



BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE AGENDA

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

Conducted via Remote Participation

Meeting will live stream at: <https://www.youtube.com/live/dxQ2kf5yO8s>

1. Call to Order: Declare Quorum
2. Approval of Minutes
 - a. February 6, 2026 – BOR-ASA Committee Meeting – *Page 1*
3. Dual Credit Advisory Council Committee – Report to the Board of Regents – Patrick Carr
 - a. Report of the CSCU Dual Credit Advisory Council – *Page 11*
4. CSCU – Honorary Degrees
 - a. Charter Oak – Kristen Fox – *Page 13*
 - b. CT State Community College – Middlesex – Sarah Gadsby – *Page 26*
 - c. Western Connecticut State University – Robert J. Yasmin Esquire – *Page 28*
 - d. Southern Connecticut State University – Christopher O’Conner – *Page 30*
 - e. Southern Connecticut State University – Justin Elicker – *Page 31*
 - f. Eastern Connecticut State University – Mr. David Foster – *Page 32*
 - g. Eastern Connecticut State University – Mrs. Marilyn Foster – *Page 32*
 - h. Eastern Connecticut State University – Beth Regan – *Page 34*
5. Central Connecticut State University – Dr. Kimberly Kostelis, Provost
 - a. Academic Updates
 - b. Endowed Chair Appointment
 - i. Recommendation to Appoint Michael Nicastro to the American Savings Foundation Endowed Chair in Banking and Finance – *Page 36*
 - c. Modifications
 - i. Electrical Engineering – Bachelor of Science – [Modification of Credits] – *Page 43*
 - ii. Public Relations/Promotions – Official Certificate Program – [Name Change] – *Page 55*
6. Southern Connecticut State University Dr. Julia Irwin, Interim Provost
 - a. Academic Updates
 - b. Modifications
 - i. Clinical Nurse Leader – Master of Science in Nursing – [CIP Code Change, Name Change, Modification of Credits] – *Page 58*
 - ii. Communication Disorders – Bachelor of Science – [CIP Code Change, Name Change, Modification of Credits] – *Page 69*
 - c. Below Threshold
 - i. Biology – Master of Science – *Page 81*
 - ii. Data Science – Bachelor of Science – *Page 87*
 - iii. Healthcare Studies – Speech Language Pathology Assistant – Bachelor of Science – *Page 93*
 - iv. Professional Selling – Minor – *Page 100*
 - v. Social Work – Bachelor of Science – *Page 105*
 - vi. Economics – Bachelor of Arts – *Page 112*



BOR ACADEMIC & STUDENT AFFAIRS COMMITTEE AGENDA

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

Conducted via Remote Participation

- Regents Present:** Committee Chair Ira Bloom, Regent Del Cummings, Regent Juanita James
- Members:** Ari Santiago, Colena Sesanker, Kelli-Marie Vallieres
- Staff Present:** Aynsley Diamond, Tamara O'Day-Stevens, Kaylah Davis, Carlie Kubisek
- Other Attendees:** Stephen Hegedus (WCSU), President Jesse Bernal (WCSU) Julia Irwin (SCSU), Christopher Trombley (SCSU), Bruce Kalk (SCSU), Klay Kruczek (SCSU), Cheryl Wilson (ECSU), Karen Hynick (CT State), Stacey Walraven (COSC), Brooke Palkie (COSC), Cindy Edgerton (COSC), Jim Mulrooney (CCSU)

1. Call to Order: Declare Quorum
2. Approval of Minutes
 - a. December 5, 2025 – Joint BOR-ASA, Human Resources Committee Meeting
Committee Chair Ira Bloom asked for a motion to approve the December 5th, 2025, minutes. On a motion by Regent Juanita James, seconded by Regent Del Cummings, a vote was taken, and the minutes were approved unanimously.
 - b. December 5, 2025 –BOR-ASA Committee Meeting
Committee Chair Ira Bloom asked for a motion to approve the December 5th, 2025, minutes. On a motion by Regent Juanita James, seconded by Regent Del Cummings, a vote was taken, and the minutes were approved unanimously.
3. Southern Connecticut State University – Dr. Julia Irwin, Interim Provost
 - a. Academic Updates
On approval of the committee, Committee Chair Ira Bloom moved the academic updates to the end of Southern Connecticut State University's items. Provost Irwin shared academic updates for Southern Connecticut State University. Southern will be having a faculty development and community engagement series: Role of the University in the Age of AI, Ethical and Pedagogical Challenges and Opportunities. Year over year, enrollment for undergraduate students is up 4.2%, graduate students up 3%. Veteran school psychologist and instructor Eric Elias earned one of the highest honors in this field, receiving the School Psychologist of the Year award from NASP, the National Association of School Psychologists. The Honors

College developed new opportunities for students who are unable to study abroad outside of the United States. These programs will be run in the US during academic years 2027 and 2028. There was an external review done of Southern's STAR program review process. There will be an adjustment to emphasize student assessment, consistent with NECHE's changing focus. Southern will also be implementing explicit reporting on new programs approved by the Academic and Student Affairs committee after seven semesters. Additionally, there will be a three-year program planning and curricular retreat later this day to review anticipated program needs.

b. Suspension

i. Classroom Teacher Specialist – Sixth Year Certificate

Provost Irwin welcomes the Dean of the College of Education, Christopher Trombley. Due to the current K-12 environment, educators are not seeking additional credentials that are not required and don't lead to certification. After the period of suspension, the environment may allow for increased enrollment. The decision to revivify or discontinue the program will be made based on the state of the industry.

Committee Chair Ira Bloom asked for a motion to approve the suspension of item 3.b.i. Classroom Teacher Specialist – Sixth Year Certificate. On a motion by Regent Juanita James, seconded by Regent Del Cummings, a vote was taken, and the suspension was unanimously approved.

c. Discontinuations

i. Addiction Counseling – Graduate Certificate

In 2022, The certificate was changed from a post master's to a graduate certificate to increase appeal, but it did not attract the higher numbers that Southern was looking for. Current legislative changes added the content of the certificate into the Master's curriculum, so students also no longer need the additional certificate.

Committee Chair Ira Bloom asked for a motion to approve the discontinuation of item 3.c.i. Addiction Counseling – Graduate Certificate. On a motion by Regent Juanita James, seconded by Regent Del Cummings, a vote was taken, and the discontinuation was unanimously approved.

ii. Reading – Graduate Certificate

Southern has three reading certificates in addition to their master's program. Due to high industry demand, many schools no longer require additional certification for prospective employees. In response to this change, Southern will shift their focus to making sure the master's program is as robust as possible in this area.

Committee Chair Ira Bloom asked for a motion to approve the discontinuation of item 3.c.ii. Reading – Graduate Certificate. On a

motion by Regent Juanita James, seconded by Regent Del Cummings, a vote was taken, and the discontinuation was unanimously approved.

iii. Reading – Post Master’s Certificate

Committee Chair Ira Bloom asked for a motion to approve the discontinuation of item 3.c.iii. Reading – Post Master’s Certificate. On a motion by Regent Juanita James, seconded by Regent Del Cummings, a vote was taken, and the discontinuation was unanimously approved.

iv. Reading – Sixth Year Certificate

Committee Chair Ira Bloom asked for a motion to approve the discontinuation of item 3.c.iv. Reading – Sixth Year Certificate. On a motion by Regent Juanita James, seconded by Regent Del Cummings, a vote was taken, and the discontinuation was unanimously approved.

v. Special Education, Specialization in Applied Behavioral Analysis – Sixth Year Certificate

Committee Chair Ira Bloom asked if this discontinuation is connected to the modification below: Applied Behavior Analysis, Master of Science. Dean Trombley confirmed the two are connected. Southern is seeking accreditation, the requirements of which increase the credits required of a certificate to become nearly identical to the masters.

Regent Juanita James commented that the discontinuations above are part of the reimagining of what programs are needed for the future and the present, given the changing landscape. These discontinuations are not a lack of emphasis not being placed on these subjects, but rather a more focused emphasis and redesigning as appropriate. Committee Chair Ira Bloom affirmed Regent Juanita James’ statement and suggested voting for items 3.c.v and 3.d.i together, as the changes are connected.

Committee Chair Ira Bloom asked for a motion to approve the discontinuation of item 3.c.v. Special Education, Specialization in Applied Behavioral Analysis – Sixth Year Certificate and the modification of 3.d.i. Applied Behavior Analysis – Master of Science. On a motion by Regent Juanita James, seconded by Regent Del Cummings, a vote was taken, and the discontinuation and modification were both unanimously approved.

d. Modifications

- i. Applied Behavior Analysis – Master of Science – [Modification of Instructional Delivery and Courses]
- ii. Clinical Mental Health Counseling – Master of Science – [Modification of Instructional Delivery and Courses]

Dean Trombley explained that the Clinical Mental Health program department did an analysis that showed it would benefit from being offered fully online. It should be noted that CACREP accrediting standards include a residency

requirement which is in person, but that requirement is less than 2% of the entire program; all other aspects will be fully online.

Regent Juanita James commented that low residency programs are increasing in demand because students need flexibility to pursue these programs, degrees, and certificates. This change is responsive to the needs and demands of students, which Dean Trombley affirmed.

Committee Chair Ira Bloom asked if the majority of the students in this program are working students. Dean Trombley confirmed that many are, noting that all courses take place in the evening, and the average courseload is 7.5 credits per semester.

Committee Chair Ira Bloom asked for a motion to approve the modification of item 3.d.ii. Clinical mental Health Counseling – Master of Science. On a motion by Regent Juanita James, seconded by Regent Del Cummings, a vote was taken, and the modification is unanimously approved.

- iii. Counselor Education and Supervision – Ed.D. – [Modification of Courses]
Dean Trombley explained that the program recently gained CACREP accreditation in summer 2025. Standards for accreditation recently changed from 49 to 60 credits. During this process, faculty did research to confirm what changes would need to be made to increase the credits for this program. This change is also responsive to industry needs and holds students in mind, as programs that prepare counselor educators typically only hire faculty members who complete CACREP accredited programs.

Committee Chair Ira Bloom asked for a motion to approve the modification of item 3.d.iii. Counselor Education and Supervision – Ed.D. On a motion by Regent Juanita James, seconded by Regent Del Cummings, a vote was taken, and the modification is unanimously approved.

- e. Below Thresholds
 - i. Mathematics, Applied – Bachelor of Science – [Modification of Credits]
 - ii. Mathematics, Pure – Bachelor of Science – [Modification of Credits]
 - iii. Mathematics, Statistics – Bachelor of Science – [Modification of Credits]
 - iv. Mathematics, Teacher Certification - Bachelor of Science – [Modification of Credits]

Provost Irwin introduced Dr. Bruce Kalk, Dean of the College of Arts and Sciences, and Dr. Klay Kruczek, the Math Department Chair, to discuss the mathematics below threshold modifications.

Dr. Kruczek explained that that in response to PA 12-40, the department created a course, Math 112, which was an algebra course for STEM and business majors. The department has decided it is in the best interest of

students to switch back to a college algebra course and the addition of a standalone trigonometry course. The second modification allows students in all math concentrations to take either a probability class or an inferential statistics class. Provost Irwin asked Dr. Kruczek to explain the impact of these changes on other programs. Dr. Kruczek explained that because they are removing Math 112 entirely, any other majors that had this course as part of their curriculum must now also go through course modifications. They gave these programs a one-year notice, as the change was announced in February 2025.

Regent Juanita James asked Provost Irwin if these changes were made clear to the students. Provost Irwin explained that since these programs are deeply interconnected, students receive guidance surrounding any academic program changes directly via advising. Committee Chair Ira Bloom asked if students get a map of their course plan during their four years on campus. Provost Irwin confirmed that they do. Students can use a tool called a degree evaluation, which shows the map of courses needed in-order, as well as a “what-if report” which shows them what their curriculum would look like if, for example, they added a second major. The new Banner SAS migration also adds a new AI aspect that can make recommendations, but direct human input from advisors to students is the most important part of advising.

- v. School Counseling – Sixth Year Certificate – [Modification of Credits]
Dean Trombley explained that there used to be a special education course prerequisite requirement to be admitted into the program, but it is now going to be included in the curriculum instead.

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

a. Academic Updates

Provost Stephen Hegedus shared academic updates for Western Connecticut State University. In October 2025 Western has a site visit from NECHE and was sent a draft report. They completed the response to that report, which complimented the hard work happening on campus in a short period of time but also acknowledged ongoing financial needs and assessment components of current programs. There is a new gen-ed framework being implemented this year, which will take place over three years. The official commission will happen in April 2026, and a report will follow. Western has a new lecture series where they recognize and celebrate the work of CSU professors. The next lecture in the series is with Professor Terry Dwyer on February 28th, 2026. On March 27th, 2026, Western will be celebrating the inauguration of President Bernal.

Western has received a \$3.3 million gift from Dr. Carol Anne Hawkes. Later in February, Western will request the renaming of their current Center for Excellence in Learning and Teaching to the Dr. Carol A. Hawkes Center for Excellence in Learning and Teaching through the Board of Finance. Provost Hegedus welcomed President Bernal to present on the subject.

President Bernal shared that Dr. Hawkes was a trailblazer during her time at Western,

particularly in the way that she honored and celebrated women in leadership, and that she cared deeply for the students whom she taught. She was not only a celebrated member of Western but also the greater local community. Western plans to use these funds in three different investment areas for the greatest impact. One of the main goals of the center will be an increased focus on applied learning and ensuring as many students as possible are engaging in applied and experiential learning. Committee Chair Ira Bloom asked how much of the gift is going into the long-term endowment. President Bernal confirmed that a little more than half will be saved, primarily as they want to be thoughtful about long-term investments. Regent Juanita James congratulated Western on this gift, stating that it is a recognition of the work that is done at Western and an investment in growing an important aspect of our educational institutions. President Bernal confirmed that there will be an inauguration ceremony following the vote later this year.

b. Promotion and Tenure Recommendation

The above promotion and tenure item is linked to Western's hiring process, where hiring is occasionally done in January rather than the start of the academic year.

Committee Chair Ira Bloom asked for a motion to approve item 4.b. Promotion and Tenure Recommendation. On a motion by Regent Juanita James, seconded by Regent Del Cummings, a vote was taken, and the promotion and tenure was unanimously approved.

5. Central Connecticut State University – Dr. James Mulroony, Interim Associate Vice President of Academic Affairs

a. Academic Updates

Dr. James Mulrooney shared academic updates for Central Connecticut State University. Central is up 7% for enrollment, and housing is almost at max capacity with over 2,500 students in housing on campus. This spring, Central is holding an Accelerate Central event, which is open to all students, but those that already meet the Accelerate Central requirements will be directly invited. Central is also working to expand their family communication via Slate, so that families of students can become partners in student success (while maintaining FERPA regulations). All freshmen currently on probation must now meet weekly in a new class called making the Dean's List, which consists of about 10-12 students who are provided direct support in learning strategies via success coaches, and partnership with support offices on campus to help these students work towards the goal of having a 2.0 or greater GPA by the end of the spring semester.

b. Below Thresholds

- i. Artificial Intelligence (AI) (Accelerate Central) – BA in Computer Science to MS in AI – [New Track]
- ii. Artificial Intelligence (AI) (Accelerate Central) – BS in Computer Science to MS in AI – [New Track]
- iii. Artificial Intelligence (AI) (Accelerate Central) – BS in Cybersecurity to MS in AI – [New Track]
- iv. Cybersecurity (Accelerate Central) – BA in Computer Science to MS in Cybersecurity – [New Track]
- v. Cybersecurity (Accelerate Central) – BS in Computer Science to MS in Cybersecurity – [New Track]
- vi. Cybersecurity (Accelerate Central) – BS in Networking Information

- Technology to MS in Cybersecurity – [New Track]
- vii. Cybersecurity (Accelerate Central) – BS to MS – [New Track]
- viii. Construction Management (Accelerate Central) – BS to MS – [New Track]
- ix. Strategic Communication (Accelerate Central) – BA in Communication to MS – [New Track]
- x. Design (Graphic/Information) – Bachelor of Arts – [Modification of Credits]
- xi. International Studies – Bachelor of Arts – [Modification of Credits]
- xii. International Studies – Master of Science – [Modification of Credits]
- xiii. Supply Chain Logistics Management (SCLM) (Accelerate Central) – BS in Manufacturing Management to SCLM
- xiv. Technology Management (TM) (Accelerate Central) – MS – BS in Manufacturing Management (MM to TM)
- xv. Political Science: Public Policy and Management – Bachelor of Arts – [Modification of Credits]
- xvi. Psychological Science – Bachelor of Arts – [Modification of Credits]
- xvii. RN to BSN – [Modification of Credits]
- xviii. Statistics – Minor – [Modification of Credits]

Dr. Mulrooney provided an update on several below threshold items. The Accelerate Central program reduces total time to degree, allowing students to earn both a bachelor's and master's degree within five years. Most of these programs have six credits overlap, though some have nine.

The MS in Artificial Intelligence is a relatively new program, as is the MS in Cybersecurity, so these changes are connecting related bachelor's programs to the respective master's.

Committee Chair Ira Bloom commented that he believes computer science would be a popular program. Dr. Mulrooney confirmed there are over 600 students in computer science, and more in related majors. There are many opportunities for these students in the workforce. Committee Chair Ira Bloom asked what student retention looks like in the Computer Science program. Dr. Mulrooney confirmed it is very demanding. To account for this difficulty, Central has added a BA track with less math and science requirements and a more applied focus, which so far has increased retention rates.

Regent Juanita James congratulated the students who have both the aptitude and stamina to complete these rigorous programs.

Committee Chair Ira Bloom asked to confirm if the Construction Management and Strategic Communication items are also Accelerate Central changes. Dr. Mulrooney confirmed as such.

Committee Chair Ira Bloom asked what changes are being made to the Design BA program. Dr. Mulrooney confirmed that the changes address contemporary issues in the field and increase the program by three credits.

Committee Chair Ira Bloom asked about the International Studies BA and MS programs. Dr. Mulrooney explained that Central is looking at programs that have pinch points for student success. The International Studies programs previously required students to focus on one geographic area. They have collapsed this requirement, allowing for a general studies option, and increasing flexibility. These changes allow students to complete their degrees

in a timelier fashion. Committee Chair Ira Bloom asked if the International Studies program is a part of the political science department. Dr. Mulrooney explained that it is an interdisciplinary program, with one coordinator in political science and one in geography.

Dr. Mulrooney confirmed that Supply Chain Logistics Management and Technology Management are both Accelerate Central changes as well.

Committee Chair Ira Bloom asked about the Political Science item. Dr. Mulrooney explained that the department added a new course to their core and removed three credits for their directed electives portion, so the program has no change in total credits.

Dr. Mulrooney explained that the Psychological Sciences change involves the removal of one 3 credit course, and the addition of a 2 credit course and a 1 credit course in its place.

Dr. Mulrooney explained that the RN to BSN program is for students who are coming from a community college already with an RN associate's degree. The change increases the program by two credits to cover missing material.

Committee Chair Ira Bloom asked if many students are working when they enroll. Dr. Mulrooney confirmed that all students are registered nurses who enroll in the program, so many will work while they complete their degree.

Dr. Mulrooney explained that the Statistics Minor change removes one course from the minor, while increasing the number of courses available as electives.

Committee Chair Ira Bloom thanked Dr. Mulrooney for the information he provided.

6. Charter Oak State College – Dr. Brooke Palkie

a. Academic Updates

Dr. Brooke Palkie shared academic updates for Charter Oak State College. Charter oak is now officially partnering with Axim Collaborative as part of their overall AI academy. The goal is to reach 10,000 learners within 5 years. Internally at Charter Oak, in the AI academy, several subgroups are providing guidance to faculty and students. A new platform, Learning Mate, will assist with the ASU accelerator program which is offered for free to help students navigate the transfer process. Charter Oak is continuing to prepare for their upcoming NECHE assessments. Enrollment is up 15.3% this year, with a 2-year change of 32.7%.

Committee Chair Ira Bloom asked if Charter Oak has done a self-study for the NECHE review. Dr. Palkie and Regent Juanita James confirmed that a self-study is in process.

b. Below Thresholds

i. Health Information Management – Bachelor of Science – [Modification of Credits]

ii. Health Information Management – Certificate – [Modification of Credits]

Dr. Brooke Palkie provided an update on the below threshold items. Both items are part of Charter Oak's Fast Track program, where students can earn a bachelor's and a master's in as little as five years. Dr. Cindy Edgerton explained that Charter Oak has a Fast Track program already in place for students to go from a BS in Health Information Management to MS in Health

Data Analytics, which was been successful. Therefore, they are now expanding the program to include the BS in Health Information Management to MS in Healthcare Administration option. Dr. Cindy Edgerton explained that many courses that overlap provide great upper-level matches for undergraduate courses.

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

a. Academic Updates

Provost Cheryl Wilson shared academic updates for Eastern Connecticut State University. Eastern is continuing to lean into their role as Connecticut's public liberal arts institution and implementing their unique liberal arts curriculum ELAC (Eastern's Liberal Arts Core), which launched in Fall 2024. About two dozen faculty are involved in two new programs; the first being a seminar enhancement grant which provides funds for experiential learning and content enhancement for liberal arts seminars. The second is a curriculum accelerator which took place from December 2025 to January 2026 to support faculty developing upper division seminars. Two Eastern biology faculty, Dr. Matthew Graham and Dr. Barbara Murdoch, as well as one Western faculty, Dr. Carlos E. Santibáñez-López, are sharing news attention for their research on scorpion venom and entry points into vaccine research. Eastern will be hosting an AI colloquium on April 24th, 2026. Eastern is participating in a volunteer tax assistance program again this year, as they have for nearly two decades, which they are now running through their new small business resource center in Willimantic. Recently, 13 Eastern students went to the American College Theater Festival, two of whom received awards for design work: one for lighting design and one for costume design.

b. No Items for February 2026

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

a. Academic Updates

Provost Karen Hynick shared academic updates for CT State Community College. On Tuesday, February 3rd, CT State signed a landmark agreement with the Connecticut State Technical Education and Career Systems (CTECS), in which they are working together on dual admission and expanded dual and concurrent enrollment programming, beginning in Fall 2026 with culinary arts. Additional collaboration is to come in areas such as manufacturing, healthcare, and IT. CT State is running a leadership summit at the Manchester campus with student engagement leaders and President Christina Royal. CT State is also in the process of launching their first multicampus program review of 21 programs for CT State this spring. The United States Department of Education approved CT State's seven prison education programs, which allow students to continue to receive financial aid, and serve upwards of 600 students. A faculty advising summit will be held on February 25th, 2026, to discuss how to advance faculty advising in support of guided pathways work. An ACME summit will be hosted on March 13th, which will focus on math pathways, and ensuring advising is clear for all students. CT state is putting forward a new certificate in electric vehicles, a new public health associates' program, and two new certificates in environmental health and community health. CT State is also moving forward with the replication of programs across different campuses based on labor market information. The Respiratory Care program will be replicated at CT

State Gateway, and the Medical Lab Technician program will be replicated at Housatonic. All culinary programs will be replicated to ensure they have a baking option, and a baking certificate will be replicated at Naugatuck Valley.

Regent Juanita James commented that the ACME focus will have great benefits for student completion rates and ensure that graduates come through with appropriate preparation for their goals.

Committee Chair Ira Bloom asked to confirm if some of these math pathways are bridged to the four-year universities in the CSCU system, Provost Hynick confirmed that they are.

b. No Items for February 2026

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

a. Academic Affairs Update

Dr. Diamond shared that CSCU received a \$2.4 million grant from an anonymous foundation through a competitive grant process that the system was approved for. The grant is titled the CSCU Excellence in Teacher Residency program. These first 12 months are for research and development in teacher residency programs, either for programs that currently exist or to develop them if not. This grant will also allow CSCU to work in consort with the Connecticut State Department of Education’s expanded Aspiring Educators program, which is also a teacher residency program. Currently, this grant is only for the four state universities, but additional years of funding will be pursued to expand to the entire system.

b. Student Affairs Update

Dr. Tamara O’Day Stevens shared that the Student Advisory Committee has begun socializing their system-wide survey to campus senates. The HR1 Committee (Big Beautiful Bill Committee) for the system has begun. The purpose of this committee is to consolidate institutional expertise to prepare for federal changes, track implemental and legal developments, and ensure that CSCU can respond promptly and consistently to any legislative inquiries. This includes developing a unified analysis of HR1 provisions, preparing timely updates for federal policymakers, state agencies, and providing the Chancellor, Presidents, and Board with accurate information. The committee chair is Melissa Stevens from Western. The food insecurity report, related to PA 22-101 provides information about food insecurity responses, what campus food pantries provide, and student traffic on different campuses.

