure Studies Program Type (include degree or certificate type, abbreviation, and name, e.g., Associates, AS, Associate of Science): <b>Bachelor of Science</b> Modality of Program (check all that apply): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Phase Out / Teach Out Period: Expected Dates of Program Termination i    Date for final enrollment of new students: Spring 2025 i    Date for final award of credential: Spring 2029 Department where program is housed: Recreation, Tourism, and Sport Management Location Offering the Program (e.g., main campus): main campus		
<b>Institutional Contact for this Proposal:</b> Julia Irwin	Title: Interim Provost	Tel.: 25350 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. *Program discontinuation should not impact state priorities for workforce preparation.*

This discontinuation is related to academic improvement and helping to address state and students need. Since the inception of the BS, Sport Management program, there has been a decline in the number of students applying for the RLS, Park & Recreation Concentration and a decline in the number of transfer students into the same program. However, the department has seen an increase in the number of Sport Management students interning and applying for jobs in the recreation field. By discontinuing the RLS, Park & Recreation Concentration and adding a more focused concentration under the BS, Sport Management, we are providing our students a wide variety of career paths under a single bachelor's degree program.

**Phase Out/Teach Out Strategy**

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

Required courses will remain available to students as the majority of courses are included in the new concentration being proposed in the BS Sport Management degree.

**SECTION 3: RESOURCES**

**Close Out Costs**

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

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

What resources/costs would be employed and/or expended to discontinue program? What would be the total cost?  
 Because the courses are still being offered in the new concentration, there will be no additional costs.

**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.

Sport Management (SMT) was a concentration under the BS, Recreation & Leisure Studies (RLS). In 2015, it moved to a standalone major. This decision attracted students to the new major, leaving a large hole in the RLS program. Enrollment in SMT has steadily increased, while the Park and Recreation Management (PRM) concentration has contracted. The RTSM department made curricular and name changes to the PRM concentration, but it has not grown. SMT students who might be interested in careers in recreation are not switching their major. They are staying in SMT.

Therefore, after discussions with internal and external stakeholders, a decision was made to discontinue the Park & Recreation Management concentration under the RLS degree, and create a more focused Sport, Recreation, & Wellness concentration. The new concentration will give SMT students a new career path.

# **CSCU** Board of Regents

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

### **RESOLUTION**

Concerning

Discontinuation of Certificate

Sustainability Leadership

At

Southern Connecticut State University

May 28, 2025

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of the following Certificate in Sustainability Leadership at Southern Connecticut State University effective Spring of 2027.

Sustainability Leadership Certificate      CIP Code: 303301      OHE#: 20595

A True Copy:

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

**ITEM**

Discontinuation of a certificate in Sustainability Leadership at Southern Connecticut State University.

**BACKGROUND AND RATIONALE**

The discontinuation of the Sustainability Leadership Certificate program is due to limited instructional capacity with the resignation of a key faculty member with expertise in the area. SCSU is focusing on aligning and coordinating program offers with the current faculty's strengths and interests, with an emphasis on efficiency.

**PHASE OUT/TEACH OUT STRATEGY**

Students will be able to complete the certificate program until it is officially discontinued. The certificate serves as an additional credential, comprised of courses that are largely already included in most students' major requirements.

**RECOMMENDATION**

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

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

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

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> SCSU	Please enter the following dates: Final approval by institution: 3.12.25 Submission to CSCU Office of the Provost for Academic Council: 3.12.25
<b>Program Characteristics</b> Name of Program: Sustainability Leadership Certificate BOR Accreditation Date: 2022 OHE #: 20595 <u>CIP Code Number:</u> 303301      Title of CIP Code: Sustainability Studies Program Type (include degree or certificate type, abbreviation, and name, e.g., Associates, AS, Associate of Science): <b>Certificate</b> Modality of Program (check all that apply): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both	
Phase Out / Teach Out Period: Spring 2025 Expected Dates of Program Termination <ul style="list-style-type: none"><li>Date for final enrollment of new students: Spring 2025</li><li>Date for final award of credential: Spring 2027</li></ul>	
Department where program is housed: Environment, Geography & Marine Sciences Location Offering the Program (e.g., main campus): SCSU campus	
<b>Institutional Contact for this Proposal:</b> Julia Irwin	Title: Professor  Tel.: (203) 392-5350    e-mail: irwinj1@southernct.edu

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

<b>Narrative</b> 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 key reason why we are discontinuing the track is that a key faculty member who had expertise in this area resigned. As a result, we have limited capacity and are trying to focus on developing alignment and coordination across current faculty capacity and interests, with a focus on efficiency.
<b>Phase Out/Teach Out Strategy</b> Describe how the institution will ensure that students currently enrolled will be provided opportunities to complete the program. Provide quantitative information as needed (e.g., enrollments, any special resources needed, etc.)  Current students will be able to complete the certificate until it is discontinued. This is an extra credential that is a subset of courses most students take as part of their major requirements.

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

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

**SECTION 3: RESOURCES**

**Close Out Costs**

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

\$0

**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.

We have learned that there are limitations to our capacity when faculty leave and in the context of budget restraints. Having more general undergraduate curriculum foci can improve efficiency and effectiveness of program delivery.

# **CSCU** Board of Regents

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

### **RESOLUTION**

Concerning

Modification of a Program

Master of Science in Clinical Mental Health Counseling

At

Southern Connecticut State University

May 28, 2025

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Master of Science in Clinical Mental Health Counseling specifically a change of instructional delivery at Southern Connecticut State University.

A True Copy:

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



**ITEM**

Modification of instructional delivery of the Master of Science in Clinical Mental Health Counseling program at Southern Connecticut State University.

**RATIONALE AND SUMMARY OF MODIFICATIONS**

This instructional delivery modification will align the Clinical Mental Health Counseling, M.S. program with other hybrid programs within the CSP Department and reflects a broader trend in the College of Education that offer hybrid programs post-pandemic. This format meets the needs of working students by reducing commuting time. Program evaluation data, including Comprehensive Exam results and National Counselor Exam pass rates, indicate no differences based on course modality. Skill-building courses will remain in person, while content-based courses will shift to the online format.

**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.

5/9/2025 – BOR - Academic and Student Affairs Committee

5/28/2025 – Board of Regents

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**Connecticut State Colleges & Universities**  
*APPLICATION TO MODIFY INSTRUCTIONAL MODALITY –*  
***MODIFICATION OF ACCREDITED PROGRAM***

MODIFICATION OF INSTRUCTIONAL DELIVERY					
<b>Institution:</b> SCSU			Date of Submission to CSCU Office of the Provost: 3.12.25		
Name of Program: Clinical Mental Health Counseling					
Type of Credential ( <i>e.g. Associate Degree, Grad Certificate</i> ) <b>M.S.</b>					
CIP Code Number 511508			Title of CIP Code Clinical Mental Health Counseling		OHE# 10273
<b>ORIGINAL:</b>	Modality of Program -    X On ground       Online       Combined If "Combined", % of fully online courses?				
<b>MODIFIED:</b>	Modality of Program -       On ground       Online    X Combined If "Combined", % of fully online courses? 51.67 +				
<b>ADDITIONAL:</b>	Modality of Program -       On ground       Online       Combined If "Combined", % of fully online courses?				
<b>Explanation / Justification:</b> ( <i>Provide a concise rationale for the change request.</i> )					
<p>The justification for this modification of instructional delivery is to align with our sibling programs within the CSP Department, as all other programs are currently hybrid. Following the pandemic, more programs within the College of Education have adopted hybrid programs to meet the needs of a new generation of students, post-pandemic.</p> <p>Additionally, the model of a hybrid program meets the expressed needs of the students whom we serve, who often work full time, by reducing the transportation time they must invest to attend classes.</p> <p>We currently offer online and hybrid courses. According to our program evaluation data, as well as our data from the Comprehensive Exam and passing rates on the National Counselor Exam, there has been no distinguishable difference based on course modality. We feel strongly about keeping our skill building classes in the best format for counselor development, which is on ground. Only content courses will be held in an online format.</p> <p><b>Fiscal Impact:</b> (Estimate what financial impact this modification would have upon the Program's Pro Forma Budget over the course of the next three years.) This modification is not estimated to add to the program's pro forma budget.</p>					
<b>Institutional Contact for this Request:</b> Dr. Julia Irwin			Title: Interim Provost	Tel.: 25350 e-mail: irwinj1@southernct.edu	
<b>Institution's Unit</b> ( <i>e.g. School of Business</i> ) and Location ( <i>e.g. main campus</i> ) Offering the Program: College of Education, SCSU					

# **CSCU** Board of Regents

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

### **RESOLUTION**

Concerning

Modification of a Program

Bachelor of Arts in Philosophy

at

Southern Connecticut State University

May 28, 2025

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Bachelor of Arts in Philosophy, specifically a change in instructional delivery at Southern Connecticut State University.

A True Copy:

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

**ITEM**

Instructional delivery modification of the Bachelor of Arts in Philosophy at Southern Connecticut State University.

**RATIONALE AND SUMMARY OF MODIFICATIONS**

The modification of instructional delivery for the B.A. in Philosophy demonstrates a responsiveness to student demand, as there is a continued interest in traditional on-ground courses, and online courses filling capacity quickly. By offering the program in a hybrid format, SCSU can offer more general education elective courses online and serve more students.

**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.

5/9/2025 – BOR - Academic and Student Affairs Committee

5/28/2025 – Board of Regents

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

***APPLICATION TO MODIFY INSTRUCTIONAL DELIVERY –  
MODIFICATION OF ACCREDITED PROGRAM***

MODIFICATION OF INSTRUCTIONAL DELIVERY		
<b>Institution:</b> Southern Connecticut State University	Please enter the following dates: Final approval by institution: 3.12.25 Submission to CSCU Office of the Provost for Academic Council: 3.12.25	
<b>NOTE:</b> Use this form if modifying only the program delivery method.		
<b>Program Characteristics</b> Name of Program: Philosophy OHE #: 656 Program Type ( <i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i> ): BA Total # Credits in Program: 30 CIP Code Number: 380101 Title of CIP Code: Philosophy Department where program is housed: Philosophy Location Offering the Program ( <i>e.g., main campus</i> ): Main		
<b>Current Modality of Program</b> ( <i>check all that apply</i> ): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses		
<b>Proposed Modality of Program</b> ( <i>check all that apply</i> ): <input type="checkbox"/> On ground <input type="checkbox"/> Online <input checked="" type="checkbox"/> Hybrid, % of fully online courses 51% +		
<b>Explanation / Justification</b> <i>Provide a concise rationale for the change request, and discuss any anticipated impact upon the institution, its mission, and its students.</i> <p>While there is continuing interest for the traditional on-ground college experience on our campus, online courses fill to capacity very quickly. Modifying the modality of Philosophy to Hybrid will demonstrate our responsiveness to student demand.</p> <p>SCSU offers two fully on-line undergraduate degrees (i.e. Sports Management, Respiratory Therapy). Students in those programs need to fulfill their Liberal Education Program requirements by having online courses. By creating more hybrid undergraduate programs, like Philosophy we can offer more general education and elective courses online, thus serving more students.</p> <p>For instance, there is a currently a strong demand among Computer Science majors for our online PHI 324 Computer Ethics course. Our professor teaching this course has had to over enroll the three sections this spring. The Computer Science Department has asked us to expand the number of online sections of the course. Additionally several of our new LEP-designated courses (e.g. PHI 203 Ethics of Sustainability, PHI 272 Ethics of Policing and Criminal Justice, and PHI 226 Cyborg (Dis)Abilities), have been taught online and demonstrate a strong demand for that modality.</p> <p>With approval as a hybrid program the Philosophy Department will continue to support and expand our majors as well as provide unique online courses for other academic majors.</p>		
<b>Fiscal Impact</b> Describe the expected financial impact of this modification on the Program's Pro Forma Budget over the course of the next three years. No anticipated budget impact		
<b>Institutional Contact for this Proposal:</b> Julia Irwin	Title: Interim Provost	Tel.: 25350 e-mail: irwinj1@southernct.edu

# **CSCU** Board of Regents

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

### **RESOLUTION**

Concerning

Modification of a Program

Master of Public Health (MPH)  
Southern Connecticut State University

May 28, 2025

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Master's of Public Health, specifically a CIP code change at Southern Connecticut State University.

A True Copy:

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

**ITEM**

CIP code modification of the Master of Public Health (MPH) at Southern Connecticut State University.

**RATIONALE AND SUMMARY OF MODIFICATIONS**

This CIP code modification aligns with the STEM field designation, enabling the program to broaden its offerings in internships and applied practical experience projects. The STEM classification, combined with accreditation from the Council on Education for Public Health (CEPH), presents a strong opportunity for student recruitment. SCSU recently received a seven-year reaccreditation from CEPH, the highest accreditation approval that a program can receive. According to the Bureau of Labor Statistics, STEM careers are among the fastest-growing and highest-paying fields in the 21st century.

**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.

5/9/2025 – BOR - Academic and Student Affairs Committee

5/28/2025 – Board of Regents

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**Connecticut State Colleges & Universities**  
*APPLICATION TO MODIFY CIP CODE –*  
**MODIFICATION OF ACCREDITED PROGRAM**

MODIFICATION OF CIP CODE		
<b>Institution:</b> Southern Connecticut State University	Please enter the following dates: Final approval by institution: 3.5.25 Submission to CSCU Office of the Provost for Academic Council: 3.19.25	
<b>NOTE:</b> Use this form if modifying only the program CIP code.		
<b>Program Characteristics</b> Name of Program: Department of Public Health Master of Public Health OHE #: 19941 Program Type ( <i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i> ): <b>Master of Public Health, MPH</b> Total # Credits in Program: 42-48-MPH Department where program is housed: Public Health Location Offering the Program ( <i>e.g., main campus</i> ): Main Campus		
<b>Current</b> <a href="#">CIP Code Number</a> : 512201    Title of CIP Code: Public Health, General (MPH, DPH)		
<b>New Proposed</b> <a href="#">CIP Code Number</a> : 26-1311    Title of CIP Code: Epidemiology and Biostatistics		
<b>Explanation / Justification</b> <i>Provide a concise rationale for the change request, and discuss any anticipated impact upon the institution, its mission, and its students.</i> : The Bureau of Labor Statistics (BLS) has classified STEM careers as having some of the greatest growth potential and the highest paying jobs for the 21st century. A STEM field education could be the most useful tool for any program that qualifies for this designation in recruiting students and ensuring their employment after graduation. The Master of Public Health (MPH) and Executive MPH programs at SCSU has recently been accredited by the Council on Education in Public Health (CEPH) for another 7-years. This is the highest accreditation approval that a program can receive. The STEM designation will allow the program to expand offerings for their internship and applied practical experience (APE) which is project based for all students. STEM designation coupled with our accreditation by CEPH will be an excellent recruiting to that will allow students to see that our programs prepare students to excel in high-level management, research, and technical roles within the field.		
<b>Institutional Contact for this Proposal:</b> Dr. Julia Irwin	Title: Interim Provost	Tel.: 2-5350 e-mail: <a href="mailto:irwinj1@southernct.edu">irwinj1@southernct.edu</a>



# **CSCU** Board of Regents

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

### **RESOLUTION**

Concerning

Modification of a Program

Graduate Certificate in Applied Behavior Analysis

At

Southern Connecticut State University

May 28, 2025

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Graduate Certificate in Applied Behavior Analysis specifically a significant change of courses, modality, and degree title at Southern Connecticut State University.

A True Copy:

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

**ITEM**

Modification of the Graduate Certificate in Applied Behavior Analysis program at Southern Connecticut State University.

**RATIONALE AND SUMMARY OF MODIFICATIONS**

This modification addresses the national and state-level demand for behavior analysts with specialized training to work within school settings. The program is designed to fill this need by providing Board Certified Behavior Analysts (BCBAs) with knowledge in school-settings, addressing behavioral challenges, supporting student success, and collaborating with educators.

The certificate program was originally designed for professionals pursuing BCBA certification who already hold a master's degree. However, as the field has evolved, there is a growing need for behavioral analysts with specialized training to work in school settings.

This modification includes changes to the courses, modality, and name. The total number of credits will be reduced to 15 to align with standard graduate certificate programs, and the program will transition to an online, asynchronous format.

Current Name: Applied Behavior Analysis  
Proposed Name: Advanced Behavior Analysis in Schools

**RECOMMENDATION**

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

5/9/2025 – BOR - Academic and Student Affairs Committee  
5/28/2025 – Board of Regents

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

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

**SECTION 1: GENERAL INFORMATION**

**Institution:** SCSU

Please enter the following dates:

Final approval by institution: 12/3/24

Submission to CSCU Office of the Provost for Academic Council:  
3.12.25

Most Recent NECHE Institutional Accreditation Action and Date: 2022

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

X Significant Modification of Courses/Course Substitutions\*

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

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

X Change of Degree Title or Program Title

Other (please specify)

Total Number of courses and course credits to be modified by this application: 13

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

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

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

**Original Program Characteristics**

Name of Program: **Applied Behavior Analysis**

OHE #: 16944

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

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

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

Date Program was Initiated: 1/2012

Total # Credits in Program: 28

# Credits in General Education: N/A

CIP Code Number: 422814 Title of CIP Code: Applied Behavior Analysis

**Modified Program Characteristics**

Name of Program: **Advanced Behavior Analysis in Schools**

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

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

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

Initiation Date for Modified Program: Fall 2025

Anticipated Date of First Graduation: Spring 2026

Total # Credits in Program: 15

# Credits in General Education: N/A

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

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

<u>CIP Code Number:</u> 422814 <u>Title of CIP Code:</u> Applied Behavior Analysis		
Department where program is housed: Special Education		
Location Offering the Program (e.g., main campus): Online, main campus		
If modification of the program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: CIP:    OHE#:    BOR Accreditation Date: Phase Out Period    Date of Program Termination Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No		
Other Program Accreditation: <ul style="list-style-type: none"> <li>• If seeking specialized/professional/other accreditation, name of agency and intended year of review: N/A</li> <li>• If program prepares graduates eligibility to state/professional licensure,               <ul style="list-style-type: none"> <li>○ identify credential: N/A- program does not lead to licensure</li> <li>○ confirm NC-SARA requirements met: <input type="checkbox"/> Yes    X <input checked="" type="checkbox"/> No</li> </ul> </li> </ul> <i>(As applicable, the documentation in this request should address the standards of the identified accrediting body or licensing agency)</i>		
<b>Institutional Contact for this Proposal:</b> Dr. Julia Irwin	<b>Title:</b> Interim Provost	<b>Tel.:</b> X5350 <b>e-mail:</b> <a href="mailto:irwinj1@southernct.edu">irwinj1@southernct.edu</a>

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

**Summary of Modifications**

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

Context: SCSU already has a 30-credit, M.S. in Applied Behavior Analysis, offered in hybrid modality.

The additional graduate certificate in Applied Behavior Analysis (ABA) was originally designed for professionals interested in earning a Board Certified Behavior Analyst (BCBA) credential and who already held a master's degree. The coursework included the required content to apply for, sit for, and pass the BCBA exam. However, the field's evolving requirements and the need for behavior analysts with specialized training in school settings necessitate modifications to the certificate program. These changes aim to support students who already have a BCBA credential but lack expertise in school-based ABA practices.

Proposed Modifications:

1. Removal of previous core ABA courses (SED 689, 690, 691, 693, 694, 641, 642, 692), as they were designed to meet the BCBA exam requirements, which is no longer the focus of this program.
2. The overall credit total for the certificate will be reduced to 15 credits to align with common certificate program structures and enable students to be eligible for pay increases in their school districts for a master's +15 credits, where applicable.
3. Incorporation of two existing ABA courses (offered in the M.S. in ABA):
  - SED 543 (Survey in ABA Practices)
  - SED 643 (Advanced ABA in School Settings)
4. Introduction of three new courses essential for BCBAs working in educational settings:
  - ABA, the Law, and Educational Process
  - ABA Consultation and Supervision in Schools
  - Clinical Behavior Analysis
5. Transitioning the program to an online asynchronous format to significantly expand recruitment beyond Connecticut and increase accessibility to a national audience.

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

6. Change of title to be more clear and informative- "Advanced Behavior Analysis in Schools"

**Background and Rationale**

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

The modifications respond to critical national and state-level needs for behavior analysts who are trained specifically to work in schools. While the demand for BCBAs has grown substantially, training programs at the Master's level focus on the science of ABA broadly applied, leaving a gap in expertise when it comes to working directly in classrooms and school systems. This certificate will bridge that gap by preparing behavior analysts with school-specific knowledge and competencies to address behavioral challenges, support student success, and collaborate effectively with educators.

Moreover, the certificate aligns with SCSU's social justice mission by equipping behavior analysts with the skills to mitigate disproportionate disciplinary actions and special education referrals among marginalized communities. Students from historically underserved backgrounds—particularly Black and Hispanic students—are overrepresented in school discipline and special education classifications due to behavioral challenges that are often not met with other interventions (Skiba et al., 2011). By ensuring that behavior analysts are well-trained in school-based ABA interventions, this certificate will promote equity and improve long-term student outcomes.

**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.*)
- Interest data was collected at the Connecticut Association for Behavior Analysis conference, held in Hartford, CT on February 28, 2025. Among the behavior analysts who visited Sothern's informational table, 36 individuals completed an interest form, indicating a desire to be notified when the application portal opens. Although this sample was small, reflecting attendance at a state conference within a small sized state, the interest underscores a broader national demand for advanced training opportunities in behavior analysis beyond initial accreditation coursework.
- Currently, there is only one comparable program nationwide, located at a private institution in another New England state, which consistently reaches full capacity. The proposed program at Sothern will uniquely serve as the first of its kind in Connecticut, the first housed at a public institution, and will be accessible nationally through its fully online, asynchronous format.
- Connecticut's schools are facing an urgent need for specialized behavioral support professionals due to the increasing number of students requiring behavioral and mental health interventions. According to JobsEQ and the Connecticut Department of Labor, demand for Board Certified Behavior Analysts (BCBAs) in educational settings has increased by over 50% in the last five years. This surge in demand is driven by several factors:
  - Growing prevalence of students requiring behavioral supports: More than 87,000 students (18% of Connecticut's K-12 population) receive special education services (*CT Insider, 2024*). Many of these students require intensive behavioral interventions to remain successful in inclusive classrooms.
  - Increased mental health and behavioral challenges post-COVID: Schools have reported higher rates of disruptive behavior, anxiety, and emotional difficulties, exacerbating the need for school-based behavior analysts (*Connecticut Department of Education, 2024*).
  - Workforce shortages in special education and behavioral support services- Many school districts lack sufficient BCBAs to meet student needs, leading to overburdened special education teams and increased reliance on exclusionary disciplinary practices.

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

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**Career Pathways-** Graduates of this modified certificate program will be highly employable in a wide range of school-based behavioral roles in and beyond CT, including:

- School-based Board Certified Behavior Analyst (BCBA) – Works directly with students, teachers, and school administrators to design and implement behavior intervention plans.
- Behavioral Support Coordinator– Oversees district-wide behavior intervention programs and professional development for school personnel.
- Multi-Tiered System of Supports (MTSS) Specialist – Implements and evaluates tiered behavioral intervention frameworks to support student success.
- School Climate and Discipline Coordinator – Develops and monitors positive behavior support systems to reduce exclusionary discipline (e.g., suspensions, expulsions) and improve school culture.
- Job Growth and Salary Prospects:
  - National demand for behavior analysts has surged by 58% between 2023 and 2024 (*Behavior Analyst Certification Board, 2024*).
  - In Connecticut, BCBAs in school settings earn competitive salaries, with entry-level salaries starting around \$72,297 and experienced professionals earning up to \$103,543 per year (*Indeed, 2025*).
  - Specialized school-based roles (e.g., Behavioral Support Coordinators) offer salaries exceeding \$110,000 for experienced professionals.

By modifying this certificate, we ensure that graduates are well-equipped to meet both the Connecticut and National growing workforce needs, fill critical vacancies in schools, and contribute to improving behavioral and educational outcomes for students.

- 
- 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?

Southern Connecticut State University (SCSU) is uniquely positioned to deliver this specialized certificate due to its:

- Strong faculty expertise in both Applied Behavior Analysis and Special Education
  - Expanding on the already existing Behavior Analytic strengths supported by the University (i.e. UG minor, Masters, 6<sup>th</sup> year diploma and the already established *Academy for the Advancement of Behavior Science* run by the ABA faculty).
  - Commitment to social justice, ensuring that graduates are prepared to address disparities in school discipline and special education identification
  - Robust online infrastructure, which allows the program to be delivered in an accessible and flexible format
  - Strong partnerships with school districts, ensuring real-world application of skills learned in coursework and job opportunities post-completion.
- 
- 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?
      - Recruitment & Enrollment: Currently, the ABA program enrollment is one of the most diverse program in the College of Ed with 54% of enrolled students being non-white. We will monitor enrollment trends to ensure diverse representation among students from various racial, socioeconomic, and ability backgrounds continues.

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

- Retention & Completion Rates: 1:1 mentorship to ensure all students receive adequate academic and advising support.
- Post-Graduate Employment Data: Tracking job placements to assess impact on marginalized communities.
- 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.
  - 1:1 Mentorship & Advising: Each student will be paired with a faculty advisor or mentor to provide academic guidance development.
  - Academic Coaching & Tutoring: The Center for Academic Success and Accessibility Services (CASAS) at SCSU will be available to students who may need additional academic support, including students with disabilities.
  - Given that these students will be at a high level of educational background, having already earned a Master's degree, supports will be adjusted as needed and on an individual basis.
- Where inequities are found, how will the data be used by program and institutional leaders to address the inequities?
- Expand Recruitment Efforts: If certain racial or socioeconomic groups are underrepresented, we will adjust outreach strategies, working directly with entities on campus to support more diverse enrollment.
- Enhance Academic Support: If students from marginalized backgrounds show lower retention rates, we will increase mentorship programs, offer tutoring, and expand flexible course options.
- Adapt Financial Support Strategies: If financial barriers are a primary cause of attrition, we will work with SCSU's Financial Aid Office to identify additional scholarship and funding opportunities.
- Course Format Adjustments: If students struggle with online coursework, we will enhance virtual learning supports and offer options such as live Q&A sessions with faculty.

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

The modified program provides stackable credentials that align with existing programs at SCSU and other institutions within the Connecticut State Colleges and Universities (CSCU) system. Stackable programs specifically at SCSU include

- Undergraduate Minor in Applied Behavior Analysis
- Master's in Applied Behavior Analysis
- Sixth-Year Diploma in Special Education and Applied Behavior Analysis

The program is also stackable with the Applied Behavior Analysis Minor at ECSU and the Applied Behavior Analysis Masters at WCSU

The fully online structure further enhances transferability, making the program accessible to students nationwide.

- Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided  
 There are no similar programs at other CSCU institutions. While other institutions offer general Applied Behavior Analysis certification preparation programs at the Master's level, this revised certificate is specifically for those who already possess a Master's degree. It also fills a critical gap by specializing in school-based applications, ensuring that Connecticut and national schools have access to behavior analysts trained to work directly in educational settings.

**Curriculum**

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

Original Program	Proposed Modified Program
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Course Name & Number	Credits	Course Name & Number	Credits
SED 641 – Ethical and Professional Conduct	3	SED 701- Special Education Law and Processes	3
SED 642 – Organizational Behavior Management and Supervision	3	SED 543 (being revised to SED 702) SED 702- Enhanced ABA Practice in Schools	3
SED 689 – Philosophical Underpinnings of ABA SED	3	SED 643 (being revised to SED 703) SED 703- School Wide Behavior Systems	3
690 – Principles of Applied Behavior	3	SED 704- Coordinating ABA in Schools	3
Analysis SED 691 – Single Subject Research	3	SED 705- Clinical Behavior Analysis	3
Methods SED 692 – Advanced Applied Behavior Analysis	3		
SED 693 – Assessment in Applied Behavior Analysis	3		
<b>Total Credits Original Program</b>	<b>21</b>	<b>Total Credits Modified Program</b>	<b>15</b>

**Learning Outcomes - L.O.**

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

1. Students will identify and articulate relevant legal requirements for working in educational settings and appropriate application of responsibilities in the school setting.
2. Students will develop relevant practices for interacting with others and in written activities as part of educational-processes, including IEP and other school-based teams.
3. Students will describe the use of ABA-based assessment and practices for a variety of educational and student needs in non-traditional ABA contexts (such as those found in clinical behavior analysis).
4. Students will display proficiency in the process and formulation of ABA-based collaboration, consultation, and supervision relevant for educational settings.
5. Students will describe a range of school-based situations common in general and special education and describe and develop relevant ABA-based interventions appropriate to class-, school-, and district-wide needs.
6. Students will identify the essential components and characteristics necessary to implement and monitor a variety of ABA-based curricular programs that can support students in general and special education settings.

**Assessment of Learning Outcomes**

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

Consistent with the field of ABA, measures will be used throughout the program to identify individual and program-wide student performance. This will include monitoring student performance in areas like, attendance, participation, disposition, written assignments, group assignments, quizzes/exams, and presentations.

**Detailed Curriculum for Modified Program**



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*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
<b>SED 701- Special Education Law and Processes</b>	<b>1,2</b>		<b>3</b>
<b>SED 543 (being revised to SED 702)</b> <b>SED 702- Enhanced ABA Practice in Schools</b>	<b>5,6</b>		<b>3</b>
<b>SED 643 (being revised to SED 703)</b> <b>SED 703- School Wide Behavior Systems</b>	<b>5,6</b>		<b>3</b>
<b>SED 704- Coordinating ABA in Schools</b>	<b>4</b>		<b>3</b>
<b>SED 705- Clinical Behavior Analysis</b>	<b>3</b>		<b>3</b>
<b>Total Program Credits:</b>			<b>15</b>

**Description of Related Modification(s)**

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

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

ACTUAL Enrollment	Fall 2021		Fall 2022		Fall 2023		Fall 2024	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In								
New Students				2		3	1	
Returning Students		5					2	1
Actual Headcount Enrollment	0	5	0	2	0	3	3	1
Fall FTE accounted for by Program Majors	3 (= 30/12)		1 (= 14/12)		2 (= 21/12)		3 (= 34/12)	
	AY 2021-22		AY 2022-23		AY 2023-24		AY 2024-25 (tentative)	
Size of Credentialed Group(s) for Given Year	5		0		0		1	

**Impact of Modification on Enrollment and Completion**

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Describe the anticipated impact of the modification(s) on future enrollment and completion  
We anticipate enrolling 20 students per year in this program. This enrollment target is based on the projection of filling the two courses that will run each semester, ensuring a sustainable class size and optimal faculty-to-student ratio.

As a result, we expect a steady increase to grow quickly 20 additional students per year in the Applied Behavior Analysis program at Southern Connecticut State University. This growth will not only contribute to higher overall enrollment in ABA coursework but will also expand the university's reach nationally, given the program's online asynchronous format.

The completion rate is projected to be high, as the modified program is designed to accommodate working professionals through its flexible course structure. The revised 15-credit certificate model ensures that students can complete the program efficiently, thereby increasing the likelihood of on-time graduation and positioning them for immediate application of their skills in school-based settings.

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**Justification for Enrollment Projections**

The projected annual enrollment of 20 students in the certificate is supported by strong workforce demand, institutional readiness, and demonstrated interest from potential applicants.

***Market Demand and Program Relevance***

Connecticut and national data show a clear and growing need for BCBA's trained in educational settings. The Connecticut Department of Labor and JobsEQ report a 50% increase in demand for school-based BCBA's over the last five years. Nationally, the Behavior Analyst Certification Board reported a 58% increase in demand for BCBA's between 2023 and 2024. With over 87,000 students in Connecticut receiving special education services—many requiring behavioral support—this certificate fills a critical gap in school-based behavioral expertise.

***Demonstrated Interest***

At the 2025 CTABA Conference, 36 professionals expressed direct interest in the program, underscoring demand from credentialed and soon-to-be-credentialed BCBA's. Importantly, the fully online, asynchronous format makes the program accessible beyond Connecticut, opening recruitment to a national audience of school-based professionals.

***Institutional Infrastructure and Program Feasibility***

Southern Connecticut State University is uniquely positioned to support this program through its well-established ABA ecosystem, including:

- An undergraduate ABA minor
- A 4+1 BS Psychology → MS ABA
- A Master's in Applied Behavior Analysis
- A Sixth-Year Diploma in ABA/Special Education
- The Academy for the Advancement of Behavior Science, which actively engages faculty in research, outreach, and continuing education

This foundation ensures strong internal pipelines, experienced faculty, and access to school and community partnerships. The 15-credit, fully online structure is designed to attract working professionals seeking career advancement and school district incentives like *Master's* +15 salary upgrades.

**Other Considerations**

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

**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.

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PROJECTED Enrollment	2025-2026						2026-2027						2027-2028					
	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)		10						12						12				
Continuing Students progressing to credential				8				8		10				8		10		
Headcount Enrollment	0	10	0	8	0	0	0	20	0	10	0	0	0	20	0	10	0	0
Total Estimated FTE per Year <sup>1</sup>																		
PROJECTED Program Revenue	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Tuition <sup>2</sup>		53,450.00		42,760.00				55,780.00		53,450.00				55,780.00		53,450.00		
Tuition from Internal Transfer <sup>2</sup>																		
Program Specific Fees (lab fees, etc.)																		
Other Revenue (annotate in narrative)																		
Total Annual Program Revenue						96,210												139,230
PROJECTED Program Expenditures <sup>3</sup>	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Administration (Chair or Coordinator) <sup>4</sup>																		
Faculty (Full-time, total for program) <sup>4</sup>																		
Faculty (Part-time, total for program) <sup>4</sup>			8,550		8,550													8,550
Support Staff (lab or grad assist, tutor)																		
Library Resources Program																		
Equipment (List in narrative)																		
Other <sup>5</sup>																		
Estimated Indirect Costs <sup>6</sup>																		
Total Expenditures per Year			8,550		8,550													8,550
Gross Margin			87,660		130,680													130,680
Footnotes:																		
1. Part-time Enrollment projections as following:																		
Year 2: 20 in Fall (both new and continuing students) and 10 continuing students in Spring (headcount).																		
Year 3: 20 in Fall (both new and continuing students) and 10 continuing students																		
2. Program completion: Part-time students -1.5 years (Year 1-12 credits and Year 2-3 credits, fall only).																		
3. Retention: 90% of students are expected to complete the program.																		
4. For tuition revenue projection assumed a flat PT per credit rate for Year 1 through 3 (no increases).																		
5. ABA Certificate program will require PT faculty to teach one 3 credit course. For expense projections, used AAUP2024-25 "I" rank and rate (\$2,375.00 per credit). Assumed no increases, flat rate for Year 1 through 3. Fringe included.																		

SECTION 4: ADDITIONAL PROGRAM CHARACTERISTICS

Program website: <https://www.southernct.edu/academics/special-education/programs>

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

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

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

Catalog Description

Provide the catalog description for this program (with proposed modifications if applicable): The Graduate Certificate in Advanced Behavior Analysis in Schools is a 15-credit, online asynchronous, program designed for individuals seeking specialized training in applying behavior analysis effectively within school settings. Content focuses on expanding student's expertise related to educational laws and process, using ABA with a wider variety of populations, successful strategies for working with educational teams, and how ABA-based practices can enhance class-, school-, and district-wide performance.

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): **Psychologists, all others 19-3039.00**

What would be the median estimated earnings for a graduate in this profession (if more than one SOC code listed, include earnings for each)? **\$90,000**

Applicable Industries

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Identify the industry applicable to this program using the [North American Industry Classification System](#) (NAICS). Provide NAICS code(s) and title(s): **611710 - Educational support services, Educational consultants**

**Career/Program Pathways**

Does this program prepare students for another program? ☒ Yes, specify program: Ph.D./Ed.D programs in related fields (E.g. Educational leadership Ed.D., at SCSU, any of the educational psychology Ph.D.s at UConn, etc.) ☐ No

- School-based Board Certified Behavior Analyst (BCBA) – Works directly with students, teachers, and school administrators to design and implement behavior intervention plans.
- Behavioral Support Coordinator– Oversees district-wide behavior intervention programs and professional development for school personnel.
- Multi-Tiered System of Supports (MTSS) Specialist – Implements and evaluates tiered behavioral intervention frameworks to support student success.
- School Climate and Discipline Coordinator – Develops and monitors positive behavior support systems to reduce exclusionary discipline (e.g., suspensions, expulsions) and improve school culture.

**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): **Mark Groskreutz, [GroskreutzM2@SouthernCT.edu](mailto:GroskreutzM2@SouthernCT.edu), 2-5951**

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? **4**

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

**Admissions Requirements**

What are the admissions requirements for the program?

**-Master's degree from an accredited university in Applied Behavior Analysis or a closely related field (e.g. School Psychology).**

**-3.0 GPA in prior graduate coursework**

**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: Professionals who have completed graduate coursework in ABA and are eligible, soon-to-be eligible, or have already earned their BCBA credential. -Or- individuals in a closely related field in which a master's degree is the required minimal degree (e.g. School Psychology). This program specifically targets graduate-level professionals in ABA who currently or are interested in working in public or private educational settings. There are currently over 70,000 professional that hold the BCBA credential and is currently increasing at the rate of 4,000-6,000 per year.

# **CSCU** Board of Regents

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

### **RESOLUTION**

Concerning

Modification of a Program

Minor in

Marine Studies

Southern Connecticut State University

May 28, 2025

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – specifically a name change of the Minor in Marine Studies at Southern Connecticut State University.

A True Copy:

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

**ITEM**

Name change to the minor in Marine Studies at Southern Connecticut State University.

**BACKGROUND AND PROPOSAL**

This name change modification aims to streamline the Marine Science minor to ensure that students can complete the program within the timeframe of a four-year undergraduate degree. The name change will reflect the science focus of the minor and is designed to align with the marine course offerings.

Old Name: Minor in Marine Studies

New Name: Minor in Marine Science

The Environment, Geography, and Marine Sciences Department has undergone a strategic reassessment of its course offerings and academic programs. This name change connects to the changes within the department's re-evaluation.

**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.

5/9/2025 – BOR - Academic and Student Affairs Committee

5/28/2025 – Board of Regents

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

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

NAME CHANGE REQUEST		
<b>Institution:</b> SCSU	Please enter the following dates: Final approval by institution: 1.30.25 Submission to CSCU Office of the Provost for Academic Council: 3.12.25	
<b>NOTE:</b> Use this form if modifying only the name of the program.		
<b>Current Program Characteristics</b> Name of Program: Minor in Marine Studies OHE #: n/a (we did not use OHE for minors) Modality of Program ( <i>check all that apply</i> ): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type ( <i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i> ): <b>Minor</b> Date Program was Initiated: Total # Credits in Program: 18 # Credits in General Education: n/a CIP Code Number: 30.3201 Title of CIP Code: Marine Sciences Department where program is housed: Environment, Geography and Marine Sciences Location Offering the Program ( <i>e.g., main campus</i> ): Main campus		
<b>Proposed New Name of Program:</b> Minor in Marine Science		
<b>Proposed Date Name Change Becomes Effective:</b> August 2025		
<b>Explanation / Justification</b> <i>Provide a concise rationale for the name change request, and discuss any anticipated impact upon the institution, its mission, and its students.</i> The Department of the Environment, Geography and Marine Sciences has experienced a significant decrease in full time faculty resources over the past few years (from 10 full time + 1 special appointment to 7 full time faculty currently). This coupled with significant changes to the LEP (primarily the elimination of LEP Tier III) has caused us to re-evaluate which courses EGMS faculty can reasonably teach and which programs (majors, concentrations & minors) the department can offer in the foreseeable future.		
<b>Programmatic Changes</b> <i>If applicable, provide a concise discussion regarding any programmatic changes to be necessitated by the requested name change.</i> This revision is intended to deal with this reality and aims to streamline the Marine Science minor to assure that our students can complete it within the timeframe of a regular 4-year undergraduate degree. The name change will reflect the science focus of this minor in Marine Science and is designed to align with the MAR course offerings expected.		
<b>Cost and Availability of Adequate Resources</b> <i>If applicable, provide a one paragraph narrative addressing additional cost and resources necessitated by the requested name change.</i> There are no additional costs associated with this name change.		
<b>Institutional Contact for this Proposal:</b> Julia Irwin	Title: Interim Provost	Tel.: 203395350 e-mail: <a href="mailto:irwinj1@southernct.edu">irwinj1@southernct.edu</a>

# **CSCU** Board of Regents

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

### **RESOLUTION**

Concerning

Modification of 11 Programs

Bachelor of Science, 7-12 Programs

at

Southern Connecticut State University

May 22, 2025

RESOLVED: That the Board of Regents for Higher Education approve the modification of 11 programs – specifically name changes of Bachelor of Science, 7-12 programs at Southern Connecticut State University.

Biology 7-12, Bachelor of Science (OHE #: 4488, CIP: 131205)  
Chemistry 7-12, Bachelor of Science (OHE #: 4509, CIP: 131205)  
Earth Science 7-12, Bachelor of Science (OHE #: 4523, CIP: 400601)  
English 7-12, Bachelor of Science (OHE #: 4352, CIP: 131205)  
French 7-12, Bachelor of Science (OHE #: 4371, CIP: 131205)  
History 7-12, Bachelor of Science (OHE #: 4442, CIP: 540101)  
Italian 7-12, Bachelor of Science (OHE #: 4397, CIP: 131205)  
Physics 7-12, Bachelor of Science (OHE #: 4555, CIP: 400801)  
Political Science 7-12, Bachelor of Science (OHE #: 675, CIP: 451001)  
Spanish 7-12, Bachelor of Science (OHE #: 4421, CIP: 131205)  
Special Education 7-12, Bachelor of Science (OHE #: 607, CIP: 131001)

A True Copy:

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



**ITEM**

Name change to eleven of the Bachelor of Science, 7-12 programs at Southern Connecticut State University.

**BACKGROUND AND PROPOSAL**

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

Old Name: Biology, (7-12)

New Name: Biology, B.S. – Secondary Education

Old Name: Chemistry, (7-12)

New Name: Chemistry, B.S. – Secondary Education

Old Name: Earth Science, (7-12)

New Name: Earth Science, B.S. – Secondary Education

Old Name: English, (7-12)

New Name: English, B.S. – Secondary Education

Old Name: French, (7-12)

New Name: French, B.S. – Secondary Education

Old Name: History, (7-12)

New Name: History, B.S. – Secondary Education

Old Name: Italian, (7-12)

New Name: Italian, B.S. – Secondary Education

Old Name: Physics, (7-12)

New Name: Physics, B.S. – Secondary Education

Old Name: Political Science, (7-12)

New Name: Political Science, B.S. – Secondary Education

Old Name: Spanish, (7-12)

New Name: Spanish, B.S. – Secondary Education

Old Name: Special Education 7-12

New Name: Comprehensive Special Education

## **RECOMMENDATION**

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

5/9/2025 – BOR - Academic and Student Affairs Committee

5/28/2025 – Board of Regents

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

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

NAME CHANGE REQUEST		
<b>Institution:</b> Southern Connecticut State Univ.	Please enter the following dates: Final approval by institution: 2.13.25 Submission to CSCU Office of the Provost for Academic Council: 2.12.25	
<b>NOTE:</b> Use this form if modifying only the name of the program.		
<b>Current Program Characteristics</b> Name of Program: <b>Biology 7-12</b> OHE #: 4488 Modality of Program ( <i>check all that apply</i> ): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type ( <i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i> ): <b>B.S.</b> Date Program was Initiated: Total # Credits in Program: 62 # Credits in General Education: 46 CIP Code Number: 131205   Title of CIP Code: <a href="#">Secondary Education and Teaching.</a> Department where program is housed: College of Arts & Sciences Location Offering the Program ( <i>e.g., main campus</i> ): Main Campus		
<b>Proposed New Name of Program:</b>  <b>Biology, B.S. - Secondary Education</b>		
<b>Proposed Date Name Change Becomes Effective:</b> Fall 2025		
<b>Explanation / Justification</b> In its Spring 2024 session, the Connecticut General Assembly voted to change the grade span included within numerous certifications. Both in order that our programs reflect the broader grade spans now codified, and so that we will not be required to adjust the names of our program(s)/concentration(s) each time the CGA makes such a change, we have elected to remove mention of specific grades from our program/concentration titles, and merely to identify the particular certification level for which the program/concentration is preparing candidates. In this case, we are replacing all "(7-12)" program names with "(Secondary Education)." 		
<b>Programmatic Changes</b>  No programmatic changes beyond the program and/or concentration name(s) change are being proposed.		
<b>Cost and Availability of Adequate Resources</b>  There are no resource implications for this proposed change.		
<b>Institutional Contact for this Proposal:</b>  Dr. Bruce Kalk	Title: Dean, College of Arts & Sciences	Tel.: (203)392-5466  e-mail: kalkb1@southernct.edu

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

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

NAME CHANGE REQUEST		
<b>Institution:</b> Southern Connecticut State Univ.	Please enter the following dates: Final approval by institution: 2.13.25 Submission to CSCU Office of the Provost for Academic Council: 3.12.25	
<b>NOTE:</b> Use this form if modifying only the name of the program.		
<b>Current Program Characteristics</b> Name of Program: <b>Chemistry, (7-12)</b> OHE #: 4509 Modality of Program ( <i>check all that apply</i> ): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type ( <i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i> ): <b>BS</b> Date Program was Initiated: Total # Credits in Program: 61 # Credits in General Education: 46 <u>CIP Code Number:</u> 131205   Title of CIP Code: Secondary Education and Teaching Department where program is housed: College of Arts & Sciences Location Offering the Program ( <i>e.g., main campus</i> ): Main Campus		
<b>Proposed New Name of Program:</b> <b>Chemistry, B.S. - Secondary Education</b>		
<b>Proposed Date Name Change Becomes Effective:</b> Fall 2025		
<b>Explanation / Justification</b>  In its Spring 2024 session, the Connecticut General Assembly voted to change the grade span included within numerous certifications. Both in order that our programs reflect the broader grade spans now codified, and so that we will not be required to adjust the names of our program(s)/concentration(s) each time the CGA makes such a change, we have elected to remove mention of specific grades from our program/concentration titles, and merely to identify the particular certification level for which the program/concentration is preparing candidates. In this case, we are replacing all names of "(7-12)" with "(Secondary Education)."  <b>Programmatic Changes</b>  No programmatic changes beyond the program and/or concentration name(s) change are being proposed.		
<b>Cost and Availability of Adequate Resources</b>  There are no resource implications for this proposed change.		
<b>Institutional Contact for this Proposal:</b>  Dr. Bruce Kalk	Title: Dean, College of Arts & Sciences	Tel.: (203)392-5466  e-mail: kalkb1@southernct.edu

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**Connecticut State Colleges & Universities**

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NAME CHANGE REQUEST		
<b>Institution:</b> Southern Connecticut State Univ.	Please enter the following dates: Final approval by institution: 2.13.25 Submission to CSCU Office of the Provost for Academic Council: 3.12.25	
<b>NOTE:</b> Use this form if modifying only the name of the program.		
<b>Current Program Characteristics</b> Name of Program: <b>Earth Science, (7-12)</b> OHE #: 4523 Modality of Program ( <i>check all that apply</i> ): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type ( <i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i> ): <b>BS</b> Date Program was Initiated: Total # Credits in Program: 69 # Credits in General Education: 46 <a href="#">CIP Code Number</a> : 400601 Title of CIP Code: Geology/Earth Science, General Department where program is housed: College of Arts & Sciences Location Offering the Program ( <i>e.g., main campus</i> ): Main Campus		
<b>Proposed New Name of Program:</b> <b>Earth Science, B.S. - Secondary Education</b>		
<b>Proposed Date Name Change Becomes Effective:</b> Fall 2025		
<b>Explanation / Justification</b>  In its Spring 2024 session, the Connecticut General Assembly voted to change the grade span included within numerous certifications. Both in order that our programs reflect the broader grade spans now codified, and so that we will not be required to adjust the names of our program(s)/concentration(s) each time the CGA makes such a change, we have elected to remove mention of specific grades from our program/concentration titles, and merely to identify the particular certification level for which the program/concentration is preparing candidates. In this case, we are replacing all names of "(7-12)" with "(Secondary Education)."		
<b>Programmatic Changes</b>  No programmatic changes beyond the program and/or concentration name(s) change are being proposed.		
<b>Cost and Availability of Adequate Resources</b>  There are no resource implications for this proposed change.		
<b>Institutional Contact for this Proposal:</b>  Dr. Bruce Kalk	Title: Dean, College of Arts & Sciences	Tel.: (203)392-5466  e-mail: kalkb1@southernct.edu

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NAME CHANGE REQUEST		
<b>Institution:</b> Southern Connecticut State Univ.	Please enter the following dates: Final approval by institution: 2.13.25 Submission to CSCU Office of the Provost for Academic Council: 3.12.25	
<b>NOTE:</b> Use this form if modifying only the name of the program.		
<b>Current Program Characteristics</b> Name of Program: <b>English, (7-12)</b> OHE #: 4352 Modality of Program ( <i>check all that apply</i> ): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type ( <i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i> ): <b>BS</b> Date Program was Initiated: Total # Credits in Program: 72.5 # Credits in General Education: 46 <u>CIP Code Number:</u> 131205   Title of CIP Code: Secondary Education and Teaching Department where program is housed: College of Arts & Sciences Location Offering the Program ( <i>e.g., main campus</i> ): Main Campus		
<b>Proposed New Name of Program:</b> <b>English, B.S. - Secondary Education</b>		
<b>Proposed Date Name Change Becomes Effective:</b> Fall 2025		
<b>Explanation / Justification</b>  In its Spring 2024 session, the Connecticut General Assembly voted to change the grade span included within numerous certifications. Both in order that our programs reflect the broader grade spans now codified, and so that we will not be required to adjust the names of our program(s)/concentration(s) each time the CGA makes such a change, we have elected to remove mention of specific grades from our program/concentration titles, and merely to identify the particular certification level for which the program/concentration is preparing candidates. In this case, we are replacing all names of "(7-12)" with "(Secondary Education)."  <b>Programmatic Changes</b>  No programmatic changes beyond the program and/or concentration name(s) change are being proposed.		
<b>Cost and Availability of Adequate Resources</b>  There are no resource implications for this proposed change.		
<b>Institutional Contact for this Proposal:</b>  Dr. Bruce Kalk	Title: Dean, College of Arts & Sciences	Tel.: (203)392-5466  e-mail: kalkb1@southernct.edu

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

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

NAME CHANGE REQUEST		
<b>Institution:</b> Southern Connecticut State Univ.	Please enter the following dates: Final approval by institution: 3.13.25 Submission to CSCU Office of the Provost for Academic Council: 3.12.25	
<b>NOTE:</b> Use this form if modifying only the name of the program.		
<b>Current Program Characteristics</b> Name of Program: <b>French, (7-12)</b> OHE #: 4371 Modality of Program ( <i>check all that apply</i> ): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type ( <i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i> ): <b>BS</b> Date Program was Initiated: Total # Credits in Program: 65 # Credits in General Education: 46 <u>CIP Code Number:</u> 131205   Title of CIP Code: Secondary Education and Teaching Department where program is housed: College of Arts & Sciences Location Offering the Program ( <i>e.g., main campus</i> ): Main Campus		
<b>Proposed New Name of Program:</b> <b>French, B.S. - Secondary Education</b>		
<b>Proposed Date Name Change Becomes Effective:</b> Fall 2025		
<b>Explanation / Justification</b>  In its Spring 2024 session, the Connecticut General Assembly voted to change the grade span included within numerous certifications. Both in order that our programs reflect the broader grade spans now codified, and so that we will not be required to adjust the names of our program(s)/concentration(s) each time the CGA makes such a change, we have elected to remove mention of specific grades from our program/concentration titles, and merely to identify the particular certification level for which the program/concentration is preparing candidates. In this case, we are replacing all names of "(7-12)" with "(Secondary Education)."		
<b>Programmatic Changes</b>  No programmatic changes beyond the program and/or concentration name(s) change are being proposed.		
<b>Cost and Availability of Adequate Resources</b>  There are no resource implications for this proposed change.		
<b>Institutional Contact for this Proposal:</b>  Dr. Bruce Kalk	Title: Dean, College of Arts & Sciences	Tel.: (203)392-5466  e-mail: kalkb1@southernct.edu

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<b>Institution:</b> Southern Connecticut State Univ.	Please enter the following dates: Final approval by institution: 2.12.25 Submission to CSCU Office of the Provost for Academic Council: 3.12.25	
<b>NOTE:</b> Use this form if modifying only the name of the program.		
<b>Current Program Characteristics</b> Name of Program: <b>History, (7-12)</b> OHE #: 4442 Modality of Program ( <i>check all that apply</i> ): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type ( <i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i> ): <b>BS</b> Date Program was Initiated: Total # Credits in Program: 60 # Credits in General Education: 46 <u>CIP Code Number:</u> 54.0101   Title of CIP Code: History, General Department where program is housed: College of Arts & Sciences Location Offering the Program ( <i>e.g., main campus</i> ): Main Campus		
<b>Proposed New Name of Program:</b> <b>History, B.S. - Secondary Education</b>		
<b>Proposed Date Name Change Becomes Effective:</b> Fall 2025		
<b>Explanation / Justification</b>  In its Spring 2024 session, the Connecticut General Assembly voted to change the grade span included within numerous certifications. Both in order that our programs reflect the broader grade spans now codified, and so that we will not be required to adjust the names of our program(s)/concentration(s) each time the CGA makes such a change, we have elected to remove mention of specific grades from our program/concentration titles, and merely to identify the particular certification level for which the program/concentration is preparing candidates. In this case, we are replacing all names of "(7-12)" with "(Secondary Education)."		
<b>Programmatic Changes</b>  No programmatic changes beyond the program and/or concentration name(s) change are being proposed.		
<b>Cost and Availability of Adequate Resources</b>  There are no resource implications for this proposed change.		
<b>Institutional Contact for this Proposal:</b>  Dr. Bruce Kalk	Title: Dean, College of Arts & Sciences	Tel.: (203)392-5466  e-mail: kalkb1@southernct.edu



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<b>NOTE:</b> Use this form if modifying only the name of the program.		
<b>Current Program Characteristics</b> Name of Program: <b>Italian, (7-12)</b> OHE #: 4397 Modality of Program ( <i>check all that apply</i> ): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type ( <i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i> ): <b>BS</b> Date Program was Initiated: Total # Credits in Program: 68 # Credits in General Education: 46 <a href="#">CIP Code Number</a> 131205 Title of CIP Code: Secondary Education and Teaching Department where program is housed: College of Arts & Sciences Location Offering the Program ( <i>e.g., main campus</i> ): Main Campus		
<b>Proposed New Name of Program:</b> <b>Italian, B.S. - Secondary Education</b>		
<b>Proposed Date Name Change Becomes Effective:</b> Fall 2025		
<b>Explanation / Justification</b>  In its Spring 2024 session, the Connecticut General Assembly voted to change the grade span included within numerous certifications. Both in order that our programs reflect the broader grade spans now codified, and so that we will not be required to adjust the names of our program(s)/concentration(s) each time the CGA makes such a change, we have elected to remove mention of specific grades from our program/concentration titles, and merely to identify the particular certification level for which the program/concentration is preparing candidates. In this case, we are replacing all names of "(7-12)" with "(Secondary Education)."		
<b>Programmatic Changes</b>  No programmatic changes beyond the program and/or concentration name(s) change are being proposed.		
<b>Cost and Availability of Adequate Resources</b>  There are no resource implications for this proposed change.		
<b>Institutional Contact for this Proposal:</b>  Dr. Bruce Kalk	Title: Dean, College of Arts & Sciences	Tel.: (203)392-5466  e-mail: kalkb1@southernct.edu

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
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<b>NOTE:</b> Use this form if modifying only the name of the program.		
<b>Current Program Characteristics</b> Name of Program: <b>Physics, (7-12)</b> OHE #: 4555 Modality of Program ( <i>check all that apply</i> ): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type ( <i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i> ): <b>BS</b> Date Program was Initiated: Total # Credits in Program: 57 # Credits in General Education: 46 <a href="#">CIP Code Number</a> 400801 Title of CIP Code: Physics, General. Department where program is housed: College of Arts & Sciences Location Offering the Program ( <i>e.g., main campus</i> ): Main Campus		
<b>Proposed New Name of Program:</b> <b>Physics, B.S. - Secondary Education</b>		
<b>Proposed Date Name Change Becomes Effective:</b> Fall 2025		
<b>Explanation / Justification</b>  In its Spring 2024 session, the Connecticut General Assembly voted to change the grade span included within numerous certifications. Both in order that our programs reflect the broader grade spans now codified, and so that we will not be required to adjust the names of our program(s)/concentration(s) each time the CGA makes such a change, we have elected to remove mention of specific grades from our program/concentration titles, and merely to identify the particular certification level for which the program/concentration is preparing candidates. In this case, we are replacing all names of "(7-12)" with "(Secondary Education)."  <b>Programmatic Changes</b>  No programmatic changes beyond the program and/or concentration name(s) change are being proposed.		
<b>Cost and Availability of Adequate Resources</b>  There are no resource implications for this proposed change.		
<b>Institutional Contact for this Proposal:</b>  Dr. Bruce Kalk	Title: Dean, College of Arts & Sciences	Tel.: (203)392-5466  e-mail: kalkb1@southernct.edu

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
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NAME CHANGE REQUEST		
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<b>NOTE:</b> Use this form if modifying only the name of the program.		
<b>Current Program Characteristics</b> Name of Program: <b>Political Science, (7-12)</b> OHE #: 675 Modality of Program ( <i>check all that apply</i> ): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type ( <i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i> ): <b>BS</b> Date Program was Initiated: Total # Credits in Program: 57 # Credits in General Education: 46 <a href="#">CIP Code Number</a> 451001 Title of CIP Code: Political Science and Government, General Department where program is housed: College of Arts & Sciences Location Offering the Program ( <i>e.g., main campus</i> ): Main Campus		
<b>Proposed New Name of Program:</b> <b>Political Science, B.S. - Secondary Education</b>		
<b>Proposed Date Name Change Becomes Effective:</b> Fall 2025		
<b>Explanation / Justification</b>  In its Spring 2024 session, the Connecticut General Assembly voted to change the grade span included within numerous certifications. Both in order that our programs reflect the broader grade spans now codified, and so that we will not be required to adjust the names of our program(s)/concentration(s) each time the CGA makes such a change, we have elected to remove mention of specific grades from our program/concentration titles, and merely to identify the particular certification level for which the program/concentration is preparing candidates. In this case, we are replacing all names of "(7-12)" with "(Secondary Education)."  <b>Programmatic Changes</b>  No programmatic changes beyond the program and/or concentration name(s) change are being proposed.		
<b>Cost and Availability of Adequate Resources</b>  There are no resource implications for this proposed change.		
<b>Institutional Contact for this Proposal:</b>  Dr. Bruce Kalk	Title: Dean, College of Arts & Sciences	Tel.: (203)392-5466  e-mail: kalkb1@southernct.edu

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
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NAME CHANGE REQUEST		
<b>Institution:</b> Southern Connecticut State Univ.	Please enter the following dates: Final approval by institution: 3.13.25 Submission to CSCU Office of the Provost for Academic Council: 3.12.25	
<b>NOTE:</b> Use this form if modifying only the name of the program.		
<b>Current Program Characteristics</b> Name of Program: <b>Spanish, (7-12)</b> OHE #: 4421 Modality of Program ( <i>check all that apply</i> ): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type ( <i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i> ): <b>BS</b> Date Program was Initiated: Total # Credits in Program: 65 # Credits in General Education: 46 <a href="#">CIP Code Number</a> 131205 Title of CIP Code: Secondary Education and Teaching Department where program is housed: College of Arts & Sciences Location Offering the Program ( <i>e.g., main campus</i> ): Main Campus		
<b>Proposed New Name of Program:</b> <b>Spanish, B.S. - Secondary Education</b>		
<b>Proposed Date Name Change Becomes Effective:</b> Fall 2025		
<b>Explanation / Justification</b>  In its Spring 2024 session, the Connecticut General Assembly voted to change the grade span included within numerous certifications. Both in order that our programs reflect the broader grade spans now codified, and so that we will not be required to adjust the names of our program(s)/concentration(s) each time the CGA makes such a change, we have elected to remove mention of specific grades from our program/concentration titles, and merely to identify the particular certification level for which the program/concentration is preparing candidates. In this case, we are replacing all names of "(7-12)" with "(Secondary Education)."  <b>Programmatic Changes</b>  No programmatic changes beyond the program and/or concentration name(s) change are being proposed.		
<b>Cost and Availability of Adequate Resources</b>  There are no resource implications for this proposed change.		
<b>Institutional Contact for this Proposal:</b>  Dr. Bruce Kalk	<b>Title:</b> Dean, College of Arts & Sciences	<b>Tel.:</b> (203)392-5466  <b>e-mail:</b> kalkb1@southernct.edu

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NAME CHANGE REQUEST		
<b>Institution:</b> Southern Connecticut State Univ.	Please enter the following dates: Final approval by institution: 2.12.25 Submission to CSCU Office of the Provost for Academic Council: 3.12.25	
<b>NOTE:</b> Use this form if modifying only the name of the program.		
<b>Current Program Characteristics</b> Name of Program: <b>Special Education 7-12</b> OHE #: 607 Modality of Program ( <i>check all that apply</i> ): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type ( <i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i> ): <b>BS</b> Date Program was Initiated: Total # Credits in Program: 60.5 # Credits in General Education: 46 <a href="#">CIP Code Number</a> 131001 Title of CIP Code: Special Education and Teaching, General Department where program is housed: College of Education Location Offering the Program ( <i>e.g., main campus</i> ): Main Campus		
<b>Proposed New Name of Program:</b> <b>Comprehensive Special Education, B.S.</b>		
<b>Proposed Date Name Change Becomes Effective:</b> Fall 2025		
<b>Explanation / Justification</b>  In its Spring 2024 session, the Connecticut General Assembly voted to change the grade span included within numerous certifications. Both in order that our programs reflect the broader grade spans now codified, and so that we will not be required to adjust the names of our program(s)/concentration(s) each time the CGA makes such a change, we have elected to remove mention of specific grades from our program/concentration titles, and merely to identify the particular certification level for which the program/concentration is preparing candidates. In this case, we are the name “(7-12)” with “Comprehensive.”		
<b>Programmatic Changes</b>  No programmatic changes beyond the program and/or concentration name(s) change are being proposed.		
<b>Cost and Availability of Adequate Resources</b>  There are no resource implications for this proposed change.		
<b>Institutional Contact for this Proposal:</b>  Dr. Christopher Trombly	Title: Interim Dean, College of Education	Tel.: (203)392-5989  e-mail: <a href="mailto:tromblyc1@southernct.edu">tromblyc1@southernct.edu</a>

# **CSCU** Board of Regents

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

### **RESOLUTION**

Concerning

Discontinuation of Bachelor of Science – Concentration

Environmental Systems & Sustainability Studies Concentration: Sustainability Science &

Environmental Policy

At

Southern Connecticut State University

May 28, 2025

RESOLVED: That the Board of Regents for Higher Education approves the discontinuation of the following concentration at Southern Connecticut State University effective Spring 2027.

Environmental Systems & Sustainability Studies Concentration: Sustainability Science &  
Environmental Policy

CIP Code: 03.0103    OHE#: 20339

A True Copy:

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

# **CSCU** Board of Regents

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

### **RESOLUTION**

Concerning

Modification of Two (2) Programs

Bachelor of Science in Environmental Systems and Sustainability Studies Concentration: Coastal

Marine Systems

Bachelor of Arts in Geography

May 28, 2025

RESOLVED: That the Board of Regents for Higher Education approve the name change modifications of two (2) programs – Bachelor of Science in Environmental Systems and Sustainability Studies. Concentration: Coastal Marine Systems, and Bachelor of Arts in Geography at Southern Connecticut State University.

A True Copy:

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

**ITEMS**

Discontinuation of the B.S. in Environmental Systems & Sustainability Studies, Concentration: Sustainability Science & Environmental Policy.

Two name change modifications to the B.S. in Environmental Systems and Sustainability Studies. Concentration: Coastal Marine Systems, and B.A. in Geography at Southern Connecticut State University.

**BACKGROUND AND RATIONALE**

The proposed name changes and program discontinuation are part of a broader restructuring of the Environmental Systems and Sustainability Studies and Geography programs. These changes include the elimination of the Sustainability Science and Environmental Policy concentration, a name change to the B.S. in Environmental & Marine Science (formerly Environmental Systems and Sustainability Studies), and a name change to the B.A. in Environmental Studies & Geography (formerly B.A. in Geography).

The content of the discontinued concentration overlaps with the BA in Geography and is more appropriately housed within the BA program. By integrating this material into the revised BA program, the university can clearly distinguish between its science-focused BS degree and its policy and geography-focused BA program while maintaining a consistent academic core across both.

These changes respond directly to students' interest in a non-science environmental track and are designed to reduce curricular redundancies, streamline offerings, and better align faculty teaching with their areas of research expertise. This reorganization will help deploy faculty resources more efficiently and enhance the overall student experience.

**Name Change Modifications**

Old Name: B.A. in Geography

New Name: Environmental Studies and Geography

Old Name: B.S. Environmental Systems and Sustainability Studies. Concentration: Coastal Marine Systems

New Name: B.S. Environmental and Marine Science. Concentration: Coastal Marine Science

**PHASE OUT/TEACH OUT STRATEGY**

The courses in the Environmental Systems & Sustainability Studies, Concentration: Sustainability Science & Environmental Policy concentration will continue to be offered as part of the revised B.A. in Environmental Studies & Geography.

**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 and modifications.

5/9/2025 – BOR - Academic and Student Affairs Committee  
5/28/2025 – Board of Regents

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

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

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> SCSU	Please enter the following dates: Final approval by institution: 1.30.25 Submission to CSCU Office of the Provost for Academic Council: 3.12.25
<b>Program Characteristics</b> Name of Program: Environmental Systems & Sustainability Studies. Concentration: Sustainability Science & Environmental Policy BOR Accreditation Date: 12-30-2018 OHE #: 20339 <u>CIP Code Number:</u> 03.0103      Title of CIP Code: Environmental Studies Program Type (include degree or certificate type, abbreviation, and name, e.g., Associates, AS, Associate of Science): <b>B.S., Bachelor of Science -- Concentration only</b> Modality of Program (check all that apply): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both	
Phase Out / Teach Out Period: Spring 2025 Expected Dates of Program Termination <ul style="list-style-type: none"><li>Date for final enrollment of new students: Spring 2025</li><li>Date for final award of credential: Spring 2027</li></ul>	
Department where program is housed: Environment, Geography & Marine Sciences Location Offering the Program (e.g., main campus): SCSU campus	
<b>Institutional Contact for this Proposal:</b> Julia Irwin	Title: Interim Provost Tel.: (203) 392-5350 e-mail: irwinj1@southernct.edu

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

<b>Narrative</b> 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>  <i>The elimination of the "Sustainability Science &amp; Environmental Policy" concentration in the Environmental Systems and Sustainability Studies major is being proposed as we are moving the content to the proposed revised BA in Environmental Studies &amp; Geography. This proposed change will allow the Environment, Geography &amp; Marine Science Department (EGMS) to:</i> <ol style="list-style-type: none"><li>1. <i>make a clear distinction between our lab and field science focused BS in Environmental &amp; Marine Science (new name proposed – was the Environmental Systems and Sustainability Studies major and the Coastal Marine Systems concentration and Environmental Systems concentration) and a more policy/geographical analysis focused Bachelor of Arts program (BA in Environmental Studies &amp; Geography – new name proposed – was BA in Geography), while maintaining a consistent core throughout our undergraduate programs.</i></li></ol>
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**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**Connecticut State Colleges & Universities**

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

2. *serve our students better in offering a distinctively non-science focused environmental program, which is something our majors have been asking for;*
3. *reduce redundancies in our programming and deploy our existing faculty resources in a more efficient manner;*
4. *maintain a concise yet flexible Bachelor of Arts program with a low number of in-program prerequisites (and absence of hidden prerequisites). Based on forecasted course rotations, the requirements for the revised BA can be completed within four semesters, which will make the program especially attractive to transfer students that are interested in pursuing an environmental studies/geography focused program.*

*The two other concentrations (Coastal Marine Systems concentration and Environmental Systems concentration) in the BS in Environmental & Marine Science (new name proposed – was the Environmental Systems and Sustainability Studies major) are being revised.*

**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.)

We will continue to teach the classes in this concentration as we are moving them to our revised BA in Environmental Studies & Geography program.

**SECTION 3: RESOURCES**

**Close Out Costs**

What resources/costs would be employed and/or expended to discontinue program? What would be the total cost?  
\$0

**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.

We have learned that there are limitations to our capacity when faculty resign and in the context of budget restraints.

Having more general undergraduate curriculum foci can improve efficiency and effectiveness of program delivery.

We learned that students that are interested in the sustainability and policy are better served by completing a social science focused BA (rather than a BS), as it allows for more electives in the major program and thus the possibility for these students to complete a corresponding minor to their particular interests in sustainability policy (e.g., minors in Global studies, Political Science, Sociology, etc.).

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**Connecticut State Colleges & Universities**

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

NAME CHANGE REQUEST	
<b>Institution:</b> SCSU	Please enter the following dates: Final approval by institution: 1.30.25 Submission to CSCU Office of the Provost for Academic Council: 2.12.25
<b>NOTE:</b> Use this form if modifying only the name of the program.	
<b>Current Program Characteristics</b> Name of Program: B.A in Geography OHE #: 671 Modality of Program ( <i>check all that apply</i> ): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type ( <i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i> ): <b>B.A., Bachelor of Arts</b> Date Program was Initiated: 1976 Total # Credits in Program: 120 # Credits in General Education: 46 CIP Code Number: 450701   Title of CIP Code: Geography Department where program is housed: Environment, Geography and Marine Sciences Location Offering the Program ( <i>e.g., main campus</i> ): Main Campus	
<b>Proposed New Name of Program:</b> Environmental Studies and Geography	
<b>Proposed Date Name Change Becomes Effective:</b> August 2025	
<b>Explanation / Justification</b> <i>Provide a concise rationale for the name change request, and discuss any anticipated impact upon the institution, its mission, and its students.</i>  <p>The department of the Environment, Geography and Marine Sciences has experienced a significant decrease in full time faculty resources over the past few years (from 10 full time + 1 special appointment to 7 full time faculty currently). This coupled with significant changes to the LEP (primarily the elimination of LEP Tier III) has caused us to re-evaluate which courses EGMS faculty can reasonably teach and which programs (majors, concentrations &amp; minors) the department can offer in the foreseeable future, while also playing a role in university wide service teaching (INQ, LEP, HON, IDS).</p> <p>This revision is to be evaluated in conjunction with the other changes currently proposed for the BS in Environmental Systems and Sustainability Studies – primarily the name change to BS in Environmental &amp; Marine Science and the elimination of the “Sustainability Science &amp; Environmental Policy” concentration in this major. The department concluded that the content taught for this concentration would be more appropriate for a Bachelor of Arts program rather than a Bachelor of Science program, the department further concluded that there is already significant overlap between the current ‘Sustainability Science and Environmental Policy’ concentration with the courses required (or optional) for the already existing Bachelor of Arts in Geography as well as in terms of student learning outcomes. The proposed change to revise the BA in Geography to a BA in Environmental Studies &amp; Geography allows us to:</p> <ol style="list-style-type: none"> <li>1) make a clear distinction between our lab and field science focused BS in Environmental &amp; Marine Science and a more policy/geographical analysis focused Bachelor of Arts program.</li> <li>2) to serve our students better in offering a distinctively non-science focused environmental program, which is something our majors have been asking for;</li> <li>3) reduce redundancies in our programming and deploy our existing faculty resources in a more efficient manner;</li> </ol>	

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

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

4) maintain a concise yet flexible Bachelor of Arts program with a low number of in-program prerequisites (and absence of hidden prerequisites). Based on forecasted course rotations, the requirements for the revised BA can be completed within four semesters, which will make the program especially attractive to transfer students that are interested in pursuing an environmental studies/geography focused program.

**Programmatic Changes**

*If applicable, provide a concise discussion regarding any programmatic changes to be necessitated by the requested name change.*

This revision is intended to deal with this reality of a smaller department in terms of full-time faculty, yet a stable to growing number of students in our programs. The key changes are changes to the core courses of the program, which will in the proposed program align very closely to the core of the BS in Environmental & Marine Science thus increasing efficiencies of higher levels of enrollment/increased fill rates for our core courses. The entire EGMS curriculum revision is intended to offer less but better courses throughout the curriculum, in an effort to more closely link faculty research with faculty teaching.

**Cost and Availability of Adequate Resources**

*If applicable, provide a one paragraph narrative addressing additional cost and resources necessitated by the requested name change.*

There are no additional costs associated with this name change.

**Institutional Contact for this Proposal:** Julia Irwin

Title: Interim Provost

Tel.: 2033925350 e-mail:  
irwinj1@southernct.edu

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

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

NAME CHANGE REQUEST	
<b>Institution:</b> SCSU	Please enter the following dates: Final approval by institution: 1.30.25 Submission to CSCU Office of the Provost for Academic Council: 3.12.25
<b>NOTE:</b> Use this form if modifying only the name of the program.	
<b>Current Program Characteristics</b> Name of Program: <b>B.S. Environmental Systems and Sustainability Studies. Concentration: Coastal Marine Systems</b> OHE #: 18282 Modality of Program ( <i>check all that apply</i> ): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type ( <i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i> ): <b>B.S., Bachelor of Science - Concentration</b> Date Program was Initiated: 2015-12-03 Total # Credits in Program: 120 # Credits in General Education: 46 <a href="#">CIP Code Number</a> : 303201   Title of CIP Code: Marine Sciences Department where program is housed: Environment, Geography and Marine Sciences Location Offering the Program ( <i>e.g., main campus</i> ): Main campus	
<b>Proposed New Name of Program:</b> B.S. Environmental and Marine Science. Concentration: Coastal Marine Science.	
<b>Proposed Date Name Change Becomes Effective:</b> August 2025	
<b>Explanation / Justification</b> <i>Provide a concise rationale for the name change request, and discuss any anticipated impact upon the institution, its mission, and its students.</i> <p>The Department of the Environment, Geography and Marine Sciences has experienced a significant decrease in full time faculty resources over the past few years (from 10 full time + 1 special appointment to 7 full time faculty currently). This coupled with significant changes to the LEP (primarily the elimination of LEP Tier III) has caused us to re-evaluate which courses EGMS faculty can reasonably teach and which programs (majors, concentrations &amp; minors) the department can offer in the foreseeable future, while also playing a role in university wide service teaching (INQ, LEP, HON, IDS).</p> <p>This revision is to be evaluated in conjunction with the other changes currently proposed for the BS in Environmental Systems and Sustainability Studies – primarily the name change to BS in Environmental &amp; Marine Science and the elimination of the “Sustainability Science &amp; Environmental Policy” concentration in this major and associated shift of this content to the proposed revised BA in Environmental Studies &amp; Geography.</p> <p>The proposed changes to the BS in Environmental &amp; Marine Science with a concentration in Coastal &amp; Marine Science allows us to:</p> <ol style="list-style-type: none"> <li>1) make a clear distinction between our lab and field science focused BS in Environmental &amp; Marine Science and a more policy/geographical analysis focused Bachelor of Arts program, while maintaining a consistent core throughout our undergraduate programs.</li> <li>2) reduce redundancies in our programming and deploy our existing faculty resources in a more efficient and more appropriate manner. Our aim is to have faculty teach courses that are closely related to their lab and field research expertise.</li> </ol>	
<b>Programmatic Changes</b>	

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

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

*If applicable, provide a concise discussion regarding any programmatic changes to be necessitated by the requested name change.*

This revision is intended to deal with the reality of a smaller department in terms of full-time faculty, yet a stable to growing number of students in our programs. The key changes proposed are a reordering of required and optional courses to make the program easier to navigate for students, as well as advisors and adding some flexibility in terms of program progression for students. Additionally, there is some general curricular householding. For example, some courses listed as options and offered by other departments are no longer taught/in the catalogue. The entire EGMS curriculum revision is intended to offer less but better courses throughout the curriculum, in an effort to more closely link faculty research with faculty teaching which will lead to better more interesting courses and likely higher levels of student success and satisfaction.

**Cost and Availability of Adequate Resources**

*If applicable, provide a one paragraph narrative addressing additional cost and resources necessitated by the requested name change.*

There are no additional costs associated with this name change.

**Institutional Contact for this Proposal:** Julia Irwin

Title: Interim Provost

Tel.: 2033925350 e-mail:  
irwinj1@southernct.edu

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

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

**SECTION 1: GENERAL INFORMATION**

**Institution:** SCSU

Please enter the following dates:

Final approval by institution: 1.30.25

Submission to CSCU Office of the Provost for Academic Council: 3.12.25

Most Recent NECHE Institutional Accreditation Action and Date: 2022

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

Total Number of courses and course credits to be modified by this application: **Program Restructuring, including restructuring of the core from existing courses (removal of 2 courses (6 credits), add removal of two categories of electives (6 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: Environmental Systems and Sustainability Studies. Concentration: Environmental Systems

OHE #: 20338

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*): **B.S., Bachelor of Science**

Date Program was Initiated: 2015-12-03

Total # Credits in Program: 120

# Credits in General Education: 46

CIP Code Number: 030103 Title of CIP Code: Environmental Studies

**Modified Program Characteristics**

Name of Program: **Environmental & Marine Science, Concentration: Environmental Systems (Name change submitted separately)**

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*): **B.S., Bachelor of Science**

Initiation Date for Modified Program: August 2025

Anticipated Date of First Graduation: May 2029

Total # Credits in Program: 120

# Credits in General Education: 46

CIP Code Number: 030104 Title of CIP Code: Environmental Science

Department where program is housed: Environment, Geography & Marine Sciences

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



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

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

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

Program Discontinued: Environmental Systems & Sustainability Studies. Concentration: Sustainability Science & Environmental Policy CIP: 030104 OHE#: 20339 BOR Accreditation Date: 12-30-2018

Phase Out Period 4 years Date of Program Termination Spring 2025

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

**Institutional Contact for this Proposal:** Julia Irwin

**Title:** Interim Provost

**Tel.:** 2033925350 **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 Department of the Environment, Geography and Marine Sciences has experienced a significant decrease in full time faculty resources over the past few years (from 10 full time + 1 special appointment to 7 full time faculty currently). This coupled with significant changes to the LEP (primarily the elimination of LEP Tier III) has caused us to re-evaluate which courses EGMS faculty can reasonably teach and which programs (majors, concentrations & minors) the department can offer in the foreseeable future, while also playing a role in university wide service teaching (INQ, LEP, HON, IDS).

This revision is to be evaluated in conjunction with the other changes currently proposed for the BS in Environmental Systems and Sustainability Studies – primarily the the name change to BS in Environmental & Marine Science and the elimination of the “Sustainability Science & Environmental Policy” concentration in this major and associated shift of this content to the proposed revised BA in Environmental Studies & Geography.

The proposed changes to the BS in Environmental & Marine Science with a concentration in Environmental Systems allows us to:

- 1) make a clear distinction between our lab and field science focused BS in Environmental & Marine Science and a more policy/geographical analysis focused Bachelor of Arts program, while maintaining a consistent core throughout our undergraduate programs.
- 2) reduce redundancies in our programming and deploy our existing faculty resources in a more efficient and more appropriate manner. Our aim is to have faculty teach courses that are closely related to their lab and field research expertise.

This revision is intended to deal with the reality of a smaller department in terms of full-time faculty, yet a stable to growing number of students in our programs. The key changes proposed are a reordering of required and optional courses to make the program easier to navigate for students, as well as advisors and adding some flexibility in terms of program progression for students. Additionally, there is some general curricular householding. For example, some courses listed as options and offered by other departments are no longer taught/in the catalogue. The entire EGMS curriculum revision is intended to offer less but better courses throughout the curriculum, in an effort to more closely link faculty research with faculty teaching which will lead to better more interesting courses and likely higher levels of student success and satisfaction.

**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
ENV 204 Principles of Sustainability (Core)	3	ENV 204 Principles of Sustainability (Core)	3
ENV 220 Global Climate Change (Core)	3	ENV 220 Global Climate Change (Core)	3

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

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

GEO 290 Research Methods in Geography and Environmental Sustainability (Core)	3	GEO 290 Research Methods in Geography and Environmental Sustainability (Core)	3
GEO 360 Introduction to Geographic Systems (Core)	4	GEO 360 Introduction to Geographic Systems (Core)	4
GEO 490 Capstone Seminar or ENV 491 Environmental Problem Solving (Core)	4	GEO 490 Capstone Seminar (Core)	4
ENV 200 Systems Thinking for the Environment or MAR 140 The World Ocean (Core)	3	MAR 140 The World Ocean (Core)	3
Select one course from: ENV 498 Special Topics in Environmental Science (Elective) GEO 470 Field Techniques (Elective) GEO 497 Internship (Elective) MAR 499 Independent Study (Elective)	3	Category removed	
Select one course from: ENV 404 Applied Sustainability Science (Elective) GEO 405 Environmental Justice (Elective) GEO 460 GIS II (Elective) HIS 359 American Environmental History (Elective) LIT 303 Literature of the Sea (Elective) PHI 321 Philosophy of Science (Elective) SOC 235 Environmental Sociology (Elective)	3	Category removed	
ENV 350 Environmental Systems Inquiry (Required for Concentration)	3	ENV 350 Environmental Systems Inquiry (Required for Concentration)	3
ENV 400 Environmental Policy (Required for Concentration)	3	ENV 400 Environmental Policy (Required for Concentration)	3
ENV 401 Pollution Prevention and Control or MAR 250 Coastal and Marine Pollution (Required for Concentration)	3	ENV 401 Pollution Prevention and Control or MAR 250 Coastal and Marine Pollution or ENV 333 Environmental Impact Assessment and Management (Required for Concentration)	3
GEO 201 Physical Geography (Required for Concentration)	4	GEO 201 Physical Geography (Required for Concentration)	4
		GEO 461 Environmental GIS (Required for Concentration)	4
Environmental Electives (Select 3 credits from): BIO 202 Ecology (Elective)	3	Environmental Electives (Select 9 credits from): GEO 305 Environmental Economic Geography (Elective)	9

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

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

BIO 210 Marine and Environmental Biology (Elective) BIO 327 Field Natural History (Elective) ENV 404 Applied Sustainability Science (Elective) ESC 200 Physical Geology (Elective) ESC 201 History of Earth and Life (Elective) GEO 460 GIS II (Elective) MAR 250 Coastal and Marine Pollution (Elective) MAR 270 Aquaculture I (Elective) MAR 280 Aquaculture II (Elective) PCH 441 Water Supply & Waste Treatment (Elective)		GEO 357 Coastal and Marine Geography (Elective) GEO 370 Remote Sensing (Elective) GEO 371 Cartography (Elective) GEO 405 Environmental Justice (Elective) GEO 460 GIS II (Elective) GEO 470 Field Techniques (Elective) GEO 481 Spatial Analysis (Elective) GEO 497 Internship (Elective) ENV 404 Applied Sustainability Science (Elective) ENV 498 Special Topics (Elective) ENV 499 Independent Study (Elective) MAR 270 Aquaculture I (Elective) MAR 280 Aquaculture II (Elective)	
<b>Total Credits Original Program</b>	<b>46</b>	<b>Total Credits Modified Program</b>	<b>46</b>

**Learning Outcomes - L.O.**

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

1. Students will demonstrate an understanding of the complexities and interrelatedness of environmental issues, and the need to invoke elements of science, economics, law, politics, and ethics when formulating solutions.
2. Students will build an understanding of the theoretical and historical events that underpin the multidisciplinary field of environmental systems.
3. Students will be able to demonstrate abilities in geospatial technologies and apply those technologies to geographic and/or environmental analyses.
4. Develop oral and written communication skills that demonstrate knowledge of the objectives of management strategies in a broad range of issues and for a diverse group of stakeholders.
5. Students will demonstrate knowledge gained from first-hand experience in addressing the practical aspects of making environmental decisions through internships (e.g., Norwalk Aquarium), research experiences (e.g., Werth Center for Coastal and Marine Studies or with TransAtlantic Alliance partners at Liverpool John Moores University in the U.K.), exposure to professional outside lecturers, and/or attendance of local wetland or zoning board committee meetings.

**Assessment of Learning Outcomes**

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

1. Learner outcome 1 will be assessed using problem solving papers in which students research a particular problem and pose workable solutions to it. This assessment will be applied as well to student work in GEO 490, the capstone course.
2. Learner outcome 2 will be assessed via written examinations in a variety of courses.
3. Learner outcome 3 will be assessed in exercises and final projects in GEO 360 and GEO 460, the two GIS courses in the program.
4. Learner outcome 4 will be assessed in written problem solving papers and in oral presentations of problem and solutions.
5. Learner outcome 5 will be assessed by students having an experiential part of the program. They will be asked to write critically and reflectively about their experiences.

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**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.*

<b>Course Number and Name</b>	<b>Learning Outcome # (from above)</b>	<b>Pre-Requisite(s)</b>	<b>Credit Hours</b>
MAR 140 The World Ocean (Core)	1, 2	N/A	3
ENV 204 Principles of Sustainability (Core)	1, 2	N/A	3
ENV 220 Global Climate Change (Core)	1, 2, 4	N/A	3
GEO 290 Research Methods in Geography and Environmental Sustainability (Core)	1, 2, 4	N/A	3
GEO 360 Introduction to Geographic Systems (Core)	1, 2, 3	N/A	4
GEO 490 Capstone Seminar (Core)	1, 2, 4	GEO 290 and senior status	4
ENV 350 Environmental Systems Inquiry (Required for Concentration)	1,2,4	GEO 201	3
ENV 400 Environmental Policy (Required for Concentration)	1,2,4	N/A	3
ENV 401 Pollution Prevention and Control (Required for Concentration)	1,2,4	N/A	3
MAR 250 Coastal and Marine Pollution (Required for Concentration)	1,2,4	MAR 140 or 210	3
GEO 201 Physical Geography (Required for Concentration)	1,2,3	N/A	4
ENV 333 Environmental Impact Assessment and Management (Required for Concentration)	1,2,3	Sophomore status	3
ENV 404 Applied Sustainability Science (Elective)	1, 2	ENV 304	3
ENV 498 Special Topics (Elective)	1, 2, 4, 5	N/A	3
ENV 499 Independent Study (Elective)	1, 2, 4, 5	Junior or Senior standing	3
MAR 270 Aquaculture II (Elective)	1, 2, 4, 5	MAR 140	4
MAR 280 Aquaculture II (Elective)	1, 2, 4, 5	MAR 270	4
GEO 305 Environmental Economic Geography (Elective)	1,2,4	N/A	3
GEO 357 Coastal Marine Geography (Elective)	1, 2, 4	N/A	3

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GEO 370 Remote Sensing (Elective)	1, 2, 3	GEO 270 or GEO 360	4
GEO 371 Cartography (Elective)	1, 2, 3	GEO 360	4
GEO 497 Internship (Elective)	1, 2, 4	Junior or Senior standing	3
GEO 405 Environmental justice (Elective)	1,2,4,5	N/A	3
GEO 460 GIS II (Elective)	1, 2, 4	GEO 360	4
GEO 470 Field Techniques (Elective)	1, 2, 4	N/A	3
GEO 481 Spatial Analysis (Elective)	1, 2, 3	GEO 360	4
<b>Open Electives</b> (Indicate number of credits of open electives)			31
<b>Total Program Credits:</b>			120

**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.

No new/additional resources are required to support the proposed revision.

**SECTION 3: ADDITIONAL PROGRAM CHARACTERISTICS**

Program website: <https://www.southernct.edu/academics/programs/environmental-systems-and-sustainability-bs>

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? ☒ Yes ☐ No

**Catalog Description**

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

The Environmental & Marine Science degree provides specialized training in researching and addressing some of the largest environmental challenges of our time such as climate change, biodiversity loss, and overconsumption of natural resources.

As the human impact on the environment continues to grow, so does the need for trained professionals in environmental and marine fields that integrate the biological, physical, and earth sciences. Students gain hands-on learning experiences both in and out of the classroom, especially in the form of student-faculty research collaborations or faculty-supervised research projects. They also conduct cutting-edge research in environmental science, marine science, and science education.

Environmental & Marine Science is a diverse, multi-faceted field that offers environmentally-minded students a number of rewarding paths to careers. At Southern, students learn via hands-on educational experiences, participating in environmental, marine and geographic courses and activities, student-faculty research

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collaborations or faculty-supervised research projects, cutting-edge field data collection methods and technologies, and lab-based data analysis procedures.

The Environmental Systems concentration is focused on environmental problem-solving using a socio-ecological systems based framework, with courses that explore environmental science, policy, and management. This concentration has a greater reliance on science and understanding the multiple dimensions of environmental systems. As such, this concentration is focused on developing effective solutions to pressing environmental issues of climate change, biodiversity loss, pollution and overconsumption through a systems lens.

**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*)?

SOC Code	Occupation Title	Median Annual Earnings
19-2041	Environmental Scientists and Specialists, Including Health	\$78,980
19-1029	Biological Scientists, All Other	\$85,290
19-1031	Conservation Scientists	\$64,020
19-1032	Foresters	\$63,980
19-2042	Geoscientists, Except Hydrologists and Geographers	\$93,580
19-2043	Hydrologists	\$84,040
25-1053	Environmental Science Teachers, Postsecondary	\$81,910
25-1042	Biological Science Teachers, Postsecondary	\$81,440
17-2081	Environmental Engineers	\$92,120
19-4091	Environmental Science and Protection Technicians,	\$46,850

*Note: Median annual earnings are based on data from the U.S. Bureau of Labor Statistics as of May 2023.*

[Bureau of Labor Statistics](#)

**Applicable Industries**

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

541620 Environmental consulting services  
813312 Environmental advocacy organizations  
923120 Environmental health program administration  
924110 Enforcement of environmental and pollution control regulations  
924110 Environmental protection program administration  
925120 Administration of Urban Planning and Community and Rural Development  
924110 Administration of Air and Water Resource and Solid Waste Management Programs

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**Career/Program Pathways**

Does this program prepare students for another program? ☒ Yes, specify programs: M.S. Integrative Biological Diversity and M.S. in Coastal Resilience

**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): Vincent Breslin, breslinv1@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? 3

**Admissions Requirements**

What are the admissions requirements for the program? The admission requirements are the same as those for admission to the university.

**Graduation Requirements**

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

If yes, describe: All students will need to complete a capstone-level course, GEO 490 Capstone Seminar. All students must also have at least a 2.0 GPA to graduate.

**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: An internship is not a program requirement, however, it will be strongly encouraged for students to complete an internship.

**Prospective Students**

Describe the prospective students for the program:

Prospective students for the Environmental & Marine Science program with a concentration in Environmental Systems are individuals who have a strong interest in exploring how humans are impacting our environment and learning how to address some of the largest environmental challenges of our time such as climate change, biodiversity loss and overconsumption of natural resources. Prospective students are those who wish to gain hands-on learning experiences both in and out of the classroom, especially in the form of student-faculty research collaborations or faculty-supervised research projects. This revised program will attract environmentally-minded students with a passion for addressing the intersections of ecological and social systems.



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**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> SCSU	Please enter the following dates: Final approval by institution: 1.30.25 Submission to CSCU Office of the Provost for Academic Council: 3.12.25
Most Recent NECHE Institutional Accreditation Action and Date: 2022	
Use this form for modifications that fall below the threshold required for full BOR review, defined as “more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program”. For changes not below this threshold, use form 201 ( <i>Application for Modification of an Accredited Program</i> ).	
Total Number of courses and course credits to be modified by this application: <b>Program Restructuring, including restructuring of the the core from the existing courses (removal of 2 courses (6 credits)) and removal of two categories of electives (6 credits).</b>	
For the singular changes noted below, alternate forms are available: <ul style="list-style-type: none"> <li>• If only modifying modality, use form XXX <i>Application to Modify Instructional Modality</i></li> <li>• If only modifying program name, use form XXX <i>Application for Name Change</i></li> <li>• If only modifying CIP code, use form XXX <i>Application to Change CIP Code</i></li> <li>• If only adding auxiliary site, use form XXX <i>Application for Adding an Auxiliary Instructional Site</i></li> </ul>	
<b>Original Program Characteristics</b> Name of Program: Environmental Systems and Sustainability Studies. Concentration: Coastal Marine Systems OHE #: 18282 Modality of Program ( <i>check all that apply</i> ): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type ( <i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i> ): <b>B.S., Bachelor of Science - Concentration</b> Date Program was Initiated: 2015-12-03 Total # Credits in Program: 120 # Credits in General Education: 49 <a href="#">CIP Code Number</a> : 030103    Title of CIP Code: Environmental Studies	
<b>Modified Program Characteristics</b> Name of Program: Environmental and Marine Science. Concentration: Coastal & Marine Science Modality of Program ( <i>check all that apply</i> ): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type ( <i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i> ): <b>B.S., Bachelor of Science - Concentration</b> Initiation Date for Modified Program: August 2025 Anticipated Date of First Graduation: May 2029 Total # Credits in Program: 120 # Credits in General Education: 49 <a href="#">CIP Code Number</a> : 303201    Title of CIP Code: Marine Sciences	
Department where program is housed: Environment, Geography & Marine Sciences Location Offering the Program ( <i>e.g., main campus</i> ): SCSU main campus	



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

Program Discontinued: Environmental Systems & Sustainability Studies. Concentration: Sustainability Science & Environmental Policy CIP: 03.0103 OHE#: 20339 BOR Accreditation Date: 12-30-2018

Phase Out Period through Spring 2027 Date of Program Termination spring 2025

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

**Institutional Contact for this Proposal:** Julia Irwin

**Title:** Interim Provost

**Tel.:** 2033925350 **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 Department of the Environment, Geography and Marine Sciences has experienced a significant decrease in full time faculty resources over the past few years (from 10 full time + 1 special appointment to 7 full time faculty currently). This coupled with significant changes to the LEP (primarily the elimination of LEP Tier III) has caused us to re-evaluate which courses EGMS faculty can reasonably teach and which programs (majors, concentrations & minors) the department can offer in the foreseeable future, while also playing a role in university wide service teaching (INQ, LEP, HON, IDS).

This revision is to be evaluated in conjunction with the other changes currently proposed for the BS in Environmental Systems and Sustainability Studies – primarily the the name change to BS in Environmental & Marine Science and the elimination of the “Sustainability Science & Environmental Policy” concentration in this major and associated shift of this content to the proposed revised BA in Environmental Studies & Geography.

The proposed changes to the BS in Environmental & Marine Science with a concentration in Coastal & Marine Science allows us to:

- 1) make a clear distinction between our lab and field science focused BS in Environmental & Marine Science and a more policy/geographical analysis focused Bachelor of Arts program, while maintaining a consistent core throughout our undergraduate programs.
- 2) reduce redundancies in our programming and deploy our existing faculty resources in a more efficient and more appropriate manner. Our aim is to have faculty teach courses that are closely related to their lab and field research expertise.

This revision is intended to deal with the reality of a smaller department in terms of full-time faculty, yet a stable to growing number of students in our programs. The key changes proposed are a reordering of required and optional courses to make the program easier to navigate for students, as well as advisors and adding some flexibility in terms of program progression for students. Additionally, there is some general curricular householding. For example, some courses listed as options and offered by other departments are no longer taught/in the catalogue. The entire EGMS curriculum revision is intended to offer less but better courses throughout the curriculum, in an effort to more closely link faculty research with faculty teaching which will lead to better more interesting courses and likely higher levels of student success and satisfaction.

**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
ENV 204 Principles of Sustainability (Core)	3	ENV 204 Principles of Sustainability (Core)	3
ENV 220 Global Climate Change (Core)	3	ENV 220 Global Climate Change (Core)	3

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GEO 290 Research Methods in Geography and Environmental Sustainability (Core)	3	GEO 290 Research Methods in Geography and Environmental Sustainability (Core)	3
GEO 360 Introduction to Geographic Systems (Core)	4	GEO 360 Introduction to Geographic Systems (Core)	4
GEO 490 Capstone Seminar or ENV 491 Environmental Problem Solving (Core)	3-4	GEO 490 Capstone Seminar (Core)	4
ENV 200 Systems Thinking for the Environment or MAR 140 The World Ocean (Core)	3	MAR 140 The World Ocean (Core)	3
Select one course from: ENV 498 Special Topics in Environmental Science (Elective) GEO 470 Field Techniques (Elective) GEO 497 Internship (Elective) MAR 499 Independent Study (Elective)	3	Category removed	
Select one course from: ENV 404 Applied Sustainability Science (Elective) GEO 405 Environmental Justice (Elective) GEO 460 GIS II (Elective) HIS 359 American Environmental History (Elective) LIT 303 Literature of the Sea (Elective) PHI 321 Philosophy of Science (Elective) SOC 235 Environmental Sociology (Elective)	3-4	Category removed	
GEO 357 Coastal and Marine Geography (Required in Concentration)	3	GEO 357 Coastal and Marine Geography (Required in Concentration)	3
MAR 210 Coastal Marine Studies (Required in Concentration)	4	MAR 210 Coastal Marine Studies (Required in Concentration)	4
MAR 250 Introduction to Coastal and Marine Pollution (Required in Concentration)	3	MAR 250 Introduction to Coastal and Marine Pollution (Required in Concentration)	3
MAR 340 Coastal Processes (Required in Concentration)	3	MAR 340 Coastal Processes (Required in Concentration)	3
MAR 460 Field and Laboratory Techniques in Marine Studies (Required in Concentration)	4	MAR 460 Field and Laboratory Techniques in Marine Studies (Required in Concentration)	4
Coastal Marine Electives (Select 3 credits from): BIO 327 Field Natural History (Elective) BIO 430 Marine Ecology (Elective) ESC 106 General Oceanography (Elective)	4	Coastal Marine Electives (Select 9 credits from): MAR 270 Aquaculture I (Elective) MAR 280 Aquaculture II (Elective) MAR 398 Special Topics (Elective)	9

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ESC 220 Physical and Chemical Oceanography (Elective) ENV 350 Environmental Systems Inquiry (Elective) MAR 270 Aquaculture I (Elective) MAR 280 Aquaculture II (Elective) MAR 398 Special Topics (Elective) PCH 441 Water Supply and Wastewater Treatment (Elective)		MAR 499 Independent Study (Elective) GEO 305 Environmental Economic Geography (Elective) GEO 405 Environmental Justice (Elective) GEO 460 GIS II (Elective) GEO 461 Environmental GIS (Elective) GEO 470 Field Techniques (Elective) GEO 481 Spatial Analysis (Elective) GEO 497 Internship (Elective) ENV 350 Environmental Systems Inquiry (Elective) ENV 404 Applied Sustainability Science (Elective) BIO 210 Marine and Environmental Biology (Elective) BIO 430 Marine Ecology (Elective) ESC 220 Physical and Chemical Oceanography (Elective)	
<b>Total Credits Original Program</b>	<b>46</b>	<b>Total Credits Modified Program</b>	<b>46</b>

**Learning Outcomes - L.O.**

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

1. Students will demonstrate an understanding of the complexities and interrelatedness of environmental issues, and the need to invoke elements of science, economics, law, politics, and ethics when formulating solutions.
2. Students will build an understanding of the theoretical and historical events that underpin the multidisciplinary field of environmental sustainability.
3. Students will be able to demonstrate abilities in geospatial technologies and apply those technologies to geographic and/or environmental analyses.
4. Develop oral and written communication skills that demonstrate knowledge of the objectives of management strategies in a broad range of issues and for a diverse group of stakeholders.
5. Students will demonstrate knowledge gained from first-hand experience in addressing the practical aspects of making environmental decisions through internships (e.g., Norwalk Aquarium), research experiences (e.g., Werth Center for Coastal and Marine Studies or with TransAtlantic Alliance partners at Liverpool John Moores University in the U.K.), exposure to professional outside lecturers, and/or attendance of local wetland or zoning board committee meetings.

**Assessment of Learning Outcomes**

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

1. Learner outcome 1 will be assessed using problem solving papers in which students research a particular problem and pose workable solutions to it. This assessment will be applied as well to student work in GEO 490, the capstone course.
2. Learner outcome 2 will be assessed via written examinations in a variety of courses.
3. Learner outcome 3 will be assessed in exercises and final projects in GEO 360 and GEO 460, the two GIS courses in the program.

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4. Learner outcome 4 will be assessed in written problem solving papers and in oral presentations of problem and solutions.
5. Learner outcome 5 will be assessed by students having an experiential part of the program. They will be asked to write critically and reflectively about their experiences.

**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.*

<b>Course Number and Name</b>	<b>Learning Outcome # (from above)</b>	<b>Pre-Requisite(s)</b>	<b>Credit Hours</b>
MAR 140 The World Ocean (Core)	1, 2	N/A	3
ENV 204 Principles of Sustainability (Core)	1, 2	N/A	3
ENV 220 Global Climate Change (Core)	1, 2, 4	N/A	3
GEO 290 Research Methods in Geography and Environmental Sustainability (Core)	1, 2, 4	N/A	3
GEO 360 Introduction to Geographic Systems (Core)	1, 2, 3	N/A	4
GEO 490 Capstone Seminar (Core)	1, 2, 4	GEO 290 and senior status	4
GEO 357 Coastal and Marine Geography (Required in concentration)	1, 2, 4	N/A	3
MAR 210 Coastal Marine Studies (Required in concentration)	1, 2, 4	N/A	4
MAR 250 Introduction to Coastal and Marine Pollution (Required in concentration)	1, 2, 4	MAR 140 or MAR 210	3
MAR 340 Coastal Processes (Required in concentration)	1, 2, 4	MAR 140 or MAR 210	3
MAR 460 Field and Laboratory Techniques in Marine Studies (Required in concentration)	1, 2, 4, 5	MAR 250 or MAR 340	4
MAR 270 Aquaculture I (Elective)	1, 2, 4, 5	MAR 140	4
MAR 270 Aquaculture II (Elective)	1, 2, 4, 5	MAR 270	4
MAR 398 Special Topics (Elective)	1, 2, 3, 4, 5	N/A	3
MAR 498 Special Topics (Elective)	1, 2, 3, 4, 5	N/A	3
MAR 499 Independent Study (Elective)	1, 2, 3, 4, 5	Departmental Permission	1-3

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ENV 350 Environmental/ Earth Systems Inquiry (Elective)	1, 2, 4	GEO 201	3
ENV 404 Applied Sustainability Science (Elective)	1, 2	ENV 304	3
BIO 210 Marine & Environmental Biology (Elective)	1, 2	'C' or better in BIO 102 and BIO 103	4
BIO 430 Marine Ecology (Elective)	1, 2	N/A	4
ESC 220 Physical & Chemical Oceanography (Elective)	1, 2, 4	MAT 103 or higher (may be taken concurrently)	3
GEO 305 Environmental Economic Geography (Elective)	1, 2, 4	N/A	3
GEO 405 Environmental Justice (Elective)	1, 2	N/A	3
GEO 460 GIS II (Elective)	1, 2, 3	GEO 360	4
GEO 461 Environmental GIS (Elective)	1, 2, 3	GEO 360	4
GEO 470 Field Techniques (Elective)	1, 2, 4	N/A	3
GEO 481 Spatial Analysis (Elective)	1, 2, 3	GEO 360	4
GEO 497 Internship (Elective)	1, 2	Senior status	3-6
<b>Open Electives</b> (Indicate number of credits of open electives)			31
<b>Total Program Credits:</b>			120

**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.

No new/additional resources are required to support the proposed revision.

**SECTION 3: ADDITIONAL PROGRAM CHARACTERISTICS**

Program website: <https://www.southernct.edu/academics/programs/environmental-systems-and-sustainability-bs>

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? ☒ Yes ☐ No

**Catalog Description**

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

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The Environmental & Marine Science degree provides specialized training in researching and addressing some of the largest environmental challenges of our time such as climate change, biodiversity loss, and overconsumption of natural resources.

As the human impact on the environment continues to grow, so does the need for trained professionals in environmental and marine fields that integrate the biological, physical, and earth sciences. Students gain hands-on learning experiences both in and out of the classroom, especially in the form of student-faculty research collaborations or faculty-supervised research projects. They also conduct cutting-edge research in environmental science, marine science, and science education.

Environmental & Marine Science is a diverse, multi-faceted field that offers environmentally-minded students a number of rewarding paths to careers. At Southern, students learn via hands-on educational experiences, participating in environmental, marine and geographic courses and activities, student-faculty research collaborations or faculty-supervised research projects, cutting-edge field data collection methods and technologies, and lab-based data analysis procedures.

The Coastal Marine Science concentration is focused on environmental problem-solving in a coastal marine setting, with courses that explore the area's geography, processes, and pollution. This concentration has a greater reliance on science and understanding the environmental science of the coastal marine environment. Approximately 40% of humanity lives within 60 miles of the coast. This is a critical environment that requires an in-depth understanding of aquatic ecosystems and processes.

**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): See below

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

<b>SOC Code</b>	<b>Occupation Title</b>	<b>Median Annual Earnings</b>
19-2041	Environmental Scientists and Specialists, Including Health	\$78,980
19-1029	Biological Scientists, All Other	\$85,290
19-1031	Conservation Scientists	\$64,020
19-1032	Foresters	\$63,980
19-2042	Geoscientists, Except Hydrologists and Geographers	\$93,580
19-2043	Hydrologists	\$84,040
25-1053	Environmental Science Teachers, Postsecondary	\$81,910
25-1042	Biological Science Teachers, Postsecondary	\$81,440
17-2081	Environmental Engineers	\$92,120
19-4091	Environmental Science and Protection Technicians,	\$46,850

*Note: Median annual earnings are based on data from the U.S. Bureau of Labor Statistics as of May 2023.*

[Bureau of Labor Statistics](#)

These occupations span sectors such as environmental consulting, conservation, academia, engineering, and natural resource management, reflecting the interdisciplinary nature of these academic programs.

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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):

237130 Alternative energy (e.g., geothermal, **ocean** wave, solar, wind) structure construction

541715 **Oceanographic** research and development laboratories or services

924110 NOAA (National **Oceanic** and Atmospheric Administration)

541330 **Environmental** engineering services

541380 **Environmental** testing laboratories or services

541620 **Environmental** consulting services

541620 **Environmental** reclamation planning services

541714 Biotechnology research and development laboratories or services in **environmental** science (except nanobiotechnology research and development)

541715 **Environmental** research and development laboratories or services (except biotechnology and nanotechnology research and development)

562910 **Environmental** remediation services

562910 Remediation services, **environmental**

813312 **Environmental** advocacy organizations

923120 **Environmental** health program administration

924110 Enforcement of **environmental** and pollution control regulations

924110 **Environmental** protection program administration

**Career/Program Pathways**

Does this program prepare students for another program? ☒ Yes, specify programs: M.S. Integrative Biological Diversity and M.S. in Coastal Resilience ☐ 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): Vincent Breslin, breslinv1@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? 3

**Admissions Requirements**



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What are the admissions requirements for the program? The admission requirements are the same as those for admission to the university.

**Graduation Requirements**

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

If yes, describe: All students will need to complete a capstone-level course, GEO 490 Capstone Seminar. All students must also have at least a 2.0 GPA to graduate.

**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: An internship is not a program requirement, however, it will be strongly encouraged for students to complete an internship.

**Prospective Students**

Describe the prospective students for the program:

Prospective students for the Environmental & Marine Science program with a concentration in Coastal Marine Science are individuals who have a strong interest in exploring how humans are impacting our environment and learning how to address some of the largest environmental challenges of our time such as climate change, biodiversity loss and overconsumption of natural resources. Prospective students are those who wish to gain hands-on learning experiences both in and out of the classroom, especially in the form of student-faculty research collaborations or faculty-supervised research projects. This revised program will attract environmentally-minded students with a passion for conserving the marine environment.



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

**SECTION 1: GENERAL INFORMATION**

**Institution:** SCSU

Please enter the following dates:

Final approval by institution: 1.30.2025

Submission to CSCU Office of the Provost for Academic Council: 3.12.25

Most Recent NECHE Institutional Accreditation Action and Date: 2022

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

Total Number of courses and course credits to be modified by this application: **Program Restructuring including restructuring of the core from existing course (exchange of 9,10 credits) and removal of 1 category of elective courses (3 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: Geography

OHE #: 671

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*): **B.A. Bachelor of Arts**

Date Program was Initiated: 1976

Total # Credits in Program: 120

# Credits in General Education: 46

CIP Code Number: 450701 Title of CIP Code: Geography

**Modified Program Characteristics**

Name of Program: Environmental Studies and Geography

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*): **B.A., Bachelor of Arts**

Initiation Date for Modified Program: August 2025

Anticipated Date of First Graduation: May 2029

Total # Credits in Program: 120

# Credits in General Education: 46

CIP Code Number: 304401 Title of CIP Code: Geography and Environmental Studies

Department where program is housed: Environment, Geography & Marine Sciences

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

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If modification of the program is concurrent with discontinuation of related program(s), please list for each program:  
Program Discontinued: Environmental Systems & Sustainability Studies, Concentration in Sustainability Science & Environmental Policy CIP: 304401 OHE#: 20339 BOR Accreditation Date: 12-30-2018

Phase Out Period AY25-29 Date of Program Termination Spring 2025

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

**Institutional Contact for this Proposal:** Julia Irwin

**Title:** Interim Provost

**Tel.:** 2033925350 **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 department of the Environment, Geography and Marine Sciences has experienced a significant decrease in full time faculty resources over the past few years (from 10 full time + 1 special appointment to 7 full time faculty currently). This coupled with significant changes to the LEP (primarily the elimination of LEP Tier III) has caused us to re-evaluate which courses EGMS faculty can reasonably teach and which programs (majors, concentrations & minors) the department can offer in the foreseeable future, while also playing a role in university wide service teaching (INQ, LEP, HON, IDS).

This revision is to be evaluated in conjunction with the other changes currently proposed for the BS in Environmental Systems and Sustainability Studies – primarily the name change to BS in Environmental & Marine Science and the elimination of the “Sustainability Science & Environmental Policy” concentration in this major. The department concluded that the content taught for this concentration would be more appropriate for a Bachelor of Arts program rather than a Bachelor of Science program, the department further concluded that there is already significant overlap between the current ‘Sustainability Science and Environmental Policy’ concentration with the courses required (or optional) for the already existing Bachelor of Arts in Geography as well as in terms of student learning outcomes. The proposed change to revise the BA in Geography to a BA in Environmental Studies & Geography allows us to:

- 1) make a clear distinction between our lab and field science focused BS in Environmental & Marine Science and a more policy/geographical analysis focused Bachelor of Arts program.
- 2) to serve our students better in offering a distinctively non-science focused environmental program, which is something our majors have been asking for;
- 3) reduce redundancies in our programming and deploy our existing faculty resources in a more efficient manner;
- 4) maintain a concise yet flexible Bachelor of Arts program with a low number of in-program prerequisites (and absence of hidden prerequisites). Based on forecasted course rotations, the requirements for the revised BA can be completed within four semesters, which will make the program especially attractive to transfer students that are interested in pursuing an environmental studies/geography focused program.

This revision is intended to deal with this reality of a smaller department in terms of full-time faculty, yet a stable to growing number of students in our programs. The key changes are changes to the core courses of the program, which will in the proposed program align very closely to the core of the BS in Environmental & Marine Science thus increasing efficiencies of higher levels of enrollment/increased fill rates for our core courses. The entire EGMS curriculum revision is intended to offer less but better courses throughout the curriculum, in an effort to more closely link faculty research with faculty teaching.

**Curriculum**

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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
GEO 200 Human Geography (Core)	3	ENV 204 Principles of Sustainability (Core)	3
GEO 201 Physical Geography (Core)	4	ENV 220 Global Climate Change or MAR 140 The World Ocean or GEO 100 People, Places & Environments (Core)	3
GEO 270 Designing Maps (Core)	3	GEO 357 Coastal and Marine Geography or ENV 400 Environmental Policy (Core)	3
GEO 290 Research Methods (Core)	3	GEO 290 Research Methods (Core)	3
GEO 360 Introduction to GIS (Core)	4	GEO 360 Introduction to GIS (Core)	4
GEO 490 Capstone Seminar (Core)	4	GEO 490 Capstone Seminar (Core)	4
ONE REGIONAL COURSE: GEO 311 The United States and Canada, GEO 315 Connecticut, GEO 325 Latin America GEO 330 Europe GEO 341 Asia GEO 342 Middle East GEO 343 Former Soviet Union GEO 344 Central Asia GEO 345 Africa	3	Select 10 credits (at least one from each category: Systematic and Techniques)	10
ONE SYSTEMATIC COURSE ENV 204 Principles of Geography ENV 404 Applied Geography GEO 205 Economic Geography GEO 208 Political Geography GEO 260 Population Geography GEO 265 Recreation Geography GEO 301 Landforms GEO 305 Environmental Economic Geography GEO 357 Coastal and Marine Geography GEO 362 Urban Geography GEO 405 Environmental Justice	3	SYSTEMATIC COURSES GEO 105 Food Systems GEO 200 Human Geography GEO 205 Economic Geography GEO 208 Political Geography GEO 305 Environmental Economic Geography GEO 357 Coastal and Marine Geography GEO 405 Environmental Justice ENV 333 Environmental Impact Assessment & Management ENV 350 Environmental Systems Inquiry ENV 404 Applied Sustainability	
ONE TECHNIQUES COURSE GEO 273 Land Use Planning GEO 280 GIS for Inquiry in the Social Sciences GEO 370 Remote Sensing GEO 371 Cartography GEO 381 GIS for Business and Strategic Management GEO 460 GIS II GEO 461 Environmental GIS	3-4	TECHNIQUES COURSE GEO 170 Basic Drone technology GEO 270 Designing Maps GEO 273 Land Use Planning GEO 370 Remote Sensing GEO 371 Cartography GEO 460 GIS II GEO 461 Environmental GIS GEO 470 Field Techniques GEO 481 Spatial Analysis	

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GEO 470 Field Techniques GEO 481 Spatial Analysis GEO 497 Internship		GEO 497 Internship	
<b>Total Credits Original Program</b>	<b>30-31</b>	<b>Total Credits Modified Program</b>	<b>30</b>

**Learning Outcomes - L.O.**

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

1. Geographic Knowledge, Skills, Methods, and Theory
  - a) Students will be able to identify patterns and processes of spatial interaction, movement, and diffusion, to explain their significance, and to understand analytical methods.
  - b) Students will be able to articulate the significance of scale for the analysis of geographic patterns and processes
  - c) Students will be able to demonstrate abilities in geospatial technologies and apply those technologies to geographic and/or environmental analyses.
  - d) Students will be able to define major epistemologies and identify and evaluate examples of geographic scholarship.
2. Students will demonstrate an understanding of the complexities and interrelatedness of environmental issues, and the need to invoke elements of science, economics, law, politics, and ethics when formulating solutions
3. Students will build an understanding of the theoretical and historical events that underpin the multidisciplinary field of environmental studies/geography
4. Develop oral and written communication skills that demonstrate knowledge of the objectives of management strategies in a broad range of issues and for a diverse group of stakeholders.
5. Students will demonstrate knowledge gained from first-hand experience in addressing the practical aspects of making environmental decisions through internships, faculty led research experiences, exposure to professional outside lecturers, and/or attendance of local wetland or zoning board committee meetings.

**Assessment of Learning Outcomes**

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

- 1) Geographic Knowledge, Skills, Methods and Theory
 

Learning outcome a) will be assessed via multiple choice and written examinations in a variety of courses

Learning outcome b) will be assessed via written exams and mapping exercises in a variety of courses

Learning outcome c) will be assessed in exercises and final projects in GEO 360 (core) and in the required techniques courses in the curriculum.

Learning outcome d) will be assessed in written and oral examinations in the GEO 490 capstone seminar
- 2) Learning outcome 2 will be assessed using problem solving papers in which students research a particular problem and pose workable solutions to it. This assessment will be applied as well to student work in GEO 490, the capstone course.
- 3) Learning outcome 3 will be assessed via written examinations in a variety of courses.
- 4) Learning outcome 4 will be assessed in written problem solving papers and in oral presentations of problem and solutions.
- 5) Learning outcome 5 will be assessed by students having an experiential part of the program. They will be asked to write critically and reflectively about their experiences.

**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.*

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Course Number and Name	Learning Outcome # (from above)	Pre-Requisite(s)	Credit Hours
MAR 140 The World Ocean (Core Option)	2, 3	N/A	3
ENV 220 Global Climate Change (Core Option)	2, 3, 4	N/A	3
GEO 100 People Places & Environments (Core Option)	1 a,, 2, 3	N/A	3
GEO 290 Research Methods in Geography and Environmental Sustainability (Core)	1 b,c, 2, 3, 4	N/A	3
GEO 360 Introduction to Geographic Information Systems (Core)	1 b, c, 2, 3	N/A	4
GEO 490 Capstone Seminar (Core)	1 b, d, 2, 4	GEO 290 and senior status	4
GEO 105 Food Systems	1 a, b, 2, 3	N/A	3
GEO 200 Human Geography	1 a,b, d, 2	N/A	3
GEO 205 Economic Geography	1 a,b, d, 2, 3	N/A	3
GEO 208 Political Geography	1 a,b, d, 2, 3	N/A	3
GEO 305 Environmental Economic Geography	1 a,b, d, 2, 3	N/A	3
GEO 357 Coastal and Marine Geography	1 a,b, d, 2, 3	N/A	3
GEO 405 Environmental Justice	1 a,b, d, 2, 3	N/A	3
ENV 333 Environmental Impact Assessment & Management	1 a,b, d, 2	N/A	3
ENV 350 Environmental Systems Inquiry	1 a,b, d, 2, 4	GEO 201	3
ENV 404 Applied Sustainability		ENV 304	3
GEO 170 Basic Drone technology	1 b,c, 5	N/A	3
GEO 270 Designing Maps	1 b,c, 5	N/A	3
GEO 273 Land Use Planning	1 b,c,d 2, 3	N/A	3
GEO 370 Remote Sensing	1 b,c, 5	GEO 270 or GEO 360	4
GEO 371 Cartography	1 b,c, 5	GEO 360	4
GEO 460 GIS II	1 b,c, 5	GEO 360	4
GEO 461 Environmental GIS	1 b,c, 5	GEO 360	4
GEO 470 Field Techniques	1 b,c, 5	N/A	3
GEO 481 Spatial Analysis	1 b,c, 5	GEO 360	4
GEO 497 Internship	5	N/A	3-6
<b>Open Electives</b> (Indicate number of credits of open electives)			44
<b>Total Program Credits:</b>			120
<b>Description of Related Modification(s)</b>			
Provide a summary of other changes, if any, necessitated by curricular modification, such as admissions or graduation requirements N/A			
<b>Description of Resources Needed</b>			

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

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

No new/additional resources are required to support the proposed revision

**SECTION 3: ADDITIONAL PROGRAM CHARACTERISTICS**

Program website: <https://www.southernct.edu/academics/programs/geography-ba-bs>

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? ☒ Yes ☐ No

**Catalog Description**

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

Students gain hands-on learning experiences both in and out of the classroom, especially in the form of student-faculty research collaborations or faculty-supervised research projects. They also conduct cutting-edge research in environmental studies, geography, marine science, and science education.

The B.A. in Environmental Studies and Geography allows for maximum flexibility for our students to explore other coursework in the context of a liberal arts education. We encourage students to supplement their BA in Geography with the completion of a minor (by advisement) which will allow students to apply disciplinary skills (e.g., multi-scalar analysis, geographical thinking, etc.) in an interdisciplinary context.

**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): (See below)

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

Graduates of Environmental Studies and Geography programs have diverse career opportunities across various fields. Below is a list of relevant occupations, their Standard Occupational Classification (SOC) codes, and median annual earnings:

SOC Code	Occupation Title	Median Annual Earnings
19-2041	Environmental Scientists and Specialists	\$76,530
19-3092	Geographers	\$85,430
17-1021	Cartographers and Photogrammetrists	\$68,380
19-3051	Urban and Regional Planners	\$78,500
19-4091	Environmental Science and Protection Technicians	\$48,390
25-1064	Geography Teachers, Postsecondary	\$81,540
19-1031	Conservation Scientists	\$65,320
17-1022	Surveyors	\$65,590

Note: Median annual earnings are based on data from the U.S. Bureau of Labor Statistics as of May 2023.

BUREAU OF LABOR STATISTICS



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These occupations span sectors such as environmental consulting, urban planning, academia, engineering, and conservation, reflecting the interdisciplinary nature of Environmental Studies and Geography.

**Applicable Industries**

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

541370 Surveying and Mapping (except Geophysical) Services

541620 Environmental Consulting Services

541360 Geophysical Surveying and Mapping Services

925120 Administration of Urban Planning and Community and Rural Development

924110 Administration of Air and Water Resource and Solid Waste Management Programs

**Career/Program Pathways**

Does this program prepare students for another program? ☒ Yes, specify program: M.S. in Coastal Resilience ☐ 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): Vincent Breslin, breslinv1@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? 3

**Admissions Requirements**

What are the admissions requirements for the program? The admission requirements are the same as those for admission to the university.

**Graduation Requirements**

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

If yes, describe: All students will need to complete a capstone-level course, GEO 490 Capstone Seminar. All students must also have at least a 2.0 GPA to graduate

**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:

Prospective students for the new and innovative Environmental Studies and Geography BA program are curious, globally minded, and passionate about sustainability, social justice, and the interconnectedness of human and natural systems. They are problem-solvers who seek to address climate change, development, and environmental policy through interdisciplinary approaches. These students enjoy hands-on learning, fieldwork, and using technology to analyze environmental and geographic data. They are drawn to careers in conservation, planning, environmental advocacy, or policy-making. With a strong sense of responsibility for the planet, they aspire to make meaningful, science-informed contributions to a more sustainable and just world.

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

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Southern Connecticut State University	Please enter the following dates: Submission of Initial Intent Form to Provosts Council: <b>n/a</b> Review by Provosts Council: <b>n/a</b> Final approval by institution: <b>3/28/25</b> Submission of this form to the CSCU Office of the Provost for Academic Council: <b>3/12/25</b>	
Most Recent NECHE Institutional Accreditation Action and Date: Accreditation visit in 2021, acceptance 2022.		
<b>Program Characteristics</b> Name of Program: Psychological Assessment Certificate Modality of Program ( <i>check all that apply</i> ): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program website: <a href="https://www.southernct.edu/academics/psychology/programs">https://www.southernct.edu/academics/psychology/programs</a> , <a href="https://www.southernct.edu/node/33941">https://www.southernct.edu/node/33941</a> Program Type ( <i>degree type, abbreviation, name, e.g., Certificate 16-30 credits, C2, Certificate</i> ): <b>Certificate</b> Anticipated Program Initiation Date: Fall 2025 Anticipated Date of First Completion: Spring 2026 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> ): 2		
Provide estimated cost of program (tuition and fees): \$ _____ OR url for link to tuition/fee information: <a href="https://inside.southernct.edu/onestop/bill-payment/tuition-fees">https://inside.southernct.edu/onestop/bill-payment/tuition-fees</a>		
<b>CIP Code Number:</b> 42 <b>Title of CIP Code:</b> Psychology		
Department where program is housed: Psychology Location Offering the Program ( <i>e.g., main campus</i> ): main campus		
Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Provide the intended catalog description for this program: This 12-hour certificate program is for those interested in Psychological Assessment. Students will be trained and supervised in Psychological Assessment for Clinical and Research Applications. This will prepare students to work as a Psychometrist/Psychological Technician in the office of a Licensed Psychologist, or in an exempt agency, or work in a Clinical Research laboratory setting.		
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: _____ CIP: _____ OHE#: _____ BOR Accreditation Date: _____ Phase Out Period _____ Date of Program Termination _____ Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No		
Other Program Accreditation: <ul style="list-style-type: none"> <li>• If seeking specialized/professional/other accreditation, name of agency and intended year of review:</li> <li>• If program prepares graduates eligibility to state/professional licensure,             <ul style="list-style-type: none"> <li>○ identify credential:</li> <li>○ confirm NC-SARA requirements met: <input type="checkbox"/> Yes <input type="checkbox"/> No</li> </ul> </li> </ul> ( <i>As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency</i> )		
<b>Institutional Contact for this Proposal:</b> Julia Irwin	Title: Provost	Tel.: 203-392-6585 e-mail: <a href="mailto:irwinj1@southernct.edu">irwinj1@southernct.edu</a>
<b>NOTES:</b>		



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

- This informational report pertains to academic programs not reaching the threshold requiring Board of Regents action. Information is shared with the BOR-Academic Council, included in the BOR-Academic and Student Affairs Committee meetings, and forwarded to the Office of Higher Education for inclusion in the CT Credential Registry.
- This form should be used for the following new academic programs, which are considered Below Threshold and do not require a BOR resolution:
  - Undergraduate certificates  $\leq 30$  credits within an approved program (if changes are required to the parent program, submit the relevant program modification form)
  - Undergraduate certificates  $\leq 15$  credits
  - Graduate certificates  $\leq 12$  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)*

This program will provide the only training in the State of Connecticut that directly addresses the profession of Psychological Technician / Psychometrist (CT General Statutes, Chapter 383e, Section 20-195aaa). This also supports the Social Justice Mission of the University. Psychological Technicians / Psychometricians help eligible residents of the State of Connecticut receive the supports of the Americans With Disabilities Act (ADA), the Individuals with Disability in Education Act (IDEA), and Section 504 of the Rehabilitation Act (504). Finally, this relatively brief certificate will expose them to the clinical process, and thereby let them determine whether they want to commit to the effort required to obtain a Ph.D. or Psy.D. in Clinical Psychology, become a Licensed Professional Counselor, School Psychologist, or Speech and Language Pathologist, or compete for jobs as a Psychological Technician or Clinical Research Coordinator. The Certificate will help students choose a path and help them package themselves for these competitive degree programs or jobs. These goals will be accomplished through courses that will transfer into future education and provide marketable job skills. Thus, the Certificate will facilitate employment of students, improve access to health care and civil, educational, and occupational protections for citizens of the Connecticut, and promote the Social Justice goals of Equality and Accessibility.

**Addressing Identified Needs**

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

This program will facilitate entry into the workforce of Connecticut by providing the only training in the State that directly addresses the profession of Psychological Technician (CT General Statutes, Chapter 383e, Section 20-195aaa). For example, each person who receives services from Developmental Services in the State of Connecticut must have a Neuropsychological Evaluation. There are more than 2,100 Licensed Psychologists in the State of CT. Psychological Technicians can be employed by any of these. This will facilitate access to appropriate diagnosis and treatment by extending the ability of the Psychologist who engages in testing. Psychological Technicians average approximately \$43,000 per year (salary.com). The benefits to the workforce from those who are diagnosed and treated due to their services is difficult to measure directly, but there will be a large direct benefit from increased access to mental health services.

- 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 existing curriculum will provide the courses for the Certificate. The Office of Psychological Assessment provides the location for the Practicum portion of this Certificate and introduces the students to Clinical assessment and Research. The faculty at SCSU have the qualifications and experience to teach the courses.

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

Our location in New Haven places students near additional resources for Assessment and Research in hospitals, schools, and other settings. The research and evaluations also interface with CASAS and Student Counseling Services to help address the success and well-being needs of students.

- 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 be tracking students' registration in the courses and completion of the certificate to determine retention and completion rates. The program recruitment will be done across the university. The demographics of the enrollment, GPA, retention, and completion will be tracked and compared in relation to the best performers among SCSU peers
- 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 certificate holds no additional requirements beyond those which can be used to complete elective credits in the M.A. Psychology program. The M.A. Psychology program is generally a flexible one that presents no unusual challenges to students, particularly as we offer a mix of teaching modalities, and the program has either 7 (comprehensive track) or 4 (thesis track) electives that can include up to two courses from other disciplines. Thus, students have a great deal of choice and variable structure leading to greater accessibility.
- Where inequities are found, how will the data be used by program and institutional leaders to address the inequities?

Depending on what is detected, the program and curriculum will be modified to address inequities. We will make use of existing recruitment and DEI structures at SCSU to address issues that arise in those areas.
- 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 enrolled in any of the undergraduate PSY programs at SCSU who are in good standing with a GPA of 3.0 or higher will be eligible for enrollment in the M.A. Psychology, and thus this program. The BS Psychology program will be specifically used to recruit for the graduate program based on this certificate, as there is a concentration in Assessment that will result in highly prepared students.
- Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided

Searching <https://www.ct.edu/academics> did not reveal any duplicate programs at any CSCUs.

**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 are currently running the required courses at the level that would be expected under an official certificate. We do not anticipate any additional costs beyond what is already needed to run our graduate program. For example, Psychology 544 has averaged 7 students per section for the past two years, but the capacity is 10. Psychology 546 has averaged 4.5 but the capacity is 5. Psychology 543 has been at capacity one term during this time (10) but the other term it did not have sufficient student enrollment to run and had to be cancelled (with an average of 7 per semester attempting to take it). There is room to provide the certificate option for our current enrollment estimates, and room for some growth, without additional cost.

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**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.

Special resources (test materials) are currently covered by the departmental budget. Significant growth of the program may eventually require additional resources.

**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 from Human Services programs at SCSU will be made aware of this certificate at graduate events (welcome, open house) and chairs and department coordinators of all such departments will be reminded of the program during the registration every semester. Students in the M.A. Psychology program will be emailed during registration to remind them of the program.

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

Students will be informed that this program will qualify them to seek employment as a Psychological Technician, and it will provide them exposure to other professions so that they can choose an appropriate career path. The hours obtained for the Certificate can apply as a portion of the educational requirements for a number of different careers (School Psychologist, Licensed Professional Counselor, Psychologist, and Speech and Language Pathologist). Thus, this program will be useful for those who are not certain what path to take and want exposure so that they can make a better decision. It will also help those who are attempting to improve their competitiveness for application to further graduate study (e.g., Ph.D. programs).

**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): Psychiatric technician 29-2053, licensed professional counselor 19-3033, school psychologist 19-53034, speech and language pathologist 29-1127, all other Therapists 29-1129

What would be the median estimated earnings for a graduate in this profession (*if more than one SOC code listed, include earnings for each*)? Hourly: \$26 - \$50

**Applicable Industries**

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

621112 Offices of Physicians, Mental Health Specialists

621330 Social workers', mental health, offices (e.g., centers, clinics)

621420 Mental health centers and clinics (except hospitals), outpatient

621420 Outpatient mental health centers and clinics (except hospitals)

622210 Mental health hospitals

923120 Mental health program administration

**Career/Program Pathways**

Does this program prepare students for another program? ☒ Yes, specify program: At SCSU: MS Clinical Mental Health Counseling, MS Social Work, MS School Psychology. Broadly: Mental Health Counselling, PsyD Mental Health Assessment, PhD Mental Health Assessment ☐ 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 and access the literature relevant to clinical interviewing, behavior sampling, psychometrics, report writing, and providing client feedback
2. Understand the laws and ethics of clinical interviewing, behavior sampling, psychometrics, report writing, and providing client feedback
3. Demonstrate appropriate assessment practices and issues related to personality and cognitive assessment.
4. Understand basic and applied knowledge of Psychometric theory (concepts such as reliability, validity, standard scores, etc.).
5. Demonstrate the ability to integrate information from several sources (e.g., testing, interviews, etc.) in writing assessment reports and intervention notes and plans.
6. Allow each student to learn how to receive and then provide supervision in individual and group formats.
7. Demonstrate proficiency in administration, scoring and interpretation procedures for current psychometrics in Clinical, Behavioral, Neuropsychological/Cognitive, and Educational domains.
8. Move toward the capacity for private practice in clinical interviewing, behavior sampling, psychometrics, report writing, and providing client feedback.
9. Develop a professional identity and a sense of professional responsibility.
10. Develop the ability to work under supervision at clinical interviewing, behavior sampling, psychometrics, report writing, and providing client feedback
11. Develop the ability to be a critical consumer of psychometrics.

**Assessment of Learning Outcomes**

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

Required courses will involve:

1. Multiple choice and essay examinations regarding psychometric theory, test content, and applications.
2. Individual and group supervision where students discuss ongoing cases which enables the instructor(s) to assess knowledge of psychometrics, and relevant laws and ethics.
3. Observing and performing clinical interviews, test administration, and client feedback.
4. Writing of Mock evaluations with feedback and revisions.
5. Writing of reports with actual clients, with feedback and revisions, under supervision of a Licensed Psychologist.

**Program Administration**

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

- Name: Dr. Kevin Colwell
- Email: colwellk2@southernct.edu      Phone: 203-392-6871

Describe the qualifications and assigned FTE load of the administrator/faculty member responsible for the day-to-day operations of the proposed academic program: 1.5 credits per semester for program administration that goes beyond course instruction.

**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)? 3

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%

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Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program: Licensed Clinical Psychologist or School Psychologist

*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
Kevin Colwell (Psychology)	Ph.D., Sam Houston State University	Clinical	Director of the Office of Psychological Assessment
Kenneth Walters (Psychology)	Ph.D., University of Nebraska, Lincoln	Clinical	
Casey McPherson (Counseling and School Psych)	Ph.D, Loyola University, Chicago	Clinical	

**Curriculum**

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

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
<b>Program Required &amp; Elective Courses</b>			
PSY 528	1, 2, 8, 9, 12		3
PSY 543	1, 3, 4, 7, 12		3
PSY 544	3, 4, 7, 10, 12		3
PSY 546	1, 2, 5, 6, 9, 10, 11	PSY 543 OR PSY 544	3
<b>Open Electives</b> (Indicate number of credits of open electives)			0
<b>Total Program Credits:</b>			12

What are the admissions requirements for the program? Interest in the PSY 546 internship and completion of at least one of PSY 528, 543, or 544.

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:

Internal fieldwork - the fieldwork happens within the Office of Psychological Assessment, on campus at SCSU.

Describe the prospective students for the program: Students interested in a practice- or research-based career that involves assessment, diagnosis, and the recommendation and/or evaluation of interventions. Students planning to go on to a Masters, PsyD or PhD program focused on assessment and treatment. Students interested in clinical research who need to learn to perform assessment as part of their research and laboratory training.

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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: 2.24.25

Submission to CSCU Office of the Provost for Academic Council: 3.12.25

Most Recent NECHE Institutional Accreditation Action and Date: 2022

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

Total Number of courses and course credits to be modified by this application: **7**

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: School Psychology, Sixth Year Certificate

OHE #: 666

Modality of Program (*check all that apply*): ☐ On ground ☐ Online ☒ Hybrid, % of fully online courses 51%+

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

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

Date Program was Initiated:

Total # Credits in Program: 47

# Credits in General Education: N/A

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

**Modified Program Characteristics**

Name of Program: School Psychology, Sixth Year Certificate

Modality of Program (*check all that apply*): ☐ On ground ☐ Online ☒ Hybrid, % of fully online courses 51%+

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

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

Initiation Date for Modified Program: Fall 2025

Anticipated Date of First Graduation: Spring 2027

Total # Credits in Program: 49

# Credits in General Education: N/A

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

Department where program is housed: College of Education

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

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

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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<b>Institutional Contact for this Proposal:</b> Julia Irwin	<b>Title:</b> Interim Provost	<b>Tel.:</b> 2-5350 <b>e-mail:</b> irwinj1@southernct.edu
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**SECTION 2: BACKGROUND, RATIONALE, AND NATURE OF MODIFICATION**

**Rationale for Modification**

Describe the context and need for the proposed modification(s) and the relationship to the originally approved program:  
 Change to the program allows students to take a seminar class each semester while enrolled in a field placement to receive additional supervision. Additionally, it affords the opportunity for more advanced instruction in consultation and in supervision. Students take the seminar class 6 times throughout the MS and SYC program, with more advanced instruction in each semester. This will allow them to continue taking the class for credit and also receive financial aid for the required course.

Changes to course prefixes reflect program shift from Department of Counseling and School Psychology to be housed in the Department of Mental Health Sciences

**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
CSP 654 (fall and spring year 1) Professional School Psych Seminar	1	MHS 754 (fall and spring year 1) Professional School Psych Seminar II	1
CSP 654 (fall and spring year 2) Professional School Psych Seminar	1	MHS 755 (fall and spring year 2) Professional School Psych Seminar III	1
CSP 684 Advanced Consultation & Supervision	3	MHS 684 Advanced Consultation	3
--	--	MHS 785 Supervision in School Psychology	2
<b>Total Credits Original Program</b>	<b>47</b>	<b>Total Credits Modified Program</b>	<b>49</b>

**Learning Outcomes - L.O.**

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

1. Demonstrate a foundation in the knowledge bases for both psychology and education.
2. Demonstrate knowledge and skills in data-based decision-making as a means to effective problem-solving, evaluation and accountability. Demonstrate skills in research and program evaluation to allow them to help bring the latest in educational and psychological research to schools and to help schools determine the effectiveness of services.
3. Demonstrate knowledge and skills in school consultation and collaboration and the ability to communicate and work with others in a team-based approach to meeting the needs of children, youth, families and systems.
4. Demonstrate knowledge in varied aspects of effective teaching and instructional methods, school curriculum, factors influencing learning and cognitive development, and the skills to develop appropriate academic interventions based on this knowledge.

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5. Demonstrate knowledge in varied aspects of mental health, social and emotional development and behavior, and the skills to develop appropriate social, emotional and behavioral interventions based on this knowledge.
6. Demonstrate knowledge of the varied systems within and outside of schools in which students operate and the skills to work with and within these systems to create and maintain effective and supportive learning environments. This includes an understanding of the key role of families and family systems as well as knowledge and appreciation for all aspects of diversity in students, their families and fellow educators and mental health professionals, and skills to work to ensure safe and affirming schools for all.
7. Demonstrate knowledge of primary prevention, risk and resiliency factors and the skills to develop and provide effective prevention, treatment and crisis intervention services.
8. Demonstrate knowledge of the field and history of school psychology and the legal, ethical and professional standards of the profession and the skills to implement these standards through the use of effective technology, communication and interpersonal skills.

**Assessment of Learning Outcomes**

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

Quizzes, exams, case conceptualization, presentations, field observations, outcome assignments completed in the field

**Detailed Curriculum for Modified Program**

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

Course Number and Name	Learning Outcome # (from above)	Pre-Requisite(s)	Credit Hours
MHS 734 Data-Based Decision-Making 4	1, 2, 3, 4, 7, 8	MHS 530, MHS 531, and MHS 533. Restriction(s): Open to Matriculated School Psychology students.	4
MHS 764 Behavior Interventions	1, 2, 5, 6, 7, 8	Restriction(s): Open to Matriculated School Psychology students	3
MHS 754 Professional School Psych Seminar II <small>*renumbered course but was originally in sequence as CSP 654 _</small> Fall Year 1	2, 3, 4, 5, 6, 7, 8	Restriction(s): Open to Matriculated School Psychology students Corequisite: Placement in fieldwork	1
MHS 792 Advanced Research and Program Evaluation	2, 3, 5, 6, 7, 8	Restriction(s): Open to Matriculated School Psychology students	3
MHS 796 Psychoeducational Interventions 2	2, 5, 6, 7, 8	Prerequisite(s): MHS 558, MHS 589; Restriction(s): Open to Matriculated School Psychology students.	4
MHS 735 Data-Based Decision-Making 5	2, 3, 4, 8	Prerequisite(s): MHS 530, MHS 531, MHS 533, and MHS 734. Restriction(s): Open to Matriculated School Psychology students.	4
MHS 784 Advanced Behavior Interventions	2, 3, 5, 6	Prerequisite(s): MHS 563, MHS 774	3



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		Restriction(s): Open to Matriculated School Psychology students.	
MHS 754 Professional School Psych Seminar II*renumbered course but was originally in sequence as CSP 654 – Spring Year 1	2, 3, 4, 5, 6, 7, 8	Corequisite: Placement in fieldwork Restriction(s): Open to Matriculated School Psychology students.	1
MHS 778 Introduction to Consultation	3, 5, 6	Prerequisite(s): MHS 510 Restriction(s): Open to Matriculated School Psychology students.	3
MHS 797 Psychoeducational Interventions 3	3, 5, 6, 7, 8	Prerequisite: MHS 796 Restriction(s): Open to Matriculated School Psychology students	4
MHS 794 Advanced Consultation	3, 4, 5, 6	Prerequisite(s): MHS 510 and MHS 778 Restriction(s): Open to Matriculated School Psychology students.	3
MHS 785 Supervision in School Psychology* NEW CLASS	2, 3, 6, 8	Restriction(s): open to matriculated school psychology students	2
MHS 752 Internship in School Psychology – Fall Year 2	1, 2, 3, 4, 5, 6, 7, 8	Prerequisite(s): Passing Score on the Oral Comprehensive Exam; students must take co-requisite MHS 753	3
MHS 753 Professional Seminar in School Psychology – Fall Year 2	1, 2, 3, 4, 5, 6, 7, 8	Prerequisite(s): Passing Score on the Oral Comprehensive Exam; Students must take co-requisite MHS 752	3
MHS 755 Advanced Professional School Psychology Seminar III II*renumbered course but was originally in sequence as CSP 654 – Fall Year 2	2, 3, 4, 5, 6, 7, 8	Corequisite: Placement in fieldwork Restriction(s): open to matriculated school psychology students	1
MHS 752 Internship in School Psychology – Spring Year 2	1, 2, 3, 4, 5, 6, 7, 8	Prerequisite(s): Passing Score on the Oral Comprehensive Exam; students must take co-requisite MHS 753	3
MHS 753 Professional Seminar in School Psychology – Spring Year 2	1, 2, 3, 4, 5, 6, 7, 8	Prerequisite(s): Passing Score on the Oral Comprehensive Exam; Students must take co-requisite MHS 752	3
CSP 755 Advanced Professional School Psychology Seminar III II*renumbered course but was originally in sequence as CSP 654 – Spring Year 2	2, 3, 4, 5, 6, 7, 8	Corequisite: Placement in fieldwork Restriction(s): open to matriculated school psychology students	1
<b>Open Electives</b> (Indicate number of credits of open electives)			0
<b>Total Program Credits:</b>			49

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**Description of Related Modification(s)**

Provide a summary of other changes, if any, necessitated by curricular modification, such as admissions or graduation requirements  
no additional changes required

**Description of Resources Needed**

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

no new resources needed to implement changes

**SECTION 3: ADDITIONAL PROGRAM CHARACTERISTICS**

Program website: <https://catalog.southernct.edu/graduate/programs-and-degrees/school-psychology-syc.html>

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

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

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

**Catalog Description**

Provide the catalog description for this program (with proposed modifications if applicable): The program course outline and graduation requirements for this catalog year are listed below. In addition, a 3.0 cumulative GPA is required for graduation. The department website provides an overview of the program, including admission requirements, faculty biographies, learning outcomes, and careers: <https://www.southernct.edu/academics/counseling-and-school-psychology>. This is an educator preparation program in the State of Connecticut with additional admissions requirements (see <https://catalog.southernct.edu/graduate/admission-standards.html>). Candidates recommended for certification must also meet any additional Connecticut State Department of Education (CSDE) requirements (see <https://catalog.southernct.edu/graduate/degree-requirements.html>) in effect on the date CSDE receives the certification application.

**Careers/Professions and Earnings**

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

What would be the median estimated earnings for a graduate in this profession (if more than one SOC code listed, include earnings for each)? In 2022: Nationally - \$81,500; Connecticut - \$95,900

**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: Educational Services

**Career/Program Pathways**

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

**Program Administration and Faculty**

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Dr Casey McPherson [mcphersona5@southernct.edu](mailto:mcphersona5@southernct.edu)

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

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

**Admissions Requirements**

What are the admissions requirements for the program?

Admission to the Sixth Year Program is based upon following criteria:

1. Applicants to the Sixth Year Program must hold a Masters in School Psychology

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2. Applicants to the Sixth Year Program must have a minimum graduate GPA of 3.0. Students must submit ALL prior transcripts with their application to the Sixth Year program, including ALL transcripts submitted at the time of their application to the Sixth Year Certificate program. If you have attended SCSU, you only need to indicate this on your application; you do not need to send your official SCSU transcript.
3. Applicants to the Sixth Year Program are required to have taken the following prerequisite course (completion of this course is not required to apply to the program but completion is required prior to matriculation): Exceptionality or Exceptional Children (must be a state-approved course).
4. The School Psychology program requires that applicants to the Sixth Year Certificate Program must submit evidence of having taken one of the following assessments: the Praxis® Core Combined exam, Scholastic Aptitude Test (SAT), Graduate Record Exam (GRE), or American College Testing (ACT).
5. Submit a personal essay explaining your reasons for wanting to enter the field of school psychology and the SCSU School Psychology program in particular. The typed/word processed essay should be approximately 250-500 words in length and should be uploaded to the same portal to which you logged in to apply. This requirement is waived for matriculated students in the Master's Program at Southern who are applying to the Sixth Year Program.
6. Upload your professional resume or vita to the same portal to which you logged in to apply. This requirement is waived for matriculated students in the Masters' Program at Southern who are applying to the Sixth Year Program.
7. Have THREE recommenders upload their recommendations directly into the system via a personalized link sent to them when you applied. At least one recommendation should be from someone who can speak to your academic skills. This requirement is waived for matriculated students in the Master's Program at Southern who are applying to the Sixth Year Program. Students who are granted admission to the program and have not yet fulfilled all of the course requirements will be given "Conditional Acceptance" until these requirements are met.

This is an educator preparation program in the State of Connecticut with additional admissions requirements (see <https://catalog.southernct.edu/graduate/admission-standards.html>).

**Graduation Requirements**

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

If yes, describe: Completion and passing of the Praxis II Examination in School Psychology; Passing of Oral Comprehensive Exam

**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 complete a 700 hour practicum experience in a public school during their 1st year in the program. Students complete a 1200 hour full-time internship during their 2nd year in the program

**Prospective Students**

Describe the prospective students for the program: Students who hold a masters degree in school psychology

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

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Southern Connecticut State University	Please enter the following dates: Final approval by institution: 2.24.25 Submission to CSCU Office of the Provost for Academic Council: 3.12.25
Most Recent NECHE Institutional Accreditation Action and Date: 2022	
<b>Parent Program</b> Name of Program: Sport Management Program Type (degree type, abbreviation, name, e.g., Certificate 16-30 credits, C2, Certificate): <b>BS, Sport Management</b> OHE #: 17681 <u>CIP Code Number:</u> 31.0504    Title of CIP Code: Sport and Fitness Administration/Management	
<b>Proposed Program Characteristics</b> Name of Option/Track/Concentration/Specialization: Sport, Recreation, & Wellness Modality of Program (check all that apply): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program website: <a href="https://www.southernct.edu/academics/programs/sport-management-bs">https://www.southernct.edu/academics/programs/sport-management-bs</a> Program Type (e.g., Bachelor Degree Option): <b>Bachelor of Science</b> Anticipated Program Initiation Date: Fall 2025 Anticipated Date of First Completion: Spring 2029 Total # Credits in Program: 120 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: <a href="https://inside.southernct.edu/onestop/bill-payment/tuition-fees">https://inside.southernct.edu/onestop/bill-payment/tuition-fees</a>	
<u>CIP Code Number:</u> 31.0101    Title of CIP Code: Parks, Recreation and Leisure Studies	
Department where program is housed: Recreation, Tourism, and Sport Management Location Offering the Program (e.g., main campus): Main Campus	
Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Provide the intended catalog description for this program: <b>The concentration in Sport, Recreation, and Wellness will prepare students for careers in parks, recreation, non-profit agencies, and commercial recreation and sport businesses. Leadership, programming, and managing leisure-related experiences for participants of all abilities is a significant emphasis in this area. Students graduating in this concentration might find careers in municipal park and recreation departments, state and federal parks, community centers, non-profit youth-serving agencies, campus/university recreation and wellness, and military settings.</b>	
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: Recreation & Leisure Studies, Park & Recreation Management Concentration    CIP: 31.0101 OHE#: 20343    BOR Accreditation Date: 5-11-2017 Phase Out Period 4 years    Date of Program Termination Spring 2025 (last completer Spring 2029) Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Other Program Accreditation: <ul style="list-style-type: none"> <li>• If seeking specialized/professional/other accreditation, name of agency and intended year of review: COSMA 2025 (see within description below)</li> <li>• If program prepares graduates eligibility to state/professional licensure,             <ul style="list-style-type: none"> <li>○ identify credential:</li> </ul> </li> </ul>	

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○ 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:** Julia Irwin

Title: Interim Provost

Tel.: 203-392-5350 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)* The Sport, Recreation, and Wellness concentration within the BS, Sport Management aligns with the mission of SCSU by committing to empower students with the skills and knowledge to reach their goals for professional careers in public and private services like parks, recreation, youth sport, non-profit agencies, and commercial recreation businesses.

**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.)*

Employment of entertainment and recreation managers is projected to grow 11 percent from 2023 to 2033, faster than the average for all occupations. About 4800 openings for entertainment and recreation managers are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire. Employment growth will stem from public interest in recreational activities, such as golf and tennis. In addition, an increased emphasis on the importance of lifelong well-being is expected to create demand for entertainment and recreation managers in a variety of settings, including country clubs, fitness centers, and parks (BLS, 2024).

This concentration within the BS Sport Management will be the only one focused in Sport, Recreation, & Wellness at any 4-year public or private university, or community college location in the state of Connecticut. The State of Connecticut has 169 Municipalities. Just about all of them include a version of a Park & Recreation Department. In addition, students from the program go on to work in local non-profit and youth sport/recreation service organizations like the YMCA and Boys & Girls Clubs.

- 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 move will help the RTSM department, and the University be more efficient by streamlining courses and faculty from the Park & Recreation Management concentration under a single degree program (BS, Sport Management). This concentration reduces the total amount of stand-alone



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courses a student was previously required to take. This will also save time and help with advising students.

- 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 same metrics for the BS, Sport Management will be used to assess equity across recruitment, enrollment, and retention, and completion. We will follow policies set forth by CSCU and SCSU related to such topics.

In addition, instead of marketing two separate programs, we will be able to recruit students under a single major with different pathways related to career interest. Overall, this will save money and be a more efficient time of faculty and support staff. The new concentration under our BS, in Sport Management will also be more attractive to students wishing to work in the community-based sport, recreation, and wellness fields instead of sport business or intercollegiate athletics.

- 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 new concentration will provide an avenue for students who want to work in the field of sport, recreation and wellness. The GPA for the concentration will be 2.0 (university minimum). Focused advising related to sport, recreation, and wellness careers will help support students which will help with retention and graduation rates. The program will also be friendly to internal and external transfers through free electives and cognate choices. Finally, this concentration will align with programs like AS, Sport and Leisure Management and AS, Sport Management at CT State.

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

Assessment data for the BS, Sport Management accredited program will be evaluated and discussed on a yearly basis to identify inequities or areas where we are not meeting standards. Those areas will be reported to the department chair and other decision makers so we can take steps to address inequalities and create equitable outcomes for all students in the program.

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

The BS, Sport Management has a agreed upon 2+2 pathway with CT State (GCC) Sport Management Associate Degree program. In addition, the BS, Sport Management recently completed a self-study and accreditation visit from the Council on Sport Management Accreditation (COSMA). We are expecting a decision on accreditation later in the Spring semester. The new concentration would full under COSMA Accreditation. Finally, students in this concentration have multiple accelerated pathway options into two Master's programs at SCSU: MS, Recreation & Leisure Studies, Recreation Administration; and MS, Sport & Entertainment Management.

- Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided :  
It is the only BS, Sport Management degree program in the CSCU system and the only concentration in Recreation, Sport, and Wellness.

**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.

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No new resources or costs will be associated with the concentration. The new concentration is an efficient use of resources to help streamline course offerings under a single major, all while offering students in the BS, Sport Management expanded career options related to community-based sport, recreation, and wellness.

**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 additional resources needed 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.

The same marketing and student recruitment activities as the BS, Sport Management program will be instituted. These include new student orientations, open houses, and developing materials for our admissions office. In addition, during academic advising with their major advisor, the advisor will explain and explore the new concentration to see if it is a good fit for the student's career goals.

If applicable, what student engagement strategies will be employed to advance student retention and completion in program? A faculty member with expertise in this area will be assigned to advise students in the new concentration which could lower the advising burden on other faculty in the program. This could lead to more efficient advising resulting in higher retention and completion rates.

**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):

11-9072 [Entertainment and Recreation Managers, Except Gambling](#)

11-9151 [Social and Community Service Managers](#)

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

11-9072 [Entertainment and Recreation Managers, Except Gambling](#): Median annual salary: \$73,460

11-9151 [Social and Community Service Managers](#): Median annual salary: \$77,0303

**Applicable Industries**

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

713940 Fitness and Recreational Sports Centers

712190 Nature Parks and Other Similar Institutions

**713990 All Other Amusement and Recreation Industries**

**Career/Program Pathways**

Does this program prepare students for another program? ☒ Yes, specify program: MS, Recreation & Leisure Studies, Recreation Administration; and MS, Sport & Entertainment Management

**SECTION 3: PROGRAM QUALITY ASSESSMENT**

**Learning Outcomes - L.O.**

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

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1. Demonstrate foundational knowledge of community-based recreation and sport that promote wellness and enhance quality of life.
2. Demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.
3. Demonstrate entry-level knowledge about operations and strategic management/administration in community-based recreation and sport professions.
4. Demonstrate, through a comprehensive internship of not less than 400 clock hours and no fewer than 10 weeks, the potential to succeed as professionals at supervisory or higher levels in park, recreation, tourism, or related organizations.
5. Demonstrate effective written and oral communication skills commensurate with professional practice.
6. Students will demonstrate critical thinking skills, enabling students to comprehend and effectively analyze issues, make decisions, and form sound and well-based judgments.

**Assessment of Learning Outcomes**

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

The department has a program evaluation and assessment system in place that measures and evaluates the attainment of both program and student learning outcomes. The assessment process tracks and collects course-specific data for both the fall and spring semesters. The data is collated and presented in the form of a program evaluation report. The assessment results are also reported as part of the department's annual report and submitted to our external accreditation body. The BS, Sport Management major is currently in candidacy status for external accreditation by the Commission on Sport Management Accreditation (COSMA), and as mentioned previously the program went through an on-site accreditation visit with external reviewers.

**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: Ray Cotrufo
- Email: Cotruforj1@southernct.edu      Phone: 203-392-6390

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 full-time faculty member serves as program coordinator for the BS Sport Management degree program and receives 3.0 credits of release time per 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? 0

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

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

What percentage of program credits will be taught by adjunct faculty? 50%

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

Adjunct faculty teaching in the new concentration will meet the minimum qualifications set forth by SCSU Human Resources office. In addition, adjuncts will have professional and/or practitioner experience in community-based recreation and sport.

*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
Joseph Milone, Associate Professor	ED.D, University of Hartford	Park & Recreation Management	Assistant Chair, Coordinate Recreation Administration concentration in the graduate program
Mike Dodge	MS, Southern CT State University	Sport and Recreation Coaching, Adapted Sports	Associate Professor

**Curriculum**

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

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
<b>Program Required &amp; Elective Courses</b>			
SMT 271 – Foundations of Sport Management	1		3
SMT 351 – Facility Design and Management	1, 2, 3	6 credits in REC or SMT 271	3
SMT 354 – Sport Communication-and Promotion	1, 5	SMT 271	3
SMT 250 – Leadership and Professional Development in Recreation and Sport Management	1, 2		3
REC 363 – Event Management	2, 3, 6		3
SMT 356 - Sport Marketing	1, 3, 5, 6	SMT 271 or 6 credits in REC	3
SMT 357 – Legal Issues in Sport and Recreation	1, 3, 6	REC 320 or SMT 271.	3
SMT 388 – Administration of Sport Organizations	1, 2, 3, 6	REC 320 or SMT 271.	3
SMT 456 – Sport Finance	3, 6	SMT 388	3
REC 120 – Leadership Development (Shared w/ Gen Ed)	5, 6		3
REC 220 – Inclusive Recreation (Shared w/ Gen Ed)	6		3
REC 301 or SMT 301	1, 2, 3		3
REC 400 or REC 401	4		6
Concentration: Sport, Recreation & Wellness			
<b>REC 100 – Intro to Recreation &amp; Leisure Services</b>	1		3
<b>REC 251 – Recreation &amp; Youth Development</b>	1		3

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REC 320 – Program & Planning Management	1, 2, 5, 6	REC 210, or THE 260, or SMT 271	3
REC 461 Entrepreneurship in Leisure Services	2, 3	REC 420 or SMT 388 or THE 260	3
PCH 201 - Wellness	1, 2		3
Choose 6 credits from the following: <b>SMT 200 – Recreational Team Sport</b> <b>SMT 207 – Adapted Sport</b> <b>PCH 275 – Health Promotion</b> <b>PCH 270 – Stress Management</b> <b>MKT 200 – Principles of Marketing</b> <b>PSY 307 –Motivation and Self-Regulation</b> <b>SHE 402 – Topics in Youth Health &amp; Well-being</b> <b>HMS 380 – Sport Psychology</b> <b>THE 364 – Event Management</b> <b>Advanced Applications</b> <b>REC 307 – Disabilities in Society</b> <b>REC 352 – Park and Recreation Areas</b> <b>REC 459 – Admin of Outdoor Recreation Programs</b> <b>REC 370 – Outdoor Recreation Resources and Interpretation</b> <b>REC 341 – Outdoor Group Management</b>			
<b>Open Electives</b> <i>(Indicate number of credits of open electives)</i>			<b>17</b>
<b>Total Program Credits:</b>			<b>120</b>
What are the admissions requirements for the program? Same as the BS, Sport Management.			
Does this program have special graduation requirements (e.g., capstone or special project)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, describe:			
Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe and attach copies of the contracts or other documents ensuring program support:			
Students graduating from the concentration are required to complete two internship experiences. The first is 6 weeks 240 hours. The second is 10-week 400 hours.			
Describe the prospective students for the program: This concentration is for <i>scholars who want to take on key leadership roles in exciting and meaningful careers in community-based recreation and sport agencies (government, nonprofit, for profit) while building valuable management and programming skills that can be applied to this unique field.</i>			

# **CSCU** Board of Regents

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

### **RESOLUTION**

Concerning

Discontinuation of

Associate in Science

in ECED: Early Childhood Education: Transfer Track

At

CT State Community College

May 28, 2025

RESOLVED: That the Board of Regents for Higher Education approves the discontinuation of the following Associate in Science in ECED: Early Childhood Education: Transfer Track at CT State Community College effective May 2026.

AS, ECED: Early Childhood Education: Transfer Track    CIP Code: 13.1210    OHE#: 21671

A True Copy:

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

**ITEM**

Discontinuation of an Associate in Science in ECED: Early Childhood Education: Transfer Track at CT State Community College.

**BACKGROUND AND RATIONALE**

There are currently two ECED degree programs, one with the transfer track and the other is a career track, both of which are transferable to 4-year institutions. The distinction between the two programs was unclear, which created confusion for students. By eliminating the transfer track, the revised ECED career track will better address workforce needs by providing students with a stronger foundation in early childhood education.

**PHASE OUT/TEACH OUT STRATEGY**

Students currently enrolled in the ECED transfer track program scheduled to graduate after the effective date will be advised and moved into the new modified ECED career track program. Courses will be substituted as needed. There are no costs to discontinue the program.

**RECOMMENDATION**

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

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

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> CT State Community College	Please enter the following dates: Final approval by institution: Submission to CSCU Office of the Provost for Academic Council:	
<b>Program Characteristics</b> Name of Program: <b>ECED: Early Childhood Education: Transfer Track, AS (ECED-AS-TRS)</b> BOR Accreditation Date: <b>02-24-22</b> OHE #: <span style="background-color: yellow;"> </span> CIP Code Number: <b>13.1210</b> Title of CIP Code: <b>Early Childhood Education and Teaching</b> Program Type (include degree or certificate type, abbreviation, and name, e.g., Associates, AS, Associate of Science): <b>AS</b> Modality of Program (check all that apply): <b>xx</b> on ground <b>xx</b> Online <b>xx</b> Hybrid, % of fully online courses <b>The percentage of fully online courses is based on the student's course choices.</b> Locality of Program: On Campus Off Campus <b>xx</b> Both		
Phase Out / Teach Out Period: Expected Dates of Program Termination <ul style="list-style-type: none"> <li>Date for final enrollment of new students: <b>Has expired: 10-28-2024</b></li> <li>Date for final award of credential: <b>05-31-2026</b></li> </ul>		
Department where program is housed: <b>Social and Behavioral Sciences</b> Location Offering the Program (e.g., main campus): <b>All Campuses</b>		
<b>Institutional Contact for this Proposal:</b> Tracy Smith	Title: <b>Associate Professor / Program Coordinator</b>	Tel.: <b>860-214-2575</b> e-mail: <b>tracy.smith@ctstate.edu</b>

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

<b>Narrative</b>	<p>Describe the rationale for discontinuing this program. Consider whether discontinuation: a) occurs in the context of a related academic improvement, e.g., the merging of programs with declining enrollment/completions into a new program that effectively addresses relevant state needs and students' interests; b) is in response to the periodic Academic Program Review for all programs at each institution, under the guidance of existing BOR policy; c) is in response to other institutional considerations such as redirecting capacity, adoption of new mission, etc. Provide any quantitative information in support of the discontinuation, including any relevant financial information. <i>Program discontinuation should not impact state priorities for workforce preparation.</i></p> <p><b>Discontinuation of ECED: Transfer Track, AS and Strengthening of ECED: Career Track, AS - One Degree Rationale and Justification:</b></p> <ul style="list-style-type: none"> <li><b>Streamlining from two degrees to one degree meets the needs of both workforce students and those transferring into an Early Childhood Education BA program.</b></li> <li><b>The difference between the career track and transfer track is currently 3 program courses (9 credits) and the defined MATH.</b></li> <li><b>Currently, and with the new modifications to renamed ECED, AS degree, both tracks are transferable to 4-year institutions.</b></li> <li><b>The modified ECED, AS degree rigorizes the curriculum, meeting the needs of workforce students by strengthening their foundation in Early Childhood Education.</b></li> <li><b>Currently, the choice of the two degrees is confusing for students as the difference is minimal and purpose unclear.</b></li> </ul>
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**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**Connecticut State Colleges & Universities**

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

**Phase Out/Teach Out Strategy**

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

- **Advise all new CT State students toward new degree.**
- **Review each current ECED student in the transfer track scheduled to graduate after 05/2026 and move them into the new modified ECED AS Degree, substituting courses as needed.**

**SECTION 3: RESOURCES**

**Close Out Costs**

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

**There are no close out costs associated with discontinuing this program.**

**SECTION 4: LESSONS LEARNED**

**A Debriefing Exercise**

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

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

**We have learned the importance of strengthening our one degree to support the success of our ECED students and in turn the young children and families they will and are working with in our communities.**

**REQUIRED APPROVALS**

Check all Campuses making this proposal.		ALL Proposals	New Programs/Courses		
		DC/PC Signature	CEO Signature <i>(CEO signature is required for all new programs 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	Carol LaLiberte			
	CCC				
	GWCC	Jessica S. McLaughlin			
	HCC	Shelley Tomey			
	MCC	Richard Cohen			
	MxCC	Norma Rosado-Javier			

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

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

	NVCC	<b>AbbieLone</b>			
	NWCC	Tracy Smith			
	NCC	<i>Jennifer Wood-Heslin</i>			
	QVCC	Jonathan Andersen			
	QVCC	<i>Cynthia Shirsac</i>			
	TRCC	<i>Jennifer Nally</i>			
	TxCC	Wen dy McGrath			

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR **DISCONTINUATION OF EXISTING PROGRAM**

**REQUIRED SIGNATURES**

GOVERNANCE BODY	SIGNATURES	DATE
Statewide Discipline Council	<i>Jennifer Nassy</i>	12/6/2024
School Area Curriculum Council	<i>Terrence Delaney</i>	12/13/24
Curriculum Congress		
School Area Academic Dean		
CT State Provost		
*Campus CEO (if applicable)		
*CT State President (if applicable)		



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

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

# **CSCU Board of Regents**

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

### **RESOLUTION**

Concerning

Discontinuation of a Certificate

in

Computer Networking Security (CPNS-CC)

At

CT State Community College

May 28, 2025

RESOLVED: That the Board of Regents for Higher Education approves the discontinuation of the following certificate in Computer Networking Security at CT State Community College effective May 2026.

Computer Networking Security (CPNS-CC) CIP Code: 11.1003    OHE#: 21505

A True Copy:

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

**ITEM**

Discontinuation of a Certificate in Computer Networking Security (CPNS-CC) at CT State Community College.

**BACKGROUND AND RATIONALE**

The Computer Networking Security Certificate is being discontinued to streamline advising and facilitate clearer selection of certificate programs for students. Currently, this certificate program closely aligns with the Computer Networking (Technology) Certificate, leading to redundancy. By discontinuing this program, two distinctly different certificate options will remain for students to choose from.

**PHASE OUT/TEACH OUT STRATEGY**

The courses for the CPNS program are part of the Cybersecurity certificate and associate degree programs, and all courses required for the certificate will continue to be offered. Students will have the option to either continue their work to complete the certificate requirements or transition to the Cybersecurity Essentials Certificate. There are no additional costs associated with discontinuing the program.

**RECOMMENDATION**

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

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
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***APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM***

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> CT State Community College	Please enter the following dates: Final approval by institution: 11/17/2023 Submission to CSCU Office of the Provost for Academic Council: 12/19/2023
<b>Program Characteristics</b> Name of Program: Computer Networking Security Certificate (CPNS-CC) BOR Accreditation Date: June 23, 2022 OHE #: 21505 <u>CIP Code Number:</u> 11.1003      Title of CIP Code: Computer and Information Systems Security/Auditing/Information Assurance Program Type (include degree or certificate type, abbreviation, and name, e.g., Associates, AS, Associate of Science): <b>Certificate (C2)</b> Modality of Program (check all that apply): <input type="checkbox"/> On ground <input type="checkbox"/> Online <input checked="" type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both	
Phase Out / Teach Out Period: 2 years Expected Dates of Program Termination <ul style="list-style-type: none"><li>Date for final enrollment of new students: Fall 2023</li><li>Date for final award of credential: Spring 2026</li></ul>	
Department where program is housed: School of Engineering & Technology Location Offering the Program (e.g., main campus): Gateway, Quinebaug	
<b>Institutional Contact for this Proposal:</b> Michael Stefanowicz Title: AVP, Academic Affairs Tel.: 860.612.7039      e-mail: mstefanowicz@commnet.edu	

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

<b>Narrative</b>
<p>Describe the rationale for discontinuing this program. Consider whether discontinuation: a) occurs in the context of a related academic improvement, e.g., the merging of programs with declining enrollment/completions into a new program that effectively addresses relevant state needs and students' interests; b) is in response to the periodic Academic Program Review for all programs at each institution, under the guidance of existing BOR policy; c) is in response to other institutional considerations such as redirecting capacity, adoption of new mission, etc. Provide any quantitative information in support of the discontinuation, including any relevant financial information. <i>Program discontinuation should not impact state priorities for workforce preparation.</i></p> <p>The Computer Networking Security Certificate (CPNS-CC) is redundant with and too similar to the Computer Networking (Technology) Certificate (CPNT-CC). Terminating this certificate along with terminating the Cybersecurity Operations Certificate (CYSC-CC-OPS) will leave two remaining distinctly different certificates:</p> <ul style="list-style-type: none"><li>Computer Networking Certificate (previously named Computer Networking Technology Certificate-CPNT-CC)</li><li>Cybersecurity Certificate (previously named Cybersecurity Essentials Certificate-CYSC-CC-ESN)</li></ul> <p>This will make advising easier and make it easier for students to select the appropriate certificate.</p>
<b>Phase Out/Teach Out Strategy</b>
<p>Describe how the institution will ensure that students currently enrolled will be provided opportunities to complete the program. Provide quantitative information as needed (e.g., enrollments, any special resources needed, etc.)</p>

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All of the courses required for the Computer Networking Security Certificate are contained within the Cybersecurity (Essentials) Certificate and the Cybersecurity AS degrees. So all of the courses required for this certificate will continue to be offered on a regular basis. Students will have the option of continuing to work toward completing the certificate requirements at their own pace or switch into the Cybersecurity (Essentials) Certificate. Because the certificate does contain sequenced courses and students tend to attend part-time, the teach out period should extend to Spring 2026. .

**SECTION 3: RESOURCES**

**Close Out Costs**

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

No costs are anticipated to discontinue the program

**SECTION 4: LESSONS LEARNED**

**A Debriefing Exercise**

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

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

**(a) Circumstances that precipitated this program discontinuation**

i) When the curriculum alignment committees were convened, faculty were led to believe the CT State catalog would list single parent degrees. When a parent degree was selected in the catalog, a student would then be taken to a webpage listing all of the options for that degree and showing how they all share a common core. The catalog now has a very different design, with all of the degree options listed as separate distinct degrees. This has resulted in a very long and unwieldy list of degrees making it difficult for both students and advisors to choose the appropriate degree. Removing two certificates and one degree is a first step in reducing the scale of this problem.

ii) During the curriculum alignment process, we decided to start from scratch. It was really not possible to predict how this would all play out since only a few campuses participated in the alignment process. Those that did attend the alignment meetings acknowledged that this was a work in progress and that we would have a better idea of what adjustments needed to be made once the new aligned curriculum was brought to life and tested. Now that everyone is attending SDC meetings (more or less) we are able to discuss, compare notes and decide what is the optimal program design. We expect to have ongoing discussions and come back again with more curriculum changes next year.

iii) Aligning over 80 computer degrees and 250 courses was a daunting challenge. We all knew that this would be an iterative process. The first iteration created a catalog for the 2023-24 academic year. Additional yearly iterations will lead to further tightening of the program offerings.

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

iv) It was difficult to collect the necessary data needed to plan how these degrees might work across the system. Requests to the system office for needed data were not all answered and requests sent out to academic deans at the various campuses did not always receive a helpful response.

**(b) Institutional and programmatic action(s) in the face of the referenced circumstances**

Continue the work of trimming the long list of computer related degrees and courses in the catalog with the expectation of returning to this committee review process in the next academic cycle with more degrees, certificates and/or courses to discontinue.

# **CSCU** Board of Regents

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

### **RESOLUTION**

Concerning

Modification of a Program

Associate of Arts in Liberal Arts and Sciences

at

CT State Community College

May 28, 2025

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

A True Copy:

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

**ITEM**

Modification of an Associate of Arts in Liberal Arts and Sciences at CT State Community College.

**RATIONALE AND SUMMARY 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. This third LAS degree is meant to complement the other two LAS programs. The three degrees are constructed to maximize students' FA so that when they transfer, they have a minimum of 61 credits of the BA/BS completed with as few open electives as possible.

Program Name Change

Original: Liberal Arts and Sciences

Proposed: Liberal Arts and Sciences – Social and Behavioral Sciences (LAS-SBS)

Total Number of Credits in the Program

Original: 30-32

Proposed: 30-35

Number of Credits in General Education

Original: 30-34

Proposed: 31-34

This degree program is designed for seamless transfer, and these changes will increase the transfer alignment of the degree to meet students need that plan to pursue baccalaureate degrees in the social and behavioral sciences. The changes to this program maximize financial aid and the ability of students to complete most of the general education and pre-requisites to a major at a senior institution.

**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.

5/9/2025 – BOR - Academic and Student Affairs Committee

5/28/2025 – Board of Regents



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

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> CT State	Please enter the following dates: Final approval by institution: Submission to CSCU Office of the Provost for Academic Council:
Most Recent NECHE Institutional Accreditation Action and Date: 7/1/2023	
<b>Type of Program Modification Approval Being Sought</b> (mark all that apply): x Significant Modification of Courses/Course Substitutions* Offering of Program at Off-Campus Location (specify new location) Offering of Program Using an Alternate Modality (e.g., from on ground to online) x Change of Degree Title or Program Title x Other (please specify) There are two LAS degrees in the catalog, both of which have been modified to LAS-Arts & Humanities and LAS-Math/Natural Sciences. The originators thought that this proposal represented a new degree, but we were explicitly directed to propose this as a modification to the LAS degree. The proposal is meant to create seamless transfer for students to a variety of majors in the Social and Behavioral Sciences and other pre-professional degrees.  Total Number of courses and course credits to be modified by this application: Four courses (13 credits) in the GE had the options refined. All program requirements have been either changed entirely or refined.  * <b>Significant</b> is defined as "more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program. For changes that fall below this threshold, use form XXX ( <i>Program Modification – Below Threshold Report</i> ) For the singular changes noted below, alternate forms are available: <ul style="list-style-type: none"> <li>• If only adding auxiliary site, use form 206 <i>Application for Adding an Auxiliary Instructional Site</i></li> <li>• If only modifying modality, use form 202 <i>Application to Modify Instructional Modality</i></li> <li>• If only modifying program name, use form 203 <i>Application for Name Change</i></li> <li>• If only modifying CIP code, use form 204 <i>Application to Change CIP Code</i></li> </ul>	
<b>Original Program Characteristics</b> Name of Program: LASC-AA (Liberal Arts and Sciences – AA) OHE #: 21178 Modality of Program ( <i>check all that apply</i> ): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input checked="" type="checkbox"/> Hybrid, % of fully online courses differs by course choices Locality of Program: <input type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input checked="" type="checkbox"/> Both Program Type ( <i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i> ): 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 <u>CIP Code Number</u> : 24.0101   Title of CIP Code: Liberal Arts and Sciences/Liberal Studies	
<b>Modified Program Characteristics</b> Name of Program: Liberal Arts and Sciences – Social and Behavioral Sciences (LAS-SBS)	

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<p>Modality of Program (<i>check all that apply</i>): <input checked="" type="checkbox"/> On ground <input checked="" type="checkbox"/> Online <input checked="" type="checkbox"/> Hybrid, The percentage of fully online courses differs based on the students' course choices.</p> <p>Locality of Program: <input type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input checked="" type="checkbox"/> Both</p> <p>Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): AA, Associate of Arts</p> <p>Initiation Date for Modified Program: 4/5/24 (proposal date), fall 2025 for student enrollment</p> <p>Anticipated Date of First Graduation: 12/25</p> <p>Total # Credits in Program: 30-35 (degree 61-69)</p> <p># Credits in General Education: 31-34</p> <p><u>CIP Code Number</u>: 24.1010 Title of CIP Code: Liberal Arts and Sciences/Liberal Studies.</p>		
<p>Department where program is housed: Social and Behavioral Sciences</p> <p>Location Offering the Program (<i>e.g., main campus</i>): CT State, all campuses.</p>		
<p>If modification of the program is concurrent with discontinuation of related program(s), please list for each program: <b>N/A</b></p> <p>Program Discontinued: CIP OHE#: BOR Accreditation Date:</p> <p>Phase Out Period Date of Program Termination</p> <p>Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>		
<p>Other Program Accreditation: <b>N/A</b></p> <ul style="list-style-type: none"><li>• If seeking specialized/professional/other accreditation, name of agency and intended year of review:</li><li>• If program prepares graduates eligibility to state/professional licensure,<ul style="list-style-type: none"><li>○ identify credential:</li><li>○ confirm NC-SARA requirements met: <input type="checkbox"/> Yes <input type="checkbox"/> No</li></ul></li></ul> <p><i>(As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)</i></p>		
<p><b>Institutional Contact for this Proposal:</b></p> <p>Lauren Doninger</p>	<p>Title: Professor and Program Coordinator – LAS (Gateway)</p>	<p>Tel.: 203.285.2601 e-mail: lauren.doninger@ctstate.edu</p>

**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 MATH in GE to ensure FA coverage for transferrable math.
2. Limit ARHX in General Education (GE) to help ensure maximum transferability.
3. Refine SCRX and SCKX to make explicit the requirement for at least one lab.
4. Limit WRIX II in GE to help ensure maximum transferability.
5. Limit ORAX in GE to help ensure maximum transferability.
6. Change program requirement (PR) of Arts to 2000 level SBS.
7. Limit SBS in PR to a different discipline from SBSX in GE to ensure students have broad exposure as per SLOs.
8. Limit Humanities class in PR to help ensure maximum transferability.
9. Change two additional LART classes in PR to a list of course options to meet SLOs.
10. Change 6-8 credits for FL to 9-12 credits so from a refined list for transferability.
11. Add two classes from specific list for pre-professional/pre-reqs to the major.
12. Change 9 elective credits to 3 elective credits.