Committee Chair Ira Bloom asked for any additional questions or comments. Regent Juanita James thanked the campuses for the updates they have provided which clearly show how much progress is being made on many different fronts. Committee Chair Ira Bloom seconded Regent Juanita James’ comment.

Committee Chair Ira Bloom called for a motion to adjourn. On a motion by Regent Juanita James, seconded by Regent Del Cummings, a vote was taken, and the meeting adjourned at 11:10am.



CSCU Dual Credit Advisory Council

Report to the Board of Regents Academic & Student Affairs Committee

January 30, 2026

Executive Summary:

In June 2025, the Board of Regents adopted the [CSCU Dual/Concurrent Enrollment Policy](#) (2.08). Among other actions, this policy calls for the establishment of a CSCU Dual/Concurrent Enrollment Advisory Group within six months of the policy's adoption and additionally directs this group to submit a report each semester. This document consists of the first report, summarizing the group's formation and initial activities.

Membership:

In September 2025, the CSCU provosts were invited to nominate council members. This resulted in institutional membership consisting of:

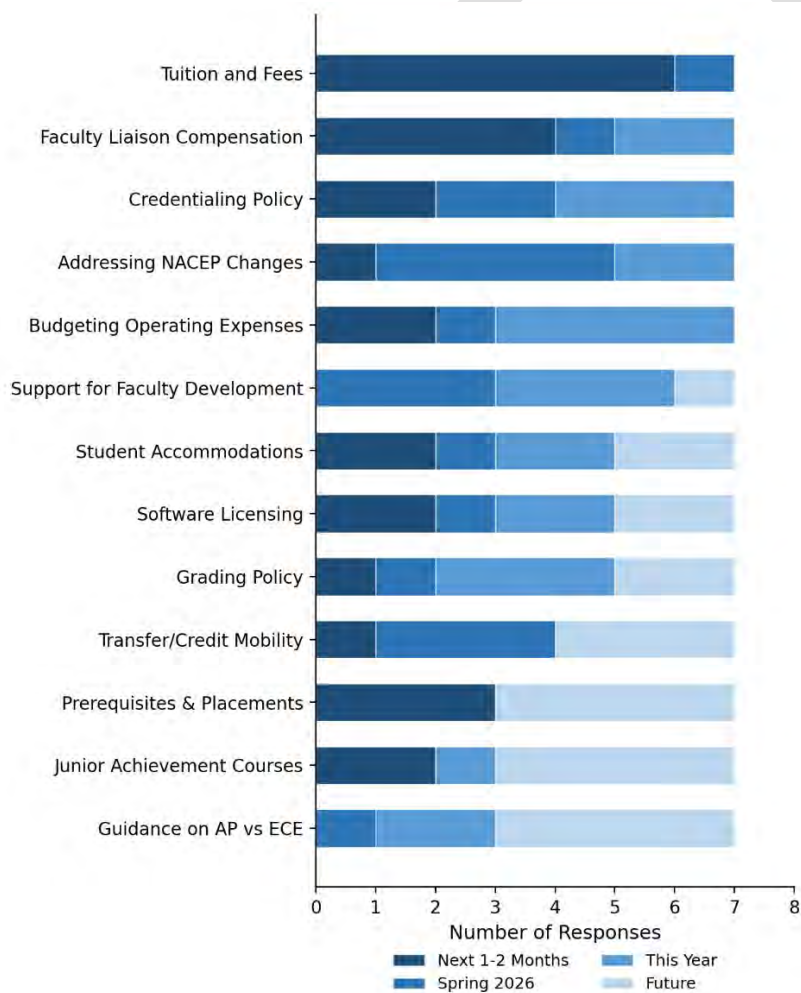
- Chris Drewry (Director of Co-curricular Academic Programing, Eastern Connecticut State University)
- Kelly Falvey (Director of Concurrent Enrollment, CT State Community College)
- Becky Hall (Professor of Mathematics, Western Connecticut State University)
- Kimberly Kostelis (Provost and Vice President of Academic Affairs, Central Connecticut State University)
- Jordan Long (Director of Dual Enrollment, CT State Community College)
- Trudy Milburn (Associate Vice President for Academic Affairs, Southern Connecticut State University)
- Ahmed Omar (Associate Vice President for Academic Affairs, Charter Oak State College)
- Paula Talty (Special Assistant to the Provost, Central Connecticut State University)
- Olcay Yavuz (Professor of Educational Leadership and Policy Studies, Southern Connecticut State University)

In its December meeting, the council appointed Chris Drewry (Eastern) and Kelly Falvey (CT State) as co-chairs. In this role, they will be responsible for leading meetings, collaborating to establish agendas, and advising the System Office on reports.

Aynsley Diamond (Vice Chancellor of Academic Affairs) and Patrick Carr (Program Manager for Library Consortium Operations) provide CSCU System Office representation on the council.

Activities

The council met two times during the 2025 Fall Semester (October 23 and December 15). Areas of focus in these meetings included orientation to the council’s charge and membership, identification of leadership, and topics for future exploration. Based on the results of a poll of the council’s membership, topics of future interest include:



Recommendations

The council is in early stages of activities and does not have recommendations at this time.

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION RESOLUTION

Concerning

Approval of Nominations for Honorary Degrees

March 19, 2026

WHEREAS, The granting of honorary degrees to individuals who have made a significant contribution to society or to a university or college; and

WHEREAS, For Connecticut State Colleges and Universities, the purpose of granting honorary degrees is to honor a person and to advance the work and reputation of the institution; and therefore be it

RESOLVED, That the Board of Regents for Higher Education approve the nominees for an honorary degree, as presented below, according to the guidelines in the Board policies presently in effect granting honorary degrees to honor a person for unusual and exemplary accomplishments and to advance work and reputation of the Connecticut State Colleges and Universities.

Honorary Degree Nominations for 2026 Commencements

Institution	Nominee
Charter Oak State College	Kristen Fox
CT State Community College - Middlesex	Sarah Gadsby
Western Connecticut State University	Robert J. Yamin Esq.
Southern Connecticut State University	Christopher O'Conner
Southern Connecticut State University	Justin Elicker
Eastern Connecticut State University	David Foster
Eastern Connecticut State University	Marilyn Foster
Eastern Connecticut State University	Beth Regan

A True Copy:

Karen K. Buffkin, General Counsel &
Secretary to the Board

STAFF REPORT ACADEMIC AND STUDENT AFFAIRS COMMITTEE

ITEM

Approval of Nominations for Honorary Degrees.

BACKGROUND

Honorary Degrees are conferred by the Chair of the Board of Regents or their designated Regent at commencements. Identification of recipients is under the supervision of the institution presidents and campus CEOs, with the recommendation of the CSCU Chancellor and approval of the Academic and Student Affairs Committee and the Board of Regents.

The university or college shall forward the name of a potential recipient with an explanation as to why the individual merits the honor, including a thorough discussion of the potential recipient's background and an assessment of the benefits and any possible concerns.

RATIONALE

The granting of honorary degrees to individuals who have made a significant contribution to society or to a university or college is a common practice in higher education. In the Connecticut State Colleges and Universities, the purpose of granting honorary degrees is to honor a person and to advance the work and reputation of the institution.

RECOMMENDATION

The Academic and Student Affairs Committee recommends moving these forward to the Board of Regents for approval. Nominations and accompanying documents for conferral of an honorary degree from the CSCU institutions are attached.

3/6/2026 – BOR - Academic and Student Affairs Committee
3/19/2026 – Board of Regents

January 16, 2026

Interim President John Maduko
CSCU
61 Woodland Street
Hartford, CT 06105

Dear Chancellor Maduko,

I write to submit a nominee for the 2026 Honorary Doctor of Humane Letters at Charter Oak State College. The Selection Committee for this year's Honorary Doctorate committee was the Charter Oak State College Executive Leadership Team.

The Committee has decided to offer our honorary doctorate to **Kristen D. Fox**.

Ms. Fox is the Chief Executive Officer of the **Business Higher Education Forum (BHEF)**. In her work with the BHEF she has created a national network of university presidents and corporate leaders dedicated to building talent solutions to address America's workforce challenges. Ms. Fox is responsible for BHEF's overall strategy, operations and public facing research and insights.

Key initiatives include:

- Doubling the size of network and increased membership across community colleges, regional public universities, and national employers – creating a network that reaches over 3 million learners nation-wide.
- Co-authoring national research on work-based learning, partnership in higher education and AI.
- Leading organizational expansion initiatives to share best practices in business-education partnership, embed high demand skills in education curriculum, drive expanded access of work-integrated learning, and launch regional initiatives.
- Launching the AI and Future of Talent Collaborative and a national framework for the AI-enabled professional.
- Launching the National Center for Work-Integrated Learning Innovation.
- Frequently speaking at national events and symposia.

As the Managing Director for Tyton Partners from 2018-2025, she led the strategic growth of higher education and workforce sector consulting practice, including co-leading the of Center for Higher Education Transformation. She directed business development, client relations, thought leadership initiatives, and cross-functional team leadership serving diverse stakeholders across the education ecosystem including universities, foundations, workforce agencies, educational technology firms, and major publishers.

Selected Engagements Include:

- Led national research on digital learning innovation and AI, launching the Time for Class and Listening to Learners series monitoring the experience of faculty, learners, and administrators in higher education pre, during and post pandemic.
- Partnered with national leaders in AI and education to launch the inaugural conference, Empowering Learners in the Age of AI.
- Regional Workforce Development Incubator: Facilitated strategic alignment among 25 regional CEOs and university leaders to design and implement regional talent network pilot.
- HBCU Adult Learner Completion Center: Led multi-year initiative with college access foundation and HBCU leadership to develop scalable completion pathways.
- Foundation Investment Strategy: Advised major foundation on access, completion, and success strategies for underserved students in U.S. higher education.
- Founding Member, Every Learner Everywhere: Gates Foundation network initiative supporting institutional digital transformation and equity gap closure.

Finally, as Senior Fellow and Special Advisor at NORTHEASTERN UNIVERSITY from 2014-2017, Ms. Fox led key strategic initiatives including:

- The Experiential Network: Incubated and scaled a project-based experiential learning model extending Northeastern's signature approach to new markets, now serving over 10,000 students with continued growth trajectory.
- ALIGN Program: Designed and launched a comprehensive career-transition model integrating academic strategy, enrollment growth, learner services, and philanthropic support for diverse student populations in high-demand fields.
- Scaled Career Coaching Model: Developed and piloted an integrated academic and career coaching platform for working professionals, supporting more than 10,000 students.
- Data-Driven Student Success: Led cross-functional teams to implement customized Salesforce solutions advancing student persistence, personalization, and career outcomes.

Her academic background is also impressive, as documented below:

Master of International Affairs | 2004

University of California, San Diego - School of Global Policy and Strategy

Concentration: Economic Development and Chinese

U.S. Government Presidential Management Fellowship Recipient

Graduate Coursework | 2002

Harvard University

Microeconomics and Law

Bachelor of Arts | 2000

Colgate University, Hamilton, NY

Double Major: International Relations and Chinese/Asian Studies

International Study | 1999

Beijing University, Beijing, People's Republic of China

Semester of Intensive Chinese Study

A close look at these accomplishments demonstrates that Ms. Fox has been working in the intersection between higher education and workforce development. This is the precise focus of Charter Oak State College, so it will not be a surprise that we have been working closely with Ms. Fox and BHEF.

One significant initiative currently underway between Charter Oak State College and BHEF is a three-year grant awarded through the Axim Collaborative. Through this partnership, we are piloting a skills-validated curriculum delivered via Charter Oak's Open edX platform, designed to serve as a scalable model for higher education institutions and employers across the state and beyond. The initiative focuses on equipping learners with accessible, industry-aligned pathways to skill, reskill, and upskill for the rapidly growing number of roles requiring AI competencies. Developed in close collaboration with employers, the program provides learners with recognized credentials and, where appropriate, direct connections to open employment opportunities. While existing funding and collaborative efforts have strengthened Connecticut's workforce ecosystem, they have lacked a shared technology infrastructure capable of embedding real-time insights and connections among key stakeholders. This project addresses that critical gap by aligning training directly to employer needs, with particular emphasis on two priority sectors: middle-market businesses and K-12 educational settings.

Some additional elements of Ms. Fox's background include:

Publications

- "Forging Partnerships to Align Education and Industry for the Workforce of Tomorrow" (2025)
- "Expanding Internships: Harnessing Employer Insights to Boost Opportunity and Enhance Learning" (2024)
- "Time for Class: A Longitudinal Study on Digital Learning" (2019-2023)
- "Listening to Learners: Increasing Belonging in and out of the Classroom" (2023)
- "Strategies for Implementing Digital Learning Infrastructure to Support Equitable Outcomes: A Case-based Guidebook for Institutional Leaders" (2021)
- "Time for Class – COVID-19 Edition, parts 1-3" (2020-2021)
- "Learning Analytics Strategy Toolkit" (2020)

Book Contributions

- Chapter: "Academic Digital Transformation: Equitable, Collaborative, and Iterative" (with Karen Vignare and Megan Tesene) in *Data Analytics and Adaptive Learning: Research Perspectives*, edited by Patsy Moskal, Chuck Dziuban, and Anthony Picciano (2023)

Advisory Boards

- Strada State Opportunity Index, Strategic Advisory Board, 2024-2025
- Higher Education as a Strategic Asset, Commissioner, 2024-2025
- Lumina Foundation, Credentials of Value Advisory Committee, 2025

Professional Service and Community Engagement

Current Appointments

- **Founder**, Metrowest Boston Women in EdTech Meet Up (2022-Present)
- **School Council Member**, Loring Elementary School (2023-Present)
- **METCO Liaison**, Loring PTO (2015-Present)
- **Co-Chair**, Faith in Action/Community Outreach Committee, Memorial Congregational Church (2021-Present)

Previous Service

- **Board Member**, Foundation For Suicide Prevention (2009-2018)
- **Volunteer**, Foundation For Suicide Prevention (2019-Present)
- **Boston Marathon Runner**, Foundation For Suicide Prevention (2014)

The Charter Oak Honorary Doctorate Committee recommends, after reviewing **Kristen Fox's** accomplishments, leadership, and commitment to higher education, that she receive the 2026 Doctor of Humane Letters honorary degree from Charter Oak State College at our May 21, 2026, commencement.

Sincerely yours,



Ed Klonoski, President
Charter Oak State College

Enc: Fox resume

CURRICULUM VITAE

Kristen D. Fox

LinkedIn: <https://www.linkedin.com/in/kristen-d-fox/>

Phone: 617-997-9571

Email: kristendeefox@gmail.com

ACADEMIC QUALIFICATIONS

Master of International Affairs | 2004

University of California, San Diego - School of Global Policy and Strategy

Concentration: Economic Development and Chinese

U.S. Government Presidential Management Fellowship Recipient

Graduate Coursework | 2002

Harvard University

Microeconomics and Law

Bachelor of Arts | 2000

Colgate University, Hamilton, NY

Double Major: International Relations and Chinese/Asian Studies

International Study | 1999

Beijing University, Beijing, People's Republic of China

Semester of Intensive Chinese Study

PROFESSIONAL APPOINTMENTS

BUSINESS-HIGHER EDUCATION FORUM | 2025-Present

Chief Executive Officer

Lead national network of university presidents and corporate leaders dedicated to building talent solutions to address America's workforce challenges. Responsible for overall strategy, operations and public facing research and insights.

Key initiatives:

- Doubled size of network and increased membership across community colleges, regional public universities, and national employers – creating a network that reaches over 3 million learners nation-wide
- Co-authored national research on work-based learning, partnership in higher education and AI.
- Led organizational expansion initiatives to share best practices in business-education partnership, embed high demand skills in education curriculum, drive expanded access of work-integrated learning, and launch regional initiatives.
- Organizational launch of the AI and Future of Talent Collaborative and a national framework for the AI-enabled professional.
- Launched the National Center for Work-Integrated Learning Innovation
- Frequent speaker at national events and symposia.

TYTON PARTNERS | 2018-2025

Managing Director

Led strategic growth of higher education and workforce sector consulting practice, including founding of Center for Higher Education Transformation. Directed business development, client relations, thought leadership initiatives, and cross-functional team leadership serving diverse stakeholders across the education ecosystem including universities, foundations, workforce agencies, educational technology firms, and major publishers.

Selected Client Engagements:

- Led national research on digital learning innovation and AI, launching the Time for Class and Listening to Learners series monitoring the experience of faculty, learners, and administrators in higher education pre, during and post pandemic.
- Partnered with national leaders in AI and education to launch the inaugural conference, Empowering Learners in the Age of AI.
- Regional Workforce Development Incubator: Facilitated strategic alignment among 25 regional CEOs and university leaders to design and implement regional talent network pilot
- HBCU Adult Learner Completion Center: Led multi-year initiative with college access foundation and HBCU leadership to develop scalable completion pathways
- New Market Growth Strategy: Developed innovative undergraduate model integrating experiential learning and online components for emerging learner demographics
- Equity-Centered Product Strategy: Created comprehensive product roadmap for educational technology serving underserved populations through extensive market and customer research
- University Strategic Planning: Conducted institutional financial audits, strategic option evaluation, and organizational transformation facilitation
- Foundation Investment Strategy: Advised major foundation on access, completion, and success strategies for underserved students in U.S. higher education

- Founding Member, Every Learner Everywhere: Gates Foundation network initiative supporting institutional digital transformation and equity gap closure

Professional Development and Industry Leadership: Invited presenter and event designer for major industry conferences including ASU-GSV, University Innovation Alliance President and Provost retreat, GRAILE, Educause, P3-EDU, Online Learning Consortium Leadership Symposium, and ASU-Remote.

NORTHEASTERN UNIVERSITY | 2014-2017

Senior Fellow and Special Advisor

Led key innovation initiatives across the Northeastern Global Network to drive student success, employer alignment, and career outcomes through product development, market validation, and incubation of strategic initiatives.

Key Strategic Initiatives:

- **The Experiential Network:** Incubated and scaled project-based experiential learning model extending Northeastern's experiential learning methodology to new markets and programs. Developed curriculum framework, legal structure, marketing strategy, and assessment protocols. Currently serves over 10,000 students with continued growth trajectory.
- **ALIGN Program Development:** Designed comprehensive strategy, marketing, enrollment, service delivery, and fundraising framework for career transition program serving diverse student populations in high-demand fields.
- **Scaled Career Coaching Model:** Piloted integrated academic and career coaching platform for working professionals, developing technology application and learning resources serving over 10,000 students.
- **Data-Driven Student Success Initiative:** Led agile development team collaborating with IT, student affairs, and career services to customize Salesforce tools for enhanced student persistence, personalization, and career outcome tracking.

KRISTEN FOX CONSULTING | 2014-2018

President and Principal Consultant

Trusted advisor to higher education institutions, publishers, startups, and consulting organizations in innovation, product development, and organizational strategy.

Core Outcomes>

- Product Development & Innovation: Market research, customer development, strategy formulation, and go-to-market planning

- College-to-Career Solutions: Career development program design, employer-institution alignment, and pathway creation
- Strategic Planning: Stakeholder facilitation, fact-base development, and organizational decision-making support
- Talent Development: Strategic assessment, recruitment, and learning program design and delivery
- Curriculum Development: Course material creation for online and face-to-face environments with embedded skill-based assessments

EDUVENTURES, INC. | 2005-2013

Managing Director and Practice Leader | 2010-2013

Developed and led higher education networks to support higher education leaders in data-driven decision-making to drive student success, boost institutional sustainability and align academic portfolios to workforce needs. Directed four product lines representing 50% of annual revenue, managing 175 clients and 15 consultants across fundraising, enrollment management, academic affairs, and teacher education practices.

Key Achievements:

- P&L management responsibility with 10% revenue growth through process optimization
- 30% revenue increase in key product line through strategic industry partnerships
- Development of performance dashboard systems for real-time business insights
- Implementation of company-wide client service improvements increasing retention and satisfaction
- Leadership development of highest-performing team members and company-wide mentoring programs
- Design of integrated staffing model improving resource planning and project profitability

Strategic Consulting Leadership: Led major client engagements including university-wide strategic planning, fundraising training and retreats, grant proposal development, and board facilitation services.

Director, Education and Academic Leadership Practices | 2007-2009

Developed product portfolio and strategy for K-12 and teacher preparation markets.

Business Development Achievements:

- Launched subscription products for senior university leaders generating \$1.2 million annual revenue serving 80+ clients

- Created integrated service offerings including syndicated research, annual meetings, webinar training, and on-site consulting
- Established strategic relationships with think tanks and policy organizations
- Built teams achieving highest client retention, satisfaction, and revenue growth metrics company-wide

Senior Consultant | 2006-2007

Managed client relationships and project oversight for university cabinet-level engagements generating approximately \$1 million in annual consulting revenue.

Client Outcomes: Successful accreditation reviews, university-wide strategic plans, grant funding acquisition, domestic and international growth strategies, and revenue modeling.

Research Manager and Analyst | 2005-2006

Founding team member launching Eduventures' subscription-based research model.

Business Development:

- Grew client base from 20 to 80 clients, ultimately scaling to 400+ subscribers
- Developed research methodologies, content delivery frameworks, and client experience templates
- Authored white papers, conference presentations, and strategic market analysis

EARLY CAREER EXPERIENCE

Graduate Teaching Fellow | 2002-2004

University of California, San Diego

Instructed honors sections in global undergraduate history and writing

Summer Analyst | 2003

U.S. Department of State, Office of Economic Development, Washington, DC

Economic development policy analysis and international organization representation

International Equity Research Associate | 2000-2002

Evergreen Investments, Boston, MA

Team member managing 13 international equity funds with \$1.5+ billion in assets

PUBLICATIONS AND SCHOLARLY WORK

Publications

- "Forging Partnerships to Align Education and Industry for the Workforce of Tomorrow" (2025)
- "Expanding Internships: Harnessing Employer Insights to Boost Opportunity and Enhance Learning" (2024)
- "Time for Class: A Longitudinal Study on Digital Learning" (2019-2023)
- "Listening to Learners: Increasing Belonging in and out of the Classroom" (2023)
- "Strategies for Implementing Digital Learning Infrastructure to Support Equitable Outcomes: A Case-based Guidebook for Institutional Leaders" (2021)
- "Time for Class – COVID-19 Edition, parts 1-3" (2020-2021)
- "Learning Analytics Strategy Toolkit" (2020)

Book Contributions

- Chapter: "Academic Digital Transformation: Equitable, Collaborative, and Iterative" (with Karen Vignare and Megan Tesene) in *Data Analytics and Adaptive Learning: Research Perspectives*, edited by Patsy Moskal, Chuck Dziuban, and Anthony Picciano (2023)

Advisory Boards

- Strada State Opportunity Index, Strategic Advisory Board, 2024-2025
- Higher Education as a Strategic Asset, Commissioner, 2024-2025
- Lumina Foundation, Credentials of Value Advisory Committee, 2025

Conference Presentations

Regular invited presenter at industry conferences including:

- ASU-GSV Summit
- Educause Annual Conference
- NASH (National Association of System Heads)
- OLC Accelerate
- Online Learning Consortium Leadership Symposium
- P3-EDU Conference
- American Enterprise Institute Working Group
- American Academy of Arts and Sciences
- Jobs for the Future Early Career and AI Working Group

PROFESSIONAL SERVICE AND COMMUNITY ENGAGEMENT

Current Appointments

- **Founder**, Metrowest Boston Women in EdTech Meet Up (2022-Present)
- **School Council Member**, Loring Elementary School (2023-Present)
- **METCO Liaison**, Loring PTO (2015-Present)
- **Co-Chair**, Faith in Action/Community Outreach Committee, Memorial Congregational Church (2021-Present)

Previous Service

- **Board Member**, Foundation For Suicide Prevention (2009-2018)
 - **Volunteer**, Foundation For Suicide Prevention (2019-Present)
 - **Boston Marathon Runner**, Foundation For Suicide Prevention (2014)
-

AREAS OF EXPERTISE

- Higher Education Strategy and Transformation
- Workforce Development and Industry Alignment
- Digital Learning and Educational Technology
- Equity and Inclusion in Education
- Product Development and Innovation
- Strategic Planning and Organizational Development
- Learning Analytics and Student Success
- Experiential Learning and Career Development
- Foundation and Investment Strategy
- Cross-sector Partnership Development

February 10, 2026

Dr. John Maduko, Chancellor
Connecticut State Colleges & Universities
61 Woodland Street
Hartford, CT 06105
Sent via email: cscu-acandasasub@ct.edu

Dear Dr. Maduko,

This letter serves to nominate Sarah Gadsby for an honorary degree of Doctor of Humane Letters at CT State Middlesex's 2026 Commencement.

Ms. Gadsby is a mental health leader with over twenty-five years of experience in both the public and private sectors. She currently serves as Chief Executive Officer of River Valley Services (RVS), where she is responsible for the clinical and administrative oversight of the lead mental health authority for Region 2 and its affiliated agencies contracted by the Connecticut Department of Mental Health and Addiction Services (DMHAS). Under her leadership, RVS provides outpatient services to Middlesex County and the towns of Lyme and Old Lyme, serving more than 1,300 clients annually in addition to operating residential programs, respite services, and a Mobile Response Team available twenty-four hours a day, seven days a week.

Ms. Gadsby is deeply committed to evidence-based clinical practice delivered in an environment grounded in dignity, hope, and compassion. As a licensed clinical social worker, she specializes in trauma-informed care and champions the importance of integrated behavioral health services. Her work includes overseeing the development and implementation of regional behavioral health programming and collaborating with community stakeholders to strengthen service delivery and expand access to care for vulnerable populations.

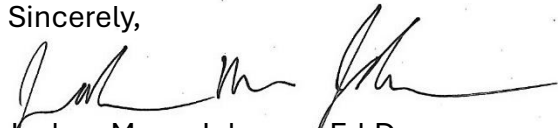
In partnership with the Rotary Club of Middletown and Connecticut State Community College Middlesex, Ms. Gadsby has played a central role in the *Take a Moment* campaign, a public mental health awareness initiative focused on reducing stigma and encouraging open, community-based conversations about well-being and support. Through this collaboration with CT State Middlesex's Center for New Media, students have produced public service videos and podcasts that combine experiential learning with civic engagement, extending the reach of mental health education throughout the region.

The Rotary Club of Middletown's service mission emphasizes humanitarian outreach, community engagement, and the guiding principle of *Service Above Self*. Ms. Gadsby's leadership within this partnership reflects these values by translating service into visible, practical action through public education, cross-sector collaboration, and student involvement.

The honorary degree of Doctor of Humane Letters is traditionally awarded to individuals who have made distinguished contributions to human welfare, social betterment, and public service. Ms. Gadsby's lifelong commitment to mental health advocacy, suicide prevention, trauma-informed care, and community education exemplifies these ideals. Her work advances both public health and higher education through sustained, mission-driven partnership.

For these reasons, I believe Ms. Gadsby is highly deserving of this honor.

Sincerely,

A handwritten signature in black ink, appearing to read 'Joshua Moon-Johnson', written over a light blue horizontal line.

Joshua Moon-Johnson, Ed.D.
Campus President

cc: Kaylah Davis, Administrative Assistant
Carlie Kubisek, Administrative Assistant



OFFICE OF THE
PRESIDENT

February 10, 2026

O. John Maduko, M.D.
Interim Chancellor
Connecticut State Colleges and Universities
61 Woodland Street
Hartford, CT 06105

Dear Chancellor Maduko,

It is my privilege to recommend Robert J. Yamin, Esq. for the conferral of an Honorary Degree – Doctor of Humane Letters from Western Connecticut State University, to be presented at the University’s Graduate Commencement Exercises on May 19, 2026. Mr. Yamin’s distinguished career and lifelong commitment to public service, education, and community leadership exemplify the highest ideals of this honor.

A proud alumnus of Western Connecticut State University, Mr. Yamin graduated summa cum laude with dual degrees in Political Science and History, completing a four-year course of study in just two years while maintaining a perfect 4.0 GPA. His academic excellence and student leadership foreshadowed a career defined by intellectual rigor, integrity, and service. He later earned his Juris Doctor from Harvard Law School, where he served as Senior Executive Editor of the Harvard Journal of Law and Public Policy and President of the Student Bar Association.

Mr. Yamin’s legal career spans more than four decades, including admission to multiple state and federal courts and service as Corporation Counsel and Chief Legal Officer for the City of Danbury for 22 years. In that role, he provided steady, principled leadership in public service, ensuring sound governance and ethical stewardship on behalf of the community.

Equally notable is Mr. Yamin’s enduring dedication to Western Connecticut State University and the greater Danbury community. He has served as Vice Chair and Past Chair of the WCSU Foundation Board of Directors, a long-standing member of the Alumni Association Board, and an active supporter of countless University initiatives. His civic engagement includes decades of leadership with the Lions Club of Danbury, service as an elected City Councilman, and sustained involvement with numerous charitable, educational, and nonprofit organizations.

Jesse M. Bernal, Ph.D.
Western Connecticut State University
181 White Street, Danbury, CT 06810
203.837.8300 | bernalj@wcsu.edu | wcsu.edu

O. John Maduko, M.D.

February 10, 2026

Page Two

Mr. Yamin's contributions have been recognized through numerous honors, including the President's Medal, the WestConn Society Community Service Award, the J. Thayer Bowman Community Service Award, and the Melvin Jones Fellow Award, the highest distinction of Lions Club International. Collectively, these recognitions reflect a life devoted to service, leadership, and the betterment of others.

For these reasons, Western Connecticut State University is proud to recommend Robert J. Yamin, Esq. for the Honorary Degree – Doctor of Humane Letters. We believe his life's work and enduring connection to the University make him exceptionally deserving of this recognition.

Thank you for your consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "Jesse M. Bernal". The signature is fluid and cursive, with a large, stylized "B" and "N" at the end.

Jesse M. Bernal, Ph.D.

Dear Interim Chancellor Maduko,

We would like to nominate Christopher O'Connor, CEO of Yale New Haven Health (YNHHS) for an honorary doctorate from Southern Connecticut State University. Mr. O'Connor has been a significant partner to Southern, working in collaboration with our college of health and human services to support our nursing students through grants that enabled us to double our nursing enrollment, expand pathways into the profession, and diversify and strengthen the workforce pipeline.

Prior to joining YNHHS in 2012, O'Connor served as president and CEO of the Hospital of Saint Raphael prior to its integration with Yale New Haven Hospital. From 2012 until 2020, O'Connor served as the executive vice president and chief operating officer for YNHHS.

As chief operating officer for Yale New Haven Health, O'Connor led a number of critical initiatives involving the Health System's growth, including the affiliation with Lawrence + Memorial Hospital in 2016 and the acquisition of Milford Hospital by Bridgeport Hospital in 2019. O'Connor also serves on the Boards of Greenwich Hospital and Northeast Medical Group; and previously served on the Lawrence + Memorial Health Board.

O'Connor received both his bachelor's degree and his master's degree in Hospital Administration from George Washington University. He is a fellow of the American College of Healthcare Executives and serves as vice chair of the Connecticut Hospital Association. O'Connor recently served as president of the Board of the Juvenile Diabetes Research Foundation of Connecticut and Western Massachusetts.

Sincerely,



Dr. Sandra Bulmer
Interim President



Dear Interim Chancellor Maduko,

Southern Connecticut State University is proud to nominate Justin Elicker, Mayor of New Haven, for an Honorary Doctorate to be awarded at the May 2026 undergraduate commencement ceremony. This nomination recognizes his exemplary record of public service, community leadership, scholarly engagement, and civic impact.

Before assuming the role of mayor, Mayor Elicker served as a Foreign Service Officer with the U.S. Department of State. His dedication to education is reflected in his work teaching elementary and high school students who were considered at-risk youth, as well as his three years as an adjunct professor at Southern Connecticut State University. He further contributed to higher education through his work with Yale University's Office of Sustainability. In addition, he served the City of New Haven as Alder for Ward 10.

Throughout his four terms as mayor, Mayor Elicker has prioritized strengthening New Haven's financial stability. Under his leadership, the city has established a \$37 million rainy-day fund, implemented a debt limit, and achieved three consecutive budget surpluses.

He has also demonstrated a deep commitment to public safety and reducing crime. His administration launched the Elm City COMPASS program, which develops alternative policing and crisis response strategies. Mayor Elicker has overseen the removal of hundreds of illegal firearms, improved homicide clearance rates, and invested in public safety technology, including 500 security cameras and "ShotSpotter" gunfire detection software, which alerts police within 45 seconds of gunfire. These combined efforts have contributed to gun violence reaching its lowest level in a decade and an overall 23% reduction in crime.

Most recently, Mayor Elicker has elevated New Haven's commitment to diversity, equity, and inclusion on a national stage. He has championed protections for immigrants, LGBTQ+ residents, low-income residents, and women's reproductive rights. Mayor Elicker has been consistent in his advocacy for vulnerable and marginalized communities in a challenging political climate.

Beyond his professional achievements, Mayor Elicker has consistently demonstrated leadership rooted in equity, service, and community empowerment. As a university deeply committed to social justice, Southern Connecticut State University believes his dedication to improving the lives of individuals across our community makes him an outstanding candidate for this honorary degree.

Southern is honored to nominate Mayor Justin Elicker.

Sincerely,

Dr. Sandra Bulmer
Interim President



EASTERN CONNECTICUT STATE UNIVERSITY

OFFICE OF THE PRESIDENT

Karim Ismaili, Ph.D.

Dr. O. John Maduko
Interim Chancellor
Connecticut State Colleges and Universities
61 Woodland Street
Hartford, CT 06105

Dear Chancellor Maduko,

Eastern Connecticut State University is proud to recommend Mr. David Foster and Mrs. Marilyn Foster for the conferral of honorary doctorates at our 2026 Graduate Commencement Ceremony on May 16, 2026.

David and Marilyn Foster have exemplified a lifelong commitment to public service, community betterment, and the values at the heart of Eastern's mission. Their philanthropic efforts and volunteer leadership have touched virtually every facet of life in the Town of Windham and the broader region. Together, they have supported and served organizations including Windham Hospital, Windham High School, the Salvation Army of Willimantic, Covenant Soup Kitchen, Project HOPE, WAIM, Horizons, the Lions Club, Veteran's Memorial Park, and Eastern Connecticut State University.

In 2022, through the Lester E. Foster and Phyllis M. Foster Foundation, a family-led philanthropic organization, the Fosters made a \$250,000 gift to Eastern's David G. Carter Jr. Endowment Fund, adding to more than \$125,000 of previous support for Eastern scholarships, programs, and student activities. Since 2008, Marilyn Foster has served as a Director of the Foundation, working alongside David Foster to review and approve charitable contributions and to oversee its administration. This generosity reflects their deep belief in education as a pathway to opportunity and transformation, as well as the Foundation's longstanding commitment to addressing critical needs within the Windham community.

David Foster's impact on our region also spans an iconic musical career. As co-owner of the legendary Shaboo Inn, he brought more than 3,000 concerts to northeastern Connecticut from 1971 to 1982, presenting future Rock and Roll Hall of Famers such as B.B. King, The Police, Muddy Waters, and Tom Petty. Later, he formed the Shaboo All-Stars, the house band at Mohegan Sun, and continues to use his love of music to support the greater good. In David's own words, "I like to do my philanthropy through music."

That approach is evident in his organizing and performing at concerts to raise funds for organizations like the Crosbie Scholarship, Project HOPE, and the Covenant Soup Kitchen. These efforts, paired with his leadership of Shaboo Productions, have made him a cornerstone of local culture and service.

Among his many honors, David was named Willimantic's Citizen of the Year in 2019, inducted into the Mohegan Sun Hall of Fame in 2015, and received the Lifetime Achievement Award from the Connecticut Blues Society in 2012. In 2015, the Connecticut Association of Schools honored him with the Distinguished Friend of Education Award, a recognition that equally honors Marilyn's generous spirit and tireless support of educational causes.

As a couple, David and Marilyn Foster embody the Warrior Spirit — using their talents, resources, and hearts to uplift others. Eastern respectfully seeks the approval of the Board of Regents to award Mr. David Foster and Mrs. Marilyn Foster Honorary Doctorates of Humane Letters at our 2026 Graduate Commencement Ceremony.

Sincerely,

A handwritten signature in black ink, appearing to read 'Karim Ismaili', with a stylized flourish at the end.

Karim Ismaili, Ph.D.

President

Eastern Connecticut State University



EASTERN CONNECTICUT STATE UNIVERSITY

OFFICE OF THE PRESIDENT

Karim Ismaili, Ph.D.

Dr. O. John Maduko
Interim Chancellor
Connecticut State Colleges and Universities
61 Woodland Street
Hartford, CT 06105

Dear Chancellor Maduko,

Eastern Connecticut State University is honored to nominate **Beth Regan '79**, Chairwoman and Justice of the Mohegan Tribal Council of Elders, to receive an **Honorary Doctorate of Humane Letters** and to serve as the **Commencement Speaker** at our 2026 Undergraduate Commencement Ceremony on May 16, 2026.

A proud alumna of Eastern's Class of 1979, Ms. Regan has forged a distinguished career grounded in education, cultural stewardship, and public service, work that reflects the mission and values of our University. She devoted her professional life to public education in Connecticut, with a particular focus on curriculum development and inclusive teaching. Ms. Regan played a leading role in advancing Native American Studies education, helping develop statewide instructional materials that ensure Indigenous perspectives are respectfully and accurately represented in public schools. Her work demonstrates a deep and enduring commitment to equity, civic engagement, and intergenerational learning.

As a student at Eastern, Ms. Regan was a multi-sport athlete during a formative period for women's collegiate athletics, following the passage of Title IX. After graduating, she returned to Eastern to found the University's women's soccer program, serving as its first head coach and laying the foundation for a program that continues to thrive today. Her contributions to athletics extended well beyond Eastern through a distinguished high school coaching career, during which she led teams to multiple state championships and undefeated seasons.

In recognition of her impact on athletics and education, Ms. Regan has been inducted into both the Eastern Connecticut State University Athletics Hall of Fame and the Connecticut Soccer Hall of Fame. Eastern has also honored her legacy by establishing the **Beth Regan '79 Endowed Women's Soccer Fund**, ensuring her commitment to student opportunity and excellence endures for future generations.

Ms. Regan is also a highly respected leader within the Mohegan Tribe, where she currently serves as Chairwoman and Justice on the Tribal Council of Elders. In this role, she provides cultural guidance, supports intergovernmental relations, and leads efforts to preserve tribal knowledge, language, and traditions. Her leadership was most recently evident in Fall 2025, when she delivered the keynote address at Eastern's inaugural Land Acknowledgement Ceremony—a historic moment in the University's ongoing commitment to Indigenous visibility and education. Her presence at that event powerfully reflected both her regional leadership and her enduring connection to Eastern.

Beth Regan's life and work embody the highest ideals of service, leadership, and community-building. Her deep roots in education, athletics, Native American advocacy, and public engagement make her an exemplary choice to address our graduates and to receive an Honorary Doctorate at Eastern Connecticut State University's 2026 Undergraduate Commencement Ceremony.

Sincerely,

A handwritten signature in blue ink that reads "Karim Ismaili". The signature is fluid and cursive, with the first letters of each name being capitalized and prominent.

Karim Ismaili, Ph.D.

President

Eastern Connecticut State University

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Designating

Mr. Michael Nicastro

to fill the

American Savings Foundation Endowed Chair in Banking and Finance

at

Central Connecticut State University

March 19, 2026

- WHEREAS,** Central Connecticut State University is seeking to fill the American Savings Foundation Endowed Chair in Banking and Finance; and
- WHEREAS,** This endowed chair is to be filled by a person with a distinguished record of recognition in the fields of banking and financial services; and
- WHEREAS,** Mr. Nicastro has over forty-five years of experience, having held multiple CEO-level and senior executive roles. Mr. Nicastro has a personal connection to the CSCU system as a proud Central graduate, receiving his B.S. in Marketing at Central in 1984, he then earned his Juris Doctor from Western New England University in 1993; and
- WHEREAS,** Mr. Nicastro has held leadership roles with several corporate and nonprofit boards and is the current Board Chair of The Hartford Stage company and Treasurer and Trustee of the American Clock & Watch Museum. Mr. Nicastro has over eleven years of university teaching experience, including service at Central as an Emergency-Hire Associate Professor in the Department of Management and Organization. He received multiple nominations at Central for the Excellence in Teaching Award; and
- WHEREAS,** The President of Central Connecticut State University, Dr. Zulma R. Toro, has endorsed the recommendation to appoint Michael Nicastro to this position; and therefore, be it
- RESOLVED,** That the Board of Regents for Higher Education of the Connecticut State Colleges and Universities System designates Michael Nicastro to fill the American Savings Foundation Endowed Chair in Banking and Finance at Central Connecticut State University at the rank of Associate Professor for a period of 3 years, renewable yearly at Central Connecticut State University's discretion.

A True Copy:

Karen Buffkin, General Counsel &
Secretary to the Board

ITEM

Designation to fill the American Savings Foundation Endowed Chair in Banking and Finance at Central Connecticut State University.

BACKGROUND

Central Connecticut State University has requested designation of Michale Nicastro to fill the American Savings Foundation Endowed Chair in Banking and Finance. The American Savings Foundation Chair is housed in the Department of Finance. The American Savings Foundation Chair will engage in the following activities:

- Teach 1-2 courses per semester, with topics selected in consultation with the Department of Finance as well as the Dean.
- Organize an annual public lecture or high-profile symposium on current issues in banking, finance, or financial technology.
- Foster strong connections between Central, community banks, regional institutions, and financial technology organizations.
- Enhance visibility and outreach, collaborating with the School of Business and Institutional Advancement.

Zulma R. 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 Zulma R. Toro to designate Michale Nicastro as American Savings Foundation Endowed Chair in Banking and Finance by adopting the proposed resolution.

3/6/2026 – BOR -Academic and Student Affairs Committee

3/19/2026 – Board of Regents



MEMORANDUM

TO: Dr. O. John Maduko, Interim Chancellor
Connecticut State Colleges and Universities System

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

DATE: February 10, 2026

SUBJECT: Recommendation to Appoint Michael Nicasro, J.D. to the American Savings Foundation
Endowed Chair in Banking and Finance

I am writing to request approval from the Connecticut Board of Regents for Higher Education to appoint Mr. Michael Nicasro, J.D., of Bristol, Connecticut, as the holder of the American Savings Foundation (ASF) Endowed Chair in Banking and Finance at Central Connecticut State University.

Following an extensive review, the search committee has strongly endorsed the appointment of Mr. Nicasro, whose combination of executive leadership, distinguished professional record, teaching excellence, and deep regional and national networks, uniquely qualifies him to elevate the Excellence in Banking Certificate program and the broader mission of the School of Business.

This appointment will be as a part-time Associate Professor for a period of three years, renewable yearly afterwards at Central's discretion.

The proposed appointment, which has my full support, has been reviewed and recommended by the Chair of the Department of Finance, Dean of the School of Business, and the Provost and Vice President for Academic Affairs at Central Connecticut State University.

Mr. Nicasro has over forty-five years of experience in banking, financial services, and financial technology. He has held multiple CEO-level and senior executive roles including CEO & Director at Continuity, a national RegTech provider, leading the organization through a strategic pivot that resulted in strong revenue growth, improved margins, and successful acquisition activity that ultimately culminated in a sale at more than four times top-line revenue. He was a founder and senior executive earlier in his career at Open Solutions, Inc., where he played a vital role in the company's growth through more than twenty acquisitions, an initial public offering, and a \$1.4 billion private equity recapitalization.

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

Mr. Nicastro has current or former leadership roles with several corporate and nonprofit boards, including Epic River, Allied Payment Network, Integra, Inc., and CT Rivers Council BSA. He is the current Board Chair of The Hartford Stage Company and Treasurer and Trustee of the American Clock & Watch Museum. Mr. Nicastro is also a nationally recognized authority in FinTech, RegTech, and Banking Governance, having been named by The Financial Technology Report as one of the Top 25 Global RegTech Executives and Top 50 Global FinTech CEOs in both 2020 and 2021. He is a published author in the *BAI Banking Strategies Journal*, *Bank Business*, and *FinTech Buzz*, writing on emerging technologies, core systems, and banking trends. Mr. Nicastro will be a unique fit for current industry challenges as he recognizes contemporary threats to traditional banks and the need for expertise that spans both within-bank and outside-bank innovation, positioning him as an excellent guide for students entering a rapidly changing field.

Mr. Nicastro's commitment to Central's mission and community is evident through his ongoing engagement as a faculty member, mentor, speaker, campus collaborator, and proud Central graduate. He received his B.S. Marketing degree at Central in 1984 and has over eleven years of university teaching experience, including service at Central as an Emergency-Hire Associate Professor in the Department of Management and Organization, Instructor of banking and finance-related courses and serves as the Entrepreneur-In-Residence supporting both graduate and undergraduate teams and university initiatives. He received multiple nominations at Central for the Excellence in Teaching Award (2019-20, 2023-24) and was a finalist for this recognition in 2024-25. He also teaches a law course on Mergers & Acquisitions as an adjunct professor at Western New England University—where he earned his Juris Doctor from the School of Law in 1993—bringing rare, highly relevant expertise to finance students and reinforcing his distinctive industry–academic perspective.

The American Savings Foundation Endowed Chair in Banking and Finance plays a vital role in strengthening Central's engagement with the banking and financial services sectors. Consistent with past appointments, the Chair will:

- Teach 1-2 courses per semester, with topics selected in consultation with the Department of Finance as well as the Dean.
- Organize an annual public lecture or high-profile symposium on current issues in banking, finance, or financial technology.
- Foster strong connections between Central, community banks, regional institutions, and financial technology organizations.
- Enhance visibility and outreach, collaborating with the School of Business and Institutional Advancement.

In recruiting individuals for the American Savings Foundation Endowed Chair, priority is given to practitioners with exemplary industry achievement, a strong record of integrity, and the ability to provide transformative educational and professional experience for students, all which Mr. Nicastro meets – and exceeds.

I therefore strongly recommend approval of Michael Nicastro, J.D., for appointment as the ASF Endowed Chair. The term of appointment will be three years, commencing as soon as possible.

MICHAEL D. NICASTRO, J.D.

24 Hollyberry Road, Bristol, CT 06010 | 860-202-0348 | Michael.Nicastro@ccsu.edu or mdnicastro@coppermineadv.com

EDUCATION

Central Connecticut State University
Bachelor of Science, Marketing 1984

Western New England University, School of Law
Juris Doctor 1993

AWARDS & RECOGNITION

Admitted Delta Mu Delta, National Honor Society, Business Administration. Delta Eta Chapter 1984
Chairman’s Global Customer Satisfaction Award, NCR Corporation 1993
Connecticut River’s Council, BSA – Silver Beaver 2012
Connecticut River’s Council, BSA – National Outstanding Eagle Scout Award (NOESA) 2016
Central Connecticut State University “Excellence in Teaching” Nominee and Honor Roll 2019/2020 & 2023/2024
Central Connecticut State University “Excellence in Teaching” Finalist 2024/2025
Top 25 Global RegTech Executives – as published by the Financial Technology Report 2020 & 2021
Top 50 Global FinTech CEO’s – as published by the Financial Technology Report/ 2020 & 2021

PROFESSIONAL EXPERIENCE

Coppermine Advisors, LLC – Bristol, CT
CEO & Principal July 2015 – Current
Coppermine provides services for strategic planning development and facilitation, brand expansion strategies, capital acquisition, M&A, and succession/exit strategies to start-up up to mid-sized organizations. This includes financial technology companies, manufacturing, health care and any number of scalable businesses that have experienced either significant growth or unexpected decline.

FinTron, Inc. – Stamford, CT
Executive Chair, Board of Directors March 23 – October 24
Engaged by Connecticut Innovations and the FinTron Board of Directors to oversee the Founder/CEO with day-to-day operational issues and develop a strategic plan. During the engagement FinTron received an acquisition offer from a strategic business partner which resulted in a successful merger transaction for the investors and organization. Responsibilities during the transaction included negotiating terms, managing issues, and working with corporate counsel to close the transaction in October of 2024.

Continuity – New Haven, CT
Chief Executive Officer & Director May 2016 – Dec. 2021
Responsible for the overall execution of the business plan, strategy and development of the business including reporting to the board of directors and investors. The company has been through a massive pivot and retrenchment which has resulted in significant growth, improved gross margins, a strategic acquisition and a continued trend toward positive cash flow and profitability. We executed a sale transaction in 2021 at more than four times top line revenue.

Simsbury Bank & Trust
Board of Directors June 2011 – October 2019
Board duties included additional assignments to the Loan Committee and Audit Committee. After a number of years of significant growth, we recently agreed to merge the bank with Liberty Bank of Connecticut resulting in a two times book value return to shareholders.