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13. Eliminate the diversity course designation.

**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. This third LAS degree is meant to complement LAS AH and LAS MNS. The three degrees are constructed to maximize students' FA so that when they transfer, they have a minimum of 61 credits of the BA/BS completed with as few open electives as possible.

**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 Social and Behavioral Sciences and many pre-professional degrees. 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 SBS degree 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, which are available to LAS students. Recruitment will include working with Marketing to ensure that clear messaging about LAS-SBS as a path to the UCONN Guaranteed Admission Program (School of Business and many majors in the College of Ag, Health, & Natural resources), and 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

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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.

- 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 the School of Business, and some degrees in the 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 modified LAS degrees (LAS-AH and LAS-MNS) this is anticipated to be the final LAS degree. These three degrees are designed to maximize FA eligibility for transferable courses. By leveraging two of the LAS degrees the risk of students transferring with fewer than 61 *transferable* credits is minimized. By ensuring maximum transferability, the risk of students being forced to spend more time at the more expensive senior institution is reduced, and CT State enrollment is fortified. These degrees complement each other such 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 1200 or 1201	3-4
Elective ARHX - Arts & Humanities Course	3-4	ARHX - <b>Choose one:</b> ARAB, ART, ARTH, ASL, CHNS, COMM, ENG, FREN, GER, HUM, ITAL, JAPN, LATN, MUS, PHIL, POLH, RUSN, SPAN, THR, or ESOL 1402, ESOL 1502	3-4
*Elective HISX - Historical Knowledge Course	3	*HISX - students interested in public education should take HIST 1015 or 1016, students interested in UCONN School of Business should take HIST 1002 or 1015 or 1016	3
Elective SBSX - Social/Behavioral Science Course	3	SBSX – Social and Behavioral Sciences	3

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Elective WRIX - Written Communication II Course	3	WRIX II - ENG 1020 or 1030	3
Elective SCKX - Scientific Knowledge Course	3-4	SCKX - (one SCRX or SCKX must be 4 credits) students anticipating a BA or Business degrees at UCONN should consider ENV 1010	3-4
*Elective SCRX - Scientific Reasoning Course	3-4	*SCRX - (one SCRX or SCKX must be 4 credits) students anticipating Psychology at UCONN should consider BIO 1210	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	<b>Choose one</b> Social/Behavioral Science at the 2000 level ANTH, ECON, POLS, PSY, SOC	3-4
Choose one additional course in Social/Behavioral Science: ANTH, ECON, GEOG, POLS, PSYC, SOC, WGS	3	<b>Choose one</b> SBSX at the 1000 level or above 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	<b>Choose one</b> Humanities from PHIL 1001 or 1101 or ENG Literature any course between 2201-2285 or COMM 1201 or 2022	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	<b>Choose one</b> 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, FREN, GEOG 1010/1020, 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, POLS 1005/1006/1600, PSY 2053, RUSN, SOC 2018/2020/2022/2023, SPAN, WGS 1005 Consider the foreign language requirements of your transfer institution. Seek advising.	3-4

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<p>Choose 6-8 credits of ARAB, CHI, FRE, GERM, ITAL, JAPN, LATN, RUSN, SPAN, ASL, or the two upper-level courses of ESOL</p> <p>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.</p> <p><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></p>	6-8	<p><b>Choose three</b> at the 1000 level or above from - ANTH, ARAB, ART, ASTR, ARTH, ASL, BIO, CHEM, CHNS, ECON, ENG, ENV, EARTH, FREN, GEOG, GEOL, GERM, HIST, HUM, ITAL, JAPN, LATN, MATH 1011 or above, METR, MUS, OCEN, PHIL, PHYS, POLS, PSY, RUSN, SOC, SPAN, THR</p>	9-12
		<p><b>Choose two</b> (seek advising) pre-req to transfer major: ACCT 1130, 1170, DARC, EDUC 2010, 2020, ECED 2515, HSER 1001, LIBR, SLP, SPED 1012, or 2000 level - ANTH, ECON, GEOG, POLS, PSY, SOC or other courses chosen in collaboration with your advisor and with permission of the LAS PC/DC.</p>	6
<p>Choose 9 Credits of 1000-level or Above Free Electives</p>	9	<p><b>Choose one:</b> open elective except ESOL and AUTO (which may be applied with permission of the LAS PC/DC) at 1000 level or above.</p>	3
<p>Diversity Requirement</p> <p>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 &amp; Science program or elective courses.</p> <p><b>*The order of HISX and SCRXX 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 SCRXX.</b></p>		<p>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 4 of the Program Requirements.</p> <p><b>*The order of HISX and SCRXX are reversed in the current catalog. They are presented in this order in the proposed modified program for clarity regarding the lab science.</b></p>	



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Total Credits Original Program	60-66	Total Credits Modified Program	61-68
<p><b>Learning Outcomes - L.O.</b></p> <p>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.</p> <p>Upon successful completion of all program requirements, graduates will be able to:</p> <ol style="list-style-type: none"> <li>1. Communicate clearly and persuasively both in written and oral forms, including in ways that involve and document outside sources.</li> <li>2. Analyze literary, artistic, or philosophical works of world cultures.</li> <li>3. Analyze changes and developments in history, including their causes and effects.</li> <li>4. Apply social scientific theories to understand human behavior and world events.</li> <li>5. Use mathematical tools and technology to create mathematical models.</li> <li>6. Use scientific principles and apply them to understand the physical world.</li> <li>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.</li> </ol>			
<p><b>Assessment of Learning Outcomes</b></p> <p>Briefly describe assessment methodologies to be used in measuring the program learning outcomes:</p> <p>The LAS coordinators will participate in the Connecticut State Community College Department of Program Review and Assessment (DOPRA)2024 Operational Plan.</p> <p>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.</p>			
<p><b>Detailed Curriculum for Modified Program</b></p> <p>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.</p>			
Course Number and Name	Learning Outcome # (from above)	Pre-Requisite(s)	Credit Hours
ENG 1010	1	Placement requirement	3
MATH 1200 or 1201	5	Placement requirement	3-4
ARHX - <b>Choose one:</b> ARAB, ART, ARTH, ASL, CHNS, COMM, ENG, FREN, GER, HUM, ITAL, JAPN, LATN, MUS, PHIL, POLH, RUSN, SPAN, THR, or ESOL 1402, ESOL 1502	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 SCRXX) 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

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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, 7	ENG eligibility requirement.	3
<b>Choose one</b> SBSX from a different discipline from the SBSX taken in the General Education	4	ENG eligibility requirement.	3
<b>Choose one</b> Social/Behavioral Science at the 2000 level ANTH, ECON, POLS, PSY, SOC	4	Typically, a pre-req of a 1000 level.	3-4
<b>Choose one</b> Humanities from PHIL 1001 or 1101 or ENG Literature any course between 2201-2285 or COMM 1201 or 2022	2, 3, 7	Courses may have sequencing pre-reqs, ENG eligibility, and/or other pre-reqs based on course selection.	3
<b>Choose one</b> 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, FREN, GEOG 1010/1020, 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, POLS 1005/1006/1600, PSY 2053, RUSN, SOC 2018/2020/2022/2023, SPAN, WGS 1005 Consider the foreign language requirements of your transfer institution. Seek advising.	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
<b>Choose three</b> at the 1000 level or above from - ANTH, ARAB, ART, ASTR, ARTH, ASL, BIO, CHEM, CHNS, ECON, ENG, ENV, EARTH, FREN, GEOG, GEOL, GERM, HIST, HUM, ITAL, JAPN, LATN, MATH 1011 or above, METR, MUS, OCEN, PHIL, PHYS, POLS, PSY, RUSN, SOC, SPAN, THR.	1, 2, 3, 4, 5, 6, 7	Courses may have sequencing pre-reqs, ENG eligibility, and/or other pre-reqs based on course selection.	9-12



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<b>Choose</b> two (seek advising) pre-req to transfer major: ACCT 1130, 1170, DARC, EDUC 2010, 2020, ECED 2515, HSER 1001, LIBR, SLP, SPED 1012, or 2000 level - ANTH, ECON, GEOG, POLS, PSY, SOC or other courses chosen in collaboration with your advisor and with permission of the LAS PC/DC.	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.	6
<b>Choose one:</b> open elective except ESOL and AUTO (which may be applied with permission of the LAS PC/DC) at 1000 level or above.	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
Open Electives (Indicate number of credits of open electives)			3
Total Program Credits:			61-69

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

**Impact of Modification on Enrollment and Completion**

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

The most significant impact of this proposal in conjunction with the modified LAS-AH and LAS-MNS degrees is the capacity to maximize student opportunities and CT State enrollment in alignment with 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

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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)

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

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

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

**SECTION 4: ADDITIONAL PROGRAM CHARACTERISTICS**

Program website: [https://catalog.ctstate.edu/preview\\_program.php?catoid=2&poid=118&returnto=169](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): \$      OR 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 – Social and Behavioral Sciences degree program provides students with a broad background that prepares

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them for transfer to a bachelor's degree program for majors within the Social and Behavioral Sciences and many pre-professional 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 for seamless transfer.

**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): 8322 Individual and Family Services, 8399 Social Services  
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): 624110, 624190 Children and Youth Services, Other and Family Services

**Career/Program Pathways**

Does this program prepare students for another program? ☒ Yes, specify program: Transfer to many BA and 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 have LAS assigned to a DC).  
ACC - Mary Beth Rajczewski (marybeth.rajczewski@ctstate.edu), CCC - Linda Cocchiola (Linda.Cocchiola@ctstate.edu), GCC Lauren Doninger (Lauren.Doninger@ctstate.edu), HCC – Tonya Rondinone (tonya.rondinone@ctstate.edu), MCC - Garrett Dell (Garrett.Dell@ctstate.edu), MxCC – Terence McNulty (Terence.mcnulty@ctstate.edu), NVCC – Latisha Nielsen (latisha.nielsen@ctstate.edu), NCCC – covered by advising – Rick Boger-Hawkins (rick.bogerhawkins@ctstate.edu), NCC – Renae Edge (renae.edge@ctstate.edu), TRCC – Steve Neufeld (steven.neufeld@ctstate.edu), TCC – Peter DeNegre (peter.denegre@ctstate.edu), QVCC – John Lewis (john.lewis@ctstate.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-SBS 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? Open admission/enrollment

**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 Social & Behavioral Sciences, including those who are interested in pre-law, education, or other professional degrees would be well served by the LAS-SBS degree.

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**LAS Program Change Data**

**Enrollment & FTE - Fall 2020-2024, Completions - AY 2021 - AY 2324**

**Wednesday, November 20, 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		Fall Term, Year 2023		Fall Term, Year 2024	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In	56	84	56	86	77	126	35	43	37	36
New Students	406	206	411	186	432	217	193	96	200	92
Returning Students	642	1,277	566	1,230	620	1,227	647	1,082	554	988
<b>Actual Headcount Enrollment</b>	<b>1,104</b>	<b>1,567</b>	<b>1,033</b>	<b>1,502</b>	<b>1,129</b>	<b>1,570</b>	<b>875</b>	<b>1,221</b>	<b>791</b>	<b>1,116</b>
<b>Fall FTE accounted for by Program Majors</b>	<b>1664</b>		<b>1575.6</b>		<b>1706.9</b>		<b>1352.3</b>		<b>1234.7</b>	
<b>Size of Credentialed Group(s) for Given Year</b>	<b>424</b>		<b>399</b>		<b>394</b>		<b>452</b>		<b>No Data</b>	

**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		Fall Term, Year 2023		Fall Term, Year 2024	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In	13	16	11	20	23	13	23	24	21	25
New Students	47	16	63	19	63	17	124	97	124	61
Returning Students	102	223	94	189	109	154	180	236	156	317
<b>Actual Headcount Enrollment</b>	<b>162</b>	<b>255</b>	<b>168</b>	<b>228</b>	<b>195</b>	<b>184</b>	<b>327</b>	<b>357</b>	<b>301</b>	<b>403</b>
<b>Fall FTE accounted for by Program Majors</b>	<b>259.6</b>		<b>250</b>		<b>260.7</b>		<b>468.3</b>		<b>470.3</b>	
<b>Size of Credentialed Group(s) for Given Year</b>	<b>69</b>		<b>57</b>		<b>67</b>		<b>62</b>		<b>No Data</b>	

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**LAS - All Degrees**

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

<b>ACTUAL Enrollment</b>	<b>Fall Term, Year 2020</b>		<b>Fall Term, Year 2021</b>		<b>Fall Term, Year 2022</b>		<b>Fall Term, Year 2023</b>		<b>Fall Term, Year 2024</b>	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In	69	100	67	106	100	139	58	67	58	61
New Students	453	222	474	205	495	234	317	193	324	153
Returning Students	744	1,500	660	1,419	729	1,381	827	1,318	710	1,305
<b>Actual Headcount Enrollment</b>	<b>1,266</b>	<b>1,822</b>	<b>1,201</b>	<b>1,730</b>	<b>1,324</b>	<b>1,754</b>	<b>1,202</b>	<b>1,578</b>	<b>1,092</b>	<b>1,519</b>
<b>Fall FTE accounted for by Program Majors</b>	<b>1923.6</b>		<b>1825.6</b>		<b>1967.6</b>		<b>1820.6</b>		<b>1705.0</b>	
<b>Size of Credentialed Group(s) for Given Year</b>	<b>493</b>		<b>456</b>		<b>461</b>		<b>514</b>		<b>No Data</b>	

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**LAS Program Change Data**

**Completions by College - AY 2021 - AY  
2324**

**Wednesday, November 20, 2024**

	AY 2021		AY 2122		AY 2223		AY 2324	
<b>College</b>	<b>AA</b>	<b>AS</b>	<b>AA</b>	<b>AS</b>	<b>AA</b>	<b>AS</b>	<b>AA</b>	<b>AS</b>
Asnuntuck	22		19		22		29	2
Capital	10		10		2		7	
Gateway	182		185		161		110	3
Housatonic	16		13	1	19	4	30	9
Manchester	20	12	17	13	18	12	30	28
Middlesex	19		12		30		27	
Naugatuck Valley	25		23		19		20	
Northwestern CT	1	25	3	16	4	12	12	1
Norwalk	63	2	61		77	1	81	6
Quinebaug Valley	27		20		15		24	1
Three Rivers	39		34		27		40	3
Tunxis		30	2	27		38	42	9
<b>Total</b>	<b>424</b>	<b>69</b>	<b>399</b>	<b>57</b>	<b>394</b>	<b>67</b>	<b>452</b>	<b>62</b>

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**LAS Program Change Data**

**Enrollment & FTE by College - Fall 2020-2024**

Wednesday, November 20, 2024

Asnuntuck										
	Fall 2020		Fall 2021		Fall 2022		Fall 2023		Fall 2024	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
<b>LAS - AA Degree</b>										
Transfers In	2	2	2		4	3	1	1		1
New Students	18	6	29	2	20	8	14	6	6	4
Returning Students	35	55	32	36	25	38	26	32	21	22
<b>Enrollment Subtotal</b>	<b>55</b>	<b>63</b>	<b>63</b>	<b>38</b>	<b>49</b>	<b>49</b>	<b>41</b>	<b>39</b>	<b>27</b>	<b>27</b>
<b>FTE Subtotal</b>	<b>51.5</b>	<b>29.0</b>	<b>56.2</b>	<b>15.5</b>	<b>44.4</b>	<b>20.0</b>	<b>37.9</b>	<b>19.6</b>	<b>24.4</b>	<b>12.1</b>
<b>LAS - AS Degree</b>										
Transfers In									1	1
New Students							5	2	17	7
Returning Students							3	4	4	13
<b>Enrollment Subtotal</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>8</b>	<b>6</b>	<b>22</b>	<b>21</b>
<b>FTE Subtotal</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>7.7</b>	<b>3.3</b>	<b>21.2</b>	<b>10.7</b>
<b>LAS - All Degrees</b>										
Transfers In	2	2	2	0	4	3	1	1	1	2
New Students	18	6	29	2	20	8	19	8	23	11
Returning Students	35	55	32	36	25	38	29	36	25	35
<b>Total Enrollment</b>	<b>55</b>	<b>63</b>	<b>63</b>	<b>38</b>	<b>49</b>	<b>49</b>	<b>49</b>	<b>45</b>	<b>49</b>	<b>48</b>
<b>Total FTE</b>	<b>51.5</b>	<b>29.0</b>	<b>56.2</b>	<b>15.5</b>	<b>44.4</b>	<b>20.0</b>	<b>45.6</b>	<b>22.9</b>	<b>45.6</b>	<b>22.8</b>

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Capital										
	Fall 2020		Fall 2021		Fall 2022		Fall 2023		Fall 2024	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
<b>LAS - AA Degree</b>										
Transfers In	2	1	3	4	2	7	2	2		1
New Students	5	5	8	8	10	7	5	4	4	2
Returning Students	21	76	15	49	7	41	15	26	8	26
<b>Enrollment Subtotal</b>	<b>28</b>	<b>82</b>	<b>26</b>	<b>61</b>	<b>19</b>	<b>55</b>	<b>22</b>	<b>32</b>	<b>12</b>	<b>29</b>
<b>FTE Subtotal</b>	<b>23.9</b>	<b>34.0</b>	<b>22.7</b>	<b>27.7</b>	<b>16.1</b>	<b>24.3</b>	<b>20.1</b>	<b>14.5</b>	<b>10.3</b>	<b>12.7</b>
<b>LAS - AS Degree</b>										
Transfers In							2	1	1	2
New Students							6	8	2	4
Returning Students							3	4	3	9
<b>Enrollment Subtotal</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>11</b>	<b>13</b>	<b>6</b>	<b>15</b>
<b>FTE Subtotal</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>9.8</b>	<b>6.3</b>	<b>5.5</b>	<b>7.5</b>
<b>LAS - All Degrees</b>										
Transfers In	2	1	3	4	2	7	4	3	1	3
New Students	5	5	8	8	10	7	11	12	6	6
Returning Students	21	76	15	49	7	41	18	30	11	35
<b>Total Enrollment</b>	<b>28</b>	<b>82</b>	<b>26</b>	<b>61</b>	<b>19</b>	<b>55</b>	<b>33</b>	<b>45</b>	<b>18</b>	<b>44</b>
<b>Total FTE</b>	<b>23.9</b>	<b>34.0</b>	<b>22.7</b>	<b>27.7</b>	<b>16.1</b>	<b>24.3</b>	<b>29.9</b>	<b>20.8</b>	<b>15.8</b>	<b>20.2</b>



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Gateway										
	Fall 2020		Fall 2021		Fall 2022		Fall 2023		Fall 2024	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
<b>LAS - AA Degree</b>										
Transfers In	22	47	24	38	24	46	8	16	11	9
New Students	209	133	156	96	93	74	30	18	32	26
Returning Students	254	566	243	617	241	621	192	527	105	389
<b>Enrollment Subtotal</b>	<b>485</b>	<b>746</b>	<b>423</b>	<b>751</b>	<b>358</b>	<b>741</b>	<b>230</b>	<b>561</b>	<b>148</b>	<b>424</b>
<b>FTE Subtotal</b>	<b>420.9</b>	<b>330.3</b>	<b>370.9</b>	<b>325.2</b>	<b>311.6</b>	<b>328.8</b>	<b>204.2</b>	<b>253.3</b>	<b>133.8</b>	<b>192.9</b>
<b>LAS - AS Degree</b>										
Transfers In							3	11	6	5
New Students							17	16	17	9
Returning Students							11	21	15	54
<b>Enrollment Subtotal</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>31</b>	<b>48</b>	<b>38</b>	<b>68</b>
<b>FTE Subtotal</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>26.8</b>	<b>22.5</b>	<b>34.3</b>	<b>30.6</b>
<b>LAS - All Degrees</b>										
Transfers In	22	47	24	38	24	46	11	27	17	14
New Students	209	133	156	96	93	74	47	34	49	35
Returning Students	254	566	243	617	241	621	203	548	120	443
<b>Total Enrollment</b>	<b>485</b>	<b>746</b>	<b>423</b>	<b>751</b>	<b>358</b>	<b>741</b>	<b>261</b>	<b>609</b>	<b>186</b>	<b>492</b>
<b>Total FTE</b>	<b>420.9</b>	<b>330.3</b>	<b>370.9</b>	<b>325.2</b>	<b>311.6</b>	<b>328.8</b>	<b>231</b>	<b>275.8</b>	<b>168.1</b>	<b>223.5</b>

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Housatonic										
	Fall 2020		Fall 2021		Fall 2022		Fall 2023		Fall 2024	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
<b>LAS - AA Degree</b>										
Transfers In	5	3	9	9	6	13	1	5	5	3
New Students	25	5	42	12	56	12	20	12	31	13
Returning Students	36	91	34	74	45	92	28	32	47	72
<b>Enrollment Subtotal</b>	<b>66</b>	<b>99</b>	<b>85</b>	<b>95</b>	<b>107</b>	<b>117</b>	<b>49</b>	<b>49</b>	<b>83</b>	<b>88</b>
<b>FTE Subtotal</b>	<b>57.1</b>	<b>42.8</b>	<b>74.1</b>	<b>42.8</b>	<b>93.7</b>	<b>53.0</b>	<b>42.9</b>	<b>22.7</b>	<b>73.7</b>	<b>41.5</b>
<b>LAS - AS Degree</b>										
Transfers In			1				2	1	4	5
New Students	1		1	1			11	11	6	7
Returning Students	2	10		6	6	5	29	66	18	49
<b>Enrollment Subtotal</b>	<b>3</b>	<b>10</b>	<b>2</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>42</b>	<b>78</b>	<b>28</b>	<b>61</b>
<b>FTE Subtotal</b>	<b>2.7</b>	<b>3.9</b>	<b>1.9</b>	<b>3.2</b>	<b>5.1</b>	<b>1.8</b>	<b>37.7</b>	<b>36.3</b>	<b>25.3</b>	<b>28.1</b>
<b>LAS - All Degrees</b>										
Transfers In	5	3	10	9	6	13	3	6	9	8
New Students	26	5	43	13	56	12	31	23	37	20
Returning Students	38	101	34	80	51	97	57	98	65	121
<b>Total Enrollment</b>	<b>69</b>	<b>109</b>	<b>87</b>	<b>102</b>	<b>113</b>	<b>122</b>	<b>91</b>	<b>127</b>	<b>111</b>	<b>149</b>
<b>Total FTE</b>	<b>59.8</b>	<b>46.7</b>	<b>75.9</b>	<b>46.0</b>	<b>98.8</b>	<b>54.8</b>	<b>80.6</b>	<b>59</b>	<b>99</b>	<b>69.6</b>

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Manchester										
	Fall 2020		Fall 2021		Fall 2022		Fall 2023		Fall 2024	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
<b>LAS - AA Degree</b>										
Transfers In	7	5	6	3	10	5	10	7	6	3
New Students	15	13	17	11	23	17	19	7	29	8
Returning Students	12	44	22	43	25	46	57	52	53	54
<b>Enrollment Subtotal</b>	<b>34</b>	<b>62</b>	<b>45</b>	<b>57</b>	<b>58</b>	<b>68</b>	<b>86</b>	<b>66</b>	<b>88</b>	<b>65</b>
<b>FTE Subtotal</b>	<b>31.8</b>	<b>27.1</b>	<b>40.4</b>	<b>26.3</b>	<b>52.1</b>	<b>30.9</b>	<b>76.6</b>	<b>30.1</b>	<b>78.8</b>	<b>31.9</b>
<b>LAS - AS Degree</b>										
Transfers In	4	9	4	11	11	5	3		3	4
New Students	19	7	26	10	19	8	17	12	21	7
Returning Students	24	77	27	70	37	53	42	48	30	54
<b>Enrollment Subtotal</b>	<b>47</b>	<b>93</b>	<b>57</b>	<b>91</b>	<b>67</b>	<b>66</b>	<b>62</b>	<b>60</b>	<b>54</b>	<b>65</b>
<b>FTE Subtotal</b>	<b>42.9</b>	<b>38.5</b>	<b>51.6</b>	<b>39.4</b>	<b>62.0</b>	<b>30.4</b>	<b>56.5</b>	<b>28.7</b>	<b>50.1</b>	<b>30.8</b>
<b>LAS - All Degrees</b>										
Transfers In	11	14	10	14	21	10	13	7	9	7
New Students	34	20	43	21	42	25	36	19	50	15
Returning Students	36	121	49	113	62	99	99	100	83	108
<b>Total Enrollment</b>	<b>81</b>	<b>155</b>	<b>102</b>	<b>148</b>	<b>125</b>	<b>134</b>	<b>148</b>	<b>126</b>	<b>142</b>	<b>130</b>
<b>Total FTE</b>	<b>74.6</b>	<b>65.6</b>	<b>92.0</b>	<b>65.7</b>	<b>114.2</b>	<b>61.3</b>	<b>133.1</b>	<b>58.8</b>	<b>128.9</b>	<b>62.7</b>

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Middlesex										
	Fall 2020		Fall 2021		Fall 2022		Fall 2023		Fall 2024	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
<b>LAS - AA Degree</b>										
Transfers In	6	7	2	1	6	7	2		1	
New Students	18		22	3	35	11	14	6	10	4
Returning Students	18	33	22	40	31	38	37	36	31	40
<b>Enrollment Subtotal</b>	<b>42</b>	<b>40</b>	<b>46</b>	<b>44</b>	<b>72</b>	<b>56</b>	<b>53</b>	<b>42</b>	<b>42</b>	<b>44</b>
<b>FTE Subtotal</b>	<b>38.7</b>	<b>17.8</b>	<b>43.3</b>	<b>20.6</b>	<b>67.1</b>	<b>24.3</b>	<b>48.4</b>	<b>20.2</b>	<b>39.0</b>	<b>22.0</b>
<b>LAS - AS Degree</b>										
Transfers In							5		1	
New Students							6	2	5	1
Returning Students							3	3	8	11
<b>Enrollment Subtotal</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>14</b>	<b>5</b>	<b>14</b>	<b>12</b>
<b>FTE Subtotal</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>12.7</b>	<b>2.7</b>	<b>13.2</b>	<b>6.7</b>
<b>LAS - All Degrees</b>										
Transfers In	6	7	2	1	6	7	7	0	2	0
New Students	18	0	22	3	35	11	20	8	15	5
Returning Students	18	33	22	40	31	38	40	39	39	51
<b>Total Enrollment</b>	<b>42</b>	<b>40</b>	<b>46</b>	<b>44</b>	<b>72</b>	<b>56</b>	<b>67</b>	<b>47</b>	<b>56</b>	<b>56</b>
<b>Total FTE</b>	<b>38.7</b>	<b>17.8</b>	<b>43.3</b>	<b>20.6</b>	<b>67.1</b>	<b>24.3</b>	<b>61.1</b>	<b>22.9</b>	<b>52.2</b>	<b>28.7</b>

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Naugatuck Valley										
	Fall 2020		Fall 2021		Fall 2022		Fall 2023		Fall 2024	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
<b>LAS - AA Degree</b>										
Transfers In	1	1	1	1	4	15	2	4		3
New Students	11	4	5	2	29	22	15	7	10	7
Returning Students	40	68	28	44	24	42	34	39	41	46
<b>Enrollment Subtotal</b>	<b>52</b>	<b>73</b>	<b>34</b>	<b>47</b>	<b>57</b>	<b>79</b>	<b>51</b>	<b>50</b>	<b>51</b>	<b>56</b>
<b>FTE Subtotal</b>	<b>45.6</b>	<b>32.7</b>	<b>30.5</b>	<b>21.7</b>	<b>51.6</b>	<b>36.5</b>	<b>46.5</b>	<b>23.8</b>	<b>46.4</b>	<b>28.0</b>
<b>LAS - AS Degree</b>										
Transfers In							2	2	1	3
New Students							6	8	7	7
Returning Students							3	3	6	12
<b>Enrollment Subtotal</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>11</b>	<b>13</b>	<b>14</b>	<b>22</b>
<b>FTE Subtotal</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>9.5</b>	<b>5.9</b>	<b>13.1</b>	<b>10.5</b>
<b>LAS - All Degrees</b>										
Transfers In	1	1	1	1	4	15	4	6	1	6
New Students	11	4	5	2	29	22	21	15	17	14
Returning Students	40	68	28	44	24	42	37	42	47	58
<b>Total Enrollment</b>	<b>52</b>	<b>73</b>	<b>34</b>	<b>47</b>	<b>57</b>	<b>79</b>	<b>62</b>	<b>63</b>	<b>65</b>	<b>78</b>
<b>Total FTE</b>	<b>45.6</b>	<b>32.7</b>	<b>30.5</b>	<b>21.7</b>	<b>51.6</b>	<b>36.5</b>	<b>56</b>	<b>29.7</b>	<b>59.5</b>	<b>38.5</b>

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Northwestern CT										
	Fall 2020		Fall 2021		Fall 2022		Fall 2023		Fall 2024	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
<b>LAS - AA Degree</b>										
Transfers In		1		2	1	2		1	3	1
New Students	15		12	2	8	2	11	1	8	2
Returning Students	4	7	7	12	9	15	14	17	18	21
<b>Enrollment Subtotal</b>	<b>19</b>	<b>8</b>	<b>19</b>	<b>16</b>	<b>18</b>	<b>19</b>	<b>25</b>	<b>19</b>	<b>29</b>	<b>24</b>
<b>FTE Subtotal</b>	<b>18.1</b>	<b>3.1</b>	<b>17.7</b>	<b>7.8</b>	<b>17.0</b>	<b>8.5</b>	<b>23.6</b>	<b>9.6</b>	<b>26.7</b>	<b>11.1</b>
<b>LAS - AS Degree</b>										
Transfers In	2				1			1		
New Students	14	3	10	3	13	1	4	4	1	1
Returning Students	15	38	14	24	18	15	11	7	3	7
<b>Enrollment Subtotal</b>	<b>31</b>	<b>41</b>	<b>24</b>	<b>27</b>	<b>32</b>	<b>16</b>	<b>15</b>	<b>12</b>	<b>4</b>	<b>8</b>
<b>FTE Subtotal</b>	<b>29.8</b>	<b>17.8</b>	<b>22.1</b>	<b>12.9</b>	<b>29.1</b>	<b>7.5</b>	<b>14.7</b>	<b>6.0</b>	<b>3.8</b>	<b>3.5</b>
<b>LAS - All Degrees</b>										
Transfers In	2	1	0	2	2	2	0	2	3	1
New Students	29	3	22	5	21	3	15	5	9	3
Returning Students	19	45	21	36	27	30	25	24	21	28
<b>Total Enrollment</b>	<b>50</b>	<b>49</b>	<b>43</b>	<b>43</b>	<b>50</b>	<b>35</b>	<b>40</b>	<b>31</b>	<b>33</b>	<b>32</b>
<b>Total FTE</b>	<b>47.9</b>	<b>20.9</b>	<b>39.8</b>	<b>20.7</b>	<b>46.1</b>	<b>16.0</b>	<b>38.3</b>	<b>15.6</b>	<b>30.5</b>	<b>14.6</b>

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Norwalk										
	Fall 2020		Fall 2021		Fall 2022		Fall 2023		Fall 2024	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
<b>LAS - AA Degree</b>										
Transfers In	5	8	3	14	12	15	5	3	6	7
New Students	33	21	41	27	77	33	26	11	30	15
Returning Students	119	167	95	168	123	161	129	188	106	189
<b>Enrollment Subtotal</b>	<b>157</b>	<b>196</b>	<b>139</b>	<b>209</b>	<b>212</b>	<b>209</b>	<b>160</b>	<b>202</b>	<b>142</b>	<b>211</b>
<b>FTE Subtotal</b>	<b>138.5</b>	<b>88.8</b>	<b>126.2</b>	<b>89.7</b>	<b>187.1</b>	<b>99.6</b>	<b>144.7</b>	<b>93.3</b>	<b>125.9</b>	<b>102.1</b>
<b>LAS - AS Degree</b>										
Transfers In		2			1	1	3	5	1	2
New Students	1	1	3		3		12	11	10	8
Returning Students	22	38	14	24	9	19	16	25	20	35
<b>Enrollment Subtotal</b>	<b>23</b>	<b>41</b>	<b>17</b>	<b>24</b>	<b>13</b>	<b>20</b>	<b>31</b>	<b>41</b>	<b>31</b>	<b>45</b>
<b>FTE Subtotal</b>	<b>20.5</b>	<b>19.9</b>	<b>15.1</b>	<b>9.5</b>	<b>11.7</b>	<b>9.7</b>	<b>27.7</b>	<b>20.5</b>	<b>27.7</b>	<b>20.7</b>
<b>LAS - All Degrees</b>										
Transfers In	5	10	3	14	13	16	8	8	7	9
New Students	34	22	44	27	80	33	38	22	40	23
Returning Students	141	205	109	192	132	180	145	213	126	224
<b>Total Enrollment</b>	<b>180</b>	<b>237</b>	<b>156</b>	<b>233</b>	<b>225</b>	<b>229</b>	<b>191</b>	<b>243</b>	<b>173</b>	<b>256</b>
<b>Total FTE</b>	<b>159.1</b>	<b>108.7</b>	<b>141.3</b>	<b>99.3</b>	<b>198.9</b>	<b>109.3</b>	<b>172.4</b>	<b>113.8</b>	<b>153.6</b>	<b>122.8</b>

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Quinebaug Valley										
	Fall 2020		Fall 2021		Fall 2022		Fall 2023		Fall 2024	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
<b>LAS - AA Degree</b>										
Transfers In			2	3		2			2	2
New Students	17	11	31	8	32	9	13	11	12	4
Returning Students	31	49	27	39	19	39	34	33	26	31
<b>Enrollment Subtotal</b>	<b>48</b>	<b>60</b>	<b>60</b>	<b>50</b>	<b>51</b>	<b>50</b>	<b>47</b>	<b>44</b>	<b>40</b>	<b>37</b>
<b>FTE Subtotal</b>	<b>42.9</b>	<b>25.7</b>	<b>53.6</b>	<b>22.1</b>	<b>45.3</b>	<b>24.2</b>	<b>44.1</b>	<b>21.3</b>	<b>35.5</b>	<b>17.8</b>
<b>LAS - AS Degree</b>										
Transfers In								1	1	2
New Students							15	3	13	5
Returning Students							2	3	13	12
<b>Enrollment Subtotal</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>17</b>	<b>7</b>	<b>27</b>	<b>19</b>
<b>FTE Subtotal</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>15.8</b>	<b>3.7</b>	<b>25.3</b>	<b>9.1</b>
<b>LAS - All Degrees</b>										
Transfers In	0	0	2	3	0	2	0	1	3	4
New Students	17	11	31	8	32	9	28	14	25	9
Returning Students	31	49	27	39	19	39	36	36	39	43
<b>Total Enrollment</b>	<b>48</b>	<b>60</b>	<b>60</b>	<b>50</b>	<b>51</b>	<b>50</b>	<b>64</b>	<b>51</b>	<b>67</b>	<b>56</b>
<b>Total FTE</b>	<b>42.9</b>	<b>25.7</b>	<b>53.6</b>	<b>22.1</b>	<b>45.3</b>	<b>24.2</b>	<b>59.9</b>	<b>25</b>	<b>60.8</b>	<b>26.9</b>



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Three Rivers										
	Fall 2020		Fall 2021		Fall 2022		Fall 2023		Fall 2024	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
<b>LAS - AA Degree</b>										
Transfers In	4	5		6	7	6	2	4	1	2
New Students	27	7	26	9	40	15	21	6	15	6
Returning Students	65	105	36	91	54	71	57	75	53	63
<b>Enrollment Subtotal</b>	<b>96</b>	<b>117</b>	<b>62</b>	<b>106</b>	<b>101</b>	<b>92</b>	<b>80</b>	<b>85</b>	<b>69</b>	<b>71</b>
<b>FTE Subtotal</b>	<b>86.5</b>	<b>49.0</b>	<b>55.4</b>	<b>47.3</b>	<b>92.7</b>	<b>39.8</b>	<b>72.5</b>	<b>38.1</b>	<b>61.7</b>	<b>32.5</b>
<b>LAS - AS Degree</b>										
Transfers In							1		1	
New Students							12	7	11	2
Returning Students							9	7	14	26
<b>Enrollment Subtotal</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>22</b>	<b>14</b>	<b>26</b>	<b>28</b>
<b>FTE Subtotal</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>19.9</b>	<b>7.8</b>	<b>24.4</b>	<b>14.4</b>
<b>LAS - All Degrees</b>										
Transfers In	4	5	0	6	7	6	3	4	2	2
New Students	27	7	26	9	40	15	33	13	26	8
Returning Students	65	105	36	91	54	71	66	82	67	89
<b>Total Enrollment</b>	<b>96</b>	<b>117</b>	<b>62</b>	<b>106</b>	<b>101</b>	<b>92</b>	<b>102</b>	<b>99</b>	<b>95</b>	<b>99</b>
<b>Total FTE</b>	<b>86.5</b>	<b>49.0</b>	<b>55.4</b>	<b>47.3</b>	<b>92.7</b>	<b>39.8</b>	<b>92.4</b>	<b>45.9</b>	<b>86.1</b>	<b>46.9</b>

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION  
Connecticut State Colleges & Universities  
APPLICATION FOR **MODIFICATION OF AN ACCREDITED PROGRAM** (04-04)

<b>Tunxis</b>										
	<b>Fall 2020</b>		<b>Fall 2021</b>		<b>Fall 2022</b>		<b>Fall 2023</b>		<b>Fall 2024</b>	
	<b>Full Time</b>	<b>Part Time</b>	<b>Full Time</b>	<b>Part Time</b>	<b>Full Time</b>	<b>Part Time</b>	<b>Full Time</b>	<b>Part Time</b>	<b>Full Time</b>	<b>Part Time</b>
<b>LAS - AA Degree</b>										
Transfers In	2	4	4	5	1	5	2		2	4
New Students	13	1	22	6	9	7	5	7	13	1
Returning Students	7	16	5	17	17	23	24	25	45	35
<b>Enrollment Subtotal</b>	<b>22</b>	<b>21</b>	<b>31</b>	<b>28</b>	<b>27</b>	<b>35</b>	<b>31</b>	<b>32</b>	<b>60</b>	<b>40</b>
<b>FTE Subtotal</b>	<b>19.5</b>	<b>8.7</b>	<b>26.3</b>	<b>11.5</b>	<b>22.9</b>	<b>15.5</b>	<b>28.1</b>	<b>15.9</b>	<b>54.9</b>	<b>19.1</b>
<b>LAS - AS Degree</b>										
Transfers In	7	5	6	9	10	7	2	2	1	1
New Students	12	5	23	5	28	8	13	13	14	3
Returning Students	39	60	39	65	39	62	48	45	22	35
<b>Enrollment Subtotal</b>	<b>58</b>	<b>70</b>	<b>68</b>	<b>79</b>	<b>77</b>	<b>77</b>	<b>63</b>	<b>60</b>	<b>37</b>	<b>39</b>
<b>FTE Subtotal</b>	<b>53.6</b>	<b>29.9</b>	<b>59.6</b>	<b>34.7</b>	<b>67.6</b>	<b>35.7</b>	<b>58.0</b>	<b>27.7</b>	<b>34.3</b>	<b>19.5</b>
<b>LAS - All Degrees</b>										
Transfers In	9	9	10	14	11	12	4	2	3	5
New Students	25	6	45	11	37	15	18	20	27	4
Returning Students	46	76	44	82	56	85	72	70	67	70
<b>Total Enrollment</b>	<b>80</b>	<b>91</b>	<b>99</b>	<b>107</b>	<b>104</b>	<b>112</b>	<b>94</b>	<b>92</b>	<b>97</b>	<b>79</b>
<b>Total FTE</b>	<b>73.1</b>	<b>38.7</b>	<b>85.9</b>	<b>46.3</b>	<b>90.5</b>	<b>51.3</b>	<b>86.1</b>	<b>43.6</b>	<b>89.2</b>	<b>38.6</b>

# **CSCU** Board of Regents

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

### **RESOLUTION**

Concerning

Modification of Three (3) Programs

Graphic Design: Design and Illustration, Associate of Science  
Graphic Design: Digital Media/Web Design, Associate of Science  
Graphic Design, Associate of Science

at

CT State Community College

May 28, 2025

**RESOLVED:** That the Board of Regents for Higher Education approve the modifications of three programs – Associate of Science in Graphic Design: Design and Illustration, Associate of Science in Graphic Design: Digital Media/Web Design, and an Associate of Science in Graphic Design, specifically a significant modification of courses at CT State Community College.

A True Copy:

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

**ITEM**

Modification of three (3) programs - Graphic Design: Design and Illustration, Associate of Science, Graphic Design: Digital Media/Web Design, Associate of Science, and Graphic Design, Associate of Science at CT State Community College.

**RATIONALE AND SUMMARY OF MODIFICATIONS**

The modification of the three programs intended to streamline core requirements and cut back on the number of course options in the core requirements, making it easier for students to navigate program requirements, remove “or equivalent” course options from the core requirements, refines elective course lists, and update the degree names to accurately reflect the program content.

The three graphic design degree programs will provide students with a terminal or transfer program in the areas of graphic design, digital media, computer graphics, and advertising.

**Name Changes**

Old Name: GRPH-AS-DIL, Graphic Design: Design & Illustration AS

New Name: GRPH-AS-DIL, Graphic Design – Design & Illustration

Old Name: GRPH-AS-DMW, Graphic Design: Digital Media/Web Design AS

New Name: GRPH-AS-DMW, Graphic Design – Digital Media/Web Design

**RECOMMENDATION**

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

5/9/2025 – BOR - Academic and Student Affairs Committee

5/28/2025 – Board of Regents

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

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

**SECTION 1: GENERAL INFORMATION**

**Institution:** CT State Asnuntuck, Gateway,  
Housatonic, Manchester, Three Rivers and  
Tunxis

Please enter the following dates:

Final approval by institution:

Submission to CSCU Office of the Provost for Academic Council:

Most Recent NECHE Institutional Accreditation Action and Date:

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

X Significant Modification of Courses/Course Substitutions\*

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

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

Change of Degree Title or Program Title

x Other (please specify) streamlining the Graphic Design A.S. degrees, removing the "ORs" on the Core Requirements and changing the lists of Option Electives and order of Core Required courses for better sequencing. Changing the title of one course from Digital Page Design to Publication Design.

Total Number of courses and course credits to be modified by this application: **14-15**

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

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

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

**Original Program Characteristics**

Name of Program: GRPH-AS-DMW, Graphic Design: Digital Media/Web Design AS

**OHE #: 21446**

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

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

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

Date Program was Initiated: Fall 2023

Total # Credits in Program: 60-63

# Credits in General Education: 21-25

CIP Code Number: Title of CIP Code:

50.0402 Commercial and Advertising Art

11.0803. Computer **Graphics.**

50.0102 Digital Arts.

50.0409 **Graphic Design.**

11.0801 Web Page, Digital/Multimedia and Information Resources Design

**Modified Program Characteristics**

Name of Program: **GRPH-AS-DMW, Graphic Design – Digital Media/Web Design**

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

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

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

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

Initiation Date for Modified Program: Fall 2025 Anticipated Date of First Graduation: May 2027 Total # Credits in Program: 60-63 # Credits in General Education: 21-25 CIP Code Number: 50.0409    Title of CIP Code: Graphic Design		
Department where program is housed: Visual and Performing Arts Department Location Offering the Program (e.g., main campus): CT State Asnuntuck, Gateway, Housatonic, Manchester, Three Rivers and Tunxis		
If modification of the program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: CIP: OHE#:            BOR Accreditation Date: Phase Out Period    Date of Program Termination Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No		
Other Program Accreditation: <ul style="list-style-type: none"> <li>• If seeking specialized/professional/other accreditation, name of agency and intended year of review:</li> <li>• If program prepares graduates eligibility to state/professional licensure,             <ul style="list-style-type: none"> <li>○ identify credential:</li> <li>○ confirm NC-SARA requirements met:    <input type="checkbox"/> Yes    <input type="checkbox"/> No</li> </ul> </li> </ul> (As applicable, the documentation in this request should address the standards of the identified accrediting body or licensing agency)		
<b>Institutional Contact for this Proposal:</b> Maura O'Connor	Title: Professor and Program Coordinator, Graphic Design	Tel.: 860-512-2692    e-mail: maura.oconnor@ctstate.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:

System-wide Graphic Design Program Coordinators and faculty have streamlined the 3 aligned Graphic Design A.S. degrees, eliminating "or" equivalent courses on the Core Requirements and adjusting the list of electives on the three degree elective options lists. They have also agreed to modify the names on the degrees to better describe degree content to students and advisors.

**Background and Rationale**

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

After 1 year of using the aligned degrees in Graphic Design to enroll and advise students in the discipline, changes are sought to make the degrees more accessible to students with particular career goals in mind, ease of advising and transfer of students to 4-year degree programs and less confusion for DegreeWorks personnel in sequencing courses on the degrees. No courses have been removed from the degrees, but some courses have been removed from the Core Requirements and placed in the Option Elective lists. This will streamline the amount and sequence of courses that first year into second year students should be taking making advising and DegreeWorks easier to follow, as well as assisting system Program Coordinators in scheduling classes.

**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.*) The Modified program will make it easier for students to understand the progression of courses within the degree, for advisors to advise students on what to take next in the sequence and for students to complete

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

their degree in a timely manner. The Department of Labor, Bureau of Labor statistics on Graphic Design Careers is noted below:

**What Web Developers and Digital Designers Do**

Web developers create and maintain websites. Digital designers develop, create, and test website or interface layout, functions, and navigation for usability.

**Work Environment**

Some web developers and digital designers work in the computer systems design and related services industry. Others are self-employed. Still others work in industries including publishing, management consulting, and advertising.

**How to Become a Web Developer or Digital Designer**

Educational requirements for web developers and digital designers vary, ranging from a high school diploma to a bachelor's degree.

**Pay**

The median annual wage for web and digital interface designers was \$98,540 in May 2023.

The median annual wage for web developers was \$84,960 in May 2023.

**Job Outlook**

Overall employment of web developers and digital designers is projected to grow 8 percent from 2023 to 2033, faster than the average for all occupations.

About 16,500 openings for web developers and digital designers are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.

There are over 20 Graphic Design Jobs listed on Indeed.com in CT as of 9/2024, including entry level Graphic Designer, Web Content Designer, Web Manager & Lead Designer, UX Designer, Web Specialist, Website Designer, Senior Graphic Design Manager positions, Visual Designer, UI/UX, Social Media Manager, Graphic Design Lead, Digital Designer and Motion Graphics Designer- NBC Sports.

- How does the modified program make use of the strengths of the institution (e.g., *curriculum, faculty, resources*) and of its distinctive character and/or location?  
The modified program will make it easier for GP Advisors to assist students to navigate a streamlined Core of course requirements.
- Equity (eliminating institutional performance disparities along dimensions of ability, ethnicity/race, economics, and gender) is one of the Board of Regents' Goals.

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

By streamlining the degree Core Requirements and cutting back on the number of course options in the Core Requirements we're making it easier for students to navigate the program requirements. We'll use metrics on ease of advising, ease of recruitment (explaining the degree to prospective students,) enrollment, retention and completion of the degree requirements to further assess the new degree once it is in place. Students will no longer be advised to take all of their Gen Eds in a single semester and 1/2 to be left with only 6-contact hour studio classes which are prohibitive to take as a full load because advisors are confused about which courses the student should be taking. Program Coordinators will continue to assess the lab needs, IT involvement in lab updates and accessing VIP licensing of the Adobe Design Suite for students to increase accessibility, equity and retention within the program.

- 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.

Targeted recruitment strategies include holding info-sessions and tours of the campus facilities for prospective students and their families. The support of a knowledgeable and responsive IT team to implement equipment upgrades and updates in the Mac labs and studio classrooms is integral to the successful running of the design class rooms.

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

There continue to be inequities with students lacking access to digital platforms and apps in design across campuses and the system. These should be addressed by institutional support by way of making emergency loan of Mac/PC Laptops that run Adobe Design apps for these programs as well as student scholarships. Stocking campus bookstores with art and design supply kits in a timely manner before each semester begins so that students with financial aid can access the materials that they need to be successful in their classes is also imperative to the success of the program.

- Describe any pathways to, and/or from, this modified program to programs at your own institution and other institutions, both within and outside of CSCU, e.g., stackable credentials, transfer agreements, etc. *(Include additional details in the Quality Assessment portion of this application, as appropriate)* The Graphic Design A.S. transfers to 4-year State Universities and private 4-year Art Schools in-state such as the Hartford Art School, and out of state, Mass College of Art, Springfield College, SCAD. Students may enroll in art and graphic design courses full- or part-time. There are no requirements or prerequisites (other than individual course prerequisites) for students wishing to take courses part-time or as electives for other programs. Graphic design/fine arts faculty members are available for consultation with students who wish to enroll in the program and, thereafter, for course selection and transfer information.

Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided: The programs listed below are sufficiently different from and extensions of the CT State Community College programs in Graphic Design.

Central CT State University:

[Graphic/Information Design, BA](#)

Eastern CT State University:

[Digital Art & Media Design Concentration \(52-53 credits\)](#)



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

Western CT State University

[Digital and Interactive Media Arts \(DIMA\) Degree](#)

Southern CT State University

[Art and Design, B.S. - Graphic Design](#)

UConn

[Web & Interactive Media Design - UConn DMD](#)

**Curriculum**

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

Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
<b>ENG 1010 Composition</b>	<b>3</b>	<b>ENG 1010 Composition</b>	<b>3</b>
<b>MATH 1100 or higher, (MATH 1100 recommended)</b>	<b>3-4</b>	<b>MATH 1000 or higher, (MATH 1100 recommended)</b>	<b>3-4</b>
Arts & Humanities Gen Ed Courses ARHX Arts & Humanities Elective: ARTH 1012 preferred or choose from ARTH 1001, ARTH 1002, ARTH 1003, or ART 1060	<b>3</b>	Arts & Humanities Gen Ed Courses ARHX Arts & Humanities Elective: ARTH 1012 preferred or choose from ARTH 1001, ARTH 1002, ARTH 1003, or ART 1060	<b>3</b>
Choose one from: Scientific Reasoning Gen Ed Courses SCRX Scientific Knowledge Gen Ed Courses SCKX Recommended course varies by program	3-4 credits (lab optional in some programs)	Choose one from: Scientific Reasoning Gen Ed Courses SCRX Scientific Knowledge Gen Ed Courses SCKX Recommended course varies by program	3-4 credits (lab optional in some programs)
Choose one from: Social/Behavioral Science Gen Ed Courses SBSX Historical Knowledge Gen Ed Courses HISX Recommended course varies by program	<b>3</b>	Choose one from: Social/Behavioral Science Gen Ed Courses SBSX Historical Knowledge Gen Ed Courses HISX Recommended course varies by program	<b>3</b>
Choose one from: Oral Communication Gen Ed Courses ORAX Written Communication II Gen Ed Courses WRIX Recommended course varies by program	<b>3</b>	Choose one from: Oral Communication Gen Ed Courses ORAX Written Communication II Gen Ed Courses WRIX Recommended course varies by program	<b>3</b>
Choose one from: Continued Learning/Information Literacy Gen Ed Courses CLIX Scientific Knowledge Gen Ed Courses SCKX Scientific Reasoning Gen Ed Courses SCRX	<b>3-4</b>	Choose one from: Continued Learning/Information Literacy Gen Ed Courses CLIX Scientific Knowledge Gen Ed Courses SCKX Scientific Reasoning Gen Ed Courses SCRX	<b>3-4</b>

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<b>Social/Behavioral Science Gen Ed Courses</b> <b>SBSX</b> <b>Historical Knowledge Gen Ed Courses HISX</b> <b>Written Communication II Gen Ed Courses</b> <b>WRIX</b> <b>Oral Communication Gen Ed Courses ORAX</b> This is a program-designated course fulfilled in most cases by CCS 1001 - College & Career Success		<b>Social/Behavioral Science Gen Ed Courses</b> <b>SBSX</b> <b>Historical Knowledge Gen Ed Courses HISX</b> <b>Written Communication II Gen Ed Courses</b> <b>WRIX</b> <b>Oral Communication Gen Ed Courses</b> <b>ORAX</b> This is a program-designated course fulfilled in most cases by CCS 1001 - College & Career Success	
GRA 1501 Graphic Design I	3	GRA 1101 Introduction to Computer Graphics	3
ART 1110 Drawing I	3	GRA 1501 Graphic Design I	3
GRA 1101 Intro to Computer Graphics or GRA 2300 Digital Imaging I	3	ART 1110 Drawing I	3
ART 1250 Color Theory or ART 1210 Two-Dimensional Design	3	ART 1210 Two-Dimensional Design	3
GRA 2001 Typography or GRA 2201 Illustration I or ART 1120 Drawing II	3	GRA 2001 Typography	3
GRA 2401 Digital Page Design or GRA 2502 Graphic Design II	3	GRA 2502 Graphic Design II	3
GRA 2101 Advanced Computer Graphics or GRA 2301 Digital Imaging II or ART 1450 Digital Photography	3	GRA 2101 Advanced Computer Graphics	3
ART 1810 Digital Video Art I or ART 1450 Digital Photography I or COMM 1604 Video Filmmaking	3	ART 1450 Digital Photography	3
ART 2094 Cooperative Education or GRA 2095 Graphic Design Internship or GRA 2090 Graphic Design Capstone or 2000-level elective studio course or ART 2090 Portfolio Preparation or GRA 2098 Special Topics: Graphic Design	3	ART 2094 Cooperative Education or GRA 2095 Graphic Design Internship or GRA 2090 Graphic Design Capstone or 2000-level elective studio course or <b>GRA 2190 Portfolio Preparation (must be taken as a 3 credit course in this slot)</b> or GRA 2098 Special Topics: Graphic Design	3
		<b>Directed ART/GRA Elective</b>	3
<b>Graphic Design: Digital Media/Web Design Design AS (GRPH-AS-DMW) Option Electives</b> <b>Current List:</b> <b>Choose 4</b> ART 1810 - Digital Video Art I Credits: 3 ART 1880 - Animation Fundamentals Credits: 3 ART 1450 - Digital Photography I Credits: 3 ART 2090 - Portfolio Preparation I Credits: 1-3 OR GRA 2098 - Special Topics: Graphic Design Credits: 3	12-13	<b>Graphic Design: Digital Media/Web Design AS (GRPH-AS-DMW) Option Electives List:</b> <b>Choose 3</b> ART 1810 - Digital Video Art I Credits: 3 ART 1880 - Animation Fundamentals Credits: 3 ART 1450 - Digital Photography I Credits: 3 ART 2090 - Portfolio Preparation I Credits: 1-3 <b>(must be taken as a 3 credit course to count in the CORE Requirement as a 2000-level elective)</b> OR GRA 2098 - Special Topics: Graphic Design	9-10

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COMM 1604 - Video Filmmaking Credits: 3 CSC 1271 - Web Development and Design I Credits: 4 GRA 2507 - Motion Graphics and Effects Credits: 3 GRA 2301 - Digital Imaging II Credits: 3 OR GRA 2101 - Advanced Computer Graphics Credits: 3 GRA 2508 - User Experience Design Credits: 3 GRA 2207 - Interactive Media Credits: 3 <b>GRA 2600 - Web Design Credits: 3 preferred on this track</b> <b>GRA 2601 - Web Design II Credits: 3</b> GRA 2705 - 3D Computer Modeling Credits: 3 GRA 2090 - Graphic Design Capstone Credits: 3		Credits: 3 COMM 1604 - Video Filmmaking Credits: 3 CSC 1271 - Web Development and Design I Credits: 4 GRA 2207 - Interactive Media Credits: 3 GRA 2300 - Digital Imaging I Credits: 3 GRA 2301 - Digital Imaging II Credits: 3 GRA 2401 - Digital Page Design Credits: 3 GRA 2503 - Graphic Design III Credits: 3 GRA 2507 - Motion Graphics and Effects Credits: 3 GRA 2508 - User Experience Design Credits: 3 <b>GRA 2600 - Web Design Credits: 3 preferred on this track</b> <b>GRA 2601 - Web Design II Credits: 3</b> GRA 2705 - 3D Computer Modeling Credits: 3 GRA 2090 - Graphic Design Capstone Credits: 3	
<b>Total Credits Original Program</b>	<b>60-64</b>	<b>Total Credits Modified Program</b>	<b>60-64</b>

**Learning Outcomes - L.O.**

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

*Upon successful completion of all Graphic Design degree program requirements, graduates will:*

- 1. Demonstrate an understanding and appreciation of graphic design as a form of communication and art.
- 2. Use design processes and principles to create visual products that convey a specific message to a targeted audience.
- 3. Integrate creative thinking skills and strategies and use problem-solving techniques across a wide range of media.
- 4. Communicate an understanding of how creative processes and skills are integrated with printing and other reproduction processes found in the graphic design field.
- 5. Demonstrate knowledge of new technologies such as computer graphics that continue to evolve into important production tools.
- 6. Identify the varied career paths within the graphics industry including, but not limited to, art direction, illustration, project design, production art, graphic design and media direction.
- 7. Present a portfolio of work reflecting knowledge, techniques, and creativity gained during the student's course of study.
- 8. Demonstrate knowledge and skill in the application of the Principles of Design, Elements of Art, Visual Literacy and as an option, gain industry experience through internship.

**Digital Media/Web Design Learning Outcomes:**

In addition to the Graphic Design A.S. program learning outcomes students will:

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

- 9. Demonstrate proficiency in the skills that are required in today's graphic design industry.
- 10. Demonstrate an expanded awareness and a critical understanding of graphic design products.
- 11. Demonstrate proficiency with graphic design and digital media software that are industry standards.
- 12. Demonstrate proficiency in the principles of interaction design and user experience processes as they relate to front- end web design and interactive graphics.

**Assessment of Learning Outcomes**

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

Studio critique will be the primary basis for program assessment along with data collection of artifacts and use of rubrics.

**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
<b>Gen Education: ENG 1010 Composition</b>		Successful completion of <a href="#">ENG 0930</a> OR <a href="#">ENG 0960</a> with a C or higher, or as determined by the placement process.  <b>Corequisite:</b> none <b>Previous</b> ENG* 101	3
<b>MATH 1000 or higher, MATH 1100 preferred</b>		For MATH 1000: <a href="#">MATH 0988</a> / <a href="#">MATH 0989</a> with a grade of D- or higher OR placement using multiple measures <b>Previous</b> MAT* 103  For MATH 1100: <a href="#">MATH 0988</a> / <a href="#">MATH 0989</a> (C- or higher) OR placement using multiple measures OR <a href="#">MATH 1010</a> / <a href="#">MATH 1011</a> (D- or higher) taken prior to fall 2023 <b>General Education Code:</b> Quantitative Reasoning (QUAX)  <b>Previous</b> MAT* 146	3-4
<b>Arts &amp; Humanities Gen Ed Courses ARHX Arts &amp; Humanities Elective: ARTH 1012 preferred or choose from ARTH 1001, ARTH 1002, ARTH 1003, or ART 1060</b>	1,4,10	For ARTH 1012 History of Graphic Design: Eligibility for <a href="#">ENG 1010</a> OR permission of the graphic design coordinator <b>General Education Code:</b> Arts and Humanities (ARHX)  <b>Previous</b> ART* 207	3
<b>Choose one from: Scientific Reasoning Gen Ed Courses SCRX Scientific Knowledge Gen Ed Courses SCKX Recommended course varies by program</b>		Varies depending on course selection	3-4

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Choose one from: Social/Behavioral Science Gen Ed Courses SBSX Historical Knowledge Gen Ed Courses HISX Recommended course varies by program		Varies depending on course selection	3
Choose one from: Oral Communication Gen Ed Courses ORAX Written Communication II Gen Ed Courses WRIX Recommended course varies by program		Varies depending on course selection	3
Choose one from: Continued Learning/Information Literacy Gen Ed Courses CLIX Scientific Knowledge Gen Ed Courses SCKX Scientific Reasoning Gen Ed Courses SCRX Social/Behavioral Science Gen Ed Courses SBSX Historical Knowledge Gen Ed Courses HISX Written Communication II Gen Ed Courses WRIX Oral Communication Gen Ed Courses ORAX This is a program-designated course fulfilled in most cases by CCS 1001 - College & Career Success		For CCS 1001- College and Career Success Must be eligible to take intensive/developmental-level English class ( <a href="#">ENG 0960</a> , or <a href="#">ENG 0930</a> ) or higher. <a href="#">ESOL 1302</a> or higher or recommendation of ESOL coordinator. <b>General Education Code:</b> Continued Learning/Information Literacy (CLIX) <b>Previous</b> CCS* 101, IDS* 105, IS 103, CSS* 101	3-4
Core Requirements: GRA 1101 Introduction to Computer Graphics	2,3,4,5	none <b>Corequisite:</b> none <b>General Education Code:</b> Arts and Humanities (ARHX) <b>Previous</b> DGA* 111, GRA* 149, GRA* 110, DGA 1101	3
GRA 1501 Graphic Design I	1,2,3,4,5,6	none <b>Corequisite:</b> none <b>Previous</b> GRA*150, GRA*151	3
ART 1110 Drawing I	9	none <b>General Education Code:</b> Arts and Humanities (ARHX) <b>Previous</b> ART* 111	3
ART 1210 Two-Dimensional Design	1,2,3	none <b>General Education Code:</b> Arts and Humanities (ARHX)	3

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		<b>Previous ART* 121, GRA* 101</b>	
GRA 2001 Typography	1,2,3,4,9	C- or higher in <a href="#">GRA 1501</a> <b>Previous GRA* 201</b>	3
GRA 2101 Advanced Computer Graphics	1,2,3,4,5,7	<a href="#">GRA 1101</a> or <a href="#">GRA 2300</a> <b>Previous DGA* 212, DGA 2101</b>	3
GRA 2401 Digital Page Design	1,2,3,4,5,7	<a href="#">GRA 1101</a> or <a href="#">ART 1210</a> or permission of instructor <b>Previous GRA* 241</b>	3
GRA 2502 Graphic Design II	1,2,3,4,5,6,7	<a href="#">GRA 1501</a> or <a href="#">GRA 1101</a> <b>Previous GRA* 252</b>	3
ART 1450 Digital Photography or	5,9	none <b>General Education Code: Arts and Humanities (ARHX)</b> <b>Previous ART* 141, ART* 144, ART* 250, GRA* 131</b>	3
COMM 1604 Video Filmmaking	5,9	None <b>Corequisite: None</b> <b>General Education Code: Arts and Humanities (ARHX)</b> <b>Previous COM* 166</b>	3
ART 2094 Cooperative Education or	8	To be eligible for the internship course a student must be in the final term of his/her art degree program having completed 15 credits in their field and have a GPA of 3.0 or greater. Permission to take this course must be granted by the program coordinator. <b>Previous ART* 292</b>	3
GRA 2095 Graphic Design Internship or	8	Student must have a minimum of 15 program credits and permission of coordinator/chair <b>Previous GRA* 296</b>	3
GRA 2090 Graphic Design Capstone or	7	<a href="#">GRA 2502</a> or permission of the graphic design program coordinator <b>Previous GRA* 295</b>	3
GRA 2900 Portfolio Preparation or	7,TBD	TBD (in curriculum process) Second-year status, and/or permission from the Graphic Design Program Coordinator	1-3

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GRA 2098 Special Topics: Graphic Design	6,7	<b>GRA 1501</b> or <b>GRA 1101</b> or permission of the Coordinator  <b>Corequisite:</b> none  <b>Previous</b> DGA* 298, DGA 2098	3
<b>Program Electives:</b>			
ART 1450 Digital Photography	5,9	(also listed above in Core Requirements) none <b>General Education Code:</b> Arts and Humanities (ARHX)  <b>Previous</b> ART* 141, ART* 144, ART* 250, GRA* 131	3
ART 1810 Digital Video Art I	5, 9	None <b>General Education Code:</b> Arts and Humanities (ARHX)  <b>Previous</b> ART* 176	3
ART 1880 Animation Fundamentals	5,9	<a href="#">ART 1110</a> or permission of Instructor  <b>Previous</b> ART* 189	3
ART 2090 Portfolio Preparation I or GRA 2098 Special Topics: Graphic Design	7	Second-year status, matriculation in an art curriculum and permission of the Art Program Coordinator.  <b>Previous</b> ART* 288, ART* 290	1-3
ART 2810 Digital Painting and Drawing I	5,9	None  <b>Previous</b> ART* 220	3
COMM 1604 Video Filmmaking	5,9	(Also listed in Core Requirements) None  <b>Corequisite:</b> None <b>General Education Code:</b> Arts and Humanities (ARHX)  <b>Previous</b> COM* 166	3
CSC 1271 Web Development and Design I	9, 10, 11	eligibility for <a href="#">ENG 1010</a>  <b>Corequisite:</b> none  <b>Previous</b> CST* 150, CST* 151, CST* 152, CST* 153, CST* 154	4
GRA 2090 Graphic Design Capstone	7	(Also listed in Core Requirements) <a href="#">GRA 2502</a> or permission of the graphic design program coordinator  <b>Previous</b> GRA* 295	3
GRA 2207 Interactive Media	5, 9, 10, 11, 12	<a href="#">GRA 2502</a> or by permission of the instructor	3



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		<b>Previous GRA* 227</b>	
GRA 2300 Digital Imaging I	5,9	Eligible for <a href="#">ENG 1010</a> or permission of the Graphic Design program coordinator	3
GRA 2301 Digital Imaging II	5,9	<b>Previous GRA* 230</b> <a href="#">GRA 1501</a> or <a href="#">GRA 2300</a> or <a href="#">GRA 1101</a> or permission of the Graphic Design program coordinator or department chair  <b>Previous GRA* 231</b>	3
GRA 2507 Motion Graphics and Effects	2,3,5,6,7	<a href="#">GRA 1101</a> or <a href="#">COMM 1604</a> <b>Previous DGA* 257, DGA* 289, DGA 2507</b>	3
GRA 2508 User Experience Design	9,10,11,12	<a href="#">GRA 1101</a> or permission of the instructor <b>Previous DGA* 258, DGA 2508</b>	3
GRA 2600 Web Design I	1, 2,3,5,6,7, 9, 10, 11, 12	<a href="#">GRA 1101</a> or <a href="#">CSC 1271</a> or permission of the graphic design program coordinator/chair  <b>Corequisite:</b> none  <b>Previous GRA* 260</b>	3
GRA 2601 Web Design II	1,2,3,5,6,7, 9, 10, 11, 12	<a href="#">GRA 2600</a> or permission of the graphic design program coordinator/chair <b>Previous GRA* 262</b>	3
GRA 2705 3D Computer Modeling	1,2,3,5,6,7, 9,10, 11,12	<a href="#">GRA 2502</a> or permission of the graphic design program coordinator <b>Modified to NONE</b>  <b>Previous GRA* 275</b>	3
<b>Open Electives</b> <i>(Indicate number of credits of open electives)</i>			9
<b>Total Program Credits:</b>			60-63
<b>Description of Related Modification(s)</b> Provide a summary of other changes necessitated by curricular modification such as admissions or graduation requirements No Changes to admissions, only DegreeWorks, re-sequencing will be effected for graduation requirements.			
<b>Description of Resources Needed</b> As appropriate please summarize faculty and administrative resources, library holdings, specialized equipment, etc. Details to be provided in Section 3 (Resources and Financial Considerations), as appropriate. No Changes to current digital labs, studio classrooms and equipment on campuses			
<b>Previous Three Years Enrollment and Completion for the Program being Modified</b>			
<b>ACTUAL Enrollment</b>	Year AY24	Year AY25	Year
	Full Time    Part Time	Full Time    Part Time	Full Time    Part Time



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Transfers In	20	10	15	10		
New Students	80	50	100	70		
Returning Students	90	115	55	165		
<b>Actual Headcount Enrollment</b>	190	175	170	245		
<b>Fall FTE accounted for by Program Majors</b>	<b>248</b>		<b>252</b>			
<b>Size of Credentialed Group(s) for Given Year</b>						

**Impact of Modification on Enrollment and Completion**

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

We expect the impact of modification of the program in Graphic Design to result in higher completion rates with ease of advising without so many options on the degree core to contend with.

**Other Considerations**

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

**SECTION 3: RESOURCES AND FINANCIAL CONSIDERATIONS**

**Cost Effectiveness and Availability of Adequate Resources**

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

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

<b>PROJECTED Program Revenue</b>	<b>Fall 2023-2024</b>	<b>Fall 2024-2025</b>	<b>Fall</b>
Tuition (do not include internal transfers)	\$616,810	\$613,070	
Program-Specific Fees	\$538 Student Materials Fee plus Studio/lab fees capped at \$400 per semester = \$186,000	\$538 Student Materials Fee plus Studio/lab fees capped at \$400 per semester = \$186,000	
Other Revenue (Annotate in narrative)	College Services Fees = \$3,650	College Services Fees = \$4,150	
<b>Total Estimated Program Revenue</b>	<b>\$806,460</b>	<b>\$803,220</b>	
<b>PROJECTED Program Expenditures*</b>	<b>Fall 2023-2024</b>	<b>Fall 2024-2025</b>	<b>Fall</b>
Administration (Chair or Coordinator)	6 PCs: \$600,000 *Note: Pay absorbed in GRPH-AS costs.	6 PCs: \$600,000 *Note: Pay absorbed in GRPH-AS costs.	
Faculty (Full-time, total for program)	0 additional	0 additional	
Faculty (Part-time, total for program)	0 additional	0 additional	
Support Staff			
Library Resources Program			
Equipment (List as needed)			

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Other (e.g., student services)			
Estimated Indirect Costs (e.g., student services, operations, maintenance)			
<b>Total Estimated Program Expenditures</b>	0*	0*	

\*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: ctstate.edu: [https://catalog.ctstate.edu/preview\\_program.php?catoid=19&poid=7453](https://catalog.ctstate.edu/preview_program.php?catoid=19&poid=7453)

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): \$ 5,718 OR url for link to tuition/fee information:  
<https://ctstate.edu/admissions-registration/investing-in-a-ct-state-education?highlight=WyJ0dWI0aW9uliwiZmVlcylslmZ1bGwtdGltZSJd>

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

**Catalog Description**

Provide the catalog description for this program (with proposed modifications if applicable): The purpose of the Graphic Design Associate Degree program is:

To provide a graphic design **terminal or transfer** program in the area of graphic design, digital media, computer graphics and advertising;

1. to offer a degree program for those considering an entry-level position in related graphic design fields; and
2. to provide greater technical knowledge and awareness of the creative visual arts to the community. The program is structured to equip students with a sound foundation in technical skills, graphic design concepts, aesthetics, terminology and vocabulary, and to provide an awareness of the application of acquired technical knowledge. Computer use will be an integral part of the program.

The Digital Media/Web Design program prepares students with a foundation of courses in art, graphic design, and digital media. This provides our students with a broad range of skills and the opportunity to explore a variety of career options. Web and Media design is in high demand as an industry and career track. This option focuses on digital media and web development to prepare students for a career in time-based media and web design.

In addition to the general Graphic Design degree, students may choose Graphic Design: Design & Illustration or Graphic Design: Print & Media Design.

**Applicable Industries**

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

- 27-1020 Designers

27-1021 [Commercial and Industrial Designers](#) Design and develop manufactured products, such as cars, home appliances, and children's toys. Combine artistic talent with research on product use, marketing, and materials to create the most functional and appealing product design.

Illustrative examples: Automobile Designer , ( \$61460) Package Designer (\$64,706)

27-1024 [Graphic Designers](#) Design or create graphics to meet specific commercial or promotional needs, such as packaging, displays, or logos. May use a variety of mediums to achieve artistic or decorative effects. Excludes "Web and Digital Interface Designers" (\$67,514) (15-1255).

Illustrative examples: Graphic Artist , (\$55.000) Visual Designer (\$56,347.20)

27-1029 [Designers, All Other](#) All designers not listed separately.

#### **Applicable Industries**

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

#### **2022 NAICS Definition**

- **54 Professional, Scientific, and Technical Services<sup>T</sup>:** The Sector as a WholeThe Professional, Scientific, and Technical Services sector comprises establishments that specialize in performing professional, scientific, and technical activities for others. These activities require a high degree of expertise and training. The establishments in this sector specialize according to expertise and provide these services to clients in a variety of industries and, in some cases, to households. Activities performed include: legal advice and representation; accounting, bookkeeping, and payroll services; architectural, engineering, and specialized design services; computer services; consulting services; research services; advertising services; photographic services; translation and interpretation services; veterinary services; and other professional, scientific, and technical services. This sector excludes establishments primarily engaged in providing a range of day-to-day office administrative services, such as financial planning, billing and rec
- **541 Professional, Scientific, and Technical Services<sup>T</sup>:** Industries in the Professional, Scientific, and Technical Services subsector group establishments engaged in processes where human capital is the major input. These establishments make available the knowledge and skills of their employees, often on an assignment basis, where an individual or team is responsible for the delivery of services to the client. The individual industries of this subsector are defined on the basis of the particular

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expertise and training of the services provider. The distinguishing feature of the Professional, Scientific, and Technical Services subsector is the fact that most of the industries grouped in it have production processes that are almost wholly dependent on worker skills. Thus, the establishments classified in this subsector sell expertise. Much of the expertise requires degrees, though not in every case.

- **541320 Landscape Architectural Services:** This industry comprises establishments primarily engaged in planning and designing the development of land areas for projects, such as parks and other recreational areas; airports; highways; hospitals; schools; land subdivisions; and commercial, industrial, and residential areas, by applying knowledge of land characteristics, location of buildings and structures, use of land areas, and design of landscape projects. Illustrative Examples: Garden planning services Landscape architects' offices Golf course or ski area design services Landscape consulting services Industrial land use planning services Landscape design services Cross-References.
- **5414 Specialized Design Services<sup>T</sup>:** This industry group comprises establishments providing specialized design services (except architectural, engineering, and computer systems design).
- **54141 Interior Design Services<sup>T</sup>:** See industry description for 541410.
- **541410 Interior Design Services:** This industry comprises establishments primarily engaged in planning, designing, and administering projects in interior spaces to meet the physical and aesthetic needs of people using them, taking into consideration building codes, health and safety regulations, traffic patterns and floor planning, mechanical and electrical needs, and interior fittings and furniture. Interior designers and interior design consultants work in areas, such as hospitality design, health care design, institutional design, commercial and corporate design, and residential design. This industry also includes interior decorating consultants engaged exclusively in providing aesthetic services associated with interior spaces.
- **54142 Industrial Design Services<sup>T</sup>:** See industry description for 541420.
- **541420 Industrial Design Services:** This industry comprises establishments primarily engaged in creating and developing designs and specifications that optimize the use, value, and appearance of products. These services can include the determination of the materials, construction, mechanisms, shape, color, and surface finishes of the product, taking into consideration human characteristics and needs, safety, market appeal, and efficiency in production, distribution, use, and maintenance. Establishments providing automobile or furniture industrial design services or industrial design consulting services are included in this industry. Cross-References. Establishments primarily engaged in--
- **54143 Graphic Design Services:** See industry description for 541430.
- **541430 Graphic Design Services:** This industry comprises establishments primarily engaged in planning, designing, and managing the production of visual communication in order to convey specific messages or concepts, clarify complex information, or project visual identities. These services can include the design of printed materials, packaging, advertising, signage systems, and corporate identification (logos). This industry also includes commercial artists engaged

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**exclusively in generating drawings and illustrations requiring technical accuracy or interpretative skills. Illustrative Examples :Commercial art studios Corporate identification (i.e., logo) design services Independent commercial or graphic artists Medical art or illustration services Graphic design consulting services Cross-References.**

- **54149 Other Specialized Design Services<sup>T</sup>: See industry description for 541490.**
- **541490 Other Specialized Design Services: This industry comprises establishments primarily engaged in providing professional design services (except architectural, landscape architecture, engineering, interior, industrial, graphic, and computer systems design).Illustrative Examples: Costume design services (except independent theatrical costume designers)Jewelry design services Fashion design services Float design services Shoe design services Lighting design services Textile design services Cross-References.**
- **541613 Marketing Consulting Services: This U.S. industry comprises establishments primarily engaged in providing operating advice and assistance to businesses and other organizations on marketing issues, such as developing marketing objectives and policies, sales forecasting, new product developing and pricing, licensing and franchise planning, and marketing planning and strategy.Illustrative Examples:Customer services management consulting servicesNew product development consulting servicesMarketing management consulting servicesSales management consulting servicesCross-References.**

**Career/Program Pathways**

Does this program prepare students for another program? x ☐ Yes, specify program: BFA in Graphic Design ☐ No

**Program Administration and Faculty**

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide time frame for prospective hiring): Art and/or Design Program Coordinators on each campus offering this degree option.

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

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

**Admissions Requirements**

What are the admissions requirements for the program? None

**Graduation Requirements**

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

If yes, describe:

**Program Work Experiences**

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

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

**Prospective Students**

Describe the prospective students for the program: Highschool graduates, returning students for retraining, Adults in Transition: career change

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**REQUIRED APPROVALS**

Check all Campuses making this proposal.		ALL Proposals	New Programs/Course s		
		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>
<input type="checkbox"/>	ACC				
<input type="checkbox"/>	CCC				
<input type="checkbox"/>	GWCC	Tammy Vaz			
<input type="checkbox"/>	HCC	John Favret			
<input type="checkbox"/>	MCC	Maura O'Connor			
<input type="checkbox"/>	MxCC	Judith DeGraffenreid			
<input type="checkbox"/>	NVCC	Amanda Lebel			
<input type="checkbox"/>	NWCC	Courtney Puckett			
<input type="checkbox"/>	NCC	John Alvord			
<input type="checkbox"/>	QVCC	Jessica Porzuczek			
<input type="checkbox"/>	TRCC	Sandra Jeknavorian			
<input type="checkbox"/>	TxCC	Kinga Wlodarska			

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**REQUIRED SIGNATURES**

<b>GOVERNANCE BODY</b>	<b>SIGNATURES</b>	<b>DATE</b>
Statewide Discipline Council	<b>Tammy Vaz</b>	2/14/2025
School Area Curriculum Council	Amy Royal	2/14/25
Curriculum Congress		3/14/25
School Area Academic Dean	<i>B.L. Baker</i>	<b>3/17/2025</b>
CT State Provost		3/14/25
*Campus CEO (if applicable)	N/A	
*CT State President (if applicable)	N/A	

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**SECTION 1: GENERAL INFORMATION**

**Institution:** CT State Asnuntuck, Gateway,  
Housatonic, Manchester, Norwalk, Three Rivers  
and Tunxis

Please enter the following dates:

Final approval by institution:

Submission to CSCU Office of the Provost for Academic Council:

Most Recent NECHE Institutional Accreditation Action and Date:

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

X Significant Modification of Courses/Course Substitutions\*

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

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

Change of Degree Title or Program Title

x Other (please specify) streamlining the Graphic Design A.S. degrees, removing the "ORs" on the Core Requirements and changing the lists of Option Electives and order of Core Required courses for better sequencing. Changing the title of one course from Digital Page Design to Publication Design.

Total Number of courses and course credits to be modified by this application: **14-15**

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

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

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

**Original Program Characteristics**

Name of Program: GRPH-AS, Graphic Design AS

**OHE #: 21444**

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

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

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

Date Program was Initiated: Fall 2023

Total # Credits in Program: 60-63

# Credits in General Education: 21-25

CIP Code Number: Title of CIP Code:

50.0402 Commercial and Advertising Art

11.0803. Computer **Graphics.**

50.0102 Digital Arts.

**50.0409 Graphic Design.**

10.0302 Printing Management.

**Modified Program Characteristics**

Name of Program: **GRPH-AS, Graphic Design AS** (feedback from faculty: keep title of degree same as original)

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

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

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



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<p>Initiation Date for Modified Program: Fall 2025 Anticipated Date of First Graduation: May 2027 Total # Credits in Program: 60-63 # Credits in General Education: 21-25 <u>CIP Code Number</u>: 50.0409    Title of CIP Code: Graphic Design</p>		
<p>Department where program is housed: Visual and Performing Arts Department Location Offering the Program (e.g., main campus): CT State Asnuntuck, Gateway, Housatonic, Manchester, Norwalk, Three Rivers and Tunxis</p>		
<p>If modification of the program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: Graphic Design AS, GRPH-AS CIP: 50.0409    OHE#:    BOR Accreditation Date: August, 2021 Phase Out Period 1-2 yr    Date of Program Termination Fall 2026-2027 Discontinuation of a program requires submission of form 301. Discontinuation form submitted?    <input type="checkbox"/> Yes x <input checked="" type="checkbox"/> No</p>		
<p>Other Program Accreditation:</p> <ul style="list-style-type: none"><li>• If seeking specialized/professional/other accreditation, name of agency and intended year of review:</li><li>• If program prepares graduates eligibility to state/professional licensure,<ul style="list-style-type: none"><li>○ identify credential:</li><li>○ confirm NC-SARA requirements met:    <input type="checkbox"/> Yes    <input type="checkbox"/> No</li></ul></li></ul> <p><i>(As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)</i></p>		
<p><b>Institutional Contact for this Proposal:</b> Maura O'Connor</p>	<p>Title: Professor and Program Coordinator, Graphic Design</p>	<p>Tel.: 860-512-2692    e-mail: maura.oconnor@ctstate.edu</p>

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

<p><b>Summary of Modifications</b></p> <p>Provide a brief summary (narrative or bulleted list) of all proposed modifications to the program:</p> <p>System-wide Graphic Design Program Coordinators and faculty have streamlined the 3 aligned Graphic Design A.S. degrees, eliminating "or" equivalent courses on the Core Requirements and adjusting the list of electives on the three degree elective options lists. They have also agreed to modify the names on the degrees to better describe degree content to students and advisors.</p>
<p><b>Background and Rationale</b></p> <p>Provide the context and need for the proposed modification(s) and the relationship to the originally approved program:</p> <p>After 1 year of using the aligned degrees in Graphic Design to enroll and advise students in the discipline, changes are sought to make the degrees more accessible to students with particular career goals in mind, ease of advising and transfer of students to 4-year degree programs and less confusion for DegreeWorks personnel in sequencing courses on the degrees. No courses have been removed from the degrees, but some courses have been removed from the Core Requirements and placed in the Option Elective lists. This will streamline the amount and sequence of courses that first year into second year students should be taking making advising and Degreeworks easier to follow, as well as assisting system Program Coordinators in scheduling classes.</p>
<p><b>Addressing Identified Needs</b></p> <ul style="list-style-type: none"><li>• 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. <i>(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.)</i> The Modified program will make it easier for students to understand the progression of courses within the degree, for advisors to advise students on what to take next in the sequence and for students to complete</li></ul>

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their degree in a timely manner. The Department of Labor, Bureau of Labor statistics on Graphic Design Careers is noted below:

**What Graphic Designers Do**

Graphic designers create visual concepts, using computer software or by hand, to communicate ideas that inspire, inform, and captivate consumers.

**Work Environment**

Many of these workers are employed in specialized design services, publishing, or advertising, public relations, and related services industries.

**How to Become a Graphic Designer**

Graphic designers usually need a bachelor's degree in graphic design or a related field. Candidates for graphic design positions should have a portfolio that demonstrates their creativity and originality.

**Pay**

The median annual wage for graphic designers was \$58,910 in May 2023.

**Job Outlook**

Employment of graphic designers is projected to grow 2 percent from 2023 to 2033, slower than the average for all occupations.

Despite limited employment growth, about 21,100 openings for graphic designers are projected each year, on average, over the decade. Most of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.

There are over 20 Graphic Design Jobs listed on Indeed.com in CT as of 9/2024, including entry level Graphic Designer, Sign Designer, Senior Graphic Design Manager positions, Illustrator, Production Artist, Visual Designer, UI/UX, Social Media Manager, Graphic Design Lead, Digital Designer and Exhibition Designer, Motion Graphics Designer- NBC Sports.

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

The modified program will make it easier for GP Advisors to assist students to navigate a streamlined Core of course requirements.

- 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?  
By streamlining the degree Core Requirements and cutting back on the number of course options in the Core Requirements we're making it easier for students to navigate the program requirements. We'll use metrics on

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ease of advising, ease of recruitment (explaining the degree to prospective students,) enrollment, retention and completion of the degree requirements to further assess the new degree once it is in place. Students will no longer be advised to take all of their Gen Eds in a single semester and 1/2 to be left with only 6-contact hour studio classes which are prohibitive to take as a full load because advisors are confused about which courses the student should be taking. Program Coordinators will continue to assess the lab needs, IT involvement in lab updates and accessing VIP licensing of the Adobe Design Suite for students to increase accessibility, equity and retention within the program.

- 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.

Targeted recruitment strategies include holding info-sessions and tours of the campus facilities for prospective students and their families. The support of a knowledgeable and responsive IT team to implement equipment upgrades and updates in the Mac labs and studio classrooms is integral to the successful running of the design class rooms.