COCC – Southington, CT
Senior Vice President & Chief Marketing Officer October 13 – June 15
Recruited by COCC leadership to become their sales and marketing executive with a mission of rebranding the company and restructuring the sales organization.

<p>Central Connecticut Chambers of Commerce President & Chief Executive Officer Restructured and redefined the organization’s mission to focus on economic growth, legislative advocacy, and member development. Developed new revenue sources and created an alliance of seven different Chambers to form the Central Chamber.</p>	<p>January 2009 – September 2013</p>
<p>Open Solutions Inc. – Glastonbury, CT Founder, Senior Vice President & Chief Marketing & Strategy Officer Responsible for the company’s entire product and services strategy, third party alliances and overall corporate communications including public and investor relations. This encompassed every key phase of the company’s growth and included overseeing more than twenty acquisitions, an Initial Public Offering in 2003 and private equity sale & recapitalization in 2007 valued at \$1.4 billion.</p>	<p>September 1994 – January 20008</p>
<p>NCR Corporation Senior Product Manager National Product Manager of Platform/Branch Automation. In 1992 I was one of only 15 NCR employees worldwide (60,000 employees) to be recognized with the prestigious “Chairman’s Customer Satisfaction Award.”</p>	<p>February 1985 – September 1994</p>
<p>Citicorp/Bristol Savings Bank Lending Officer/Branch Manager Responsible for branch operations, loan originations and consumer lending underwriting.</p>	<p>November 1976 – February 1985</p>

UNIVERSITY TEACHING EXPERIENCE

<p>Central Connecticut State University Adjunct & Full Time (Emergency Hire) Associate Professor, Management & Organization MGT 480, ENT 499, ENT/MGT 355, ENT 350, ENT/MGT 330, MGT 295 & MGT 305 In addition to administrative (syllabus, course structure & grading) duties, I developed an exercise for entrepreneurship classes where teams deal with the challenges of external growth, specifically the process and challenges with strategic alliances, mergers & acquisitions. I utilize a number of guest speakers such as CFO’s business leaders, Angel Investors, and entrepreneurs throughout the academic year. I use a team building and strategy building exercise (From the Carpenter’s Toolbox) with the teams before the start of the MGT 480 simulation to get them in the mode of strategizing, decision making, product design, finance, marketing, and deployment. I launched a new program inside of the ENT 355 rubric which divided the students into teams and then matched those teams up with ten local businesses. The businesses were varied, diversified, and included both for profit and non-profit organizations, manufacturing firms, high-tech firms, service firms, media firms and artistic/museum organizations.</p>	<p>1/14 – Current</p>
<p>Entrepreneur-in Residence As EIR, hold open office hours, speak to classes, mentor graduate and undergraduate business plan teams, and help the University with co-curricular and extracurricular programs. The EIR role also helps with engagement with external stakeholders and potential partners and helps the University identify funding sources.</p>	<p>9/16 – Current</p>
<p>Western New England University, School of Law Adjunct Professor & Moot Court Judge I teach an elective for second- and third-year law students on Mergers & Acquisitions. The course covers all elements of the M&A process as well as the case history surrounding the M&A environment. I Also serve as a judge for first year law students tasked with making written and oral argument seeking either injunctive relief or summary judgement. Requires case review, research, and extensive preparation prior to the “moot” hearing.</p>	<p>2017 - Current</p>
<p>Guest Lecturer, Yale University, School of Management In conjunction with Professor Dr. Douglas Rae, participated in a series of lectures to graduate students regarding the development, deployment, and cost of mass transit as well as its impact on existing infrastructure.</p>	<p>Spring 2012</p>

PUBLICATIONS AND PAPERS

"FinTech Property Rights & Banks"

<https://www.bai.org/banking-strategies/article-detail/fintech-property-rights-and-banks>

BAI (Bank Automation Institute) Banking Strategies Journal

May 2016

"The Next Generation of Core Systems, Maybe"

<https://www.bai.org/banking-strategies/article-detail/the-next-generation-of-core-systems-maybe>

BAI (Bank Automation Institute) Banking Strategies Journal

March 2016

"Always Remember Where You Came From"

<https://thriveglobal.com/stories/always-remember-where-you-came-from-with-mike-nicastro-ceo-of-continuity/>

Thrive Global a Forbes Publication

October 2018

"Three Trends for Banks to Watch This Year"

<https://www.bankbusiness.us/details/687/Three-trends-for-banks-to-watch-this-year>

Bank Business eMagazine

April 2025

"Three Areas for Banks to Watch in 2025"

<https://fintebuzz.com/key-trends-for-banks-2025/>

FinTech Buzz

April/May 2025

MEMBERSHIPS & BOARD POSITIONS

For Profit Boards

- Director, Epic River, Fort Collins, CO
- Director, Allied Payment Network, Fort Wayne, IN
- Consultant, Integra, Inc, Safety Harbor, FL

Non-Profit Boards

- The Hartford Stage Company - Current Board Chair
- The American Clock & Watch Museum – Current Board Treasurer & Trustee
- Chair, Bristol Democratic Town Committee
- Connecticut Rivers Council, BSA – Current Trustee and Past Board Chair

AAUP – CCSU

CCSU Faculty Senate – second term as Senator representing Part-Time Faculty

CT Next Higher Education Entrepreneurship Advisory Committee

Association for Financial Technology – Current Member & Past President

Charter Oak State College – Former Member, Board of Directors (Pre CSCU)

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Modification of a Program

Bachelor of Science in Electrical Engineering

at

Central Connecticut State University

March 19, 2026

WHEREAS, Central Connecticut State University is proposing to modify the Electrical Engineering Bachelor of Science program. The purpose of the modification will align the Electrical Engineering program with the current Mechanical Engineering program and update the curriculum; and

WHEREAS, The modification of the program involves the removal of four courses, allowing for the creation of four new concentration options. There will be no change to the total number of credits in the program; and therefore, be it,

RESOLVED, That the Board of Regents for Higher Education approve the modification of a program – Bachelor of Science in Electrical Engineering at Central Connecticut State University.

A True Copy:

Karen Buffkin, General Counsel &
Secretary to the Board

ITEM

Modification of the Bachelor of Science in Electrical Engineering at Central Connecticut State University.

RATIONALE AND SUMMARY OF MODIFICATIONS

The proposed change serves as an advising tool for students who wish to focus on a particular sub-area of Electrical Engineering, by aligning the program structure and curriculum with the current Mechanical Engineering core and concentrations at Central Connecticut State University.

The proposed change revises courses in the major to cover missing content, removes four courses (12 credits) from the current curriculum, and adds four concentration options: each requiring 12 credits total, therefore not changing the 125 credits required to complete the degree. This change allows students to select from one of four concentrations including General, Embedded Systems, Power Systems, or Electronics as part of their degree.

RECOMMENDATION

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

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

SECTION 1: Instructions and Internal Use Fields	
Institution: Central	Please enter the following dates: Final approval by institution: 11/24/25 Submission to CSCU Office of the Provost for Academic Council: 01/16/26
Instructions: Please review and select all items that require modification. Complete Section 1 for all proposals. Then, complete the section that aligns with your specific request (e.g. if you're proposing a change to instructional delivery, fill out Section 3.)	
Type Program Modification Item (check all that apply): <input type="checkbox"/> CIP Code Change (Section 2) <input type="checkbox"/> Instructional Delivery (Section 3) <input type="checkbox"/> Name Change (Section 4) <input type="checkbox"/> Modification to Initiation Plan for Approved Program (Section 5) <input checked="" type="checkbox"/> Significant* Number of Course/Course Substitution Modifications (Section 6)	
Executive Summary Provide a summary of the proposed change and its intended purpose (e.g. bringing curriculum up to date, aligning with industry standards, etc.). <ul style="list-style-type: none"> • Aligns Electrical Engineering program to current Mechanical Engineering program with core and concentrations (serve as advising tool for students who wish to focus more on a particular sub-area) • Four courses (12 credits) were removed from the major. • A couple of courses were revised to cover the missing content • these 12 credits were then used to create “concentrations” allowing students to have a General (broad), Embedded Systems, Power Systems, or Electronics concentration as part of their EE degree. 	
Total Number of courses and course credits to be modified by this application: Courses – 8 and Course Credits 12	
* Significant is defined as “more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program. For changes that fall below this threshold, use form (<i>Multi-Use Below Threshold Report</i>)	
Internal Use (VEOCI Fields) <ol style="list-style-type: none"> 1. Name of Program: Electrical Engineering 2. OHE #: 19943 3. Modality of Program (<i>check all that apply</i>): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses 4. Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both 5. Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): Bachelor of Science 6. Total # Credits in Program: 125 7. Department where program is housed: Engineering 8. Location Offering the Program (e.g., main campus): Main 9. Program website: https://www.ccsu.edu/programs/electrical-engineering-bs 10. Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No 	

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

11. Provide estimated cost of program (tuition and fees): \$ _____ OR url for link to tuition/fee information: <https://www.ccsu.edu/bursar>
12. CIP Code Number: 14.1001 Title of CIP Code: Electrical, Electronics and Communications Engineering
13. Identify the careers and professions available to graduates of the program using the Standard Occupational Classification (SOC) system. Provide SOC code number(s) and name(s): 17.2071 Electrical Engineers
14. What would be the median estimated earnings for a graduate in this profession (*if more than one SOC code listed, include earnings for each*)? \$112,000
15. Identify the industry applicable to this program using the North American Industry Classification System (NAICS). Provide NAICS code(s) and title(s): 541330 **Electrical engineering** services
16. IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years): 4
17. What are the admissions requirements for the program?
18. Graduation Requirements
 - Does this program have special graduation requirements (e.g., capstone or special project)? Yes No
 - If yes, describe: special project- students identify an electrical engineering problem and then design a solution, creating a prototype which is then tested and analyzed.
19. Program Work Experiences
 - Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? Yes No
 - If yes, describe and attach copies of the contracts or other documents ensuring program support: Internship. Arranged with company at time of internship
20. Program Administration and Faculty
 - Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Dr. David Broderick, 860-832-1859, broderick@ccsu.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? 4
21. Institutional Contact for this Proposal (Provost or Chief Academic Officer): Kimberly Kostelis
 - Title: Provost and VP for Academic Affairs
 - Tel.: 860-832-2228
 - E-mail: kimberly.kostelis@ccsu.edu
22. Career/Program Pathways:
 - Does this program prepare students for another program? NO
 - If yes, specify program:
23. Prospective Students
Describe the prospective students for the program: Students interested in becoming electrical engineers.
24. If modification of the program is concurrent with discontinuation of related program(s), please list for each program:
 - Program Discontinued: _____ CIP: _____ OHE#: _____ BOR Accreditation Date: _____
 - Phase Out Period _____ Date of Program Termination _____
 - Discontinuation of a program requires submission of form 301. Discontinuation form submitted? Yes No
25. Other Program Accreditation:
 - If seeking specialized/professional/other accreditation, name of agency and intended year of review: ABET-EAC, 2027

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

- If program prepares graduates eligibility to state/professional licensure,
 - identify credential: PE (Professional Engineer) -students complete after graduation
 - confirm NC-SARA requirements met: Yes No

SECTION 2: CIP Code Modification

Name of Program:

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

SECTION 3: Instructional Delivery Modification

Name of Program:

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

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

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

SECTION 4: Name Change Modification

Name of Program:

Proposed New Name of Program:

Proposed Date Name Change Becomes Effective:

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

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

SECTION 5: Modification to Initiation Plan for Approved Program

Name of Program: Electrical Engineering

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

Modified:
Modified date of program initiation: 11/24/2025
Modifications to planned hiring or financial investment:

Explanation / Justification: (*Provide a concise rationale for the modification(s) based on the BOR list of concerns.*)
.

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

Fiscal Impact: Estimate what financial impact this modification would have upon the Program's Pro Forma Budget over the course of the three years following program initiation.

SECTION 6: Significant Number of Course/Course Substitution Modifications

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

CSCU system doesn't have similar Bachelor of Science in Electrical Engineering programs.
2. Is this modification aligned with the reinstatement of a previously suspended program? Yes No
If yes, complete a, b, and c.
 - a. Describe the reasons why the program was previously suspended:
 - b. Describe the rationale for reinstating the program:
 - c. Summarize any modifications made to the program and describe how such modifications will contribute to the success of the reinstated program:

Curriculum

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

Four courses were removed from the program which allows for 12 credits to be treated as a concentration. Students can now earn a degree in Electrical Engineering with a concentration in Embedded Systems, Power Systems, Electronics, or they may opt to take 4 electives of their choosing (General Concentration).

Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
GENERAL ED and RELATED		GENERAL ED and RELATED	
Arts & Humanities (Literature)	3	Arts & Humanities (Literature)	3
Arts & Humanities (PHIL144)	3	Arts & Humanities	3
History	3	Arts & Humanities	3
ECON200 or ECON201	3	History	3
Social & Behavioral Science	3	Social & Behavioral Science	3
Social & Behavioral Science	3	Social & Behavioral Science	3
MATH152 (Calculus I)	4	MATH152 (Calculus I)	4
MATH221 (Calculus II)	4	MATH221 (Calculus II)	4
MATH222 (Calculus III)	4	MATH222 (Calculus III)	4
MATH226 (Linear Algebra & Prob. For Engineers)	4	MATH226 (Linear Algebra & Prob. For Engineers)	4
MATH355 (Intro. To Differential Equations)	4	MATH355 (Intro. To Differential Equations)	4
PHYS125 (Univ. Physics I)	4	PHYS125 (Univ. Physics I)	4
PHYS126 (Univ. Physics II)	4	PHYS126 (Univ. Physics II)	4
WRT105 or WRT110 (College Writing)	3	WRT105 or WRT110 (College Writing)	3

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

ENGR290 (Technical Writing and Presentation)	3	ENGR290 (Technical Writing and Presentation)	3
World Language	3	World Language	3
ENGR240 (Computational Methods for Engineering)	3	ENGR240 (Computational Methods for Engineering)	3
CHEM161 (General Chemistry)	3	CHEM161 (General Chemistry)	3
CHEM162 (General Chemistry Lab)	1	CHEM162 (General Chemistry Lab)	1
MAJOR COURSES		MAJOR COURSES	
ENGR150 (Intro. To Engineering)	3	ENGR150 (Intro. To Engineering)	3
EE101 (Electric Circuits I)	3	EE200 (Electric Circuits I)	3
EE201 (Electric Circuits II)	3	EE201 (Electric Circuits II)	3
EE212 (Fund. Of Logic Design)	3	EE212 (Fund. Of Logic Design)	3
EE301 (Signals and Systems)	3	EE301 (Signals and Systems)	3
EE312 (Computer Systems)	3	EE312 (Computer Systems)	3
EE313 (Electric Energy Engineering I)	3	EE313 (Electric Power Engineering)	3
EE323 (Electric Energy Engineering II)	3		
EE324 (Control Systems I)	3	EE324 (Control Systems)	3
EE330 (Electromagnetics)	3	EE330 (Electromagnetics)	3
EE331 (Intro. To Semiconductors)	3	EE331 (Intro. To Semiconductors)	3
EE333 (Electric Machines and Motors I)	3	EE333 (Electric Machines and Motors)	3
EE343 (Electric Machines and Motors II)	3		
EE351 (Analog Circuit Design)	3	EE351 (Analog Circuit Design)	3
EE352 (Signal Processing and Pattern Analysis)	3	EE390 Electric System Design	3
EE353 (Energy Storage Systems)	3	ENGR392 Engineering Practicum	3
EE363 (Renewable Energy)	3		
EE401 (Random Signals and Systems)	3	EE401 (Random Signals and Systems)	3
EE430 (RF Communications)	3	EE430 (RF Communications)	3
EE424 or Directed Elective	3		
EE497 (Capstone I)	2	EE497 (Senior Project I: Project Research)	2
EE498 (Capstone II)	2	EE498 (Senior Project II: Project Design)	3
		Embedded Systems Concentration:	
		EE411 Integrated Circuit Devices and Fabrication	3
		EE422 Embedded Computing Systems	3
		EE424 Digital Control Systems	3
		EE432 FPGA Design and Digital Systems	3
		Power Systems Concentration:	

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

		EE403 Smart Grid: Renewable Energy, and Storage	3
		EE421 Power Electronics	3
		EE413 Power System Analysis	3
		EE433 Power Operations and System Planning	3
		Electronics Concentration:	
		EE411 Integrated Circuit Devices and Fabrication	3
		EE421 Power Electronics	3
		EE453 Electric Motor Drives	3
		EE410 Electromagnetic Interference and Compatibility	3
		General Concentration:	
		EE Electives	12
Total Credits Original Program	125	Total Credits Modified Program	125

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. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
3. An ability to communicate effectively with a range of audiences.
4. An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
5. An ability to function effectively on a team whose members together provide leadership, create a collaborative environment, establish goals, plan tasks, and meet objectives.
6. An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
7. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

Assessment of Learning Outcomes

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

Assessment is conducted to support initial ABET accreditation and future reaccreditation cycles. Each learning outcome is evaluated using two to three performance indicators. Each indicator is measured at three points in the curriculum, during

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

introduction (learning), practice, and application (implementation) to track student progress in achieving the program's 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
Arts & Humanities (Literature)			3
Arts & Humanities			3
Arts & Humanities			3
History			3
Social & Behavioral Science			3
Social & Behavioral Science			3
MATH152 (Calculus I)		MATH115 and MATH116, or MATH119	4
MATH221 (Calculus II)		MATH152	4
MATH222 (Calculus III)		MATH221	4
MATH226 (Linear Algebra & Prob. For Engineers)		MATH221	4
MATH355 (Intro. To Differential Equations)		MATH221 and MATH226	4
PHYS125 (Univ. Physics I)		MATH152	4
PHYS126 (Univ. Physics II)		PHYS125 and MATH221	4
WRT105 or WRT110 (College Writing)		Placement	3
ENGR290 (Technical Writing and Presentation)	3,4	WRT105 or WRT110	3
World Language			3
ENGR240 (Computational Methods for Engineering)	1	ENGR150 and MATH152	3
CHEM161 (General Chemistry)		MATH103 or placement	3
CHEM162 (General Chemistry Lab)		CHEM161 concurrent	1
ENGR150 (Intro. To Engineering)	4		3
EE200 (Electric Circuits I)	1	ENGR150 and PHYS125 and MATH221	3
EE201 (Electric Circuits II)	1,3	EE200 and MATH355	3
EE212 (Fund. Of Logic Design)	1	ENGR240	3
EE301 (Signals and Systems)	1,6	EE201	3
EE312 (Computer Systems)	1,2	EE212	3

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

EE313 (Electric Power Engineering)	1,3	EE201 and MATH221 and ENGR290	3
EE324 (Control Systems)	1,3	EE301	3
EE330 (Electromagnetics)	1,3	EE201 and MATH222 and MATH226	3
EE331 (Intro. To Semiconductors)	1,5,6	EE201	3
EE333 (Electric Machines and Motors)	1,2	EE330	3
EE351 (Analog Circuit Design)	1,2,5,6,7	EE331	3
EE390 Electric System Design	1,3,5,7	ENGR351	3
ENGR392 Engineering Practicum	3,5,7	ENGR357 or EE351	3
EE401 (Random Signals and Systems)	1,3	MATH226 and EE301	3
EE430 (RF Communications)	1,5,6		3
EE497 (Senior Project I: Project Research)	2,3,4,5,7	EE351 and EE324	2
EE498 (Senior Project II: Project Design)	1,2,3,4,5,6,7	EE330 and EE401 and EE351	3
EE411 Integrated Circuit Devices and Fabrication	1,3,5,6	CHEM161 and CHEM162 and EE351	3
EE422 Embedded Computing Systems	1,3,5,6	EE312	3
EE424 Digital Control Systems	1,3,5,6	EE312 and EE324	3
EE432 FPGA Design and Digital Systems	1,3,5,6	EE312	3
EE403 Smart Grid: Renewable Energy, and Storage	1,2,4,5	EE313 and CHEM161 and CHEM162	3
EE421 Power Electronics	1,3,5,6	EE351 and EE313	3
EE413 Power System Analysis	1,2,5	EE313	3
EE433 Power Operations and System Planning	1,2,5	EE313	3
EE453 Electric Motor Drives	1,3,5	EE333 and EE351	3
EE410 Electromagnetic Interference and Compatibility	1,3,5	EE330 and EE351	3
Open Electives (<i>Indicate number of credits of open electives</i>)			12
Total Program Credits:			125

Description of Related Modification(s)

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

At present no other changes are necessitated by curricular modification.

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

Description of New Resources Needed

Please provide a detailed overview addressing the following components:

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

Strategies to attract participants to the Electrical Engineering program include targeted outreach to high school STEM programs, community colleges, and technical academies across Connecticut. Promotional efforts will leverage digital marketing, faculty-led workshops, engineering summer camps, and participation in statewide STEM fairs. The program will partner with industry leaders such as OTIS, Sikorsky, Collins Aerospace, and Electric Boat to highlight career pathways and provide visible recruitment support. Additionally, CCSU will expand outreach through guidance counselors, dual-enrollment initiatives, concurrent enrollment programs and collaborations with organizations focused on increasing enrollment in STEM fields.

- 9. **Enrollment Goals** Specify the intended number of participants for each program year.

AY	Participants
2025	57
2026	75
2027	93
2028	111

- 10. **Year 3 Enrollment Review** Describe the process for evaluating enrollment outcomes at the end of Year 3. Include criteria for success, methods of data collection, and plans for adjusting recruitment or enrollment strategies based on findings.

At the end of Year 3, the program will conduct a comprehensive enrollment review using metrics such as total declared majors, retention from first to second year, transfer student interest, and demographic diversity. Data will be collected through institutional enrollment reports, student surveys, advisor feedback, and analysis of recruitment pipelines from high schools and community colleges. Success will be measured by meeting projected enrollment targets, improving retention benchmarks, and demonstrating growth within the new concentration areas. Based on the findings, the program will refine recruitment strategies, strengthen partnerships with industry and feeder schools, and adjust marketing or curriculum elements to improve program visibility and student appeal.

Other Considerations

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

Resources and Financial Considerations

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

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

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

PRO FORMA Budget - Projected Revenues and Expenditures (Whole Dollars Only)			
Narrative			
Provide details on any significant expenditures associated with the proposed modification, including anticipated impact on resources.			
This is an existing program that has shown at least a 30% growth in enrollment each year. As enrollment has increased there are no sufficient number of students to offer the necessary courses/concentrations described in this proposal without running low enrolled courses. Using conservative estimates of increases in enrollment based on our current FT and PT enrollment in this program, the proposed revenue is presented below. A new faculty line has been approved (through reallocation of an existing unfilled faculty line). Anticipated an additional PT faculty each year.			
PROJECTED Program Revenue	Fall 2026	Fall 2027	Fall 2028
Tuition	\$519,012	\$628,548	\$749,850
Program-Specific Fees			
Other Revenue			
Total Estimated Program Revenue	\$519,012	\$628,548	\$749,850
PROJECTED Program Expenditures	Fall 2026	Fall 2027	Fall 2028
Administration			
Faculty (Full-time, total for program)	105,000	189,200	196,768
Faculty (Part-time, total for program)	31,000	38,480	48,339
Faculty Reassignment Costs	2,300	2,392	2,488
Support Staff			
Other			
Estimated Indirect Costs (fringe)	34,600	62,436	64,933
Total Estimated Program Expenditures	172,900	292,508	312,528

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Renaming of a Program

Official Certificate Program in Public Relations/Promotions

at

Central Connecticut State University

March 19, 2026

WHEREAS, Central Connecticut State University is proposing to rename the Official Certificate Program in Public Relations/Promotions. The purpose of the renaming will align with the changes to the field and its increased use of social media and to increase enrollment; and

WHEREAS, Central Connecticut State University is proposing to change the name of the Official Certificate Program in Public Relations/Promotions to Public Relations and Social Media Strategy; and therefore, be it

RESOLVED, That the Board of Regents for Higher Education approves the renaming of a program from – Official Certificate Program in Public Relations/Promotions at Central Connecticut State University to Public Relations and Social Media Strategy.

A True Copy:

Karen Buffkin, General Counsel &
Secretary to the Board

ITEM

Modification of the Official Certificate Program in Public Relations/Promotions at Central Connecticut State University.

RATIONALE AND SUMMARY OF MODIFICATIONS

The current Public Relations/Promotions OCP has had limited enrollment. Primarily, this is due to a changing field, increased social media use, and lack of interest in the program. Changing the name of the program is intended to have a positive impact on enrollment.

Central is proposing to change the name of the Public Relations/Promotions OCP to the Public Relations and Social Media Strategy OCP.

RECOMMENDATION

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

3/6/2026 – BOR - Academic and Student Affairs Committee
3/19/2026 – Board of Regents

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

APPLICATION FOR NAME CHANGE – MODIFICATION OF ACCREDITED PROGRAM

NAME CHANGE REQUEST		
Institution: Central	Please enter the following dates: Final approval by institution: 11/10/25 Submission to CSCU Office of the Provost for Academic Council: 1/16/26	
NOTE: Use this form if modifying only the name of the program.		
Current Program Characteristics		
Name of Program: Public Relations/Promotions		
OHE #: 14632		
Modality of Program (<i>check all that apply</i>): <input type="checkbox"/> On ground <input type="checkbox"/> Online <input checked="" type="checkbox"/> Hybrid, % of fully online courses 75%		
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>): OCP		
Date Program was Initiated: 8/7/2007		
Total # Credits in Program: 12		
# Credits in General Education: NA		
CIP Code Number: 090902 Title of CIP Code: Public Relations, Advertising, and Applied Communication		
Department where program is housed: Communication		
Location Offering the Program (<i>e.g., main campus</i>): Main Campus		
Proposed New Name of Program: Public Relations and Social Media Strategy		
Proposed Date Name Change Becomes Effective: Fall 2026		
Explanation / Justification		
<i>Provide a concise rationale for the name change request, and discuss any anticipated impact upon the institution, its mission, and its students.</i>		
Program has had limited enrollment in the past so we are rebranding, from an OCP in Public Relations/Promotions to an OCP in Public Relations and Social Media Strategy to be more consistent with the field, especially with the increase in use of social media. Students who are matriculating for our MS in Strategic Communication can also concurrently enroll. We are hoping this change will have a positive impact on enrollment.		
Programmatic Changes		
<i>If applicable, provide a concise discussion regarding any programmatic changes to be necessitated by the requested name change.</i>		
N/A		
Cost and Availability of Adequate Resources		
<i>If applicable, provide a one paragraph narrative addressing additional cost and resources necessitated by the requested name change.</i>		
N/A		
Institutional Contact for this Proposal: Kimberly Kostelis	Title: Provost	Tel.: 832-2228 e-mail: kimberly.kostelis@ccsu.edu

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Modification of a Program

Master of Science in Nursing Clinical Nurse Leader

at

Southern Connecticut State University

March 19, 2026

WHEREAS, Southern Connecticut State University is proposing to modify the Master of Science in Nursing, Clinical Nurse Leader program. The purpose of the modification is to prepare nurses for leadership positions while meeting the MSN requirement to meet industry demands for MSN-prepared nurses in leadership in Connecticut and nationally; and

WHEREAS, The modification of the program involves changing the name of the program to the Master of Science in Nursing Leadership and Administration, updating the CIP code and the course curriculum to align with this change; and therefore, be it

RESOLVED, That the Board of Regents for Higher Education approve the modification and renaming of a program – Master of Science in Nursing, Clinical Nurse Leader to Master of Science in Nursing in Leadership and Administration at Southern Connecticut State University.

A True Copy:

Karen Buffkin, General Counsel &
Secretary to the Board

ITEM

Modification of the Master of Science in Nursing Clinical Nurse Leader at Southern Connecticut State University.

RATIONALE AND SUMMARY OF MODIFICATIONS

The Clinical Nurse Leader program was initially created to address the gap between nursing leadership and practice through the integration of high-level expertise in clinical practice with leadership skills. However, the role did not sufficiently address the separate needs for clinical expertise and nursing leadership. Concurrently, there is a growing need for MSN-prepared nurses in leadership positions across CT and nationally. Hospitals that are striving for ANCC Magnet Status – a prestigious recognition – need to meet certain percentages of MSN prepared nurses as part of their maintenance and/or initial gaining of magnet status. There is also a nurse faculty shortage across CT and nationally. By modifying the Clinical Nurse Leader program, the modification will be first within the CSU system to prepare nurses for leadership positions while meeting the MSN requirement.

The program will change its name to the Master of Science in Nursing in Leadership and Administration and will update its CIP code to 51.3802: Nursing Administration. The current CIP code is 513820: Clinical Nurse Leader. Program credits will decrease from 39 to 35 credits, with 5 School of Nursing courses (21 credits) eliminated, replaced by 1 (new) nursing course (5 credits) and 4 pre-existing School of Business courses (12 credits).

RECOMMENDATION

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

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

SECTION 1: Instructions and Internal Use Fields	
Institution: SCSU	Please enter the following dates: Final approval by institution: 12.15.25 Submission to CSCU Office of the Provost for Academic Council: 12.15.25
Instructions: Please review and select all items that require modification. Complete Section 1 for all proposals. Then, complete the section that aligns with your specific request (e.g. if you're proposing a change to instructional delivery, fill out Section 3.)	
<p>Type Program Modification Item (check all that apply):</p> <p><input checked="" type="checkbox"/> CIP Code Change (Section 2)</p> <p><input type="checkbox"/> Instructional Delivery (Section 3)</p> <p><input checked="" type="checkbox"/> Name Change (Section 4)</p> <p><input type="checkbox"/> Modification to Initiation Plan for Approved Program (Section 5)</p> <p><input checked="" type="checkbox"/> Significant* Number of Course/Course Substitution Modifications (Section 6)</p> <p>NOTE: We do not house concentrations/tracks in VEOCI</p> <p>Executive Summary Provide a summary of the proposed change and its intended purpose (e.g. bringing curriculum up to date, aligning with industry standards, etc.).</p> <p>The MSN-CNL program was implemented 15 years ago by the department of nursing. The CNL was a new degree that was meant to address the gap between nursing leadership and practice, providing a role that could address this gap through integration of high-level expertise in clinical practice with leadership skills. However, in the state of CT (and many other states) the CNL role was trialed by several organizations but recently has been phased out of major hospital settings (YNHH, HHC are the largest in CT that are examples of this) as the role did not sufficiently address the separate needs for clinical expertise and nursing leadership. These organizations have pivoted to a separation of managerial/leadership-trained nurses into leadership and administrative positions, and APRN/Nurse-practitioners to provide clinical expertise. As of 5 years ago, the VA was the only hospital continuing to hire for the specific role of Clinical Nurse Leader. As of today, the VA also has transitioned away from this as a nursing role as well. As a result, over the past 5 years our MSN-CNL program has had only 3 new applicants and 4 graduates, with the most recent applicant in Fall 2022 and the most recent (and final) graduate in May 2024.</p> <p>Concurrently, there is a growing need for MSN-prepared nurses in leadership positions across CT and nationally. Hospitals that are striving for ANCC Magnet Status – a prestigious recognition, already achieved by YNHH and other major hospital systems in CT – need to meet certain percentages of MSN prepared nurses as part of their maintenance and/or initial gaining of magnet status. There is also a nurse faculty shortage across CT and nationally. While MSN-prepared nurses can generally not receive tenure-track positions in colleges and universities, they can fulfil a crucial role in serving as adjunct and/or clinical instructors/professors, filling nursing faculty shortage needs and gaps. Currently our two MSN tracks – Family Nurse Practitioner and Nurse Educator – do not have the specific training required to prepare nurses for leadership and administrative roles. This track modification is being proposed to provide a program, the first within the CSU system, that can prepare nurses for such roles in a more broad and integrative way in collaboration with the school of business.</p> <p>The MSN is a highly sought out degree from local employers, especially those hospital and healthcare systems with magnet status, as it indicates a nurse has advanced their knowledge and skills passed the baccalaureate level in a meaningful and employable way. MSN-prepared nurses can assume roles as nurse managers, nursing directors, medical directors, and hospital-based nurse educators. MSN-prepared nurses can also teach full time in local community colleges and/or ADN</p>	

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

programs, and adjunct in larger universities. The well-known nurse faculty shortage is often supplemented by adjunct professors, and a program of this type can help to prepare nurses to serve in these roles, especially in teaching courses within these subject matters. This will not only help to address the nurse faculty shortage; it also will help our local hospital systems fulfil their requirements to maintain magnet status and make quality improvements with a stronger and MSN prepared workforce.

An analysis was performed by EAB to analyze local employer demand trends as well as the desirability and feasibility of an MSN in Leadership and Administration when considering this program modification. According to the results, “Local employer demand trends indicate a large and relatively consistent need for master’s-level nursing leadership and administration professionals. From November 2023 to October 2024, employers advertised a high number of relevant job postings (2,899). Regionally, similar to local trends, regional employer demand trends indicate a large and growing need for master’s-level nursing leadership and administration professionals. From November 2023 to October 2024, employers advertised a high number of relevant job postings (36,431). Overall, high and growing demand for relevant professionals suggests ample opportunities for program graduates in the regional labor market.” See Appendix B for visual representations of SCSU EAB-generated job posting data for past 3 years, indicating an average of 559 postings requiring an MSN in nursing administration and leadership per month yearly.

Presently, the demand for our MSN-FNP program exceeds our program capacity due to a saturation of FNP programs within the state and a shortage of appropriate clinical placements for these students. It is estimated that approximately 20% of students applying for the MSN-FNP degree are interested in furthering their ability to take on leadership roles and/or to serve as adjunct or clinical faculty as their primary goal; however, many do not reach this goal due to a competitive admission process and limited spots. It is our hope as a department that providing this alternative MSN in Leadership and Administration track, we can offer this to highly qualified candidates as an alternative option versus rejecting them from our program. These candidates, should they graduate with the MSN in the new track, would become eligible for the post master’s certificate programs we offer post-graduation as well. These would likely be two major sources of increased revenue for the university in the long run.

Total Number of courses and course credits to be modified by this application: Program credits will decrease from 39 to 35 credits, with 5 School of Nursing courses (21 credits) eliminated, replaced by 1 (new) nursing course (5 credits) and 4 pre-existing School of Business courses (12 credits)

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

Internal Use (VEOCI Fields)

1. Name of Program: Master of Science in Nursing, Clinical Nurse Leader
2. OHE #: 14671
3. Modality of Program (*check all that apply*): On ground Online Hybrid, % of fully online courses
4. Locality of Program: On Campus Off Campus Both
5. Program Type (*degree type, abbreviation, name, e.g., Associates, AS, Associate of Science*): **MSN**
6. Total # Credits in Program: 39
7. Department where program is housed: School of Nursing, College of HHS
8. Location Offering the Program (e.g., main campus): SCSU Main Campus
9. Program website: <https://catalog.southernct.edu/graduate/programs-and-degrees/clinical-nurse-leader-msn.html>

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

10. Request for SAA Approval for Veterans Benefits? Yes No
11. Provide estimated cost of program (tuition and fees): \$ _____ OR url for link to tuition/fee information:
https://inside.southernct.edu/sites/default/files/inline-files/25-26%20part-time_1.pdf; Full time:
https://inside.southernct.edu/sites/default/files/inline-files/25-26%20Full-Time_1.pdf
12. CIP Code Number: 513820 Title of CIP Code: Clinical Nurse Leader
13. Identify the careers and professions available to graduates of the program using the Standard Occupational Classification (SOC) system. Provide SOC code number(s) and name(s): 11-9111 Medical and Health Service Managers
14. What would be the median estimated earnings for a graduate in this profession (*if more than one SOC code listed, include earnings for each*)? 102,229
15. Identify the industry applicable to this program using the North American Industry Classification System (NAICS). Provide NAICS code(s) and title(s):

NAICS Code	NAICS Title
622	Hospitals
623	Nursing and Residential Care Facilities
621	Ambulatory health care services
6211	Offices of Physicians
6213	Offices of other healthcare practitioners
6214	Outpatient Care Centers
6222	Psychiatric and substance abuse hospitals
6223	Specialty hospitals
6241	Individual and family services
55	Management of companies and enterprises
6113	Colleges, Universities, and Professional Schools

16. IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years): 2
17. What are the admissions requirements for the program? MSN students require a 3.0 cumulative and BSN GPA to be considered for admission (this may be waived and conditional admission offered if applicant shows substantial promise or has overcome significant adversity, excelled professionally, etc.); Essay; two letters of recommendation (one professional one academic if possible); Resume/CV
18. Graduation Requirements
- Does this program have special graduation requirements (e.g., capstone or special project)? Yes No
 - If yes, describe: Capstone course which includes a special project/constructed case study, NUR 592
19. Program Work Experiences
- Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? Yes No

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

- If yes, describe and attach copies of the contracts or other documents ensuring program support: Contracts will be done by our clinical office for the agencies chosen by our students for their practicum/clinical hours.

20. Program Administration and Faculty

- Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Dr. Andrea Adimando, MSN Director, 203-392-7245; AdimandoA1@southernct.edu
- How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 4-5, no new hires needed
- How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 0

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

- Title: Interim Provost Dr. Julia Irwin
- Tel.: 203-392-5350
- E-mail: IrwinJ1@southernct.edu

22. Career/Program Pathways:

- Does this program prepare students for another program? Yes
- If yes, specify program: They can progress to a DNP program, which we hope to also offer in future, but can find at other universities for now

23. Prospective Students

Describe the prospective students for the program: BSN-prepared Registered Nurses (RNs) who are seeking career advancement, promotion, or maintenance of a leadership or administrative profession within a healthcare or similar organization.

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

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

25. Other Program Accreditation:

- If seeking specialized/professional/other accreditation, name of agency and intended year of review: CCNE, initial accreditation will occur 1 year after program launches. SON due for overall accreditation in 5 years
- If program prepares graduates eligibility to state/professional licensure,
 - identify credential: n/a
 - confirm NC-SARA requirements met: Yes No

SECTION 2: CIP Code Modification

Name of Program: Master of Science in Nursing in Leadership and Administration

New Proposed CIP Code Number: 51.3802 **Title of CIP Code:** Nursing Administration

SECTION 3: Instructional Delivery Modification

Name of Program:

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

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

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

SECTION 4: Name Change Modification
Name of Program: Master of Science in Nursing Clinical Nurse Leader
Proposed New Name of Program: Master of Science in Nursing Leadership and Administration
Proposed Date Name Change Becomes Effective: Fall 2026
Programmatic Changes <i>If applicable, provide information regarding any programmatic changes to be necessitated by the modification.</i> See curriculum changes within this document
Cost and Availability of Adequate Resources <i>If applicable, provide a one paragraph narrative addressing additional cost necessitated by the modification.</i> n/a

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

SECTION 6: Significant Number of Course/Course Substitution Modifications
1. Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided There are no programs at sister institutions
2. Is this modification aligned with the reinstatement of a previously suspended program? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, complete a, b, and c.
a. Describe the reasons why the program was previously suspended:
b. Describe the rationale for reinstating the program:

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

c. Summarize any modifications made to the program and describe how such modifications will contribute to the success of the reinstated program:

Curriculum

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

Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
NUR 540 Legal and Ethical Issues in Healthcare	3	NUR 540 Legal and Ethical Issues in Healthcare	3
NUR 500 Advanced Nursing Theory	3	NUR 500 Advanced Nursing Theory	3
NUR 514 Transforming Nursing Practice through Leadership and Advocacy	3	NUR 514 Transforming Nursing Practice through Leadership and Advocacy	3
NUR 519 Evidence Based Nursing Practice	3	NUR 519 Evidence Based Nursing Practice	3
NUR 592 Special Project (capstone)	3	NUR 592 Special Project (capstone)	3
NUR 516 Health Informatics for Nursing Practice	3	NUR 516 Health Informatics for Nursing Practice	3
NUR 523 Advanced Nursing practice	6	MBA 645 Economics of Health care	3
NUR 530 Nurse-Managed Quality Outcomes	6	MBA 663 Public Budgeting & Financial Management	3
NUR 521 Advanced Pathophysiology	3	MBA 614 Organizational Behavior	3
NUR 524 Advanced Pharmacology	3	MBA 634 Human Resources Management	3
NUR 526 Advanced Health Assessment	3	NUR 750 Role of the nurse leader and administrator	5
Total Credits Original Program	39	Total Credits Modified Program	35

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. Translate relevant research to promote evidence-based practice models, improve outcomes, and mitigate risk in patient care delivery systems and patient care.
2. Integrate knowledge from nursing, business, and related sciences to develop foundational skills that facilitate effective leadership
3. Utilize current and emerging technologies in the strategic management of health care delivery systems and personnel
4. Implement leadership skills to manage change, improve outcomes, and facilitate effective and evidence-based nursing practice
5. Incorporate the concepts and theories of leadership, change, collaboration, and innovation into the role of a nurse leader/

Assessment of Learning Outcomes

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

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

Course assignments, papers, practicum and capstone project, discussion boards, live discussions, and reflective assignments.

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
NUR 540 Legal and Ethical Issues in Healthcare	1, 2	BSN degree and acceptance into the program (or department permission if non-matriculated)	3
NUR 500 Advanced Nursing Theory	2, 5	BSN degree and acceptance into the program (or department permission if non-matriculated)	3
NUR 514 Transforming Nursing Practice through Leadership and Advocacy	1, 2, 4, 5	BSN degree and acceptance into the program (or department permission if non-matriculated)	3
NUR 519 Evidence Based Nursing Practice	1, 2	BSN degree and acceptance into the program (or department permission if non-matriculated)	3
NUR 592 Special Project (capstone)	1, 2, 4, 5	BSN degree, acceptance into program, and department permission	3
NUR 516 Health Informatics for Nursing Practice	2, 3	BSN degree and acceptance into the program (or department permission if non-matriculated)	3
MBA 645 Economics of Health care	2, 4, 5	None	3
MBA 663 Public Budgeting & Financial Management	2, 4, 5	None	3
MBA 614 Organizational Behavior	1, 2, 4, 5	None	3
MBA 634 Human Resources Management	2, 3, 4, 5	None	3
NUR 750 Role of the nurse leader and administrator (including 150 practicum hours)	1, 2, 3, 5	NUR 500, 514, 519, 540, 516	5
Open Electives (<i>Indicate number of credits of open electives</i>)			0
Total Program Credits:			35

Description of Related Modification(s)

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

No additional changes to admission or graduation requirements

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

Description of New Resources Needed

Please provide a detailed overview addressing the following components:

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

Recruitment will be done across several healthcare settings, within our own student body of BSN students, and within alumni of our BSN nursing programs. Our nursing programs are highly diverse in comparison to all nursing programs in CT, so recruiting from our student body and alumni, as well as public and private institutions in the community, will help to increase diversity of applicants. We have over 200 students enrolled in our BSN programs each year. Potentially all of these students could go on to achieve an MSN in the future. We can provide accelerated pathways to the MSN degree for qualified students, as well as continue to keep in touch with them as alumni for if and when they decide to return to school to pursue their MSN degrees. This could also be an option for students who may be unsuccessful in the clinical roles' courses of the FNP program to provide an alternative option for graduation, rather than them transferring or dropping out of the university completely.
- Enrollment Goals** Specify the intended number of participants for each program year.

Enrollment is expected to be significantly increased from the 0-1 student average we have seen in the CNL program over the past 5 years given the broader nature of the program, increased accessibility due to being online, increased interest due to significantly fewer practicum hours required, and integration with the business school, attracting BSN-prepared candidates who may have considered getting an MBA instead. We anticipate 5-10 students enrolled per semester in our first year's admission cycle (combination of full time and part time students), though this is an estimate and it may be higher based on advertising and interest.
- Year 3 Enrollment Review** Describe the process for evaluating enrollment outcomes at the end of Year 3. Include criteria for success, methods of data collection, and plans for adjusting recruitment or enrollment strategies based on findings.

We will evaluate the student body in the program for any inequities that may exist and re-evaluate any recruitment plans if target numbers are not reached by year 3. We will adjust recruitment and admissions procedures to ensure that inequities in acceptance rates are addressed.

Other Considerations

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

Resources and Financial Considerations

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

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

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

Narrative

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

This change in program will not require any significant changes to our faculty numbers and can be modified without the hiring of any additional faculty. Several of the courses are pre-existing in our core programs (nursing and business) and only one new course is being proposed for the program which can be taught by existing faculty. The decrease in credits

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

will also serve to eliminate the need for additional faculty or resources. No new library or other school resources needed for this program modification either.

PRO FORMA Budget - Master of Science in Nursing, Clinical Nurse Leader	7,480		5,345		7,480		5,345		7,480		5,345		7,480		5,345		7,480		5,345					
	2025-2026						2026-2027						2027-2028											
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer							
PROJECT D Enrollment	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT				
Internal Transfer (from other programs)																								
New Students (first time matriculating)	5	5					10	5					15	5										
Continuing Students progressing to credential			5	5			4	14	10				9	24	15									
Headcount Enrollment	5	5	5	5	0	0	14	5	14	10	0	0	24	5	34	15	0	0						
Total Estimated FTE per Year¹																								
PROJECT D Program Revenue	First Year						Second Year						Third Year											
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer							
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT						
Tuition ²	37,400	26,725	37,400	26,725	-	-	104,720	26,725	104,720	33,450	-	-	179,520	26,725	179,520	80,175	-	-	-					
Tuition from Internal Transfer ³																								
Program Specific Fees (lab fees, etc.)																								
Other Revenue (annotate in narrative)																								
Total Annual Program Revenue	128,250						289,615						465,940											
PROJECT D Program Expenditures	First Year		Second Year		Third Year		<p>Footnotes: 1. Enrollment projections provided by the Department. Year 1: 5 full-time & 5 part-time students, Year 2: 10 full-time & 5 part-time students, Year 3: 15 full-time & 5 part-time students. 2. Program completion: Full-time students - 2 year and Part-time students in 3 years. 3. Retention: 98-100% of students are expected to complete the program. 4. Assuming Flat Tuition Graduate rate for Year 1 through 3. 5. Estimated \$10,000 first year and \$5,000 in subsequent years for marketing the MSN in Leadership & Administration program.</p>																	
Administrative (Chair or Coordinator) ¹																								
Faculty (Full-time, total for program) ²																								
Faculty (Part-time, total for program) ³																								
Support Staff (lab or grad assist, tutor)																								
Library Resources Program																								
Equipment (List in narrative)																								
Other ⁴	10,000		5,000		5,000																			
Estimated Indirect Costs ⁵																								
Total Expenditures per Year	10,000		5,000		5,000																			
Gross Margin	118,250		284,615		460,940																			

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Modification of a Program

Bachelor of Science in Communication Disorders

at

Southern Connecticut State University

March 19, 2026

WHEREAS, Southern Connecticut State University is proposing to modify the Communication Disorders Bachelor of Science Program. The purpose of the modification will align with recent changes to the American Speech-Language-Hearing Association’s certification requirements for bachelor’s degree-level professionals in speech-language pathology and audiology; and

WHEREAS, The modification of the program involves the removal of the outdated term “disorders” from the program titling changing the title from Communication Disorders to Speech, Language, Hearing Sciences, the updating of the program CIP code, and the addition of two courses related to disorders in speech, language, and hearing sciences; and therefore, be it

RESOLVED, That the Board of Regents for Higher Education approve the modification and renaming of a program – Bachelor of Science in Communication Disorders Southern Connecticut State University to Speech, Language, Hearing Sciences.

A True Copy:

Karen Buffkin, General Counsel &
Secretary to the Board

ITEM

Modification of the Bachelor of Science in Communication Disorders at Southern Connecticut State University.

RATIONALE AND SUMMARY OF MODIFICATIONS

The Department of Communication Disorders recently was approved for a name change to the Department of Speech, Language, Hearing Sciences to remove the outdated term “disorders” from their titling. The program title will change from Bachelor of Science in Communication Disorders to Bachelor of Science in Speech, Language, Hearing Sciences. Additionally, the program CIP code was last updated in 1976, and reflects outdated coding, so the CIP code change will align with the programs certifying body, the American Speech-Language-Hearing Association, and the program curriculum.

The program will add two courses related to disorders in speech, language, and hearing sciences, as was necessitated by recent changes to the American Speech-Language-Hearing Association’s certification requirements for bachelor’s degree-level professionals in speech-language pathology and audiology, and modify two additional courses, for a total of 12 credits modified, and a programmatic increase from 36 to 42. The proposed CIP code is 51.0201: Communication Sciences and Disorders, General. The current CIP code is 510204: Audiology/Audiologist and Speech-Language Pathology/Pathologist.