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

There continue to be inequities with students lacking access to digital platforms and apps in design across campuses and the system. These should be addressed by institutional support by way of making emergency loan of Mac/PC Laptops that run Adobe Design apps for these programs as well as student scholarships. Stocking campus bookstores with art and design supply kits in a timely manner before each semester begins so that students with financial aid can access the materials that they need to be successful in their classes is also imperative.

- Describe any pathways to, and/or from, this modified program to programs at your own institution and other institutions, both within and outside of CSCU, e.g., stackable credentials, transfer agreements, etc. *(Include additional details in the Quality Assessment portion of this application, as appropriate)* The Graphic Design A.S. transfers to 4-year State Universities and private 4-year Art Schools in-state such as the Hartford Art School, and out of state, Mass College of Art, Springfield College, SCAD. Students may enroll in art and graphic design courses full- or part-time. There are no requirements or prerequisites (other than individual course prerequisites) for students wishing to take courses part-time or as electives for other programs. Graphic design/fine arts faculty members are available for consultation with students who wish to enroll in the program and, thereafter, for course selection and transfer information.

Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided: The programs listed below are sufficiently different from and extensions of the CT State Community College programs in Graphic Design.

Central CT State University:

[Graphic/Information Design, BA](#)

Eastern CT State University:

[Digital Art & Media Design Concentration \(52-53 credits\)](#)

Western CT State University

[BA Art - Graphic Design](#)

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Southern CT State University

[Art and Design, B.S. - Graphic Design](#)

UCONN

[Digital Media and Design | The Major Experience](#)

**Curriculum**

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

Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
<b>ENG 1010 Composition</b>	<b>3</b>	<b>ENG 1010 Composition</b>	<b>3</b>
<b>MATH 1100 or higher, (MATH 1100 recommended)</b>	<b>3-4</b>	<b>MATH 1000 or higher, (MATH 1100 recommended)</b>	<b>3-4</b>
Arts & Humanities Gen Ed Courses ARHX Arts & Humanities Elective: ARTH 1012 preferred or choose from ARTH 1001, ARTH 1002, ARTH 1003, or ART 1060	<b>3</b>	Arts & Humanities Gen Ed Courses ARHX Arts & Humanities Elective: ARTH 1012 preferred or choose from ARTH 1001, ARTH 1002, ARTH 1003, or ART 1060	<b>3</b>
Choose one from: Scientific Reasoning Gen Ed Courses SCRX Scientific Knowledge Gen Ed Courses SCKX Recommended course varies by program	3-4 credits (lab optional in some programs)	Choose one from: Scientific Reasoning Gen Ed Courses SCRX Scientific Knowledge Gen Ed Courses SCKX Recommended course varies by program	3-4 credits (lab optional in some programs)
Choose one from: Social/Behavioral Science Gen Ed Courses SBSX Historical Knowledge Gen Ed Courses HISX Recommended course varies by program	<b>3</b>	Choose one from: Social/Behavioral Science Gen Ed Courses SBSX Historical Knowledge Gen Ed Courses HISX Recommended course varies by program	<b>3</b>
Choose one from: Oral Communication Gen Ed Courses ORAX Written Communication II Gen Ed Courses WRIX Recommended course varies by program	<b>3</b>	Choose one from: Oral Communication Gen Ed Courses ORAX Written Communication II Gen Ed Courses WRIX Recommended course varies by program	<b>3</b>
Choose one from: Continued Learning/Information Literacy Gen Ed Courses CLIX Scientific Knowledge Gen Ed Courses SCKX Scientific Reasoning Gen Ed Courses SCRX Social/Behavioral Science Gen Ed Courses SBSX Historical Knowledge Gen Ed Courses HISX Written Communication II Gen Ed Courses WRIX Oral Communication Gen Ed Courses ORAX	<b>3-4</b>	Choose one from: Continued Learning/Information Literacy Gen Ed Courses CLIX Scientific Knowledge Gen Ed Courses SCKX Scientific Reasoning Gen Ed Courses SCRX Social/Behavioral Science Gen Ed Courses SBSX Historical Knowledge Gen Ed Courses HISX Written Communication II Gen Ed Courses WRIX	<b>3-4</b>

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This is a program-designated course fulfilled in most cases by CCS 1001 - College & Career Success		Oral Communication Gen Ed Courses <b>ORAX</b> This is a program-designated course fulfilled in most cases by CCS 1001 - College & Career Success	
GRA 1501 Graphic Design I	3	GRA 1101 Introduction to Computer Graphics	3
ART 1110 Drawing I	3	GRA 1501 Graphic Design I	3
GRA 1101 Intro to Computer Graphics or GRA 2300 Digital Imaging I	3	ART 1110 Drawing I	3
ART 1250 Color Theory or ART 1210 Two-Dimensional Design	3	ART 1210 Two-Dimensional Design	3
GRA 2001 Typography or GRA 2201 Illustration I or ART 1120 Drawing II	3	GRA 2001 Typography	3
GRA 2401 Digital Page Design or GRA 2502 Graphic Design II	3	GRA 2502 Graphic Design II	3
GRA 2101 Advanced Computer Graphics or GRA 2301 Digital Imaging II or ART 1450 Digital Photography	3	GRA 2101 Advanced Computer Graphics	3
ART 1810 Digital Video Art I or ART 1450 Digital Photography I or COMM 1604 Video Filmmaking	3	ART 1450 Digital Photography	3
ART 2094 Cooperative Education or GRA 2095 Graphic Design Internship or GRA 2090 Graphic Design Capstone or 2000-level elective studio course or ART 2090 Portfolio Preparation or GRA 2098 Special Topics: Graphic Design	3	ART 2094 Cooperative Education or GRA 2095 Graphic Design Internship or GRA 2090 Graphic Design Capstone or 2000-level elective studio course <b>GRA 2190 Portfolio Preparation (must be taken as a 3 credit course in this slot)</b> or GRA 2098 Special Topics: Graphic Design	3
		<b>Directed ART/GRA Elective</b>	3
Graphic Design, AS (GRPH-AS) Option Electives List (Current): 2D Studio Elective - Choose 2 ART 2090 - Portfolio Preparation I Credits: 1-3 ART 1450 - Digital Photography I Credits: 3 ART 1510 - Painting I Credits: 3 ART 1550 - Watercolor I Credits: 3 ART 1770 - Printmaking I Credits: 3 ART 2810 - Digital Painting & Drawing Credits: 3 ART 1250 - Color Theory Credits: 3 ART 1120 - Drawing II Credits: 3 ART 1130 - Figure Drawing I Credits: 3 ART 1210 - Two-Dimensional Design Credits: 3 GRA 2600 - Web Design Credits: 3 GRA 2090 - Graphic Design Capstone Credits: 3	6	Graphic Design, AS (GRPH-AS) Option Electives List: 2D Studio Elective - Choose 1 ART 1120 - Drawing II Credits: 3 ART 1130 - Figure Drawing I Credits: 3 ART 1250 - Color Theory Credits: 3 ART 1510 - Painting I Credits: 3 ART 1550 - Watercolor I Credits: 3 ART 1770 - Printmaking I Credits: 3 ART 2090 - Portfolio Preparation I Credits: 1-3 <b>(must be taken as a 3 credit course to count in the CORE Requirement as a 2000-level elective)</b> ART 2810 - Digital Painting & Drawing Credits: 3 GRA 2090 - Graphic Design Capstone Credits: 3 ART/GRA 2201 - Illustration I Credits: 3 ART/GRA 2202 - Illustration II Credits: 3	3

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<b>GRA 2001 - Typography Credits: 3</b> <b>GRA 2201 - Illustration I Credits: 3</b> <b>GRA 2301 - Digital Imaging II Credits: 3</b> <b>OR GRA 2101 - Advanced Computer Graphics Credits: 3</b> <b>GRA 2306 - Digital Illustration Credits: 3</b>		<b>GRA 2300 - Digital Imaging I Credits: 3</b> <b>GRA 2301 - Digital Imaging II Credits: 3</b> <b>GRA 2306 - Digital Illustration Credits: 3</b> <b>GRA 2401 - Digital Page Design</b> <b>GRA 2503 - Graphic Design III Credits: 3</b> <b>GRA 2600 - Web Design Credits: 3</b> <b>GRA 2601- Web Design II Credits: 3</b>	
<b>3D Studio Elective- Choose 1</b> <b>ART 1220 Three-Dimensional Design</b> <b>GRA 2705 3D Computer Modeling</b>	<b>3</b>	<b>3D Studio Elective- Choose 1</b> <b>ART 1220 - Three-Dimensional Design</b> <b>GRA 2705 - 3D Computer Modeling</b>	<b>3</b>
<b>Time-Based Studio Elective- Choose 1</b> <b>ART 1810 Digital Video Art I</b> <b>ART 1880 Animation Fundamentals</b> <b>COMM 1604 Video Filmmaking</b> <b>GRA 2507 Motion Graphics and Effects</b>	<b>3</b>	<b>Time-Based Studio Elective- Choose 1</b> <b>ART 1810 - Digital Video Art I</b> <b>ART 1880 - Animation Fundamentals</b> <b>COMM 1604 - Video Filmmaking</b> <b>GRA 2507 - Motion Graphics and Effects</b>	<b>3</b>
<b>Total Credits Original Program</b>	<b>60-63</b>	<b>Total Credits Modified Program</b>	<b>60-63</b>

**Learning Outcomes - L.O.**

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

*Upon successful completion of all Graphic Design degree program requirements, graduates will:*

- 1. Demonstrate an understanding and appreciation of graphic design as a form of communication and art.
- 2. Use design processes and principles to create visual products that convey a specific message to a targeted audience.
- 3. Integrate creative thinking skills and strategies and use problem-solving techniques across a wide range of media.
- 4. Communicate an understanding of how creative processes and skills are integrated with printing and other reproduction processes found in the graphic design field.
- 5. Demonstrate knowledge of new technologies such as computer graphics that continue to evolve into important production tools.
- 6. Identify the varied career paths within the graphics industry including, but not limited to, art direction, illustration, project design, production art, graphic design and media direction.
- 7. Present a portfolio of work reflecting knowledge, techniques, and creativity gained during the student's course of study.

**In addition to the Graphic Design A.S. program learning outcomes students will:**

- 8. Demonstrate knowledge and skill in the application of the principles of design, elements of art, visual literacy and as an option, gain industry experience through internship.
- 9. Integrate skills, techniques, and the safe use of materials and equipment necessary for studio art creation; and demonstrate an understanding of art, design concepts, critical thinking, and problem solving in order to apply these skills to art processes using a variety of media.
- 10. Communicate and critique art and concepts using specific art vocabulary.
- 11. Demonstrate a strong fine arts foundation and high quality, relevant coursework in preparation for career or transfer.



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- 12. Evaluate and demonstrate a historical, cross-cultural appreciation and awareness of the field of visual art.
- 13. Demonstrate an understanding of the principles and elements of two-dimensional and three-dimensional design and their applications to various studio disciplines.

**Assessment of Learning Outcomes**

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

Studio critique will be the primary basis for program assessment along with data collection of artifacts and use of rubrics.

**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
<b>Gen Education: ENG 1010 Composition</b>		Successful completion of <a href="#">ENG 0930</a> OR <a href="#">ENG 0960</a> with a C or higher, or as determined by the placement process.  <b>Corequisite:</b> none <b>Previous</b> ENG* 101	3
<b>MATH 1000 or higher, MATH 1100 preferred</b>		For MATH 1000: <a href="#">MATH 0988</a> / <a href="#">MATH 0989</a> with a grade of D- or higher OR placement using multiple measures <b>Previous</b> MAT* 103  For MATH 1100: <a href="#">MATH 0988</a> / <a href="#">MATH 0989</a> (C- or higher) OR placement using multiple measures OR <a href="#">MATH 1010</a> / <a href="#">MATH 1011</a> (D- or higher) taken prior to fall 2023 <b>General Education Code:</b> Quantitative Reasoning (QUAX)  <b>Previous</b> MAT* 146	3-4
<b>Arts &amp; Humanities Gen Ed Courses ARHX Arts &amp; Humanities Elective: ARTH 1012 preferred or choose from ARTH 1001, ARTH 1002, ARTH 1003, or ART 1060</b>	1,4,10,12	For ARTH 1012 History of Graphic Design: Eligibility for <a href="#">ENG 1010</a> OR permission of the graphic design coordinator <b>General Education Code:</b> Arts and Humanities (ARHX)  <b>Previous</b> ART* 207	3
<b>Choose one from: Scientific Reasoning Gen Ed Courses SCRXX Scientific Knowledge Gen Ed Courses SCKX Recommended course varies by program</b>		Varies depending on course selection	3-4

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Choose one from: Social/Behavioral Science Gen Ed Courses SBSX Historical Knowledge Gen Ed Courses HISX Recommended course varies by program		Varies depending on course selection	3
Choose one from: Oral Communication Gen Ed Courses ORAX Written Communication II Gen Ed Courses WRIX Recommended course varies by program		Varies depending on course selection	3
Choose one from: Continued Learning/Information Literacy Gen Ed Courses CLIX Scientific Knowledge Gen Ed Courses SCKX Scientific Reasoning Gen Ed Courses SCRX Social/Behavioral Science Gen Ed Courses SBSX Historical Knowledge Gen Ed Courses HISX Written Communication II Gen Ed Courses WRIX Oral Communication Gen Ed Courses ORAX This is a program-designated course fulfilled in most cases by CCS 1001 - College & Career Success		For CCS 1001- College and Career Success Must be eligible to take intensive/developmental-level English class ( <a href="#">ENG 0960</a> , or <a href="#">ENG 0930</a> ) or higher. <a href="#">ESOL 1302</a> or higher or recommendation of ESOL coordinator. <b>General Education Code:</b> Continued Learning/Information Literacy (CLIX) <b>Previous</b> CCS* 101, IDS* 105, IS 103, CSS* 101	3-4
Core Requirements: GRA 1101 Introduction to Computer Graphics	2,3,4,5	none <b>Corequisite:</b> none <b>General Education Code:</b> Arts and Humanities (ARHX) <b>Previous</b> DGA* 111, GRA* 149, GRA* 110, DGA 1101	3
GRA 1501 Graphic Design I	1,2,3,4,5,6	none <b>Corequisite:</b> none <b>Previous</b> GRA*150, GRA*151	3
ART 1110 Drawing I	9,10,11	none <b>General Education Code:</b> Arts and Humanities (ARHX) <b>Previous</b> ART* 111	3
ART 1210 Two-Dimensional Design	1,2,3,9,10,11,12	none <b>General Education Code:</b> Arts and Humanities (ARHX)	3



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		<b>Previous ART* 121, GRA* 101</b>	
<b>GRA 2001 Typography</b>	1,2,3,4,9	C- or higher in <a href="#">GRA 1501</a> <b>Previous GRA* 201</b>	3
<b>GRA 2101 Advanced Computer Graphics</b>	1,2,3,4,5,7	<a href="#">GRA 1101</a> or <a href="#">GRA 2300</a> <b>Previous DGA* 212, DGA 2101</b>	3
<b>GRA 2401 Digital Page Design</b>	1,2,3,4,5,7	<a href="#">GRA 1101</a> or <a href="#">ART 1210</a> or permission of instructor <b>Previous GRA* 241</b>	3
<b>GRA 2502 Graphic Design II</b>	1,2,3,4,5,6,7	<a href="#">GRA 1501</a> or <a href="#">GRA 1101</a> <b>Previous GRA* 252</b>	3
<b>ART 1450 Digital Photography</b>	5,9,10,11	none <b>General Education Code: Arts and Humanities (ARHX)</b> <b>Previous ART* 141, ART* 144, ART* 250, GRA* 131</b>	3
<b>COMM 1604 Video Filmmaking</b>	5,9,10,11	None <b>Corequisite: None</b> <b>General Education Code: Arts and Humanities (ARHX)</b> <b>Previous COM* 166</b>	3
<b>ART 2094 Cooperative Education or</b>	8	To be eligible for the internship course a student must be in the final term of his/her art degree program having completed 15 credits in their field and have a GPA of 3.0 or greater. Permission to take this course must be granted by the program coordinator. <b>Previous ART* 292</b>	3
<b>GRA 2095 Graphic Design Internship or</b>	8	Student must have a minimum of 15 program credits and permission of coordinator/chair <b>Previous GRA* 296</b>	3
<b>GRA 2090 Graphic Design Capstone or</b>	7	<a href="#">GRA 2502</a> or permission of the graphic design program coordinator <b>Previous GRA* 295</b>	3
<b>GRA 2900 Portfolio Preparation or</b>	7,TBD	TBD (in curriculum process) Second-year status, and/or permission from the Graphic Design Program Coordinator	1-3

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GRA 2098 Special Topics: Graphic Design	6,7	<b>GRA 1501</b> or <b>GRA 1101</b> or permission of the Coordinator  <b>Corequisite:</b> none  <b>Previous</b> DGA* 298, DGA 2098	3
<b>Program Electives:</b>			
ART 1120 Drawing II	9,10,11	Grade of C or higher in <b>ART 1110</b>  <b>Previous</b> ART* 112	3
ART 1130 Figure Drawing I	9,10,11	<b>ART 1110</b> or permission of Instructor <b>General Education Code:</b> Arts and Humanities (ARHX)  <b>Previous</b> ART* 113	3
ART 1220 Three-Dimensional Design	9,10,11,12	none <b>General Education Code:</b> Arts and Humanities (ARHX)  <b>Previous</b> ART* 122	3
ART 1250 Color Theory	9,10,11	None <b>General Education Code:</b> Arts and Humanities (ARHX)  <b>Previous</b> ART* 109	3
ART 1450 Digital Photography	5,9,10,11	(also listed above in Core Requirements) none <b>General Education Code:</b> Arts and Humanities (ARHX)  <b>Previous</b> ART* 141, ART* 144, ART* 250, GRA* 131	3
ART 1510 Painting I	9,10,11	None <b>General Education Code:</b> Arts and Humanities (ARHX)  <b>Previous</b> ART* 151	3
ART 1550 Watercolor I	9,10,11	None <b>General Education Code:</b> Arts and Humanities (ARHX)  <b>Previous</b> ART* 155	3
ART 1770 Printmaking I	9,10,11	Eligibility for <b>ENG 0960</b> <b>General Education Code:</b> Arts and Humanities (ARHX)  <b>Previous</b> ART* 167	3
ART 1810 Digital Video Art I	5, 9,10,11	None <b>General Education Code:</b> Arts and Humanities (ARHX)  <b>Previous</b> ART* 176	3

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ART 1880 Animation Fundamentals	5,9,10,11	<a href="#">ART 1110</a> or permission of Instructor  <b>Previous</b> ART* 189	3
ART 2090 Portfolio Preparation I	7	Second-year status, matriculation in an art curriculum and permission of the Art Program Coordinator.  <b>Previous</b> ART* 288, ART* 290	1-3
ART 2810 Digital Painting and Drawing I	5,9,10,11	None  <b>Previous</b> ART* 220	3
COMM 1604 Video Filmmaking	5,9,10,11	(Also listed in Core Requirements) None  <b>Corequisite:</b> None <b>General Education Code:</b> Arts and Humanities (ARHX)  <b>Previous</b> COM* 166	3
GRA 2090 Graphic Design Capstone	7	(Also listed in Core Requirements) <a href="#">GRA 2502</a> or permission of the graphic design program coordinator  <b>Previous</b> GRA* 295	3
ART/GRA 2201 Illustration I	6,9,10,11	none  <b>Corequisite:</b> none  <b>Previous</b> ART* 215, GRA* 221	3
ART/GRA 2202 Illustration II	6,9,10,11	<a href="#">GRA 2201</a>  <b>Previous</b> GRA* 222	3
GRA 2300 Digital Imaging I	5,9,10,11	Eligible for <a href="#">ENG 1010</a> or permission of the Graphic Design program coordinator  <b>Previous</b> GRA* 230	3
GRA 2301 Digital Imaging II	5,9,10,11	<a href="#">GRA 1501</a> or <a href="#">GRA 2300</a> or <a href="#">GRA 1101</a> or permission of the Graphic Design program coordinator or department chair  <b>Previous</b> GRA* 231	3
GRA 2306 Digital Illustration	5,9,10,11	<a href="#">GRA 1501</a> , or <a href="#">ART 1110</a> , <a href="#">ART 1210</a> or permission of graphic design coordinator.  <b>Previous</b> GRA* 236	3

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<b>GRA 2503 Graphic Design III</b>	1,2,3,4,5,6,7	GRA2502 Graphic Design II (grade C or higher) and GRA2401 Digital Page Design or Permission from the Program Coordinator <b>Previous GRA253</b>	3
<b>GRA 2507 Motion Graphics and Effects</b>	2,3,5,6,7	<a href="#">GRA 1101</a> or <a href="#">COMM 1604</a> <b>Previous DGA* 257, DGA* 289, DGA 2507</b>	3
<b>GRA 2600 Web Design I</b>	1, 2,3,5,6,7	<a href="#">GRA 1101</a> or <a href="#">CSC 1271</a> or permission of the graphic design program coordinator/chair <b>Corequisite:</b> none <b>Previous GRA* 260</b>	3
<b>GRA 2601 Web Design II</b>	1,2,3,5,6,7	<a href="#">GRA 2600</a> or permission of the graphic design program coordinator/chair <b>Previous GRA* 262</b>	3
<b>GRA 2705 3D Computer Modeling</b>	1,2,3,5,6,7	<a href="#">GRA 2502</a> or permission of the graphic design program coordinator <b>Modified to NONE</b> <b>Previous GRA* 275</b>	3
<b>Open Electives</b> (Indicate number of credits of open electives)			9
<b>Total Program Credits:</b>			60-63
<b>Description of Related Modification(s)</b> Provide a summary of other changes necessitated by curricular modification such as admissions or graduation requirements No Changes to admissions, only DegreeWorks, re-sequencing will be effected for graduation requirements.			
<b>Description of Resources Needed</b> As appropriate please summarize faculty and administrative resources, library holdings, specialized equipment, etc. Details to be provided in Section 3 (Resources and Financial Considerations), as appropriate. No Changes to current digital labs, studio classrooms and equipment on campuses			
<b>Previous Three Years Enrollment and Completion for the Program being Modified</b>			
<b>ACTUAL Enrollment</b>	Year: AY24		Year: AY25
	Full Time	Part Time	Full Time      Part Time
Transfers In	15	20	5      20
New Students	160	195	225      175
Returning Students	375	770	290      815
<b>Actual Headcount Enrollment</b>	550	985	520      1,010
<b>Fall FTE accounted for by Program Majors</b>	<b>879</b>		<b>857</b>
<b>Size of Credentialed Group(s) for Given Year</b>			
<b>Impact of Modification on Enrollment and Completion</b> Describe the anticipated impact of the modification(s) on future enrollment and completion We expect the impact of modification of the program in Graphic Design to result in higher completion rates with ease of advising without so many options on the degree core to contend with.			

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**Other Considerations**

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

**SECTION 3: RESOURCES AND FINANCIAL CONSIDERATIONS**

**Cost Effectiveness and Availability of Adequate Resources**

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

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

<b>PROJECTED Program Revenue</b>	<b>Fall 2023-2024</b>	<b>Fall 2024-2025</b>	<b>Fall</b>
Tuition (do not include internal transfers)	\$2,116,570	\$2,055,600	
Program-Specific Fees	\$538 Student Materials Fee plus Studio/lab fees capped at \$400 per semester = \$614,000	\$538 Student Materials Fee plus Studio/lab fees capped at \$400 per semester = \$612,000	
Other Revenue (Annotate in narrative)	College Services Fees = \$15,350	College Services Fees = \$15,300	
<b>Total Estimated Program Revenue</b>	<b>\$2,745,920</b>	<b>\$2,682,900</b>	
<b>PROJECTED Program Expenditures*</b>	<b>Fall 2023-2024</b>	<b>Fall 2024-2025</b>	<b>Fall</b>
Administration (Chair or Coordinator)	7 PCs=\$700,000	7 PCs = \$700,000	
Faculty (Full-time, total for program)	10-11= \$400,000	10-11 = \$400,000	
Faculty (Part-time, total for program)	35 = \$840,000	35 = \$840,000	
Support Staff			
Library Resources Program			
Equipment (List as needed)			
Other (e.g., student services)			
Estimated Indirect Costs (e.g., student services, operations, maintenance)			
<b>Total Estimated Program Expenditures</b>	<b>\$1,940,000</b>	<b>\$1,940,000</b>	
<p>*Note: Capital outlay costs, institutional spending for research and services, etc. can be excluded.</p>			

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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: ctstate.edu: [https://catalog.ctstate.edu/preview\\_program.php?catoid=19&poid=7453](https://catalog.ctstate.edu/preview_program.php?catoid=19&poid=7453)

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): \$ 5,718 OR url for link to tuition/fee information:

**<https://ctstate.edu/admissions-registration/investing-in-a-ct-state-education?highlight=WyJ0dWl0aW9uliwiZmVlcylslmZ1bGwtdGltZSJd>**

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

**Catalog Description**

Provide the catalog description for this program (with proposed modifications if applicable): The purpose of the Graphic Design Associate Degree program is:

To provide a graphic design terminal or transfer program in the area of graphic design, digital media, computer graphics and advertising;

to offer a degree program for those considering an entry-level position in related graphic design fields; and to provide greater technical knowledge and awareness of the creative visual arts to the community. The program is structured to equip students with a sound foundation in technical skills, graphic design concepts, aesthetics, terminology and vocabulary, and to provide an awareness of the application of acquired technical knowledge. Computer use will be an integral part of the program.

This degree provides the Graphic Design student with a broad, art-based degree primarily for transfer with fundamental skills developed in 2D, 3D and time-based studios. It provides students with a Graphic Design track to 4-year university programs with a broad and foundational art and design background.

In addition to the general Graphic Design degree, students may choose Graphic Design: Design & Illustration or Graphic Design: Digital Media/Web Design.

**Applicable Industries**

- Identify the industry applicable to this program using the [North American Industry Classification System](#) (NAICS). Provide NAICS code(s) and title(s): 27-0000 [Arts, Design, Entertainment, Sports, and Media Occupations](#)
- 27-1010 Artists and Related Workers

27-1011 [Art Directors](#) ( \$91,390 median salary in CT,) Formulate design concepts and presentation approaches for visual productions and media, such as print, broadcasting, video, and film. Direct workers engaged in artwork or layout design. Excludes "Set and Exhibit Designers" (27-1027).

Illustrative examples: Magazine Designer: \$56, 347 median salary in CT

27-1013 [Fine Artists, Including Painters, Sculptors, and Illustrators](#) Create original artwork using any of a wide variety of media and techniques.

Illustrative examples: Ice Sculptor ,(\$30, 763.20) Political Cartoonist , (\$50,000) Scientific Illustrator , (\$51.736 to \$67,090) Sketch Artist (\$44,012.80)

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27-1014 [Special Effects Artists and Animators](#) Create special effects or animations using film, video, computers, or other electronic tools and media for use in products, such as computer games, movies, music videos, and commercials.

Illustrative examples: 3D Animator ,(\$ 72, 945.60) Special Effects Artist (\$55,265.60)

27-1019 [Artists and Related Workers, All Other](#) All artists and related workers not listed separately.

Illustrative examples: Calligrapher , (\$61,580) Tattoo Artist (\$93,073)

- 27-1020 **Designers**

27-1021 [Commercial and Industrial Designers](#) Design and develop manufactured products, such as cars, home appliances, and children's toys. Combine artistic talent with research on product use, marketing, and materials to create the most functional and appealing product design.

Illustrative examples: Automobile Designer ,( \$61460) Package Designer (\$64,706)

- 27-1022 [Fashion Designers](#) (\$53,580)

- 27-1023 [Floral Designers](#) (\$36,906)

27-1024 [Graphic Designers](#) Design or create graphics to meet specific commercial or promotional needs, such as packaging, displays, or logos. May use a variety of mediums to achieve artistic or decorative effects. Excludes "Web and Digital Interface Designers" (\$67,514) (15-1255).

Illustrative examples: Graphic Artist , (\$55,000) Visual Designer (\$56,347.20)

- 27-1025 [Interior Designers](#) (\$56,328)

27-1026 [Merchandise Displayers and Window Trimmers](#) (\$42,880) Plan and erect commercial displays, such as those in windows and interiors of retail stores and at trade exhibitions.

Illustrative examples: Display Artist , Mannequin Decorator , Window Decorator: (\$42,880)

27-1027 [Set and Exhibit Designers](#) (\$32, 240 - \$82,620) Design special exhibits and sets for film, video, television, and theater productions. May study scripts, confer with directors, and conduct research to determine appropriate architectural styles.

Illustrative examples: Set Decorator , (\$59, 400) Stage Scenery Designer (\$57.937)

27-1029 [Designers, All Other](#) All designers not listed separately.

Illustrative examples: Memorial Marker Designer (\$75,960)

**Applicable Industries**

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

**2022 NAICS Definition**



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- **54 Professional, Scientific, and Technical Services<sup>T</sup>:** The Sector as a WholeThe Professional, Scientific, and Technical Services sector comprises establishments that specialize in performing professional, scientific, and technical activities for others. These activities require a high degree of expertise and training. The establishments in this sector specialize according to expertise and provide these services to clients in a variety of industries and, in some cases, to households. Activities performed include: legal advice and representation; accounting, bookkeeping, and payroll services; architectural, engineering, and specialized design services; computer services; consulting services; research services; advertising services; photographic services; translation and interpretation services; veterinary services; and other professional, scientific, and technical services.This sector excludes establishments primarily engaged in providing a range of day-to-day office administrative services, such as financial planning, billing and rec
- **541 Professional, Scientific, and Technical Services<sup>T</sup>:** Industries in the Professional, Scientific, and Technical Services subsector group establishments engaged in processes where human capital is the major input. These establishments make available the knowledge and skills of their employees, often on an assignment basis, where an individual or team is responsible for the delivery of services to the client. The individual industries of this subsector are defined on the basis of the particular expertise and training of the services provider.The distinguishing feature of the Professional, Scientific, and Technical Services subsector is the fact that most of the industries grouped in it have production processes that are almost wholly dependent on worker skills. Thus, the establishments classified in this subsector sell expertise. Much of the expertise requires degrees, though not in every case.
- **541320 Landscape Architectural Services:** This industry comprises establishments primarily engaged in planning and designing the development of land areas for projects, such as parks and other recreational areas; airports; highways; hospitals; schools; land subdivisions; and commercial, industrial, and residential areas, by applying knowledge of land characteristics, location of buildings and structures, use of land areas, and design of landscape projects.Illustrative Examples:Garden planning servicesLandscape architects' officesGolf course or ski area design servicesLandscape consulting servicesIndustrial land use planning servicesLandscape design servicesCross-References.
- **5414 Specialized Design Services<sup>T</sup>:** This industry group comprises establishments providing specialized design services (except architectural, engineering, and computer systems design).
- **54141 Interior Design Services<sup>T</sup>:** See industry description for 541410.
- **541410 Interior Design Services:** This industry comprises establishments primarily engaged in planning, designing, and administering projects in interior spaces to meet the physical and aesthetic needs of people using them, taking into consideration building codes, health and safety regulations, traffic patterns and floor planning, mechanical and electrical needs, and interior fittings and furniture. Interior designers and interior design consultants work in areas, such as hospitality design, health care



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design, institutional design, commercial and corporate design, and residential design. This industry also includes interior decorating consultants engaged exclusively in providing aesthetic services associated with interior spaces.

- **54142 Industrial Design Services<sup>T</sup>:** See industry description for 541420.
- **541420 Industrial Design Services:** This industry comprises establishments primarily engaged in creating and developing designs and specifications that optimize the use, value, and appearance of products. These services can include the determination of the materials, construction, mechanisms, shape, color, and surface finishes of the product, taking into consideration human characteristics and needs, safety, market appeal, and efficiency in production, distribution, use, and maintenance. Establishments providing automobile or furniture industrial design services or industrial design consulting services are included in this industry. Cross-References. Establishments primarily engaged in--
- **54143 Graphic Design Services: See industry description for 541430.**
- **541430 Graphic Design Services:** This industry comprises establishments primarily engaged in planning, designing, and managing the production of visual communication in order to convey specific messages or concepts, clarify complex information, or project visual identities. These services can include the design of printed materials, packaging, advertising, signage systems, and corporate identification (logos). This industry also includes commercial artists engaged exclusively in generating drawings and illustrations requiring technical accuracy or interpretative skills. Illustrative Examples :Commercial art studios Corporate identification (i.e., logo) design services Independent commercial or graphic artists Medical art or illustration services Graphic design consulting services Cross-References.
- **54149 Other Specialized Design Services<sup>T</sup>:** See industry description for 541490.
- **541490 Other Specialized Design Services:** This industry comprises establishments primarily engaged in providing professional design services (except architectural, landscape architecture, engineering, interior, industrial, graphic, and computer systems design).Illustrative Examples: Costume design services (except independent theatrical costume designers)Jewelry design services Fashion design services Float design services Shoe design services Lighting design services Textile design services Cross-References.
- **541613 Marketing Consulting Services:** This U.S. industry comprises establishments primarily engaged in providing operating advice and assistance to businesses and other organizations on marketing issues, such as developing marketing objectives and policies, sales forecasting, new product developing and pricing, licensing and franchise planning, and marketing planning and strategy.Illustrative Examples:Customer services management consulting servicesNew product development consulting servicesMarketing management consulting servicesSales management consulting servicesCross-References.

71 Arts, Entertainment and Recreation:

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- **71 Arts, Entertainment, and Recreation<sup>T</sup>:** The Sector as a WholeThe Arts, Entertainment, and Recreation sector includes a wide range of establishments that operate facilities or provide services to meet varied cultural, entertainment, and recreational interests of their patrons. This sector comprises (1) establishments that are involved in producing, promoting, or participating in live performances, events, or exhibits intended for public viewing; (2) establishments that preserve and exhibit objects and sites of historical, cultural, or educational interest; and (3) establishments that operate facilities or provide services that enable patrons to participate in recreational activities or pursue amusement, hobby, and leisure-time interests. Some establishments that provide cultural, entertainment, or recreational facilities and services are classified in other sectors. Excluded from this sector are: (1) establishments that provide both accommodations and recreational facilities, such as hunting and fishing camps and resort
- **7115 Independent Artists, Writers, and Performers<sup>T</sup>:**
- **71151 Independent Artists, Writers, and Performers<sup>T</sup>:** See industry description for 711510.
- **711510 Independent Artists, Writers, and Performers:** This industry comprises independent (i.e., freelance) individuals primarily engaged in performing in artistic productions, in creating artistic and cultural works or productions, or in providing technical expertise necessary for these productions. This industry also includes athletes and other celebrities exclusively engaged in endorsing products and making speeches or public appearances for which they receive a fee. Illustrative Examples:Independent actors or actresses Independent producers Independent art restorers Independent recording technicians Independent artists (except musical, commercial, medical)Independent speakers Independent cartoonists Independent theatrical costume designers Independent dancers Independent theatrical lighting techniciansIndependent journalistsIndependent technical writers Cross-References.
- **712 Museums, Historical Sites, and Similar Institutions<sup>T</sup>:** Industries in the Museums, Historical Sites, and Similar Institutions subsector engage in the preservation and exhibition of objects, sites, and natural wonders of historical, cultural, and/or educational value.
- **7121 Museums, Historical Sites, and Similar Institutions<sup>T</sup>:**
- **71211 Museums<sup>T</sup>:** See industry description for 712110.
- **712110 Museums:** This industry comprises establishments primarily engaged in the preservation and exhibition of objects of historical, cultural, and/or educational value.Illustrative Examples:Art galleries (except retail)PlanetariumsArt museumsScience or technology museumsHalls of fameWax museumsCross-References.
- **71212 Historical Sites<sup>T</sup>:** See industry description for 712120.
- **712120 Historical Sites:** This industry comprises establishments primarily engaged in the preservation and exhibition of sites, buildings, forts, or communities that describe events or persons of particular historical interest. Archeological sites, battlefields, historical ships, and pioneer villages are included in this industry.
- **71213 Zoos and Botanical Gardens<sup>T</sup>:** See industry description for 712130.

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- 712130 Zoos and Botanical Gardens: This industry comprises establishments primarily engaged in the preservation and exhibition of live plant and animal life displays. Illustrative Examples: Aquariums Wild animal parks Arboreta Zoological gardens Aviaries Cross-References.
- 71219 Nature Parks and Other Similar Institutions<sup>T</sup>: See industry description for 712190.
- 712190 Nature Parks and Other Similar Institutions: This industry comprises establishments primarily engaged in the preservation and exhibition of natural areas or settings. Illustrative Examples: Bird or wildlife sanctuaries Natural wonder tourist attractions (e.g., caverns, waterfalls) Conservation areas Nature centers or preserves National parks Cross-References.

**Career/Program Pathways**

Does this program prepare students for another program? x ☐ Yes, specify program: BFA in Graphic Design ☐ 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): Art and/or Design Program Coordinators on each campus offering this degree option.

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

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

**Admissions Requirements**

What are the admissions requirements for the program? None

**Graduation Requirements**

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

If yes, describe:

**Program Work Experiences**

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

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

**Prospective Students**

Describe the prospective students for the program: Highschool graduates, returning students for retraining, Adults in Transition: career change

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**REQUIRED APPROVALS**

Check all Campuses making this proposal.		ALL Proposals	New Programs/Course s		
		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>
<input type="checkbox"/>	ACC				
<input type="checkbox"/>	CCC				
<input type="checkbox"/>	GWCC	Tammy Vaz			
<input type="checkbox"/>	HCC	John Favret			
<input type="checkbox"/>	MCC	Maura O'Connor			
<input type="checkbox"/>	MxCC	Judith DeGraffenreid			
<input type="checkbox"/>	NVCC	Amanda Lebel			
<input type="checkbox"/>	NWCC	Courtney Puckett			
<input type="checkbox"/>	NCC	John Alvord			
<input type="checkbox"/>	QVCC	Jessica Porzuczek			
<input type="checkbox"/>	TRCC	Sandra Jeknavorian			
<input type="checkbox"/>	TxCC	Kinga Wlodarska			

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**REQUIRED SIGNATURES**

<b>GOVERNANCE BODY</b>	<b>SIGNATURES</b>	<b>DATE</b>
Statewide Discipline Council	Tammy Vaz	2/14/2025
School Area Curriculum Council	Amy Royal	2/14/25
Curriculum Congress		3/14/25
School Area Academic Dean	B.L. Baker	3/17/2025
CT State Provost		3/14/25
*Campus CEO (if applicable)	N/A	
*CT State President (if applicable)	N/A	

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**SECTION 1: GENERAL INFORMATION**

**Institution:** CT State Asnuntuck, Manchester,  
Three Rivers and Tunxis

Please enter the following dates:

Final approval by institution:

Submission to CSCU Office of the Provost for Academic Council:

Most Recent NECHE Institutional Accreditation Action and Date:

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

X Significant Modification of Courses/Course Substitutions\*

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

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

Change of Degree Title or Program Title

x Other (please specify) streamlining the Graphic Design A.S. degrees, removing the "ORs" on the Core Requirements and changing the lists of Option Electives and order of Core Required courses for better sequencing. Changing the title of one course from Digital Page Design to Publication Design.

Total Number of courses and course credits to be modified by this application: **14-15**

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

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

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

**Original Program Characteristics**

Name of Program: GRPH-AS-DIL, Graphic Design: Design & Illustration AS

**OHE #: 21445**

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

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

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

Date Program was Initiated: Fall 2023

Total # Credits in Program: 60-63

# Credits in General Education: 21-25

CIP Code Number: Title of CIP Code:

50.0402 Commercial and Advertising Art

11.0803. Computer **Graphics.**

50.0102 Digital Arts.

50.0409 **Graphic Design.**

10.0302 Printing Management.

50.0410. Illustration

**Modified Program Characteristics**

Name of Program: **GRPH-AS-DIL, Graphic Design : Design & Illustration**

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

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

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

**AS** Initiation Date for Modified Program: Fall 2025

Anticipated Date of First Graduation: May 2027

Total # Credits in Program: 60-63

# Credits in General Education: 21-25

CIP Code Number: 50.0409    Title of CIP Code: Graphic Design

Department where program is housed: Visual and Performing Arts Department

Location Offering the Program (*e.g., main campus*): CT State Asnuntuck, Manchester, Three Rivers and Tunxis

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

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

Phase Out Period    Date of Program Termination

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

Other Program Accreditation:

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

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

**Institutional Contact for this Proposal:** Maura O'Connor

Title: Professor and  
Program Coordinator,  
Graphic Design

Tel.: 860-512-2692 e-mail:  
maura.oconnor@ctstate.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:

System-wide Graphic Design Program Coordinators and faculty have streamlined the 3 aligned Graphic Design A.S. degrees, eliminating "or" equivalent courses on the Core Requirements and adjusting the list of electives on the three degree elective options lists. They have also agreed to modify the names on the degrees to better describe degree content to students and advisors.

**Background and Rationale**

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

After 1 year of using the aligned degrees in Graphic Design to enroll and advise students in the discipline, changes are sought to make the degrees more accessible to students with particular career goals in mind, ease of advising and transfer of students to 4-year degree programs and less confusion for DegreeWorks personnel in sequencing courses on the degrees. No courses have been removed from the degrees, but some courses have been removed from the Core Requirements and placed in the Option Elective lists. This will streamline the amount and sequence of courses that first year into second year students should be taking making advising and DegreeWorks easier to follow, as well as assisting system Program Coordinators in scheduling classes.

**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.*) The Modified program will make it easier for students to understand the progression of courses within the degree, for advisors to advise students on what to take next in the sequence and for students to complete

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their degree in a timely manner. The Department of Labor, Bureau of Labor statistics on Graphic Design Careers is noted below:

## **27-1013 Fine Artists, Including Painters, Sculptors, and Illustrators**

Employment <a href="#">(1)</a>	Employment RSE <a href="#">(3)</a>	Mean hourly wage	Mean annual wage <a href="#">(2)</a>	Wage RSE <a href="#">(3)</a>
10,910	8.2 %	\$ 34.34	\$ 71,420	7.1 %

Percentile wage estimates for Fine Artists, Including Painters, Sculptors, and Illustrators:

Percentile	10%	25%	50% (Median)	75%	90%
Hourly Wage	\$ 13.65	\$ 18.34	\$ 28.51	\$ 42.64	\$ 65.10
Annual Wage <a href="#">(2)</a>	\$ 28,390	\$ 38,160	\$ 59,300	\$ 88,690	\$ 135,420

### **What Graphic Designers Do**

Graphic designers create visual concepts, using computer software or by hand, to communicate ideas that inspire, inform, and captivate consumers.

### **Work Environment**

Many of these workers are employed in specialized design services, publishing, or advertising, public relations, and related services industries.

### **How to Become a Graphic Designer**

Graphic designers usually need a bachelor's degree in graphic design or a related field. Candidates for graphic design positions should have a portfolio that demonstrates their creativity and originality.

### **Pay**

The median annual wage for graphic designers was \$58,910 in May 2023.

### **Job Outlook**

Employment of graphic designers is projected to grow 2 percent from 2023 to 2033, slower than the average for all occupations.

Despite limited employment growth, about 21,100 openings for graphic designers are projected each year, on average, over the decade. Most of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.



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There are over 20 Graphic Design Jobs listed on Indeed.com in CT as of 9/2024, including entry level Graphic Designer, Sign Designer, Senior Graphic Design Manager positions, Graphic Design:Illustrator Contractor, **Illustrator**, Production Artist, Visual Designer, UI/UX, Social Media Manager, Graphic Design Lead, Digital Designer and Exhibition Designer, Motion Graphics Designer- NBC Sports.

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

The modified program will make it easier for GP Advisors to assist students to navigate a streamlined Core of course requirements.

- 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?

By streamlining the degree Core Requirements and cutting back on the number of course options in the Core Requirements we're making it easier for students to navigate the program requirements. We'll use metrics on ease of advising, ease of recruitment (explaining the degree to prospective students,) enrollment, retention and completion of the degree requirements to further assess the new degree once it is in place. Students will no longer be advised to take all of their Gen Eds in a single semester and 1/2 to be left with only 6-contact hour studio classes which are prohibitive to take as a full load because advisors are confused about which courses the student should be taking. Program Coordinators will continue to assess the lab needs, IT involvement in lab updates and accessing VIP licensing of the Adobe Design Suite for students to increase accessibility, equity and retention within the program.

- 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.

Targeted recruitment strategies include holding info-sessions and tours of the campus facilities for prospective students and their families. The support of a knowledgeable and responsive IT team to implement equipment upgrades and updates in the Mac labs and studio classrooms is integral to the successful running of the design class rooms.

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

There continue to be inequities with students lacking access to digital platforms and apps in design across campuses and the system. These should be addressed by institutional support by way of making emergency loan of Mac/PC Laptops that run Adobe Design apps for these programs as well as student scholarships. Stocking campus bookstores with art and design supply kits in a timely manner before each semester begins so that students with financial aid can access the materials that they need to be successful in their classes is also imperative.

- Describe any pathways to, and/or from, this modified program to programs at your own institution and other institutions, both within and outside of CSCU, e.g., stackable credentials, transfer agreements, etc. *(Include additional details in the Quality Assessment portion of this application, as appropriate)* The Graphic Design A.S. transfers to 4-year State Universities and private 4-year Art Schools in-state such as the Hartford Art School, and out of state, Mass College of Art, Springfield College, SCAD. Students may enroll in art and graphic design courses full- or part-time. There are no requirements or prerequisites (other than individual course prerequisites) for students wishing to take courses part-time or as electives for other programs. Graphic design/fine arts faculty members are available for consultation with students who wish to enroll in the program and, thereafter, for course selection and transfer information.

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Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided: The programs listed below are sufficiently different from and extensions of the CT State Community College programs in Graphic Design.

Central CT State University:

[Graphic/Information Design, BA](#)

Eastern CT State University:

**Illustration - Eastern**

Western CT State University

[Department of Art - BFA in Visual Arts - Illustration](#)

Southern CT State University

[Art and Design, B.S. - Graphic Design](#)

UCONN

**Illustration/Animation | Art and Art History**

**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	ENG 1010 Composition	3
MATH 1100 or higher, (MATH 1100 recommended)	3-4	MATH 1000 or higher, (MATH 1100 recommended)	3-4
Arts & Humanities Gen Ed Courses ARHX Arts & Humanities Elective: ARTH 1012 preferred or choose from ARTH 1001, ARTH 1002, ARTH 1003, or ART 1060	3	Arts & Humanities Gen Ed Courses ARHX Arts & Humanities Elective: ARTH 1012 preferred or choose from ARTH 1001, ARTH 1002, ARTH 1003, or ART 1060	3
Choose one from: Scientific Reasoning Gen Ed Courses SCR Scientific Knowledge Gen Ed Courses SCKX Recommended course varies by program	3-4 credits (lab optional in some programs)	Choose one from: Scientific Reasoning Gen Ed Courses SCR Scientific Knowledge Gen Ed Courses SCKX Recommended course varies by program	3-4 credits (lab optional in some programs)
Choose one from:	3	Choose one from:	3

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Social/Behavioral Science Gen Ed Courses SBSX Historical Knowledge Gen Ed Courses HISX Recommended course varies by program		Social/Behavioral Science Gen Ed Courses SBSX Historical Knowledge Gen Ed Courses HISX Recommended course varies by program	
Choose one from: Oral Communication Gen Ed Courses ORAX Written Communication II Gen Ed Courses WRIX Recommended course varies by program	3	Choose one from: Oral Communication Gen Ed Courses ORAX Written Communication II Gen Ed Courses WRIX Recommended course varies by program	3
Choose one from: Continued Learning/Information Literacy Gen Ed Courses CLIX Scientific Knowledge Gen Ed Courses SCKX Scientific Reasoning Gen Ed Courses SCRX Social/Behavioral Science Gen Ed Courses SBSX Historical Knowledge Gen Ed Courses HISX Written Communication II Gen Ed Courses WRIX Oral Communication Gen Ed Courses ORAX This is a program-designated course fulfilled in most cases by CCS 1001 - College & Career Success	3-4	Choose one from: Continued Learning/Information Literacy Gen Ed Courses CLIX Scientific Knowledge Gen Ed Courses SCKX Scientific Reasoning Gen Ed Courses SCRX Social/Behavioral Science Gen Ed Courses SBSX Historical Knowledge Gen Ed Courses HISX Written Communication II Gen Ed Courses WRIX Oral Communication Gen Ed Courses ORAX This is a program-designated course fulfilled in most cases by CCS 1001 - College & Career Success	3-4
GRA 1501 Graphic Design I	3	GRA 1101 Introduction to Computer Graphics	3
ART 1110 Drawing I	3	GRA 1501 Graphic Design I	3
GRA 1101 Intro to Computer Graphics or GRA 2300 Digital Imaging I	3	ART 1110 Drawing I	3
ART 1250 Color Theory or ART 1210 Two-Dimensional Design	3	ART 1210 Two-Dimensional Design	3
GRA 2001 Typography or GRA 2201 Illustration I or ART 1120 Drawing II	3	GRA 2001 Typography	3
GRA 2401 Digital Page Design or GRA 2502 Graphic Design II	3	GRA 2502 Graphic Design II	3
GRA 2101 Advanced Computer Graphics or GRA 2301 Digital Imaging II or ART 1450 Digital Photography	3	GRA 2101 Advanced Computer Graphics	3
ART 1810 Digital Video Art I or ART 1450 Digital Photography I or COMM 1604 Video Filmmaking	3	ART 1450 Digital Photography	3
ART 2094 Cooperative Education or GRA 2095 Graphic Design Internship or GRA 2090 Graphic Design Capstone or 2000-level elective studio course or ART 2090 Portfolio Preparation or GRA 2098 Special Topics: Graphic Design	3	ART 2094 Cooperative Education or GRA 2095 Graphic Design Internship or GRA 2090 Graphic Design Capstone or 2000-level elective studio course or <b>GRA 2190 Portfolio Preparation (must be taken as a 3 credit course in this slot)</b> or GRA 2098 Special Topics: Graphic Design	3

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		<b>Directed ART/GRA Elective</b>	<b>3</b>
<b>Graphic Design, AS (GRPH-AS-DIL) Option Electives List (Current):</b> <b>Choose 4</b> ART 1120 - Drawing II Credits: 3 ART 1130 - Figure Drawing I Credits: 3 ART 1210 - Two-Dimensional Design Credits: 3 OR ART 1220 - Three-Dimensional Design Credits: 3 ART 1510 - Painting I Credits: 3 OR ART 1550 - Watercolor I Credits: 3 ART 1770 - Printmaking I Credits: 3 ART 2810 - Digital Painting & Drawing Credits: 3 ART 2090 - Portfolio Preparation I Credits: 1-3 GRA <b>2201 - Illustration I Credits: 3 preferred in this track</b> <b>GRA 2202 - Illustration II Credits: 3 preferred in this track</b> GRA 2306 - Digital Illustration Credits: 3 GRA 2705 - 3D Computer Modeling Credits: 3 GRA 2090 - Graphic Design Capstone Credits: 3	<b>12</b>	<b>Graphic Design, AS (GRPH-AS-DIL) Option Electives List:</b> <b>Choose 3</b> ART 1120 - Drawing II Credits: 3 ART 1130 - Figure Drawing I Credits: 3 ART 1220 - Three-Dimensional Design Credits: 3 ART 1250 - Color Theory Credits: 3 ART 1510 - Painting I Credits: 3 ART 1550 - Watercolor I Credits: 3 ART 1770 - Printmaking I Credits: 3 ART 2810 - Digital Painting & Drawing Credits: 3 ART 2090 - Portfolio Preparation I Credits: 1-3 <b>(must be taken as a 3 credit course to count in the CORE Requirement as a 2000-level elective)</b> <b>ART/GRA 2201 - Illustration I Credits: 3 preferred in this track</b> <b>ART/GRA 2202 - Illustration II Credits: 3 preferred in this track</b> GRA 2300 - Digital Imaging I Credits 3 GRA 2301- Digital Imaging II Credits 3 GRA 2306 - Digital Illustration Credits: 3 GRA 2401 - Digital Page Design GRA 2503 - Graphic Design III Credits: 3 GRA 2705 - 3D Computer Modeling Credits: 3 GRA 2090 - Graphic Design Capstone Credits: 3	<b>9</b>
<b>Total Credits Original Program</b>	<b>60-63</b>	<b>Total Credits Modified Program</b>	<b>60-63</b>

**Learning Outcomes - L.O.**

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

*Upon successful completion of all Graphic Design degree program requirements, graduates will:*

- 1. Demonstrate an understanding and appreciation of graphic design as a form of communication and art.
- 2. Use design processes and principles to create visual products that convey a specific message to a targeted audience.
- 3. Integrate creative thinking skills and strategies and use problem-solving techniques across a wide range of media.
- 4. Communicate an understanding of how creative processes and skills are integrated with printing and other reproduction processes found in the graphic design field.
- 5. Demonstrate knowledge of new technologies such as computer graphics that continue to evolve into important production tools.

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- 6. Identify the varied career paths within the graphics industry including, but not limited to, art direction, illustration, project design, production art, graphic design and media direction.
- 7. Present a portfolio of work reflecting knowledge, techniques, and creativity gained during the student's course of study.
- 8. Demonstrate knowledge and skill in the application of the Principles of Design, Elements of Art, Visual Literacy and as an option, gain industry experience through internship.

**Design & Illustration Learning Outcomes:**

In addition to the Graphic Design A.S. program learning outcomes students will:

- 9. Identify, analyze, and solve design problems in a variety of artistic and digital media. Demonstrate the ability to identify, analyze, and solve design problems.
- 10. Demonstrate an understanding of the aesthetics of illustration and of the history and current state of design; demonstrate proficiency in the selection and use of relevant technologies and computer software in illustration; and demonstrate the use available software and non-digital processes to sketch, model, and produce an illustration.
- 11. Design and develop an illustration from sketch to mock-up to finished process.
- 12. Present work proficiently, and discuss and constructively critique the work of others.

**Assessment of Learning Outcomes**

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

Studio critique will be the primary basis for program assessment along with data collection of artifacts and use of rubrics.

**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
<b>Gen Education: ENG 1010 Composition</b>		Successful completion of <a href="#">ENG 0930</a> OR <a href="#">ENG 0960</a> with a C or higher, or as determined by the placement process.  <b>Corequisite:</b> none <b>Previous</b> ENG* 101	3
<b>MATH 1000 or higher, MATH 1100 preferred</b>		For MATH 1000: <a href="#">MATH 0988</a> / <a href="#">MATH 0989</a> with a grade of D- or higher OR placement using multiple measures <b>Previous</b> MAT* 103  For MATH 1100: <a href="#">MATH 0988</a> / <a href="#">MATH 0989</a> (C- or higher) OR placement using multiple measures OR <a href="#">MATH 1010</a> / <a href="#">MATH 1011</a> (D- or higher) taken prior to fall 2023 <b>General Education Code:</b> Quantitative Reasoning (QUAX)	3-4

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		<b>Previous MAT* 146</b>	
<b>Arts &amp; Humanities Gen Ed Courses ARHX Arts &amp; Humanities Elective: ARTH 1012 preferred or choose from ARTH 1001, ARTH 1002, ARTH 1003, or ART 1060</b>	1,4	For ARTH 1012 History of Graphic Design: Eligibility for <a href="#">ENG 1010</a> OR permission of the graphic design coordinator <b>General Education Code:</b> Arts and Humanities (ARHX) <b>Previous ART* 207</b>	3
<b>Choose one from: Scientific Reasoning Gen Ed Courses SCRX Scientific Knowledge Gen Ed Courses SCKX Recommended course varies by program</b>		Varies depending on course selection	3-4
<b>Choose one from: Social/Behavioral Science Gen Ed Courses SBSX Historical Knowledge Gen Ed Courses HISX Recommended course varies by program</b>		Varies depending on course selection	3
<b>Choose one from: Oral Communication Gen Ed Courses ORAX Written Communication II Gen Ed Courses WRIX Recommended course varies by program</b>		Varies depending on course selection	3
<b>Choose one from: Continued Learning/Information Literacy Gen Ed Courses CLIX Scientific Knowledge Gen Ed Courses SCKX Scientific Reasoning Gen Ed Courses SCRX Social/Behavioral Science Gen Ed Courses SBSX Historical Knowledge Gen Ed Courses HISX Written Communication II Gen Ed Courses WRIX Oral Communication Gen Ed Courses ORAX This is a program-designated course fulfilled in most cases by CCS 1001 - College &amp; Career Success</b>		For CCS 1001- College and Career Success Must be eligible to take intensive/developmental-level English class ( <a href="#">ENG 0960</a> , or <a href="#">ENG 0930</a> ) or higher. <a href="#">ESOL 1302</a> or higher or recommendation of ESOL coordinator. <b>General Education Code:</b> Continued Learning/Information Literacy (CLIX) <b>Previous CCS* 101, IDS* 105, IS 103, CSS* 101</b>	3-4
<b>Core Requirements: GRA 1101 Introduction to Computer Graphics</b>	2,3,4,5	none <b>Corequisite:</b> none <b>General Education Code:</b> Arts and Humanities (ARHX)	3



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		Previous DGA* 111, GRA* 149, GRA* 110, DGA 1101	
GRA 1501 Graphic Design I	1,2,3,4,5,6	none <b>Corequisite:</b> none <b>Previous</b> GRA*150, GRA*151	3
ART 1110 Drawing I	9,10,11,12	none <b>General Education Code:</b> Arts and Humanities (ARHX) <b>Previous</b> ART* 111	3
ART 1210 Two-Dimensional Design	1,2,3,9,10,11,12	none <b>General Education Code:</b> Arts and Humanities (ARHX) <b>Previous</b> ART* 121, GRA* 101	3
GRA 2001 Typography	1,2,3,4,9	C- or higher in <a href="#">GRA 1501</a> <b>Previous</b> GRA* 201	3
GRA 2101 Advanced Computer Graphics	1,2,3,4,5,7	<a href="#">GRA 1101</a> or <a href="#">GRA 2300</a> <b>Previous</b> DGA* 212, DGA 2101	3
GRA 2401 Digital Page Design	1,2,3,4,5,7	<a href="#">GRA 1101</a> or <a href="#">ART 1210</a> or permission of instructor <b>Previous</b> GRA* 241	3
GRA 2502 Graphic Design II	1,2,3,4,5,6,7	<a href="#">GRA 1501</a> or <a href="#">GRA 1101</a> <b>Previous</b> GRA* 252	3
ART 1450 Digital Photography or	5,9	none <b>General Education Code:</b> Arts and Humanities (ARHX) <b>Previous</b> ART* 141, ART* 144, ART* 250, GRA* 131	3
COMM 1604 Video Filmmaking	5,9	None <b>Corequisite:</b> None <b>General Education Code:</b> Arts and Humanities (ARHX) <b>Previous</b> COM* 166	3
ART 2094 Cooperative Education or	8	To be eligible for the internship course a student must be in the final term of his/her art degree program having completed 15 credits in their field and have a GPA of 3.0 or greater. Permission to take this course must be granted by the program coordinator.	3

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		<b>Previous ART* 292</b>	
GRA 2095 Graphic Design Internship or	8	Student must have a minimum of 15 program credits and permission of coordinator/chair	3
		<b>Previous GRA* 296</b>	
GRA 2090 Graphic Design Capstone or	7	<a href="#">GRA 2502</a> or permission of the graphic design program coordinator	3
		<b>Previous GRA* 295</b>	
GRA 2900 Portfolio Preparation or	7,TBD	TBD (in curriculum process) Second-year status, and/or permission from the Graphic Design Program Coordinator	1-3
		<b>GRA 1501</b> or <b>GRA 1101</b> or permission of the Coordinator	
GRA 2098 Special Topics: Graphic Design	6,7	<b>Corequisite:</b> none	3
		<b>Previous DGA* 298, DGA 2098</b>	
<b>Program Electives:</b>			
ART 1120 Drawing II	9,10,11,12	Grade of C or higher in <a href="#">ART 1110</a>	3
		<b>Previous ART* 112</b>	
ART 1130 Figure Drawing I	9,10,11,12	<a href="#">ART 1110</a> or permission of Instructor	3
		<b>General Education Code:</b> Arts and Humanities (ARHX)	
		<b>Previous ART* 113</b>	
ART 1220 Three-Dimensional Design	9,12	none	3
		<b>General Education Code:</b> Arts and Humanities (ARHX)	
		<b>Previous ART* 122</b>	
ART 1250 Color Theory	9,12	None	3
		<b>General Education Code:</b> Arts and Humanities (ARHX)	
		<b>Previous ART* 109</b>	
ART 1510 Painting I	9,12	None	3
		<b>General Education Code:</b> Arts and Humanities (ARHX)	
		<b>Previous ART* 151</b>	
ART 1550 Watercolor I	9,12	None	3
		<b>General Education Code:</b> Arts and Humanities (ARHX)	
		<b>Previous ART* 155</b>	



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ART 1770 Printmaking I	9,12	Eligibility for <a href="#">ENG 0960</a> <b>General Education Code: Arts and Humanities (ARHX)</b>  <b>Previous ART* 167</b>	3
ART 2090 Portfolio Preparation I	7	Second-year status, matriculation in an art curriculum and permission of the Art Program Coordinator.  <b>Previous ART* 288, ART* 290</b>	1-3
ART 2810 Digital Painting and Drawing I	5,9,10,11,12	None  <b>Previous ART* 220</b>	3
GRA 2090 Graphic Design Capstone	7	(Also listed in Core Requirements) <a href="#">GRA 2502</a> or permission of the graphic design program coordinator  <b>Previous GRA* 295</b>	3
ART/GRA 2201 Illustration I	6,9,10,11,12	none  <b>Corequisite: none</b>  <b>Previous ART* 215, GRA* 221</b>	3
ART/GRA 2202 Illustration II	6,9,10,11,12	<a href="#">GRA 2201</a>  <b>Previous GRA* 222</b>	3
GRA 2300 Digital Imaging I	5,9	Eligible for <a href="#">ENG 1010</a> or permission of the Graphic Design program coordinator  <b>Previous GRA* 230</b>	3
GRA 2301 Digital Imaging II	5,9	<a href="#">GRA 1501</a> or <a href="#">GRA 2300</a> or <a href="#">GRA 1101</a> or permission of the Graphic Design program coordinator or department chair  <b>Previous GRA* 231</b>	3
GRA 2306 Digital Illustration	5,9,10,11,12	<a href="#">GRA 1501</a> , or <a href="#">ART 1110</a> , <a href="#">ART 1210</a> or permission of graphic design coordinator.  <b>Previous GRA* 236</b>	3
GRA 2503 Graphic Design III	1,2,3,4,5,6,7	GRA2502 Graphic Design II (grade C or higher) and GRA2401 Digital Page Design or Permission from the Program Coordinator  <b>Previous GRA253</b>	3

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<b>GRA 2705 3D Computer Modeling</b>	1,2,3,5,6,7	<a href="#">GRA 2502</a> or permission of the graphic design program coordinator <b>Modified to NONE</b>  <b>Previous GRA* 275</b>	3
<b>Open Electives</b> <i>(Indicate number of credits of open electives)</i>			9
<b>Total Program Credits:</b>			60-63
<b>Description of Related Modification(s)</b> Provide a summary of other changes necessitated by curricular modification such as admissions or graduation requirements No Changes to admissions, only DegreeWorks, re-sequencing will be effected for graduation requirements.			
<b>Description of Resources Needed</b> As appropriate please summarize faculty and administrative resources, library holdings, specialized equipment, etc. Details to be provided in Section 3 (Resources and Financial Considerations), as appropriate. No Changes to current digital labs, studio classrooms and equipment on campuses			
<b>Previous Three Years Enrollment and Completion for the Program being Modified</b>			
<b>ACTUAL Enrollment</b>	Year AY24		Year AY25
	Full Time	Part Time	Full Time      Part Time
Transfers In	3	9	3      6
New Students	57	33	48      24
Returning Students	15	12	27      57
<b>Actual Headcount Enrollment</b>	75	54	78      87
<b>Fall FTE accounted for by Program Majors</b>	<b>93</b>		<b>107</b>
<b>Size of Credentialed Group(s) for Given Year</b>			
<b>Impact of Modification on Enrollment and Completion</b> Describe the anticipated impact of the modification(s) on future enrollment and completion We expect the impact of modification of the program in Graphic Design to result in higher completion rates with ease of advising without so many options on the degree core to contend with.			
<b>Other Considerations</b> If applicable, note any other considerations relevant to the proposed modification(s)			

**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 2023-2024	Fall 2024-2025	Fall
Tuition (do not include internal transfers)	\$233,043	\$263,706	
Program-Specific Fees	\$538 Student Materials Fees plus	\$538 Student Materials Fees plus	

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	Studio/lab fees capped at \$400 per semester = \$51,600	Studio/lab fees capped at \$400 per semester = \$66,000	
Other Revenue (Annotate in narrative)	College Services Fees = \$1,290	College Services Fees = \$1,650	
<b>Total Estimated Program Revenue</b>	\$285,933	\$331,356	
<b>PROJECTED Program Expenditures*</b>	Fall 2024-25	Fall	Fall
Administration (Chair or Coordinator)	4 PCs: \$400,000 Note: Pay absorbed in GRPH-AS costs	4 PCs: \$400,000 Note: Pay absorbed in GRPH-AS costs.	
Faculty (Full-time, total for program)			
Faculty (Part-time, total for program)	4 = \$96,000 *Note: Pay absorbed in GRPH-AS costs.	4 = \$96,000 *Note: Absorbed in GRPH-AS costs.	
Support Staff			
Library Resources Program			
Equipment (List as needed)			
Other (e.g., student services)			
Estimated Indirect Costs (e.g., student services, operations, maintenance)			
<b>Total Estimated Program Expenditures</b>	0*	0*	
*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: ctstate.edu: <a href="https://catalog.ctstate.edu/preview_program.php?catoid=19&amp;poid=7453">https://catalog.ctstate.edu/preview_program.php?catoid=19&amp;poid=7453</a>
IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years): <b>2</b>
Provide estimated cost of program (tuition and fees): \$ 5,718 OR url for link to tuition/fee information: <a href="https://ctstate.edu/admissions-registration/investing-in-a-ct-state-education?highlight=WyJ0dWl0aW9uliwiZmVlcylslmZ1bGwtdGltZSjd">https://ctstate.edu/admissions-registration/investing-in-a-ct-state-education?highlight=WyJ0dWl0aW9uliwiZmVlcylslmZ1bGwtdGltZSjd</a>
Request for SAA Approval for Veterans Benefits? x <input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Catalog Description</b> Provide the catalog description for this program (with proposed modifications if applicable): The purpose of the Graphic Design Associate Degree program is:  The purpose of the Graphic Design Associate Degree program is:  To provide a graphic design <b>terminal or transfer</b> program in the area of graphic design, digital media, computer graphics and advertising; <ul style="list-style-type: none"> <li>to offer a degree program for those considering an entry-level position in related graphic design fields; and</li> <li>to provide greater technical knowledge and awareness of the creative visual arts to the community. The program is structured to equip students with a sound foundation in technical skills, graphic design concepts, aesthetics, terminology and vocabulary, and to provide an awareness of the application of acquired technical knowledge. Computer use will be an integral part of the program.</li> </ul>

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**Design & Illustration Option:**

Illustration is a parallel field to Graphic Design and many designers are also illustrators. This option provides students with project-based, hands-on and digital classes in Illustration, drawing and painting to lay the foundation for transfer or career opportunities in Illustrating for design. It provides Graphic Design students an Illustration track to a 4-year transfer degree and/or career in illustration, with an emphasis on design.

The Graphic Design A.S. transfers to 4-year State Universities and private 4-year Art Schools in-state such as the Hartford Art School, and out of state, Mass College of Art, Springfield College, SCAD. Students may enroll in art and graphic design courses full- or part-time. There are no requirements or prerequisites (other than individual course prerequisites) for students wishing to take courses part-time or as electives for other programs. Graphic design/fine arts faculty members are available for consultation with students who wish to enroll in the program and, thereafter, for course selection and transfer information.

**Applicable Industries**

- Identify the industry applicable to this program using the [North American Industry Classification System](#) (NAICS). Provide NAICS code(s) and title(s): 27-0000 [Arts, Design, Entertainment, Sports, and Media Occupations](#)
- 27-1010 Artists and Related Workers

27-1011 [Art Directors](#) ( \$91,390 median salary in CT,) Formulate design concepts and presentation approaches for visual productions and media, such as print, broadcasting, video, and film. Direct workers engaged in artwork or layout design. Excludes "Set and Exhibit Designers" (27-1027).

Illustrative examples: Magazine Designer: \$56, 347 median salary in CT

27-1013 [Fine Artists, Including Painters, Sculptors, and Illustrators](#) Create original artwork using any of a wide variety of media and techniques.

Employment <a href="#">(1)</a>	Employment RSE <a href="#">(3)</a>	Mean hourly wage	Mean annual wage <a href="#">(2)</a>	Wage RSE <a href="#">(3)</a>
10,910	8.2 %	\$ 34.34	\$ 71,420	7.1 %

Percentile wage estimates for Fine Artists, Including Painters, Sculptors, and Illustrators:

Percentile	10%	25%	50% (Median)	75%	90%
Hourly Wage	\$ 13.65	\$ 18.34	\$ 28.51	\$ 42.64	\$ 65.10
Annual Wage <a href="#">(2)</a>	\$ 28,390	\$ 38,160	\$ 59,300	\$ 88,690	\$ 135,420

Illustrative examples: Ice Sculptor ,(\$30, 763.20) Political Cartoonist , (\$50,000) Scientific Illustrator , (\$51.736 to \$67,090) Sketch Artist (\$44,012.80)

27-1014 [Special Effects Artists and Animators](#) Create special effects or animations using film, video, computers, or other electronic tools and media for use in products, such as computer games, movies, music videos, and commercials.

Illustrative examples: 3D Animator ,(\$ 72, 945.60) Special Effects Artist (\$55,265.60)

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27-1019 [Artists and Related Workers, All Other](#) All artists and related workers not listed separately.

Illustrative examples: Calligrapher , (\$61,580) Tattoo Artist (\$93,073)

- 27-1020 Designers

27-1021 [Commercial and Industrial Designers](#) Design and develop manufactured products, such as cars, home appliances, and children's toys. Combine artistic talent with research on product use, marketing, and materials to create the most functional and appealing product design.

Illustrative examples: Automobile Designer ,( \$61460) Package Designer (\$64,706)

- 27-1022 [Fashion Designers](#) (\$53,580)
- 27-1023 [Floral Designers](#) (\$36,906)

27-1024 [Graphic Designers](#) Design or create graphics to meet specific commercial or promotional needs, such as packaging, displays, or logos. May use a variety of mediums to achieve artistic or decorative effects. Excludes "Web and Digital Interface Designers" (\$67,514) (15-1255).

Illustrative examples: Graphic Artist , (\$55,000) Visual Designer (\$56,347.20)

- 27-1025 [Interior Designers](#) (\$56,328)

27-1026 [Merchandise Displayers and Window Trimmers](#) (\$42,880) Plan and erect commercial displays, such as those in windows and interiors of retail stores and at trade exhibitions.

Illustrative examples: Display Artist , Mannequin Decorator , Window Decorator: (\$42,880)

27-1027 [Set and Exhibit Designers](#) (\$32, 240 - \$82,620) Design special exhibits and sets for film, video, television, and theater productions. May study scripts, confer with directors, and conduct research to determine appropriate architectural styles.

Illustrative examples: Set Decorator , (\$59, 400) Stage Scenery Designer (\$57.937)

27-1029 [Designers, All Other](#) All designers not listed separately.

Illustrative examples: Memorial Marker Designer (\$75,960)

**Applicable Industries**

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

**2022 NAICS Definition**

- **54143 Graphic Design Services: See industry description for 541430.**
- **541430 Graphic Design Services: This industry comprises establishments primarily engaged in planning, designing, and managing the production of visual communication in order to convey specific messages or concepts, clarify complex**

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information, or project visual identities. These services can include the design of printed materials, packaging, advertising, signage systems, and corporate identification (logos). This industry also includes commercial artists engaged exclusively in generating drawings and illustrations requiring technical accuracy or interpretative skills. Illustrative Examples :Commercial art studios Corporate identification (i.e., logo) design services Independent commercial or graphic artists Medical art or illustration services Graphic design consulting services Cross-References.

- **54149 Other Specialized Design Services<sup>T</sup>:** See industry description for 541490.
- **541490 Other Specialized Design Services:** This industry comprises establishments primarily engaged in providing professional design services (except architectural, landscape architecture, engineering, interior, industrial, graphic, and computer systems design). Illustrative Examples: Costume design services (except independent theatrical costume designers) Jewelry design services Fashion design services Float design services Shoe design services Lighting design services Textile design services Cross-References

- **71 Arts, Entertainment, and Recreation<sup>T</sup>:** The Sector as a Whole The Arts, Entertainment, and Recreation sector includes a wide range of establishments that operate facilities or provide services to meet varied cultural, entertainment, and recreational interests of their patrons. This sector comprises (1) establishments that are involved in producing, promoting, or participating in live performances, events, or exhibits intended for public viewing; (2) establishments that preserve and exhibit objects and sites of historical, cultural, or educational interest; and (3) establishments that operate facilities or provide services that enable patrons to participate in recreational activities or pursue amusement, hobby, and leisure-time interests. Some establishments that provide cultural, entertainment, or recreational facilities and services are classified in other sectors. Excluded from this sector are: (1) establishments that provide both accommodations and recreational facilities, such as hunting and fishing camps and resort

- **7115 Independent Artists, Writers, and Performers<sup>T</sup>:**
- **71151 Independent Artists, Writers, and Performers<sup>T</sup>:** See industry description for 711510.
- **711510 Independent Artists, Writers, and Performers:** This industry comprises independent (i.e., freelance) individuals primarily engaged in performing in artistic productions, in creating artistic and cultural works or productions, or in providing technical expertise necessary for these productions. This industry also includes athletes and other celebrities exclusively engaged in endorsing products and making speeches or public appearances for which they receive a fee. Illustrative Examples: Independent actors or actresses Independent producers Independent art restorers Independent recording technicians Independent artists (except musical, commercial, medical) Independent speakers Independent cartoonists Independent theatrical costume designers Independent dancers Independent theatrical lighting technicians Independent journalists Independent technical writers Cross-References.



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- **712 Museums, Historical Sites, and Similar Institutions<sup>T</sup>:** Industries in the Museums, Historical Sites, and Similar Institutions subsector engage in the preservation and exhibition of objects, sites, and natural wonders of historical, cultural, and/or educational value.
- **7121 Museums, Historical Sites, and Similar Institutions<sup>T</sup>:**
- **71211 Museums<sup>T</sup>:** See industry description for 712110.
- **712110 Museums:** This industry comprises establishments primarily engaged in the preservation and exhibition of objects of historical, cultural, and/or educational value. Illustrative Examples: Art galleries (except retail) Planetariums Art museums Science or technology museums Halls of fame Wax museums Cross-References.
- **71212 Historical Sites<sup>T</sup>:** See industry description for 712120.
- **712120 Historical Sites:** This industry comprises establishments primarily engaged in the preservation and exhibition of sites, buildings, forts, or communities that describe events or persons of particular historical interest. Archeological sites, battlefields, historical ships, and pioneer villages are included in this industry.
- **71213 Zoos and Botanical Gardens<sup>T</sup>:** See industry description for 712130.
- **712130 Zoos and Botanical Gardens:** This industry comprises establishments primarily engaged in the preservation and exhibition of live plant and animal life displays. Illustrative Examples: Aquariums Wild animal parks Arboreta Zoological gardens Aviaries Cross-References.
- **71219 Nature Parks and Other Similar Institutions<sup>T</sup>:** See industry description for 712190.
- **712190 Nature Parks and Other Similar Institutions:** This industry comprises establishments primarily engaged in the preservation and exhibition of natural areas or settings. Illustrative Examples: Bird or wildlife sanctuaries Natural wonder tourist attractions (e.g., caverns, waterfalls) Conservation areas Nature centers or preserves National parks Cross-References.

**Career/Program Pathways**

Does this program prepare students for another program? x ☐ Yes, specify program: BFA in Graphic Design/Illustration ☐ 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): Art and/or Design Program Coordinators on each campus offering this degree option.

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

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

**Admissions Requirements**

What are the admissions requirements for the program? None

**Graduation Requirements**

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

If yes, describe:

**Program Work Experiences**

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

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

**Prospective Students**

Describe the prospective students for the program: Highschool graduates, returning students for retraining, Adults in Transition: career change



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**REQUIRED APPROVALS**

Check all Campuses making this proposal.		ALL Proposals	New Programs/Course s		
		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>
<input type="checkbox"/>	ACC				
<input type="checkbox"/>	CCC				
<input type="checkbox"/>	GWCC	Tammy Vaz			
<input type="checkbox"/>	HCC	John Favret			
<input type="checkbox"/>	MCC	Maura O'Connor			
<input type="checkbox"/>	MxCC	Judith DeGraffenreid			
<input type="checkbox"/>	NVCC	Amanda Lebel			
<input type="checkbox"/>	NWCC	Courtney Puckett			
<input type="checkbox"/>	NCC	John Alvord			
<input type="checkbox"/>	QVCC	Jessica Porzuczek			
<input type="checkbox"/>	TRCC	Sandra Jeknavorian			
<input type="checkbox"/>	TxCC	Kinga Wlodarska			

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**REQUIRED SIGNATURES**

<b>GOVERNANCE BODY</b>	<b>SIGNATURES</b>	<b>DATE</b>
Statewide Discipline Council	<b>Tammy Vaz</b>	2/14/2025
School Area Curriculum Council	Amy Royal	2/14/25
Curriculum Congress		3/14/25
School Area Academic Dean	<i>B.L. Baker</i>	<b>3/17/2025</b>
CT State Provost		3/14/25
*Campus CEO (if applicable)	N/A	
*CT State President (if applicable)	N/A	

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**SECTION 1: GENERAL INFORMATION**

**Institution:** CT State, Tunxis

Please enter the following dates:

Final approval by institution: Nov. 15, 2024

Submission to CSCU Office of the Provost for Academic Council: Nov. 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 (*Application for Modification of an Accredited Program*).

Total Number of courses and course credits to be modified by this application: **2 Courses, 3 credits**

**Original Program Characteristics**

Name of Program: Dental Assisting (DENT-CC-TX)

OHE #: 21239

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*): **Certificate, C3**

Date Program was Initiated: March 24, 2022

Total # Credits in Program: 33

# Credits in General Education: 0

CIP Code Number: 51.0601    Title of CIP Code: Dental Assisting/Assistant

**Modified Program Characteristics**

Name of Program: Dental Assisting (DENT-CC-TX)

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*): **Certificate, C3**

Initiation Date for Modified Program: Summer 2025

Anticipated Date of First Graduation: May 2026

Total # Credits in Program: 30

# Credits in General Education: 0

CIP Code Number: 51.0601    Title of CIP Code: Dental Assisting/ Assistant

Department where program is housed: Nursing and Health Careers

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

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

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

Phase Out Period    Date of Program Termination

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

**Institutional Contact for this Proposal:** Julie LaRosa

Title: Dental Assisting  
Program Coordinator

Tel.: 860-773-1657  
e-mail: julie.larosa@ctstate.edu

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

**Rationale for Modification**

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

The Dental Assisting program's modification will allow students to attend Fall & Spring semesters only rather than attending additional Winter & Summer sessions. The material will remain unchanged and all goals and objectives will be met, as the course material will be moved to the Fall courses.

**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
DNAS 1042 Research Seminar	2		
DNAS 1040 Essential Chairside Function for the DA	4	DNAS 1040 Essential Chairside Function for the DA	6
DNAS 1048 Radiography Theory & Practice	3		
DNAS 1047 Principles of Radiology for the DA	3	DNAS 1047 Principles of Radiography for the DA	4
DNAS 1030 Dental materials for the DA	3	DNAS 1030 Dental materials for the DA	3
DNAS 1044 Preventive Dentistry for the DA	3	DNAS 1044 Preventive Dentistry for the DA	3
DNAS 1046 Oral Anatomy for the DA	3	DNAS 1046 Oral Anatomy for the DA	3
DNAS 1049 Practice Management, Law & Ethics for the DA	2	DNAS 1049 Practice Management, Law & Ethics for the DA	2
DNAS 1095 Dental Assisting Clinical Externship Experience	7	DNAS 1095 Dental Assisting Clinical Externship Experience	7
COMM1032 Interpersonal Communication OR COMM 1301 Public Speaking	3	COMM1032 Interpersonal Communication OR COMM 1301 Public Speaking	3
<b>Total Credits Original Program</b>	<b>33</b>	<b>Total Credits Modified Program</b>	<b>31</b>

**Learning Outcomes - L.O.**

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

1. Demonstrate acquired knowledge and skills necessary to obtain an entry level position as a dental assistant.
2. Exhibit the integrity, ethics, and professionalism that are necessary to ensure the delivery of quality dental care to a diverse population
3. Demonstrate professional and effective communication.
4. Complete all three components of the Dental Assisting National Board Examination to earn the national distinction of Certified Dental Assistant (CDA).
5. Explore current dental assisting employment opportunities.
6. Be encouraged to stay current in dental procedures, skills, and technology through active participation in professional associations and continued education

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**Assessment of Learning Outcomes**

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

Tunxis Dental Assisting program uses a variety of assessment methods that measure program outcomes. These include:

1. Examinations, laboratory assignments, and clinical outcome assessments
2. Rubrics on course assignments
3. Graded (Summative) & non graded (formative) clinical assessments
4. Public speaking/ feedback on conferences/events
5. Self-evaluation/ Faculty observation/feedback & presentation evaluations

**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
DNAS 1040 Essential Chairside Function for the DA	1, 2, 3, 4	Matriculation into the DA program	6
DNAS 1047 Principles of Radiology for the DA	1, 2, 3, 4	Matriculation into the DA program	4
DNAS 1030 Dental materials for the DA	1, 3, 4	Matriculation into the DA program	3
DNAS 1044 Preventive Dentistry for the DA	1, 2, 3, 4	Matriculation into the DA program	3
DNAS 1042 Oral Anatomy for the DA	1, 3, 4	Matriculation into the DA program	3
DNAS 1049 Practice Management, Law & Ethics for the DA	1, 2, 3, 4, 5	DNAS 1040, DNAS 1047, DNAS 1030, DNAS 1044, DNAS 1042	2
DNAS 1095 Dental Assisting Clinical Externship Experience	1, 2, 3, 4, 5	DNAS 1040, DNAS 1047, DNAS 1030, DNAS 1044, DNAS 1042	7
COMM1032 Interpersonal Communication OR COMM 1301 Public Speaking	3	Eligibility for ENG 1010	3
<b>Open Electives</b> (Indicate number of credits of open electives)			
<b>Total Program Credits:</b>			31

**Description of Related Modification(s)**

Provide a summary of other changes, if any, necessitated by curricular modification, such as admissions or graduation requirements  
 No other modifications will be made other than listed above

**Description of Resources Needed**

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

No changes.

No changes to the resources are required at this time

**SECTION 3: ADDITIONAL PROGRAM CHARACTERISTICS**

Program website: [https://catalog.ctstate.edu/preview\\_program.php?catoid=19&poid=7491](https://catalog.ctstate.edu/preview_program.php?catoid=19&poid=7491)

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

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? X Yes No

**Catalog Description**

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

The Tunxis Community College Dental Assisting program provides the skills and knowledge necessary to function effectively as an integral member of the dental health team. The Tunxis Community College Dental Assisting program is currently the longest existing Dental Assisting Program continually accredited through the Commission on Dental Accreditation (CODA) in the State. The program has a 40+ year affiliation with University of Connecticut School of Dental Medicine. The program utilizes the facilities of the University of Connecticut School of Dental Medicine, federal, state and local hospitals, and community health clinics. Graduates of the program are eligible to take the Dental Assisting National Board examination. The dental assistant certificate has been granted the accreditation status of “approval without reporting requirements”.

**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): 31-9092

What would be the median estimated earnings for a graduate in this profession (if more than one SOC code listed, include earnings for each)? 47,470

**Applicable Industries**

Identify the industry applicable to this program using the [North American Industry Classification System](#) (NAICS). Provide NAICS code(s) and title(s): 611519 Dental Technical School

**Career/Program Pathways**

Does this program prepare students for another program? X Yes, specify program : Dental Hygiene 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): Julie LaRosa, [Julie.larosa@ctstate.edu](mailto:Julie.larosa@ctstate.edu), 860-773-1657

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 1

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 7

**Admissions Requirements**

What are the admissions requirements for the program?

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Dental Assisting Certificate Program Application deadline is June 1st (prior to the Fall semester for which you wish to be considered for the program). It is the student's responsibility to make sure that his/her file is complete to be considered for admission into the Program. Detailed information regarding selective admission events and deadlines is available on the [CT State Selective Admissions Webpage](#).

As a Selective Admissions Program, it is strongly suggested that candidates submit their application material early for review and consideration for initial Program admission. At a minimum, candidates should submit their application material at least 3 weeks in advance of the deadline to ensure timely receipt. A maximum of 24 applicants will be offered a position in the class.

All students who have not completed the equivalent of English Composition ([ENG 1010](#)) must place into the [ENG 1010](#) course level to have their program applications considered.

A GPA of 2.0 or better is required for entry into the program.

The CT State-Tunxis Dental Assisting Program is approved as an Eligible Training Provider (ETP) through the Connecticut Department of Labor under the Workforce Innovation and Opportunity Act (WIOA).

Attendance at a Dental Assisting information session is required. For information on upcoming information sessions and to reserve a seat, visit the [CT State Selective Admissions Webpage](#). Information sessions are held throughout the year. However, it is recommended that students attend an information session in the fall prior to the June 1st deadline to learn about the Tunxis Dental Assisting program, application process and requirements, and careers in dental assisting. Students must "sign in" at the session to receive credit for attendance. All applicants must submit the following to the Admissions Office:

- Completed Connecticut State Community College Application
- Dental Assisting program application.
- Proof of immunization: Measles, Mumps, Rubella, Varicella (MMRV), Covid
- Proof of high school completion in the form of General Education Development Test (GED), diploma, or transcript.
- If applicable, have your "official" college or university transcripts sent directly from the schools to Tunxis. Transcripts must be official.

Students must have the following abilities: The following additional essential functions are also expected of all students with or without accommodations. Students must be able to fulfill the essential functions of the job without endangering patients or other health care workers. Students with disabilities may be eligible for accommodation.

- Proficiency in their use of the English language and must possess effective oral and written skills in order to accurately transmit appropriate information to patients/clients, faculty, colleagues, and other healthcare workers
- Gross and fine motor skills sufficient to lift, position, and operate equipment

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- Interpersonal skills such that they are capable of interacting with individuals, families, and groups from a variety of social, economic, and ethnic backgrounds
- The physical mobility necessary to move from place to place in small spaces as well as full range of motion, manual and finger dexterity
- Physical endurance that enables them to stay on task for a prolonged period while sitting, standing, or moving
- A high degree of hand-eye coordination
- Auditory ability and other sensory skills must be sufficient to monitor and assess the health needs and diagnose the oral conditions of patients as well as maintain patient safety
- Visual acuity and adequate spatial perception
- Intact proprioception (the ability to sense pressure/force)
- Present a professional appearance, attitude, and performance level

### **Criminal Background Checks**

Some clinical learning sites require students to undergo a background check for felony convictions. Background checks are initiated in the fall semester to be completed prior to the spring semester clinical externship experiences. Students are informed of this requirement during information sessions, program orientation, and handbook policy. The paperwork is initiated during the [DNAS 1042 Research Seminar for the Dental Assistant](#).