RECOMMENDATION

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

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

SECTION 1: Instructions and Internal Use Fields	
Institution: Southern Connecticut State University	Please enter the following dates: Final approval by institution: 12.15.25 Submission to CSCU Office of the Provost for Academic Council: 12.15.25
Instructions: Please review and select all items that require modification. Complete Section 1 for all proposals. Then, complete the section that aligns with your specific request (e.g. if you're proposing a change to instructional delivery, fill out Section 3.)	
<p>Type Program Modification Item (check all that apply):</p> <p><input checked="" type="checkbox"/> CIP Code Change (Section 2)</p> <p><input type="checkbox"/> Instructional Delivery (Section 3)</p> <p><input checked="" type="checkbox"/> Name Change (Section 4)</p> <p><input type="checkbox"/> Modification to Initiation Plan for Approved Program (Section 5)</p> <p><input checked="" type="checkbox"/> Significant* Number of Course/Course Substitution Modifications (Section 6) NOTE: This is a below threshold modification</p> <p>Executive Summary Provide a summary of the proposed change and its intended purpose (e.g. bringing curriculum up to date, aligning with industry standards, etc.).</p> <p>The Department of Communication Disorders recently was approved for a name change to the Department of Speech, Language, Hearing Sciences to remove the outdated term “disorders” from our titling. Moreover, the CIP code was last updated in 1976 and reflects outdated coding. The revised CIP code aligns more closely with our certifying body, the American Speech-Language-Hearing Association, and our curriculum.</p> <p>Justification for Below Threshold Modification</p> <p>The addition of two courses related to disorders in speech, language, and hearing sciences was necessitated by recent changes to the American Speech-Language-Hearing Association’s certification requirements for bachelor’s degree-level professionals in speech-language pathology and audiology.</p> <p>Total Number of courses and course credits to be modified by this application: 12 credits (4 courses; 2 new courses; 2 revised)</p> <p>* Significant is defined as “more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program. For changes that fall below this threshold, use form (<i>Multi-Use Below Threshold Report</i>)</p>	
<p>Internal Use (VEOCI Fields)</p> <p>1. Name of Program: Bachelor of Science, Communication Disorders</p> <p>2. OHE #: 14311</p> <p>3. Modality of Program (<i>check all that apply</i>): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses</p> <p>4. Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both</p> <p>5. Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): Bachelor of Science, B.S.</p>	

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

6. Total # Credits in Program: 120
7. Department where program is housed: Communication Disorders (beginning 2026 – Speech, Language, Hearing Sciences)
8. Location Offering the Program (e.g., main campus): main campus
9. Program website: <https://www.southernct.edu/academics/communication-disorders>
10. Request for SAA Approval for Veterans Benefits? Yes No
11. Provide estimated cost of program (tuition and fees): \$ OR url for link to tuition/fee information:
<https://inside.southernct.edu/onestop/bill-payment/tuition-fees>
12. CIP Code Number: 510204 Title of CIP Code: Audiology/Audiologist and Speech-Language Pathology/Pathologist.
13. Identify the careers and professions available to graduates of the program using the Standard Occupational Classification (SOC) system. Provide SOC code number(s) and name(s): 29-1127 Speech-Language Pathologists, 29-1180 Audiologists
14. What would be the median estimated earnings for a graduate in this profession (*if more than one SOC code listed, include earnings for each*)? \$62,636
15. Identify the industry applicable to this program using the North American Industry Classification System (NAICS). Provide NAICS code(s) and title(s): 621340 - Offices of Physical, Occupational and Speech Therapists, and Audiologists
16. IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years): 4 years, full time
17. What are the admissions requirements for the program? Cumulative GPA greater than or equal to 3.0
18. Graduation Requirements
 - Does this program have special graduation requirements (e.g., capstone or special project)? Yes No
 - If yes, describe:
19. Program Work Experiences
 - Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? Yes No
 - If yes, describe and attach copies of the contracts or other documents ensuring program support:
20. Program Administration and Faculty
 - Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Jennifer McCullagh, mccullaghj1@southernct.edu, 203-392-5961
 - How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 10 existing full-time faculty
 - How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 1 – 2
21. Institutional Contact for this Proposal (Provost or Chief Academic Officer): Julia Irwin
 - Title: Provost
 - Tel.: 1 (203) 392-8804
 - E-mail: irwinj1@southernct.edu
22. Career/Program Pathways:
 - Does this program prepare students for another program? yes
 - If yes, specify program: M.S. Communication Disorders, Speech-Language Pathology
23. Prospective Students

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

Describe the prospective students for the program: Prospective students are motivated to support the communication and swallowing needs of children and adults. This pre-professional program is designed to provide students with the coursework required by the American Speech-Language-Hearing Association to enroll in a graduate program in either speech-language pathology or audiology. It also prepares them to gain 100-hours of supervised clinical training after graduation and earn certification as Speech-Language Pathology-Assistant or Audiology-Assistant.

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

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

25. Other Program Accreditation:

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

SECTION 2: CIP Code Modification
Name of Program: B.S. Speech, Language, Hearing Sciences
New Proposed CIP Code Number: 51.0201 Title of CIP Code: Communication Sciences and Disorders, General

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

SECTION 4: Name Change Modification
Name of Program: Communication Disorders
Proposed New Name of Program: Speech, Language, Hearing Sciences
Proposed Date Name Change Becomes Effective: Fall 2026
Programmatic Changes <i>If applicable, provide information regarding any programmatic changes to be necessitated by the modification.</i> N/A
Cost and Availability of Adequate Resources <i>If applicable, provide a one paragraph narrative addressing additional cost necessitated by the modification.</i> N/A

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

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

SECTION 6: Significant Number of Course/Course Substitution Modifications			
1. Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided No other program exists in the CSCU.			
2. Is this modification aligned with the reinstatement of a previously suspended program? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, complete a, b, and c. <ul style="list-style-type: none"> a. Describe the reasons why the program was previously suspended: b. Describe the rationale for reinstating the program: c. Summarize any modifications made to the program and describe how such modifications will contribute to the success of the reinstated program: 			
Curriculum			
Present side-by-side listing of curricular modifications (insert/delete rows as needed)			
Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
CMD 200 – Introduction to Developmental Communication Disorders	3	SLH 200 – Introduction to Developmental Communication Disorders	3
CMD 203 – Phonetics and Phonological Systems	3	SLH 203 – Phonetics and Phonological Systems	3
CMD 317 – Anatomy and Physiology of the Speech Mechanism	3	SLH 317 – Anatomy and Physiology of the Speech Mechanism	3
CMD 418 – Neurological Bases of Communication	3	SLH 318 – Neurological Bases of Speech, Language, Hearing Sciences	3
CMD 319 – Language Development: Ages Birth to Five	3	SLH 319 – Language Development: Ages Birth to Five	3
CMD 320 – Introduction to Hearing Science	3	SLH 320 – Introduction to Hearing Science	3
CMD 321 – Introduction to Audiology	3	SLH 321 – Introduction to Audiology	3

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

CMD 419 – Language Acquisition: School Age-Adolescence	3	SLH 419 – Language Acquisition: School Age-Adolescence	3
CMD 420 – Speech Science	3	SLH 420 – Speech Science	3
		*SLH 421 – Speech and Language Disorders: Birth Through School-Age	3
		*SLH 422 - Introduction to Hearing and Balance Disorders	3
CMD 201 – Introduction to Communication Disorders: Medical Settings	3	SLH 423 – Medical Speech-Language Pathology: Disorders in Communication and Swallowing	3
CMD 461 – Clinical Practice of Speech-Language Pathology and Audiology	3	SLH 461 – Clinical Practice of Speech-Language Pathology and Audiology	3
SED 225 – Introduction to Exceptionalities	3	SED 225 – Introduction to Exceptionalities	3
Total Credits Original Program	36	Total Credits Modified Program	42

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 demonstrate knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, linguistic, and cultural bases.
2. Students will demonstrate the ability to integrate information pertaining to typical and atypical human development across the lifespan.
3. Students will demonstrate the ability to evaluate and synthesize current research in speech, language, and hearing sciences, and related disciplines.
4. Students will demonstrate knowledge of standards of ethical conduct in speech, language, and hearing sciences.
5. Students will demonstrate the ability to synthesize and evaluate current disciplinary information and communicate this knowledge orally and in writing.
6. Students will participate in a minimum of 25 hours of guided clinical observation in speech-language pathology and audiology.

Assessment of Learning Outcomes

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

Learning outcomes are measured using our department’s direct assessment measure which is given to students at the beginning and ending of their program. We also use student, faculty, alumni, and professional community surveys to measure 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
------------------------	------------------------------------	------------------	--------------

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

REQUIRED			
SLH 200 – Introduction to Developmental Communication Disorders	1, 2, 4, 6		3
SLH 203 – Phonetics and Phonological Systems	1, 2, 4		3
SLH 317 – Anatomy and Physiology of the Speech Mechanism	1, 2		3
SLH 318 – Neurological Bases of Speech, Language, Hearing Sciences	1, 2	SLH 200, SLH 317	3
SLH 319 – Language Development: Ages Birth to Five	1, 2, 4, 6	SLH 200	3
SLH 320 – Introduction to Hearing Science	1,2	SLH 200	3
SLH 321 – Introduction to Audiology	1, 2, 4	SLH 200, SLH 320	3
SLH 419 – Language Acquisition: School Age-Adolescence	1, 2, 3, 4	SLH 200	3
SLH 420 – Speech Science	1, 2, 3, 5	SLH 317, SLH 320	3
*SLH 421 – Speech and Language Disorders: Birth Through School-Age	1, 2, 3, 4, 5	SLH 203, SLH 319, SLH 419	3
*SLH 422 - Introduction to Hearing and Balance Disorders	1, 2, 3, 4, 5, 6	SLH 320, SLH 321	3
SLH 423 – Medical Speech-Language Pathology: Disorders in Communication and Swallowing	1, 2, 3, 4, 5, 6	SLH 317, SLH 318	3
SLH 461 – Clinical Practice of Speech-Language Pathology and Audiology	1, 2, 3, 4, 5, 6	21 SLH credits	3
SED 225 – Introduction to Exceptionalities	2, 4		3
COGNATES			
MAT 107 – Elementary Statistics			3
Select One (T2MB): ANT 224 , PCH 201 , PSY 100 , SOC 265			3
Select One: CHE 103 (T2PR), CHE 120 (T2PR), PHY			3

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

200 (T2PR), PHY 210 , or PHY 230 (T2PR)			
Select One: BIO 100 (T2LE), BIO 104 , BIO 120 (T2LE), BIO 200 (T2LE)			3
Two additional courses in the social/behavioral sciences in psychology, sociology, anthropology, or public health (courses used to satisfy the Liberal Education Program may be used to satisfy this requirement).			6
General Education Credits			46
Open Electives (<i>Indicate number of credits of open electives</i>)			32
Total Program Credits:			42
TOTAL CREDITS TO GRADUATE			120

***Course Descriptions**

SLH 421 – Speech and Language Disorders: Birth Through School-Age

This course provides a comprehensive overview of speech and language disorders in children, with a focus on developmental speech and language disorders. Students will explore the characteristics and underlying nature of these disorders and develop clinical knowledge related to the diagnosis and evidence-based treatment methods of speech and language disorders in individuals ages birth through school-age.

SLH 422 – Introduction to Hearing and Balance Disorders

Study of hearing and balance disorders, with emphasis of clinical evaluation, diagnosis, and functional implications. Topics include vestibular system anatomy and physiology, hearing loss and otologic disorders, balance dysfunction and management, hearing disorders and management, case-based diagnostic test interpretation, and the clinical and functional implications of auditory-vestibular pathology.

Description of Related Modification(s)

Provide a summary of other changes necessitated by curricular modification such as admissions or graduation requirements
None

Description of New Resources Needed – No Additional Resources Needed.

Please provide a detailed overview addressing the following components: **N/A Below Threshold Modification**

- **Recruitment Plan** Outline the strategies and methods that will be used to attract participants to the program. Include outreach channels, target audiences, and any partnerships or promotional efforts.
- **Enrollment Goals** Specify the intended number of participants for each program year.
- **Year 3 Enrollment Review** Describe the process for evaluating enrollment outcomes at the end of Year 3. Include criteria for success, methods of data collection, and plans for adjusting recruitment or enrollment strategies based on findings.

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

Other Considerations

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

N/A

Resources and Financial Considerations N/A Below Threshold Modification

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

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

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

Narrative

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

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

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

SCSU

Department of Communication Disorders
Student Affiliation Agreements

Affiliation Agreement	Description of Placement	Date of Contract Renewal
ACES	Regional Education Center - School	12/31/2026
Backus Hospital - Hartford Health	Hospital	12/29/2028
Benhaven School	Specialty School	1/31/2026
Bridgeport Hospital	Hospital	12/30/2026
Bridgeport PS	School District	9/6/2027
Building Bridges LLC	Birth to Three	Currently being updated
Center for Pediatric Therapy	Private Practice - Pediatric	9/1/2028
Creative Development	Private Practice - Pediatric	Currently being updated
CREC	Regional Education Center - School	2/8/2026
CT Children's Medical Center	Hospital - Pediatric	4/25/2026
Cheshire Fitness Zone	Private Practice - Pediatric	3/31/2027
Colchester Public Schools	School District	8/31/2028
Community Memorial Hospital VCU	Hospital	Perpetual
Gaylord Hospital	Acute Rehab Hospital & Outpatient	9/30/2028
Hartford Hospital - Hartford Healthcare	Hospital - Includes all regional hospitals and SNFs	12/29/2028
Hartford Healthcare Outpatient	Outpatient - Adult	12/29/2028
Hospital For Special Care	Rehab Hospital Adult/Pedi Inpatient/Outpatient	3/31/2027
Hospital of Central Connecticut	Hospital	12/29/2028
Kidsense Therapy Group	Private Practice - Pediatric	10/31/2028
Lawrence & Memorial Hospital	Part of Yale Healthcare Group	12/30/2026
LEARN	Regional Education Center - School	11/29/2028
Middlesex Health	Hospital & Outpatient	1/16/2027
Midstate - Hartford Health	Hospital	12/29/2028
More to Say	Private Practice - Pediatric	6/13/2028
Nechear	Private Practice - Pediatric	1/17/2026
New Caanan Public Schools	School District	11/30/2026
New Haven Public Schools	School District	3/31/2028
Nuvance Health	Hospital	3/8/2027
Preferred Therapy	SNF -	Being Updated Currently

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

Reach Out Birth to Three	Birth To Three	9/30/2028
Rehab Associates	Birth to Three/Outpatient	2/28/2026
South Windsor Public Schools	School District	7/31/2026
Southington Care - Hartford Healthcare	SNF	12/29/2028
Speech Pathology Group LLC	Private Practice - Pediatric	8/31/2028
St Vincents Special Needs School - Hartford Health Care	Specialty School	12/29/2028
Trinity Health Group of New England	Hospital	9/16/2026
West Haven VA	Hospital	3/1/2026
Westerly Hospital	Hospital	12/30/2026
Yale New Haven Health Corporation	Hospital	12/30/2026

MULTI-USE BELOW THRESHOLD REPORT FORM

SECTION 1: Instructions and Internal Use Fields	
Institution: Southern Connecticut State University	Final approval by institution: 12.15.25 Submission to CSCU Office of the Provost for Academic Council: 12.15.25
<p>Instructions: Use the drop-down menu to select the below-threshold item. Complete Sections 1 and 2 in all cases. If the proposal involves a credit change of 15 or fewer credits for undergraduate programs, or 12 or fewer credits for graduate programs, please also complete Section 3.</p> <p>Notes: Items defined as below threshold include:</p> <ul style="list-style-type: none"> Establishment of degree minors, concentrations, and specializations. An undergraduate certificate program of 30 credit hours or fewer that falls within an approved program. Establishment or modification of UG certificates of 15 or fewer credit hours, or graduate certificate programs of 12 or fewer credit hours. Modification of credits (UG – 15 or fewer, G – 12 or fewer). <p>Items that exceed the below threshold requirements should be submitted using Form 200: Program Modification.</p>	
<p>Type of Below Threshold Item: Choose an item.</p>	
<p>Internal Use (VEOCI Fields)</p> <ol style="list-style-type: none"> 1. Name of Program: Biology 2. OHE #: 650 3. Modality of Program (<i>check all that apply</i>): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses 4. Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both 5. Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): MS 6. Total # Credits in Program: 30 7. Department where program is housed: Biology 8. Location Offering the Program (e.g., main campus): Southern Connecticut State University main campus 9. Program website: https://www.southernct.edu/academics/programs/biology-ms 10. Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No 11. Provide estimated cost of program (tuition and fees): \$ OR url for link to tuition/fee information: https://inside.southernct.edu/onestop/bill-payment/tuition-fees 12. <u>CIP Code Number</u>: 26.01 Title of CIP Code: Biology, General 13. Identify the careers and professions available to graduates of the program using the <u>Standard Occupational Classification</u> (SOC) system. Provide SOC code number(s) and name(s): 19-0000 <u>Life, Physical, and Social Science Occupations</u> 14. What would be the median estimated earnings for a graduate in this profession (<i>if more than one SOC code listed, include earnings for each</i>)? \$79,558 15. Identify the industry applicable to this program using the <u>North American Industry Classification System</u> (NAICS). Provide NAICS code(s) and title(s): 541715 Biology research and development laboratories or services (except biotechnology and nanotechnology research and development) 16. IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years): 2 years 	

MULTI-USE BELOW THRESHOLD REPORT FORM

17. What are the admissions requirements for the program? Undergraduate major in biology or a related science consisting of a minimum of 50 credits in science, of those a minimum of 30 credits in biology, 6 credits in chemistry, and one semester of college mathematics.

Graduation Requirements

- Does this program have special graduation requirements (e.g., capstone or special project)? Yes No
- If yes, describe: The comprehensive exam track requires passing the comprehensive exam, the thesis track requires publication of the thesis in ProQuest, and the special project track requires presentation of a research project to the department.

Program Work Experiences

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

Program Administration and Faculty

- Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Meghan Barboza, barbozam3@southernct.edu or BiographyGrad@SouthernCT.edu 203-392-6213
- How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 10. This is an established program, where we are just requesting minor programmatic revisions and are not requesting any new faculty lines.
- How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 0

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

- Title: Vice President for Academic Affairs
- Tel.: (203) 392-5750
- E-mail: irwinj1@southernct.edu

Career/Program Pathways:

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

Prospective Students

- Describe the prospective students for the program: Our students are graduates with a Bachelor's of biology or a related field who seek to increase their biology knowledge to enhance their teaching or seek to increase their research experience to pursue positions that require such experience. Many of our students also go onto advanced degrees such as in medicine or PhD programs.

SECTION 2: Program and Curricular Information

Catalog Description

Provide the catalog description for this program (with proposed modifications if applicable): The Master of Science degree in biology is primarily for students with a strong undergraduate preparation in biology who desire to prepare for advanced study, teach at the college level, and/or pursue a career in research. The curriculum is balanced in three content areas: ecology and biodiversity, cell molecular biology, and human biology.

Alignment of Program with Institutional Mission, Role, and Scope

How does the program align with the institutional mission? *(Provide a concise statement)* "Southern Connecticut State University provides exemplary graduate and undergraduate education in the liberal arts and professional disciplines. As an intentionally diverse and comprehensive university, Southern is committed to academic excellence, access, social justice, and service for the public good." The MS in Biology is structured in a way to provide flexibility due to the 3 tracks from which a

student can choose. This provides diversity in the education to reach a breadth of students to increase access and serves the public good.

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.

Our enrollment is relatively steady at about 10 new students a year. We advertise using the university website and one-sheets provided through the Integrated Communications and Marketing Department.

If applicable, what student engagement strategies will be employed to advance student retention and completion in program? We currently retain students through targeted advising and outreach. The changes to this degree should also help with retention as students will be able to maintain full time status through the 2-year program.

Most Recent NECHE Institutional Accreditation Action and Date: Neche Accreditation in 2022.

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

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

Cost Effectiveness and Availability of Adequate Resources

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

This is already an active program, the changes outlined here reflect what is currently occurring in the program and will not change the resources needed by the program.

Learning Outcomes - L.O.

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

1. Students will utilize the Scientific Method to formulate, address, and understand scientific questions in their research and/or the research of others. This process includes observation, hypotheses, experiments, results, and conclusions based on an overarching question.
2. Students will be able to analyze both quantitative and qualitative data using appropriate codification, organization, and statistical analyses.
3. Our students will be able to communicate scientific results effectively in both written and oral presentations. This includes using scientific language, visuals, and the ability to answer questions.

Assessment of Learning Outcomes

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

There is a pre-assessment assignment completed by students in their first course of the MS in biology degree. Then the post assessment is completed on the thesis, special project poster, or comprehensive exam questions of the graduates. Rubrics are completed by each faculty member for this assessment.

MULTI-USE BELOW THRESHOLD REPORT FORM

Curriculum

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

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
Program Required & Elective Courses			
BIO 550	1		1
BIO 560	1		1
BIO 561	1, 2, 3		1
BIO 589	1		3
BIO 590	1 and 2		3
BIO 591	1, 2, 3		1
BIO 600	1 and 2		3
BIO 500 elective courses	1		3
Open Electives (Indicate number of credits of open electives)			
Total Program Credits:			30

SECTION 3: Modification of Credits

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

Total Number of courses and course credits to be modified by this application: **Three courses that total 7-9 credits depending on the course in the thesis and special project track.**

Original Program

Total # of General Education Credits: NA
 Total # of Credits in Program: 30
 Date Program was Initiated: Pre-2000

Modified Program

Total # of General Education Credits: NA
 Total # of Credits in Program: **30-39**
 Initiation Date for Modified Program: August 2026
 Anticipated Date of First Graduation: May 2027

Rationale for Modification

Describe the context and need for the proposed modification(s) and the relationship to the originally approved program:
 Following our recent MS in Biology program assessment it was determined that our research tracks require more credits associated with research. The students on the special project or thesis track spend a significant amount of time working in the laboratory, which is not reflected in their current credit compensation.
 This change was based on a combination of quantitative data on our graduate students' learning outcomes as well as qualitative feedback from our alumni and current students. The research students need more time dedicated to writing and to the laboratory. We will achieve this by requiring additional credits which may be used to prepare the thesis or special project

MULTI-USE BELOW THRESHOLD REPORT FORM

proposal (BIO589) and gain more research experience (BIO580) or more content experience (additional Bio 5XX lecture course) depending on the student's goals.

This change will benefit those students who wish to or are required to be full-time status according to the federal credit designation of a full time student (9 credits). It will also return our program to the credit load required prior to 2018, when the department was advised to decrease our special project track from 36 to 30 required credits. The historic reasons for this change remain unclear, but the department has determined it is in the students' interest to require more research experience within the research tracks.

The comprehensive exam track will not change.

Accelerated pathway students will still be able to complete their degree as a 4+1 if they take 11 credits their senior year and the additional coursework as research credits their graduate year.

Finally, if a student completes all required research and lecture work using 30-36 credits, that student may apply for a credit override for the additional research credits outlined in this change and earn the degree with the previously required 30 credits. For example, if a student completes research as an undergraduate student or through another mechanism towards their master's thesis, that student may not need to take the additional credits associated with thesis proposal writing (BIO589). Therefore, they can receive an override for those credits once the thesis is published in ProQuest as required by the degree.

Please note that BIO580 is a 2-credit course that can be repeated once for credit. This is why the research tracks can range from 37-39 credits.

Description of Related Modification(s)

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

Description of Resources Needed

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

No additional resources are required

Curriculum

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

Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
BIO 550	1	BIO 550	1
BIO 560	1	BIO 560	1
BIO 561 or BIO 591	1	BIO 561 or BIO 591	1
Comprehensive track: 9 courses at the BIO 500 level (excluding 550, 560, 561, 590)	27	Comprehensive track: 9 courses at the BIO 500 level (excluding 550, 560, 561, 590)	27
Thesis Track: 7 courses at the BIO 500 level (excluding 550, 560, 561, 590) AND 2 courses of BIO 590	27	Thesis Track: 10 courses at the 500 level AND 2 courses of BIO 590	34-36
Special Project Track: 8 courses at the BIO 500 level (excluding 550, 560, 561, 590) AND 1 course of BIO 600	27	Special Project Track: 11 courses at the BIO 500 level (excluding 550, 560, 561, 590) AND 1 course of BIO 600	34-36

MULTI-USE BELOW THRESHOLD REPORT FORM

Total Credits Original Program	30	Total Credits Modified Program	30-39
--------------------------------	----	--------------------------------	-------

MULTI-USE BELOW THRESHOLD REPORT FORM

SECTION 1: Instructions and Internal Use Fields	
Institution: Southern Connecticut State University	Final approval by institution: 12.15.25 Submission to CSCU Office of the Provost for Academic Council: 12.15.25
<p>Instructions: Use the drop-down menu to select the below-threshold item. Complete Sections 1 and 2 in all cases. If the proposal involves a credit change of 15 or fewer credits for undergraduate programs, or 12 or fewer credits for graduate programs, please also complete Section 3.</p> <p>Notes: Items defined as below threshold include:</p> <ul style="list-style-type: none"> Establishment of degree minors, concentrations, and specializations. An undergraduate certificate program of 30 credit hours or fewer that falls within an approved program. Establishment or modification of UG certificates of 15 or fewer credit hours, or graduate certificate programs of 12 or fewer credit hours. Modification of credits (UG – 15 or fewer, G – 12 or fewer). <p>Items that exceed the below threshold requirements should be submitted using Form 200: Program Modification.</p>	
Type of Below Threshold Item: Modification of credits (UG - 15 or less, G - 12 or less)	
<p>Internal Use (VEOCI Fields)</p> <ol style="list-style-type: none"> 1. Name of Program: Bachelor of Science in Data Science 2. OHE #: 19547 3. Modality of Program (<i>check all that apply</i>): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses 4. Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both 5. Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): Bachelor of Science 6. Total # Credits in Program: 120 7. Department where program is housed: Mathematics 8. Location Offering the Program (e.g., main campus): main campus 9. Program website: https://catalog.southernct.edu/undergraduate/programs-and-degrees/data-science-bs.html 10. Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No 11. Provide estimated cost of program (tuition and fees): \$ OR url for link to tuition/fee information: https://inside.southernct.edu/onestop/bill-payment/tuition-fees 12. <u>CIP Code Number</u>: 30.7001 Title of CIP Code: Data Science, General 13. Identify the careers and professions available to graduates of the program using the <u>Standard Occupational Classification</u> (SOC) system. Provide SOC code number(s) and name(s): 15-2051 Data Scientists 14. What would be the median estimated earnings for a graduate in this profession (<i>if more than one SOC code listed, include earnings for each</i>)? \$121,870 15. Identify the industry applicable to this program using the <u>North American Industry Classification System</u> (NAICS). Provide NAICS code(s) and title(s): 54119 (Other Computer Related Services), 541511 (Custom Computer Programming Services), 541690 (Other Scientific and Technical Consulting Services), 518210 (Data Processing, Hosting, and Related Services). 16. IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years): 4 	

MULTI-USE BELOW THRESHOLD REPORT FORM

17. What are the admissions requirements for the program? None

Graduation Requirements

- Does this program have special graduation requirements (e.g., capstone or special project)? Yes No
- If yes, describe: Students are expected to complete an independent project in their senior year that applies all stages in the data science pipeline from data acquisition and cleaning to modeling. Students are required to present their projects to the department as part of a public session.

Program Work Experiences

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

Program Administration and Faculty

- Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Imad Antonios, antonios1@southernct.edu, 203-392-5814
- How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 10
- How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 2

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

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

Career/Program Pathways:

- Does this program prepare students for another program? Yes
- If yes, specify program: MS in Computer Science (Includes Data Science as a concentration)

Prospective Students

- Describe the prospective students for the program: Mathematically and analytically inclined students with an interest in AI and statistical modeling.

SECTION 2: Program and Curricular Information

Catalog Description
Provide the catalog description for this program (with proposed modifications if applicable): N/A

Alignment of Program with Institutional Mission, Role, and Scope
How does the program align with the institutional mission? (*Provide a concise statement*) The BS in Data Science program (BSDSC) is an interdisciplinary effort between the Mathematics Department and the Computer Science Department at SCSU, with a curriculum based on best practices highlighted by the American Statistical Association (ASA) and Computing Accreditation Committee of ABET. The program was launched in Fall 2019 as part of an effort towards a comprehensive program in Data Science at SCSU, which now includes a data science concentration in the MS in Computer Science program. This proposal represents the continued evolution of the program to ensure that it continues to meet the needs of its constituents.

In alignment with SCSU's commitment to academic excellence, the Computer Science Department has offered its nationally ABET accredited computer science program for over 20 years with its mission to "prepare students for professional careers in computing and related areas as well as graduate studies in computer science". The BS in Data Science is offered with the same level of commitment, rigor and focus on academic excellence, consistent with the university's mission of "academic excellence".

MULTI-USE BELOW THRESHOLD REPORT FORM

The mission of the Mathematics Department at SCSU focuses on enabling students to succeed in the practice of mathematics in a variety of domains. In particular, the department seeks to “provide its graduates with the coursework and experiences which will enable them to become successful in a mathematics related career in business, industry, or government.” To this end, the proposed BSDSC has been created to address the growing demand within business, industry, and government at the state and national levels for individuals capable of working with “big data”.

The mathematics department mission is well-aligned with Southern Connecticut State University’s overall mission of providing “exemplary graduate and undergraduate education in the liberal arts and professional disciplines.” More importantly, as a STEM degree addressing demonstrable needs in business, industry, and government, the BSDSC reinforces key components of the university’s vision of striving “to meet the workforce needs of the state and nation...in STEM disciplines”.

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 BSDSC program participates in all university-sponsored recruitment events such as the undergraduate open house and Majors’ Expo. The program also organizes “Data Science Day”, which is a public event that includes student presentations on data science and AI-related projects.

If applicable, what student engagement strategies will be employed to advance student retention and completion in program? SCSU has a very strong advisement system that applies best practices for student retention. Given the relatively small size of the program, all DSC majors receive ample individualized attention by their faculty advisors.

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

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

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

Cost Effectiveness and Availability of Adequate Resources

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

The change is a basic course substitution and will not entail the need for any additional resources.

Learning Outcomes - L.O.

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

1. Identify and assess organizational needs for data science.
2. Acquire data which can be used to address the needs identified.
3. Store and manage data acquired for data science tasks.
4. Safeguard data throughout all operational stages; treat data and its analysis/application ethically
5. Devise and implement data science solutions based on knowledge of related models and their applicability.

MULTI-USE BELOW THRESHOLD REPORT FORM

- 6. Interpret model results and understand the limitations of and assumptions in the model.
- 7. Communicate results effectively to different audiences and in different formats that include professional presentations and technical writing, with an emphasis on the visual display of data.

Assessment of Learning Outcomes

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

Outcome assessment will be completed through student progress measurement and overall program performance. Student progress will be measured through: successful completion of the program/degree requirements (all); progress in individual courses (all); and successful completion of the capstone. The learning outcomes described in above will be assessed through graded assignments in required courses. A table mapping objectives to specific courses is shown below. The program will be evaluated through the use of senior and alumni surveys to assess program efficacy (all); and program graduate tracking (all). The program will adhere to university standards with respect to level and requirement.

Curriculum

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

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
Program Required & Elective Courses			
DSC 100 – Programming for Data Science	2, 3	MAT 118 or higher	3
DSC 205 – Data Visualization	3, 7	DSC 100 or CSC 152	3
DSC 210 – Intro. To Machine Learning for Data Science	6	DSC 100 and MAT 221 (corequisite)	3
DSC 333 – Cloud Services for Data Science	1, 2, 3, 5	‘C’ or better in CSC 212	3
DSC 490 – Data Science Capstone	1, 2, 3, 4, 5, 6, 7	Department permission	3
CSC 212 – Data Structures	N/A (Computing Foundations)	MAT 118 or higher and ‘C’ or better in CSC 152 or DSC 210	3
CSC 321 – Algorithm Design & Analysis	N/A (Computing Foundations)	MAT 178 and ‘C’ or better in CSC 212	3
CSC 324 – Computer Ethics	4	3 credits of PHI or CSC or DSC	3
CSC 335 – Database Systems	3	‘C’ or better in CSC 212 and ‘C’ or better in CSC 235 or DSC 333	3
CSC 451 – Fundamentals of Deep Learning	2, 5, 6	‘C’ or better in CSC 212 and MAT 125 or 150.	3
MAT 118 or MAT 120 * – Precalculus: Algebra	N/A (Math foundations)	MAT 100 or 100P	3
MAT 121 * – Precalculus: Trigonometry	N/A (Math foundations)	MAT 118 or 120	2
MAT 150 – Calculus I	N/A (Math foundations)	MAT 121	4
MAT 178 – Elementary Discrete Mathematics	N/A (Math foundations)	(MAT 121 or MAT 122 or MAT 125) and (CSC 152 or DSC 100)	3

MULTI-USE BELOW THRESHOLD REPORT FORM

MAT 221 – Intermediate Applied Statistics	2, 5, 6	MAT 120 or 121 or 122, 124 or 125 or 139 or 150	4
MAT 326 – Regression Analysis	2, 5, 6, 7	MAT 221 or MAT 320	3
MAT 329 – Bayesian Analysis and Decision Making	2, 5, 6, 7	MAT 221	3
MAT 372 – Linear Algebra	N/A (Math foundations)	'C-' or better in MAT 150	3
CSC 481 – Artificial Intelligence or MAT 428 – Mathematical Foundations in Machine Learning	2, 5, 6, 7	MAT 221 and 'C' or better in CSC 212	3
Major electives	1, 2, 3, 4, 5, 6, 7	varies	12
General Education (LEP)			46
Major/Cognate Credits Shared w/ LEP			(-12)
Open Electives (<i>Indicate number of credits of open electives</i>)			16
Total Program Credits: * May be waived based on math placement			120

SECTION 3: Modification of Credits

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

Total Number of courses and course credits to be modified by this application: 2 courses, 6 credits

Original Program

Total # of General Education Credits: 46
 Total # of Credits in Program: 72
 Date Program was Initiated: Fall 2019

Modified Program

Total # of General Education Credits: 46
 Total # of Credits in Program: 70
 Initiation Date for Modified Program: Fall 2026
 Anticipated Date of First Graduation: Spring 2030

Rationale for Modification

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

The proposed revision is motivated by the following inputs:

- Feedback from alums that indicated a high demand for database skills. As a result, coverage of database systems in the core was expanded by one course.
- Increased demand for deep learning and generative AI skills in industry. The program revision includes adding a course on deep learning to the core and the addition of 3 AI-related courses to the elective pool.
- Revision to the introductory math course sequence resulting in a net savings of 2 credits.

Description of Related Modification(s)

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

MULTI-USE BELOW THRESHOLD REPORT FORM

No other changes are necessitated by this program revision.

Description of Resources Needed

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

None beyond what's already available to 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
CSC 229 – Object-Oriented Programming	3	Replaced with: CSC 335 – Database Systems	3
CSC 477 – Data Mining	3	Replaced with CSC 451 – Fundamentals of Deep Learning	3
MAT 122	4	Replaced with: MAT 121	2
Remove the following <u>options</u> from the major elective pool: CSC 335 – Database Systems CSC 451 – Fundamentals of Deep Learning		Add the following <u>options</u> to the major elective pool: CSC 457 – Deep Learning for Computer Vision CSC 461 – Gen AI for Language Modeling CSC 462 – Gen AI for Images and Videos CSC 477 – Data Mining	
DSC 101 – Data Science II		Revised to DSC 210 – Intro to Machine Learning for Data Science	
MAT 111 or MAT 112		Replaced with MAT 118 or MAT 120	
Total Credits Original Program	72	Total Credits Modified Program	70

Net savings of 2 credits.

MULTI-USE BELOW THRESHOLD REPORT FORM

SECTION 1: Instructions and Internal Use Fields	
Institution: SCSU	Final approval by institution: 12.15.25 Submission to CSCU Office of the Provost for Academic Council: 12.15.25
<p>Instructions: Use the drop-down menu to select the below-threshold item. Complete Sections 1 and 2 in all cases. If the proposal involves a credit change of 15 or fewer credits for undergraduate programs, or 12 or fewer credits for graduate programs, please also complete Section 3.</p> <p>Notes: Items defined as below threshold include:</p> <ul style="list-style-type: none"> Establishment of degree minors, concentrations, and specializations. An undergraduate certificate program of 30 credit hours or fewer that falls within an approved program. Establishment or modification of UG certificates of 15 or fewer credit hours, or graduate certificate programs of 12 or fewer credit hours. Modification of credits (UG – 15 or fewer, G – 12 or fewer). <p>Items that exceed the below threshold requirements should be submitted using Form 200: Program Modification.</p>	
Type of Below Threshold Item: Choose an item.	
<p>Internal Use (VEOCI Fields) We do not house concentrations in VEOCI</p> <ol style="list-style-type: none"> 1. Name of Program: Healthcare Studies, Concentration in Speech-Language Pathology Assistant 2. OHE #: 19485 3. Modality of Program (<i>check all that apply</i>): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses 4. Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both 5. Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): Bachelors, BS, Bachelor of Science 6. Total # Credits in Program: 120 7. Department where program is housed: Healthcare Systems and Innovation 8. Location Offering the Program (e.g., main campus): main campus 9. Program website: https://catalog.southernct.edu/undergraduate/programs-and-degrees/healthcare-studies-bs-concentration-speech-language-pathology-assistant.html 10. Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No 11. Provide estimated cost of program (tuition and fees): \$ OR url for link to tuition/fee information: https://inside.southernct.edu/onestop/bill-payment/tuition-fees 12. <u>CIP Code Number</u>: 51.0001 Title of CIP Code: Health and Wellness, General 13. Identify the careers and professions available to graduates of the program using the <u>Standard Occupational Classification</u> (SOC) system. Provide SOC code number(s) and name(s): 31-9099 Healthcare Support Workers, All Other 14. What would be the median estimated earnings for a graduate in this profession (<i>if more than one SOC code listed, include earnings for each</i>)? \$63,000/yr (per ASHA.org) 15. Identify the industry applicable to this program using the <u>North American Industry Classification System</u> (NAICS). Provide NAICS code(s) and title(s): 611110, Elementary & Secondary Schools; 622310, Rehabilitation facilities; 621340, Speech clinicians' offices 	

MULTI-USE BELOW THRESHOLD REPORT FORM

16. IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years): 4 years, full-time
17. What are the admissions requirements for the program? 2.70 GPA

Graduation Requirements

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

Program Work Experiences

1. Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? Yes No
2. If yes, describe and attach copies of the contracts or other documents ensuring program support: In the last two years, we have placed students in practica at the following sites:
- Avon Public Schools
 - Benhaven Specialty School
 - Bridgeport Public Schools
 - Hamden Public Schools
 - Learn - RESC
 - Middletown Public Schools
 - Windsor Public Schools

As an institution we do not require affiliation agreements unless the site requires it. We do, however, have the students and their off-campus supervisor sign a letter of understanding that outlines the placement expectations.

Program Administration and Faculty

1. Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Larry Brancazio, brancaziol1@southernct.edu, 203-392-5111
2. How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 15 (5 in HSI and 10 in CMD)
3. How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 5-6

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

1. Title: Provost
2. Tel.: (203) 392-8804
3. E-mail: irwinj1@southernct.edu

Career/Program Pathways:

1. Does this program prepare students for another program? Yes
2. If yes, specify program: MS-Communication Disorders, Speech-Language Pathology

Prospective Students

1. Describe the prospective students for the program: Prospective students include individuals with a general interest in healthcare professions and a particular interest in speech and language. Students who have an established commitment to a career in speech and language pathology are encouraged to major in Communication Disorders. The typical students in this concentration develop an interest in speech and language later in their academic pathway, and are prepared to join the workforce as Speech-Language Pathology Assistants. Graduates of the program may later take additional coursework to meet the qualifications for a master's degree program in SLP.

SECTION 2: Program and Curricular Information

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. To graduate, a minimum cumulative GPA of 2.7 must be achieved, and a total of 120 credits is required. This total includes both the required courses for the program and any free electives selected. The department website provides an overview of the program, admission requirements for the major (when applicable), faculty biographies, learning outcomes, and careers: <https://www.southernct.edu/academics/healthcare-studies>.

Alignment of Program with Institutional Mission, Role, and Scope

How does the program align with the institutional mission? (*Provide a concise statement*) This concentration prepares students for direct entry into the workforce as Speech-Language Pathology Assistants, a field with growing demand for qualified employees in Connecticut. As it aligns with SCSU's goal of preparing students to enter the Connecticut workforce.

Student Recruitment / Student Engagement

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

We primarily promote the program to students with an interest in Health and Human Services and are exploring major options, and to students already enrolled in Healthcare Studies. Careers as SLPAs are highlighted in an introductory healthcare careers course. We promote the program internally at SCSU through major fairs, our program website, and targeted outreach to students with potential interest.

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

We track student success via analytics from the school's student management system (Navigate) and through advising. Students in this concentration have two academic co-advisors, one in Communication Disorders and one in Healthcare Studies, and receive highly personalized advising support relating to their individual goals and academic trajectory.

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

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

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

Cost Effectiveness and Availability of Adequate Resources

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

N/A (proposed changes do not change our current budget needs)

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. Distinguish the roles, responsibilities, and scopes of practice for different healthcare professionals among the interprofessional healthcare team.

MULTI-USE BELOW THRESHOLD REPORT FORM

2. Apply principles and knowledge of patient-centered care, healthcare ethics, privacy and confidentiality policies, and cultural differences to communicate effectively and appropriately with healthcare professionals and with patients, both orally and in writing.
3. Demonstrate a comprehensive understanding of the US healthcare system, its fundamental characteristics and functions, and major federal and state policies and practices regarding managed healthcare, billing and reimbursement, privacy and confidentiality, and electronic health information.
4. Demonstrate awareness and appreciation of the challenges in achieving equity in health care, including impacts of healthcare accessibility, healthcare policies, and stereotypes, prejudices, and implicit biases towards marginalized groups.
5. Locate and assess information from relevant and reliable information sources, and critically analyze and interpret information to determine relevance for evidence-based practice.
6. Acquire knowledge of the principles of speech-language pathology required for national examination for certification as a SLPA
7. Develop clinical skills required of a practicing speech-language pathology assistant, required for national examination for certification as a SLPA
8. Gain sufficient hours in practice to meet requirements to sit for national certification exam

Assessment of Learning Outcomes

Briefly describe assessment methodologies to be used in measuring the program learning outcomes: Learning outcomes will be assessed through exams, written assignments, presentations, and group projects.

Curriculum

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

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
Program Required & Elective Courses			
HLS 100 – Introduction to Healthcare Professions	1	none	3
HLS 180 – Introduction to Research and Writing for Healthcare	2,5	none	1
HLS 210 – Principles of Patient Centered Healthcare	1,2,4	none	3
HLS 220 – Healthcare Communication	2	none	3
Select three from:			
HLS 260 – Medical Terminology of Body Systems and Diseases HLS 310 – Electronic Health Information HLS 315 – Healthcare Systems and Policy HLS 330 – Case Studies in Healthcare Ethics or PHI 325 Bio-Medical Ethics HLS 410 – Medical Insurance and Billing	2, 3	none	3
MAT 107 Elementary Statistics OR HLS 240 Statistics for Health and Clinical Sciences	5	MAT 100P	3 May fulfill Gen Ed
Choose one: HLS 370 – Perspectives in LGBTQ+ Healthcare Practices OR HLS 380 – Cultural Humility for the Healthcare Professional	2,3,4	none	3
HLS or HCM course at the 100, 200, 300, or 400 level	2,3,4		1-3 credits
CMD (SLH) 200 – Introduction to Developmental Communication Disorders	6	none	3

MULTI-USE BELOW THRESHOLD REPORT FORM

CMD (SLH) 203 – Phonetics and Phonological Systems	6	CMD 200	3
CMD (SLH) 317 – Anatomy and Physiology of the Speech Mechanism	6	CMD 200	3
CMD (SLH) 319 – Language Development: Ages Birth to Five	6	CMD 200	3
CMD (SLH) 419 – Language Acquisition: School Age: Adolescence	6	CMD 200	3
SLH 421 – Speech and Language Disorders: Birth Through School-Age*	6	CMD 200	3
CMD (SLH) 462 – Clinical Practicum for the Speech Language Pathology Assistant	7	CMD 200, 203, 317, 319, 419	3
CMD (SLH) 463 – Speech Language Pathology Assistant Practicum	7,8	CMD 462	3
Required Cognates:			
PSY 100 – Intro to Psychology	2	None	3 Fulfills Gen Ed
BIO 100 – General Zoology or BIO 200 Human Anatomy & Physiology	5	none	3 May fulfill Gen Ed
PSY 210 Infant and Child Development	2	PSY 100	3
SED 225 –Introduction to Exceptionalities	2		3
PSY 215 Adolescent Psychology OR PSY 219 Lifespan Development	6	PSY 100	3
Select one of: EDU 200 – Teachers, Schools, and Society OR EDU 206 – Principles of Early Childhood Education MUT 100 – Introduction to Music Therapy REC 307 – Disabilities and Society REC 312 – Therapeutic Play	6, 7	[May fulfill Gen Ed]	3 May fulfill Gen Ed
Open Electives (Indicate number of credits of open electives)			16
Total Program Credits:			120

* New course:

SLH 421 – Speech and Language Disorders: Birth Through School-Age

This course provides a comprehensive overview of speech and language disorders in children, with a focus on developmental speech and language disorders. Students will explore the characteristics and underlying nature of these disorders and develop clinical knowledge related to the diagnosis and evidence-based treatment methods of speech and language disorders in individuals ages birth through school-age.

SECTION 3: Modification of Credits

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

Total Number of courses and course credits to be modified by this application: 2 courses, 6 credits (net change = 0)

Original Program

MULTI-USE BELOW THRESHOLD REPORT FORM

Total # of General Education Credits: 46
Total # of Credits in Program: 70 (49 major, 21 cognates)
Date Program was Initiated: Fall 2021

Modified Program

Total # of General Education Credits: 46
Total # of Credits in Program: 70 (52 major, 18 cognates)
Initiation Date for Modified Program: Fall 2026
Anticipated Date of First Graduation: Spring 2027 [students in program will be encouraged to change catalog year to Fall 2026]

Rationale for Modification

Describe the context and need for the proposed modification(s) and the relationship to the originally approved program:
The Department of Communication Disorders (beginning 2026 – Speech, Language, and Hearing Sciences) is creating a new course, SLH 421: Speech and Language Disorders: Birth Through School-Age, and they have recommended that it become a requirement for students in the HLS:SLPA concentration. We are therefore adding this course to the major requirements. To avoid an increase in the total number of requirements in the program, we are reducing the cognate requirements by one course by combining two categories into one. Whereas students have selected one course from a set of two courses (EDU 200 or EDU 206) and one course from another set of three (MUT 100, REC 307, or REC 312), they will now select one course from the combined set of five. As a result, the major requirements will increase from 49 to 52 credits, and the cognate requirements will reduce from 21 to 18 credits.

Description of Related Modification(s)

Provide a summary of other changes, if any, necessitated by curricular modification, such as admissions or graduation requirements
No other changes.