Students who do not pass the background check may be excluded from the clinical site and may not be able to meet the competencies required for the program. The ability to obtain a license/credentials/certification may be affected due to a felony conviction.

This program is accredited by the Commission on Dental Accreditation of the American Dental Association, a specialized accrediting body recognized by the Commission on Recognition of Post-secondary Accreditation and by the United States Department of Education. The Commission on Dental Accreditation may be contacted at 312.440.2719 or at 211 East Chicago Avenue, Chicago, Illinois 60611.

### **Other Requirements**

As a health care professional/student, you are at an increased risk of contracting blood borne infectious diseases. The Program is not responsible for any medical cost associated with you contracting any communicable disease during or prior to your education and/or participation in Tunxis Dental Assisting Program sponsored functions. If you contract a blood borne infectious disease before or during your enrollment, appropriate health experts must be consulted to determine your ability to treat patients.

A GPA of 2.0 or better is required for progression in the program.

### **Immunizations**

In addition to the CT State College Community College immunization requirements, students are required to have additional immunizations (Hepatitis B, Tetanus). Tuberculosis testing is required. Students will receive a packet of the information at the time of acceptance into Tunxis Dental Assisting Program and available in student handbook.



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**Graduation Requirements**

Does this program have special graduation requirements (e.g., capstone or special project)? X Yes No  
If yes, describe: Completion of all program coursework including DANB certification

**Program Work Experiences**

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

**DNAS 1095 - Dental Assisting Clinical Externship Experience – 300 hours of clinical experience.**

Yes, the program maintains numerous clinical site affiliations with community partners. The CT State Dental Assisting Program utilizes community clinical partners for patient care experiences. CT State maintains copies of all affiliation contracts.

**Prospective Students**

Describe the prospective students for the program: The Dental Assisting Program continues to attract prospective students that are interested in a healthcare/dental profession.

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**SECTION 1: GENERAL INFORMATION**

**Institution:** CT State

Please enter the following dates:

Final approval by institution:

Submission to CSCU Office of the Provost for Academic Council:

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 (*Application for Modification of an Accredited Program*).

Total Number of courses and course credits to be modified by this application: **1 course discontinued / certificate credits range modified from 19-21 to 21.**

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: English as a Second Language: Advanced English Proficiency Certificate (ENGCC-CC)

OHE #: 21442

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*): **Certificate**

Date Program was Initiated: 7-1-2023

Total # Credits in Program: 19-21

# Credits in General Education: 9

CIP Code Number: 32.0109 Title of CIP Code: Second Language Learning

**Modified Program Characteristics**

Name of Program: English as a Second Language: Advanced English Proficiency Certificate (ENGCC-CC)

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*): **Certificate**

Initiation Date for Modified Program: Fall 2025

Anticipated Date of First Graduation: Spring 2026

Total # Credits in Program: 21

# Credits in General Education: 9

CIP Code Number: 320109 Title of CIP Code: Second Language Learning

Department where program is housed: English as a Second Language

Location Offering the Program (*e.g., main campus*): Capital, Gateway, Housatonic, Manchester, Naugatuck Valley, Norwalk, Quinebaug Valley, Tunxis

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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? <input type="checkbox"/> Yes <input type="checkbox"/> No		
Institutional Contact for this Proposal: Alicia Hall	Title: ESOL Program Coordinator (Tunxis)	Tel.: (860)773-1754 e-mail: alicia.hall@ctstate.edu

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

<b>Rationale for Modification</b>			
Describe the context and need for the proposed modification(s) and the relationship to the originally approved program: ESOL 1512 is being removed from the certificate to reflect its recently approved discontinuation. Subsequently, the removal requires a readjustment of the total credits earned in the certificate to 21.			
<b>Curriculum:</b> Present side-by-side listing of curricular modifications (insert/delete rows as needed)			
Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
<b>REQUIRED COURSES</b>		<b>REQUIRED COURSES</b>	
ESOL 1402 - Integrated Skills IV: Low Advanced	6	ESOL 1402 - Integrated Skills IV: Low Advanced	6
ESOL 1502 - Integrated Skills V: High Advanced	6	ESOL 1502 - Integrated Skills V: High Advanced	6
<b>OR ESOL 1512 - Integrated Skills V: Accelerated High Advanced</b>	4		
ENG 1010 - Composition	3	ENG 1010 - Composition	3
<b>DIRECTED COMMUNICATION ELECTIVES</b> choose one from the list below (3 credits)	3	<b>DIRECTED COMMUNICATION ELECTIVES</b> choose one from the list below (3 credits)	3
ESOL 1407 - Communications IV: Low Advanced		ESOL 1407 - Communications IV: Low Advanced	
COMM 1000 - Introduction to Communication		COMM 1000 - Introduction to Communication	
COMM 1302 - Interpersonal Communication		COMM 1302 - Interpersonal Communication	
COMM 1301 - Public Speaking		COMM 1301 - Public Speaking	
COMM 1305 - Intercultural Communication		COMM 1305 - Intercultural Communication	
<b>DIRECTED WRITING ELECTIVES</b> choose one from the list below (3 credits)	3	<b>DIRECTED WRITING ELECTIVES</b> choose one from the list below (3 credits)	3
ENG 1020 - Composition II and Literature		ENG 1020 - Composition II and Literature	
ENG 1030 - Composition II and Non-fiction Texts		ENG 1030 - Composition II and Non-fiction Texts	
HIST 1002 - Western History from the 1500s		HIST 1002 - Western History from the 1500s	
HIST 1015 - US History to 1877		HIST 1015 - US History to 1877	
HIST 1016 - US History from Reconstruction		HIST 1016 - US History from Reconstruction	
HIST 2016 - African American History to 1877		HIST 2016 - African American History to 1877	
POLS 1002 - American Government		POLS 1002 - American Government	
BUSN 2100 - Business Communications		BUSN 2100 - Business Communications	

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Total Credits Original Program		Total Credits Modified Program	
<p><b>Learning Outcomes - L.O.</b>  <i>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.</i></p> <ol style="list-style-type: none"> <li>1. Write with precision and detail in a variety of contexts.</li> <li>2. Demonstrate comprehension of diverse texts which are conceptually abstract and linguistically complex.</li> <li>3. Demonstrate an understanding of extended spoken discourse on contextualized and abstract topics such as in lectures, speeches, and reports.</li> <li>4. Express their own ideas with fluency, accuracy and comfort and participate effectively in discourse on practical, academic, social and professional topics.</li> </ol>		<p><b>Original: 19-21 credits</b>  <b>Modified: 21 credits</b></p>	
<p><b>Assessment of Learning Outcomes</b>          Briefly describe assessment methodologies to be used in measuring the program learning outcomes:          Students are evaluated through a variety of methods including written assignments, practical-based assignments, quizzes, and interactive class activities and discussions.</p>			
<p><b>Detailed Curriculum for Modified Program</b>  <i>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.</i></p>			
<p><b>Course Number and Name</b></p>			
<b>Course Number and Name</b>	<b>Learning Outcome # (from above)</b>	<b>Pre-Requisite(s)</b>	<b>Credit Hours</b>
<b>REQUIRED COURSES</b>			
ESOL 1402 - Integrated Skills IV: Low Advanced	1,2,3,4	ESOL 1302 with a C grade or higher or placement into the level through ESL multiple measure placement method or permission of coordinator/ department chair.	6
ESOL 1502 - Integrated Skills V: High Advanced	1,2,3,4	ESOL 1402 with a C grade or higher or placement into the level through ESL multiple measure placement method or permission of coordinator/ department chair.	6
ENG 1010 - Composition	1,2,3,4	Successful completion of ENG 0930 OR ENG 0960 with a C or higher, or as determined by the placement process.	3

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<b>DIRECTED COMMUNICATION ELECTIVES</b> choose one from the list below (3 credits)			3
ESOL 1407 - Communications IV: Low Advanced	1,2,3,4	ESOL 1307 with a C grade or higher or placement into the level through ESL multiple measure placement method or permission of coordinator/ department chair.	
COMM 1000 - Introduction to Communication	1,2,3,4	Eligibility for ENG 1010	
COMM 1302 - Interpersonal Communication	1,2,3,4	Eligibility for ENG 1010	
COMM 1301 - Public Speaking	1,2,3,4	Eligibility for ENG 1010	
COMM 1305 - Intercultural Communication	1,2,3,4	Eligibility for ENG 1010	
<b>DIRECTED WRITING ELECTIVES</b> choose one from the list below (3 credits)			3
ENG 1020 - Composition II and Literature	1,2,3,4	ENG 1010 with a C or higher	
ENG 1030 - Composition II and Non-fiction Texts	1,2,3,4	ENG 1010 with a C or higher	
HIST 1002 - Western History from the 1500s	1,2,3,4	Eligibility for ENG 1010 or ENG 0910	
HIST 1015 - US History to 1877	1,2,3,4	Eligibility for ENG 1010 or ENG 0910	
HIST 1016 - US History from Reconstruction	1,2,3,4	Eligibility for ENG 1010 or ENG 0910	
HIST 2016 - African American History to 1877	1,2,3,4	Eligibility for ENG 1010 or ENG 0910	
POLS 1002 - American Government	1,2,3,4	none	
BUSN 2100 - Business Communications	1,2,3,4	none	
<b>Open Electives</b> (Indicate number of credits of open electives)	0		
<b>Total Program Credits:</b>	21		
<b>Description of Related Modification(s)</b> Provide a summary of other changes, if any, necessitated by curricular modification, such as admissions or graduation requirements N/A			
<b>Description of Resources Needed</b> As appropriate, summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost. N/A			

**SECTION 3: ADDITIONAL PROGRAM CHARACTERISTICS**

Program website: <a href="https://catalog.ctstate.edu/preview_program.php?catoid=19&amp;poid=7580&amp;returnto=2005">https://catalog.ctstate.edu/preview_program.php?catoid=19&amp;poid=7580&amp;returnto=2005</a>
IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years): 2 years

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Provide estimated cost of program (tuition and fees): \$ _____ OR url for link to tuition/fee information: <a href="https://ctstate.edu/admissions-registration/investing-in-a-ct-state-education">https://ctstate.edu/admissions-registration/investing-in-a-ct-state-education</a>
Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Catalog Description</b> Provide the catalog description for this program (with proposed modifications if applicable): The English as a Second Language (ESL) Certificate of Advanced English Proficiency provides non-native speakers of English with personal and professional development opportunities, encourages lifelong learning, and provides employers with measurable proof of proficiency in English. Each of the courses in the program addresses English language skills and abilities necessary for success in academic studies or in careers. The curriculum includes general college courses in composition, literature, and speech, as well as ESL. Students may also use this certificate in their native countries as verification of their advanced language study and proficiency in the English Language. Both full and part-time students whose native language is not English are eligible for this program.
<b>Careers/Professions and Earnings</b> Identify the careers and professions available to graduates of the program using the <a href="#">Standard Occupational Classification</a> (SOC) system. Provide SOC code number(s) and name(s): <b>25-3011, Adult Basic Education, Adult Secondary Education, and English as a Second Language Instructors. Elevated earnings and career advancement: The evidence reveals a direct link between English proficiency and higher income, with more than half of the study's participants reporting that effective communication in English can lead to a salary increase of up to 50%, and a significant portion believing this could extend to 80%.</b> What would be the median estimated earnings for a graduate in this profession? \$60,560 / yr.; \$29.11/ hr.
<b>Applicable Industries</b> Identify the industry applicable to this program using the <a href="#">North American Industry Classification System</a> (NAICS). Provide NAICS code(s) and title(s): <b>611630 - Language Schools</b>
<b>Career/Program Pathways</b> Does this program prepare students for another program? <input checked="" type="checkbox"/> Yes, specify program: <b>The Certificate prepares students for successful completion of all academic programs.</b> <input type="checkbox"/> No
<b>Program Administration and Faculty</b> Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): <b>ESOL Coordinators on each of the following campuses: Capital, Gateway, Housatonic, Manchester, Naugatuck Valley, Norwalk, Quinebaug Valley, Tunxis</b> How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? <b>18</b> How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? <b>1-5 per semester on select campuses, as is determined by present student cohort.</b>
<b>Admissions Requirements</b> What are the admissions requirements for the program? <b>Open admission. Full and part-time students whose native language is not English are eligible for this program.</b>
<b>Graduation Requirements</b> Does this program have special graduation requirements (e.g., capstone or special project)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, describe:
<b>Program Work Experiences</b> Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, describe and attach copies of the contracts or other documents ensuring program support:
<b>Prospective Students</b> Describe the prospective students for the program: <b>Non-native speakers of English.</b>

## COVER SHEET FOR ALL CURRICULUM PROPOSALS

Check all Campuses making this proposal.		ALL Proposals	New Programs/Courses		
		PC Signature	CEO Signature <i>(CEO signature needed for all <u>new</u> programs 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>
<input type="checkbox"/>	ACC				
<input type="checkbox"/>	CCC				
<input type="checkbox"/>	GWCC				
<input type="checkbox"/>	HCC				
<input type="checkbox"/>	MCC				
<input type="checkbox"/>	MxCC				
<input type="checkbox"/>	NVCC				
<input type="checkbox"/>	NWCC				
<input type="checkbox"/>	NCC				
<input type="checkbox"/>	QVCC				
<input type="checkbox"/>	TRCC				
<input type="checkbox"/>	TxCC				

### Type of Proposal.

<input type="checkbox"/>	<b>NEW</b> Program ( <i>degree</i> )
<input type="checkbox"/>	<b>NEW</b> Certificate
<input type="checkbox"/>	<b>NEW</b> Course
<input type="checkbox"/>	
<input type="checkbox"/>	<b>MODIFICATION</b> of an Aligned Program ( <i>degree</i> )
<input type="checkbox"/>	<b>MODIFICATION</b> of an Aligned Certificate
<input type="checkbox"/>	<b>MODIFICATION</b> of an Aligned Course
<input type="checkbox"/>	
<input type="checkbox"/>	<b>DISCONTINUATION</b> of a Program ( <i>degree</i> )
<input type="checkbox"/>	<b>DISCONTINUATION</b> of a Certificate
<input type="checkbox"/>	<b>DISCONTINUATION</b> of a Course
<input type="checkbox"/>	
<input type="checkbox"/>	<b>OTHER</b> ( <i>please describe</i> ):



## Modification of an Aligned Certificate

This template should be used by the faculty discipline and program workgroups to modify an official record of a below threshold certificate change. All original information as approved should be included, with revisions highlighted within the document and summarized in the “Summary of Changes.” Please use the form below, or the original approved template with revisions highlights can be copied here, with a summary of changes and effective date included and all changes highlighted within the document.

<b>Directions:</b> <i>Please provide the date, name of originator, title, and campus below.</i>	
Date:	Primary Campus of Originator:
Name of Originator:	Title of Originator:

### ALIGNED

Credit Certificate Program Name:	Credit Certificate Program Name:
Summary of Changes:	
Effective Date of Changes:	

### MODIFIED



<p><b>Certification Description:</b></p>	<p><b>Certification Description:</b></p>
<p><b>Certificate Learning Outcomes:</b> Upon successful completion of all program requirements, graduates will be able to:</p>	<p><b>Certificate Learning Outcomes:</b> Upon successful completion of all program requirements, graduates will be able to:</p>

Certificate Program Requirements <b>(ALIGNED)</b>					Certificate Program Requirements <b>(MODIFIED)</b>				
Course Number	Course Name	# of Credits	Pre-Req Course #	Co-Req Course #	Course Number	Course Name	# of Credits	Pre-Req Course #	Pre-Req Course #
Certificate Total Credits					Certificate Total Credits				

**Important Note:** For a certificate program to be eligible for federal Pell/Title IV funding it has to include at least 16 credits and be at least one academic year in duration. In addition, it is important to document what students will gain from the certificate in terms of skills, outcomes, and potential opportunities for transfer and employment.

Resource needs have been discussed with Library Services and Information Technology Operations. (Complete if applicable.)

Name and Title	Signature of Originator	Date
Alicia Hall ESOL Program Coordinator	Alicia Hall	10/29/2024

☐ No Library Services needed.

☐ No Technology Services needed.

GOVERNANCE BODY	SIGNATURES	DATE
Statewide Discipline Council	Jamilet Ortiz	
School Area Curriculum Council		
Curriculum Congress	Amy Royal	2.14.25
School Area Academic Dean	B.L. Baker	3/5/25
CT State Provost	Karen Hynick	3/17/2025
*Campus CEO (if applicable)	N/A	3/5/25
*CT State President (if applicable)	N/A	

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

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> CT State Community College	Please enter the following dates: Final approval by institution: Submission to CSCU Office of the Provost for Academic Council:
Most Recent NECHE Institutional Accreditation Action and Date:	
<b>Parent Program</b> Name of Program: Pathway to Teaching Careers Program Type ( <i>degree type, abbreviation, name, e.g., Certificate 16-30 credits, C2, Certificate</i> ): <b>AA</b> OHE #: 21662 <u>CIP Code Number:</u> 130101    Title of CIP Code: PC PTCH-AA	
<b>Proposed Program Characteristics</b> Name of Option/Track/Concentration/Specialization: <b>Elementary Education</b> Modality of Program ( <i>check all that apply</i> ): <input checked="" type="checkbox"/> On ground <input checked="" type="checkbox"/> Online <input checked="" type="checkbox"/> Hybrid, % of fully online courses 5 – 10 % Locality of Program: <input type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input checked="" type="checkbox"/> Both Program website: <b>www.ctstate.edu</b> Program Type ( <i>e.g., Bachelor Degree Option</i> ): <b>AA</b> Anticipated Program Initiation Date: <b>Fall 2025</b> Anticipated Date of First Completion: <b>Spring 2027</b> Total # Credits in Program: <b>61</b> IPEDS defined program duration ( <i>if no IPEDS data, provide standard duration of program for full-time student in years</i> ): <b>2 years</b>	
Provide estimated cost of program (tuition and fees): \$                      OR url for link to tuition/fee information: <a href="https://ctstate.edu/investing-in-a-ct-state-education">https://ctstate.edu/investing-in-a-ct-state-education</a>	
<u>CIP Code Number:</u> 130101    Title of CIP Code: PC PTCH-AA	
Department where program is housed: <b>Social and Behavioral Sciences</b> <b>Location Offering the Program (<i>e.g., main campus</i>): Capital, Gateway, Housatonic, Northwestern, Quinebaug Valley, Three Rivers, Tunxis</b>	
Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<u>Provide the intended catalog description for this program:</u> This program is designed for students who wish to transfer to a Connecticut State University to pursue teacher certification in elementary education. This program also prepares students for teacher preparation programs at many private institutions. The courses will prepare students to fulfill general education requirements, begin foundational work in education theory and practice, and develop greater expertise in their fields of study. Upon successful completion of the program, students will be eligible to transfer their credits to a CSU, where they can apply for acceptance into the teacher certification program. Students are advised to review the requirements of the transfer institution with their academic advisor prior to course selection.  Learning Outcomes: In addition to meeting the general education outcomes, graduates will: <ul style="list-style-type: none"> <li>• Work creatively with others, including culturally and intellectually diverse peoples; think critically; and demonstrate an appreciation for learning.</li> </ul>	

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- Describe the role of the teacher in the classroom.
- Identify the requirements for teaching based on academic program requirements and state certification requirements.
- Recognize broader historical, cultural, global and scientific perspectives as they relate to education.
- Demonstrate a respect for others, coupled with an understanding of ethical behavior and civic responsibility.

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

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

Phase Out Period Date of Program Termination

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

Other Program Accreditation:

- If seeking specialized/professional/other accreditation, name of agency and intended year of review: **N/A**
- If program prepares graduates eligibility to state/professional licensure,
  - identify credential: teacher certification
  - confirm NC-SARA requirements met: **X** 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: **Joshua Searcy**

Title: **Academic  
Dean, School of  
Social and  
Behavioral Sciences**

Tel.: **(860) 612-7074** e-mail:  
**JSearcy@commnet.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)*

The objective of the Pathway to Teaching Careers Program is to offer a course of study that provides students with a strong foundation in both the liberal arts and their chosen field of specialization that results in a Pathway to Teaching Careers Associate in Arts degree. Classroom instruction will be offered which will prepare students to transfer to the teacher preparation program at any of the Connecticut State Universities where students will work toward a baccalaureate degree with elementary education certification in their area of specialization. The program will generate interest among students and the larger community in teaching as a career, ensuring the supply of a highly qualified and diverse teacher workforce. Faculty and staff will work with students in a learner-centered, supportive environment. This is in keeping with the mission of the Connecticut State Colleges & Universities (CSCU) to “contribute to the creation of knowledge and the economic growth of the state of Connecticut by providing affordable, innovative, and rigorous programs. Our learning

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environments transform students and facilitate an ever-increasing number of individuals to achieve their personal and career goals.”

The target clientele will be students of a variety of ages, both full-time and part-time. Students would include recent high school graduates, people interested in training for the teaching profession, and current non-program enrolled, General Studies, or Liberal Arts students preparing to transfer to Connecticut State Universities (CSU). Upon completion of the Pathway to Teaching Careers program students will be eligible to transfer to CSU and Teacher Preparation Programs.

**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 CT State Department of Education (CSDE) identifies certification shortage areas each year based on the vacancies reported by the public school districts. Teachers are in high demand, and the profession is expected to increase in the coming years. <https://connecticut.teach.org/> In the 2024 – 2025 school year there are statewide shortages in Pre-K through grade 12 in Bilingual Education, History and Social Studies, Mathematics, Special Education, Science and other certification areas. [https://portal.ct.gov/sde/talent\\_office/talent-office-home-page/shortage-areas](https://portal.ct.gov/sde/talent_office/talent-office-home-page/shortage-areas)

- 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 Pathway to Teaching Careers Program will continue to use existing faculty and mode of delivery to provide students with career degrees. The college possesses the facilities and equipment, at this time, to offer this program.

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

The metrics used for Registered Students will be pass rates in key courses within the Pathway to Teaching Programs- EDUC 2010 Foundations of Education, ECED 2515 Exceptional Learners and ECED 1002 Child Growth and Development. Graduation rates, Head counts, Full Time Enrollment (FTE) and retention rates. Data will also be collected on transfer rates and employment 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.

This program will provide students with the foundational coursework needed to prepare for a baccalaureate education program. By providing two separate options for Elementary and Secondary education, we can specify the particular requirements for each path and reduce the risk of students taking courses that are not applicable to a four-year degree. This is particularly helpful for first generation students who may lack supports at home and do not seek out advising to navigate the unknown complexity of a degree in education.

College readiness is supported by students meeting the objectives of the CCS 1001 College and Career Success course as well as the objectives of the Pathway to Teaching program. Courses are

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designed to prioritize linking students with educational settings, hands-on learning experiences and classroom strategies that can be used in future classroom settings.

Recruitment will include working with Marketing to ensure that clear messaging about the Pathway to Teaching Careers Elementary Education track as a path to BS degrees and teacher certification.

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

As noted above the data collected will help in identifying possible inequities and areas to be improved. Equity in education means that personal or social circumstances such as gender, ethnic origin or family background, are not obstacles to achieving educational potential (fairness) and that that all individuals reach at least a basic minimum level of skills (inclusion).

(<https://www.oecd.org/education/school/50293148.pdf>) The focus will be on designing pathways to ensure completion by providing a stimulating and supportive school climate and environment for learning.

- 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)*

Upon completion of the Pathway to Teaching Careers program students will be eligible to transfer to CSU and Teacher Preparation Programs. Though this curriculum was developed in collaboration specifically with Connecticut State University, this program closely parallels the first two years of an undergraduate four-year teacher preparation program. Through advisement, students could easily adapt their program here at CSCC to prepare them to transfer to other four year institutions.

- Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided
- The Pathway to Teaching Careers Program is currently in existence within the CSCU. However, since this is a modification and we are only identifying the two different age and teaching settings, we are proposing the separation of Elementary Education and Secondary Education into two tracks. This allows for clearer identification of coursework for students according to their area of interest.

**Cost Effectiveness and Availability of Adequate Resources**

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

No additional resources are 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.

N/A

**Student Recruitment / Student Engagement**

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

The college possesses the facilities and equipment, at this time, to continue to offer this program.

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In order for the program to continue to flourish, active recruitment at the high school and college level will need to be continued and additional materials developed in conjunction with the CT State Marketing Office.

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

Once new marketing materials are developed these will be provided to the Enrollment Management / Recruiting Office to share during recruiting trips. Each campus will actively promote the new degree tracks to current and prospective students.

**Careers/Professions & Estimated Earnings**

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

25-2021: Elementary Education Teachers, Except Special Education

25-2022: Middle School Teachers, Except Special and Career / Technical Education

25-2023: Career Technical Education Teachers, Middle School

25-2056: Special Education Teachers, Elementary School

25-2057: Special Education Teachers, Middle School

25-9042: Teaching Assistants, Preschool, Elementary, Middle and Secondary Education

25-9043: Teaching Assistants, Special Education

What would be the median estimated earnings for a graduate in this profession (if more than one SOC code listed, include earnings for each)? [Connecticut - May 2023 OEWS State Occupational Employment and Wage Estimates \(bls.gov\)](#)

25-2021: \$88,520

25-2022: \$85,770

25-2023: \$88,580

25-2056: \$83,820

25-2057: \$84,620

25-9042: \$41,700

25-9043: \$41,700

**Applicable Industries**

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

**Career/Program Pathways**

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

The articulation and transfer agreement between the Connecticut State University System and the Connecticut Community College System (2004) states, "Given the state's needs to prepare more teachers, ensuring the supply of a highly qualified and diverse teacher workforce is a top priority for both systems. The purpose of this agreement is to establish policies and procedures whereby students receiving a Pathways to Teaching Careers Associates in Arts Degree at a participating CCC may enter one of the institutions of the CSU system to pursue a bachelor's degree in a program



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leading to teacher certification. Special emphasis is placed on current and projected teacher shortage areas as defined by the State Department of Education.”

**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.*

In addition to meeting the general education outcomes, graduates will:

1. Work creatively with others, including culturally and intellectually diverse peoples; think critically; and demonstrate an appreciation for learning.
2. Describe the role of the teacher in the classroom.
3. Identify the requirements for teaching based on academic program requirements and state certification requirements.
4. Recognize broader historical, cultural, global and scientific perspectives as they relate to education.
5. Demonstrate a respect for others, coupled with an understanding of ethical behavior and civic responsibility.

**Assessment of Learning Outcomes**

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

Learning Outcomes will be assessed utilizing both direct and indirect methods. Direct methods may include: course embedded assignments, tests, performance projects, observation reports, interview assignments, and others. Indirect methods may include reflective journals, surveys, group activities, and others.

**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: **N/A**
- Email:                                      Phone:

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

Currently there aren't any Program Coordinators identified, either system or college based, for this program. As the program continues to grow and evolve this may need to be reassessed.

**Program Faculty**

How many new full-time faculty, if any, will need to be hired for this program? **N/A**

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)?

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All course requirements in the Pathway to Teaching Careers program are currently offered within the General Studies or Liberal Arts Degree Programs with the exception of EDUC 2010 Foundations of US Education. No additional teaching positions will be required for this program.

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

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

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

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

Faculty Name and Title	Highest Degree & Institution of Highest Degree	Area of Specialization/ Pertinent Experience	Other Administrative or Teaching Responsibilities
Jennifer Nally	Ed.D Higher Education – Educational Leadership	ECED Faculty – Three Rivers	PC of ECED Pathway Program Contact
Marsha G. Bryant	PhD in Philosophy M.Ed	ECED Faculty - Capital	PC of ECED Pathway Program Contact
Carmelita V. Daye	M.Ed	ECED Faculty - Gateway	PC of ECED Pathway Program Contact
Shelley Tomey	MAT	ECED Faculty - Housatonic	PC of ECED Pathway Program Contact
Elizabeth Steeves	BS Chemistry and Biology MS in Chemistry	ECED Faculty - Housatonic	Professor of Chemistry
Tracy Smith	MA in ECED – Special Ed	ECED Faculty - Northwestern	PC of ECED Pathway Program Contact
Jennifer Wood	MA in ECED – Special Ed	ECED Faculty - Norwalk	PC of ECED
Jon Anderson	BA MS	ECED Faculty – Quinebaug Valley	DC – Arts and Humanities Professor of English
Denise Walsh	BA MAT	ECED Faculty – Quinebaug Valley	DC - Mathematics
Lakisha Washington	Ed.D Higher Education – Educational Leadership	ECED Faculty - Tunxis	Professor of Psychology Pathway Program Contact
Cynthia Shirshac	MS in ECED	ECED Faculty – Quinebaug Valley	PC of ECED

### Curriculum

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

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
<b>Program Required &amp; Elective Courses</b>			
CCS 1001 College and Career Success			3
ENG 1010 Composition		Successful completion of <a href="#">ENG 0930</a> OR <a href="#">ENG 0960</a> with a C or higher, or	3

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		as determined by the placement process.	
ECED 1002 Foundations of Child Development		ENG 1010	3
Math 1004 Math for Elementary Education: Algebra / Number Systems		Placement using multiple measures or MATH 0988 or MATH 0989 with a grade of C- or higher, and eligibility for ENG 1010	3
WRIX Elective: Written Communication Course			3
PSY 1011 General Psychology 1		Eligible for ENG 1010	3
EDUC 2010 Foundations of US Education	1 - 5	Eligible for ENG 1010	3
ECED 2515 Exceptional Learners		PSY 2004 or ECED 1002 or permission of program coordinator, or bachelor's degree in education or related discipline	3
SCKX Elective Scientific Knowledge Course			3 / 4
ARHX Elective Arts and Humanities Course			3
MATH 1410 Math for Elementary Education: Geometry / Data			3
HIST 1015 US History I or HIST 1016 US History II		Eligibility for ENG 1010 or ENG 0910	3
SCRX Elective Scientific Reasoning Course			3 / 4
COMM 1301 Public Speaking or COMM 1010 Intro. to Mass Communication		Eligible for ENG 1010	3
<b>Open Electives</b> (Indicate number of credits of open electives)			<b>18</b>
<b>Total Program Credits:</b>			<b>61</b>
What are the admissions requirements for the program? There are not any additions to or variances from the general admission requirements of the institution.			
Does this program have special graduation requirements (e.g., capstone or special project)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, describe:			
Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, describe and attach copies of the contracts or other documents ensuring program support:			
Describe the prospective students for the program:			

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The target clientele will be students of a variety of ages, both full-time and part-time. Students would include recent high school graduates, people interested in training for the teaching profession, and current non-program enrolled, General Studies, or Liberal Arts students preparing to transfer to Connecticut State Universities (CSU).

**REQUIRED SIGNATURES**

<b>GOVERNANCE BODY</b>	<b>SIGNATURES</b>	<b>DATE</b>
Statewide Discipline Council	<i>Jennifer Nally</i>	<i>12/6/2024</i>
School Area Curriculum Council	<i>Terrence Delaney</i>	12/13/24
Curriculum Congress		
School Area Academic Dean		
CT State Provost		
*Campus CEO (if applicable)		
*CT State President (if applicable)		

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**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> CT State Community College	Please enter the following dates: Final approval by institution: Submission to CSCU Office of the Provost for Academic Council:
Most Recent NECHE Institutional Accreditation Action and Date:	
<b>Parent Program</b> Name of Program: Pathway to Teaching Careers Program Type ( <i>degree type, abbreviation, name, e.g., Certificate 16-30 credits, C2, Certificate</i> ): <b>AA</b> OHE #: 21662 <u>CIP Code Number:</u> 130101    Title of CIP Code: PC PTCH-AA	
<b>Proposed Program Characteristics</b> Name of Option/Track/Concentration/Specialization: <b>Secondary Education</b> Modality of Program ( <i>check all that apply</i> ): <input checked="" type="checkbox"/> On ground <input checked="" type="checkbox"/> Online <input checked="" type="checkbox"/> Hybrid, % of fully online courses 5 – 10 % Locality of Program: <input type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input checked="" type="checkbox"/> Both Program website: <b>www.ctstate.edu</b> Program Type ( <i>e.g., Bachelor Degree Option</i> ): <b>AA</b> Anticipated Program Initiation Date: <b>Fall 2025</b> Anticipated Date of First Completion: <b>Spring 2027</b> Total # Credits in Program: <b>61</b> IPEDS defined program duration ( <i>if no IPEDS data, provide standard duration of program for full-time student in years</i> ): <b>2 years</b>	
Provide estimated cost of program (tuition and fees): \$                      OR url for link to tuition/fee information: <a href="https://ctstate.edu/investing-in-a-ct-state-education">https://ctstate.edu/investing-in-a-ct-state-education</a>	
<u>CIP Code Number:</u> 130101    Title of CIP Code: PC PTCH-AA	
Department where program is housed: <b>Social and Behavioral Sciences</b> <b>Location Offering the Program (<i>e.g., main campus</i>): Capital, Gateway, Housatonic, Northwestern, Quinebaug Valley, Three Rivers, Tunxis</b>	
Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<u>Provide the intended catalog description for this program:</u> This program is designed for students who wish to transfer to a Connecticut State University to pursue teacher certification in secondary education. This program also prepares students for teacher preparation programs at many private institutions. The courses will prepare students to fulfill general education requirements, begin foundational work in education theory and practice, and develop greater expertise in their fields of study. Upon successful completion of the program, students will be eligible to transfer their credits to a CSU, where they can apply for acceptance into the teacher certification program. Students are advised to review the requirements of the transfer institution with their academic advisor prior to course selection.  Learning Outcomes: In addition to meeting the general education outcomes, graduates will: <ul style="list-style-type: none"> <li>• Work creatively with others, including culturally and intellectually diverse peoples; think critically; and demonstrate an appreciation for learning.</li> </ul>	

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- Describe the role of the teacher in the classroom.
- Identify the requirements for teaching based on academic program requirements and state certification requirements.
- Recognize broader historical, cultural, global and scientific perspectives as they relate to education.
- Demonstrate a respect for others, coupled with an understanding of ethical behavior and civic responsibility.

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

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

Phase Out Period Date of Program Termination

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

Other Program Accreditation:

- If seeking specialized/professional/other accreditation, name of agency and intended year of review: **N/A**
- If program prepares graduates eligibility to state/professional licensure,
  - identify credential: teacher certification
  - confirm NC-SARA requirements met: **X** 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: **Joshua Searcy**

Title: **Academic  
Dean, School of  
Social and  
Behavioral Sciences**

Tel.: **(860) 612-7074** e-mail:  
**JSearcy@commnet.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)*

The objective of the Pathway to Teaching Careers Program is to offer a course of study that provides students with a strong foundation in both the liberal arts and their chosen field of specialization that results in a Pathway to Teaching Careers Associate in Arts degree. Classroom instruction will be offered which will prepare students to transfer to the teacher preparation program at any of the Connecticut State Universities where students will work toward a baccalaureate degree with secondary education certification in their area of specialization. The program will generate interest among students and the larger community in teaching as a career, ensuring the supply of a highly qualified and diverse teacher workforce. Faculty and staff will work with students in a learner-centered, supportive environment. This is in keeping with the mission of the Connecticut State Colleges & Universities (CSCU) to “contribute to the creation of knowledge and the economic growth of the state of Connecticut by providing affordable, innovative, and rigorous programs. Our learning

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environments transform students and facilitate an ever-increasing number of individuals to achieve their personal and career goals.”

The target clientele will be students of a variety of ages, both full-time and part-time. Students would include recent high school graduates, people interested in training for the teaching profession, and current non-program enrolled, General Studies, or Liberal Arts students preparing to transfer to Connecticut State Universities (CSU). Upon completion of the Pathway to Teaching Careers program students will be eligible to transfer to CSU and Teacher Preparation Programs.

**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 intent of the Pathway to Education option is designed to assist in identifying students who are interested in pursuing Teaching Certification. Early identification of education majors is crucial for providing adequate advising for a competitive and rigorous program. Currently, there is a statewide demand for teachers in Connecticut. In particular, there is a shortage of teachers from under represented populations.

The CT State Department of Education (CSDE) identifies certification shortage areas each year based on the vacancies reported by the public school districts. Teachers are in high demand, and the profession is expected to increase in the coming years. <https://connecticut.teach.org/> In the 2024 – 2025 school year there are statewide shortages in Pre-K through grade 12 in Bilingual Education, Mathematics, Special Education, Science and other certification areas.

[https://portal.ct.gov/sde/talent\\_office/talent-office-home-page/shortage-areas](https://portal.ct.gov/sde/talent_office/talent-office-home-page/shortage-areas)

- 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 Pathway to Teaching Careers Program will continue to use existing faculty and mode of delivery to provide students with career degrees. The college possesses the facilities and equipment, at this time, to offer this program.

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

The metrics used for Registered Students will be pass rates in key courses within the Pathway to Teaching Programs- EDUC 2010 Foundations of Education, ECED 2515 Exceptional Learners and PSY 2004 Child and Adolescent Development. Graduation rates, Head counts, Full Time Enrollment (FTE) and retention rates. Data will also be collected on transfer rates and employment 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.

This program will provide students with the foundational coursework needed to prepare for a baccalaureate education program. By providing two separate options for Elementary and Secondary education, we can specify the particular requirements for each path and reduce the risk of students



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taking courses that are not applicable to a four-year degree. This is particularly helpful for first generation students who may lack supports at home and do not seek out advising to navigate the unknown complexity of a degree in education.

College readiness is supported by students meeting the objectives of the CCS 1001 College and Career Success course as well as the objectives of the Pathway to Teaching program. Courses are designed to prioritize linking students with educational settings, hands-on learning experiences and classroom strategies that can be used in future classroom settings.

Recruitment will include working with Marketing to ensure that clear messaging about the Pathway to Teaching Careers Secondary Education track as a path to BS degrees and teacher certification.

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

As noted above the data collected will help in identifying possible inequities and areas to be improved. Equity in education means that personal or social circumstances such as gender, ethnic origin or family background, are not obstacles to achieving educational potential (fairness) and that that all individuals reach at least a basic minimum level of skills (inclusion).

(<https://www.oecd.org/education/school/50293148.pdf>) The focus will be on designing pathways to ensure completion by providing a stimulating and supportive school climate and environment for learning.

- 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)*

Upon completion of the Pathway to Teaching Careers program students will be eligible to transfer to CSU and Teacher Preparation Programs. Though this curriculum was developed in collaboration specifically with Connecticut State University, this program closely parallels the first two years of an undergraduate four-year teacher preparation program. Through advisement, students could easily adapt their program here at CSCC to prepare them to transfer to other four year institutions.

- Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided  
The Pathway to Teaching Careers Program is currently in existence within the CSCU. However, since this is a modification and we are only identifying the two different age and teaching settings, we are proposing the separation of Elementary Education and Secondary Education into two tracks. This allows for clearer identification of coursework for students according to their area of interest.

**Cost Effectiveness and Availability of Adequate Resources**

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

No additional resources are 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.

N/A

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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.

The college possesses the facilities and equipment, at this time, to continue to offer this program.

In order for the program to continue to flourish, active recruitment at the high school and college level will need to be continued and additional materials developed in conjunction with the CT State Marketing Office.

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

Once new marketing materials are developed these will be provided to the Enrollment Management / Recruiting Office to share during recruiting trips. Each campus will actively promote the new degree tracks to current and prospective students.

**Careers/Professions & Estimated Earnings**

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

25-2031: Secondary School Teachers, Except Special and Career / Technical Education

25-2032: Career /Technical Education Teachers, Secondary School

25-2057: Special Education Teachers, Middle School

25-2058: Special Education Teachers, Secondary School

25-9042: Teaching Assistants, Preschool, Elementary, Middle and Secondary Education

25-9043: Teaching Assistants, Special Education

What would be the median estimated earnings for a graduate in this profession (*if more than one SOC code listed, include earnings for each*)? [Connecticut - May 2023 OEWS State Occupational Employment and Wage Estimates \(bls.gov\)](#)

25-2031: \$84,290

25-2032: \$90,990

25-2057: \$84,620

25-2058: \$86,790

25-9042: \$41,700

25-9043: \$41,700

**Applicable Industries**

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

**Career/Program Pathways**

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

The articulation and transfer agreement between the Connecticut State University System and the Connecticut Community College System (2004) states, "Given the state's needs to prepare more teachers, ensuring the supply of a highly qualified and diverse teacher workforce is a top priority for both systems. The purpose of this agreement is to establish policies and procedures whereby

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students receiving a Pathways to Teaching Careers Associates in Arts Degree at a participating CCC may enter one of the institutions of the CSU system to pursue a bachelor's degree in a program leading to teacher certification. Special emphasis is placed on current and projected teacher shortage areas as defined by the State Department of Education."

## 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.

In addition to meeting the general education outcomes, graduates will:

1. Work creatively with others, including culturally and intellectually diverse peoples; think critically; and demonstrate an appreciation for learning.
2. Describe the role of the teacher in the classroom.
3. Identify the requirements for teaching based on academic program requirements and state certification requirements.
4. Recognize broader historical, cultural, global and scientific perspectives as they relate to education.
5. Demonstrate a respect for others, coupled with an understanding of ethical behavior and civic responsibility.

## Assessment of Learning Outcomes

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

Learning Outcomes will be assessed utilizing both direct and indirect methods. Direct methods may include: course embedded assignments, tests, performance projects, observation reports, interview assignments, and others. Indirect methods may include reflective journals, surveys, group activities, and others.

## 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: **N/A**
- Email: Phone:

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

Currently there aren't any Program Coordinators identified, either system or college based, for this program. As the program continues to grow and evolve this may need to be reassessed.

## Program Faculty

How many new full-time faculty, if any, will need to be hired for this program? **N/A**

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)?

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All course requirements in the Pathway to Teaching Careers program a currently offered within the General Studies or Liberal Arts Degree Programs with the exception of EDUC 2010 Foundations of US Education. No additional teaching positions will be required for this program.

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

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

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

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

Faculty Name and Title	Highest Degree & Institution of Highest Degree	Area of Specialization/ Pertinent Experience	Other Administrative or Teaching Responsibilities
Jennifer Nally	Ed.D Higher Education – Educational Leadership	ECED Faculty – Three Rivers	PC of ECED Pathway Program Contact
Marsha G. Bryant	PhD in Philosophy M.Ed	ECED Faculty - Capital	PC of ECED Pathway Program Contact
Carmelita V. Daye	M.Ed	ECED Faculty - Gateway	PC of ECED Pathway Program Contact
Shelley Tomey	MAT	ECED Faculty - Housatonic	PC of ECED Pathway Program Contact
Elizabeth Steeves	BS Chemistry and Biology MS in Chemistry	ECED Faculty - Housatonic	Professor of Chemistry
Tracy Smith	MA in ECED – Special Ed	ECED Faculty - Northwestern	PC of ECED Pathway Program Contact
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Lakisha Washington	Ed.D Higher Education – Educational Leadership	ECED Faculty - Tunxis	Professor of Psychology Pathway Program Contact
Cynthia Shirshac	MS in ECED	ECED Faculty – Quinebaug Valley	PC of ECED

**Curriculum**

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

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
<b>Program Required &amp; Elective Courses</b>			
CCS 1001 College and Career Success			3
ENG 1010 Composition		Successful completion of <a href="#">ENG 0930</a> OR <a href="#">ENG 0960</a> with a C or higher, or	3

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		as determined by the placement process.	
PSY 1011 General Psychology 1		Eligible for <a href="#">ENG 1010</a>	3
Quantitative Reasoning NON STEM: Math 1100 <b>or</b> STEM: MATH 1600 or MATH 2600		Placement using multiple measures or <a href="#">MATH 0988</a> or <a href="#">MATH 0989</a> with a grade of C- or higher, and eligibility for <a href="#">ENG 1010</a>	3
WRIX Elective: Written Communication Course			3
PSY 2004 Child and Adolescent Development		<a href="#">PSY 1011</a> with a grade of C- or higher	3
EDUC 2010 Foundations of US Education	1 - 5	Eligible for <a href="#">ENG 1010</a>	3
ECED 2515 Exceptional Learners		<a href="#">PSY 2004</a> or <a href="#">ECED 1002</a> or permission of program coordinator, or bachelor's degree in education or related discipline	3
SCKX Elective Scientific Knowledge Course			3 / 4
ARHX Elective Arts and Humanities Course			3
HIST 1015 US History I <b>or</b> HIST 1016 US History II		Eligibility for <a href="#">ENG 1010</a> or <a href="#">ENG 0910</a>	3
SCRX Elective Scientific Reasoning Course			3 / 4
COMM 1301 Public Speaking <b>or</b> COMM 1010 Intro. to Mass Communication		Eligible for <a href="#">ENG 1010</a>	3
<b>Open Electives</b> (Indicate number of credits of open electives)			<b>21</b>
<b>Total Program Credits:</b>			<b>61</b>
<p>What are the admissions requirements for the program?</p> <p>There are not any additions to or variances from the general admission requirements of the institution.</p>			
<p>Does this program have special graduation requirements (e.g., capstone or special project)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If yes, describe:</p>			
<p>Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If yes, describe and attach copies of the contracts or other documents ensuring program support:</p>			
<p>Describe the prospective students for the program:</p> <p>The target clientele will be students of a variety of ages, both full-time and part-time. Students would include recent high school graduates, people interested in training for the teaching profession, and</p>			

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current non-program enrolled, General Studies, or Liberal Arts students preparing to transfer to Connecticut State Universities (CSU).

**REQUIRED SIGNATURES**

<b>GOVERNANCE BODY</b>	<b>SIGNATURES</b>	<b>DATE</b>
Statewide Discipline Council	<i>Jennifer Nally</i>	12/6/2024
School Area Curriculum Council	<i>Terrence Delaney</i>	12/13/24
Curriculum Congress		
School Area Academic Dean		
CT State Provost		
*Campus CEO (if applicable)		
*CT State President (if applicable)		

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**NEW CERTIFICATE – BELOW THRESHOLD REPORT**

SECTION 1: GENERAL INFORMATION		
<b>Institution: CT State</b>	Please enter the following dates: Submission of Initial Intent Form to Provosts Council: <span style="border: 1px solid black; display: inline-block; width: 50px; height: 15px;"></span> Review by Provosts Council: <span style="border: 1px solid black; display: inline-block; width: 50px; height: 15px;"></span> Final approval by institution: <span style="border: 1px solid black; display: inline-block; width: 50px; height: 15px;"></span> Submission of this form to the CSCU Office of the Provost for Academic Council: <span style="border: 1px solid black; display: inline-block; width: 50px; height: 15px;"></span>	
Most Recent NECHE Institutional Accreditation Action and Date:		
<b>Program Characteristics</b> Name of Program: <b>Web Design Certificate (WEBD-CC)</b> Modality of Program ( <i>check all that apply</i> ): <input checked="" type="checkbox"/> On ground <input checked="" type="checkbox"/> Online <input checked="" type="checkbox"/> Hybrid, % of fully online courses <b>50%</b> Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program website: CT State CC Program Type ( <i>degree type, abbreviation, name, e.g., Certificate 16-30 credits, C2, Certificate</i> ): <b>Certificate 16-30 credits</b> Anticipated Program Initiation Date: 1/2025 Anticipated Date of First Completion: 5/2025 Total # Credits in Program: 18 credits IPEDS defined program duration ( <i>if no IPEDS data, provide standard duration of program for full-time student in years</i> ):		
Provide estimated cost of program (tuition and fees): \$                      OR url for link to tuition/fee information: <a href="https://www.ctstate.edu/tuition-fees">Tuition, Fees, &amp; Financial Aid - Connecticut State Community College - Modern Campus Catalog™ (ctstate.edu)</a>		
<u>CIP Code Number:</u>	Title of CIP Code:	
Department where program is housed: Visual Arts Department      Location Offering the Program ( <i>e.g., main campus</i> ): <b>Gateway, Manchester, Norwalk</b>		
Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Provide the intended catalog description for this program: The proposed Web Design Certificate (WEB-CC) prepares students with foundation courses in graphic design and Web design. The skills learned in the courses offer students Web design as a career track. The focus of this certificate option is to complement graphic design skills learned in GRPH-AS, ARTT-AA-TAP degree (graphic design), or AS, AA, BA or BFA degree in graphic design. Having a range of skills from print to Web will provide students an advantage in the workforce. The certificate explores the application of the principles of design related to Web design.		
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued:                      CIP:                      OHE#:                      BOR Accreditation Date: Phase Out Period                      Date of Program Termination Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No		
Other Program Accreditation: <ul style="list-style-type: none"> <li>• If seeking specialized/professional/other accreditation, name of agency and intended year of review:</li> <li>• If program prepares graduates eligibility to state/professional licensure,               <ul style="list-style-type: none"> <li>○ identify credential:</li> <li>○ confirm NC-SARA requirements met:   <input type="checkbox"/> Yes   <input type="checkbox"/> No</li> </ul> </li> </ul> ( <i>As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency</i> )		
<b>Institutional Contact for this Proposal:</b> Tammy Vaz	Title: Associate Prof/PC-Visual Arts	Tel.: 203-285-2325 e-mail: tammy.vaz@ctstate.edu
<b>NOTES:</b>		



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- 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)*

Since GRPH-AS-DMW (Graphic Design: Digital Media/Web Design, AS) is a sister degree associated with GRPH-AS (Graphic Design, AS), students are unable to complete a dual degree in graphic design and web design. Before the merger, Gateway provided a successful legacy web certificate that aligned with the legacy graphic design degree. By allowing the new Web certificate, proposed WEB-CC, students will be able to gain skills for both traditional and screen associated with graphic design.

**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.)*
- <https://www.indeed.com/jobs?q=web+designer&l=new+haven+ct&from=searchOnDesktopSerp&vjk=f38ba87b1b4fd20b>
- <https://www.indeed.com/jobs?q=web+designer&l=new+haven+ct&from=searchOnDesktopSerp&vjk=ebb0dda6984598ea>

The proposed WEB-CC certificate will open up opportunities to new graphic designers enrolled in the GRPH-AS or ARTT-AA-TAP degree (graphic design), or have completed an AS, AA, BA or BFA degree in graphic design with the additional software skills. Stronger Adobe software skills will enhance the designer's abilities to implement the principles of design.

- 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 courses provided within the proposed WEB-CC certificate align directly with GRPH-AS-DMW (Graphic Design: Digital Media/Web Design, AS) and GRPH-AS (Graphic Design, AS).

- 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?  
Graphic Computer Labs will provide students with the software needed for the courses associated with the proposed WEB-CC certificate during class time.  
Computer Labs will allow students access to the necessary software outside of class time within the General Computer Labs on campus.  
The required courses associated with the WEB-CC certificate may be offered at any CT State campus, and some of the courses (over 9 credits) will be offered at the Gateway Campus.
  - 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.

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The program will provide students with supplemental skills in graphic design; these skills will support the needs of students applying for positions in the field of graphic design.

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

The inequities will be evaluated and addresses to the best of the campuses ability to resolve the inequities and changes will be made as needed.

- 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)*

The proposed WEB-CC certificate will be provided to students currently enrolled in GRPH-AS (Graphic Design, AS) or GRPH-AS or ARTT-AA-TAP degree (graphic design), or completed an AS, AA, BA or BFA degree in graphic design.

- Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided  
There is duplication associated with GRPH-AS-DMW (Graphic Design: Digital Media/Web Design, AS); however, students are unable to dual enroll with GRPH-AS (Graphic Design, AS) given the two degrees are sister degrees.

**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.

Initially the budget will not change due to the fact that the current course offerings align with the proposed WEB-CC certificate; however, if and when the certificate gains popularity, additional sections of courses may need to be offered. This proposed certificate will also help fill courses currently offering on multiple campuses.

**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.

Adobe CC software available in computer labs on campus and/or accessible on students personal laptops.

Library provides reading information associated with the proposed WEB-CC certificate.

**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 sources for the program's projected enrollment will come from the FT Visual Arts department faculty, the PC-Visual Arts, Graphic Design adjunct faculty, GP Advisors, and posters displayed on the campus.

If applicable, what student engagement strategies will be employed to advance student retention and completion in program? Outreach will be provided for student engagement via the PC-Visual Arts, faculty and adjuncts, and the GP Advisors.

**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):

27-0000 Arts, Design, Entertainment, Sports, and Media Occupations

- 27-1014 [Special Effects Artists and Animators](#)
- 27-1024 [Graphic Designers](#)
- 15-1255 [Web and Digital Interface Designers](#)

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**

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Identify the industry applicable to this program using the [North American Industry Classification System](#) (NAICS).  
Provide NAICS code(s) and title(s): 711510; Independent Writers, Artists, and Performers

**Career/Program Pathways**

Does this program prepare students for another program? ☐ Yes, specify program: X 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 Web Design Certificate requirements, graduates will:

1. Use creative thinking skills and strategies, typography, image editing, design processes and principles to create visual products that convey a specific message to a targeted audience.
2. Demonstrate a working knowledge in software applications, file management and computer navigation basics used in the field of graphic design and web design.
3. Develop websites that apply industry standard techniques and are accessible, audience specific and publishable across several platforms.
4. Write and edit code for websites built for mobile devices.
5. Analyze and critique websites based on aesthetic contexts, functionality and client needs.
6. Evaluate the economic and ethical concerns when creating a website and how it can influence and affect society.
7. Identify the varied career paths within the graphics industry including, but not limited to, art direction, illustration, project design, production art, graphic design and media direction.
8. Create a portfolio of work reflecting knowledge, techniques, and creativity gained during the student's course of study.

**Assessment of Learning Outcomes**

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

The assessment method for the proposed WEB-CC certificate will be evaluated via assignments, projects, and quizzes focused directly on the learning outcomes. Course lectures and discussions will center around the learning outcomes in preparation for course assessments.

**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: Tammy Vaz
- Email: tammy.vaz@ctstate.edu Phone: 203-285-2325

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

Use the skillsets associated with graphic design and web design to oversee courses associated with the proposed WEB-CC certificate and provide students with advising associated with GRPH-AS, ARTT-AA-TAP degree (graphic design), or AS, AA, BA or BFA degree in graphic design along with the complementary proposed WEB-CC certificate.

**Program Faculty**

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

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

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 1 (Tammy Vaz)

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

What percentage of program credits will be taught by adjunct faculty? 25-50%

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

BFA with a concentration in graphic design or web design. Minimum 3 years of experience teaching the assigned course.

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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
Tammy Vaz, Assoc Prof/PC	M.F.A., Massachusetts College of Art	Concentration in Information and Graphic Design	Program Coordinator for Visual Arts Teaching: ART 2090 Portfolio Preparation I: Graphic Design, GRA 1501, GRA 2301, GRA 1101, & GRA 2001
Brendan Wolfe, Adjunct			
Jeffrey Bishop, Adjunct			
Joel Lenecker, Adjunct			

**Curriculum**

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

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
<b>Program Required &amp; Elective Courses</b>			
<b>Required:</b> GRA 1501 Graphic Design I	1, 2, 5, 6, 7, 8	No Pre-Requisite	3 credits
<b>Required:</b> GRA 2600 Web Design	1, 2, 3, 5, 6, 7, 8	<a href="#">GRA 1101</a> or <a href="#">CSC 1271</a> or permission of the graphic design PC/chair	3 credits
<b>Required:</b> GRA 2601 Web Design II	1, 2, 3, 4, 5, 6, 7, 8	<a href="#">GRA 2600</a> or permission of the graphic design PC/chair	3 credits
GRA 1101 Intro to Computer Graphics OR GRA 2300 Digital Imaging I	1, 2, 7, 8	None Eligible for <a href="#">ENG 1010</a> or permission of the Graphic Design program coordinator	3 credits
CSC 1271 Web Development and Design I	1, 2, 3, 5, 6, 7, 8	eligibility for <a href="#">ENG 1010</a>	3 credits
GRA 2001 Typography	1, 2, 5, 7, 8	C- or higher in <a href="#">GRA 1501</a>	3 credits
GRA 2190 Portfolio Preparation I	1, 3, 5, 6, 7, 8	Second-year status, matriculation in an art curriculum and permission of the Art Program Coordinator.	3 credits
GRA 2090 Graphic Design Capstone	1, 3, 5, 6, 7, 8	<a href="#">GRA 2502</a> or permission of the graphic design program coordinator	3 credits
GRA 2301 Digital Imaging II	1, 2, 3, 5, 7, 8	<a href="#">GRA 1501</a> or <a href="#">GRA 2300</a> or <a href="#">GRA 1101</a> or permission of the Graphic Design program coordinator or department chair	3 credits
GRA 2306 Digital Illustration	1, 2, 7, 8	<a href="#">GRA 1501</a> , or <a href="#">ART 1110</a> , <a href="#">ART 1210</a> or permission of graphic design coordinator.	3 credits
GRA 2401 Digital Page Design OR GRA 2502 Graphic Design II	1, 2, 7, 8	<a href="#">GRA 1101</a> or <a href="#">ART 1210</a> or permission of instructor OR <a href="#">GRA 1501</a> or <a href="#">GRA 1101</a>	3 credits
GRA 2507 Motion Graphics and Effects	1, 2, 5, 7, 8	<a href="#">GRA 1101</a> or <a href="#">COMM 1604</a>	3 credits

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GRA 2508 User Experience Design	1, 2, 3, 5, 6, 7, 8	GRA 1101 or permission of the instructor	3 credits
GRA 2705 3D Computer Modeling	1, 2, 7, 8	GRA 2502 or permission of the graphic design program coordinator	3 credits
<b>Open Electives</b> <i>(Indicate number of credits of open electives)</i>			0
<b>Total Program Credits:</b>			18
<p>What are the admissions requirements for the program?</p> <p>The admissions requirements for the program is GRA 1501 Graphic Design I and GRA 1101 Intro to Computer Graphics.</p>			
<p>Does this program have special graduation requirements (e.g., capstone or special project)? <input type="checkbox"/> Yes X No</p> <p>If yes, describe:</p>			
<p>Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? <input type="checkbox"/> Yes X No</p> <p>If yes, describe and attach copies of the contracts or other documents ensuring program support:</p>			
<p>Describe the prospective students for the program:</p> <p>The prospective students for the Web Design Certificate are students enrolled in the GRPH-AS degree or the ARTT-AA-TAP (graphic design) degree or completed an AS, AA, BA or BFA degree in graphic design. This degree will allow for additional skills in the graphic design field relating to web design skills to complement the skills attained with the GRPH-AS skills. Please note: a 3 credit overlap is GRA 1501; GRA 1501 provides the initial skills needed for students beginning the certificate.</p>			

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***APPLICATION FOR NEW PROGRAM APPROVAL — SUPPLEMENT B***  
**PRO FORMA BUDGET**

Institution: CT State      Program: Web CC (Arts & Humanities)

Resources and Expenditures Projections (whole dollars only)

PROJECTED Enrollment	First Year AY26						Second Year AY27						Third Year AY28					
	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)	0	0	2	0	0	0	3	0	2	2	0	0	4	2	2	2	0	0
New Students (first time matriculating)	10	5	2	2	0	0	15	2	2	2	0	0	20	2	2	2	0	0
Continuing Students progressing to credential	0	0	10	5	0	0	10	7	20	6	0	0	15	7	27	8	0	0
Headcount Enrollment	10	5	14	7	0	0	28	9	24	10	0	0	39	11	31	12	0	0
Total Estimated FTE per Year <sup>1</sup>	28.00						58.33						77.66					
PROJECTED Program Revenue	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Tuition <sup>2</sup>	26,090	6,655	31,308	9,317	0	0	65,225	11,979	57,398	19,648	0	0	91,315	11,979	75,661	13,310	0	0
Tuition from Internal Transfer <sup>2</sup>	0	0	5,218	0	0	0	3,993	0	5,218	2,662	0	0	10,436	2,662	5,216	2,662	0	0
Program Specific Fees (lab fees, etc.)	4,300	1,075	6,020	1,505	0	0	12,040	1,935	10,320	2,150	0	0	16,770	2,365	13,330	2,580	0	0
Other Revenue (annotate in narrative)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Annual Program Revenue	91,488						192,568						248,286					
PROJECTED Program Expenditures <sup>3</sup>	First Year		Second Year		Third Year		<b>NOTE:</b> Existing regulations require that: “an application for a new program shall include a complete and realistic plan for implementing and financing the proposed program during the first cycle of operation, based on projected enrollment levels; the nature and extent of instructional services required; the availability of existing resources to support the program; additional resource requirements; and projected sources of funding. If resources to operate a program are to be provided totally or in part through reallocation of existing resources, the institution shall identify the resources to be employed and explain how existing programs will be affected. Reallocation of resources to meet new and changing needs is encouraged, provided such reallocation does not reduce the quality of continuing programs below acceptable levels.” <sup>1</sup> 1 FTE = 12 credit hours for both undergraduate and graduate programs; both for Fall & Spring, the formula for conversion of part-time enrollments to Full-Time Equivalent (FTE): Divide part-time enrollment by 3, and round to the nearest tenth - for example 20 part-time enrollees equals 20 divided by 3 equals 6.67 or 6.7 FTE. <sup>2</sup> Revenues from all courses students will be taking. <sup>3</sup> Capital outlay costs, instructional spending for research and services, etc. can be excluded. <sup>4</sup> If full-time person is solely hired for this program, use rate time; otherwise, use a percentage. Indicate if new hires or existing faculty/staff. Record Salary and Fringe Benefits, accordingly. <sup>5</sup> e.g. student services. Course development would be direct payment or release time; marketing is cost of marketing that program separately. <sup>6</sup> Check with your Business Office – community colleges have one rate; the others each have their own. Indirect Costs might include such expenses as student services, operations, and maintenance.											
Administration (Chair or Coordinator) <sup>4</sup>	0		0		0													
Faculty (Full-time, total for program) <sup>4</sup>	0		0		0													
Faculty (Part-time, total for program) <sup>4</sup>	19,953		20,439		39,906													
Support Staff (lab or grad assist, tutor)	0		0		0													
Library Resources Program	0		0		0													
Equipment (List in narrative)	0		0		0													
Other <sup>5</sup>	0		0		0													
Estimated Indirect Costs <sup>6</sup>	0		0		0													
Total Expenditures per Year	19,953		20,439		39,906													

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



## REQUIRED APPROVALS

Check all Campuses making this proposal.		ALL Proposals	New Programs/Course s		
		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	Tammy Vaz			
	HCC				
	MCC				

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	MxCC				
	NVCC				
	NWCC				
	NCC				
	QVCC				
	TRCC				
	TxCC				



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**REQUIRED SIGNATURES**

GOVERNANCE BODY	SIGNATURES	DATE
Statewide Discipline Council	Tammy Vaz	9/3/2024
School Area Curriculum Council	Amy Royal for Peter DeNegre	2/10/25
Curriculum Congress		3/14/25
School Area Academic Dean	B.L. Baker	3/17/2025
CT State Provost		3/14/25
*Campus CEO (if applicable)	N/A	
*CT State President (if applicable)	N/A	

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

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

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> CT State Community College	Please enter the following dates: Final approval by institution: 11/17/23 Submission to CSCU Office of the Provost for Academic Council: 12/19/23
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: <b>Certificate increases from 18-20 to 19-21 credits</b>	
<b>Original Program Characteristics</b> Name of Program: Computer Information Systems: Cloud Computing Certificate (CISC-CC) OHE #: 21491 Modality of Program ( <i>check all that apply</i> ): <input type="checkbox"/> On ground <input type="checkbox"/> Online <input checked="" type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type ( <i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i> ): <b>Certificate (C2)</b> Date Program was Initiated: June 23, 2022 Total # Credits in Program: 18-20 # Credits in General Education: n/a <u>CIP Code Number</u> : 11.0902 Title of CIP Code: Cloud Computing	
<b>Modified Program Characteristics</b> Name of Program: Computer Information Systems: Cloud Computing Certificate (CISC-CC) Modality of Program ( <i>check all that apply</i> ): <input type="checkbox"/> On ground <input type="checkbox"/> Online <input checked="" type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type ( <i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i> ): <b>Certificate (C2)</b> Initiation Date for Modified Program: Fall 2024 Anticipated Date of First Graduation: Fall 2024 Total # Credits in Program: 19-21 # Credits in General Education: n/a <u>CIP Code Number</u> : 11.0902 Title of CIP Code: Cloud Computing	
Department where program is housed: School of Engineering & Technology <b>Location Offering the Program (e.g., main campus):</b> Gateway, Housatonic, Naugatuck Valley, Northwestern Connecticut	
If modification of the program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: n/a CIP: OHE#: BOR Accreditation Date: Phase Out Period Date of Program Termination Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Institutional Contact for this Proposal:</b> Michael Stefanowicz Title: AVP, Academic Affairs Tel.: 860.612.7039 e-mail: mstefanowicz@commnet.edu	

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

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

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

**Rationale for Modification**

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

A required course in the program, CST 1121 Networking I, is increasing from 3 to 4 credits. This brings the total certificate credit count from 19-20 to 20-21 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
CST 1121 - Networking I	3	CST 1121 - Networking I	4
<b>Total Credits Original Program</b>	<b>19-20</b>	<b>Total Credits Modified Program</b>	<b>20-21</b>

**Learning Outcomes - L.O.**

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

- Describe the concepts, characteristics, delivery models and benefits of cloud computing
- Describe the key security and compliance challenges of cloud computing
- Demonstrate understanding of key technical and organizational challenges with a focus on business integration
- Analyze business requirements for implementation to map the distinctive characteristics of public, private and hybrid cloud models

**Assessment of Learning Outcomes**

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

**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
CIS 2131 Fundamentals of Cloud Computing		CIS 1001	3
CST 1121 Networking I		none	4
CIS 2232 Designing and Deploying Cloud Applications		CIS 1001 AND (CIS 1211 OR CSC 2235 ) AND CIS 2131	3
Elective CPL Computer Programming Language Course: CSC 1203 Python Fundamentals CSC 1205 Visual Basic		varies	3-4

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

CSC 1211 Java I CSC 2212 Java II CSC 2213 Object Oriented Programming CSC 2214 C++ Programming CSC 2215 C# Programming			
CSC 2235 Introduction to Database Design OR CSC 1231 Database Development and Design I OR Elective CPL Computer Programming Language Course		CSC 2235: Any 1000 level programming course or higher CSC 1231: eligibility for ENG 1010 Computer Programming Language Course: varies	3-4
CIS 1143 Project Management OR CIS 2144 Systems Analysis and Design		CIS 1143: none CIS 2144: any programming language	3
<b>Open Electives</b> (Indicate number of credits of open electives)			0
<b>Total Program Credits:</b>			19-21
<b>Description of Related Modification(s)</b> Provide a summary of other changes, if any, necessitated by curricular modification, such as admissions or graduation requirements none			
<b>Description of Resources Needed</b> As appropriate, summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost. Adjustments to faculty workload may be required for those teaching the CST 1121 course that is increasing from 3 credits/contact hours to 4 credits/contact hours for students and 4 workload hours for faculty.			

**SECTION 3: ADDITIONAL PROGRAM CHARACTERISTICS**

Program website: <a href="https://ctstate.edu/engineering-technology">https://ctstate.edu/engineering-technology</a>
IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years): 1
Provide estimated cost of program (tuition and fees): \$ OR url for link to tuition/fee information: <a href="https://ctstate.edu/investing-in-a-ct-state-education">https://ctstate.edu/investing-in-a-ct-state-education</a>
Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Catalog Description</b> Provide the catalog description for this program (with proposed modifications if applicable): The Cloud Computing certificate educates students in areas of cloud computing technologies. Students will learn more about how organizations evaluate and implement cloud-based technology solutions. The program will cover several aspects of the Cloud including hardware, software, and infrastructure. Students will develop foundational and practical knowledge of developing and deploying cloud-based solutions in modern day integrated business environments. Aspects of computing virtualization and vendor management will also be covered.
<b>Careers/Professions and Earnings</b> Identify the careers and professions available to graduates of the program using the <a href="#">Standard Occupational Classification</a> (SOC) system. Provide SOC code number(s) and name(s): 15-1221 Computer and Information Research Scientists (\$136,620/yr) 15-1231 Computer Network Support Specialists (\$59,660/yr)

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

15-1241	Computer Network Architects (\$126,900/yr)
15-1243	Database Architects (\$112,120/yr)
15-1251	Computer Programmers (\$97,800/yr)
15-1252	Software Developers (\$124,200/yr)
25-1021	Computer Science Teachers, Postsecondary (\$80,840/yr)

What would be the median estimated earnings for a graduate in this profession (if more than one SOC code listed, include earnings for each)? As noted above, with bachelor's degrees (from <https://www.bls.gov/ooh/computer-and-information-technology/home.htm>)

**Applicable Industries**

Identify the industry applicable to this program using the [North American Industry Classification System](#) (NAICS). Provide NAICS code(s) and title(s): 5415

**Career/Program Pathways**

Does this program prepare students for another program? ☒ Yes, specify program: Computer Information Systems, AS. ☐ 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): Justin Moore, Dean of Engineering & Technology, hmoore@commnet.edu, (860) 612-7048

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

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

**Admissions Requirements**

What are the admissions requirements for the program? <https://ctstate.edu/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: The Computer Networking certificate is designed for those individuals who desire an understanding of cloud computing technologies.

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

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> CT State Community College	Please enter the following dates: Final approval by institution: 11/17/23 Submission to CSCU Office of the Provost for Academic Council: 12/19/23
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: <b>Certificate increases from 19-20 to 20-21 credits</b>	
<b>Original Program Characteristics</b> Name of Program: Computer Information Systems: Computer Networking Certificate (CISN-CC) OHE #: 21492 Modality of Program ( <i>check all that apply</i> ): <input type="checkbox"/> On ground <input type="checkbox"/> Online <input checked="" type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type ( <i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i> ): <b>Certificate (C2)</b> Date Program was Initiated: June 23, 2022 Total # Credits in Program: 19-20 # Credits in General Education: n/a CIP Code Number: 52.1201 Title of CIP Code: Management Information Systems, General	
<b>Modified Program Characteristics</b> Name of Program: Computer Information Systems: Computer Networking Certificate (CISN-CC) Modality of Program ( <i>check all that apply</i> ): <input type="checkbox"/> On ground <input type="checkbox"/> Online <input checked="" type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type ( <i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i> ): <b>Certificate (C2)</b> Initiation Date for Modified Program: Fall 2024 Anticipated Date of First Graduation: Fall 2024 Total # Credits in Program: 20-21 # Credits in General Education: n/a CIP Code Number: 52.1201 Title of CIP Code: Management Information Systems, General	
Department where program is housed: School of Engineering & Technology <b>Location Offering the Program (e.g., main campus):</b> Gateway, Middlesex, Naugatuck Valley, Northwestern Connecticut, Quinebaug Valley	
If modification of the program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: n/a CIP: OHE#: BOR Accreditation Date: Phase Out Period Date of Program Termination Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Institutional Contact for this Proposal:</b> Michael Stefanowicz Title: AVP, Academic Affairs Tel.: 860.612.7039 e-mail: mstefanowicz@commnet.edu	

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
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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:

A required course in the program, CST 1121 Networking I, is increasing from 3 to 4 credits. This brings the total certificate credit count from 19-20 to 20-21 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
CST 1121 - Networking I	3	CST 1121 - Networking I	4
<b>Total Credits Original Program</b>	<b>19-20</b>	<b>Total Credits Modified Program</b>	<b>20-21</b>

**Learning Outcomes - L.O.**

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

1. Provide the student with the personal computer skills necessary to effectively function in today's workplace.
2. Offer a "hands-on" learning experience in the personal computer networking software most commonly used in business and industry.
3. Provide the opportunity for a more advanced technical understanding of personal computer local area networks, their design, installation and management.
4. Provide entry-level opportunities to individuals seeking positions requiring computer networking skills.
5. Upgrade the skills of individuals currently employed.

**Assessment of Learning Outcomes**

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

**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
CIS 1104 Introduction to Operating Systems		none	3
CST 1121 Networking I		none	4



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

CYS 2111 Network Security		CST 1121 or permission of instructor	3
CST 2142 Windows Server Administration		CST 1121 or permission of instructor	4
Choose two: CST 2124 Voice over IP Networking OR CST 1111 Computer Hardware CST 2122 Networking II CST 2123 Networking III CIS 2994 Coop Ed/Work Experience		Varies	6-7
<b>Open Electives</b> <i>(Indicate number of credits of open electives)</i>			0
<b>Total Program Credits:</b>			<b>20-21</b>
<b>Description of Related Modification(s)</b> Provide a summary of other changes, if any, necessitated by curricular modification, such as admissions or graduation requirements none			
<b>Description of Resources Needed</b> As appropriate, summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost. Adjustments to faculty workload may be required for those teaching the CST 1121 course that is increasing from 3 credits/contact hours to 4 credits/contact hours for students and 4 workload hours for faculty.			

**SECTION 3: ADDITIONAL PROGRAM CHARACTERISTICS**

Program website: <a href="https://ctstate.edu/engineering-technology">https://ctstate.edu/engineering-technology</a>
IPEDS defined program duration <i>(if no IPEDS data, provide standard duration of program for full-time student in years)</i> : 1
Provide estimated cost of program (tuition and fees): \$ OR url for link to tuition/fee information: <a href="https://ctstate.edu/investing-in-a-ct-state-education">https://ctstate.edu/investing-in-a-ct-state-education</a>
Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Catalog Description</b> Provide the catalog description for this program (with proposed modifications if applicable): The Computer Networking certificate is designed for those individuals who desire an understanding of networks and their use in the workplace. The course of study will provide the student with knowledge of local area network design, network management, installation, servicing and support. The Computer Networking certificate may be applied to the Computer Information Systems Associate degree.
<b>Careers/Professions and Earnings</b> Identify the careers and professions available to graduates of the program using the <a href="#">Standard Occupational Classification</a> (SOC) system. Provide SOC code number(s) and name(s): 11-3021 Computer and Information Systems Managers (\$164,070) 15-1243 Database Architects (\$112,120/yr) 15-1251 Computer Programmers (\$97,800) 25-1021 Computer Science Teachers, Postsecondary (\$80,840)



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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)? As noted above, with bachelor's degrees (from <https://www.bls.gov/ooh/computer-and-information-technology/home.htm>)

**Applicable Industries**

Identify the industry applicable to this program using the [North American Industry Classification System](#) (NAICS). Provide NAICS code(s) and title(s): 5415

**Career/Program Pathways**

Does this program prepare students for another program? ☒ Yes, specify program: Computer Information Systems, AS. ☐ 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): Justin Moore, Dean of Engineering & Technology, hmoore@commnet.edu, (860) 612-7048

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

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

**Admissions Requirements**

What are the admissions requirements for the program? <https://ctstate.edu/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: Though not required, students have the option to complete CIS 2994 Coop Ed/Work Experience: This course will give the student the opportunity to apply the concepts and skills acquired in their program of studies in an on-the-job experience at a designated business. Students will work at least 150 hours in their area of interest during the semester. The work environment will expose the students to a professional IT setting and challenge them to develop skills for employability. The emphasis of this course is on student learning, and they will maintain online blogs, attend career seminars, and complete textbook assignments as they reflect on their internship experience.

**Prospective Students**

Describe the prospective students for the program: The Computer Networking certificate is designed for those individuals who desire an understanding of networks and their use in the workplace.

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

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> CT State Community College	Please enter the following dates: Final approval by institution: 11/17/23 Submission to CSCU Office of the Provost for Academic Council: 12/19/23
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: <b>Certificate increases from 26 to 27 credits</b>	
<b>Original Program Characteristics</b> Name of Program: Computer Information Systems: IT Support Certificate (CISI-CC) OHE #: 21497 Modality of Program ( <i>check all that apply</i> ): <input type="checkbox"/> On ground <input type="checkbox"/> Online <input checked="" type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type ( <i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i> ): <b>Certificate (C2)</b> Date Program was Initiated: June 23, 2022 Total # Credits in Program: 26 # Credits in General Education: n/a <u>CIP Code Number</u> : 52.1201 Title of CIP Code: Management Information Systems, General	
<b>Modified Program Characteristics</b> Name of Program: Computer Information Systems: IT Support Certificate (CISI-CC) Modality of Program ( <i>check all that apply</i> ): <input type="checkbox"/> On ground <input type="checkbox"/> Online <input checked="" type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type ( <i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i> ): <b>Certificate (C2)</b> Initiation Date for Modified Program: Fall 2024 Anticipated Date of First Graduation: Fall 2024 Total # Credits in Program: 27 # Credits in General Education: n/a <u>CIP Code Number</u> : 52.1201 Title of CIP Code: Management Information Systems, General	
Department where program is housed: School of Engineering & Technology <b>Location Offering the Program (e.g., main campus):</b> Capital, Gateway, Middlesex, Naugatuck Valley, Northwestern Connecticut, Quinebaug Valley	
If modification of the program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: n/a CIP: OHE#: BOR Accreditation Date: Phase Out Period Date of Program Termination Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Institutional Contact for this Proposal:</b> Michael Stefanowicz Title: AVP, Academic Affairs Tel.: 860.612.7039 e-mail: mstefanowicz@commnet.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:

A required course in the program, CST 1121 Networking I, is increasing from 3 to 4 credits. This brings the total certificate credit count from 26 to 27 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
CST 1121 - Networking I	3	CST 1121 - Networking I	4
<b>Total Credits Original Program</b>	<b>26</b>	<b>Total Credits Modified Program</b>	<b>27</b>

**Learning Outcomes - L.O.**

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

1. To design and use problem solving techniques
2. Use oral and written communication to communicate with clients in a business environment
3. Implement customer service skills in the context of the IT department
4. Apply proper troubleshooting skills within a networking environment
5. Utilize technical skills in implementing software and hardware installations

**Assessment of Learning Outcomes**

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

**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
CIS 1001 Introduction to Computers		none	3
CST 1111 Computer Hardware		none	4
CST 1121 Networking I		none	4
CYS 2111 Network Security		CST 1121 or permission of instructor	3

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

CIS 1104 Introduction to Operating Systems		none	3
CST 2142 Windows Server Administration		CST 1121 or permission of instructor	4
CIS 2131 Fundamentals of Cloud Computing		CIS 1001	3
CIS 2990 Capstone Research Credits OR CIS 2994 Coop Ed/Work Experience		permission of instructor	3
<b>Open Electives</b> (Indicate number of credits of open electives)			0
<b>Total Program Credits:</b>			27

**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.

Adjustments to faculty workload may be required for those teaching the CST 1121 course that is increasing from 3 credits/contact hours to 4 credits/contact hours for students and 4 workload hours for faculty.

**SECTION 3: ADDITIONAL PROGRAM CHARACTERISTICS**

Program website: <https://ctstate.edu/engineering-technology>

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

Provide estimated cost of program (tuition and fees): \$ OR 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 Information Technology (IT) Support Certificate prepares students to troubleshoot technical problems, work within a business environment using oral and written communication skills effectively, and apply software and hardware service and technical skills.

The IT Support Certificate program is 27 credits, and all courses required by this certificate may be applied to the Computer Information Systems Associate degree program.

**Careers/Professions and Earnings**

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

11-3021 Computer and Information Systems Managers (\$164,070)  
15-1243 Database Architects (\$112,120/yr)  
15-1251 Computer Programmers (\$97,800)  
25-1021 Computer Science Teachers, Postsecondary (\$80,840)

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

What would be the median estimated earnings for a graduate in this profession (if more than one SOC code listed, include earnings for each)? As noted above, with bachelor's degrees (from <https://www.bls.gov/ooh/computer-and-information-technology/home.htm>)

**Applicable Industries**

Identify the industry applicable to this program using the [North American Industry Classification System](#) (NAICS). Provide NAICS code(s) and title(s): 5415

**Career/Program Pathways**

Does this program prepare students for another program? ☒ Yes, specify program: Computer Information Systems, AS. ☐ 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): Justin Moore, Dean of Engineering & Technology, hmoore@commnet.edu, (860) 612-7048

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

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

**Admissions Requirements**

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

**Graduation Requirements**

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

If yes, describe: Students complete either a capstone research course or a cooperative education/work experience course. CIS 2990 Capstone Research: The goal of this capstone project is to provide students with experience in researching and solving industrial problems. Students work in groups and research problems given by local businesses, industry, and government (BIG). This course mimics an internship - students learn to interact in a business setting, manage deadlines, produce technical documents, and think critically to find solutions. By the end of the course, each group produces a solution to their problem and completes a written, oral (video), and poster/PowerPoint summary of their work.

**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 complete either a capstone research course or a cooperative education/work experience course. CIS 2994 Coop Ed/Work Experience: This course will give the student the opportunity to apply the concepts and skills acquired in their program of studies in an on-the-job experience at a designated business. Students will work at least 150 hours in their area of interest during the semester. The work environment will expose the students to a professional IT setting and challenge them to develop skills for employability. The emphasis of this course is on student learning, and they will maintain online blogs, attend career seminars, and complete textbook assignments as they reflect on their internship experience.

**Prospective Students**

Describe the prospective students for the program:

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

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> CT State Community College	Please enter the following dates: Final approval by institution: 11/17/23 Submission to CSCU Office of the Provost for Academic Council: 12/27/23
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: <b>Three courses increasing from 3 to 4 credits; Certificate increases from 20 to 23 credits. See also form 203 for name change.</b>	
<b>Original Program Characteristics</b> Name of Program: Computer Networking Technology Certificate (CPNT-CC) OHE #: 21506 Modality of Program ( <i>check all that apply</i> ): <input type="checkbox"/> On ground <input type="checkbox"/> Online <input checked="" type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type ( <i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i> ): <b>Certificate (C2)</b> Date Program was Initiated: June 23, 2022 Total # Credits in Program: 20 # Credits in General Education: n/a <u>CIP Code Number</u> : 11.0901 Title of CIP Code: Computer Systems Networking and Telecommunications	
<b>Modified Program Characteristics</b> Name of Program: Computer Networking Certificate (CPNT-CC) Modality of Program ( <i>check all that apply</i> ): <input type="checkbox"/> On ground <input type="checkbox"/> Online <input checked="" type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type ( <i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i> ): <b>Certificate (C2)</b> Initiation Date for Modified Program: Fall 2024 Anticipated Date of First Graduation: Fall 2024 Total # Credits in Program: 23 # Credits in General Education: n/a <u>CIP Code Number</u> : 11.0901 Title of CIP Code: Computer Systems Networking and Telecommunications	
Department where program is housed: School of Engineering & Technology <b>Location Offering the Program (e.g., main campus):</b> <u>Capital, Manchester, Gateway, Quinebaug Valley</u>	
If modification of the program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: n/a CIP: OHE#: BOR Accreditation Date: Phase Out Period Date of Program Termination Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Institutional Contact for this Proposal:</b> Michael Stefanowicz Title: AVP, Academic Affairs Tel.: 860.612.7039 e-mail: mstefanowicz@commnet.edu	



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

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

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

**Rationale for Modification**

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

Three required courses in the program - CST 1121 Networking I, CST 2122 Networking II, and CST 2123 Networking III - are increasing from 3 to 4 credits. This brings the total certificate credit count from 20 to 23 credits. Also replacing required program course CST 2124 Voice over IP Networking with CST 2161 Virtualization and Cloud Computing.

**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
CST 1121 Networking I	3	CST 1121 Networking I	4
CST 2122 Networking II	3	CST 2122 Networking II	4
CST 2123 Networking III	3	CST 2123 Networking III	4
CST 2124 Voice over IP Networking	3	CST 2161 Virtualization and Cloud Computing	3
<b>Total Credits Original Program</b>	<b>20</b>	<b>Total Credits Modified Program</b>	<b>23</b>

**Learning Outcomes - L.O.**

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

- Design and build local area networks (LAN).
- Use packet tracing software to analyze network traffic.
- Install and configure Linux and Windows operating systems.
- Install and configure network services in Linux and Windows operating systems.

**Assessment of Learning Outcomes**

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

**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
CST 1121 Networking I		none	4
CST 2122 Networking II		CST 1121 or permission of instructor	4
CST 2123 Networking III		CST 2122 or permission of instructor	4
CST 2161 Virtualization & Cloud Computing		CST 1121 or permission of instructor	3
CST 1141 Linux System Administration		none	4
CST 2142 Windows Server Administration		CST 1121 or permission of instructor	4

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

<b>Open Electives</b> <i>(Indicate number of credits of open electives)</i>	<b>0</b>
<b>Total Program Credits:</b>	<b>23</b>

**Description of Related Modification(s)**

Provide a summary of other changes, if any, necessitated by curricular modification, such as admissions or graduation requirements  
 none

**Description of Resources Needed**

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

Adjustments to faculty workload may be required for those teaching the networking courses that are increasing from 3 credits/contact hours to 4 credits/contact hours for students and 4 workload hours for faculty.

**SECTION 3: ADDITIONAL PROGRAM CHARACTERISTICS**

Program website: <https://ctstate.edu/engineering-technology>

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

Provide estimated cost of program (tuition and fees): \$ OR 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 Computer Networking Certificate is designed to take a student with little or no information technology experience and prepare them for entry-level work in network and systems administration. It covers the fundamentals of computer network theory as well as practical network connectivity device configuration, administration of networked client-server Linux and Windows computer operating systems.

Students will be able to build virtualized and real-world computer networks. Students will have hands-on access to computer networking equipment.

This certificate will begin to prepare students for common security certification exams such as:

- CompTIA Network+
- CompTIA Linux+
- CCNA

**Careers/Professions and Earnings**

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

11-3021	Computer and Information Systems Managers (\$164,070/yr)
15-1211	Computer Systems Analysts (\$102,240/yr)
15-1212	Information Security Analysts (\$112,000/yr)
15-1231	Computer Network Support Specialists (\$59,660/yr)
15-1241	Computer Network Architects (\$126,900/yr)
25-1021	Computer Science Teachers, Postsecondary (\$80,840/yr)



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

What would be the median estimated earnings for a graduate in this profession (if more than one SOC code listed, include earnings for each)? As noted above, with bachelor's degrees (from <https://www.bls.gov/ooh/computer-and-information-technology/home.htm>)

**Applicable Industries**

Identify the industry applicable to this program using the [North American Industry Classification System](#) (NAICS). Provide NAICS code(s) and title(s): 5415

**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): Justin Moore, Dean of Engineering & Technology, hmoore@commnet.edu, (860) 612-7048

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

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

**Admissions Requirements**

What are the admissions requirements for the program? <https://ctstate.edu/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: The Computer Networking Certificate is designed to take a student with little or no information technology experience and prepare them for entry-level work in network and systems administration.

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

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> CT State Community College	Please enter the following dates: Final approval by institution: 11/17/23 Submission to CSCU Office of the Provost for Academic Council: 12/19/23
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: <b>Three program courses changing from 3 to 4 credits; one program course being removed from program; program total credits remains unchanged.</b>	
<b>Original Program Characteristics</b> Name of Program: Computer Networking (CPNT-AS) OHE #: 21507 Modality of Program ( <i>check all that apply</i> ): <input type="checkbox"/> On ground <input type="checkbox"/> Online <input checked="" type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type ( <i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i> ): <b>Associate of Science, AS</b> Date Program was Initiated: June 23, 2022 Total # Credits in Program: 60-64 # Credits in General Education: 21-24 <u>CIP Code Number</u> : 11.0901 Title of CIP Code: Computer Systems Networking and Telecommunications	
<b>Modified Program Characteristics</b> Name of Program: Computer Networking (CPNT-AS) Modality of Program ( <i>check all that apply</i> ): <input type="checkbox"/> On ground <input type="checkbox"/> Online <input checked="" type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type ( <i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i> ): <b>Associate of Science, AS</b> Initiation Date for Modified Program: Fall 2024 Anticipated Date of First Graduation: Fall 2024 Total # Credits in Program: 60-64 # Credits in General Education: 21-24 <u>CIP Code Number</u> : 11.0901 Title of CIP Code: Computer Systems Networking and Telecommunications	
Department where program is housed: School of Engineering & Technology	
<b>Location Offering the Program (e.g., main campus):</b> <u>Capital, Gateway, Manchester, Quinebaug Valley, Tunxis</u>	
If modification of the program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: n/a CIP: OHE#: BOR Accreditation Date: Phase Out Period Date of Program Termination Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Institutional Contact for this Proposal:</b> Michael Stefanowicz Title: AVP, Academic Affairs Tel.: 860.612.7039 e-mail: mstefanowicz@commnet.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:

Three required course in the program - CST 1121 Networking I, CST 2122 Networking II, and CST 2123 Networking III - are increasing from 3 to 4 credits. CST 2124 Voice over IP Networking (3 credits) will be removed from the program.

**Curriculum**

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

Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
CST 1121 Networking I	3	CST 1121 Networking I	4
CST 2122 Networking II	3	CST 2122 Networking II	4
CST 2123 Networking III	3	CST 2123 Networking III	4
CST 2124 Voice over IP Networking	3	-----	0
<b>Total Credits Original Program</b>	<b>60-64</b>	<b>Total Credits Modified Program</b>	<b>60-64</b>

**Learning Outcomes - L.O.**

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

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

1. Design and build local area networks (LAN).
2. Use packet tracing software to analyze network traffic.
3. Install and configure Linux and Windows operating systems.
4. Install and configure network services in Linux and Windows operating systems.
5. Design, build and test a Python program.
6. Implement virtualization technologies.

**Assessment of Learning Outcomes**

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

**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	GenEd	Successful completion of ENG 0930 OR ENG 0960 with a C or higher, or as determined by the placement process	3

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MATH 1000 or higher *MATH 1200 recommended	GenEd	MATH 0988 /MATH 0989 with a grade of D- or higher OR placement using multiple measures	3-4
ARHX Arts & Humanities Course	GenEd	Varies (Generally, eligibility for ENG 1011; see catalog: <a href="https://catalog.ctstate.edu/">https://catalog.ctstate.edu/</a> )	3-4
SCRX Scientific Reasoning Course or SCKX Scientific Knowledge Course *PHYS 1100 recommended	GenEd	Varies (Generally, eligibility for ENG 1011; see catalog: <a href="https://catalog.ctstate.edu/">https://catalog.ctstate.edu/</a> )	3-4
SBSX Social / Behavioral Science Course or HISX Historical Knowledge Course	GenEd	Varies (Generally, eligibility for ENG 1011; see catalog: <a href="https://catalog.ctstate.edu/">https://catalog.ctstate.edu/</a> )	3
ORAX Oral Communication Course or WRIX Written Communication II Course	GenEd	Varies (Generally, eligibility for ENG 1011; see catalog: <a href="https://catalog.ctstate.edu/">https://catalog.ctstate.edu/</a> )	3
CCS 1001 College & Career Success	GenEd	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
CSC 1203 Python Fundamentals		none	3
CST 1111 Computer Hardware		none	4
CST 1121 Networking I		none	4
CST 2122 Networking II		CST 1121 or permission of instructor	4
CST 2123 Networking III		CST 2122 or permission of instructor	4
CST 2125 Protocol Analysis		Networking I or instructor permission	3
CST 2161 Virtualization & Cloud Computing		Networking I or instructor permission	3
CST 1141 Linux System Administration		none	4
CST 2142 Windows Server Administration		CST 1121 or permission of instructor	4
CYS 2111 Network Security		CST 1121 or permission of instructor	3
Elective - Any EGR, CIS, CSC, CSA, CST, or CYS course		Varies (see catalog: <a href="https://catalog.ctstate.edu/">https://catalog.ctstate.edu/</a> )	3-4
<b>Open Electives</b> (Indicate number of credits of open electives)			0
<b>Total Program Credits:</b>			60-64
<b>Description of Related Modification(s)</b>			
Provide a summary of other changes, if any, necessitated by curricular modification, such as admissions or graduation requirements none			
<b>Description of Resources Needed</b>			
As appropriate, summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost. Adjustments to faculty workload may be required for those teaching the CST courses that are increasing from 3 credits/contact hours to 4 credits/contact hours for students and 4 workload hours for faculty.			

**SECTION 3: ADDITIONAL PROGRAM CHARACTERISTICS**

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

Program website: <a href="https://ctstate.edu/engineering-technology">https://ctstate.edu/engineering-technology</a>												
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: <a href="https://ctstate.edu/investing-in-a-ct-state-education">https://ctstate.edu/investing-in-a-ct-state-education</a>												
Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No												
<b>Catalog Description</b> <p>Provide the catalog description for this program (with proposed modifications if applicable):    The Computer Networking associate degree program provides students with both a broad and in-depth background in computer networking concepts and technologies. It covers the fundamentals of computer network theory as well as practical network connectivity device configuration, administration of networked client-server computer operating systems, computer hardware design and maintenance and computer programming.</p> <p>Students will be able to build virtualized and real-world computer networks. Students will have hands-on access to computer networking equipment.</p> <p>This degree prepares students for entry-level positions in the computer networking and system administration professions. Students may also choose to transfer to a bachelor's degree program at a four-year university.</p> <p>Students who are interested in programming should consider the CSCU Pathway Transfer Degree: Computer Science Studies A.A degree.</p>												
<b>Careers/Professions and Earnings</b> <p>Identify the careers and professions available to graduates of the program using the <a href="#">Standard Occupational Classification</a> (SOC) system. Provide SOC code number(s) and name(s):</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 15%;">11-3021</td> <td>Computer and Information Systems Managers (\$164,070/yr)</td> </tr> <tr> <td>15-1211</td> <td>Computer Systems Analysts (\$102,240/yr)</td> </tr> <tr> <td>15-1212</td> <td>Information Security Analysts (\$112,000/yr)</td> </tr> <tr> <td>15-1231</td> <td>Computer Network Support Specialists (\$59,660/yr)</td> </tr> <tr> <td>15-1241</td> <td>Computer Network Architects (\$126,900/yr)</td> </tr> <tr> <td>25-1021</td> <td>Computer Science Teachers, Postsecondary (\$80,840/yr)</td> </tr> </table> <p>What would be the median estimated earnings for a graduate in this profession (if more than one SOC code listed, include earnings for each)? As noted above, with bachelor's degrees (from <a href="https://www.bls.gov/ooh/computer-and-information-technology/home.htm">https://www.bls.gov/ooh/computer-and-information-technology/home.htm</a>)</p>	11-3021	Computer and Information Systems Managers (\$164,070/yr)	15-1211	Computer Systems Analysts (\$102,240/yr)	15-1212	Information Security Analysts (\$112,000/yr)	15-1231	Computer Network Support Specialists (\$59,660/yr)	15-1241	Computer Network Architects (\$126,900/yr)	25-1021	Computer Science Teachers, Postsecondary (\$80,840/yr)
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25-1021	Computer Science Teachers, Postsecondary (\$80,840/yr)											
<b>Applicable Industries</b> <p>Identify the industry applicable to this program using the <a href="#">North American Industry Classification System</a> (NAICS). Provide NAICS code(s) and title(s): 5415</p>												
<b>Career/Program Pathways</b> <p>Does this program prepare students for another program? <input type="checkbox"/> Yes, specify program:    <input checked="" type="checkbox"/> No</p>												
<b>Program Administration and Faculty</b> <p>Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Justin Moore, Dean of Engineering &amp; Technology, <a href="mailto:hmoore@commnet.edu">hmoore@commnet.edu</a>, (860) 612-7048</p>												

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<p>How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)?</p> <p>How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum?</p>
<p><b>Admissions Requirements</b></p> <p>What are the admissions requirements for the program?    <a href="https://ctstate.edu/become-a-student">https://ctstate.edu/become-a-student</a></p>
<p><b>Graduation Requirements</b></p> <p>Does this program have special graduation requirements (e.g., capstone or special project)?    <input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p> <p>If yes, describe:</p>
<p><b>Program Work Experiences</b></p> <p>Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)?    <input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p> <p>If yes, describe and attach copies of the contracts or other documents ensuring program support:</p>
<p><b>Prospective Students</b></p> <p>Describe the prospective students for the program: This degree prepares students for entry-level positions in the computer networking and system administration professions.</p>

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

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> CT State Community College	Please enter the following dates: Final approval by institution: 11/17/23 Submission to CSCU Office of the Provost for Academic Council: 12/19/23
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: <b>Certificate increases from 18 to 19 credits</b>	
<b>Original Program Characteristics</b> Name of Program: Cyber and Homeland Security Certificate (CYHM-CC) OHE #: 21519 Modality of Program ( <i>check all that apply</i> ): <input type="checkbox"/> On ground <input type="checkbox"/> Online <input checked="" type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type ( <i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i> ): <b>Certificate (C2)</b> Date Program was Initiated: June 23, 2022 Total # Credits in Program: 18 # Credits in General Education: n/a <u>CIP Code Number</u> : 11.1003 Title of CIP Code: Computer and Information Systems Security/Auditing/Information Assurance	
<b>Modified Program Characteristics</b> Name of Program: Cyber and Homeland Security Certificate (CYHM-CC) Modality of Program ( <i>check all that apply</i> ): <input type="checkbox"/> On ground <input type="checkbox"/> Online <input checked="" type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type ( <i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i> ): <b>Certificate (C2)</b> Initiation Date for Modified Program: Fall 2024 Anticipated Date of First Graduation: Fall 2024 Total # Credits in Program: 19 # Credits in General Education: n/a <u>CIP Code Number</u> : 11.1003 Title of CIP Code: Computer and Information Systems Security/Auditing/Information Assurance	
Department where program is housed: School of Engineering & Technology	
<b>Location Offering the Program (e.g., main campus):</b> Capital, Naugatuck Valley, Tunxis	
If modification of the program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: n/a CIP: OHE#: BOR Accreditation Date: Phase Out Period Date of Program Termination Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Institutional Contact for this Proposal:</b> Michael Stefanowicz Title: AVP, Academic Affairs	



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

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

Tel.: 860.612.7039      e-mail: mstefanowicz@commnet.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:

A required course in the program, CST 1121 Networking I, is increasing from 3 to 4 credits. This brings the total certificate credit count from 18 to 19 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
CST 1121 - Networking I	3	CST 1121 - Networking I	4
<b>Total Credits Original Program</b>	<b>18</b>	<b>Total Credits Modified Program</b>	<b>19</b>

**Learning Outcomes - L.O.**

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

1. Explain the landscape, key terms, challenges, and concepts related to the many layers of Homeland and cybersecurity.
2. Explain fundamental architectures of networks and demonstrate an understanding of network security.
3. Demonstrate an understanding of the legal and ethical issues and concepts associated with cybersecurity responsibilities.
4. Apply counter measures that would secure network systems against threats.
5. Identify and discuss career opportunities and the necessary skills that will increase the likelihood of success in the field of cyber and homeland security.
6. Preparedness to advance one's career, or move on to more advanced study in the same or related fields such as MIS or CIS.

**Assessment of Learning Outcomes**

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

**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
CIS 1001 Introduction to Computers		CIS 1001 – none CIS 1141 - eligibility for ENG 1010	3



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OR CIS 1141 Introduction to Management Information Systems			
CJS 1010 Introduction to Criminal Justice		Eligibility for ENG 0930 or higher	3
CST 1121 Networking I		None	4
CYS 2111 Network Security		CST 1121 or permission of instructor	3
CJS 2240 Computer Crimes OR CJS 2350 Information Warfare and Security OR CJS 2340 Computer Security and Data Protection		CJS 2240: CJS 1010 with a C- or better and ENG 1010 with a C- or better CJS 2350: ENG 1010 with a C- or higher and CJS 1010 with a C- or higher and CJS 2340 with a C- or higher or permission of instructor CJS 2340: none	3
Choose one course: CJS 2240 Computer Crimes CJS 2350 Information Warfare and Security CJS 2340 Computer Security and Data Protection CYS 1101 Practices in Security Management CIS 1143 Project Management CIS 1104 Introduction to Operating Systems		CJS 2240: CJS 1010 with a C- or better and ENG 1010 with a C- or better CJS 2350: ENG 1010 with a C- or higher and CJS 1010 with a C- or higher and CJS 2340 with a C- or higher or permission of instructor CJS 2340, CYS 1101, CIS 1143, CIS 1104: none	3
<b>Open Electives</b> (Indicate number of credits of open electives)			0
<b>Total Program Credits:</b>			19

**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.

Adjustments to faculty workload may be required for those teaching the CST 1121 course that is increasing from 3 credits/contact hours to 4 credits/contact hours for students and 4 workload hours for faculty.

**SECTION 3: ADDITIONAL PROGRAM CHARACTERISTICS**

Program website: <a href="https://ctstate.edu/engineering-technology">https://ctstate.edu/engineering-technology</a>
IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years): 1
Provide estimated cost of program (tuition and fees): \$ OR url for link to tuition/fee information: <a href="https://ctstate.edu/investing-in-a-ct-state-education">https://ctstate.edu/investing-in-a-ct-state-education</a>
Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

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

**Catalog Description**

Provide the catalog description for this program (with proposed modifications if applicable): The Cyber and Homeland Security certificate will introduce students to the field of cybersecurity, homeland security and computer crime deterrence. Courses are designed to offer exposure to computing and criminal justice allowing students to begin exploring positions in industry or advancement of career. This certificate will also provide a foundation for continuation in two-year associate degree in Cyber and Homeland Security Certificate or Computer Information Systems.

**Careers/Professions and Earnings**

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

11-3021 Computer and Information Systems Managers (\$164,070/yr)  
15-1212 Information Security Analysts (\$112,000/yr)  
15-1231 Computer Network Support Specialists (\$59,660/yr)  
15-1241 Computer Network Architects (\$126,900/yr)  
15-1242 Database Administrators (\$112,120/yr)  
15-1243 Database Architects (\$112,120/yr)  
15-1244 Network and Computer Systems Administrators (\$90,520/yr)

What would be the median estimated earnings for a graduate in this profession (if more than one SOC code listed, include earnings for each)? As noted above, with bachelor's degrees (from <https://www.bls.gov/ooh/computer-and-information-technology/home.htm>)

**Applicable Industries**

Identify the industry applicable to this program using the [North American Industry Classification System](#) (NAICS). Provide NAICS code(s) and title(s): 5415

**Career/Program Pathways**

Does this program prepare students for another program? ☒ Yes, specify program: Cyber and Homeland Security, AS or Computer Information Systems, AS. ☐ 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): Justin Moore, Dean of Engineering & Technology, hmoore@commnet.edu, (860) 612-7048

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

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

**Admissions Requirements**

What are the admissions requirements for the program? <https://ctstate.edu/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:

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

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> CT State Community College	Please enter the following dates: Final approval by institution: 11/17/23 Submission to CSCU Office of the Provost for Academic Council: 12/19/23
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: <b>Two program courses changing from 3 to 4 credits; program specialization elective course being removed from program; program total credits decreases from 62-66 to 61-64.</b>	
<b>Original Program Characteristics</b> Name of Program: Cybersecurity: Computer Science (CYCM-AS) OHE #: 21523 Modality of Program ( <i>check all that apply</i> ): <input type="checkbox"/> On ground <input type="checkbox"/> Online <input checked="" type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type ( <i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i> ): <b>Associate of Science, AS</b> Date Program was Initiated: June 23, 2022 Total # Credits in Program: 62-66 # Credits in General Education: 21-24 <u>CIP Code Number</u> : 11.1003 Title of CIP Code: Computer and Information Systems Security/Auditing/Information Assurance	
<b>Modified Program Characteristics</b> Name of Program: Cybersecurity: Computer Science (CYCM-AS) Modality of Program ( <i>check all that apply</i> ): <input type="checkbox"/> On ground <input type="checkbox"/> Online <input checked="" type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type ( <i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i> ): <b>Associate of Science, AS</b> Initiation Date for Modified Program: Fall 2024 Anticipated Date of First Graduation: Fall 2024 Total # Credits in Program: 61-64 # Credits in General Education: 21-24 <u>CIP Code Number</u> : 11.1003 Title of CIP Code: Computer and Information Systems Security/Auditing/Information Assurance	
Department where program is housed: School of Engineering & Technology <b>Location Offering the Program (e.g., main campus):</b> <u>Quinebaug Valley</u>	
If modification of the program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: Cybersecurity: Cybersecurity Option, AS CIP: 11.1003 OHE#: 21524 BOR Accreditation Date: 6/23/22 Phase Out Period 2 years Date of Program Termination Fall 2024 Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

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

**Institutional Contact for this Proposal:** Michael Stefanowicz  
**Title:** AVP, Academic Affairs  
**Tel.:** 860.612.7039      **e-mail:** mstefanowicz@commnet.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:

Two required course in the program - CST 1121 Networking I and CST 2122 Networking II - are increasing from 3 to 4 credits. A specialized elective option will be removed. Total program credits decreases from 62-66 to 61-64.

**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
CST 1121 Networking I	3	CST 1121 Networking I	4
CST 2122 Networking II	3	CST 2122 Networking II	4
Elective: Any EGR, CSC, or CST course	3-4	-----	0
<b>Total Credits Original Program</b>	<b>62-66</b>	<b>Total Credits Modified Program</b>	<b>61-64</b>

**Learning Outcomes - L.O.**

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

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

1. Design, build and test a Python program.
2. Design and build local area networks (LAN).
3. Identify the security controls required by the organization to protect the Confidentiality, Integrity, and Availability (CIA) of data and systems.
4. Evaluate computer crimes and forensic methods.
5. Implement major network authentication schemes.
6. Use hacking software tools to identify known vulnerabilities associated with a computer system, and computer network.
7. Develop risk mitigation strategies, security policies, and procedures.
8. Install network security appliances and software such as firewall and network intrusion systems.

**Assessment of Learning Outcomes**

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

**Detailed Curriculum for Modified Program**

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

<b>Course Number and Name</b>	<b>Learning Outcome # (from above)</b>	<b>Pre-Requisite(s)</b>	<b>Credit Hours</b>
ENG 1010 Composition	GenEd	Successful completion of ENG 0930 OR ENG 0960 with a C or higher, or as determined by the placement process	3
MATH 1000 or higher *MATH 1200 recommended	GenEd	MATH 0988 /MATH 0989 with a grade of D- or higher OR placement using multiple measures	3-4
ARHX Arts & Humanities Course	GenEd	Varies (Generally, eligibility for ENG 1011; see catalog: <a href="https://catalog.ctstate.edu/">https://catalog.ctstate.edu/</a> )	3-4
SCRX Scientific Reasoning Course or SCKX Scientific Knowledge Course *PHYS 1100 Introductory Physics recommended	GenEd	Varies (Generally, eligibility for ENG 1011; see catalog: <a href="https://catalog.ctstate.edu/">https://catalog.ctstate.edu/</a> )	3-4
SBSX Social / Behavioral Science Course or HISX Historical Knowledge Course	GenEd	Varies (Generally, eligibility for ENG 1011; see catalog: <a href="https://catalog.ctstate.edu/">https://catalog.ctstate.edu/</a> )	3
ORAX Oral Communication Course or WRIX Written Communication II Course	GenEd	Varies (Generally, eligibility for ENG 1011; see catalog: <a href="https://catalog.ctstate.edu/">https://catalog.ctstate.edu/</a> )	3
CCS 1001 College & Career Success	GenEd	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
CSC 1203 Python Fundamentals		none	3
CST 1121 Networking I		none	4
CST 2122 Networking II		CST 1121 or permission of instructor	4
CST 2161 Virtualization & Cloud Computing		Networking I or instructor permission	3
CST 1141 Linux System Administration		none	4
CYS 2111 Network Security		CST 1121 or permission of instructor	3
CYS 2121 Information Assurance & Risk Management		CYS 2111	3
CYS 2131 Computer Forensics & Network Intrusions		CYS 2111	3
CYS 2151 Ethical Hacking & Pen Testing I		CYS 2111	3
CSC 1211 Java I		Eligibility for MATH 1600	3
CSC 2212 Java II		CSC 1211	3
CSC 2217 Digital Design		Eligibility for MATH 1610	4
<b>Open Electives</b> (Indicate number of credits of open electives)			0
<b>Total Program Credits:</b>			61-64

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**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.

Adjustments to faculty workload may be required for those teaching the CST courses that are increasing from 3 credits/contact hours to 4 credits/contact hours for students and 4 workload hours for faculty.

**SECTION 3: ADDITIONAL PROGRAM CHARACTERISTICS**

Program website: <https://ctstate.edu/engineering-technology>

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/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 Cybersecurity Associate Degree is designed to take a student with little or no information technology experience and prepare them for entry-level work in Cybersecurity. Curriculum in this program is based on topic areas, learning objectives, and goals for educating the workforce prescribed by the cybersecurity community, including the National Institute for Standards and Technology (NIST) and the National Initiative for Cybersecurity Education (NICE). This degree is designed for immediate workforce placement. Students may also choose to transfer to a bachelor's degree program at a four-year university.

**Careers/Professions and Earnings**

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

11-3021	Computer and Information Systems Managers (\$164,070/yr)
15-1212	Information Security Analysts (\$112,000/yr)
15-1231	Computer Network Support Specialists (\$59,660/yr)
15-1241	Computer Network Architects (\$126,900/yr)
15-1242	Database Administrators (\$112,120/yr)
15-1243	Database Architects (\$112,120/yr)
15-1244	Network and Computer Systems Administrators (\$90,520/yr)

What would be the median estimated earnings for a graduate in this profession (if more than one SOC code listed, include earnings for each)? As noted above, with bachelor's degrees (from <https://www.bls.gov/ooh/computer-and-information-technology/home.htm>)

**Applicable Industries**

Identify the industry applicable to this program using the [North American Industry Classification System](#) (NAICS). Provide NAICS code(s) and title(s): 5415

**Career/Program Pathways**

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

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

**Program Administration and Faculty**

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Justin Moore, Dean of Engineering & Technology, hmoore@commnet.edu, (860) 612-7048

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

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

**Admissions Requirements**

What are the admissions requirements for the program? <https://ctstate.edu/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: The Cybersecurity Associate Degree is designed to take a student with little or no information technology experience and prepare them for entry-level work in Cybersecurity.



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

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> CT State Community College	Please enter the following dates: Final approval by institution: 11/17/23 Submission to CSCU Office of the Provost for Academic Council: 12/27/23
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: <b>Two courses increasing from 3 to 4 credits; Certificate increases from 22 to 24 credits. See also form 203 for name change.</b>	
<b>Original Program Characteristics</b> Name of Program: Cybersecurity Essentials Certificate (CYSC-CC-ENS) OHE #: 21521 Modality of Program ( <i>check all that apply</i> ): <input type="checkbox"/> On ground <input type="checkbox"/> Online <input checked="" type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type ( <i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i> ): <b>Certificate (C2)</b> Date Program was Initiated: June 23, 2022 Total # Credits in Program: 22 # Credits in General Education: n/a CIP Code Number: 11.1003 Title of CIP Code: Computer and Information Systems Security/Auditing/Information Assurance	
<b>Modified Program Characteristics</b> Name of Program: Cybersecurity Certificate (CYSC-CC-ENS) Modality of Program ( <i>check all that apply</i> ): <input type="checkbox"/> On ground <input type="checkbox"/> Online <input checked="" type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type ( <i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i> ): <b>Certificate (C2)</b> Initiation Date for Modified Program: Fall 2024 Anticipated Date of First Graduation: Fall 2024 Total # Credits in Program: 24 # Credits in General Education: n/a CIP Code Number: 11.1003 Title of CIP Code: Computer and Information Systems Security/Auditing/Information Assurance	
Department where program is housed: School of Engineering & Technology <b>Location Offering the Program (e.g., main campus):</b> Capital, Quinebaug Valley, Tunxis	
If modification of the program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: n/a CIP: OHE#: BOR Accreditation Date: Phase Out Period Date of Program Termination Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Institutional Contact for this Proposal:</b> Michael Stefanowicz Title: AVP, Academic Affairs	



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

Tel.: 860.612.7039      e-mail: mstefanowicz@commnet.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:

Two required courses in the program - CST 1121 Networking I and CST 2122 Networking II - are increasing from 3 to 4 credits. This brings the total certificate credit count from 22 to 24 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
CST 1121 Networking I	3	CST 1121 Networking I	4
CST 2122 Networking II	3	CST 2122 Networking II	4
<b>Total Credits Original Program</b>	<b>22</b>	<b>Total Credits Modified Program</b>	<b>24</b>

**Learning Outcomes - L.O.**

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

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

- Design, build and test a Python program.
- Identify the security controls required by organization to protect the Confidentiality, Integrity, and Availability (CIA) of data and systems.
- Evaluate computer forensic methods.
- Implement major network authentication schemes.
- Use hacking software tools to identify known vulnerabilities associated with a computer system, and computer network.
- Install network security appliances and software such as firewall and network intrusion systems.

**Assessment of Learning Outcomes**

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

**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
CST 1203 Python Fundamentals		none	3
CST 1121 Networking I		none	4
CST 2122 Networking II		CST 1121 or permission of instructor	4
CST 1141 Linux System Administration		none	4
CYS 2111 Network Security		CST 1121 or permission of instructor	3

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CYS 2131 Computer Forensics and Network Intrusions		CYS 2111	3
CYS 2151 Ethical Hacking & Pen Testing I		CYS 2111	3
<b>Open Electives</b> (Indicate number of credits of open electives)			0
<b>Total Program Credits:</b>			<b>24</b>

**Description of Related Modification(s)**

Provide a summary of other changes, if any, necessitated by curricular modification, such as admissions or graduation requirements  
none

**Description of Resources Needed**

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

Adjustments to faculty workload may be required for those teaching the networking courses that are increasing from 3 credits/contact hours to 4 credits/contact hours for students and 4 workload hours for faculty.

**SECTION 3: ADDITIONAL PROGRAM CHARACTERISTICS**

Program website: <https://ctstate.edu/engineering-technology>

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

Provide estimated cost of program (tuition and fees): \$ OR 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 Cybersecurity Certificate is designed to take a student with little or no information technology experience and prepare them for entry-level work in Cybersecurity. Curriculum in this program is based on topic areas, learning objectives, and goals for educating the workforce prescribed by the cybersecurity community, including the National Institute for Standards and Technology (NIST) and the National Initiative for Cybersecurity Education (NICE).

This certificate will begin to prepare students for common security certification exams such as:

- CompTIA Network+
- CompTIA Linux+
- CompTIA Security+
- Computer Hacking Forensic Investigator (CHFI)
- Penetration Testing and Ethical Hacking (CEH)
- ISC2's Systems Security Certified Practitioner (SSCP)

**Careers/Professions and Earnings**

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

11-3021	Computer and Information Systems Managers (\$164,070/yr)
15-1212	Information Security Analysts (\$112,000/yr)
15-1231	Computer Network Support Specialists (\$59,660/yr)

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

15-1241	Computer Network Architects (\$126,900/yr)
15-1242	Database Administrators (\$112,120/yr)
15-1243	Database Architects (\$112,120/yr)
15-1244	Network and Computer Systems Administrators (\$90,520/yr)

What would be the median estimated earnings for a graduate in this profession (if more than one SOC code listed, include earnings for each)? As noted above, with bachelor's degrees (from <https://www.bls.gov/ooh/computer-and-information-technology/home.htm>)

**Applicable Industries**

Identify the industry applicable to this program using the [North American Industry Classification System](#) (NAICS). Provide NAICS code(s) and title(s): 5415

**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): Justin Moore, Dean of Engineering & Technology, hmoore@commnet.edu, (860) 612-7048

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

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

**Admissions Requirements**

What are the admissions requirements for the program? <https://ctstate.edu/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: The Cybersecurity Certificate is designed to take a student with little or no information technology experience and prepare them for entry-level work in Cybersecurity..

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

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

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> CT State Community College	Please enter the following dates: Final approval by institution: 11/17/23 Submission to CSCU Office of the Provost for Academic Council: 12/19/23
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: <b>Three program courses changing from 3 to 4 credits; two previously required courses added to elective list along with new elective course; program total credits increases from 60-63 to 62-66.</b>	
<b>Original Program Characteristics</b> Name of Program: Cybersecurity: Networking (CYNT-AS) OHE #: 21525 Modality of Program ( <i>check all that apply</i> ): <input type="checkbox"/> On ground <input type="checkbox"/> Online <input checked="" type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type ( <i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i> ): <b>Associate of Science, AS</b> Date Program was Initiated: June 23, 2022 Total # Credits in Program: 60-63 # Credits in General Education: 21-24 <u>CIP Code Number</u> : 11.1003 Title of CIP Code: Computer and Information Systems Security/Auditing/Information Assurance	
<b>Modified Program Characteristics</b> Name of Program: Cybersecurity: Networking (CYNT-AS) Modality of Program ( <i>check all that apply</i> ): <input type="checkbox"/> On ground <input type="checkbox"/> Online <input checked="" type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type ( <i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i> ): <b>Associate of Science, AS</b> Initiation Date for Modified Program: Fall 2024 Anticipated Date of First Graduation: Fall 2024 Total # Credits in Program: 62-66 # Credits in General Education: 21-24 <u>CIP Code Number</u> : 11.1003 Title of CIP Code: Computer and Information Systems Security/Auditing/Information Assurance	
Department where program is housed: School of Engineering & Technology <b>Location Offering the Program (e.g., main campus):</b> Capital, Quinebaug Valley, Tunxis	
If modification of the program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: Cybersecurity: Cybersecurity Option, AS CIP: 11.1003 OHE#: 21524 BOR Accreditation Date: 6/23/22 Phase Out Period 2 yrs Date of Program Termination Fall2024 Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

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

**Institutional Contact for this Proposal:** Michael Stefanowicz  
Title: AVP, Academic Affairs  
Tel.: 860.612.7039 e-mail: mstefanowicz@commnet.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:

Three required courses in the program - CST 1121 Networking I, CST 2122 Networking II, and CST 2123 Networking III - are increasing from 3 to 4 credits. A specialized elective option will be added and two previously required program classes will be added to the specialized elective options. Program credits increase from 60-63 to 62-66.

**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
CST 1121 Networking I	3	CST 1121 Networking I	4
CST 2122 Networking II	3	CST 2122 Networking II	4
CST 2123 Networking III	3	CST 2123 Networking III	4
CST 1111 Computer Hardware	4	Choose two: CST 1111 Computer Hardware (4)	7-8
CST 2142 Windows Server Administration	4	CST 2142 Windows Server Administration (4) CYS XXXX Cybersecurity Operations (3)	
<b>Total Credits Original Program</b>	<b>60-63</b>	<b>Total Credits Modified Program</b>	<b>62-66</b>

**Learning Outcomes - L.O.**

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

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

1. Design, build and test a Python program.
2. Design and build local area networks (LAN).
3. Identify the security controls required by the organization to protect the Confidentiality, Integrity, and Availability (CIA) of data and systems.
4. Evaluate computer crimes and forensic methods.
5. Implement major network authentication schemes.
6. Use hacking software tools to identify known vulnerabilities associated with a computer system, and computer network.
7. Develop risk mitigation strategies, security policies, and procedures.
8. Install network security appliances and software such as firewall and network intrusion systems.

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

<b>Assessment of Learning Outcomes</b>			
Briefly describe assessment methodologies to be used in measuring the program learning outcomes:			
<b>Detailed Curriculum for Modified Program</b>			
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	GenEd	Successful completion of ENG 0930 OR ENG 0960 with a C or higher, or as determined by the placement process	3
MATH 1000 or higher *MATH 1200 recommended	GenEd	MATH 0988 /MATH 0989 with a grade of D- or higher OR placement using multiple measures	3-4
ARHX Arts & Humanities Course	GenEd	Varies (Generally, eligibility for ENG 1011; see catalog: <a href="https://catalog.ctstate.edu/">https://catalog.ctstate.edu/</a> )	3-4
SCRX Scientific Reasoning Course or SCKX Scientific Knowledge Course *PHYS 1100 Introductory Physics recommended	GenEd	Varies (Generally, eligibility for ENG 1011; see catalog: <a href="https://catalog.ctstate.edu/">https://catalog.ctstate.edu/</a> )	3-4
SBSX Social / Behavioral Science Course or HISX Historical Knowledge Course	GenEd	Varies (Generally, eligibility for ENG 1011; see catalog: <a href="https://catalog.ctstate.edu/">https://catalog.ctstate.edu/</a> )	3
ORAX Oral Communication Course or WRIX Written Communication II Course	GenEd	Varies (Generally, eligibility for ENG 1011; see catalog: <a href="https://catalog.ctstate.edu/">https://catalog.ctstate.edu/</a> )	3
CCS 1001 College & Career Success	GenEd	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
CSC 1203 Python Fundamentals		none	3
CST 1121 Networking I		none	4
CST 2122 Networking II		CST 1121 or permission of instructor	4
CST 2123 Networking III		CST 2122 or permission of instructor	4
CST 2161 Virtualization & Cloud Computing		Networking I or instructor permission	3
CST 1141 Linux System Administration		none	4
CYS 2111 Network Security		CST 1121 or permission of instructor	3
CYS 2121 Information Assurance & Risk Management		CYS 2111	3
CYS 2131 Computer Forensics & Network Intrusions		CYS 2111	3
CYS 2151 Ethical Hacking & Pen Testing I		CYS 2111	3
Choose two: CST 1111 Computer Hardware		CST 1111: none CST 2142: CST 1121 or permission of instructor	7-8



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

CST 2142 Windows Server Administration CST 2171 Cybersecurity Operations		CST 2171: CYS 2111	
<b>Open Electives</b> <i>(Indicate number of credits of open electives)</i>			0
<b>Total Program Credits:</b>			61-64
<b>Description of Related Modification(s)</b> Provide a summary of other changes, if any, necessitated by curricular modification, such as admissions or graduation requirements none			
<b>Description of Resources Needed</b> As appropriate, summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost. Adjustments to faculty workload may be required for those teaching the CST courses that are increasing from 3 credits/contact hours to 4 credits/contact hours for students and 4 workload hours for faculty.			

**SECTION 3: ADDITIONAL PROGRAM CHARACTERISTICS**

Program website: <a href="https://ctstate.edu/engineering-technology">https://ctstate.edu/engineering-technology</a>														
IPEDS defined program duration <i>(if no IPEDS data, provide standard duration of program for full-time student in years)</i> : 2														
Provide estimated cost of program (tuition and fees): \$ OR url for link to tuition/fee information: <a href="https://ctstate.edu/investing-in-a-ct-state-education">https://ctstate.edu/investing-in-a-ct-state-education</a>														
Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No														
<b>Catalog Description</b> Provide the catalog description for this program (with proposed modifications if applicable): The Cybersecurity Associate Degree is designed to take a student with little or no information technology experience and prepare them for entry-level work in Cybersecurity. Curriculum in this program is based on topic areas, learning objectives, and goals for educating the workforce prescribed by the cybersecurity community, including the National Institute for Standards and Technology (NIST) and the National Initiative for Cybersecurity Education (NICE). This degree is designed for immediate workforce placement. Students may also choose to transfer to a bachelor's degree program at a four-year university.														
<b>Careers/Professions and Earnings</b> Identify the careers and professions available to graduates of the program using the <a href="#">Standard Occupational Classification</a> (SOC) system. Provide SOC code number(s) and name(s): <table style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 15%;">11-3021</td> <td>Computer and Information Systems Managers (\$164,070/yr)</td> </tr> <tr> <td>15-1212</td> <td>Information Security Analysts (\$112,000/yr)</td> </tr> <tr> <td>15-1231</td> <td>Computer Network Support Specialists (\$59,660/yr)</td> </tr> <tr> <td>15-1241</td> <td>Computer Network Architects (\$126,900/yr)</td> </tr> <tr> <td>15-1242</td> <td>Database Administrators (\$112,120/yr)</td> </tr> <tr> <td>15-1243</td> <td>Database Architects (\$112,120/yr)</td> </tr> <tr> <td>15-1244</td> <td>Network and Computer Systems Administrators (\$90,520/yr)</td> </tr> </table>	11-3021	Computer and Information Systems Managers (\$164,070/yr)	15-1212	Information Security Analysts (\$112,000/yr)	15-1231	Computer Network Support Specialists (\$59,660/yr)	15-1241	Computer Network Architects (\$126,900/yr)	15-1242	Database Administrators (\$112,120/yr)	15-1243	Database Architects (\$112,120/yr)	15-1244	Network and Computer Systems Administrators (\$90,520/yr)
11-3021	Computer and Information Systems Managers (\$164,070/yr)													
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***MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT***

What would be the median estimated earnings for a graduate in this profession (if more than one SOC code listed, include earnings for each)? As noted above, with bachelor's degrees (from <https://www.bls.gov/ooh/computer-and-information-technology/home.htm>)

**Applicable Industries**

Identify the industry applicable to this program using the [North American Industry Classification System](#) (NAICS). Provide NAICS code(s) and title(s): 5415

**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): Justin Moore, Dean of Engineering & Technology, hmoore@commnet.edu, (860) 612-7048

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

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

**Admissions Requirements**

What are the admissions requirements for the program? <https://ctstate.edu/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: The Cybersecurity Associate Degree is designed to take a student with little or no information technology experience and prepare them for entry-level work in Cybersecurity.



# **CSCU** Board of Regents

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

### **RESOLUTION**

Concerning

Modification of a Program

Bachelor of Science

in

Physical Education, Certifiable for PK Teaching

Central Connecticut State University

May 28, 2025

**RESOLVED:** That the Board of Regents for Higher Education approve the modification of a program – Bachelor of Science in Physical Education, Certifiable for PK Teaching, specifically a modification to course credits at Central Connecticut State University.

A True Copy:

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

**ITEM**

Modification for a Bachelor of Science in Physical Education, Certifiable for PK12 Teaching at Central Connecticut State University.

**RATIONALE AND SUMMARY OF MODIFICATIONS**

The modification of the BS in Physical Education, Certifiable for PK12 Teaching program will streamline the physical education curriculum by making changes to credit changes to courses. This change restructures the program and makes it easier for students to complete the program by combining two courses into one and removing the redundant course. The program prepares students for jobs as physical education teachers, and leads to certification as a Physical Education Instructor for all grades (PK-12).

Modifications to this program include six courses that will be streamlined from two credits to three, removal of two courses and the DAN elective(s), and the addition of a one credit lab. The course changes and addition of the lab will increase the credit load by 7, and the removal of the courses and DAN elective(s) will decrease the credit load by 7, making the overall net change of credits zero.

**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.

5/9/2025– BOR - Academic and Student Affairs Committee

5/28/2025 – Board of Regents

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

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

**SECTION 1: GENERAL INFORMATION**

**Institution:** Central Connecticut State University

Please enter the following dates:

Final approval by institution: 2/24/25

Submission to CSCU Office of the Provost for Academic Council:  
3/12/25

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

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

Significant Modification of Courses/Course Substitutions\*

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

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

Change of Degree Title or Program Title

☒ Other (please specify) Modification to courses credit and courses removal

Total Number of courses and course credits to be modified by this application: 10 course . Combining content of two courses to create one 3cr course, and then deleting the other course. Net change is zero. 7 credits are being added to existing courses and 7 credits of coursework are being deleted.

**This is really a below threshold modification but the nature of the changes seemed a little more complex**

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

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

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

**Original Program Characteristics**

Name of Program: Physical Education, BS Certifiable for PK12 Teaching

OHE #: 00064

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:

Total # Credits in Program: 120

# Credits in General Education: 42

CIP Code Number: 131314 Title of CIP Code: Physical Education Teaching and Coaching

**Modified Program Characteristics**

Name of Program: Physical Education, BS Certifiable for PK12 Teaching

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

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

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

Initiation Date for Modified Program: Fall 2025

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

Anticipated Date of First Graduation: Spring 2029		
Total # Credits in Program: 120		
# Credits in General Education: 42		
CIP Code Number: 131314      Title of CIP Code: Physical Education Teaching and Coaching		
Department where program is housed: Physical Education and Human Performance		
Location Offering the Program (e.g., main campus): main campus		
If modification of the program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued:              CIP:              OHE#:              BOR Accreditation Date: Phase Out Period              Date of Program Termination Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No		
Other Program Accreditation: <ul style="list-style-type: none"> <li>• If seeking specialized/professional/other accreditation, name of agency and intended year of review:</li> <li>• If program prepares graduates eligibility to state/professional licensure,             <ul style="list-style-type: none"> <li>○ identify credential:</li> <li>○ confirm NC-SARA requirements met: <input type="checkbox"/> Yes <input type="checkbox"/> No</li> </ul> </li> </ul> (As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)		
Institutional Contact for this Proposal: Tan Leng Goh	Title: Faculty	Tel.: 832-2098 e-mail: t.goh@ccsu.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:

Changing the PE courses from 2 credits to 3 credits and adding a one-credit lab to general education increase credit load by 7 credits. Removing PHYS 111 (3 credits), DAN elective (2 credits), and PE 276 (2 credits) decrease credit load by 7 credits.

**Background and Rationale**

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

The PE curriculum is being streamlined by changing these courses (PE 111, PE 273, PE 274, PE 279, PE 280 and PE 281) from 2 credits to 3 credits and removing theses course (DAN elective/s, PE 276 and PHYS 111), as well as adding a 1-credit lab (EXS 211, B

**Addressing Identified Needs**

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

This is a program leading to certification as Physical Education Instructor for ALL grades (PK-12). Post covid there is a teachers shortage. This change only restructures the program, which makes it easier for students to complete by combining content of two courses into a single course and then deleting the redundant course. As of Jan 10<sup>th</sup> there are 18 job openings for Physical Education teachers in the immediate surrounding area

- 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?  
 Central has always been recognized for its role in preparing teachers.
- Equity (eliminating institutional performance disparities along dimensions of ability, ethnicity/race, economics, and gender) is one of the Board of Regents' Goals.

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- What specific metrics will be used to assess equity across these dimensions in terms of recruitment, enrollment, retention, and completion?  
Metrics used are retention and graduation numbers, successful applications to the professional program
- 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.  
Student support services are available at the University, school and program levels, including tutoring, academic coaching, as well as assistance in preparing applications to the professional program
- Where inequities are found, how will the data be used by program and institutional leaders to address the inequities?  
Appropriate resources will be allocated to support additional services to support students.
- 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)*  
NA
- Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided.  
Southern CT State University and Eastern CT State University offers a physical education program. The modifications we are making to our program will align with the program that these 2 universities offer.

**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
PE 111 Introduction to Physical Education	2	PE 111 Introduction to Physical Education	3
PE 273 Educational Games, Gymnastics & Dance	2	PE 273 Educational Games, Gymnastics & Dance	3
PE 274 Lifetime Activities 1	2	PE 274 Lifetime Activities	3
PE 279 Skills & Strategies for Invasion Games	2	PE 279 Skills & Strategies for Invasion Games	3
PE 280 Skills & Strategies for Net and Wall Games	2	PE 280 Skills & Strategies for Net and Wall Games	3
PE 281 Skills & Strategies for Individual Sports/Activities	2	PE 281 Skills & Strategies for Sport, Dance and Activities	3
EXS 211 Anatomy and Physiology Lab, BMS 103 Introduction to Biomolecular Science Lab, BIO 113 Laboratory Experience in Biology, OR CHEM 162 General Chemistry Laboratory	0	EXS 211 Anatomy and Physiology Lab, BMS 103 Introduction to Biomolecular Science Lab, BIO 113 Laboratory Experience in Biology, OR CHEM 162 General Chemistry Laboratory	1
PE 276 Lifetime Activities 2	2	NA	0
Dance Elective	2	NA	0
PHYS 111 Introductory Physics I	3	NA	0
<b>Total Credits Original Program</b>		<b>Total Credits Modified Program</b>	

**Learning Outcomes - L.O.**

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

1. The ability to plan developmentally appropriate physical education lessons.

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2. The ability to plan developmentally appropriate units of instruction in physical education.
3. The ability to implement developmentally appropriate units of instruction in physical education.
4. The ability to demonstrate effective teaching strategies in the public school setting at the elementary and secondary levels.

**Assessment of Learning Outcomes**

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

Praxis Exams, Student Teaching Evaluations, Key Assessments for CAEP Evidence Review of Standard One.

**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
PE 111 Introduction to Physical Education	1, 2, 3, and 4	Open to Physical Education majors	3
PE 273 Educational Games, Gymnastics & Dance	1, 2, 3, and 4	Open to Physical Education majors only	3
PE 274 Lifetime Activities	1, 2, 3, and 4	Open to Physical Education majors only	3
PE 279 Skills & Strategies for Invasion Games	1, 2, 3, and 4	Open to Physical Education majors only	3
PE 280 Skills & Strategies for Net and Wall Games	1, 2, 3, and 4	Open to Physical Education majors only	3
PE 281 Skills & Strategies for Sport, Dance and Activities	1, 2, 3, and 4	Open to Physical Education majors only	3
EXS 211 Anatomy and Physiology Lab, BMS 103 Introduction to Biomolecular Science Lab, BIO 113 Laboratory Experience in Biology, OR CHEM 162 General Chemistry Laboratory	1	General Education Course	1
<b>Open Electives</b> (Indicate number of credits of open electives)			
<b>Total Program Credits:</b>			
<b>Description of Related Modification(s)</b>			
Provide a summary of other changes necessitated by curricular modification such as admissions or graduation requirements			
No changes			
<b>Description of Resources Needed</b> none			

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

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

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

No changes. This is an existing program, just a realigning of the credits/courses

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

ACTUAL Enrollment	Fall Term, Year		Fall Term, Year		Fall Term, Year	
	Full Time	Part Time	Full Time	Part Time	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

No impact on enrollments. Students may be able to complete in a more timely fashion with fewer classes to actually arrange of a schedule.

**Other Considerations**

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

**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)			
<b>Total Estimated Program Revenue</b>			
PROJECTED Program Expenditures*			
	Fall	Fall	Fall
Administration (Chair or Coordinator)			
Faculty (Full-time, total for program)			
Faculty (Part-time, total for program)			
Support Staff			
Library Resources Program			
Equipment (List as needed)			
Other (e.g., student services)			
Estimated Indirect Costs (e.g., student services, operations, maintenance)			
<b>Total Estimated Program Expenditures</b>			

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

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

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

**SECTION 4: ADDITIONAL PROGRAM CHARACTERISTICS**

Program website: <https://www.ccsu.edu/programs/physical-education-bs>

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

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

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

**Catalog Description**

Provide the catalog description for this program (with proposed modifications if applicable): Students in Central's Physical Education for Teacher Certification Program will become qualified physical educators for elementary and secondary schools in Connecticut. Students are provided with a variety of classroom learning experiences as well as experiential learning opportunities with partner school districts.

Candidates learn up-to-date teaching techniques and apply them in authentic school environments. Emphasis is placed on integration of cross-curricular teaching, technology, and teaching strategies to improve physical literacy.

**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): 252000

What would be the median estimated earnings for a graduate in this profession (if more than one SOC code listed, include earnings for each)? 65,000

**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: ☒ 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): Tan Leng Goh

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

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

**Admissions Requirements**

What are the admissions requirements for the program? Standard university admissions

**Graduation Requirements**

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

If yes, describe: Student Teaching during final semester

**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: student teaching and field experience

**Prospective Students**

Describe the prospective students for the program: Students interested in becoming physical education teachers.



# **CSCU** Board of Regents

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

### **RESOLUTION**

Designating

Dr. Karolina Kolpak

to fill the

Stanislaus A. Blejwas Endowed Chair in Polish and Polish American Studies

at

Central Connecticut State University

May 28, 2025

- WHEREAS, Central Connecticut State University is seeking to fill the Stanislaus A. Blejwas Endowed Chair in Polish and Polish American Studies; and
- WHEREAS, This endowed chair is to be filled by a person with a distinguished record of recognition in the fields of Eastern European and Polish Studies; and
- WHEREAS, Dr. Kolpak is a graduate of Yale University and holds a Ph.D., M.Phil, and M.A. in History with a specialization in Modern Eastern Europe and Russia. Dr. Kolpak also completed her B.A. in History and International Studies at DePaul University, and held positions as a museum docent and assistant in archival work at the Polish Museum of America in Chicago; and
- WHEREAS, Dr. Kolpak's scholarship focuses the histories of nationalism, antisemitism, and European exclusions; empire, imperial legacies, and transnational exchanges; civil society, democracy, and liberalism; and the experiences of childhood and minority groups; and
- WHEREAS, The President of Central Connecticut State University, Dr. Zulma Toro has endorsed the recommendation to appoint Dr. Karolina Kolpak to this position; be it
- RESOLVED, That the Board of Regents for Higher Education of the Connecticut State Colleges and Universities System designates Dr. Karolina Kolpak to fill the Stanislaus A. Blejwas Endowed Chair in Polish and Polish American Studies. This Chair is appointed to a tenure-track faculty position in History at Central Connecticut State University.

A True Copy:

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

**ITEM**

Designation to fill the Stanislaus A. Blejwas Endowed Chair in Polish and Polish American Studies at Central Connecticut State University.

**BACKGROUND**

Central Connecticut State University has requested designation of Dr. Karolina Kolpak to fill the Stanislaus A. Blejwas Endowed Chair in Polish and Polish American Studies. The Stanislaus A. Blejwas Endowed Chair in Polish and Polish American Studies is housed in the Department of History. The Stanislaus A. Blejwas Endowed Chair in Polish and Polish American Studies will engage in the following activities:

- Coordinating and growing the Polish Studies minor program;
- Teaching and developing courses on the history and culture of Poland and the Polish American ethnic community in the United States;
- Organizing and coordinating cultural and educational events for the benefit of the Central and local Polish American communities;
- Collaborating with national and international partners;
- Fundraising to support the Polish Studies program.

Central Connecticut State University President, Dr. Zulma Toro advises that the recommendation be brought forward for the Board of Regents consideration.

**RECOMMENDATION**

That the Board of Regents for Higher Education accepts the recommendation of Dr. Zulma Toro to designate Dr. Karolina Kolpak as the Stanislaus A. Blejwas Endowed Chair in Polish and Polish American Studies by adopting the proposed resolution.


5/9/2025 – BOR -Academic and Student Affairs Committee

5/28/2025 – Board of Regents



## MEMORANDUM

TO: Terrence Cheng, Chancellor  
Connecticut State Colleges and Universities System

FROM: Dr. Zulma Toro, President   
Central Connecticut State University

DATE: April 29, 2025

SUBJECT: Recommendation to appoint Dr. Karolina Kolpak to the Stanislaus A. Blejwas Endowed Chair in Polish and Polish American Studies

I am writing to request approval from the Connecticut Board of Regents for Higher Education to appoint Dr. Karolina Kolpak to succeed Dr. Mieczyslaw Biskupski as the holder of the Stanislaus A. Blejwas Endowed Chair in Polish and Polish American Studies at Central Connecticut State University. Following a national search, the Blejwas Chair Search Committee recommended the appointment of Dr. Kolpak.

The Blejwas Endowed Chair and the associated Polish Studies program are housed in the Department of History, which, in turn, is housed in the Carol A. Ammon College of Liberal Arts & Social Sciences. The Blejwas Endowed Chair will be appointed to a tenure-track faculty position in History.

Dr. Kolpak's credentials and scholarly training in the field of Eastern European and Polish Studies speak directly to the requirements of the position. She is a graduate of Yale University with a Ph.D., M.Phil., and M.A. in History with a specialization in Modern Eastern Europe and Russia. Prior to attending graduate school, she completed a B.A. in History and International Studies at DePaul University and she was a museum docent and assistant in archival work at the Polish Museum of America in Chicago. Additionally, she completed a semester abroad at the University of Bonn in Germany.

Dr. Kolpak's scholarship engages with histories of nationalism, antisemitism and (white) European exclusions; empire, imperial legacies and transnational exchanges; civil society, democracy and liberalism; childhood and minorities.

The duties of the Blejwas Endowed Chair would give Dr. Kolpak the opportunity to share her expertise and international perspective with Central students, to collaborate with Central faculty, and to re-invigorate and expand Central's engagement with the local and regional Polish American community. Her on-campus meeting with Central's Polish American community

Office of the President

1615 Stanley Street, P.O. Box 4010, New Britain, CT 06050 | tel: 860.832.3000 | fax: 860.832.3033  
ccsu.edu

partners demonstrated her skills and ability to foster a successful and rewarding relationship with them.

As the Blejwas Endowed Chair Holder, Dr. Kolpak's responsibilities would consist of:

- Coordinating and growing the Polish Studies minor program;
- Teaching and developing courses on the history and culture of Poland and the Polish-American ethnic community in the United States;
- Organizing and coordinating cultural and educational events for the benefit of the Central and local Polish American communities;
- Collaborating with national and international partners;
- Fundraising to support the Polish Studies program.

This proposed appointment has my full support. I have attached a copy of Dr. Kolpak's *curriculum vitae* for your review. Thank you for considering this recommendation, which I would appreciate you forwarding to the Board of Regents for approval.

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

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Central Connecticut State University	Please enter the following dates: Final approval by institution: 2/24/25 Submission to CSCU Office of the Provost for Academic Council: 3-12-25
Most Recent NECHE Institutional Accreditation Action and Date: Continued in accreditation; approved at the Commission's meeting on 4/12/19.	
<b>Parent Program</b> Name of Program: Biomolecular Sciences Program Type (degree type, abbreviation, name, e.g., Certificate 16-30 credits, C2, Certificate): <b>BS</b> OHE #: 13445 <u>CIP Code Number:</u> 260204    Title of CIP Code: Molecular Biology	
<b>Proposed Program Characteristics</b> Name of Option/Track/Concentration/Specialization: <b>BMS for Medical Careers</b> Modality of Program (check all that apply): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program website: <a href="https://www.ccsu.edu/programs/biomolecular-sciences-bs">https://www.ccsu.edu/programs/biomolecular-sciences-bs</a> Program Type (e.g., Bachelor Degree Option): <b>Bachelors degree specialization/track</b> Anticipated Program Initiation Date: Fall 2025 Anticipated Date of First Completion: Spring 2027 (change of major) Spring 2029 (first year starts) Total # Credits in Program: 35 credits in the major, 120 credits for the BS degree IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years): 4	
Provide estimated cost of program (tuition and fees): \$                      OR url for link to tuition/fee information: <a href="https://www.ccsu.edu/bursar">https://www.ccsu.edu/bursar</a>	
<u>CIP Code Number:</u> 260204    Title of CIP Code: Molecular Biology <b>NO CHANGE FROM PARENT PROGRAM</b>	
Department where program is housed: Biomolecular Sciences Location Offering the Program (e.g., main campus): Central Connecticut State University	
Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Provide the intended catalog description for this program: The Bachelor of Science (BS) in Biomolecular Sciences offers a comprehensive curriculum focused on the molecular and cellular mechanisms underlying biological processes, integrated with organismal physiology. The program emphasizes hands-on learning through laboratory instruction and independent research. Graduates are well-prepared for careers in biotechnology, pharmaceuticals, and academic or clinical research. The degree also provides a strong foundation for students interested in pursuing further education in professional medical programs (e.g., medicine, physician assistant, pharmacy, dentistry, or veterinary school) or advanced degrees (MS or PhD) in molecular biology, cell biology, and related fields	
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued:                      CIP:                      OHE#:                      BOR Accreditation Date: Phase Out Period                      Date of Program Termination Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Other Program Accreditation: <ul style="list-style-type: none"> <li>• If seeking specialized/professional/other accreditation, name of agency and intended year of review:</li> <li>• If program prepares graduates eligibility to state/professional licensure,             <ul style="list-style-type: none"> <li>○ identify credential:</li> </ul> </li> </ul>	

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***BELOW THRESHOLD REPORT***

○ 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:** Kathy Martin

Title: Professor

Tel.: 860-832-2655 e-mail:  
martink@ccsu.edu

**NOTES:**

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

**SECTION 2: PROGRAM PLANNING ASSESSMENT**

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

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

The BMS for Medical Careers aligns with Central's mission to "emphasizes development and application of knowledge and ideas through research and outreach activities, and prepares students to be thoughtful, responsible, and successful citizens" and contributes to Central's distinctive "emphases in Science, Technology, Engineering, and Mathematics, which directly address the state's workforce needs." We are helping to train students for in-demand health careers. In addition the program is suitable for students completing the necessary prerequisite coursework for entry into an accelerated nursing program, such as the recent program opened at Central.

**Addressing Identified Needs**

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

According to the Department of Labor Statistics, employment in the health care industry is projected to grow more quickly than other occupations. Students in our program will be prepared to apply for continued education in the following areas, all of which show projected growth:

	Growth rate (The projected percent change in employment from 2023 to 2033.)	Number of jobs 2023
Dentists	5%	160,600
Pharmacists	5%	337,700
Physical Therapists	14%	259,200
Physician Assistants	28%	153,400
Physician	4%	834,500
Nurses	6%	300,100
Veterinarian	19%	88,200
Nurse Practitioner	40%	349,600

- 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?  
Central recently developed an accelerated pathway to a nursing degree for students with a bachelor's degree in other areas. This specialization will include all needed prerequisites for acceptance to that program, while earning a BS in

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Biomolecular Sciences. The twenty-year old BS program in Biomolecular Sciences currently has alumni employed in all of these medical fields. Each semester alumni visit our students as part of our Friday Seminar classes, providing current students insight into medical careers and advice for successful applications and completion of medical degree programs. Representatives from nearby programs, such as the Physician's Assistant and Pharmacy Programs at Saint Joseph's University visit yearly to recruit our students to their programs.

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 routinely collects retention and completion rates broken out by various demographics (race/ethnicity, gender). Some additional data at the course-level is also available, in particular for gateway courses. These data are available to departments.

- 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.

Advising is embedded into our core required classes. This includes guidance not only on course selection, but also about engaging in complementary activities like volunteering, shadowing, outreach, and research activities that will enhance students applications for graduate programs. Research experiences are required for all students. These experiences are valued by medical programs and also provide students with a faculty mentor. The department also engages in outreach activities, bringing Central students to local middle and high schools. Central students guide the middle and high school students through labs and science activities. This outreach serves the dual purpose of recruiting local students to Central and providing valuable experience for our BMS majors currently enrolled at Central. In terms of academic support, the department makes use of peer tutors, providing free tutoring for any student. In addition, the structure of the overall program, with lecture, lab, and seminar, independent research, etc, promotes strong community across faculty, staff and students, creating a natural support network for students enrolled in the program.

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

The data will be used to determine where there are inequities, such as a particular course or sequences of courses, and respond by providing more academic support or redistributing appropriate resources. Especially for our freshman/sophomore population, the program uses embedded advising within the courses, which serves to assist in identifying issues by providing all students with face to face, one-on-one communication with faculty.

- 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)*

The BMS program aligns with the CT State associates degree ensuring minimal loss of credits during transfer.

- Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided  
Medical degree programs do not require a specific undergraduate major. Any student who takes the required courses and entrance exams can apply. This program clarifies the requirements for students in our major who pursue medical careers. Specifying admission requirements within our program should both recruit students to Central and clarify pathways for current students. Southern Connecticut State University has a pre-medicine pathway within the Biology degree, Western Connecticut State University students can declare a pre-health pathway within their major, Eastern does not designate specific pathways. Central is the only one of the CSUs that has a degree specializing in Cell and Molecular Biology at the undergraduate level.

**Cost Effectiveness and Availability of Adequate Resources**



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

The proposed program is really more of an advising tool to help guide students in the selection of the appropriate courses to meet their career goals. All of the courses for this specialization are existing courses that are already offered on a regular basis. There are no additional costs or resources required.

**Special Resources**

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

none

**Student Recruitment / Student Engagement**

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

Enrollment recruitment comes from the standard efforts of the university such as Open Houses or Admitted Student days. As part of the program, all student are required to take a two semester seminar course, which brings in individuals from medical programs, including former students to discuss requirements, relevancy of the coursework, application process, etc. If applicable, what student engagement strategies will be employed to advance student retention and completion in program? The embedded experiential learning and outreach activities (community engagement) are strong high impact practices that assist with 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):

**Program is really designed as a preparation for further study in post bac/ graduate medical programs**

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):

**Career/Program Pathways**

Does this program prepare students for another program? ☐ Yes, specify program: ☐ No (**While not specifically, this program does prepare students for the accelerated nursing program at Central**).

**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. Biomolecular Sciences majors will be able to demonstrate foundational knowledge in Biomolecular science, including an understanding of:
  - a. The relationship between the properties of macromolecules and cellular activities,
  - b. The relationship between cellular activities and biological responses,
  - c. Cell metabolism, chemical composition, physiochemical and functional organization of organelles,
  - d. Gene replication, expression, regulation and mutation,
  - e. Cell signaling, trafficking and differentiation, and



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- f. Contemporary approaches and techniques used in modern cell and molecular biology.
2. Biomolecular Sciences majors will be able to evaluate, summarize and critique papers from the scientific literature.
3. Biomolecular Sciences majors will be able to develop a research question and discuss and evaluate approaches to address that question.
4. Biomolecular Sciences majors will be able to design and conduct a research project under the guidance of a faculty member, including data collection, evaluation, and presentation in an oral or written format.

**Assessment of Learning Outcomes**

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

The program follows Central's Assessment policy. Assessment of learning is done through embedded instruments (assignments, papers, research reports, specific exams, exit interviews) throughout the program

**Program Administration**

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

- Name:
- Email:                                      Phone:

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

**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)? 7

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

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

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

*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
Kathy Martin	PhD, University of Virginia	Molecular Biology	Chair
Thomas King	PhD, University of Wisconsin	Genetics	
Michael Davis	PhD, Harvard University	Microbiology	
Martin Kapper	PhD, Louisiana State University	Cell Biology, Physiology	
Barry Hoopengardner	PhD, University of Connecticut	Genomics	
Betsy Dobbs-McAuliffe	PhD, Duke University	Cell, Developmental Biology	
Daniel Chase	PhD, University of New Hampshire	Biochemistry / Molecular Biology	
Jessica Smith	PhD, University of Massachusetts, PhD	Microbiology	

**Curriculum**

*Please list all courses in the proposed program, including the core/major area of specialization, prerequisites, electives, required general education courses, etc. Using numerals, map the Learning Outcomes listed in the Section 3 to relevant program courses in this*

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

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
<b>Program Required &amp; Elective Courses</b>			
BMS 102: Introduction to Biomolecular Sciences (Core)	1, Gen Ed	none	3
BMS 103: Introduction to Biomolecular Sciences Laboratory (Core)	1, Gen Ed	BMS 102 (may be concurrent)	1
BMS 190: Friday Seminar in Biomolecular Sciences I (Core)		none	0.5
BMS 290: Friday Seminar in Biomolecular Sciences II (Core)		BMS 190, BMS 390 (may be concurrent)	0.5
BMS 201: Principles of Cell and Molecular Biology (Core)	1, Gen Ed	BMS 102 and BMS 103 or BIO 121; or permission of department chair.	4
BMS 216: Microbiology for Nursing (Directed Elective)	1	BMS 102 or BIO 111 and Chem 161	3
BMS 217: Microbiology for Nursing Lab (Directed Elective)	1	BMS 216 (may be concurrent)	1
BMS 306: Genetics (Directed Elective)	1	BMS 201 (C- or better)	3
BMS 307: Genomics (Directed Elective)	1	BMS 201 (C- or better) and Chem 161 and Chem 162 or permission of chair	4
BMS 308: Genetics Lab (Directed Elective)	1	BMS 306 (may be concurrent)	
BMS 311: Cell Biology (Directed Elective)	1	BMS 201 (C- or better) and Chem 161 and Chem 162 or permission of chair	4
BMS 316: Microbiology (Directed Elective)	1	BMS 201 (C- or better) and Chem 161 and Chem 162 or permission of chair	4
BMS 318: Anatomy and Physiology I (Directed Elective)	1	BIO 122 or BMS 201 (or for Nursing students only: BMS 102/103, Chem 210, NRSE 150, NRSE 150 may be taken concurrently), or permission of department chair.	4
BMS 319: Anatomy and Physiology II (Directed Elective)	1	BIO 122 or BMS 201 or (for Nursing students only: BMS 102 and BMS 103, and CHEM 210, and NRSE 150), or permission of department chair.	4
BMS 340: Biomolecular Techniques (Elective)	1,4	BMS 201 (C- or better) or permission of department chair.	2
BMS 362: Developmental Biology (Directed Elective)	1,2	BMS 201 (C- or better)	3
BMS 363: Developmental Biology Lab	1	BMS 362 (may be concurrent)	1

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(Directed Elective)			
BMS 380: Emergency Medical Technician (EMT) (Elective)	1	none	6 credit course (3 count towards elective in BMS)
BMS 390: Independent Research in Biomolecular Sciences (Core)	3,4	BMS 290 and written permission of the instructor and department chair	1
BMS 391: Internship in Biomolecular Science (Elective)		Written permission of instructor and department chair.	1
BMS 411: Molecular and Cellular Immunology (Elective)	1,2	BMS 311 (C- or better) or BMS 316 (C- or better) or permission of department chair	3
BMS 412: Human Physiology (Directed Elective)	1	BIO 122, or BMS 201; or BIO 318 or BMS 318 or BIO 319 or BMS 319; or permission of department chair.	3
BMS 412: Human Physiology Laboratory (Directed Elective)	1	BMS 412 or BIO 412 (either may be taken concurrently).	1
BMS 417: Experimental Microbiology (was 416, Elective)	1, 3, 4		2
BMS 418: Medical Microbiology* (Elective)	1, 2	BMS 316 or permission of the department chair	3
BMS 420: Advanced Cell Techniques* (Elective)	1, 3, 4	BMS 306 or BMS 307 or BMS 311 or BMS 316 or permission of the department chair	2
BMS 421: Experimental Developmental Biology (was 321, Elective)	1, 3, 4	BMS 362	2
BMS 430: Virology (Elective)	1, 2	BMS 316 (C- or better) OR BIO 315 (C- or better) or permission of department chair	3
BMS 450: Epigenetics of Clinical and Model Systems (Elective)	1, 2	BMS 306 or BMS 307	3
BMS 462: Topics in Developmental Biology* (Elective)	1, 2	BMS 362 or BMS 311 or BMS 306 or BMS 307 or permission of the department chair	3
BMS 460: Pharmacogenetics (Elective)	1, 2	BMS 306 or BMS 307 or permission of Chair	3
BMS 490: Topics in Biomolecular Sciences (Elective)	3, 4	BMS 306 or BMS 307 or BMS 311 or BMS 316 or permission of department chair.	3
BMS 495: Capstone in Molecular Biology (Elective)	1, 2	BMS 306 or permission of the department chair	4
BMS 496: Capstone in Metabolism and Energetics (Elective)	1	BMS 306 or BMS 307 or BMS 311 or BMS 316; and CHEM 210 and CHEM 211; or permission of department chair.	4
BMS 499: Undergraduate Thesis in BMS (Elective)	3, 4	BMS 491 (may be taken concurrently) and written permission of thesis advisor	1

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<b>Open Electives</b> <i>(Indicate number of credits of open electives)</i>	20
<b>Total Program Credits: (35 credits in major, 28 related)</b>	120
What are the admissions requirements for the program? Standard Admission to the University	
Does this program have special graduation requirements (e.g., capstone or special project)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, describe:	
Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, describe and attach copies of the contracts or other documents ensuring program support:	
Describe the prospective students for the program: Prospective students for this program are those interested in completing the necessary coursework for later application to a post bac/graduate medical program such as PA, MD, DMD, Veterinarian, etc.	

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**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Central Connecticut State University	Please enter the following dates: Final approval by institution: 2/24/25 Submission to CSCU Office of the Provost for Academic Council: 3-12-25
Most Recent NECHE Institutional Accreditation Action and Date: Continued in accreditation; approved at the Commission's meeting on 4/12/19.	
<b>Parent Program</b> Name of Program: Biomolecular Sciences Program Type (degree type, abbreviation, name, e.g., Certificate 16-30 credits, C2, Certificate): <b>BS</b> OHE #: 13445 <u>CIP Code Number:</u> 260204    Title of CIP Code: Molecular Biology	
<b>Proposed Program Characteristics</b> Name of Option/Track/Concentration/Specialization: <b>BMS for Research</b> Modality of Program (check all that apply): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program website: <a href="https://www.ccsu.edu/programs/biomolecular-sciences-bs">https://www.ccsu.edu/programs/biomolecular-sciences-bs</a> Program Type (e.g., Bachelor Degree Option): <b>Bachelors degree specialization/track</b> Anticipated Program Initiation Date: Fall 2025 Anticipated Date of First Completion: Spring 2027 (change of major) Spring 2029 (first year starts) Total # Credits in Program: 35 credits in the major, 120 credits for the BS degree IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years): 4	
Provide estimated cost of program (tuition and fees): \$                      OR url for link to tuition/fee information: <a href="https://www.ccsu.edu/bursar">https://www.ccsu.edu/bursar</a>	
<u>CIP Code Number:</u> 260204    Title of CIP Code: Molecular Biology <b>NO CHANGE FROM PARENT PROGRAM</b>	
Department where program is housed: Biomolecular Sciences Location Offering the Program (e.g., main campus): Central Connecticut State University	
Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Provide the intended catalog description for this program: The Bachelor of Science (BS) in Biomolecular Sciences offers a comprehensive curriculum focused on the molecular and cellular mechanisms underlying biological processes, integrated with organismal physiology. The program emphasizes hands-on learning through laboratory instruction and independent research. Graduates are well-prepared for careers in biotechnology, pharmaceuticals, and academic or clinical research. The degree also provides a strong foundation for students interested in pursuing further education in professional medical programs (e.g., medicine, physician assistant, pharmacy, dentistry, or veterinary school) or advanced degrees (MS or PhD) in molecular biology, cell biology, and related fields	
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued:                      CIP:                      OHE#:                      BOR Accreditation Date: Phase Out Period                      Date of Program Termination Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Other Program Accreditation: <ul style="list-style-type: none"> <li>• If seeking specialized/professional/other accreditation, name of agency and intended year of review:</li> <li>• If program prepares graduates eligibility to state/professional licensure,             <ul style="list-style-type: none"> <li>○ identify credential:</li> </ul> </li> </ul>	

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○ 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:** Kathy Martin

**Title:** Professor

**Tel.:** 860-832-2655 **e-mail:**  
martink@ccsu.edu

**NOTES:**

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

**SECTION 2: PROGRAM PLANNING ASSESSMENT**

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

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

The BMS for Research aligns with Central's mission to "emphasizes development and application of knowledge and ideas through research and outreach activities, and prepares students to be thoughtful, responsible, and successful citizens" and contributes to Central's distinctive "emphases in Science, Technology, Engineering, and Mathematics, which directly address the state's workforce needs." We are helping to train students for in-demand research careers in both academic and industry settings.

**Addressing Identified Needs**

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

According to the Department of Labor Statistics, employment in biomedical research is projected to grow more quickly than other occupations. Students in our program will be prepared to apply for continued education in the following areas, all of which show projected growth:

Clinical Laboratory Technologist and Technicians	5%	344,200
Agricultural and Food Scientists	8%	37,200
Biological Technicians	7%	83,100
Medical Scientists	11%	146,600
Microbiologists	7%	23,200

- 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 Biomolecular Sciences program is unique in its focus on independent research experiences for students. All students in the BMS for Research specialization will be required to take two semesters of independent research and two courses focused on research methods and techniques. These experiences help students build resumes listing specific technical skills valued by employers and graduate programs. In addition to our coursework and research, each



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year we take 30-40 students to an undergraduate focused regional research conference. Students consistently cite these research conferences as the highlight of their time in the Biomolecular Sciences Department. The Biomolecular Sciences department has a consistent record of placing students in biomedical technology positions and PhD programs in the biomedical sciences. Many of the students in our MS degree in Biomolecular Sciences come to us from other institutions specifically looking to build their technical laboratory skills. By creating a specialization for research at the undergraduate level, we can better communicate this emphasis to prospective students.

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 routinely collects retention and completion rates broken out by various demographics (race/ethnicity, gender). Some additional data at the course-level is also available, in particular for gateway courses. These data are available to departments.

- 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.

Advising is embedded into our core required classes. This includes guidance not only on course selection, but also about engaging in complementary activities like volunteering, shadowing, outreach, and research activities that will enhance students applications for graduate programs. Research experiences are required for all students. These experiences are valued by medical programs and also provide students with a faculty mentor. The department also engages in outreach activities, bringing Central students to local middle and high schools. Central students guide the middle and high school students through labs and science activities. This outreach serves the dual purpose of recruiting local students to Central and providing valuable experience for our BMS majors currently enrolled at Central. In terms of academic support, the department makes use of peer tutors, providing free tutoring for any student. In addition, the structure of the overall program, with lecture, lab, and seminar, independent research, etc, promotes strong community across faculty, staff and students, creating a natural support network for students enrolled in the program.

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

The data will be used to determine where there are inequities, such as a particular course or sequences of courses, and respond by providing more academic support or redistributing appropriate resources. Especially for our freshman/sophomore population, the program uses embedded advising within the courses, which serves to assist in identifying issues by providing all students with face to face, one-on-one communication with faculty.

- 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)*

The BMS program aligns with the CT State associates degree ensuring minimal loss of credits during transfer.

- Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided . Neither Eastern nor Western has a program focused on Cell and Molecular Biology. Southern does have a Biotechnology degree, which focuses on technique. However, the Biotechnology program does not emphasis independent student research, which is integrated into the BMS for Research specialization. Students not only conduct two semesters of research with Central faculty, but also take technique courses that include semester-long student designed research projects.

**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.

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The proposed program is really more of an advising tool to help guide students in the selection of the appropriate courses to meet their career goals. All of the courses for this specialization are existing courses that are already offered on a regular basis. There are no additional costs or resources required.

**Special Resources**

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

none

**Student Recruitment / Student Engagement**

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

Enrollment recruitment comes from the standard efforts of the university such as Open Houses or Admitted Student days. As part of the program, all student are required to take a two semester seminar course, which brings in individuals from medical programs, including former students to discuss requirements, relevancy of the coursework, application process, etc.

If applicable, what student engagement strategies will be employed to advance student retention and completion in program? The embedded experiential learning and outreach activities (community engagement) are strong high impact practices that assist with 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): 19-1010, 19-1020, 19-1090

What would be the median estimated earnings for a graduate in this profession (*if more than one SOC code listed, include earnings for each*)? \$61,000-\$85,000

**Applicable Industries**

Identify the industry applicable to this program using the [North American Industry Classification System](#) (NAICS). Provide NAICS code(s) and title(s): 541714 Research and Development in Biotechnology

**Career/Program Pathways**

Does this program prepare students for another program? ☐ Yes, specify program: ☒ No ( but coursework does prepare students for application to Ph.D. programs in the Life Sciences.

**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. Biomolecular Sciences majors will be able to demonstrate foundational knowledge in Biomolecular science, including an understanding of:
  - a. The relationship between the properties of macromolecules and cellular activities,
  - b. The relationship between cellular activities and biological responses,
  - c. Cell metabolism, chemical composition, physiochemical and functional organization of organelles,
  - d. Gene replication, expression, regulation and mutation,
  - e. Cell signaling, trafficking and differentiation, and
  - f. Contemporary approaches and techniques used in modern cell and molecular biology.



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2. Biomolecular Sciences majors will be able to evaluate, summarize and critique papers from the scientific literature.
3. Biomolecular Sciences majors will be able to develop a research question and discuss and evaluate approaches to address that question.
4. Biomolecular Sciences majors will be able to design and conduct a research project under the guidance of a faculty member, including data collection, evaluation, and presentation in an oral or written format.

**Assessment of Learning Outcomes**

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

The program follows Central's Assessment policy. Assessment of learning is done through embedded instruments (assignments, papers, research reports, specific exams, exit interviews) throughout the program

**Program Administration**

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

- Name: Kathy Martin
- Email: martinK@ccsu.edu      Phone: 860-832-2655

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

**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)? 7

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

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

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

*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
Kathy Martin	PhD, University of Virginia	Molecular Biology	Chair
Thomas King	PhD, University of Wisconsin	Genetics	
Michael Davis	PhD, Harvard University	Microbiology	
Martin Kapper	PhD, Louisiana State University	Cell Biology, Physiology	
Barry Hoopengardner	PhD, University of Connecticut	Genomics	
Betsy Dobbs-McAuliffe	PhD, Duke University	Cell, Developmental Biology	
Daniel Chase	PhD, University of New Hampshire	Biochemistry / Molecular Biology	
Jessica Smith	PhD, University of Massachusetts, PhD	Microbiology	

**Curriculum**

*Please list all courses in the proposed program, including the core/major area of specialization, prerequisites, electives, required general education courses, etc. Using numerals, map the Learning Outcomes listed in the Section 3 to relevant program courses in this*

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

<b>Course Number and Name</b>	<b>L.O. # (from Section 3)</b>	<b>Pre-Requisite(s)</b>	<b>Credit Hours</b>
<b>Program Required &amp; Elective Courses</b>			
BMS 102: Introduction to Biomolecular Sciences (Core)	1, Gen Ed	none	3
BMS 103: Introduction to Biomolecular Sciences Laboratory (Core)	1, Gen Ed	BMS 102 (may be concurrent)	1
BMS 190: Friday Seminar in Biomolecular Sciences I (Core)		none	0.5
BMS 290: Friday Seminar in Biomolecular Sciences II (Core)		BMS 190, BMS 390 (may be concurrent)	0.5
BMS 201: Principles of Cell and Molecular Biology (Core)	1, Gen Ed	BMS 102 and BMS 103 or BIO 121; or permission of department chair.	4
BMS 306: Genetics (Directed Elective)	1	BMS 201 (C- or better)	3
BMS 307: Genomics (Directed Elective)	1	BMS 201 (C- or better) and Chem 161 and Chem 162 or permission of chair	4
BMS 308: Genetics Lab (Directed Elective)	1	BMS 306 (may be concurrent)	
BMS 311: Cell Biology (Directed Elective)	1	BMS 201 (C- or better) and Chem 161 and Chem 162 or permission of chair	4
BMS 316: Microbiology (Directed Elective)	1	BMS 201 (C- or better) and Chem 161 and Chem 162 or permission of chair	4
BMS 340: Biomolecular Techniques (Directed Elective)	1,4	BMS 201 (C- or better) or permission of department chair.	2
BMS 362: Developmental Biology (Directed Elective)	1,2	BMS 201 (C- or better)	3
BMS 363: Developmental Biology Lab (Directed Elective)	1	BMS 362 (may be concurrent)	1
BMS 390: Independent Research in Biomolecular Sciences (Core)	3,4	BMS 290 and written permission of the instructor and department chair	1
BMS 391: Internship in Biomolecular Science (Elective)		Written permission of instructor and department chair.	1
BMS 411: Molecular and Cellular Immunology (Elective)	1,2	BMS 311 (C- or better) or BMS 316 (C- or better) or permission of department chair	3
BMS 417: Experimental Microbiology (was 416, Directed Elective)	1, 3, 4		2
BMS 418: Medical Microbiology* (Elective)	1, 2	BMS 316 or permission of the department chair	3

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BMS 420: Advanced Cell Techniques* (Directed Elective)	1, 3, 4	BMS 306 or BMS 307 or BMS 311 or BMS 316 or permission of the department chair	2
BMS 421: Experimental Developmental Biology (was 321, Directed Elective)	1, 3, 4	BMS 362	2
BMS 430: Virology (Elective)	1, 2	BMS 316 (C- or better) OR BIO 315 (C- or better) or permission of department chair	3
BMS 450: Epigenetics of Clinical and Model Systems (Elective)	1, 2	BMS 306 or BMS 307	3
BMS 462: Topics in Developmental Biology* (Elective)	1, 2	BMS 362 or BMS 311 or BMS 306 or BMS 307 or permission of the department chair	3
BMS 460: Pharmacogenetics (Elective)	1, 2	BMS 306 or BMS 307 or permission of Chair	3
BMS 490: Topics in Biomolecular Sciences (Elective)	3, 4	BMS 306 or BMS 307 or BMS 311 or BMS 316 or permission of department chair.	3
BMS 491: Advanced Independent Research (Required)	3,4	BMS 390 and written permission of instructor and department chair.	1
BMS 495: Capstone in Molecular Biology (Elective)	1, 2	BMS 306 or permission of the department chair	4
BMS 496: Capstone in Metabolism and Energetics (Elective)	1	BMS 306 or BMS 307 or BMS 311 or BMS 316; and CHEM 210 and CHEM 211; or permission of department chair.	4
BMS 499: Undergraduate Thesis in BMS (Elective)	3, 4	BMS 491 (may be taken concurrently) and written permission of thesis advisor	1
<b>Open Electives</b> (Indicate number of credits of open electives)			20
<b>Total Program Credits: (35 credits in major, 28 related)</b>			120
What are the admissions requirements for the program? Standard Admission to the University			
Does this program have special graduation requirements (e.g., capstone or special project)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, describe:			
Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, describe and attach copies of the contracts or other documents ensuring program support:			
Describe the prospective students for the program: Prospective students for this program are those interested in completing the necessary coursework for later application to a post bac/graduate medical program such as PA, MD, DMD, Veterinarian, etc.			

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

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Central Connecticut State University (Central)	Please enter the following dates: Submission of Initial Intent Form to Provosts Council: <span style="background-color: #cccccc; display: inline-block; width: 40px; height: 15px;"></span> Review by Provosts Council: <span style="background-color: #cccccc; display: inline-block; width: 40px; height: 15px;"></span> Final approval by institution: 10/21/24 Submission of this form to the CSCU Office of the Provost for Academic Council: 3/12/25
Most Recent NECHE Institutional Accreditation Action and Date: April 2019 Continued Accreditation Environment, Health & Safety	
<b>Program Characteristics</b> Name of Program: Environment, Health & Safety Modality of Program ( <i>check all that apply</i> ): <input checked="" type="checkbox"/> On ground <input checked="" type="checkbox"/> Online <input checked="" type="checkbox"/> Hybrid, % of fully online courses: 50% Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program website: Program Type ( <i>degree type, abbreviation, name, e.g., Certificate 16-30 credits, C2, Certificate</i> ): Undergraduate Certificate ≤ 15 credits, C1, Certificate Anticipated Program Initiation Date: August 2025 Anticipated Date of First Completion: May 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: <a href="https://www.ccsu.edu/bursar">https://www.ccsu.edu/bursar</a>	
CIP Code Number: 15.0701      Title of CIP Code: Occupational Safety and Health 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? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Provide the intended catalog description for this program: The Undergraduate Certificate in Environment, Health & Safety is intended to provide students with the professional study and application of practices and technologies related to industrial and occupational safety. This certificate will prepare students who have prior or concurrent studies in management practices for management positions as safety professionals in a variety of organizations in the public and private sector.	
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued:                      CIP:                      OHE#:                      BOR Accreditation Date: Phase Out Period                      Date of Program Termination Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Other Program Accreditation: <ul style="list-style-type: none"> <li>• If seeking specialized/professional/other accreditation, name of agency and intended year of review:</li> <li>• If program prepares graduates eligibility to state/professional licensure,             <ul style="list-style-type: none"> <li>○ identify credential:</li> <li>○ confirm NC-SARA requirements met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</li> </ul> </li> </ul> (As applicable, the documentation in this request should address the standards of the identified accrediting body or licensing agency)	
<b>Institutional Contact for this Proposal:</b> Daniel Kirby	<b>Title:</b> Chair, Manufacturing and Construction Management Department <b>Tel.:</b> 860-832-1691 <b>e-mail:</b> kirbyerd@ccsu.edu

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

**NOTES:**

- This informational report pertains to academic programs not reaching the threshold requiring Board of Regents action. Information is shared with the BOR-Academic Council, included in the BOR-Academic and Student Affairs Committee meetings, and forwarded to the Office of Higher Education for inclusion in the CT Credential Registry.
- This form should be used for 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)*

This undergraduate certificate program prepares students in developing knowledge for application in their professional and academic careers and is aligned with required and elective courses in the BS in Manufacturing Management and BS in Technology Management programs offered at Central.

**Addressing Identified Needs**

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

This certificate will provide undergraduate students as well as nonmatriculated students the ability to earn a certificate that has high value in the job market. This certificate will also demonstrate a specific skill set and knowledge base in Environment, Health, and Safety that complements the Manufacturing Management and Technology Management BS program options at Central.

State and national employment prospects for graduates are detailed below:

Position	CT Wage Information*	CT Occupation Outlook*	National Wage Information^	National Occupation Outlook^
Occupational Health and Safety Technicians: <i>(1-12 month training, standalone certificate)</i>	Average Annual: \$58,567	Average Annual Job Openings: 11; Average Annual Growth Rate: 0.1%	Median (2023): \$ 77,580	2190 openings per year, 14% growth by 2033.
Occupational Health and Safety Managers, Specialists, or Engineers <i>(certificate earned along with BS Degree)</i>	Average Annual: \$93,172	Average Annual Job Openings: 139; Average Annual Growth Rate: 0.2%	Average Annual: \$103,690	1500 openings per year; 5% growth by 2033
The top Connecticut employment areas are: Professional and Business Services; Manufacturing; Trade, Transportation, and Utilities; and Public Administration.*				
Industries with the highest levels of employment in Occupational Health and Safety Specialists in the US are: Management, Scientific, and Technical Consulting Services; Federal, State, and Local Government, excl. Schools, Hospitals, Postal Service; and Management of Companies and Enterprise.^				
*Source: CT Statewide Occupation Outlook (CT DOL)				

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^Source: National Occupational Outlook (US BLS)

Also, according to Indeed.com, there are 75 current jobs available in Connecticut for Safety Professionals (all levels).

- 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 environmental, health, and safety (EH&S) courses offered at Central as part of the Manufacturing Management BS and Technology Management BS programs. These courses are taught by full time faculty who specialize in production management, and part time faculty who are professionals in EH&S. Students can earn this certificate to take advantage of these established courses, or along with the MM or TM BS programs to focus their degree in EH&S.

- 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
    - 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.

External recruitment for this program will be targeted toward professionals working in industry who may be considering career advancement in this area, as well as possible future 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 the Manufacturing Management BS and Technology Management BS will be encouraged to include this certificate program along with their degree program. This will provide students interested in a career in EH&S 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, recruitment events, and 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 Manufacturing Management BS and Technology Management BS programs 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 456 Hazardous Material Management (Central): ENVE 2210 HAZWOPER (CT State)
- TM 310 Environment, Health and Safety (Central): ENVE 1200 Occupational Safety & Health (CT State)



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- Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided:
  - 1) CT State Community College: Environmental Engineering Technology: Environmental Health & Safety Management Certificate (EHSF-CC):

The EHSF-CC program focuses largely on general EH&S management, as well as environmental regulations. The Central Certificate in Environment, Health & Safety includes the subjects of industrial hygiene and accident investigation, providing more breadth as needed for an EH&S specialist. It should therefore be noted that the EHSF-CC certificate has the two courses identified earlier with transfer articulates to Central; thus, a student completing the EHSF course may transfer these courses and then complete the Central certificate.
  - 2) Central Official Certificate Program in Environmental Health and Safety.

This is a graduate-level program intended for students who have already earned a Bachelor's degree. The OCP EH&S program generally assumes prior undergraduate coursework or professional training in general EH&S (e.g. TM 310).

**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 are no new expenses associated with this program.

The courses included in this certificate program are currently offered regularly by the department for the MM and TM BS programs at Central. This certificate will therefore only require the resources necessary for recruitment and advising of incoming students.

The 400-level courses in this program currently average 10 undergraduate and 5 graduate students (all are offered as graduate-level credit), historically one of each is offered each semester in 2-year cycles. Efforts to increase the departments undergraduate and graduate programs have included offering two each of these courses per semester, currently totalling 35 students (21 undergraduate, 14 graduate). Therefore, growth and interest in these courses, with regular offerings, will lead to growth and interest in this certificate program.

**Special Resources**

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

No special resources will be required.

**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.

Since the 400-level courses for this program are taken by MM and TM BS students who wish to specialize in this career area, enrollment in this certificate program will be highly correlated to enrollment in these BS programs. Additionally, enrollment may be attained through recruitment of community college students and working professionals.

Initial recruitment shall be among current students in these BS programs. Advisors will identify students who are (or have) taken these courses and will recommend that they enroll in the certificate program. Additionally, instructors of these courses will distribute informational flyers about this program to their students. Marketing materials will be developed to recruit among 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?



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All courses are directly applicable to workplace situations, and class discussions and projects include topics of professional interest to the students. TM 310 also provides students the ability to either attain an industry OSHA (Occupational Safety and Health Administration) certificate or be eligible to seek one.

**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):

17-2111 Health and Safety Engineers, Except Mining Safety Engineers and Inspectors\*

Promote worksite or product safety by applying knowledge of industrial processes, mechanics, chemistry, psychology, and industrial health and safety laws. Includes industrial product safety engineers.

19-5011 Occupational Health and Safety Specialists\*

Review, evaluate, and analyze work environments and design programs and procedures to control, eliminate, and prevent disease or injury caused by chemical, physical, and biological agents or ergonomic factors. May conduct inspections and enforce adherence to laws and regulations governing the health and safety of individuals. May be employed in the public or private sector.

19-5012 Occupational Health and Safety Technicians

Collect data on work environments for analysis by occupational health and safety specialists. Implement and conduct evaluation of programs designed to limit chemical, physical, biological, and ergonomic risks to workers.

Data Sources: [https://www.bls.gov/soc/2018/major\\_groups.htm#17-0000](https://www.bls.gov/soc/2018/major_groups.htm#17-0000)

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

\*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*)?

17-2111 Health and Safety Engineers, Except Mining Safety Engineers and Inspectors\*: \$103,690 annually

19-5011 Occupational Health and Safety Specialists\*: \$102,690 annually

19-5012 Occupational Health and Safety Technicians: \$57,920 annually

Data Sources: [https://www.bls.gov/oes/current/oes\\_nat.htm#17-0000](https://www.bls.gov/oes/current/oes_nat.htm#17-0000)

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

\*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)

493xxx: Warehousing and Storage (all codes with 493 prefix)

5242 Agencies, Brokerages, and Other Insurance Related Activities

926150 Occupational safety and health standards agencies

**Career/Program Pathways**

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

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**SECTION 3: PROGRAM QUALITY ASSESSMENT**

**Learning Outcomes - L.O.**

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

1. Understand the management of safety and health in the workplace.
2. Demonstrate the ability to manage an industrial hygiene program.
3. Understand management responsibility for Safety Training.
4. Apply understanding of EH&S management to the accident investigation process.
5. Understand how to prepare and implement a Hazardous Material Management Plan in a workplace.

**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 Manufacturing Management BS and Technology Management BS 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)? 2

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

What percentage of program credits will be taught by adjunct faculty? 60%

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
Daniel Kirby, Associate Professor	Ph.D., Iowa State University	Industrial Education and Technology, General EH&S	Program Coordinator
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, General EH&S	

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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
<b>Program Required &amp; Elective Courses</b>			
TM 310*^ Environment, Health and Safety	1, 3	None	3.0
TM 411*^ Industrial Hygiene	1, 2	None	3.0
TM 412*^ Safety Training Methods	1, 3	None	3.0
TM 414*^ Accident Investigation & Loss Control	1, 4	None	3.0
TM 456*^ Hazardous Material Management	1, 5	None	3.0
*These courses are included the BS Manufacturing Management Program			
^These courses are included in the BS Technology Management Program (can satisfy up to 36 credits of directed electives)			
<b>Open Electives</b> (Indicate number of credits of open electives)			0
<b>Total Program Credits:</b>			15

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 Occupational Safety and Health. 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 an Occupational Safety and Health specialist. Finally, students with a previous degree in Manufacturing or Operations Management/Engineering, or students with a certificate in EH&S from another institution (such as CT State) may wish to attain this certificate to build upon their previous academic experience.

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**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Central	Please enter the following dates: Submission of Initial Intent Form to Provosts Council: <span style="background-color: #cccccc; display: inline-block; width: 50px; height: 15px;"></span> Review by Provosts Council: <span style="background-color: #cccccc; display: inline-block; width: 50px; height: 15px;"></span> Final approval by institution: December 22, 2023 Submission of this form to the CSCU Office of the Provost for Academic Council: 3/12/25
Most Recent NECHE Institutional Accreditation Action and Date: Continued in accreditation; approved at the Commission's meeting on 4/12/19.	
<b>Program Characteristics</b> Name of Program: <b>Human Resource Management</b> Modality of Program ( <i>check all that apply</i> ): <input type="checkbox"/> On ground <input type="checkbox"/> Online <input checked="" type="checkbox"/> Hybrid, % of fully online courses 50% Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program website: <a href="https://www.ccsu.edu/programs/management-bs">https://www.ccsu.edu/programs/management-bs</a> Program Type ( <i>degree type, abbreviation, name, e.g., Certificate 16-30 credits, C2, Certificate</i> ): <b>Certificate C1</b> Anticipated Program Initiation Date: Fall 2025 Anticipated Date of First Completion: Spring 2026 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> ): <b>1 year</b>	
Provide estimated cost of program (tuition and fees): \$                      OR url for link to tuition/fee information: <a href="https://www.ccsu.edu/tuition-aid/undergraduate-tuition">https://www.ccsu.edu/tuition-aid/undergraduate-tuition</a>	
<u>CIP Code Number:</u> 52.10    Title of CIP Code: Human Resource Management and Services	
Department where program is housed: Management & Organization Location Offering the Program ( <i>e.g., main campus</i> ): CCSU main campus	
Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Provide the intended catalog description for this program: This certificate helps students gain a foundation in human resource functions and human resource management-related skills and knowledge.	
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued:                      CIP:                      OHE#:                      BOR Accreditation Date: Phase Out Period                      Date of Program Termination Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Other Program Accreditation: <ul style="list-style-type: none"> <li>• If seeking specialized/professional/other accreditation, name of agency and intended year of review: AACSB, Fall 2029</li> <li>• If program prepares graduates eligibility to state/professional licensure,             <ul style="list-style-type: none"> <li>○ identify credential:</li> <li>○ confirm NC-SARA requirements met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</li> </ul> </li> </ul> ( <i>As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency</i> )	
<b>Institutional Contact for this Proposal:</b> C. Christopher Lee	Title: Department Chair Tel.: 860-832-3288 e-mail: christopher.lee@ccsu.edu
<b>NOTES:</b>	

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

- This informational report pertains to academic programs not reaching the threshold requiring Board of Regents action. Information is shared with the BOR-Academic Council, included in the BOR-Academic and Student Affairs Committee meetings, and forwarded to the Office of Higher Education for inclusion in the CT Credential Registry.
- This form should be used for the following new academic programs, which are considered Below Threshold and do not require a BOR resolution:
  - Undergraduate certificates  $\leq$  30 credits within an approved program (if changes are required to the parent program, submit the relevant program modification form)
  - Undergraduate certificates  $\leq$  15 credits
  - Graduate certificates  $\leq$  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*) It prepares students for careers in HR, fostering social mobility, and addressing workforce development needs.

**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.*)  
It will address CT's workforce needs by preparing students for high-demand roles in HR. According to JobsEQ, employment for HR specialists in Connecticut is expected to increase by 6% over the next decade, with over 400 openings.
- 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 HRM certificate utilizes experienced faculty, a strong business curriculum, and regional partnerships, with the institution's location providing access to diverse industries for internships and career opportunities.
- 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?  
Metrics include demographic analysis of applicant and enrollment data, retention rates by student groups, and graduation rates.
  - 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 advance equitable student outcomes through targeted recruitment strategies focused on underrepresented groups, mentorship opportunities, and workshops to enhance college readiness
  - Where inequities are found, how will the data be used by program and institutional leaders to address the inequities?  
Progress will be monitored through regular assessments to ensure continuous improvement and equitable outcomes.
- 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 may continue to study in B.S. in Management with Human Resource Management Concentration.

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<ul style="list-style-type: none"> <li>Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided  None (SCSU offer a graduate certificate; CCSU offers a Continuing Education program similar to this certificate.)</li> </ul>
<p><b>Cost Effectiveness and Availability of Adequate Resources</b></p> <p>Provide a brief narrative below regarding the budget for the proposed program, as well as the cost effectiveness, sustainability, and availability of adequate resources.</p> <p>No additional resources are required for this new certificate program.</p>
<p><b>Special Resources</b></p> <p>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.</p> <p>None</p>
<p><b>Student Recruitment / Student Engagement</b></p> <p>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.</p> <p>CCSU media marketing department, CCSU website, Open House, etc.</p> <p>If applicable, what student engagement strategies will be employed to advance student retention and completion in program? Management Club, Career Accelerator Program, College to Career Summit, etc.</p>
<p><b>Careers/Professions &amp; Estimated Earnings</b></p> <p>Identify the careers and professions available to graduates of the program using the <a href="#">Standard Occupational Classification</a> (SOC) system. Provide SOC code number(s) and name(s): 11-0000 Management Occupations</p> <p>What would be the median estimated earnings for a graduate in this profession (<i>if more than one SOC code listed, include earnings for each</i>)? \$65.13 per hour (<a href="https://www1.ctdol.state.ct.us/lmi/wages/20231/0901000009/11-3121.htm">https://www1.ctdol.state.ct.us/lmi/wages/20231/0901000009/11-3121.htm</a>)</p>
<p><b>Applicable Industries</b></p> <p>Identify the industry applicable to this program using the <a href="#">North American Industry Classification System</a> (NAICS). Provide NAICS code(s) and title(s): NA (Not intended for a specific industry)</p>
<p><b>Career/Program Pathways</b></p> <p>Does this program prepare students for another program? <input checked="" type="checkbox"/> Yes, specify program: B.S. in Management <input type="checkbox"/> No</p>

**SECTION 3: PROGRAM QUALITY ASSESSMENT**

<p><b>Learning Outcomes - L.O.</b></p> <p><i>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.</i></p> <ol style="list-style-type: none"> <li>Human Resource Management Skills: Gain hands-on skills such as training and development, staffing, and/or compensation</li> <li>Management Concepts: Demonstrate an understanding of management principles</li> <li>Practical Applications of Human Resource Management: To apply HRM skills to develop strategies and action plans to improve organizational efficiency and effectiveness.</li> </ol>
<p><b>Assessment of Learning Outcomes</b></p> <p>Briefly describe assessment methodologies to be used in measuring the program learning outcomes:</p> <p>Case study report at the end of MGT 305 - Human Resource Management course, using the assessment rubric based on the program learning outcomes</p>
<p><b>Program Administration</b></p>



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

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

- Name: C. Christopher Lee
- Email: christopher.lee@ccsu.edu      Phone: 860.832.3288

Describe the qualifications and assigned FTE load of the administrator/faculty member responsible for the day-to-day operations of the proposed academic program PhD in Management or related field; 1 FTE load credit

**Program Faculty**

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

If any new full-time hires, what percentage of program credits will they teach? 0

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 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: Master degree, 5+ years of HR-related full-time work experience

*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
Heidi Hughes, Associate Professor	PhD, University of Gloucestershire	Management	Management courses
Ji-Yeon Seok, Assistant Professor (to be hired)	PhD, New Mexico State University	Management	Management courses
Sinead Ruane, Associate Professor	PhD, University of Massachusetts-Amherst	Management	Management courses

**Curriculum**

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

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
<b>Program Required &amp; Elective Courses</b>			
<b>Required (6 credits)</b>			
MGT 295 – Fundamentals of Management and Organization	1	None	3
MGT 305 – Human Resource Management	1,2	MGT 295	3
MGT 425 – Labor/Management Relations	1,2,3	MGT 295	3
MGT 432 – Human Resource Development and Training	1,3	MGT 305	3
<b>Open Electives</b> (Indicate number of credits of open electives)			0

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

<b>Total Program Credits:</b>	<b>12</b>
What are the admissions requirements for the program? Admitted to CCSU undergraduate programs	
Does this program have special graduation requirements (e.g., capstone or special project)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, describe:	
Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, describe and attach copies of the contracts or other documents ensuring program support:	
Describe the prospective students for the program: Prospective students may be those who already have a degree or currently enrolled students who would like to gain more knowledge and skills in Human Resource Management. Central offers many programs outside of the school of business that this certificate would nicely complement.	



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

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Central	Please enter the following dates: Final approval by institution: 12/22/2023 Submission to CSCU Office of the Provost for Academic Council: 3/12/25
Most Recent NECHE Institutional Accreditation Action and Date: Continued in accreditation; approved at the Commission's meeting on 4/12/19.	
<b>Program Characteristics</b> Name of Minor: Human Resource Management Modality of Program ( <i>check all that apply</i> ): <input type="checkbox"/> On ground <input type="checkbox"/> Online <input checked="" type="checkbox"/> Hybrid, % of fully online courses 50% Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program website: <a href="https://www.ccsu.edu/programs/management-bs">https://www.ccsu.edu/programs/management-bs</a> Anticipated Program Initiation Date: Fall 2025 Anticipated Date of First Completion: Spring 2027 Total # Credits in Program: 18	
CIP Code Number: 52.10 Title of CIP Code: Human Resource Management and Services	
Department where program is housed: Management & Organization Location Offering the Program ( <i>e.g., main campus</i> ): CCSU main campus	
Provide the intended catalog description for this program: This 18-credit minor provides a foundation in management and human resource functions, including recruitment, compensation, labor relations, and training. Students gain strategic and analytical skills to enhance workforce management and leadership.	
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? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Other Program Accreditation: <ul style="list-style-type: none"><li>• If seeking specialized/professional/other accreditation, name of agency and intended year of review: AACSB, Fall 2029</li><li>• If minor prepares graduates eligibility to state/professional licensure,<ul style="list-style-type: none"><li>○ identify credential:</li><li>○ confirm NC-SARA requirements met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</li></ul></li></ul> ( <i>As applicable, the documentation in this request should address the standards of the identified accrediting body or licensing agency</i> )	
<b>Institutional Contact for this Proposal:</b> C. Christopher Lee	Title: Department Chair Tel.: 860.832.3288 e-mail: christopher.lee@ccsu.edu
<b>NOTES:</b> <ul style="list-style-type: none"><li>• This informational report pertains to academic programs not reaching the threshold requiring Board of Regents action. Information is shared with the BOR-Academic Council and included in the BOR-Academic and Student Affairs Committee meetings.</li><li>• This form should be used only for new degree minors, which are considered Below Threshold and do not require a BOR resolution.</li></ul>	

**SECTION 2: PROGRAM PLANNING ASSESSMENT**

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

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

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

How does the program align with the institutional mission? *(Provide a concise statement)* It prepares students for careers in HR, fostering social mobility, and addressing workforce development needs. It supports economic and cultural vitality through practical knowledge, regional partnerships, and contributions to community growth.

**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.)*  
It will address CT's workforce needs by preparing students for high-demand roles in HR. According to JobsEQ, employment for HR specialists in Connecticut is expected to increase by 6% over the next decade, with over 400 openings.
- 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 HRM minor utilizes experienced faculty, a strong business curriculum, and regional partnerships, with the institution's location providing access to diverse industries for internships and career opportunities.
- 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?  
Metrics include demographic analysis of applicant and enrollment data, retention rates by student groups, and graduation rates.
  - 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 advance equitable student outcomes through targeted recruitment strategies focused on underrepresented groups, mentorship opportunities, and workshops to enhance college readiness.
  - Where inequities are found, how will the data be used by program and institutional leaders to address the inequities?  
Progress will be monitored through regular assessments to ensure continuous improvement and equitable outcomes.

**Cost Effectiveness and Availability of Adequate Resources**

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

No additional resources are required for this new minor program.

**Special Resources**

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

None

**Student Recruitment / Student Engagement**

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

CCSU media marketing department, CCSU website, Open House, etc.

If applicable, what student engagement strategies will be employed to advance student retention and completion in program? Management Club, Career Accelerator Program, College to Career Summit, etc.

**SECTION 3: PROGRAM QUALITY ASSESSMENT**

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

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

**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. Core Knowledge in HRM: Demonstrate a foundational understanding of management principles and human resource management concepts, including recruitment, selection, training, and development.
2. Strategic HR Practices: Apply knowledge of HRM strategies to address organizational needs and enhance employee performance and satisfaction.
3. Ethical Frameworks: Analyze the legal, ethical, and regulatory considerations in managing human resource, including labor relations and compensation systems.
4. Professional Communication: Develop skills in professional communication, teamwork, and leadership to manage diverse teams and support organizational success.

**Assessment of Learning Outcomes**

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

Case study report at the end of MGT 305 - Human Resource Management course, using the assessment rubric based on the program 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: C. Christopher Lee
- Email: christopher.lee@ccsu.edu      Phone: (860)832-3288

**Program Faculty**

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

If any new full-time hires, what percentage of program credits will they teach? 0

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 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? 16.7%

**Curriculum**

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

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
<b>Program Required &amp; Elective Courses</b>			
<b>Required (6 credits)</b>			
MGT 295 – Fundamentals of Management and Organization	1	NA	3
MGT 305 – Human Resource Management	1, 2, 3, 4	MGT 295	3
<b>Electives (12 credits) – Choose four courses:</b>			
MGT 326 – Business Organizational Behavior	1, 3	MGT 295	3
MGT 345 – Organizational Analysis & Change Management	1, 3	MGT 295	3
MGT 425 – Labor/Management Relations	1, 2, 3	MGT 295	3
MGT 431 – Compensation and Benefits	1, 3, 4	MGT 305 and BUS 250	3
MGT 432 – Human Resource Development and Training	1, 2, 4	MGT 305 or MGT 326	3
MGT 460 - Staffing	1, 2, 3, 4	MGT 305 and BUS 250	3

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**Connecticut State Colleges & Universities**  
***NEW DEGREE MINOR – BELOW THRESHOLD REPORT***

<b>Open Electives</b> <i>(Indicate number of credits of open electives)</i>	0
<b>Total Program Credits:</b>	18

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

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

**LSECTION 1: GENERAL INFORMATION**

<b>Institution:</b> CCSU	Please enter the following dates: Submission of Initial Intent Form to Provosts Council: <span style="background-color: #cccccc; display: inline-block; width: 50px; height: 15px;"></span> Review by Provosts Council: <span style="background-color: #cccccc; display: inline-block; width: 50px; height: 15px;"></span> Final approval by institution: December 22, 2023 Submission of this form to the CCSU Office of the Provost for Academic Council: 3/12/25
Most Recent NECHE Institutional Accreditation Action and Date: Continued in accreditation; approved at the Commission's meeting on 4/12/19.	
<b>Program Characteristics</b> Name of Program: Leadership Modality of Program ( <i>check all that apply</i> ): <input type="checkbox"/> On ground <input type="checkbox"/> Online <input checked="" type="checkbox"/> Hybrid, % of fully online courses 50% Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program website: <a href="https://www.ccsu.edu/programs/management-bs">https://www.ccsu.edu/programs/management-bs</a> Program Type ( <i>degree type, abbreviation, name, e.g., Certificate 16-30 credits, C2, Certificate</i> ): <b>Certificate C1</b> Anticipated Program Initiation Date: Fall 2025 Anticipated Date of First Completion: Spring 2026 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> ): 1 year	
Provide estimated cost of program (tuition and fees): \$                      OR url for link to tuition/fee information: <a href="https://www.ccsu.edu/tuition-aid/undergraduate-tuition">https://www.ccsu.edu/tuition-aid/undergraduate-tuition</a>	
<u>CIP Code Number:</u> 52.0213    Title of CIP Code: Organizational Leadership	
Department where program is housed: Management & Organization Location Offering the Program ( <i>e.g., main campus</i> ): CCSU main campus	
Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Provide the intended catalog description for this program: This certificate helps students gain a foundational understanding of leadership theories, strategies, and applications in the context of modern 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? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Other Program Accreditation: <ul style="list-style-type: none"> <li>• If seeking specialized/professional/other accreditation, name of agency and intended year of review: AACSB, Fall 2029</li> <li>• If program prepares graduates eligibility to state/professional licensure,             <ul style="list-style-type: none"> <li>○ identify credential:</li> <li>○ confirm NC-SARA requirements met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</li> </ul> </li> </ul> ( <i>As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency</i> )	
<b>Institutional Contact for this Proposal:</b> C. Christopher Lee	Title: Department Chair Tel.: 860-832-3288 e-mail: christopher.lee@ccsu.edu
<b>NOTES:</b>	

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

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

- This informational report pertains to academic programs not reaching the threshold requiring Board of Regents action. Information is shared with the BOR-Academic Council, included in the BOR-Academic and Student Affairs Committee meetings, and forwarded to the Office of Higher Education for inclusion in the CT Credential Registry.
- This form should be used for the following new academic programs, which are considered Below Threshold and do not require a BOR resolution:
  - Undergraduate certificates  $\leq$  30 credits within an approved program (if changes are required to the parent program, submit the relevant program modification form)
  - Undergraduate certificates  $\leq$  15 credits
  - Graduate certificates  $\leq$  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*) It prepares students for leadership roles in organizations, fostering social mobility, and addressing workforce development needs.

**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.*)  
It aligns with Connecticut's workforce demands. According to the Connecticut Department of Labor, management occupations are projected to grow by 10.9% from 2022 to 2032, adding approximately 17,677 positions statewide.
- 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 leadership certificate utilizes experienced faculty, a strong business curriculum, and regional partnerships, with the institution's location providing access to diverse industries for internships and career opportunities.
- 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?  
Metrics include demographic analysis of applicant and enrollment data, retention rates by student groups, and graduation rates.
  - 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 advance equitable student outcomes through targeted recruitment strategies focused on underrepresented groups, mentorship opportunities, and workshops to enhance college readiness
  - Where inequities are found, how will the data be used by program and institutional leaders to address the inequities?  
Progress will be monitored through regular assessments to ensure continuous improvement and equitable outcomes.
- 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 may continue to study in B.S. in Management.
- Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided  
None

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

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

**Cost Effectiveness and Availability of Adequate Resources**

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

No additional resources are required for this new certificate program.

**Special Resources**

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

None

**Student Recruitment / Student Engagement**

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

CCSU media marketing department, CCSU website, Open House, etc.

If applicable, what student engagement strategies will be employed to advance student retention and completion in program? Management Club, Career Accelerator Program, College to Career Summit, etc.

**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): 11-0000 Management Occupations

What would be the median estimated earnings for a graduate in this profession (*if more than one SOC code listed, include earnings for each*)? 63.05 per hour (<https://www1.ctdol.state.ct.us/lmi/wages/20231/0901000009/11-0000.htm>)

**Applicable Industries**

Identify the industry applicable to this program using the [North American Industry Classification System](#) (NAICS). Provide NAICS code(s) and title(s): NA (Not intended for a specific industry)

**Career/Program Pathways**

Does this program prepare students for another program? ☒ Yes, specify program: B.S. in Management ☐ 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 an understanding of management principles
2. Develop core leadership competencies, to influence and inspire others in organizational settings.
3. Develop strategies to build cohesive and high-performing teams, to achieve common goals.

**Assessment of Learning Outcomes**

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

Project report at the end of MGT 329 - Leadership Skills course, using the assessment rubric based on the program 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: C. Christopher Lee



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

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

- Email: christopher.lee@ccsu.edu Phone: 860.832.3288

Describe the qualifications and assigned FTE load of the administrator/faculty member responsible for the day-to-day operations of the proposed academic program PhD in Management or related field; 1 FTE load credit

**Program Faculty**

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

If any new full-time hires, what percentage of program credits will they teach? 0

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 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: Master degree, 5+ years full-time work experience in a managerial role

*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
Hyoun-Sook Lim, Associate Professor	PhD, University of Connecticut	Management	Management courses
Sinead Ruane, Associate Professor	PhD, University of Massachusetts-Amherst	Management	Management courses
Lee W. Lee, Professor	PhD State University of New York-Buffalo	Management	Management courses

**Curriculum**

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

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
<b>Program Required &amp; Elective Courses</b>			
<b>Required (6 credits)</b>			
MGT 295 – Fundamentals of Management and Organization	1	None	3
MGT 329 – Leadership Skills	1,2	MGT 295	3
<b>Electives (6 credits) – Choose two courses:</b>			
MGT 305 – Human Resource Management	1,2,3	MGT 295	3
MGT 326 – Business Organizational Behavior	1,2,3	MGT 295	3
MGT 340 - Ethical/Social Issues for Manager	1,2,3	MGT 295	3
MGT 345 – Organizational Analysis and Change Management	1,3	MGT 295	3
MGT 350 – Financing Entrepreneurial Ventures	1,2	MGT 295	3



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

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

AC 210 – Accounting for non-majors or AC 211 – Intro to Financial Accounting	1	None	3
<b>Open Electives</b> ( <i>Indicate number of credits of open electives</i> )			0
<b>Total Program Credits:</b>			12
What are the admissions requirements for the program? Admitted to CCSU undergraduate programs			
Does this program have special graduation requirements (e.g., capstone or special project)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, describe:			
Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, describe and attach copies of the contracts or other documents ensuring program support:			
Describe the prospective students for the program: Students interested in enhancing their knowledge and skill set in Leadership.			

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

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

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Central CT State University	Please enter the following dates: Final approval by institution: 2/24/25 Submission to CSCU Office of the Provost for Academic Council: 3/12/25
Most Recent NECHE Institutional Accreditation Action and Date: Continued in accreditation; approved at the Commission's meeting on 4/12/19.	
<b>Program Characteristics</b> Name of Minor: Sports Studies Modality of Program ( <i>check all that apply</i> ): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program website: Anticipated Program Initiation Date: Fall 2025 Anticipated Date of First Completion: Spring 2027 Total # Credits in Program: 18	
CIP Code Number: 31.0508 Title of CIP Code: Sports Studies	
Department where program is housed: Journalism Location Offering the Program ( <i>e.g., main campus</i> ): Main Campus	
Provide the intended catalog description for this program: A minor in Sports Studies allows students to better understand how sports connect to politics, culture, law, economics, history, media and other areas of society. The curriculum helps students apply their study of the liberal arts and social sciences to their experience as participants and spectators of sports at various levels. Moreover, it gives students a path for refining their analysis of the impact of sports at a regional, national and international level in preparation for industry careers or graduate programs.	
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? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Other Program Accreditation: <ul style="list-style-type: none"><li>• If seeking specialized/professional/other accreditation, name of agency and intended year of review:</li><li>• If minor prepares graduates eligibility to state/professional licensure,<ul style="list-style-type: none"><li>○ identify credential:</li><li>○ confirm NC-SARA requirements met: <input type="checkbox"/> Yes <input type="checkbox"/> No</li></ul></li></ul> ( <i>As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency</i> )	
<b>Institutional Contact for this Proposal:</b> Vivian Martin	Title: Chair, Journalism Dept. Tel.: 8608322776 e-mail: martinv@ccsu.edu
<b>NOTES:</b> <ul style="list-style-type: none"><li>• This informational report pertains to academic programs not reaching the threshold requiring Board of Regents action. Information is shared with the BOR-Academic Council and included in the BOR-Academic and Student Affairs Committee meetings.</li><li>• This form should be used only for new degree minors, which are considered Below Threshold and do not require a BOR resolution.</li></ul>	

**SECTION 2: PROGRAM PLANNING ASSESSMENT**

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

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

**Alignment of Program with Institutional Mission, Role, and Scope** The minor addresses workforce development by broadening knowledge on the impact of sports throughout society and making students aware of different roles they might take working in and with organizations that further sports.

How does the program align with the institutional mission? *(Provide a concise statement)* The minor addresses workforce development

**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 proposal includes a discussion of positions, from sports franchises to municipalities, for which students might prepare with coursework and internships.
- 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 program is being launched as an extension of the sports journalism sequence in the Department of Journalism and through the participation of existing faculty and courses in the College of Liberal Arts and Social Sciences. New faculty were not added.
- 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?  
Enrollments demographics.
  - Describe specific aspects of the program (e.g., interventions to address college readiness, targeted recruitment strategies, comprehensive supports, etc.) intended to advance equitable student outcomes.  
All students will have access to the opportunities offered in the program, including advising on related studies and careers.
  - Where inequities are found, how will the data be used by program and institutional leaders to address the inequities? This is not an anticipated problem given the widespread interest in sports. However, the program would survey interests and awareness of program offerings and then make relevant tweaks.

**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 program will be housed in an existing department, Journalism, and does not require additional costs. Funds for special programs will come from the Robert C. Vance Endowed Chair in Journalism and Mass Communication, which is currently focused on sports journalism and communication.

**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.

Currently, the program has adequate resources because it is building on the existing sports journalism sequence in the Department of Journalism, resources of the Vance Endowed Chair in Journalism and Mass Communication and existing faculty in the liberal arts and sciences with sports as a teaching and research interest.

**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.

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

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

The initial audience for the program are the students in the Sports Journalism sequence and in Communication who are interested in sports. Nearly a third of students accepted to the journalism program express interest in sports journalism and communication. Our graduates work for sports publications, ESPN, and sports organizations such as MLB, NBCSports, Miami Heat, among others.

Another population of students from around the campus, majors in business, the social sciences, among others, will benefit from the minor, possibly linking with their majors and career goals. There is currently not a sports academic program at the undergraduate level. The minor could enhance the experiences of students interested in sports management and related careers.

If applicable, what student engagement strategies will be employed to advance student retention and completion in program? A digital sports publication and other co-curricular activities, including student clubs related to sports communication associations.

**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 knowledge of the impact and meanings of sports throughout society,
2. Show awareness of approaches to the study of sports in various disciplines.
3. Demonstrate knowledge of the ecosystem of the sports industry.
4. Apply sports studies to personal study and career goals.

**Assessment of Learning Outcomes**

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

Review of portfolios with major student projects such as capstones and sports practicum.

**Program Administration**

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

- Name: Dr. Vivian B. Martin
- Email: martinv@ccsu.edu      Phone: 860-832-2776

**Program Faculty**

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

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

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

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 1 or 2

What percentage of program credits will be taught by adjunct faculty? 0-30%

**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			

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

CORE			
SPRT 150 Introduction to Sports Studies*	1, 2, 3	None	3
DIRECTED ELECTIVES (3 courses)			
COMM 465 Sports and Media	2, 3, 4	COMM 336	4
SPRT 250 Topics in Sports Studies	1,2,3	None	3
PS 401 The Politics of Sport	1,2,3, 4	PS 110 or permission	3
PS 410 Advanced Research Methods	2,3,4	PS 250 or permission	4
SOC 444 Sport and Play in America	1,2,3, 4	SOC 110 or 111	4
Electives	Electives LO 4		
Other Sports courses in CLASS			
COMM 458 Sports Communication			
COMM 459: Hustle and Grow Your Brand			
JRN 360 Multimedia Sports			
JRN 361 Data Analysis for Sports Journalism			
JRN462 Issues in Sports Journalism			
JRN 465 Longform Journalism			
JRN 493 Sports Journalism Practicum			
Other sports courses (Gen Ed):			
EXS 332 Sports Exercise Psychology and Behavioral Coaching			
Other courses as approved by adviser.			
<b>Open Electives</b> (Indicate number of credits of open electives)			<b>6</b>
<b>Total Program Credits:</b>			<b>18</b>

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

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Central Connecticut State University (Central)	Please enter the following dates: Submission of Initial Intent Form to Provosts Council: <span style="background-color: #cccccc; display: inline-block; width: 50px; height: 15px;"></span> Review by Provosts Council: <span style="background-color: #cccccc; display: inline-block; width: 50px; height: 15px;"></span> Final approval by institution: 10/21/24 Submission of this form to the CSCU Office of the Provost for Academic Council: 3/12/25
Most Recent NECHE Institutional Accreditation Action and Date: April 2019 Continued Accreditation	
<b>Program Characteristics</b> Name of Program: Supply Chain Management Modality of Program ( <i>check all that apply</i> ): <input checked="" type="checkbox"/> On ground <input checked="" type="checkbox"/> Online <input checked="" type="checkbox"/> Hybrid, % of fully online courses: 50% Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program website: Program Type ( <i>degree type, abbreviation, name, e.g., Certificate 16-30 credits, C2, Certificate</i> ): Undergraduate Certificate ≤ 15 credits, C1, Certificate Anticipated Program Initiation Date: August 2025 Anticipated Date of First Completion: May 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: <a href="https://www.ccsu.edu/bursar">https://www.ccsu.edu/bursar</a>	
CIP Code Number: 52.0203      Title of CIP Code: Logistics, Materials, and Supply Chain Management	
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? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Provide the intended catalog description for this program: The Undergraduate Certificate in Supply Chain Management is intended to provide students with the professional study and application of practices and technologies related to the management and analysis of the supply chain. This certificate will prepare students who have prior or concurrent studies in management practices for management positions as supply chain professionals in a variety of organizations in the public and private sector.	
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued:                      CIP:                      OHE#:                      BOR Accreditation Date: Phase Out Period                      Date of Program Termination Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Other Program Accreditation: <ul style="list-style-type: none"> <li>• If seeking specialized/professional/other accreditation, name of agency and intended year of review:</li> <li>• If program prepares graduates eligibility to state/professional licensure,             <ul style="list-style-type: none"> <li>○ identify credential:</li> <li>○ confirm NC-SARA requirements met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</li> </ul> </li> </ul> ( <i>As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency</i> )	
<b>Institutional Contact for this Proposal:</b> Daniel Kirby	<b>Title:</b> Chair, Manufacturing and Construction Management Department <b>Tel.:</b> 860-832-1691 <b>e-mail:</b> kirbyerd@ccsu.edu
<b>NOTES:</b>	

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

- This informational report pertains to academic programs not reaching the threshold requiring Board of Regents action. Information is shared with the BOR-Academic Council, included in the BOR-Academic and Student Affairs Committee meetings, and forwarded to the Office of Higher Education for inclusion in the CT Credential Registry.
- This form should be used for the following new academic programs, which are considered Below Threshold and do not require a BOR resolution:
  - Undergraduate certificates  $\leq$  30 credits within an approved program (if changes are required to the parent program, submit the relevant program modification form)
  - Undergraduate certificates  $\leq$  15 credits
  - Graduate certificates  $\leq$  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)*

This undergraduate certificate program prepares students in developing knowledge for application in their professional and academic careers and is aligned with required and elective courses in the BS in Manufacturing Management and BS in Technology Management programs offered at Central.

**Addressing Identified Needs**

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

This certificate will provide undergraduate students as well as nonmatriculated students the ability to earn a certificate that has high value in the job market. This certificate will also demonstrate a specific skill set and knowledge base in Supply Chain Management that complements the Manufacturing Management and Technology Management BS program options.

State and national employment prospects for graduates are detailed below:

Position	CT Wage Information*	CT Occupation Outlook*	National Wage Information^	National Occupation Outlook^
Supply Chain Managers, (1-12 month training, standalone certificate with prior experience/education OR certificate earned along with BS degree)	Average Annual Wage (2022): \$119,588	Average Annual Job Openings: 222 Average Annual Growth Rate: 0.1% (projected to 2550 for 2030)	Not available	Not available
Purchasing Managers (1-12 month training, standalone certificate with prior experience/education OR certificate earned along with BS degree)	Average Annual Wage (2022): \$144,039	Average Annual Job Openings: 133 Average Annual Growth Rate: (projected to 1760 for 2030)	Mean Annual Wage: \$146,710	Not available
Logisticians (standalone certificate with prior experience/education)	Average Annual Wage	Average Annual Job Openings: 201 Average Annual	Median Annual Wage (2023) \$79,400	237,100 positions; 19% growth (projected to 282,900 for 2033).



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OR certificate earned along with BS degree)	(2022): \$82,437	Growth Rate: 0.1% (projected to 2220 for 2030)		
Purchasing Managers, Buyers, and Purchasing Agents (standalone certificate with prior experience/education OR certificate earned along with BS degree)	Not available	Not available	Median Annual Wage (2023) \$77,180	605,400 positions; 7% growth (projected to 646,800 for 2033)
Transportation, Storage, and Distribution Managers (standalone certificate with prior experience/education OR certificate earned along with BS degree)	Average Annual Wage (2022): \$119,588	Average Annual Job Openings: 222 Average Annual Growth Rate: 0.1% (projected to 2550 for 2030)	Median Annual Wage (2023) \$111,870;	198,870 positions
Buyers and Purchasing Agents (standalone certificate with prior experience/education OR certificate earned along with BS degree)	Not available	Not available	Median Annual Wage (2023) \$71,950	477,980 positions
*Source: CT Statewide Occupation Outlook (CT DOL)				
^Source: National Occupational Outlook (US BLS)				

- 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 courses offered at Central as part of the Manufacturing Management BS and Technology Management BS programs. These courses cover management of operations, lean, supply chain, and logistics. These courses are taught by full time faculty who specialize in production management, and part time faculty who are professionals in these subjects. Students can earn this certificate to take advantage of these established courses, or along with the MM or TM BS programs to focus their degree in Supply Chain Management

- 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
    - 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.

External recruitment for this program will be targeted toward professionals working in industry who may be considering career advancement in this area, as well as possible future 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 Manufacturing Management BS and Technology Management BS will be encouraged



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to include this certificate program along with their degree program. This will provide students interested in a career in Supply Chain Management 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, recruitment events, and 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 Manufacturing Management BS and Technology Management BS programs 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 390 Lean Operation Management (Central): MFG 1414 Quality & Lean Principles (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.

There are no new expenses associated with this program.

The courses included in this certificate program are currently offered regularly by the department for the MM and TM BS programs, with the exception of one new course for which two current faculty members are qualified to teach. A current faculty search is in progress, which will ensure sufficient coverage for all courses in this certificate (along with the MM and TM BS programs). This certificate will therefore only require the resources necessary for recruitment and advising of incoming students. The courses for this program that are in the current catalog have the following offerings and enrollment: TM 360: Spring, Summer (23 per AY); TM 366: Fall, Spring (30 per AY); TM 390: Fall (23 per AY); and TM 463: Fall (16 per AY)

Efforts to increase the department's undergraduate programs has included offering defined specializations for directed electives, for which this certificate directly addresses. Growth and interest in this certificate program is linked to growth in the MM and TM BS programs.

**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 will be required.

**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.

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Since the courses for this certificate program are either core or directed electives for Manufacturing Management BS and Technology Management BS students interested in this field, enrollment in this certificate program will be highly correlated to enrollment in these BS programs. Additionally, enrollment may be grown through recruitment of community college students and working professionals.

Initial recruitment shall be among current students in the BS programs. Advisors will identify students who are (or have) taken these courses and will recommend that they enroll in the certificate program. Additionally, instructors of these courses will distribute informational flyers about this program to their students. Marketing materials will be developed to recruit among 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 topics of professional interest to the students, most of which are working at full time jobs or internships when taking these courses

**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):

11-3061 Purchasing Managers

Plan, direct, or coordinate the activities of buyers, purchasing officers, and related workers involved in purchasing materials, products, and services. Includes wholesale or retail trade merchandising managers and procurement managers.

13-1023 Purchasing Agents, Except Wholesale, Retail, and Farm Products

Purchase machinery, equipment, tools, parts, supplies, or services necessary for the operation of an establishment. Purchase raw or semifinished materials for manufacturing. May negotiate contracts. Excludes "Buyers and Purchasing Agents, Farm Products" (13-1021) and "Wholesale and Retail Buyers, Except Farm Products" (13-1022).

13-1081 Logisticians

Analyze and coordinate the ongoing logistical functions of a firm or organization. Responsible for the entire life cycle of a product, including acquisition, distribution, internal allocation, delivery, and final disposal of resources. Excludes "Transportation, Storage, and Distribution Managers" (11-3071) and "Project Management Specialists" (13-1082).

11-3071 Transportation, Storage, and Distribution Managers

Plan, direct, or coordinate transportation, storage, or distribution activities in accordance with organizational policies and applicable government laws or regulations. Includes logistics managers.

Data Sources: [https://www.bls.gov/soc/2018/major\\_groups.htm#11-0000](https://www.bls.gov/soc/2018/major_groups.htm#11-0000)

Data Sources: [https://www.bls.gov/soc/2018/major\\_groups.htm#13-0000](https://www.bls.gov/soc/2018/major_groups.htm#13-0000)

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

11-3061 Purchasing Managers: \$136,380 annually

13-1023 Purchasing Agents, Except Wholesale, Retail, and Farm Products: \$94,910 annually

13-1081 Logisticians: \$79,400 annually

11-3071 Transportation, Storage, and Distribution Managers: \$99,200 annually

Data Sources: [https://www.bls.gov/oes/current/oes\\_nat.htm#11-0000](https://www.bls.gov/oes/current/oes_nat.htm#11-0000)

Data Sources: [https://www.bls.gov/oes/current/oes\\_nat.htm#13-0000](https://www.bls.gov/oes/current/oes_nat.htm#13-0000)

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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):

Sector 31-33: Manufacturing (all codes within these sectors)  
425120 Wholesale Trade Agents and Brokers  
493xxx Warehousing and Storage (all codes with 493 prefix)  
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. Demonstrate manufacturing and service operations design, analysis, and improvement tools through applied problem solving and case studies.
2. Apply business decision-making for supply chain management, business effectiveness, and customer satisfaction.
3. Demonstrate the operational improvement tools used in Lean systems.
4. Demonstrate understanding of the operations in contemporary supply chains, underlying design, modelling, planning, and control problems.
5. Demonstrate understanding of logistics management, control, and integration into the supply chain.

**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 applied 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 Manufacturing Management BS and Technology Management BS and therefore no additional load.

**Program Faculty**

How many new full-time faculty, if any, will need to be hired for this program? 1 (Note: The search to refill a vacant faculty position that will include this proposed curriculum area is already underway as of Fall 2024.)

If any new full-time hires, what percentage of program credits will they teach? 20%-40%

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

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

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program: Degree, certification, and demonstrated 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
Mohammad Rahman, Associate Professor	Ph.D., Louisiana State University	Industrial Engineering, Supply Chain Management	Program Coordinator, MS Supply Chain & Logistics Mgt
Oyetunji Olaniba, Assistant Professor (temporary full-time faculty, the search to refill this vacant tenure-track position is underway as of Fall 2024)	Ph.D., Iowa State University	Industrial and Agricultural Technology, General EH&S	
Alireza Namdari, Assistant Professor	Ph.D., Western New England University	Industrial Engineering; Systems Modeling	
Haoyu Wang, Professor	Ph.D., Syracuse University	Production Systems	Program Coordinator, MS Technology 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
<b>Program Required &amp; Elective Courses</b>			
TM 360*^ Production Systems	1	None	3.0
TM 366*^ Supply Chain and Purchasing Strategies	1, 2	None	3.0
TM 390*^ Lean Operation Management	2, 3	None	3.0
TM 470*^ Supply Chain Modeling	2, 4	None	3.0
TM 463*^ Logistics Management	2, 5	TM 366*^	3.0
*These courses are included the Manufacturing Management BS Program			
^These courses are included in the Technology Management BS Program (can satisfy up to 36 credits of directed electives)			
<b>Open Electives</b> (Indicate number of credits of open electives)			0
<b>Total Program Credits:</b>			15
What are the admissions requirements for the program?			

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

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 or advance their career in Supply Chain, Purchasing, or Logistics. This includes students who currently have on-the-job training or prior education and wish to attain career advancement, or students of Manufacturing or Technology Management who wish to begin their career as an Supply Chain Manager. Finally, students with a previous degree in Manufacturing or Operations Management/Engineering, or students with a certificate in Operations Management from another institution (such as CT State) may wish to attain this certificate to build upon their previous academic experience.

DRAFT:

# RENEW CSCU

## INVESTMENT CASE REPORT

By:





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# 1. ACKNOWLEDGEMENTS





# 1. ACKNOWLEDGEMENTS

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*The successful completion of this report is largely attributed to the invaluable support and insights provided by a host of individuals and organizations who are deeply invested in the success of Connecticut State Colleges and Universities (CSCU).*

*We extend our deepest gratitude to the students, staff, faculty, and union leadership who provided invaluable feedback in the dozens of focus groups that were conducted, as well as the administrative staff who provided vital assistance in organizing the focus groups.*

*This report was also made possible by the enthusiastic support of the CSCU Board of Regents, and substantive collaboration with CSCU's Chancellor, Institution Leadership, and Executive Staff. This collaboration was significantly enhanced by CSCU's Office of Decision Support and Institutional Research whose contributions were invaluable.*

*Additional thanks to the following for informing this report with their expertise, insight, and feedback during the course of our research: The Office of Workforce Strategy, Connecticut Department of Labor, the Connecticut State Department of Education, MDRC, and The Harold Alfond Foundation.*

*Finally, the completion of this report would not have been possible without the considerable financial support of foundations and private individuals as well as the efforts and participation of our advisors, and our volunteer and nonprofit partners.*



## 2. BACKGROUND



## 2. BACKGROUND

In January 2024, Chancellor Terrence Cheng engaged Social Impact Partners (SIP) to collaborate with the Connecticut State Colleges & Universities System (CSCU) on a comprehensive review. SIP was tasked with assessing CSCU's long-term strategic goals in academic programs, student support services, financial management, and alignment with statewide education and workforce initiatives.<sup>1</sup>

After a year of analysis, SIP continues to work alongside CSCU leadership to identify opportunities for improvement. This report outlines the strategic investments necessary for CSCU's long-term success and for providing students with the support they need to achieve their goals. It complements ongoing CSCU initiatives aimed at financial sustainability, operational efficiency, and the development of more agile systems—key foundations for implementing these recommendations.

SIP's conclusions are based on both quantitative data analysis and qualitative insights gathered to understand key factors shaping the student experience. Our work has provided a deeper appreciation of CSCU's diverse student body, the faculty and staff who support them, and the critical role education plays in shaping a stronger future for students, their families, and the state.

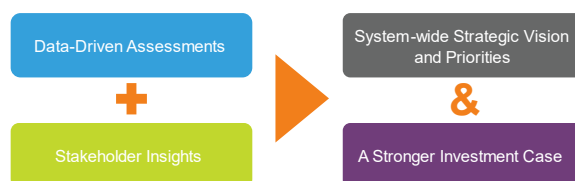
As the largest and most accessible provider of higher education in Connecticut, CSCU plays a crucial role in expanding economic opportunity. Most students seek to improve their lives through education, and the state's economic future depends on the system's ability to meet this demand. SIP's overall approach is detailed in Figure 1.

Figure 1. SIP's Project North Star and Process

### Project North Star:

- We aim to develop system strategic **priorities** that **work** for **students, faculty, staff, families, employers** and others
- We aim to **empower CSCU to thrive**

### Strategic Vision / Priorities Development:



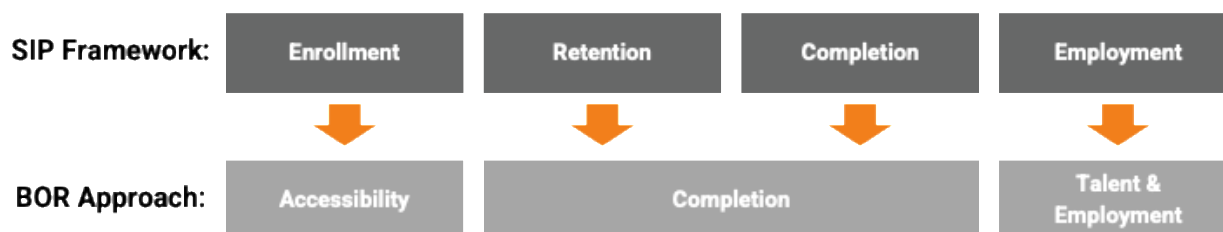
<sup>1</sup> CSCU SIP Memorandum of Understanding



## OUR APPROACH

Our analysis centers on four key aspects of the student experience: enrollment, retention, completion, and employment outcomes. Notably, the Board of Regents adopted a similar framework during our research, demonstrating alignment in prioritizing student success (Figure 2).

Figure 2. Strategic Alignment with CSCU Board of Regents



SIP's evaluation of these four areas included two key workstreams:

- **Quantitative analysis** of CSCU key student experience trends, comparisons with other public higher education systems in the Northeast, and benchmarking against national best practices.
- **Qualitative stakeholder engagement**, incorporating insights from focus groups and individual interviews with more than 600 participants—including students, faculty, staff, administrators, employers, and public-school professionals—to identify the most significant factors influencing student outcomes and the overall student journey.

Based on this assessment, SIP has identified key areas for targeted investment that will directly enhance student outcomes.

Additionally, this report quantifies the projected impact of these investments—both at the system level, in terms of enrollment, retention, completion, and career outcomes, and at the individual level, in terms of lifetime earnings. Notably, over 95% of CSCU students remain in Connecticut after graduation, making CSCU a critical pipeline for the state's workforce. CSCU serves one in four higher education students in the state making it the driver of Connecticut's long-term economic growth.



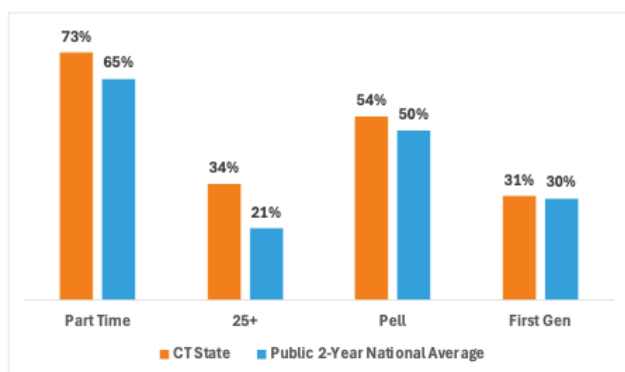
### 3. FINDINGS



### 3. FINDINGS

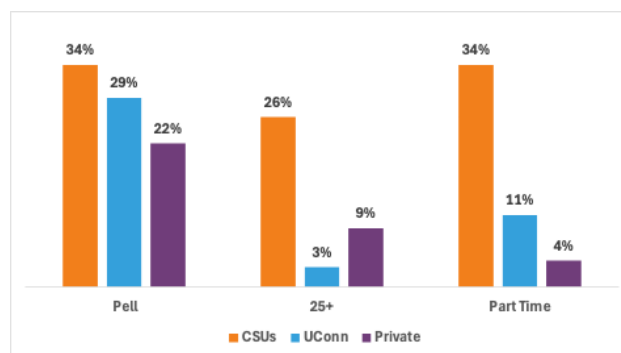
CSCU serves a unique group of students. Compared to national averages and other Connecticut institutions, CSCU students are more likely to be part-time, over the age of 25, from low-income backgrounds (Pell-eligible), and the first in their families to attend college. Any proposed solutions must be designed to meet the needs of this diverse student population.

Figure 3. First-time Enrollments at Two-Year Schools, by Student Type (2022-2023)



Source: SIP Analysis of Integrated Postsecondary Education Data System (IPEDS) Data

Figure 4. First-time Enrollments at Four-Year Schools, by Student Type (2022-2023)



Source: SIP Analysis of IPEDS Data, Private Excludes Connecticut College, Trinity College, Wesleyan, Yale, Hartford International University, and Holy Apostles College and Seminary

Despite the dedication of CSCU faculty and staff, the system faces significant challenges that require urgent attention. Declining enrollment, lower retention and completion rates compared to peer institutions, and weaker post-graduation employment outcomes make immediate action imperative.

The five initiatives outlined in this report are designed to work in tandem for maximum impact. While implementation should be phased in alignment with available resources, full-scale execution will take several years.

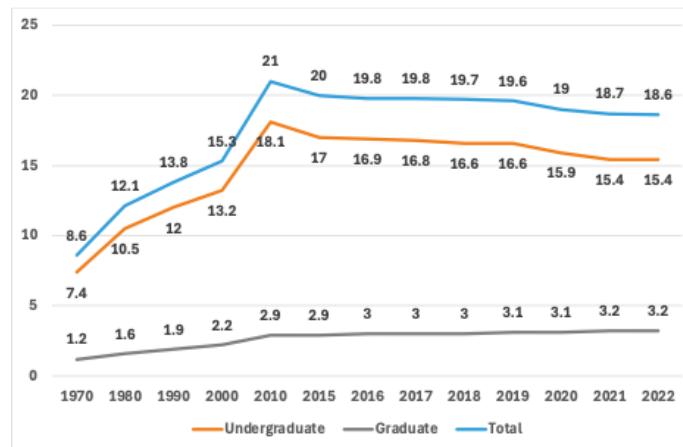
Building on the SIP Strategic Framework, we identified key challenges to **Enrollment, Retention & Completion, and Employment**.



## ENROLLMENT CHALLENGES

Nationally, undergraduate enrollment grew sharply from the 1970s through 2010 (Figure 5). Since then, enrollment has steadily declined nationwide. While COVID-19 briefly accelerated this trend, the broader issue of declining year-over-year enrollments persists.<sup>2</sup>

Figure 5. Historical College Enrollment, 1970-2022 (M)



Source: Education Data Initiative – National Center for Education Data Statistics

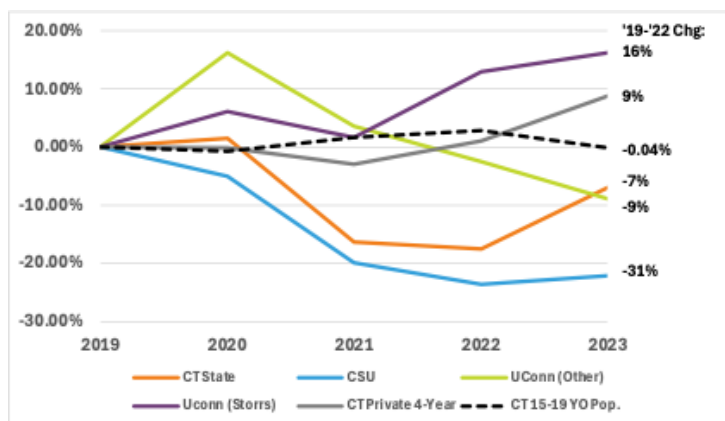
While this is a national trend, CSCU's institutions have been disproportionately affected. Since 2019, both CT State and the Connecticut State Universities (CSUs)<sup>3</sup> have experienced a sharper enrollment decline than other higher education institutions in the state (Figures 6). CSCU's enrollment challenges extend beyond the state's sluggish growth in its college-aged population:

<sup>2</sup> [https://research.collegeboard.org/media/pdf/enrollment\\_retention\\_covid2021\\_post.pdf](https://research.collegeboard.org/media/pdf/enrollment_retention_covid2021_post.pdf)

<sup>3</sup> Central Connecticut State University, Eastern Connecticut State University, Southern Connecticut State University, Western Connecticut State University, and Charter Oak State College.



Figure 6. Change in First-Time College Enrollment, 2019-2023 (%)

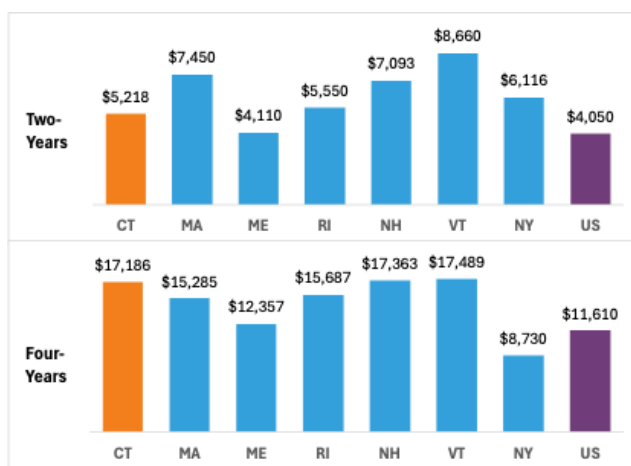


Source: SIP Analysis of IPEDS Data, Privates Exclude Connecticut College, Trinity College, Wesleyan, Yale, Hartford International University, and Holy Apostles College and Seminary

A major driver of CSU's enrollment challenge is affordability. While tuition for Connecticut's two-year programs is competitive regionally (Figure 7), the cost of four-year programs is approximately 20% points higher than the peer average and over 96% points higher than New York, the most affordable peer.

Tuition changes also impact enrollment, particularly among low-income students, who are highly sensitive to cost fluctuations. This is evident in the decline in Pell Grant recipient enrollments in three of the last four years when tuition increased.<sup>4</sup>

Figure 7. Average 2024-25 Tuition and Fees (Enrollment-Weighted) at Public Institutions



Source: College Board, Annual Survey of Colleges; NCES, IPEDS Fall Enrollment data

<sup>4</sup> SIP analysis of IPEDS Pell enrollment and tuition data





As affordability concerns grow, CSCU faces increasing competition from private and public in-state alternatives. To remain competitive, CSCU must enhance its value proposition—demonstrating a balance of affordability, academic excellence, and career-ready outcomes—while also minimizing barriers to enrollment.

In addition to potential financial challenges amongst CSCU’s target student population, CSCU’s enrollment trends and perceived value proposition could also be influenced by:

- **Perceived academic alignment**, including innovative course offerings that better meets the needs and interests of an evolving student body
- **Career readiness**, including degree programs that meet the needs of today’s employers and expand the potential audience of students who might consider attending CSCU
- **Student supports** including academic and career advising that keeps students on track for completion and careers. Additional supports such as childcare can also expand the pool of potential applicants while improving retention
- **Attracting new student populations**, including non-traditional learners (working adults, career changers, and part-time students) out-of-state students seeking affordable, high-quality programs, career-focused students interested in in-demand fields, and high school students participating in dual enrollment programs

Solving these challenges will be critical to sustainably increasing enrollment across both the two-year and four-year colleges within CSCU.

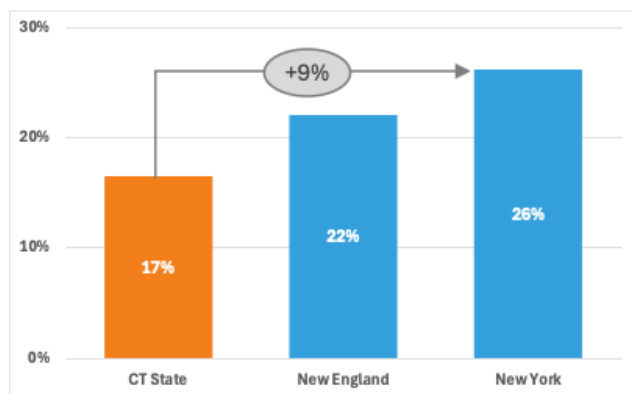
## RETENTION & COMPLETION CHALLENGES

### CT State

Ensuring student persistence and program completion is critical, particularly amid financial pressures linked to enrollment declines. However, CT State trails neighboring states and other Connecticut institutions in graduation rates. CT State’s graduation rate for for-credit programs is 9 percentage points lower than New York’s, while the CSUs lag UConn by up to 24 percentage points (Figure 8).



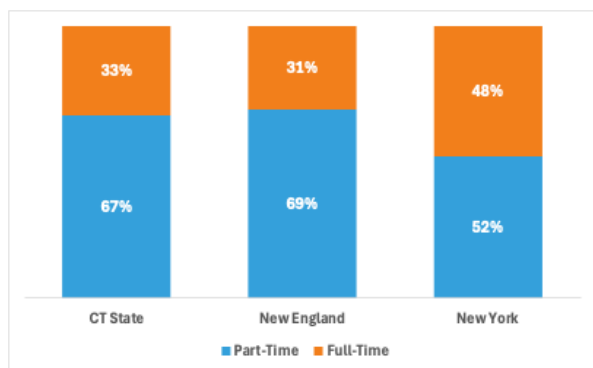
Figure 8. Three-Year Graduation Rates at Public Two-Year Colleges, 2016-2022



Source: SIP Analysis of IPEDS Data

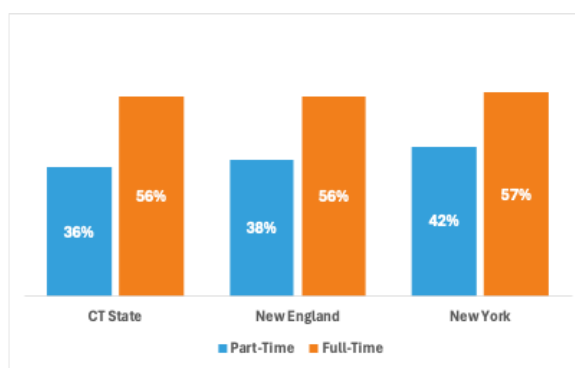
A key driver of these lower graduation rates is the high proportion of part-time students. At CT State, 67% of students are enrolled part-time, compared to 52% in New York (Figure 9). New York has implemented targeted student support initiatives designed to help part-time students transition to full-time enrollment. Regardless of the state, part-time students at two-year colleges consistently have lower persistence rates than their full-time peers (Figure 10).

Figure 9. Enrollment at Public Two-Year Institutions by Enrollment Status, 2021



Source: SIP Analysis of IPEDS Data

Figure 10. Persistence Rate at Public Two-Year Institutions by Enrollment Status, 2021



Source: SIP Analysis of IPEDS Data

To improve graduation outcomes, CT State should expand efforts to support part-time students in transitioning to full-time enrollment. Key strategies could include:

- Flexible scheduling options
- Increased childcare support services
- Comprehensive student support programs

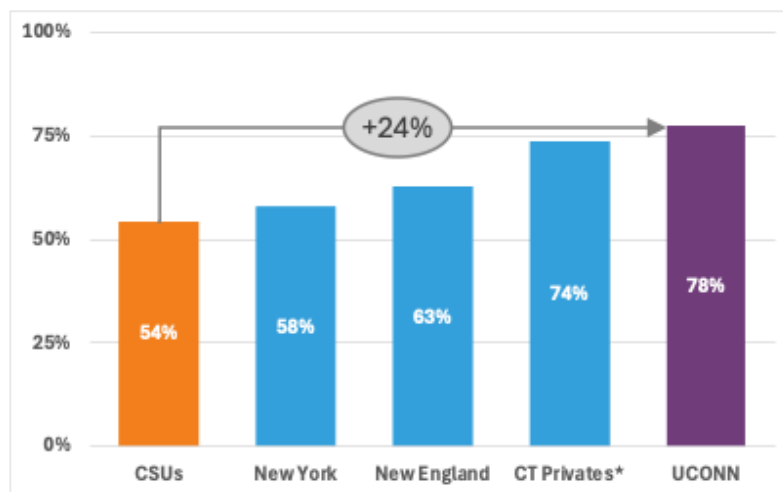


- Enhanced financial aid packages tailored to encourage full-time enrollment

### CSCU Four-Years

At the four-year institutions, graduation rates at the CSUs lag comparable institutions, including UConn, by up to 24 percentage points (Figure 11).

Figure 11. Average Six-Year Graduation Rates at Public Four-Year Colleges, 2016-2022



\*Excludes Connecticut College, Trinity College, Wesleyan, Yale, Hartford International University, and Holy Apostles College and Seminary

Source: SIP Analysis of IPEDS Data

Several interrelated factors contribute to the graduation rate gap at CSUs :

- **Student body composition:** CSUs have, on average, a greater share of low-income students enrolled (35% at CSUs vs 24% for CT Privates and UConn, using Pell Grant recipients as a proxy<sup>5</sup>) and graduation rates for these students are generally lower those for students without financial constraints
- **Student support for low-income students:** CSU's Pell Grant students have materially lower graduation rates than in-state peers (47% vs 60% for private peer colleges vs. 70% for UConn<sup>6</sup>); CSUs may not be providing enough support to their low-income students through financial aid, advising, or other structured initiatives

<sup>5</sup> SIP Analysis of IPEDS Data

<sup>6</sup> SIP Analysis of IPEDS Data



- **Broad Availability of Financial Aid:** As we will see later, the financial aid gap between CSUs and its regional peers may limit affordability, making it more challenging for students to persist and complete their studies

## EMPLOYMENT CHALLENGES

For the modern American college student, the promise of improved career prospects is the primary motivator for enrollment and persistence. Input from student focus groups suggest that CSCU students are largely aligned with the national sentiment in the value they place on career outcomes.<sup>7</sup> While earning a degree generally leads to increased income, CSCU graduates experience lower earnings growth compared to their peers at other two-year and four-year institutions (Figures 12 and 13). This wage gap can significantly impact lifetime earnings and long-term financial stability.

Figure 12. Median Salary of Two-Year College Graduates, Five Years Post-Graduation\* (\$000s)

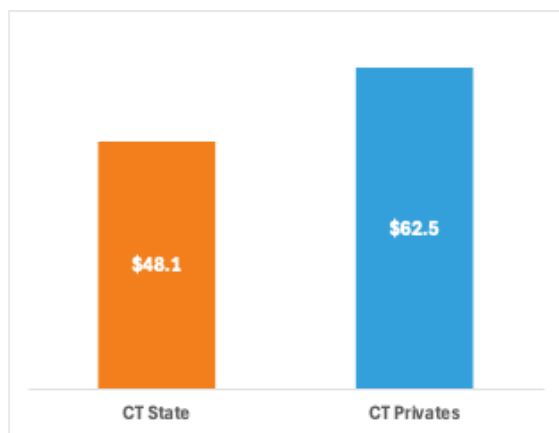
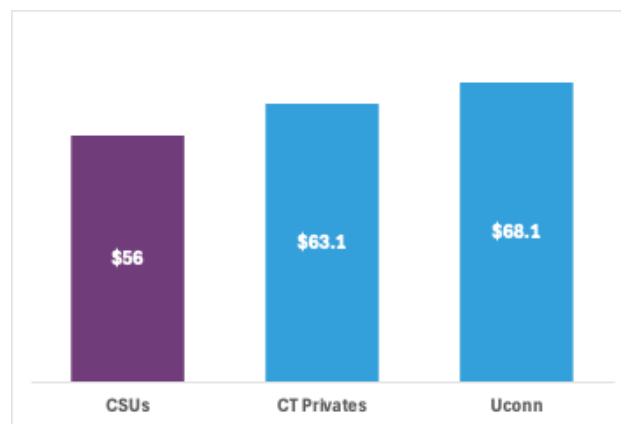


Figure 13. Median Salary of Four-Year College Graduates, Five Years Post-Graduation\* (\$000s)



Source: Average of '10-'12, '13-'15, and '16-'18 cohorts,

SIP Analysis of Post-Secondary Employment Outcomes U.S. Census Data; UConn Career Services

The earnings gap may be partly attributed to the differences in the student bodies served by CSCU compared to peer schools. Overall, CSCU is intentionally more inclusive of students across a wider range of academic abilities and scholastic readiness. Even so, there are several issues that likely contribute to the earnings disparities between CSCU students and their peers:

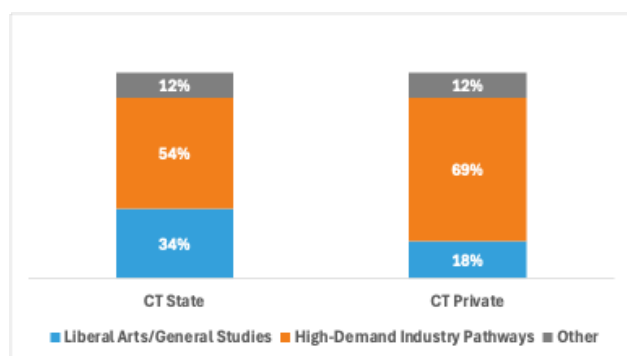
- Compared to private institutions, CSCU students are over 70% more likely to major in liberal arts or general studies and not in one of the higher-paying pathways (Figures 14 and 15)

<sup>7</sup> <https://www.gallup.com/analytics/644939/state-of-higher-education.aspx>



- There are material disparities in wage outcomes between several majors in high-demand career pathways such as manufacturing, healthcare, and IT compared to general studies (Figures 16 and 17)
- While UConn has a lower share of completers in high-demand pathways, it has a strong focus on employment outcomes: 80% of students participate in experiential learning and 83% use career advising services (30% higher than US average)

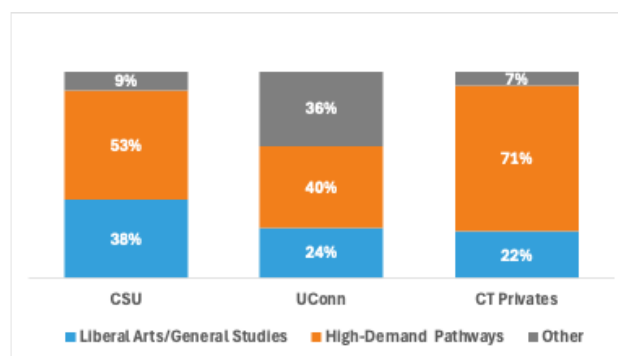
Figure 14. Share of Two-Year Completions, by Award Type



Source: SIP Analysis of IPEDS Data

High-Demand Pathways include IT, Manufacturing, Healthcare, Business, and Education (Other is majors that are not in the five “high demand” or liberal arts areas)

Figure 15. Share of Four-Year Completions, by Award Type



Source: SIP Analysis of IPEDS Data

High-Demand Pathways include IT, Manufacturing, Healthcare, Business, and Education (Other is majors that are not in the five “high demand” or liberal arts areas)

Figure 16. Post-grad Wage Outcomes of CT State Completers by Award Type



Source: P20WIN<sup>8</sup>

Figure 17. Post-grad Wage Outcomes of CSUs Completers by Award Type



Source: P20WIN

<sup>8</sup> [P20 WIN](#) is Connecticut’s state longitudinal data system.



Focusing on Connecticut's most in-demand industries is critical to reversing CSCU's enrollment declines, particularly as private colleges in Connecticut gain market share. Investing in career-aligned programs that match high-demand industries will enhance student outcomes, strengthen workforce alignment, and improve overall enrollment, retention, and completion rates.

## **CSCU'S OPPORTUNITY**

CSCU has a pivotal opportunity to overcome these challenges by prioritizing accessibility, enhancing student support, and expanding career-aligned programs. Through strategic investments and disciplined execution, CSCU can strengthen its competitive position in high-demand sectors, improve student outcomes, and drive workforce alignment.

The following sections outline targeted recommendations to achieve these objectives and ensure CSCU's long-term sustainability and impact.



## 4. RECOMMENDATIONS OVERVIEW



## 4. RECOMMENDATIONS OVERVIEW

Figure 18 summarizes CSCU’s key challenges related to enrollment, retention, completion, and employment, outlining the scope of proposed investment initiatives across each stage of the student journey.

Figure 18. CSCU Investment Areas Overview

### Executive Summary

Problem Identified	Enrollment	Retention	Completion	Employment
	CSCU Enrollments declined significantly due to demographic headwinds, greater in-state competition, and a degraded perceived value proposition	Lower CSCU retention rates compared to peers could result from poor student preparedness and social and financial pressures	CSCU lags peer institutions both in graduating students and in setting them up for success through transfers	Program misalignment with state workforce needs may contribute to below-median salaries for CSCU graduates
Investment Areas	<b>Statewide Early College</b>			
	Increased Student Support			
	Increased Financial Aid			
		Workforce Development Coalition		
		Career Pathways / Career Connected Learning Programs		

Each initiative is designed to address multiple stages of the student experience and should be viewed as complementary to other overlapping efforts. When implemented holistically, these initiatives have the potential to drive measurable improvements, as demonstrated by peer institutions nationwide.

To assess the potential impact, we estimated the Economic Benefit—net of investment—generated as each program scales. This metric reflects the additional earnings a participant can expect over a ten-year period as a result of completing a degree, earning a career-advancing certificate, or transitioning into a higher-earning field. While these earnings increases are likely to extend beyond ten years, we have limited our projections to maintain a conservative, forward-looking assessment.

Additionally, we quantified the cost savings to state and federal governments resulting from reduced reliance on social services as alumni/ae incomes increase. This approach establishes a consistent framework for evaluating the projected quantitative impact of each proposed initiative. For more details on our approach and assumptions, please refer to the appendix.





## I. Statewide Early College

Early college and dual enrollment programs enable high school students to simultaneously earn high school and college credits, reducing costs and accelerating their path toward a college degree. A statewide program would provide significant academic, financial, and operational benefits, strengthening Connecticut's higher education pipeline and improving long-term student success. Below are the key benefits:

1. **Enhanced Academic Preparation:** High school students gain an academic "head start" by engaging in more rigorous coursework than their high schools may offer, improving their readiness for college.
2. **Lower Student Costs:** Students can earn college credits while in high school, reducing tuition expenses and shortening time-to-degree completion.
3. **Stronger Institutional Performance:** Increasing postsecondary accessibility through financial and academic support would drive higher enrollment, retention, and completion rates.

Upon full implementation, the program would deliver measurable improvements across key performance indicators:

- **Increased Enrollment:** Dual enrollment participation increases the likelihood of attending college by 10–30%, with notable gains among underrepresented groups (+20% for academically struggling students, +10% for Black students, +9% for Hispanic students). Systems that have adopted similar programs report an 11% overall enrollment growth for students under age 25.<sup>9</sup>
- **Higher Retention and Completion:** Dual enrollment students are significantly more likely to transfer to four-year institutions (27% vs. 12%) and earn credentials (27% vs. 18%) than their peers. Additionally, low-income participants in dual enrollment programs earn bachelor's degrees at a 7.6% higher rate than non-participants.<sup>10</sup>

To ensure successful implementation, this program should be legislatively funded with a goal of serving 25% of Connecticut's high school students at full scale. The estimated cost is:

- \$11 million for a two-year pilot program.
- \$70 million annually for statewide implementation.

**Projected Net Economic Benefit:** \$456.1 million per cohort at full scale, reflecting increased student earnings and reduced social service expenditures.

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<sup>9</sup> <https://usprogram.gatesfoundation.org/news-and-insights/articles/maximizing-the-potential-of-dual-enrollment>

<sup>10</sup> Ibid



By strategically investing in dual enrollment, Connecticut can expand access to higher education, improve student outcomes, and drive long-term economic benefits for the state.

## II. Increased Student Supports

A comprehensive student support program with will increase retention and completion rates by converting part-time students to full-time enrollment.<sup>11</sup> We call this program the “Accelerated Completion Track” or ACT and recommend targeting both CT State and the CSUs.

States that have implemented targeted student support have seen:

- **Higher Completion Rates:** MDRC’s evaluation<sup>12</sup> of CUNY ASAP program participants demonstrated a three-year graduation rate of 53%, more than double the rate of non-participants, and ACE increased four-year graduation rates to 59.0%, a 17.5% point increase.
- **Improved Student Retention:** While a specific effect size is not available, institutions point to higher levels of re-enrollment and fewer leaves of absence
- **Reduced Cost Per Graduate:** While these programs have higher up-front costs, the significant increase in graduation rates ultimately yields lower costs-per-graduate as fewer resources are spent on students who ultimately drop out<sup>13</sup>

The ACT program, targeting 5,500 students per year across CT State and the CSUs, will cost \$35 million annually at scale.

### **Potential Net Economic Benefit generated per year at scale: \$129.4 million**

By investing in structured student support, financial incentives, and cohort-based engagement, Connecticut can significantly boost degree completion rates, drive long-term economic gains, and enhance workforce alignment.

## III. Increased Financial Aid

Increased financial aid enables CSCU to offer higher education at a more affordable price, making institutions more accessible across the state and driving higher enrollment, retention, and completion rates.

To align with peer states’ investments in higher education affordability, CSCU should advocate for a \$23.9 million annual increase in state financial aid.

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<sup>11</sup> CUNY ASAP/ACE Fast Facts, January 2025 ([https://www.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/student-success-initiatives/asap/evaluation/Final\\_CUNY-ASAP-and-ACE-Fast-Facts\\_Jan25-2.pdf](https://www.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/student-success-initiatives/asap/evaluation/Final_CUNY-ASAP-and-ACE-Fast-Facts_Jan25-2.pdf))

<sup>12</sup> Ibid

<sup>13</sup> MDRC, “Doubling Graduation Rates”, February 2015 ([https://www.mdrc.org/sites/default/files/doubling\\_graduation\\_rates\\_fr.pdf](https://www.mdrc.org/sites/default/files/doubling_graduation_rates_fr.pdf))



States with more generous financial aid investments have demonstrated:

- **Higher Enrollment:**
  - Improved college accessibility, leading to increased enrollment rates, particularly among low-income students at four-year colleges.
- **Stronger Retention & Completion:**
  - Increased graduation rates by up to 4%, as financial barriers are reduced.
- **Improved Post-Completion Outcomes:**
  - Lower student debt burdens upon entering the workforce, leading to greater financial stability and economic mobility.

**Potential Net Economic Benefit per Year at Scale:** \$58.2 million

By matching neighboring states' financial aid levels, Connecticut can expand access to higher education, increase student success, and drive long-term economic gains for graduates and the state economy.

#### IV. Workforce Development Coalition

To address employer demand and provide students with flexible, high-impact training, CSCU should launch a Workforce Development Coalition focused on short-term, industry-aligned credential programs lasting less than one year. This initiative will expand existing state programs—such as CareerConneCT, the Eastern Manufacturing Pipeline Initiative, MIF Incumbent Worker Training, and Regional Sector Partnerships' Good Jobs Challenge—by providing centralized coordination and deeper employer engagement.

- **Higher Completion Rates:** Nationwide, 57% of certificate students complete their programs—1.5x the associate degree completion rate. CareerConneCT (the state's ARPA funded short-term training initiative) has seen 83% completion rates.<sup>14 15</sup>
- **Stronger Employment & Earnings:** Graduates earn, on average, 10% more than similar high school graduates.<sup>16</sup>
- **Increased Workforce Readiness:** Streamlined employer partnerships ensure training aligns with high-demand, high-wage career pathways.

#### Investment & Projected Economic Impact

- **Pilot Cost (2 Years):** \$4.9 million

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<sup>14</sup> CT Office of Workforce Strategy

<sup>15</sup> [https://www.urban.org/sites/default/files/publication/103370/should-the-federal-government-fund-short-term-postsecondary-certificate-programs\\_0\\_0.pdf](https://www.urban.org/sites/default/files/publication/103370/should-the-federal-government-fund-short-term-postsecondary-certificate-programs_0_0.pdf)

<sup>16</sup> Ibid



- **Annual Cost at Scale:** \$12.5 million (funded by state government to be matched by philanthropy and employers)

**Potential Net Economic Benefit per Year at Scale:** \$237.5 million

By strategically coordinating resources and enhancing employer collaboration, this initiative ensures that CSCU plays a pivotal role in strengthening Connecticut's workforce and economic growth.

#### V. Career Pathways Oriented Innovation

To strengthen student success and workforce alignment, CSCU should expand funding for career pathways programs through a competitive grant process within CSCU institutions. These programs will enhance job readiness in high-demand fields by:

- **Partnering with employers** to develop industry-aligned curricula and experiential learning opportunities
- **Establishing stackable credentials** to provide clear advancement opportunities
- **Expanding advising capacity** to help students make informed career decisions
- **Higher Retention & Completion:** Career pathways students earn credentials 2.5x more often than peers<sup>17</sup>
- **Stronger Employment Outcomes:** Graduates earn \$8,000–\$51,000 more per year than those with only a high school diploma<sup>18</sup>
- **Career Alignment:** 45% of career pathways students secure jobs in their field, compared to 26% of other students<sup>19</sup>

#### **Investment & Projected Economic Impact**

- **Pilot Cost (2 Years):** \$25 million
- **Annual Cost at Scale:** \$7.5 million

**Potential Net Economic Benefit per Year at Scale:** \$195.7 million

This investment will enhance workforce readiness, improve student outcomes, and drive economic growth, positioning CSCU as a key player in closing the skills gap and expanding economic mobility.

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<sup>17</sup> [https://www.dol.gov/sites/dolgov/files/ETA/publications/ETAOP2022-04\\_A%20Meta-Analysis%20of%2046%20Career%20Pathways%20Impact%20Evaluations\\_final%20report.pdf](https://www.dol.gov/sites/dolgov/files/ETA/publications/ETAOP2022-04_A%20Meta-Analysis%20of%2046%20Career%20Pathways%20Impact%20Evaluations_final%20report.pdf)

<sup>18</sup> [https://www.theccic.org/Customer-Content/www/CMS/files/Matter\\_of\\_Fact\\_PDF/median\\_earnings\\_by\\_attainment\\_ct\\_2022.pdf](https://www.theccic.org/Customer-Content/www/CMS/files/Matter_of_Fact_PDF/median_earnings_by_attainment_ct_2022.pdf)

<sup>19</sup> [https://www.dol.gov/sites/dolgov/files/ETA/publications/ETAOP2022-04\\_A%20Meta-Analysis%20of%2046%20Career%20Pathways%20Impact%20Evaluations\\_final%20report.pdf](https://www.dol.gov/sites/dolgov/files/ETA/publications/ETAOP2022-04_A%20Meta-Analysis%20of%2046%20Career%20Pathways%20Impact%20Evaluations_final%20report.pdf)



## Summary

In addition to ongoing operational improvements, the State of Connecticut and CSCU should strategically invest in five key initiatives: early college, student support services, increased financial aid, career pathways, and a workforce development coalition. These programs have proven successful in neighboring states and across the country, driving higher enrollment, retention, and workforce readiness.

### Achieving these outcomes will require:

- **New state investments** to fund scalable, high-impact initiatives
- **Philanthropic partnerships** to expand resources and program reach
- **Stronger employer collaboration** to align training with workforce needs

To maximize impact, prioritization and phased implementation are essential. CSCU leadership, in coordination with state policymakers, should establish a strategic rollout plan, ensuring that foundational elements are in place before expansion. Pilot programs will play a critical role in demonstrating effectiveness, securing funding, and refining execution for statewide scaling.

While these investments (summarized costs below in Table 1) represent a significant amount, the projected combined net economic benefit per year at scale is \$1,074.1M. The benefits outweigh the investments.

Table 1. Annual Investment, by Recommendation (\$M)

	FY 26	FY 27	FY 28	FY 29	FY 30	FY 31	'26-'31
Early College	\$2M	\$9M	\$37M	\$45M	\$54M	\$71M	\$217M
Student Success - ACT-A	\$3.3M	\$8.9M	\$11.7M	\$22.3M	\$26.7M	\$30.6M	\$104M
Student Success – ACT-B	\$1.2M	\$2.4M	\$3.3M	\$4.0M	\$4.4M	\$4.4M	\$20M
Financial Aid	\$23.9M	\$23.9M	\$23.9M	\$23.9M	\$23.9M	\$23.9M	\$143M
Workforce Coalition	\$0.8M	\$4.1M	\$12.5M	\$12.5M	\$12.5M	\$12.5M	\$55M
Career Pathways	\$12.5M	\$12.5M	\$7.5M	\$7.5M	\$7.5M	\$7.5M	\$55M
<b>Total Yearly Cost</b>	<b>\$43M</b>	<b>\$61M</b>	<b>\$96M</b>	<b>\$115M</b>	<b>\$129M</b>	<b>\$150M</b>	<b>\$594M</b>



## 5. DETAILED INVESTMENT RECOMMENDATIONS



## 5. DETAILED INVESTMENT RECOMMENDATIONS

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### STATEWIDE EARLY COLLEGE

#### **Overview & Opportunity Statement**

##### **Expanding Access Through Dual Enrollment**

Beyond cost, time-to-completion is a critical factor in higher education accessibility. States nationwide are reducing both barriers by investing in state-funded dual enrollment programs, which allow high school students to earn college credits before graduation. These initiatives have proven to increase college enrollment, completion rates, and career readiness.

##### **A Critical Opportunity**

Across the country, a growing number of students are leveraging dual enrollment programs to gain early exposure to college coursework<sup>20</sup>, reduce tuition costs, and explore career pathways. These programs help students develop the skills and confidence needed for post-secondary success while accelerating their degree completion.

While Connecticut pioneered dual enrollment nearly 70 years ago, the state has fallen behind in program implementation and participation. Nationally, 1 in 5 community college students take advantage of dual enrollment, compared to only 1 in 17 in Connecticut.<sup>21</sup> Moreover, Connecticut remains one of the few states without a statewide dual enrollment strategy.

This presents a major opportunity to reshape educational access and outcomes for thousands of students. Connecticut can leverage proven models from leading states like Colorado, Maine, and California, where well-structured programs have demonstrated strong results. Drawing on best practices from national research centers, including Columbia University, Connecticut can design a high-impact, scalable dual enrollment program that enhances affordability, completion rates, and workforce readiness.

##### **Improved Student Outcomes**

Many students enter post-secondary education unprepared for the academic transition from high school, requiring additional support to build essential skills for success. CSCU faculty have consistently observed a decline in first-year student preparedness compared to cohorts from 5 to 10 years ago, with many students needing academic remediation.

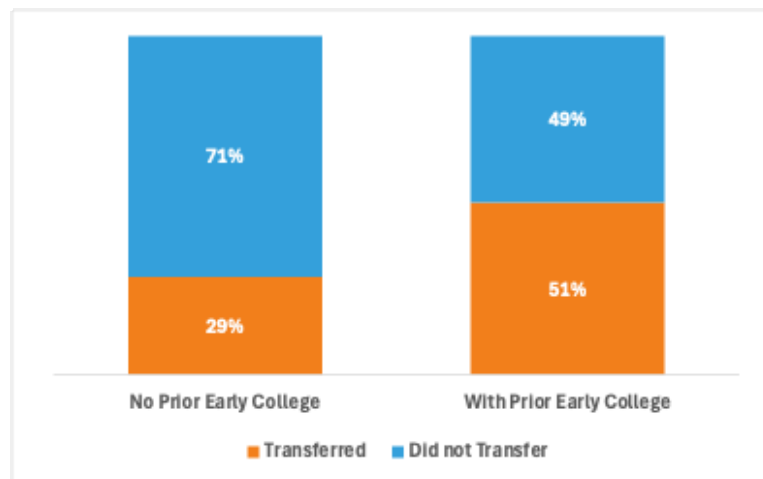
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<sup>20</sup> [https://cherp.utah.edu/resources/documents/publications/research\\_priorities\\_for\\_advancing\\_equitable\\_dual\\_enrollment\\_policy\\_and\\_practice.pdf](https://cherp.utah.edu/resources/documents/publications/research_priorities_for_advancing_equitable_dual_enrollment_policy_and_practice.pdf)

<sup>21</sup> [https://public-edsight.ct.gov/performance/postsecondary-readiness?language=en\\_US](https://public-edsight.ct.gov/performance/postsecondary-readiness?language=en_US)



Figure 19. Six-Year outcomes of CT State Students by Prior Early College Experience, 2021



Source: SIP Analysis of IPEDS Data

Dual enrollment programs offer a proven solution by allowing students to complete college-level coursework while still in high school. Data from CT State underscore their impact: students who participate in early college coursework are 76% more likely to transfer to a four-year institution than their peers who do not (Figure 19). Additionally, these programs improve accessibility by reducing both the time and cost required to earn a degree.

### Strong Support of Statewide Dual Enrollment Strategy

“The difference between Connecticut and other states is that we don’t have a codified dual enrollment policy – other states are serving more high school students.”

- CSCU Institutional Leader

CSCU leadership and faculty show strong interest in expanding dual enrollment opportunities across campuses and are eager to collaborate with local school districts and high schools to increase program availability. However, successful implementation will require additional resources, including funding, staffing, and program design investments.





## **Recommendations**

### **Fund a Statewide System**

Statewide dual enrollment programs have demonstrated success in increasing high school graduation rates, boosting college enrollment by 10-30%, and improving college completion rates by at least 9%.<sup>22</sup> Connecticut should adopt national best practices by establishing a single, unified dual enrollment program that replaces fragmented district- and college-level approaches.

A state-funded model with a clear participation target—25% of high school students (approximately 40,000 students) within six years—will provide greater equity, consistency, and accountability. By incorporating equity-based sub-targets and centralized reporting requirements, Connecticut can ensure all students, regardless of background, have access to these opportunities.

### **Align Pathways with High-Demand Industries**

Dual enrollment is most effective when it is structured around clear career pathways rather than scattered, uncoordinated courses—often referred to as “random acts of dual enrollment.”<sup>23</sup> To maximize student success, Connecticut’s dual enrollment program should align course offerings with high-demand industries, such as healthcare, manufacturing, education, business, and information technology. This ensures students gain early exposure to career-relevant coursework, increasing their likelihood of securing well-paying jobs post-graduation.

### **Expand Dual Enrollment to Ninth Grade**

Most dual enrollment programs in Connecticut begin in 11th or 12th grade, limiting opportunities for students to explore college coursework earlier. Expanding access to ninth graders will provide students with a longer runway to explore career pathways, earn credits, and build the confidence needed for post-secondary success.

### **Optimize Delivery Modes**

Dual enrollment programs must be flexible and accessible to meet the diverse needs of students and schools. Courses can be delivered through on-campus instruction, online learning, or hybrid models. A state-funded approach that supports multiple delivery modes will ensure more students across Connecticut can participate, regardless of location or school resources.

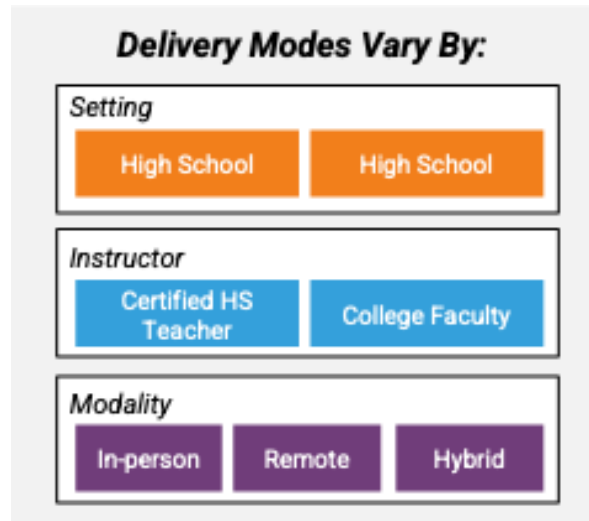
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<sup>22</sup> <https://usprogram.gatesfoundation.org/news-and-insights/articles/maximizing-the-potential-of-dual-enrollment>

<sup>23</sup> <https://cloudshare.ccm-ct.org/index.php/s/5QkbG9HUFiOhm58>



Figure 20. Delivery Modes and Modalities



### **Implementation Plan and Investment**

Figure 21 outlines the phased implementation of the proposed dual enrollment pilot, ensuring a strategic, scalable rollout that maximizes impact and informs future expansion.

#### **Phase 0 – Planning & Infrastructure Development (2025)**

- Establish career pathway programs and foundational infrastructure.
- Conduct six-month planning period to develop pathways, build backend support, and coordinate messaging and logistics with school districts.

#### **Phase 1 – Initial Pilot in Key Alliance Districts (2026)**

- Launch pilot in six Alliance districts: Hartford, Waterbury, Bridgeport, New Haven, New Britain, and Meriden.
- Serve approximately 2,100 students, testing program structure and gathering data to inform statewide expansion.

#### **Phase 2 – Expansion to All Alliance Districts (2027-2028)**

- Expand to all 36 Alliance districts, reaching:
  - 6,500 students in 2027
  - 21,000 students in 2028
- Prioritize underserved communities and resolve logistical challenges.
- Conduct a comprehensive review of outcomes and costs to determine the best approach for scaling statewide.



### Phase 3 – Statewide Implementation & Long-Term Growth (2029 & Beyond)

- Expand program statewide, reaching:
  - 25,000 students by 2029
  - 40,000 students annually by 2031
- Scale career pathways and enhance program offerings to align with regional and statewide workforce needs.

Figure 21. Phased Rollout Approach

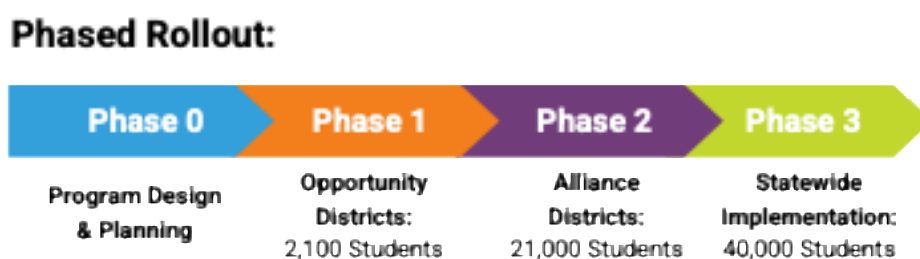


Table 2 presents a multi-year cost projection aligned with the phased implementation plan. The fully funded model includes:

- Tuition and instructor costs to ensure broad student participation.
- Wraparound services, such as academic advising and counseling, to support student success.
- Transportation assistance to improve accessibility.
- Technology platforms to enable open access and streamline program administration.

Table 2. Dual Enrollment High Level Financials

Phased Rollout Plan	Year 1: SFY26	Year 2: SFY27	Year 3: SFY28	Year 4: SFY29	Year 5: SFY30	Year 6: SFY31	Total Estimated Cost
<b>Total Students Reached</b>	<b>2,118</b>	<b>6,399</b>	<b>20,762</b>	<b>24,833</b>	<b>30,495</b>	<b>39,078</b>	<b>123,684</b>
Phase 1: Pilot	\$1M	\$3M	\$4M	\$5M	\$6M	\$8M	\$27M
Phase 2: Alliance Districts	-	\$4M	\$6M	\$8M	\$10M	\$13M	\$41M
Phase 3: Statewide	-	-	\$17M	\$20M	\$24M	\$32M	\$93M
Start Up Cost	\$.5M	\$2M	\$10M	\$12M	\$14M	\$18M	\$56M
<b>Total Cost</b>	<b>\$2M</b>	<b>\$9M</b>	<b>\$37M</b>	<b>\$45M</b>	<b>\$54M</b>	<b>\$71M</b>	<b>\$217</b>

Source: Community College Research Center Working Paper No. 130, February 2023<sup>24</sup>

<sup>24</sup> <https://ccrc.tc.columbia.edu/media/k2/attachments/community-colleges-afford-dual-enrollment-discount.pdf>



## Economic Benefit & Outcomes

Table 3 outlines the lifetime net economic benefit of each year's investment in dual enrollment. These projections account for:

- Higher earnings for students who complete postsecondary education.
- Increased tax revenues resulting from a more skilled workforce.
- Reduced public expenditures, including lower costs related to corrections and other state-funded interventions.

Table 3. Dual Enrollment Estimated Net Economic Benefit

Program Year	Year 1: SFY26	Year 2: SFY27	Year 3: SFY28	Year 4: SFY29	Year 5: SFY30	Year 6: SFY31	Six Year Total
Incremental College Graduates	132	400	1,298	1,552	1,906	2,442	7,730
Ten-Year Economic Benefit per Graduate	\$0.2M	\$0.2M	\$0.2M	\$0.2M	\$0.2M	\$0.2M	n/a
Lifetime Economic Benefit	\$28.5M	\$86.2M	\$279.6M	\$334.4M	\$410.6M	\$526.2M	\$1665.5M
Program Cost	\$1.9M	\$8.6M	\$37.2M	\$44.5M	\$54.7M	\$70.1M	\$217.1M
<b>Net Economic Benefit</b>	<b>\$26.6M</b>	<b>\$77.6M</b>	<b>\$242.3M</b>	<b>\$289.9M</b>	<b>\$355.9M</b>	<b>\$456.1M</b>	<b>\$1448.4M</b>

Source: APA Consulting, Colorado Concurrent Enrollment Return on Investment and Cost Model, 09.29.2020<sup>25</sup>

<sup>25</sup> <https://files.eric.ed.gov/fulltext/ED608037.pdf>



## INCREASED STUDENT SUPPORTS: ACT PROGRAMS

### Overview & Opportunity Statement

#### Graduation Rate Disparities and Opportunities for Improvement

CSCU's graduation rates lag behind regional public institutions at both the two-year and four-year levels. For two-year institutions, a key factor contributing to the 9% graduation rate gap between CT State and New York institutions (Figure 8) is the higher proportion of part-time students at CT State, who experience lower persistence rates (Figures 9 and 10).

The gap in graduation rates between the CSUs and UConn (Figure 11) may be due to the higher percentage of students requiring student support services due to their prior academic background and financial circumstances. Expanding holistic student support services and incentivizing full-time enrollment could significantly improve persistence and graduation rates, especially for low-income students.

#### Key Challenges Impacting Persistence and Completion

Stakeholder feedback gathered by SIP identified several structural barriers to student success at CSCU:

##### **1. Financial Barriers Driving Part-Time Enrollment**

- Financial constraints force many students to work multiple jobs, reducing their ability to enroll full-time.
- Connecticut's higher-than-average tuition rates (Figure 7) and high cost of living further compound financial pressures.

*"We attract a working population which adds to budget stress. We have limited dollars, to give people money in their first year and then remove it the second year. If we really gave proper counseling, we would tell people not to come here because they can't afford it and shouldn't add too much debt"*

- CSCU Staff

##### **2. Academic Preparedness Gaps**

- Faculty report that many students struggle with fundamental academic skills, making coursework overwhelming.
- Some faculty have adjusted curricula downward to accommodate students who lack reading comprehension, writing proficiency, or classroom engagement skills.



One faculty member observed:

*“Students are using calculators in chemistry class for basic arithmetic. We are admitting students who are not prepared for college work.”*

Faculty emphasize that students need stronger academic preparation before college rather than simply being advanced through coursework.

*“Math and English proficiency have dropped, especially with new students. We are seeing the tip of the iceberg.”*

- CSCU Faculty

### 3. Insufficient Advising Services

- Students struggle to access meaningful academic advising due to high advisor-to-student ratios (1:200+), resulting in delays of up to a month for appointments.
- Many advisors feel overburdened and unable to provide personalized, proactive support, leading students to self-advise, which often results in:
  - Course selection errors that increase time to graduation.
  - Unnecessary tuition costs and student debt.
- To improve outcomes, students need:
  - Lower advisor caseloads for more individualized support.
  - Flexible scheduling to accommodate work and family obligations.

*“Students have complicated lives and addressing barriers requires a multifaceted approach that includes increased funding, streamlined processes, better communication, and policies that are more responsive to the needs of students.”*

- CSCU Institutional Leader

### 4. First-Generation Student Challenges

- Some first-generation students lack prior college exposure and are not ready to meet college expectations.



- National data<sup>26</sup> show that 72% of first-generation students had taken no college preparatory courses in high school, compared to 43% of non-first-generation students.
- In Fall 2024, nearly 70% of CT State students and 30–60%<sup>27</sup> of CSUs' students (2021–2025) were first-generation<sup>28</sup>, making CSCU's student body more likely to face financial and cultural barriers to college success.

## **Recommendation**

To improve student preparedness and support vulnerable student populations throughout their higher education journey, Connecticut should implement a comprehensive support program that integrates academic, advising, and financial assistance into a holistic model for student success. This program should be based on the MDRC SUCCESS<sup>29</sup> Framework, which was developed from the CUNY Accelerated Study in Associate Program<sup>30</sup> (ASAP)—a nationally recognized model for improving college completion rates.

While ASAP is designed for two-year students, CUNY has successfully expanded its approach to four-year institutions through the Accelerate, Complete, and Engage<sup>31</sup> (ACE) program. We recommend that CSCU adopt a similar framework tailored to the needs of both two-year and four-year students.

## **Program Components**

ASAP primarily serves low-income, first-generation, and minority students, a demographic that closely aligns with CT State's student body. The program requires students to meet enrollment and participation benchmarks in exchange for a structured set of high-impact supports that differentiate it from traditional college services<sup>32</sup>:

- **Full-Time Enrollment Commitment:** Students commit to full-time enrollment and are consistently encouraged to graduate within three years.
- **Intensive Advising & Support:** Students receive personalized, proactive advising, tutoring, and career counseling with a significantly reduced advisor-to-student ratio (approximately 75:1 vs. the 600+:1 seen in traditional advising models).
- **Structured Academic Pathways:** Cohorts of students take blocked and linked courses, fostering peer engagement and integrating remedial education.
- **Financial Incentives:** Students can access additional financial aid and incentives for maintaining academic progress and meeting with coaches.

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<sup>26</sup> [nces.ed.gov/pubs2018/2018421.pdf](https://nces.ed.gov/pubs2018/2018421.pdf)

<sup>27</sup> CSU individual student body profiles

<sup>28</sup> <https://ctstate.edu/newsroom/ct-state-community-college-sees-enrollment-growth-for-fall-2024-semester>

<sup>29</sup> <https://www.mdrc.org/work/projects/scaling-college-completion-efforts-student-success-success>

<sup>30</sup> ASAP – The City University of New York

<sup>31</sup> <https://www.cuny.edu/about/administration/offices/student-success-initiatives/asap/about/ace/>

<sup>32</sup> [https://www.mdrc.org/sites/default/files/SUCCESS\\_One-Year\\_Report\\_v2.pdf](https://www.mdrc.org/sites/default/files/SUCCESS_One-Year_Report_v2.pdf)



## Outcomes & Proof Points

Programs modeled after ASAP and SUCCESS have demonstrated significant improvements in graduation rates and cost efficiency.

- **Higher Graduation Rates:** As shown in Table 4, ASAP-based programs substantially increase three-year graduation rates (six-year rates for ACE).
- **Lower Cost Per Graduate:** MDRC studies found that while ASAP requires higher upfront investment per student, it reduces the overall cost per graduate<sup>33</sup> by improving retention and degree completion.
- **Greater Student Satisfaction & Transfer Rates:**
  - Students report higher satisfaction with their college experience, a key factor as today's students increasingly assess the economic value of a degree.
  - ASAP participants are more likely to transfer to four-year institutions (25% vs. 17% in traditional programs<sup>34</sup>).
- **Proven Scalability:** The model has successfully expanded beyond New York, with programs now operating in 15 states<sup>35</sup>, including Ohio's adaptation of ASAP for four-year schools.

Table 4. Three-Year Graduation Uplift of SUCCESS Program Participants

	Participants	Control Group	Uplift %
CUNY ASAP	40%	22%	82%
CUNY ACE*	69%	57%	20%
Ohio ASAP	44%	29%	52%

\* Six-Year

Source: MDRC

## Connecticut's Model

To align with Connecticut's unique student needs, we recommend implementing a modified version of the ASAP/ACE model<sup>36</sup>, referred to as the Accelerated Completion Track (ACT, Figure 22). This adaptation emphasizes enhanced advising, cohort-based learning, and financial support:

- **Cohort-Based Learning:**
  - Fosters peer accountability, support networks, and academic engagement, increasing persistence and completion rates.
  - Builds a sense of community, reducing isolation and helping students navigate college more effectively.
- **Enhanced Advisory Services:**

<sup>33</sup> [https://www.mdrc.org/sites/default/files/SUCCESS\\_One-Year\\_Report\\_v2.pdf](https://www.mdrc.org/sites/default/files/SUCCESS_One-Year_Report_v2.pdf)

<sup>34</sup> Ibid

<sup>35</sup> Ibid

<sup>36</sup> [Final\\_CUNY-ASAP-and-ACE-Fast-Facts\\_Jan25-2.pdf](#)





- Low advisor-to-student ratio (1:75) to provide personalized, high-touch support across academics, financial aid, and career planning.
- **Bridge Program:**
  - A three-credit preparatory course to equip students for the demands of an accelerated program.
  - Complements the existing College and Career Success course, which is required for all incoming CT State students.
- **Access to State-Funded Financial Support:**
  - Covers financial gaps left after need-based aid, reducing student debt and financial strain.
  - Funding would be secured through a separate financial aid initiative to ensure sustainability.

By investing in the ACT model, Connecticut can increase graduation rates, lower per-degree costs, and provide students with the support needed to succeed in an increasingly competitive workforce.

Figure 22. ACT Components

#### Core Program Based On MDRC SUCCESS

Improve completion rates for students who are underserved by offering comprehensive, yet scalable, support services such as proactive coaching and advising

**Institutional Focus: CT State & CSU**

##### Dedicated Staff

- Coaches to proactively engage with students at-risk
- Directors to oversee coaches/program

##### Financial Commitments

- Affordability and sustainability
- Incentives to meet with coaches, maintain higher GPAs, etc.

##### Momentum Strategies

- Focused on increasing academic momentum
- Requiring full-time enrollment, summer/winter enrollment, etc.

##### Data Foundation

- System to provide real-time data to staff members
- Supports efficient program management and continuous improvement



#### Connecticut-Specific Bridge Programming:

Help transition to college and address academic gaps

**Institutional Focus: CT State**

##### Skill Development

- Study & time management skills
- Course proficiency (reading, math, writing)
- College navigation skills: In-depth orientation to college life/resources

##### Advising Assistance

- Course selection guidance
- Degree planning
- Personalized academic advising



## **Implementation and Cost**

The initial Year 1 investment to pilot both the ACT-A (Associate's degree) and ACT-B (Bachelor's degree) programs is estimated at \$4.4 million:

- \$3.3 million for ACT-A
- \$1.2 million for ACT-B (reflecting the program's smaller initial cohort size)

At full scale, the annual investment increases to \$35.1 million:

- \$30.6 million for ACT-A
- \$4.4 million for ACT-B

The largest cost driver is hiring new advisors, which represents:

- 61% of costs in Year 1
- 67% of costs at full scale

Additional expenses include administering bridge programming and disbursing milestone and participation incentives.

Importantly, this cost projection does not include funding for tuition, fees, or books. While increased financial aid enhances program outcomes, it is not required for core operations. However, we recommend using the ACT program as a structured distribution mechanism for state financial aid (as outlined in the next section).

## **Path to Scale**

Tables 5 and 6 outline the six-year scaling plan for ACT-A and ACT-B.

To ensure program effectiveness and fiscal responsibility, the scaling process includes multiple review checkpoints:

### **Year 1:**

- Launch initial pilot cohort.
- Conduct a one-year review of student outcomes.
- Modify program as needed before expanding in Year 2.

### **Year 2:**

- Expand to three cohorts based on Year 1 findings.

### **Year 3:**

- Conduct a comprehensive review after the first full cohort completes the program.

### **Year 4+:**

- Expand to a five-cohort-per-year model, reaching 10,000 students annually.



By phasing growth strategically, Connecticut can ensure that ACT achieves the intended outcomes while maintaining cost efficiency.

Table 5. ACT-A (Associate's Degree Program)<sup>37</sup>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Program Size</b>						
Cohorts	1	2	2	5	5	5
Student Enrollment	1,000	2,600	3,700	7,200	9,000	10,500
Staff FTEs	15	43	58	104	128	148
<b>Program Cost</b>						
Bridge Program	\$0.6M	\$1.2M	\$1.2M	\$2.9M	\$2.9M	\$2.9M
Incentives	\$0.6M	\$1.5M	\$2.1M	\$4.1M	\$5.2M	\$6.2M
Support Staff	\$2.1M	\$6.3M	\$8.4M	\$15.2M	\$18.6M	\$21.5M
Total Annual Cost	<b>\$3.3M</b>	<b>\$8.9M</b>	<b>\$11.7M</b>	<b>\$22.3M</b>	<b>\$26.7M</b>	<b>\$30.6M</b>

Table 6. ACT-B (Bachelor's Degree Program)<sup>38</sup>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Program Size</b>						
Cohorts	1	2	2	2	2	2
Student Enrollment	250	713	1,113	1,475	1,650	1,650
Staff FTEs	4	8	11	14	16	16
<b>Program Cost</b>						
Bridge Program	\$0.4M	\$0.8M	\$0.8M	\$0.8M	\$0.8M	\$0.8M
Incentives	\$0.2M	\$0.5M	\$0.8M	\$1.0M	\$1.1M	\$1.1M
Support Staff	\$0.6M	\$1.1M	\$1.7M	\$2.2M	\$2.5M	\$2.5M
Total Annual Cost	<b>\$1.2M</b>	<b>\$2.4M</b>	<b>\$3.3M</b>	<b>\$4.0M</b>	<b>\$4.4M</b>	<b>\$4.4M</b>

## Economic Benefit & Outcomes

The economic benefits of the ACT program are substantial, both annually and over a graduate's lifetime.

### Projected Economic Impact Per Cohort

#### For ACT-A (Associate's Degree):

- 1,000-student cohort → 500 graduates within three years
- 250 of these graduates are incremental, meaning they would not have completed college without the program.

<sup>37</sup> Program cost estimates leveraged information provided by MDRC in their open-source [The College Promise Success Initiative Cost Calculator](#) | MDRC and information gathered from CSCU directly, particularly as pertains to staff levels, salaries, benefits costs, etc.

<sup>38</sup> Ibid



- Lifetime net economic benefit: \$97 million per cohort
- Annual scaling to full size → \$456 million in lifetime economic benefit generated per year

**For ACT-B (Bachelor's Degree):**

- 250-student cohort → 175 graduates within four years
- 50 of these graduates are incremental
- Lifetime net economic benefit: \$167 million generated per year at scale

By significantly increasing the number of students who complete college, the ACT program delivers a strong return on investment, enhancing Connecticut's workforce and driving long-term economic growth.

Table 7. ACT-A Estimated Net Economic Benefit

Program Year	Year 1: SFY26	Year 2: SFY27	Year 3: SFY28	Year 4: SFY29	Year 5: SFY30	Year 6: SFY31	Six Year Total
Number of Graduates Attributable to ACT-A	-	-	250	500	500	1,250	2,500
Ten-Year Incremental Economic Benefit per Graduate	\$0.1M	\$0.1M	\$0.1M	\$0.1M	\$0.1M	\$0.1M	n/a
Lifetime Economic Benefit	-	-	\$24.3M	\$48.6M	\$48.6M	\$121.6M	\$243.2M
Program Cost	\$3.3M	\$8.9M	\$11.7M	\$22.3M	\$26.7M	\$30.6M	\$103.4M
<b>Net Economic Benefit</b>	<b>-\$3.3M</b>	<b>-\$8.9M</b>	<b>\$12.6M</b>	<b>\$26.4M</b>	<b>\$22.M</b>	<b>\$91.M</b>	<b>\$139.8M</b>

Table 8. ACT-B Estimated Net Economic Benefit

Program Year	Year 1: SFY26	Year 2: SFY27	Year 3: SFY28	Year 4: SFY29	Year 5: SFY30	Year 6: SFY31	Six Year Total
Number of Graduates Attributable to ACT-B	-	-	-	53	105	105	263
Ten-Year Incremental Economic Benefit per Graduate	\$0.4M	\$0.4M	\$0.4M	\$0.4M	\$0.4M	\$0.4M	n/a
Lifetime Economic Benefit	-	-	-	\$21.4M	\$42.9M	\$42.9M	\$107.2M
Program Cost	\$1.1M	\$2.4M	\$3.3M	\$4.M	\$4.4M	\$4.4M	\$19.8M
<b>Net Economic Benefit</b>	<b>-\$1.1M</b>	<b>-\$2.4M</b>	<b>-\$3.3M</b>	<b>\$17.4M</b>	<b>\$38.4M</b>	<b>\$38.4M</b>	<b>\$87.4M</b>



## INCREASED FINANCIAL AID

### Overview and Findings

#### Financial Aid and the Cost of Attendance

Financial aid is essential for ensuring equitable access to higher education in Connecticut. The total cost of attendance—including books, supplies, transportation, and living expenses—often far exceeds tuition alone (Table 9).

For example:

- CT State’s in-state tuition is approximately \$5,000 per year.
- Total estimated cost of attendance, according to financial aid offices, is closer to \$30,000 per year<sup>39</sup>.

Table 9. 2024-2025 Estimated Costs of Full-Time, In-State Enrollment at CT State

Estimated Costs for Full-Time Enrollment	Annual Cost
Tuition and Fees	\$5,338
Books, Course Materials, Supplies and Equipment	\$1,500
Transportation	\$2,460
Miscellaneous Personal Expenses	\$7,828
Loan Fees	\$85
Internet Costs	\$450
Living Expenses (Food and Housing)	\$12,077
<b>Estimated Total Expenses</b>	<b>\$29,738</b>

Source: <https://ctstate.edu/admissions-registration/financial-aid>

Without adequate financial aid, many students must take on significant debt or forgo college entirely. Our analysis of public data and stakeholder interviews indicate that Connecticut has substantial opportunities to better align financial aid with student needs.

<sup>39</sup> CT State Financial Aid Office, <https://ctstate.edu/admissions-registration/financial-aid>



## Connecticut's Financial Aid Funding Levels

In 2023, Connecticut allocated \$35.3 million in financial aid for public university students, out of a total \$1.5 billion in higher education appropriations, according to the State Higher Education Executive Officers Association (SHEEO)<sup>40</sup>. This means only 2.2% of Connecticut's higher education funding went toward financial aid—significantly below the averages for New England states (7.1%), New York (8.3%), and the national average (9.5%)<sup>41</sup>. Table 10 details these disparities across the region and nationally.

Table 10: Financial Aid and Education Appropriations, by State

	Financial Aid (\$M)	Education Appropriations (\$M)	Share of Appropriations
<b>Connecticut</b>	<b>\$35.3</b>	<b>\$1,587.6</b>	<b>2.2%</b>
<b>New England</b>	<b>\$204.9</b>	<b>\$2,892.2</b>	<b>7.1%</b>
Maine	\$40.6	\$344.5	11.8%
Massachusetts	\$130.0	\$2,055.9	6.3%
New Hampshire	\$7.8	\$141.5	5.5%
Rhode Island	\$14.7	\$229.4	6.4%
Vermont	\$11.8	\$120.9	9.7%
<b>New York</b>	<b>\$571.4</b>	<b>\$6,900.6</b>	<b>8.3%</b>
<b>U.S.</b>	<b>\$10,762.6</b>	<b>\$113,105.6</b>	<b>9.5%</b>

Source: SHEEO 2023 State Profiles, <https://shef.sheeo.org/state-profile/>

## Aid Per Student: Connecticut Lags Behind

Looking at state financial aid per Full-Time Equivalent (FTE) student (Figures 23 and 24):

- Connecticut performs near the national average for two-year college aid, though it trails all neighboring states except New Hampshire.
- Connecticut significantly underperforms in four-year college aid, providing just 15% of the national average, ranking behind all peers except New Hampshire and Rhode Island<sup>42</sup>.

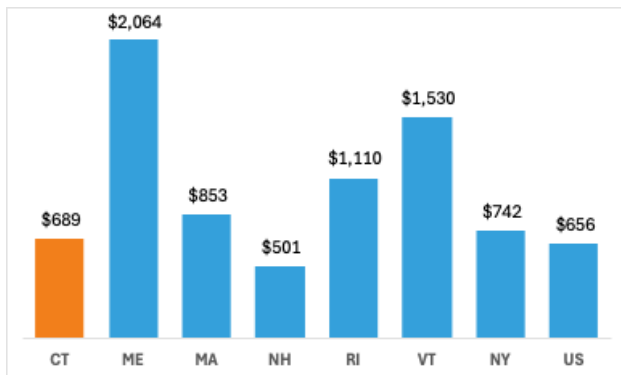
<sup>40</sup> State Higher Education Executive Officers Association, 2023 Connecticut profile, <https://shef.sheeo.org/state-profile/connecticut/>

<sup>41</sup> State Higher Education Executive Officers Association, 2023 Connecticut profile, <https://shef.sheeo.org/state-profile/connecticut/>

<sup>42</sup> SHEEO 2023 Annual Report, [https://shef.sheeo.org/wp-content/uploads/2024/04/SHEEO\\_SHEF\\_FY23\\_Report.pdf](https://shef.sheeo.org/wp-content/uploads/2024/04/SHEEO_SHEF_FY23_Report.pdf)

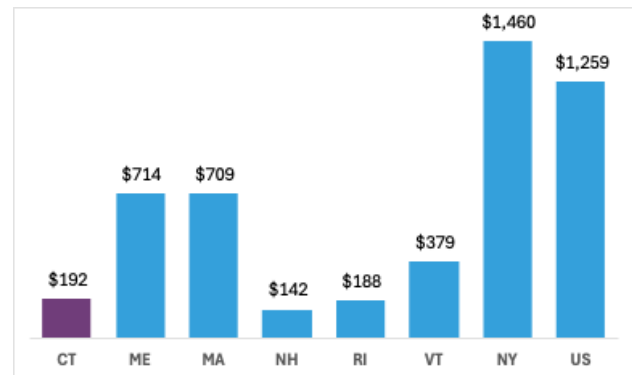


Figure 23. Average Aid Per Two-Year Student FTE, 2023



Source: SHEEO 2023 Annual Report

Figure 24. Average Aid Per Four-Year Student FTE, 2023



Source: SHEEO 2023 Annual Report

Since 2019, most new financial aid funding has been concentrated in two-year colleges, while per-student aid at four-year institutions has declined (Table 11).

Table 11: Connecticut State Financial Aid Per Student FTE, by Sector (2019-2023)

	2019	2023	19-'23 % Change
Two-Year Colleges	\$352	\$689	95.7%
Four-Year Colleges	\$310	\$192	-38.1%

Source: SHEEO 2023 Annual Report

Despite recent improvements, Connecticut still needs to increase financial aid funding to match peer states or develop an innovative financial aid model to address college affordability.

### Financial Barriers to Enrollment and Student Success

Enrollment data and stakeholder interviews highlight significant unmet financial needs among CSCU students.

#### Higher Pell Grant Enrollment Signals Greater Financial Need

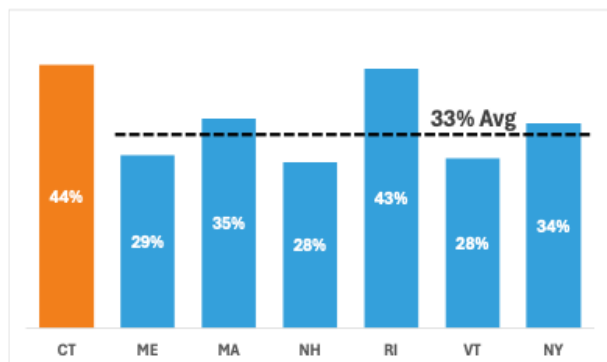
Using Pell Grant recipients as a proxy for low-income students:

- CSCU two-year colleges enroll 44% Pell recipients vs. 33% at peer institutions (Figure 25).
- CSCU four-year colleges enroll 32% Pell recipients vs. 27% at peer institutions (Figure 26).

This indicates higher financial need among CSCU students compared to regional peers.

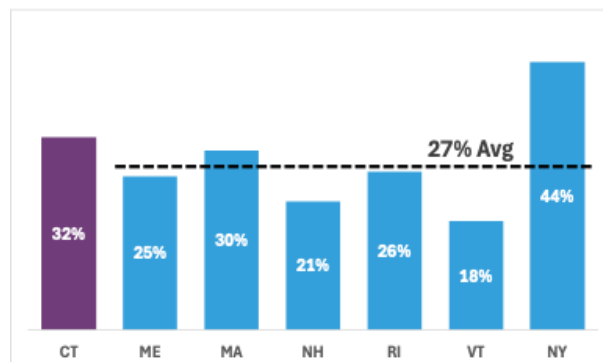


Figure 25. Percent of Undergrad Students Receiving a Pell Grant, Two-Year Public Colleges (2022-23)



Source: SIP Analysis of NCES / IPEDS Data

Figure 26. Percent of Undergrad Students Receiving a Pell Grant, Four-Year Public Colleges (2022-23)



Source: SIP Analysis of NCES / IPEDS Data

### Financial Challenges Drive Student Attrition

Stakeholders and faculty report that **financial difficulties are a top reason students pause or drop out.**

Key issues include:

- **High upfront deposits and unexpected fees**
- **Delays in financial aid processing**, preventing students from purchasing books or attending class
- **Food insecurity and housing instability**
- **Limited financial literacy**, making it difficult for students to navigate aid processes

Additionally, students and faculty **perceive financial aid and student accounts offices as disorganized**, creating barriers to accessing available assistance.

*“The biggest issue right now would be financial. It’s a bigger challenge each semester. I got one scholarship but need more help financially.”*

- CSU Student

*“The financial stresses faced by students cause them to be ‘worried all the time’ and distracted from learning”*

- CSU Faculty





## Financial Aid Disparities Affect Enrollment Choices

Many students find it more affordable to attend private colleges or the University of Connecticut due to stronger financial aid packages than those available at CSCU.

While new grants like the expanded Mary Ann Handley Awards (formerly PACT) help improve two-year college affordability, four-year financial aid remains a critical gap.

## Key Takeaways for Policy and Funding Decisions

To improve college access and completion rates, Connecticut must:

1. Increase state-funded financial aid, particularly for four-year institutions.
2. Streamline aid processes to reduce delays and confusion.
3. Enhance financial literacy programs to support students in navigating aid options.
4. Ensure equity in aid distribution so that students at CSCU receive competitive financial support.

## Recommendation

### Closing the Funding Gap: Strengthening Financial Aid in Connecticut

#### Increasing State Financial Aid to Bridge Affordability Gaps

To align Connecticut’s financial aid funding with other northeastern states and improve access to affordable higher education, the state must prioritize closing affordability gaps (Figure 27).

Figure 27: Connecticut State Financial Aid Framework



#### Expanding State Funding for Financial Aid

Increasing financial aid funding to match peer states such as New York and Massachusetts is essential for improving college accessibility. While recent investments—such as the \$28 million grant in 2025—have strengthened financial aid for CT State students, significant funding gaps remain for students attending Connecticut State Universities (CSUs). Additional support is needed to ensure these students receive the resources necessary to complete their degrees.



Key initiatives to close these gaps include:

- Increasing funding for the Roberta B. Willis Scholarship Program to meet growing demand and provide essential financial support for CSUs students.
- Expanding the Mary Ann Handley Awards to four-year institutions to cover affordability gaps beyond two-year colleges.
- Allocating financial aid for non-tuition expenses and emergency grants to address hidden financial barriers.
- Integrating the ACT program as a funding mechanism to ensure state financial aid reaches the students who need it most.

Preliminary enrollment data suggests that the expansion of the Mary Ann Handley Awards may have contributed to increased enrollment at CT State institutions. Extending this program to CSUs would likely have a similar impact, strengthening enrollment and retention rates at four-year institutions.

### **Integrating Financial and Process Education into Student Support**

CSCU should focus more directly on helping educate students around addressing common challenges with financial aid such as navigating the application process and interpreting requirements. Financial literacy and education could also be integrated into student services more broadly, giving students the tools to make informed decisions about borrowing, managing debt, and repayment. Ultimately, these efforts will empower vulnerable populations to pursue higher education with greater confidence and success.

### **Implementation Plan and Investment**

#### **Implementation Plan and Investment Strategy**

The priority is to increase funding for existing scholarships and grant programs. However, to maximize impact, financial aid initiatives should be strategically aligned with the ACT program to support vulnerable student populations more effectively.

#### **Key Actions:**

- Increase funding for the Roberta B. Willis Scholarship Program across CSUs, prioritizing students with the greatest financial need.
- Introduce Mary Ann Handley Awards for CSUs students to address affordability gaps at four-year institutions.
- Provide targeted financial aid incentives aligned with the ACT program's student support framework.
- Develop financial literacy resources tailored to vulnerable student populations within CSCU.



## Required Investment

To determine the additional state investment needed, we analyzed per-student aid allocations and compared Connecticut's funding levels to regional peers (Table 12).

Table 12: Connecticut Target Incremental Aid Per FTE

	Current Aid / FTE	Avg. Peer State Aid / FTE*	Target Inc. Aid / FTE
Two-Year Colleges	\$689	\$835	<b>\$146</b>
Four-Year Colleges	\$192	\$1,108	<b>\$916</b>

\* Peer States: New England and New York

Source: SIP Analysis of SHEEO 2023 Annual Report

Based on this assessment, an annual increase of \$24 million in state financial aid—primarily directed toward CSUs—would bring Connecticut's funding levels in line with neighboring states (Table 13). This investment would significantly reduce financial barriers and increase affordability for students statewide.

Table 13: Enhanced State Financial Aid Annual Investment

	CT State	CSUs + Charter Oak	Total
FTE Enrollment	20,986	22,761	43,747
Incremental Funding / FTE	\$146	\$916	\$547
<b>Annual Additional Aid</b>	<b>\$3.1M</b>	<b>\$20.8M</b>	<b>\$23.9M</b>

## Economic Impact and Expected Outcomes

Research from the State Higher Education Executive Officers Association (SHEEO) demonstrates that increased student financial aid leads to higher retention and graduation rates, reduced student loan debt, and stronger in-state workforce development.

Specifically, SHEEO's analysis<sup>43</sup> indicates that for every \$1,000 increase in per-student financial aid, degree completion rates increase by approximately 4%. Given that this proposal calls for nearly \$1,000 per FTE in additional aid for CSUs students, we can expect measurable gains in degree attainment and lifetime earnings (Table 14).

While these estimates do not fully capture the broader economic benefits of reducing student debt and increasing college affordability, they provide a clear indication of the return on investment in state-funded financial aid.

<sup>43</sup> Public Investment in Higher Education: Research, Strategies, and Policy Implications  
see all projects, SHEEO, May 2021, [https://sheeo.org/wp-content/uploads/2021/05/SHEEO\\_ImpactAppropriationsFinancialAid.pdf](https://sheeo.org/wp-content/uploads/2021/05/SHEEO_ImpactAppropriationsFinancialAid.pdf)



Table 14: Annual Economic Benefit to Increased State Financial Aid

Program Year	Year 1: SFY26	Year 2: SFY27	Year 3: SFY28	Year 4: SFY29	Year 5: SFY30	Year 6: SFY31	Six Year Total
Incremental CSUs Graduates	-	50	101	151	201	201	704
Ten-Year Economic Benefit per Graduate	\$.4M	\$.4M	\$.4M	\$.4M	\$.4M	\$.4M	n/a
Lifetime Economic Benefit		\$20.5M	\$41.1M	\$61.6M	\$82.1M	\$82.1M	\$287.4M
Program Cost	\$23.9M	\$23.9M	\$23.9M	\$23.9M	\$23.9M	\$23.9M	\$143.5M
<b>Net Economic Benefit</b>	<b>-\$23.9M</b>	<b>-\$3.4M</b>	<b>\$17.1M</b>	<b>\$37.7M</b>	<b>\$58.2M</b>	<b>\$58.2M</b>	<b>\$143.9M</b>

### Conclusion: Investing in Connecticut's Future

Addressing Connecticut's financial aid challenges is critical to improving affordability, accessibility, and equity in higher education. By increasing state financial aid, reallocating resources to match regional funding levels, and implementing targeted student support programs, Connecticut can close the funding gap and eliminate key financial barriers.

Expanding financial aid is not just an investment in students—it is an investment in the state's workforce, economy, and long-term prosperity. By prioritizing financial aid reform, Connecticut can strengthen its higher education system, empower students to achieve their academic and career goals, and build a more competitive, resilient economy.



## WORKFORCE DEVELOPMENT COALITION

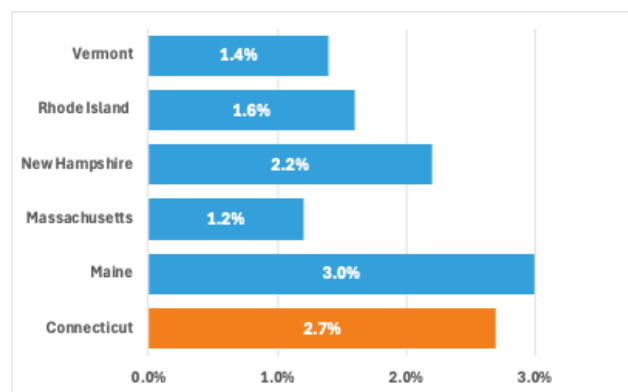
### Overview

Many Connecticut residents are eager to gain new skills that can lead to high-paying jobs and greater career advancement. Meanwhile, employers across the state are facing significant challenges in filling open positions. The Connecticut State Colleges and Universities (CSCU) system is uniquely positioned to address this gap by equipping residents with the necessary skills to fill these in-demand jobs and progress their careers.

While Connecticut's economy has shown impressive growth in recent years, the state's workforce has not kept pace:

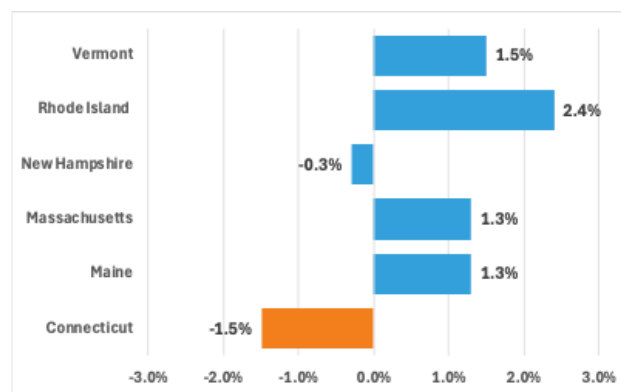
- In 2023, Connecticut's GDP grew by 2.7%, the second-highest growth rate in New England (Figure 28).
- The state boasts the lowest unemployment rate in the region at just 3%.
- Labor market participation rates are among the highest in the country at 67.4%. However, disparities exist across demographic groups, leaving a significant pool of untapped talent to meet the state's workforce needs.
- Connecticut's aging population and the continued departure of younger residents have strained efforts to meet labor market demands. As of June 2024, the state's workforce was 1.5% smaller than pre-pandemic levels (Figure 29).

Figure 28. Real GDP Growth, by State (2023)



Source: Bureau of Economic Analysis

Figure 29. Labor Force Growth, by State (Feb. 2020 – Nov. 2024)



Source: Connecticut Business and Industry Association

This combination of job growth and a shrinking labor force has resulted in a 33% increase in job openings over the last five years. While many residents are eager to fill these roles, a lack of necessary skills remains a major barrier to employment.



Employers also face challenges with incumbent workers who lack the skills needed for optimal productivity and career advancement. These gaps may include industry-specific expertise or general skills such as digital proficiency, AI literacy, English language fluency, and professional or leadership development.

Nearly 75,000 of the projected annual job openings in Connecticut require skills that can be gained through short-term training. These opportunities are concentrated in some of the state’s highest-demand industries, as detailed in Table 15.

Table 15: Key Industries Requiring Short-Term Training

Industry	Number of Jobs Requiring Short-Term Training
Manufacturing and Green Energy	13,777
Healthcare and Social Services	6,469
Business, Sales, and IT	8,925
Construction and Maintenance	2,044
Transportation	9,272
Other Industries	34,446
<b>Total</b>	<b>74,993</b>

Source: SIP analysis of CT Dept. of Labor 10-year occupational employment projections

Despite this demand for short-term training, enrollment in these programs at Connecticut State has declined sharply since the early 2000s. In 2002, 20,091 individuals participated in non-credit programs; by 2012, that number had dropped to 13,889, and by 2018, it had fallen to 11,843. In 2023, just 6,613 students participated in non-credit programs at CT State<sup>44</sup>.

However, evidence shows that demand for short-term training in Connecticut is still strong. For example, the state’s Career ConneCT program, launched in 2021 with \$70 million in ARPA funding, aims to train 6,000 unemployed and underemployed residents in high-demand fields. The program includes the Career ConneCT portal, which serves as a centralized hub for recruitment, registration, assessment, and intake.

The Career ConneCT portal has had over 18,000 users interested in training for high-demand industries such as healthcare, manufacturing, IT, construction, and clean energy. However, the remaining funds will only support training for approximately 500 additional job seekers, leaving thousands without a clear path to training.

Several factors may explain the decline in CT State’s non-credit enrollment, with funding being a primary issue. Non-credit programs typically receive less funding than credit-bearing programs and are not eligible for Pell Grant funding. Additionally, the complexity of navigating the system is a significant barrier. While numerous institutions offer short-term training, there is no centralized source of information, making it

<sup>44</sup> [Noncredit-Headcount-2002-2023.xlsx](#)



difficult for students to find available courses, understand registration processes, identify funding options, or access available support services.

Once enrolled in short-term training programs, students and staff have pointed to the need for more career development resources and advising, both of which are currently minimal for these participants. Greater access to data on labor market trends and stronger connections with industry partners are also seen as critical improvements.

Employer engagement is another factor contributing to the decline in enrollment. Some employers have expressed frustration with the consolidation of community colleges into CT State, citing delays in decision-making and a lack of flexibility and responsiveness. This has led some employers to seek training resources from private colleges and educational institutions outside of Connecticut.

### **Recommendation**

To support CSCU students and Connecticut residents in capitalizing on the opportunities of a growing economy, the state should invest in workforce skill development by expanding short-term training programs.

The best way to accomplish this is to establish a Coalition for Workforce Development ("The Coalition"), a partnership among CSCU/CT State, the Office of Workforce Strategy (OWS), employers, the Regional Sector Partnerships, the Department of Labor (DOL), and the Regional Workforce Development Boards. This Coalition will collaborate to address immediate workforce needs, support economic development, and create employment opportunities for CSCU students and Connecticut residents by providing skilled new hires and upskilling incumbent workers.

Jointly administered by CT State and OWS, the Coalition will be governed by an Advisory Board composed of business, government, and education leaders. It will leverage multiple funding sources, including business, philanthropic, and government investments, while maintaining flexibility in developing and executing training programs aligned with employer needs.

### **Coalition Goals and Objectives**

- Equip workers with skills for in-demand jobs in a rapidly evolving labor market.
- Serve as a bridge between local employers, CSCU/CT State, workforce development partners, and communities.
- Become a trusted partner for employers seeking skilled talent and workforce upskilling solutions.
- Connect short-term training to educational pathways via stackable credentials and provide guidance on career advancement opportunities. Since many of the short-term training programs lead to entry-level or mid-skill jobs, this connection is critical to help students advance their careers.
- Provide students with exposure to potential future academic and training opportunities within CSCU.



## Proposed Services and Programs

Connecticut has successful workforce training models, such as CareerConneCT and the Good Jobs Challenge, that address labor market needs but require sustainable funding to scale effectively. Greater employer engagement is essential to maximize the impact of training investments (Table 16).

Table 16: Sector-Based Training, 2022-24

	Career ConneCT (11/2022-11/2024)	WIOA Training (7/2022-6/20/2023)
Number of People Trained	6,086	2,040
Completion %	83%	48.5% (youth and adult) 77.5% (dislocated worker)
Employment %	63%	TBD*

Source: CT Office of Workforce Strategy: Career ConneCT participation began in earnest PY1 Q3

Within the CSCU system, successful programs include the Eastern Manufacturing Pipeline Initiative<sup>45</sup>, Eversource Line Worker Certificate<sup>46</sup>, Allied Health Certificate Programs, and the Accenture Apprenticeship Program<sup>47</sup>. These initiatives demonstrate high completion and job placement rates and enjoy strong employer support.

However, the supply of short-term workforce training programs has not kept pace with employer demand. A stronger workforce development focus is needed within CT State and the CSUs .

The Coalition will prioritize:

1. New Hire Training: Expanding workforce programs for high school graduates, college students, and adult learners, including veterans, the re-entry population, and career switchers.
2. Program Development & Scaling: Creating new training programs or expanding existing high-performing models to:
  - o Align with labor market demand.
  - o Lead to industry-recognized credentials and stackable pathways to degrees.
  - o Include required testing, certifications, and employability skill development.
  - o Provide academic support and work-based learning opportunities.
  - o Offer flexible, on-demand scheduling, including evening/weekend and hybrid learning formats.
  - o Incorporate employer-designed curricula.
3. Incumbent Worker Training: Coordinating and funding employer-led upskilling initiatives to:

<sup>45</sup> MPI: <https://www.ewib.org/pipeline-initiatives/manufacturing-pipeline/>

<sup>46</sup> Eversource: <https://ctstate.edu/programs/lineworker>

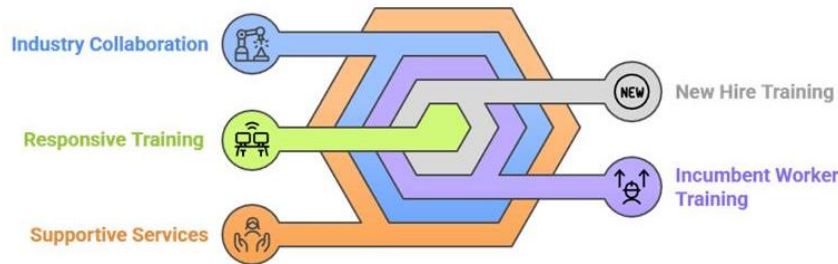
<sup>47</sup> Accenture: <https://ctstate.edu/programs/accenture-apprenticeship>





- Address evolving workforce needs.
- Facilitate career advancement.
- Collect data to identify critical skill gaps.
- Leverage best practices from the Manufacturing Innovation Fund.

Figure 30. Connecticut Workforce Development Coalition Training Focus



### Roles and Responsibilities

The Coalition will bring together key workforce and economic development stakeholders:

- **CSCU/CT State:** Lead curriculum development, data analysis, employer engagement, and student career support.
- **OWS:** Provide leadership on workforce strategy and funding opportunities, particularly through the Workforce Innovation and Sustainability Fund.
- **DOL/Regional Workforce Development Boards/AJCs:** Facilitate job seeker recruitment, engagement, and tracking through CareerConneCT. Partner with CSCU to enhance career development services at CT State campuses.
- **Employer Partners:** Actively participate by signing a "Compact" to provide workforce data, funding support, and work-based learning opportunities.

### A Model to Learn From: Maine's Harold Alfond Center

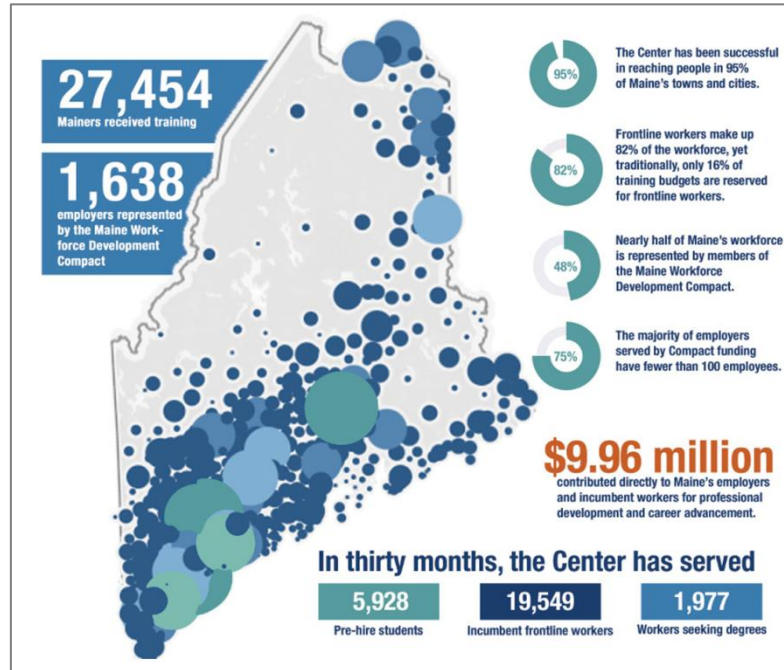
Maine's Harold Alfond Center demonstrates the power of public-private partnerships in workforce training (Figure 31). Key takeaways for Connecticut include:

- **Funding:** Supported by state, philanthropic, and employer contributions, with a projected \$163M budget for 2025.
- **Employer Engagement:** Over 1,700 employers, representing 50% of Maine's workforce, participate and contribute matching funds.
- **Incumbent Worker Training:** Strong commitment and financial investment in upskilling.



By adopting key components of a proven model, Connecticut can strengthen its workforce, drive economic growth, and ensure long-term sustainability in workforce development efforts.

Figure 31. Maine's Harold Alfond Center



Source: Annual report 2024 from the Harold Alfond Center for the Advancement of Maine's Workforce

## Implementation Plan and Investment

### Phase 1: Planning and Development (6-12 months)

- Conduct a comprehensive market analysis to better understand employer needs.
- Form the Coalition with key stakeholders.
- Assess and adapt existing programs to meet industry requirements.
- Streamline scheduling and faculty allocation for statewide program delivery.
- Establish governance and funding criteria for incumbent worker training.

**Budget: \$750,000** (for 2 full-time staff, a part-time analyst, consulting fees, travel, legal, and overhead costs).

### Phase 2: Pilot and Partnerships (Year 2)

- Expand staff to support program management and employer engagement.
- Establish five on-campus resources.



- Train 1,500 workers at an average cost of \$500 per incumbent worker and \$5,000 per pre-hire trainee.

**Budget:** \$4.1M

### Scaling Beyond Phase 2

- Expand program offerings and funding strategy based on pilot results.
- Scale fundraising from philanthropy and employers to match state funding
- Implement ongoing evaluation and continuous improvement processes
- Target training and upskilling 5,000 workers per year

Projected Budget: \$12.5M annually from CSCU with further fundraising targets of \$12.5M from philanthropy and \$12.5M from employers

### Economic Benefit & Outcomes

Earning a workforce certificate increases annual wages by approximately \$4,600 compared to a high school diploma. At full capacity including up to 5,000 trained workers per year, the Coalition's programs would generate over \$200M in net economic benefit to Connecticut annually (Table 17).

Table 17. Workforce Development Coalition Estimated Net Economic Benefit

Program Year	Year 1: SFY26	Year 2: SFY27	Year 3: SFY28	Year 4: SFY29	Year 5: SFY30	Year 6: SFY31	Six Year Total
Workers Trained	-	1,500	5,000	5,000	5,000	5,000	21,500
Ten-Year Incremental Economic Benefit per Trained Worker	\$50.K	\$50.K	\$50.K	\$50.K	\$50.K	\$50.K	n/a
Lifetime Economic Benefit	-	\$75.M	\$250.M	\$250.M	\$250.M	\$250.M	\$1074.8M
Program Cost (to CSCU)	\$.8M	\$4.1M	\$12.5M	\$12.5M	\$12.5M	\$12.5M	\$54.9M
<b>Net Economic Benefit</b>	<b>-\$.8M</b>	<b>\$70.9M</b>	<b>\$237.5M</b>	<b>\$237.5M</b>	<b>\$237.5M</b>	<b>\$237.5M</b>	<b>\$1019.9M</b>



## CAREER PATHWAYS ORIENTED INNOVATION

### Overview

A recent Gallup poll found that the primary motivator for student enrollment and persistence is the prospect of securing a well-paying job in their chosen field.<sup>48</sup> Students seek assurance that their investment in education will lead to meaningful career opportunities. Given CSCU diverse student body, this means providing students with more exploratory opportunities and compelling offerings that range from industry recognized credentials through graduate degrees along several professional tracks.

The focus on career pathways and innovation provides a proven framework for addressing these priorities. By strengthening employer partnerships to develop industry-aligned curricula, expanding experiential learning opportunities, creating more stackable credentials, and enhancing advising services, CSCU can better prepare graduates for high-demand fields and help them make informed career decisions.

However, CSCU graduates across both two- and four-year institutions have struggled in the labor market. Even the CT State campus with the highest salary outcomes for associate degree earners ranks below three-quarters of the state's private programs. All four CSUs report median post-graduate incomes below the statewide median for bachelor's degree holders.

For students who do not complete their degrees, the challenges are even greater. These individuals bear the costs of their education without realizing the labor market returns of a credential. Currently, only 17% of CT State students and 54% of CSUs students graduate on time—rates that lag behind regional public institutions. Career pathways programs have been shown to more than double credential attainment rates<sup>49</sup>, offering a critical solution to this issue.

Beyond student success, these improvements are essential to Connecticut's economic future. CSCU produces about a quarter of the state's college graduates each year, making it a key pipeline for Connecticut's workforce. Meanwhile, the number of unfilled job openings has increased by 33% over the past five years, creating a labor shortage that threatens economic growth. Addressing this gap presents an opportunity for CSCU to supply the skilled talent needed in high-growth, high-paying industries.

To meet this challenge, CSCU must implement strategic changes in program offerings, transfer policies, and workforce readiness initiatives.

### **Program Offerings and Selection**

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<sup>48</sup> <https://www.gallup.com/analytics/644939/state-of-higher-education.aspx>

<sup>49</sup> [https://www.dol.gov/sites/dolgov/files/OASP/evaluation/pdf/A%20Meta-Analysis%20of%2046%20Career%20Pathways%20Impact%20Evaluations\\_final%20report.pdf](https://www.dol.gov/sites/dolgov/files/OASP/evaluation/pdf/A%20Meta-Analysis%20of%2046%20Career%20Pathways%20Impact%20Evaluations_final%20report.pdf)



Career outcomes vary significantly by field of study. CSCU students in high-demand sectors like manufacturing and healthcare earn substantially more than those in fields with less direct industry alignment, such as general studies and liberal arts (Figures 32 and 33).

Figure 32. Post-grad Wage Outcomes of CT State Completers by Award Type



Source: P20WIN

Figure 33. Post-grad Wage Outcomes of CSUs Completers by Award Type



Source: P20WIN

Despite lower labor market returns, degrees in General Studies and Liberal Arts remain the most common credentials awarded by CSCU:

- 38% of CSUs bachelor's degree recipients graduate in these fields—14 to 16 percentage points higher than at UConn or Connecticut's private universities.
- 34% of CT State associate degree recipients major in these disciplines, nearly double the rate of graduates from Connecticut's private two-year institutions.

Academic and career advising plays a crucial role in student decision-making, yet many students report difficulties accessing advisors or dissatisfaction with the career guidance provided. Advising staff cite large caseloads and limited training in career-aligned academic planning as key barriers to effective support.

Strengthening academic and career advising should be a major focus for CSCU considering how many students enter CSCU institutions without a defined path given CSCU's accessibility to such a diverse student population. Therefore, students will benefit from more opportunities to explore different academic and career tracks early in their journey.

Additionally, there is little oversight to ensure that program offerings align with workforce demand. Some state community college systems require prospective technical programs to demonstrate labor market relevance before approval, but CT State currently lacks such a requirement.<sup>50</sup>

<sup>50</sup> <https://www.ct.edu/files/pdfs/Academic%20Programming%20Approval%20Policy%205.2021.pdf>



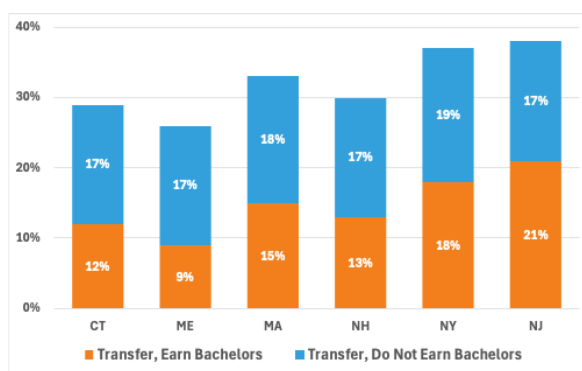
## Transfer Outcomes

Not all students enter the workforce immediately upon graduation. Nationally, 80% of first-year community college students intend to transfer to a four-year institution and earn a bachelor's degree<sup>51</sup>. However, only 29% of CT State students successfully transfer, and of those, just 41% complete a bachelor's degree—a rate lower than most regional peers (Figure 34).

While CSCU has recently started to standardize credit transfer requirements, complex and inconsistent transfer policies or implementation practices across CSCU institutions and levels of programs pose a significant barrier to students. Current requirements often lead students to pursue broad majors like General Studies and Liberal Arts because they offer the most efficient pathway to a four-year degree.

However, this approach does not necessarily align with labor market demand, contributing to lower career outcomes. CSCU should continue to work on transfer policies and implementation focused on key majors across all academic levels.

Figure 34: Six-Year Transfer Outcome of Community College Students by State, 2021



Source: Community College Resource Center

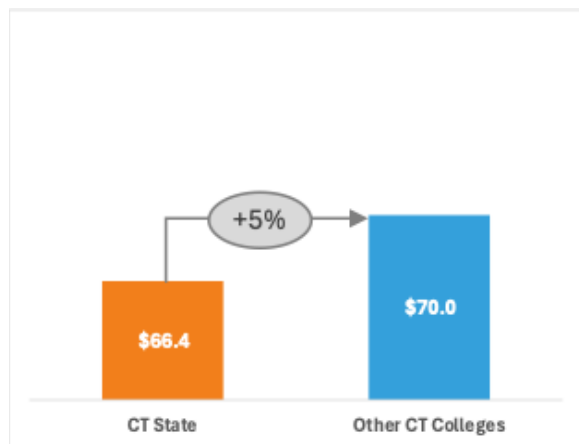
## Labor Market Competitiveness

While major selection plays a significant role in career outcomes, data indicate that CSCU graduates face disadvantages even within high-demand fields (Figures 35 and 36). Graduates from CSCU programs generally earn less and secure fewer competitive job opportunities than peers from other Connecticut and regional institutions.

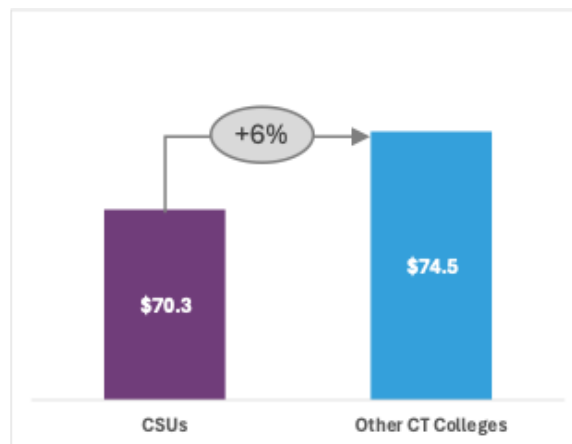
Figure 35. Associates in Healthcare Median Salary Five Years Post-graduation

Figure 36. Bachelors in Business Median Salary Five Years Post-graduation

<sup>51</sup> <https://ccrc.tc.columbia.edu/media/k2/attachments/tracking-transfer-community-college-effectiveness.pdf>



Source: U.S. Census Bureau



Source: U.S. Census Bureau

A key factor contributing to this disparity is the limited availability of work-based learning experiences. Students report a lack of structured opportunities for internships, apprenticeships, and industry partnerships. Faculty members also express frustration over insufficient employer engagement and the difficulty of integrating industry feedback into curricula.

Additionally, many students feel their coursework is overly theoretical, lacking practical skill development and career preparation. Addressing these gaps will be critical in enhancing the employability of CSCU graduates.

### Ongoing Initiatives and Next Steps

CSCU has already taken steps to address these challenges, including:

- **Guided Pathways at CT State:** A structured advising system that helps students align their academic and career goals to streamline credential completion, transfer, and workforce entry.
- **Industry-Specific Programs:** Initiatives like CT Health Horizons, the LPN program, and accelerated RN-to-BSN pathways have successfully connected students with high-demand jobs. The ongoing Healthcare Taskforce brings together industry, government, and academic leaders to further strengthen career alignment.
- **Transfer and Articulation Policy Reform:** A new policy is designed to simplify the transfer of general education credits across CSCU institutions, increasing transparency and reducing barriers to four-year degree completion.

While these initiatives mark significant progress, more work remains. Expanding and scaling these efforts will be essential to ensuring that more CSCU students successfully transition into well-paying careers and contribute to Connecticut's workforce.

### Recommendation



To address these challenges, CSCU should implement a more comprehensive and structured Career Pathways framework that clearly outlines student progression, provides flexible entry and exit points for credential attainment, and optimizes career outcomes.

Unlike traditional career preparation programs, Career Pathways are distinct in their:

1. Alignment with regional labor market needs, ensuring students are equipped for in-demand careers.
2. Comprehensive academic and career counseling, guiding students through education and career decisions.
3. Strong industry partnerships, which provide curriculum input and hands-on learning opportunities.
4. Flexible, stackable, and accelerated credentialing, allowing students to build upon prior learning efficiently.
5. Expand the transfer policy beyond general education requirements focusing on key majors.

While CSCU has integrated these elements into some programs, there is room for enhancement and expansion. By adopting the reforms outlined below, CSCU can build a more cohesive system that improves employment outcomes for graduates.

### Key Program Components

*Figure 37 outlines the recommended components of a leading Career Pathways program.*

Figure 37. Enhancing Career Pathways in CSCU



#### 1. Expand Labor Market Integration

- Establish data-driven labor market analysis to inform program strategy.





- Direct resources toward high-growth industries and in-demand occupations.

## **2. Strengthen Employer Partnerships**

- Identify key regional and statewide employers to shape curriculum and training programs.
- Expand work-based learning opportunities, including apprenticeships, internships, mentoring, and job shadowing.

## **3. Enhance Curriculum and Credentialing**

- Develop stackable credentials, allowing students to seamlessly advance from certificates to degrees.
- Expand Credit for Prior Learning (CPL) to award academic credit for industry certifications, work experience, and military training.
- Improve transfer and articulation policies to better align with key pathways.
- Explore core educational requirements such as civics and financial literacy across more career and professional pathways.

## **4. Improve Student Support Services**

- Increase academic and career advising capacity, ensuring counselors are well-trained in policies and pathways.
- Establish fully staffed career centers on each campus, enhancing student access to career resources.
- Improve digital access to career information, including degree requirements, labor market data, and salary outcomes.

*(Best practice examples: Charter Oak State College, St. Petersburg College<sup>52</sup>, Ivy Tech Community College<sup>53</sup>.)*

## **5. Strengthen System-wide Collaboration**

- Promote system-wide coordination in key industries, leveraging best practices in curriculum development, credit articulation, and marketing.
- Strengthen partnerships with high schools and community organizations to expand awareness and participation in Career Pathways programs.

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<sup>52</sup> <https://www.spcollege.edu/future-students/degrees-training>

<sup>53</sup> <https://www.ivytech.edu/programs/all-academic-programs/>



- Explore opportunities for changing incentive structures such as the budget process and making it more performance/outcomes based to further drive innovation, collaboration and meet student needs.

### **Implementation and Investment**

Over the next two years, CSCU should have a strategic effort focused on career pathways-oriented innovation. This innovation should include in depth looks at current policies and practices, key workforce demands of the state, and opportunities to support student journeys across the entire system.

To augment and support the needed innovation efforts, CSCU should allocate \$25 million to innovate career pathways oriented programs, supports, and execution funding both academic program development and student scholarships.

- A competitive grant process should distribute funding to academic departments and administrative offices for innovative programing focused on high-demand industries: Healthcare, Manufacturing, Business, Information Technology, and Education.
- Grants should be awarded based on alignment with Career Pathways principles and the recommended programmatic enhancements.
- The remaining funds should support scholarships for students enrolling in pilot programs.

Following the pilot phase, CSCU should scale Career Pathways initiatives over four years, with an additional \$7.5 million annually allocated to sustain field-specific scholarships.



## **Economic Benefit & Outcomes**

A \$25 million investment over two years would drive the expansion of Career Pathways programs and cover tuition costs for 3,000 students.

As shown in Table 18, once fully scaled, the program is projected to yield a substantial Net Economic Benefit, generating increased earnings for graduates and strengthening Connecticut's workforce.

Table 18. Career Pathways Estimated Net Economic Benefit

Program Year	Year 1: SFY26	Year 2: SFY27	Year 3: SFY28	Year 4: SFY29	Year 5: SFY30	Year 6: SFY31	Six Year Total
Career Pathways Graduates	-	-	1,500	1,500	1,500	1,500	6,000
Ten-Year Incremental Economic Benefit per Pathways Graduate	-	-	\$135.5K	\$135.5K	\$135.5K	\$135.5K	n/a
Lifetime Economic Benefit	-	-	\$203.2M	\$203.2M	\$203.2M	\$203.2M	\$812.9M
Program Cost	\$12.5M	\$12.5M	\$7.5M	\$7.5M	\$7.5M	\$7.5M	\$55.M
<b>Net Economic Benefit</b>	<b>-\$12.5M</b>	<b>-\$12.5M</b>	<b>\$195.7 M</b>	<b>\$195.7M</b>	<b>\$195.7M</b>	<b>\$195.7M</b>	<b>\$757.9M</b>



## 6. CONCLUSION AND SUGGESTED NEXT STEPS



## 6. CONCLUSION AND SUGGESTED NEXT STEPS

CSCU's mission—to provide affordable, innovative, and rigorous academic programs that support students' personal and career goals, drive social and economic mobility, and contribute to Connecticut's economic growth—remains vital to thousands of residents, whether as current or future students or as part of the state's broader economic ecosystem (Figure 38).

Figure 38: Overview of Investment Opportunities and Outcomes

	Overview	Pilot Investment	Total Investment	Annual Scaled Net Economic Benefit
Statewide Early College	Build a statewide early college program that has state resources with a goal of serving 25% of the high school students after implementation at scale	\$11M	\$217M	\$456.1M
Increased Student Support	Implement accelerated study track program modeled off CUNY's ASAP & ACE programs providing comprehensive, scalable services services such as proactive coaching and advising	\$15.8M	\$124M	\$129.4M
Increased Financial Aid	Increase financial aid resources to better match neighboring states' investments and improve targeting and outreach amongst vulnerable student populations	\$47.8M	\$143.4M	\$58.2M
Workforce Development Coalition	Leverage best practices and funding from philanthropy, employers, and the state to develop a Workforce Development Coalition driving short-term, industry-aligned workforce training	\$5M	\$55M	\$237.5M
Career Pathways	Fund competitive grant process within CSCU to support more career-aligned & experiential learning, stackable credentials, and better employer engagement	\$25M	\$55M	\$195.7M
TOTAL		\$105M	\$594M	\$1.08B

Through this research, SIP recognizes that while system-wide transformation is not required, there are critical operational improvements needed, including addressing cost drivers, communication gaps, and data infrastructure. CSCU leadership must continue driving these day-to-day enhancements to strengthen overall performance.

Beyond these incremental improvements, CSCU has a unique opportunity to dramatically enhance student success through targeted strategic investments based on national best practices:

- **Dual Enrollment Programs** to increase enrollment and completion rates.
- **Targeted Student Support Services** to improve retention and graduation outcomes.
- **Career Pathways & Workforce Development Coalitions** to better align educational programs with industry needs.
- **Competitive Financial Aid Policies** to ensure Connecticut remains a leader in higher education accessibility.



These investments do not need to be implemented all at once. A phased, data-driven approach—prioritizing investments as resources become available—will ensure each initiative is set up for success. Clear pilot programs with key performance indicators will help refine implementation before scaling system-wide.

Ultimately, full-scale implementation of these initiatives could generate over \$4 billion in lifetime net economic benefit annually, benefiting not only students but also the long-term financial health of the State of Connecticut. These aren't just student-focused reforms—they are smart financial investments that will strengthen Connecticut's workforce, economy, and global competitiveness.



## 7. GLOSSARY



## 7. GLOSSARY

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**Accelerated Study in Associate Programs (ASAP) | Accelerate, Complete, Engage (ACE)** City University of New York's (CUNY) ASAP program helps students stay on track and graduate by providing financial, academic, and personal support. As students approach graduation, they receive customized support to transfer to their bachelor's degree or transition into the workforce, depending on their goals. ACE, an adaptation of ASAP, supports bachelor's degree students.

**Accessibility** Removing systemic barriers to enable students from all walks of life, including people of color, people with disabilities, and first-generation college students, access to higher education.

**Alliance Districts** Comprised of 36 of the lowest-performing school districts in Connecticut with at least 1,000 students (specific criteria outlined in Connecticut General Statute Section 10-262u).

**American Job Center (AJC)** A collaboration of state, regional, and local organizations that helps prepare and train workers and offers services that help business and industry find talent.

**American Rescue Plan Act (ARPA)** A \$1.9 trillion economic stimulus bill passed by Congress to help the country recover from the COVID-19 pandemic in 2021.

**Bridge Program** Designed to help students ease their transition from high school to college and adapt to academic challenges.

**Career Pathways** A structured program of education and training that helps students develop skills and credentials for a specific career. Career pathways are designed to align with industry needs and can lead to certificates, degrees, or other credentials.

**CBIA** A nonprofit organization based in Hartford works with member companies to foster a vibrant business climate and to unlock the state's economic potential.

**Cohort-Based Approach/Learning** A group of students banded together or treated as a group in a degree program or course of study. Students progress through the curriculum together, essentially acting as a single unit where they learn and collaborate with each other throughout the entire duration of their studies, fostering a strong community and peer support system.

**Completion** Finishing a set of degree requirements or program requirements by earning a degree, certificate, or license from a college or university.





**Connecticut Department of Labor (CTDOL)** Protects Connecticut's workers from labor law violations and promotes global economic competitiveness through strengthening the state's workforce.

**Connecticut State Colleges & Universities (CSCU)** Is a system of six public colleges and universities: four state universities, CT State Community College, and Charter Oak State College.

**Connecticut State Universities (CSUs)** Consists of the four state universities (Central, Southern, Eastern, and Western) along with Charter Oak College.

**Connecticut State Community College (CT State)** Launched in 2023 as the result of the state's 12 community colleges consolidating. CT State, the largest community college in New England, has 12 campuses along with satellite locations in every corner of Connecticut.

**Credit for Prior Learning** Students can earn college credit for prior learning by demonstrating knowledge they gained outside the classroom/traditional academic environment.

**Department of Economic and Community Development (DECD)** Is the state's lead agency responsible for strengthening Connecticut's competitive position in the rapidly changing, knowledge-based global economy.

**Early College** An umbrella term for courses that allow high school students to take college classes online, on campuses or even at their own high school. Credits earned count towards both a high school diploma and college degree.

**Economic Mobility** The ability to improve one's economic status over the course of a lifetime.

**Enrollment** Officially registering and actively attending classes at a college or university. **Part-time** enrollment is less than 12 credit hours per semester and **Full-time** enrollment is 12 or more credits per semester.

**Equity** A commitment to ensuring access, opportunities, and fair treatment for all students, irrespective of their backgrounds or personal circumstances.

**Flexible Scheduling** Students choose when and how they complete their coursework. This can include class times, learning formats, and enrollment options. This type of scheduling can help students balance work, family, and school commitments.

**Full-Time Equivalent (FTE) Employee** Is a unit of measurement that represents the number of full-time positions in an organization.



**Full-Time Equivalent (FTE) Student** Is a calculation that combines the number of full-time and part-time students into a single value and is used to measure enrollment and to compare a student's course load to a normal course load.

**General Education Credits** Required courses that cover a range of subjects and serve as the foundation of an undergraduate degree.

**Guided Pathways Advising (GPA)** Part of a reform movement that aims to improve college completion rates, GPA helps students make decisions about their academic and career paths and is intended to help students save time and money by not taking extra courses.

**High Demand Industries** Sectors of the economy with many job openings and a high need for employees such as healthcare, manufacturing, IT, construction and clean energy.

**High-Touch Advisory Support** A method of engagement that involves building relationships with students and providing proactive support (inclusive of interventions) with regular outreach tailored to the preferences, needs and preferred communication method of each learner.

**Incumbent Workers** Someone who currently holds a job position or someone who is being trained to keep their current job.

**Lifetime Economic Benefit** The additional earnings a participant stands to gain over their entire career due to their participation in a program or intervention.

**Manufacturing Innovation Fund** A Connecticut state program that supports the growth of the advanced manufacturing sector. The fund provides grants and loans to help companies become more competitive, productive, and efficient.

**Mary Ann Handley Award (formerly PACT)** A program at Connecticut State Community College that helps students pay for tuition and fees. It's also known as the free tuition program at CT State.

**National Center for Education Statistics (NCES)** The federal statistical agency responsible for collecting, analyzing, and reporting data on the condition of U.S. education—from early childhood to adult education—to help improve student outcomes.

**Non-credit programs** Non-credit programs tend to be focused on specific workforce skills and are short term, with very few lasting longer than a year. They include classroom instruction, but often also include lab, shop or clinical hours. Students in these programs may attain a non-credit-bearing certificate or the contact hours needed to take a professional licensure exam.



**Office of Workforce Strategy** An executive branch that serves as the administrative staff to the Governor's Workforce Council. Their mission is to build the systems, teams, and approaches that will make Connecticut a talent environment that attracts and motivates students, career builders, and companies alike.

**Pell-Grant Recipients** Are students with exceptional financial need, who have not earned their first bachelor's degree, or who are enrolled in certain post-baccalaureate programs, through participating institutions.

**Private College/University** Often operate as an educational nonprofit organization. It does not receive its primary funding from a state government. Private schools generally are smaller than public schools and have smaller class sizes than public schools.

**Public College/University** Is primarily funded by a state government. It is generally larger than private schools and have larger class sizes.

**Remediation** Developmental courses in reading, writing, and mathematics that prepare students to complete standard degree requirements.

**Regional Sector Partnerships** Are a collaboration of employers within a specific industry sector or cluster, working with government, education, workforce development, and other organizations in a shared regional labor market to address workforce needs and improve industry competitiveness.

**Retention** Sometimes referred to as persistence, is the percentage of students who are still attending their courses once they are enrolled. It is often measured in return rates from one year to another.

**Roberta B. Willis Scholarship Program** This need-based scholarship is awarded to Connecticut residents who file a FAFSA and meet a certain expected family contribution (EFC) threshold that is determined annually.

**Stackable Credentials** A series of short-term credentials that build on each other to help people advance in their careers. They can include certificates, technical certifications, associate degrees, and bachelor's degrees. They create opportunities to advance in one's career path and exit into the workforce at any point.

**Student Supports** A range of services designed to overcome both academic and nonacademic barriers to students' educational and life success.

**Systemic Barriers** Structural obstacles within society (policies, practices, or attitudes) that prevent individuals or groups, particularly marginalized communities, from accessing opportunities and resources.



**Traditional Student Population** Typically a full-time undergraduate between the ages of 18 and 24 who enrolls in college directly after high school.

**Workforce Innovation and Opportunity Act (WIOA)** Designed to help job seekers access employment, education, training, and support services *to* succeed in the labor market.

**Work Based Learning (WBL)** Is a structured program that connects classroom learning to real-world workplace experiences.

**Workforce Development Boards** Connecticut's (WDBs) are regional boards that help improve employment, training, and earnings in the state. They work with local organizations, the state Department of Labor, and other state agencies.



## 8. ABOUT SOCIAL IMPACT PARTNERS



## 8. ABOUT SOCIAL IMPACT PARTNERS

Social Impact Partners is committed to changing inequitable systems and catalyzing positive social change by amplifying the impact of Connecticut leaders across nonprofit, government, education, and business organizations.

Our volunteer partners and staff leverage their time, expertise, resources and networks to provide pro bono thought partnership and capacity-building services in education and workforce development.

### Our Vision

A thriving Connecticut where every person has equitable access to a high-quality education and a sustainable livelihood.

### Core Project Team



**Chris Rivers**  
Director  
Team Lead



**Alycia Angus**  
Director  
Career Pathways



**Tricia Hyacinth**  
Director  
Stakeholder  
Engagement



**Michael Van Leesten**  
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**Angie Guerrero**  
Director  
Education Finance,  
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**Nebiyu Daniel**  
Manager  
Data and Analytics



**Daniel Curtis**  
CT Office of  
Workforce Strategy  
Governor's Fellow



**Robert Jones**  
Strategy and Finance  
Advisor



## Appendix A. Net Economic Benefit Calculation Assumptions

Table 19. Drivers of Economic Benefit

Investment Area	Drivers of Economic Benefit
Dual Enrollment	<ol style="list-style-type: none"><li>1. Increased lifetime earnings (<b>compared to High School grads</b>) from incremental college grads who would not otherwise have attended and graduated from college - blended between Associates and Bachelors graduates</li><li>2. Reduced need for state/federal support of college grads vs high school grads (Social Services Savings)</li></ol>
Student Success - ACT	<ol style="list-style-type: none"><li>1. Increased lifetime earnings (<b>compared to High School grads</b>) from incremental college grads who would not otherwise have attended and graduated from college - Associates for ACT-A and Bachelors for ACT-B</li><li>2. Reduced need for state/federal support of college grads vs high school grads (Social Services Savings)</li></ol>
Financial Aid	<ol style="list-style-type: none"><li>1. Increased lifetime earnings (<b>compared to High School grads</b>) from incremental college grads who would not otherwise have attended and graduated from college</li><li>2. Reduced need for state/federal support of college grads vs high school grads (Social Services Savings)</li><li>3. Focus on 4-years</li></ol>
Workforce Development	<ol style="list-style-type: none"><li>1. Increased lifetime earnings (<b>compared to high school grads</b>) from workers who go through these programs and/or each certificate</li></ol>
Career Pathways	<ol style="list-style-type: none"><li>1. Increased lifetime earnings (<b>compared to non-career pathways majors</b>) from workers who go through these programs and/or each certificate</li></ol>

Table 20. Increase in Annual Earnings Over Connecticut High School Graduates

	2022	Inflation-Adjusted
Associate's Degree	\$8,099	\$9,091
Bachelor's Degree	\$33,987	\$38,152

Source: The CT Conference of Independent Colleges

Inflation-adjustment via [https://www.bls.gov/data/inflation\\_calculator.htm](https://www.bls.gov/data/inflation_calculator.htm)



Table 21. Social Services Savings Multiplier Calculation  
(economic value of savings realized as a percent increase on earnings)

Annual Amounts Per Graduate (Colorado Baseline)	
Total Increased Earnings	\$23,978
Medicaid Savings	\$667
Corrections Savings	\$253
Medicare Savings	\$310
Welfare Savings	\$56
Food Stamp Savings	\$308
Disability Savings	\$41
Total	\$25,613
<b>Savings % increased on Earnings (Social Services Multiplier)</b>	<b>7%</b>

Source: APA Consulting, Colorado Concurrent Enrollment Return on Investment and Cost Model, September 29, 2020  
(<https://files.eric.ed.gov/fulltext/ED608037.pdf>)

## 1. Early College

Table 22. Postsecondary Matriculation and Completion Expected

Group	Population	Matriculation Rates	Enrollees	Addl. Enrollees	Completion Rates	Completions	Addl. Degrees	Addl. Degree Rate
Without EC	16,965	52%	8,822		38%	3,352		
With EC	16,965	77%	13,063	<b>4,241</b>	57%	7,446	<b>4,094</b>	24%

Source: APA Consulting, Colorado Concurrent Enrollment Return on Investment and Cost Model, September 29, 2020  
(<https://files.eric.ed.gov/fulltext/ED608037.pdf>)





Table 23. Weighted Average Salary Increase – Early College Incremental Graduates

	Enrollments 2022-2023	Increased Annual Earnings / grad
CT State	50,788	\$9,091
CSU	31,135	\$38,152
<b>Weighted Average</b>		<b>\$20,136</b>

Source: CSCU

Assuming early college incremental graduates CT State/CSU enrollment split mirror overall CSCU enrollments

## 2. Student Supports

Table 24. Share of ACT Graduates Attributable to Program

	Share Attributable to Program	Rationale
ACT-A Associate's	50%	Historically, CUNY ASAP achieved a three-year graduation rate of 53%, more than double the 25% rate, meaning that 50% of forecasted ACT-A graduates would not have graduated if not for the program
ACT-B Bachelor's	30%	The two earliest cohorts at John Jay College show that ACE increased four-year graduation rates to 59.0% from 41.5%, meaning that approximately 30% of forecasted ACT-B graduates would not have graduated if not for the program

Source: MDRC Analysis (<https://www.mdrc.org/work/publications/increasing-community-college-graduation-rates-proven-model>)

## 3. Increased Financial Aid

Table 25. Increase in CSU Graduates Due to Increased Financial Aid

	Value	Rationale
Annual CSU Graduates	5,028	CSU 2023 Enrollment Figures; assume as baseline and do not forecast any changes



Increase in CSU Graduates	4%	“Students who receive even modest grants are more likely to enroll and persist in college. Specifically, rigorous research evidence finds that an additional \$1,000 of grant aid may increase college enrollment by 4 percentage points.” Ramped up from 0% over four years
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\*Source: Education Northwest, <https://educationnorthwest.org/insights/expanding-college-access-promising-strategies-boost-students-financial-aid-completion>

#### 4. Workforce Development Coalition

Table 26. Increase in Annual Earnings Over Connecticut High School Graduates from Short-Term Certificate Programs

Variable	Value
Median CT High School Grad. Salary – 2023	\$41,610
Inflation-adjusted	\$46,719
Increase Due to Certificate (%)**	10%
<b>Earnings Increase Due to Certificate</b>	<b>\$4,672</b>

Source: \*The CT Conference of Independent Colleges

Inflation-adjustment via [https://www.bls.gov/data/inflation\\_calculator.htm](https://www.bls.gov/data/inflation_calculator.htm)

\*\*Urban Institute, [https://www.urban.org/sites/default/files/publication/103370/should-the-federal-government-fund-short-term-postsecondary-certificate-programs\\_0\\_0.pdf](https://www.urban.org/sites/default/files/publication/103370/should-the-federal-government-fund-short-term-postsecondary-certificate-programs_0_0.pdf)

US Career Institute: <https://www.uscareerinstitute.edu/blog/how-much-more-high-school-graduates-earn-than-non-graduates>

#### 5. Career Pathways

Table 27. Increase in Annual Earnings For Career Pathways Participants

Variable	Value
Median CT High School Grad. Salary – 2022*	\$41,610
Inflation-adjusted	\$46,719
Average Earnings Increase**	29%
<b>Earnings Increase Due Career Pathways Programming</b>	<b>\$13,548</b>

Source: \* The CT Conference of Independent Colleges



Inflation-adjustment via [https://www.bls.gov/data/inflation\\_calculator.htm](https://www.bls.gov/data/inflation_calculator.htm)

Source: \*\* <https://www.ppic.org/publication/career-pathways-and-economic-mobility-at-californias-community-colleges/>  
(excluding short-term trainings)