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 additional resources are required. The new course, SLH 421, will be taught by existing faculty in the department of Communication Disorders (Speech, Language, and Hearing Sciences)

Curriculum

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

MULTI-USE BELOW THRESHOLD REPORT FORM

Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
MAJOR REQUIREMENTS		MAJOR REQUIREMENTS (added 1 course)	
n/a		SLH 421, Speech and Language Disorders: Birth Through School-Age	3
COGNATE REQUIREMENTS		COGNATE REQUIREMENTS	
Select one: EDU 200 – Teachers, Schools, and Society EDU 206 –Principles of Early Childhood Education	3	See below	0
Select one: MUT 100 – Introduction to Music Therapy REC 307 – Disabilities in Society REC 312 – Therapeutic Play	3	Select one (Combined into one list and reduced to 1 course from 2): EDU 200 – Teachers, Schools, and Society EDU 206 –Principles of Early Childhood Education MUT 100 – Introduction to Music Therapy REC 307 – Disabilities in Society REC 312 – Therapeutic Play	3
Total Credits Original Program	49 Major / 21 Cognates	Total Credits Modified Program	52 Major / 18 Cognates

MULTI-USE BELOW THRESHOLD REPORT FORM

SECTION 1: Instructions and Internal Use Fields	
Institution: School of Business SCSU	Final approval by institution: Dec. 2025 Submission to CSCU Office of the Provost for Academic Council: Feb. 2026
<p>Instructions: Use the drop-down menu to select the below-threshold item. Complete Sections 1 and 2 in all cases. If the proposal involves a credit change of 15 or fewer credits for undergraduate programs, or 12 or fewer credits for graduate programs, please also complete Section 3.</p> <p>Notes: Items defined as below threshold include:</p> <ul style="list-style-type: none"> Establishment of degree minors, concentrations, and specializations. An undergraduate certificate program of 30 credit hours or fewer that falls within an approved program. Establishment or modification of UG certificates of 15 or fewer credit hours, or graduate certificate programs of 12 or fewer credit hours. Modification of credits (UG – 15 or fewer, G – 12 or fewer). <p>Items that exceed the below threshold requirements should be submitted using Form 200: Program Modification.</p>	
Type of Below Threshold Item: New Degree Minor	
<p>Internal Use (VEOCI Fields)</p> <ol style="list-style-type: none"> 1. Name of Program: Minor in Professional Selling 2. OHE #: 3. Modality of Program (<i>check all that apply</i>): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses 4. Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both 5. Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): Minor 6. Total # Credits in Program: 18 7. Department where program is housed: Department of Marketing 8. Location Offering the Program (e.g., main campus): Main Campus- Southern Connecticut State University 9. Program website: https://www.southernct.edu/academics/marketing 10. Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No 11. Provide estimated cost of program (tuition and fees): \$ 12565 OR url for link to tuition/fee information: https://inside.southernct.edu/sites/default/files/inline-files/25-26%20Full-Time_1.pdf 12. <u>CIP Code Number</u>: 52.1804 Title of CIP Code: Selling Skills and Sales Operations 13. Identify the careers and professions available to graduates of the program using the <u>Standard Occupational Classification</u> (SOC) system. Provide SOC code number(s) and name(s): 11-2020 14. What would be the median estimated earnings for a graduate in this profession (<i>if more than one SOC code listed, include earnings for each</i>)? NA 15. Identify the industry applicable to this program using the <u>North American Industry Classification System</u> (NAICS). Provide NAICS code(s) and title(s): NA 16. IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years): 17. What are the admissions requirements for the program? Admitted in SCSU in any Major 	

MULTI-USE BELOW THRESHOLD REPORT FORM

Graduation Requirements

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

Program Work Experiences

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

Program Administration and Faculty

1. Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Amit Singh, Chair, Department of Marketing
2. How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? Existing 10 full time faculty will teach (10 full time faculty)
3. How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? Existing adjunct faculty pool of adjunct faculty will participate in teaching (as needed)

Institutional Contact for this Proposal (Provost or Chief Academic Officer): Dr. Julia Irwin

1. Title: Provost (SCSU)
2. Tel.: 203-392-6585
3. E-mail: irwinj1@southernct.edu

Career/Program Pathways:

1. Does this program prepare students for another program?
2. If yes, specify program:

Prospective Students

1. Describe the prospective students for the program: Any matriculated student at SCSU may choose this minor.

SECTION 2: Program and Curricular Information

Catalog Description

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

The Minor in Professional Selling provides a foundation in consultative, data-informed selling for students from any major. The curriculum develops skills in needs discovery, persuasive communication, negotiation, account management, and sales analytics, preparing students to plan and execute effective sales activities across industries. Courses are taught by expert faculty with industry experience, and the program emphasizes on applied learning through role-plays, CRM labs, client projects, and sales internships. Whether your goal is enterprise sales, business development, customer success, or launching your own venture, this minor complements your major with career-ready sales and negotiation capabilities that employers consistently demand.

Alignment of Program with Institutional Mission, Role, and Scope

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

This program uses existing courses approved and taught at School of Business that are part of Assurance of Learning process of AACSB accreditation. Given these courses are part of existing program, they align with learning goals, mission, and scope.

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 minor will be open to all majors at Southern Connecticut State University. Existing faculty (10 full time faculty) will support the advising activities for students choosing the minor. The program will be posted on the department's website, printed on all the promotional materials and promoted at university's events (such as admissions day, admitted student's day, Week of Welcome, etc.).

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

Students enrolled in this minor will have access to faculty advisors for navigating the minor program. Further, students will have opportunities to participate in events, industry talks, immersion activities, internships and join marketing's student clubs and organizations. All the initiatives will promote student engagement with faculty, other students, and industry.

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

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

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

Cost Effectiveness and Availability of Adequate Resources

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

This new minor will be delivered through existing courses taught by current Marketing faculty in load. Hence, the program estimates need of incremental resources of faculty advising and administrative support that can be absorbed in the Department

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 core concepts of professional selling, including consultative selling, value creation, buying processes, and the competitive landscape
2. Understand advanced concepts of professional sales such as common sales roles, structures, and compensation models.
3. Understand market and account data to identify high-potential segments, develop buyer personas, and qualify prospects based on fit, need, and readiness.
4. Understand and apply best practices to plan and conduct the end-to-end sales process such as needs discovery, solution presentation, objection handling, negotiation, and closing.
5. Apply account management tools, sales metrics and analytics to diagnose issues, forecast outcomes, and recommend evidence-based improvements to sales activities and strategy

MULTI-USE BELOW THRESHOLD REPORT FORM

Assessment of Learning Outcomes

Briefly describe assessment methodologies to be used in measuring the program learning outcomes: The courses are part of the Assurance of Learning (AOL) measures of the School of Business AACSB accreditation. Hence, the AOL goals will be assessed in these courses (as they are existing courses and part of marketing concentration at the School of Business).

Curriculum

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

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
Program Required & Elective Courses			
MKT 200 (Required course)	1,2		3
MKT 321 (Required)	2,3		3
MKT 334: Professional Selling (Required)	1,2,3,4	MKT 200	3
MKT 336: Sales Management (Required)	1,2,3,5	MKT 200	3
Any 2 from below courses			6 (any two from below)
MKT 335: Business to Business Marketing	2,3,4	MKT 200	3
MKT 340: Retail Management	1,2,3	MKT 200	3
MKT 398: Internship	1,2,3,4,5	MKT 200	3
Open Electives (Indicate number of credits of open electives)			0
Total Program Credits:			18

SECTION 3: Modification of Credits

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

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

Original Program

Total # of General Education Credits:

Total # of Credits in Program:

Date Program was Initiated:

Modified Program

Total # of General Education Credits:

Total # of Credits in Program:

Initiation Date for Modified Program:

Anticipated Date of First Graduation:

MULTI-USE BELOW THRESHOLD REPORT FORM

Rationale for Modification

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

Description of Related Modification(s)

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

Description of Resources Needed

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

Curriculum

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

Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
Total Credits Original Program		Total Credits Modified Program	

MULTI-USE BELOW THRESHOLD REPORT FORM

SECTION 1: Instructions and Internal Use Fields	
Institution: SCSU	Final approval by institution: 12.15.25 Submission to CSCU Office of the Provost for Academic Council: 1.14.26
<p>Instructions: Use the drop-down menu to select the below-threshold item. Complete Sections 1 and 2 in all cases. If the proposal involves a credit change of 15 or fewer credits for undergraduate programs, or 12 or fewer credits for graduate programs, please also complete Section 3.</p> <p>Notes: Items defined as below threshold include:</p> <ul style="list-style-type: none"> Establishment of degree minors, concentrations, and specializations. An undergraduate certificate program of 30 credit hours or fewer that falls within an approved program. Establishment or modification of UG certificates of 15 or fewer credit hours, or graduate certificate programs of 12 or fewer credit hours. Modification of credits (UG – 15 or fewer, G – 12 or fewer). <p>Items that exceed the below threshold requirements should be submitted using Form 200: Program Modification.</p>	
Type of Below Threshold Item: Modification of credits (UG - 15 or less, G - 12 or less)	
<p>Internal Use (VEOCI Fields)</p> <ol style="list-style-type: none"> 1. Name of Program: Bachelor of Social Work (BSW) Program 2. OHE #: 677 3. Modality of Program (<i>check all that apply</i>): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online Hybrid, % of fully online courses 4. Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both 5. Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): Bachelor of Science (BSW) 6. Total # Credits in Program: 45 7. Department where program is housed: School of Social Work 8. Location Offering the Program (e.g., main campus): Main Campus 9. Program website: https://www.southernct.edu/academics/programs/social-work-bs; https://inside.southernct.edu/social-work/undergraduate 10. Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No 11. Provide estimated cost of program (tuition and fees): \$ OR url for link to tuition/fee information: https://inside.southernct.edu/onestop/bill-payment/tuition-fees 12. <u>CIP Code Number</u>: 44.0701 Title of CIP Code: Social Work 13. Identify the careers and professions available to graduates of the program using the Standard Occupational Classification (SOC) system. Provide SOC code number(s) and name(s): 21-0000 Community and Social Service Occupations 14. What would be the median estimated earnings for a graduate in this profession (<i>if more than one SOC code listed, include earnings for each</i>)? \$48,410 15. Identify the industry applicable to this program using the North American Industry Classification System (NAICS). Provide NAICS code(s) and title(s): 621330, Social workers' mental health, offices (e.g., centers, clinics); 813920; Social workers' associations 	

MULTI-USE BELOW THRESHOLD REPORT FORM

- 16. IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years): 4 yrs.
- 17. What are the admissions requirements for the program? Admission to SCSU; Completion of a minimum of 57 credits; GPA of 2.5 or higher; SWK 200 (Grade B- or better); ENG 112 (or course equivalent), Quantitative Reasoning Course or equivalent

Graduation Requirements

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

Program Work Experiences

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

There are approximately 70 BSW students that are eligible to complete a minimum of 400 hours over the academic year (Fall and Spring semesters) of a generalist practice experience in their BSW practicum placement. These placements meet the CSWE requirements to provide meaningful experiences for student to integrate the theory and practice of social work guided by the CSWE 9 competencies and the NASW Code of Ethics. Internships are in various social work agencies which the practicum education department partners with in the Greater New Haven community as well as across the state of Connecticut. There are over 200 agencies that partner with the Practicum Office to host social work students for their internship.

Description of Practicum Education

The [Council on Social Work Education \(CSWE\)](#) identifies practicum education as the signature pedagogy for social work. The BSW practicum education curriculum consists of two different practicums or internships that each extend through the fall and spring semesters of an academic year. Students are supervised onsite by an agency-based *practicum instructor*, who has been approved by the Practicum Education office.

Students' learning in the practicum is supported by practicum seminars (SWK 490 and SWK 491) that are taken concurrently with the practicum. Practicum seminars afford opportunities for students to integrate academic learning with their practicum experience, to assess their ongoing professional development, and to participate in peer supervision and mutual aid. The seminar instructor serves as *faculty liaison* with the agency-based practicum instructor or supervisor for students in the seminar class.

The Practicum Education office maintains an extensive roster of approved practicum sites. Students are welcome to propose new agencies to the Practicum Education staff for consideration as a new practicum site; however, *all practicums must be arranged and approved by the Practicum Education office.*

Practicum Education Standards

The [Council on Social Work Education \(CSWE\)](#) identifies practicum education as the signature pedagogy for social work (2022 EPAS). Practicum education affords students the opportunities to develop and demonstrate professional knowledge, skills, values, and cognitive and affective processes that contribute to specified social work competencies and behaviors in generalist and specialist social work practice.

Detailed expectations for students' performance in practicum education are specified in the Practicum Education section of the *BSW Student Handbook and Practicum Education Manual*. These expectations include, but are not limited to: collaborating with the Practicum Education office in securing a practicum within the first four weeks of the fall semester; completing required practicum hours as scheduled with the agency; satisfactorily performing practicum responsibilities as assigned by the practicum instructor or as specified on the practicum education contract; effectively engaging in the supervision process; and making satisfactory progress toward demonstrating social work competencies and behaviors as documented each semester by a passing grade on the practicum evaluation from.

MULTI-USE BELOW THRESHOLD REPORT FORM

Program Administration and Faculty

1. Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Alberto Cifuentes, Jr., cifuentesa1@southernct.edu; (203) 392-6344
2. How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 14
3. How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 14

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

1. Title: Julia Irwin, Interim Provost, VP Academic Affairs
2. Tel.: (203) 392-6585
3. E-mail: Irwinj1@southernct.edu

Career/Program Pathways:

1. Does this program prepare students for another program? Yes
2. If yes, specify program: Master's of Social Work (MSW) Program

Prospective Students

1. Describe the prospective students for the program: Undergraduates interested in social work; see this webpage for more information: <https://www.southernct.edu/academics/programs/social-work-bs>

SECTION 2: Program and Curricular Information

Catalog Description

Provide the catalog description for this program (with proposed modifications if applicable): The [BSW program](#) will prepare students for entry-level professional social work positions and for the MSW Advanced Standing program, where they will be able to complete their MSW degree in one additional calendar year.

Alignment of Program with Institutional Mission, Role, and Scope

How does the program align with the institutional mission? *(Provide a concise statement)* The program is aligned with the institution's mission of achieving social justice for marginalized communities.

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.

Associate Director of Recruitment & Admissions, along with BSW Coordinator and Department Chair, work to ensure that program is running at capacity. We can accept up to 72 students each year (for junior and senior year), and the program is competitive. In recent years, over 60% of BSW graduates move into our advanced standing MSW program.

If applicable, what student engagement strategies will be employed to advance student retention and completion in program? Department has a Student Engagement Specialist and a supportive Student Support and Evaluation Committee (SEC), which is committed to student support and retention.

Most Recent NECHE Institutional Accreditation Action and Date: Continued accreditation as of April 22, 2022; BSW Program is also accredited by the Council on Social Work Education and was reaffirmed for 8 years in December of 2022.

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

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

MULTI-USE BELOW THRESHOLD REPORT FORM

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

Cost Effectiveness and Availability of Adequate Resources

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

The budget for the proposed change to the BSW program curriculum by three credits (one course) has been reviewed to ensure efficient use of anticipated major budget items. Our cost estimates are based on institutional guidelines and maintain our minimum staffing program requirements set by the Council on Social Work Education (CSWE), our accreditation agency, and to maintain financial accountability and transparency. The School of Social Work emphasizes cost-effectiveness and sustainability using existing university and school resources, as together we have the infrastructure, faculty expertise, and administrative capacity necessary to support the successful implementation of the proposed program change.

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. Prepare students for ethical, client-centered, and community-focused social work practice.
2. Prepare students to engage with diverse populations, use research-informed practice, and provide effective interventions at the micro, mezzo, and macro levels.
3. Prepare students to engage in ethical and professional behavior and leadership roles.
4. Develop agents of change who can contribute to both the social work profession and their communities.

Assessment of Learning Outcomes

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

Students are assessed through a combination of direct and indirect measures, such as case study analyses, oral presentations, research projects and papers, and fieldwork evaluations. Other tools include rubrics, surveys, and self-assessments. Students also take the standardized, Social Work Education Assessment Project test for reaccreditation purposes.

Curriculum

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

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
Major Requirements			48
SWK 200—Introduction to Social Work (B- or better)	#1, #3, #4	None	3
SWK 320 – Human Behavior & the Social Environment	#1, #2	Admission to BSW Program	3
SWK 350 – Social Work Research Methods	#2	Admission to BSW Program	3
SWK 376 – Introduction to Social Work Practice	#1, #2, #3, #4	Admission to BSW Program	3

MULTI-USE BELOW THRESHOLD REPORT FORM

SWK 321W - Human Behavior & the Social Environment II	#1, #2	Admission to BSW Program	3
SWK 332 – Intro to Diversity, Oppression, & Social Justice*	#1, #2, #3, #4	Admission to BSW Program	3
SWK 390 – Social Work Interviewing Skill	#1, #2, #3	Admission to BSW Program	3
SWK 380 (Child Welfare Practice), SWK 381 (Mental Health & Addictions), or SWK 382 (Social Work with Elders)	#1, #2, #3, #4	Admission to BSW Program	3
SWK 330W – Social Welfare Institutions & Policies I	#2, #4	Admission to BSW Program	3
SWK 377 - Social Work Practice with Groups	#1, #2, #3, #4	Admission to BSW Program	3
SWK 490 – Social Work Practicum I	#1, #2, #3, #4	Admission to BSW Program	6
SWK 378 - Social Work Practice with Communities & Organizations	#1, #2, #3, #4	Admission to BSW Program	3
SWK 430 – Social Welfare Institutions & Policies II	#1, #2, #3, #4	Admission to BSW Program	3
SWK 491 – Social Work Practicum II	#1, #2, #3, #4	C or better in SWK 490	6
Cognate Credits			18
Any six (6) courses in ANT, PSY, SOC, PCH, and WGS OR six (6) courses in relevant COM, ENG, GEO, HON, JRN, LIT, MGT, PHI, PSC, REC, SED, and SHE (list of specific cognate courses in BSW Student Handbook and Practicum Education Manual)		Varies	
LEP (General Education)			46
Open Electives (Indicate number of credits of open electives)			8
Total Program Credits:			120

SECTION 3: Modification of Credits

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

Total Number of courses and course credits to be modified by this application: 1 course, 3 credits

Original Program

Total # of General Education Credits:46
 Total # of Credits in Program: 120
 Date Program was Initiated: 1975

Modified Program

Total # of General Education Credits: 46
 Total # of Credits in Program: 120
 Initiation Date for Modified Program: Spring 2027
 Anticipated Date of First Graduation: Spring 2028

MULTI-USE BELOW THRESHOLD REPORT FORM

Rationale for Modification

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

The BSW Program is adding SWK 332, Introduction to Diversity, Oppression, and Social Justice, to the curriculum (three credits). This course will prepare students for entering generalist social work practice.

Description of Related Modification(s)

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

The addition of SWK 332 will increase the major requirements to 48 credits and reduce free elective credits by 3.

Description of Resources Needed

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

None

Curriculum

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

Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
SWK 200 – Introduction to Social Work	3	SWK 200 – Introduction to Social Work	3
SWK 320 – Human Behavior & the Social Environment	3	SWK 320 – Human Behavior & the Social Environment	3
SWK 350 – Social Work Research Methods	3	SWK 350 – Social Work Research Methods	3
SWK 376 – Introduction to Social Work Practice	3	SWK 376 – Introduction to Social Work Practice	3
SWK 321W- Human Behavior & the Social Environment II	3	SWK 321W- Human Behavior & the Social Environment II	3
SWK 390 – Social Work Interviewing Skill	3	SWK 390 – Social Work Interviewing Skill	3
SWK 380 (Child Welfare Practice), SWK 381 (Mental Health & Addictions), or SWK 382 (Social Work with Elders)	3	SWK 380 (Child Welfare Practice), SWK 381 (Mental Health & Addictions), or SWK 382 (Social Work with Elders)	3
SWK 330W – Social Welfare Institutions & Policies I	3	SWK 332: Introduction to Diversity, Oppression, & Social Justice	3
SWK 377 - Social Work Practice with Groups	6	SWK 330W – Social Welfare Institutions & Policies I	3
SWK 490 – Social Work Practicum I	3	SWK 377 - Social Work Practice with Groups	3
SWK 378 - Social Work Practice with Communities & Organizations	3	SWK 490 – Social Work Practicum I	6

MULTI-USE BELOW THRESHOLD REPORT FORM

	SWK 430 – Social Welfare Institutions & Policies II	3	SWK 378 - Social Work Practice with Communities & Organizations	3
	SWK 491 – Social Work Practicum II	6	SWK 430 – Social Welfare Institutions & Policies II	3
			SWK 491 – Social Work Practicum II	6
	Total Credits Original Program	45	Total Credits Modified Program	48

MULTI-USE BELOW THRESHOLD REPORT FORM

SECTION 1: Instructions and Internal Use Fields	
Institution: SCSU	Final approval by institution: SCSU Submission to CSCU Office of the Provost for Academic Council: Feb. 2026
<p>Instructions: Use the drop-down menu to select the below-threshold item. Complete Sections 1 and 2 in all cases. If the proposal involves a credit change of 15 or fewer credits for undergraduate programs, or 12 or fewer credits for graduate programs, please also complete Section 3.</p> <p>Notes: Items defined as below threshold include:</p> <ul style="list-style-type: none"> Establishment of degree minors, concentrations, and specializations. An undergraduate certificate program of 30 credit hours or fewer that falls within an approved program. Establishment or modification of UG certificates of 15 or fewer credit hours, or graduate certificate programs of 12 or fewer credit hours. Modification of credits (UG – 15 or fewer, G – 12 or fewer). <p>Items that exceed the below threshold requirements should be submitted using Form 200: Program Modification.</p>	
<p>Type of Below Threshold Item: Choose an item.</p>	
<p>Internal Use (VEOCI Fields)</p> <ol style="list-style-type: none"> 1. Name of Program: Economics 2. OHE #: 018281 3. Modality of Program (<i>check all that apply</i>): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online Hybrid, % of fully online courses 50% 4. Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both 5. Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): BA 6. Total # Credits in Program: 120 7. Department where program is housed: Economics 8. Location Offering the Program (e.g., main campus): Main campus 9. Program website: https://www.southernct.edu/academics/economics/programs 10. Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No 11. Provide estimated cost of program (tuition and fees): \$ OR url for link to tuition/fee information: https://inside.southernct.edu/sites/default/files/inline-files/25-26%20Full-Time_1.pdf 12. <u>CIP Code Number</u>: 52.0601 Title of CIP Code: Business/Managerial Economics. 13. Identify the careers and professions available to graduates of the program using the <u>Standard Occupational Classification</u> (SOC) system. Provide SOC code number(s) and name(s): 19-3010 Economists 14. What would be the median estimated earnings for a graduate in this profession (<i>if more than one SOC code listed, include earnings for each</i>)? \$115,440 15. Identify the industry applicable to this program using the <u>North American Industry Classification System</u> (NAICS). Provide NAICS code(s) and title(s): 541990, All Other Professional, Scientific, and Technical Services. 16. IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years): 4 17. What are the admissions requirements for the program? Same as admission to SCSU 	

MULTI-USE BELOW THRESHOLD REPORT FORM

Graduation Requirements

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

Program Work Experiences

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

Program Administration and Faculty

1. Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): James Thorson, thorsonj1@southernct.edu, 203-392-5626
2. How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 8
3. How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 2

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

1. Title: Julia Irwin, Interim Provost
2. Tel.: 203-392-6585
3. E-mail: irwinj1@southernct.edu

Career/Program Pathways:

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

Prospective Students

1. Describe the prospective students for the program: Those students who are interested in learning how economic tools are used in addressing policy issues. The program provides students the analytical skills which they can use in pursuing graduate studies or advancing their careers in government, nonprofit organizations, business and law.

SECTION 2: Program and Curricular Information

Catalog Description

Provide the catalog description for this program (with proposed modifications if applicable): The BA in Economics provides students with an excellent basis for graduate study in economics, business or law, or careers in business, public policy, government or teaching. The major requires a minimum 30 credits in economics. Students build their program based on a rigorous foundation of introductory, intermediate and quantitative courses. Elective courses, chosen in consultation with the adviser, allow students to pursue their individual interests supporting career and post-graduate academic goals. Areas of interest include public policy, advanced theory, macroeconomic theory and policy, economic philosophy and economic history.

Alignment of Program with Institutional Mission, Role, and Scope

How does the program align with the institutional mission? (*Provide a concise statement*) The Economics program directly supports the mission of the institution and aligns with CSCU's strategic priorities of fostering innovation and preparing students for high-demand careers.

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.

1. Digital Marketing: website, social media campaigns, email marketing.
2. Content marketing: blog posts and articles, webinars and virtual tours;
3. Advising and Student Support: dedicated program advisor, information sessions, career counseling;
4. Recruitment Activities: high school outreach, community college partnerships, industry partnerships.

MULTI-USE BELOW THRESHOLD REPORT FORM

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

1. Orientation and introduction programs; 2. Mentorship programs; 3. Active learning and collaborative projects; 4. Career integration into curriculum; 5. Regular academic advising; 6. Peer support groups; 7. Learning Communities; 8. Technology-enhanced learning.

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

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

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

Cost Effectiveness and Availability of Adequate Resources

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

No incremental cost as this program is simply a revision of existing program. We are swapping our existing Math 125 (LEP/QR) for either Math 118 or Math 120 as the LEP/QR. We are reducing our cognate by 3 credits which will be absorbed into the free elective portion of the program that leads to better retention and graduation rate.

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. The student will develop an understanding of the unique perspective of economics.
2. The student will develop a basic proficiency in using the theories and tools of economics.
3. The student will develop appropriate analytical and quantitative skills.
4. The student will develop effective communication skills appropriate to the discipline.
5. The student will develop proficiency in using current technology appropriate to the discipline including statistical packages, databases and library and internet skills for research.

Assessment of Learning Outcomes

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

Assignments, discussions, quizzes, exams

Curriculum

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

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

MULTI-USE BELOW THRESHOLD REPORT FORM

ECO 200– Macroeconomic Analysis ('C+' or better)	2		3
ECO 201 – Microeconomic Analysis ('C+' or better)	2		3
*ECO 270 Applied Business Statistics (C or better)	3	MAT 111, MAT 112, MAT 118, or MAT 120	3
The following courses require "C+ or better"			
Select One:			
ECO 350 International Economics I: Trade "C+ or better"	2		3
ECO 351 International II: Finance "C+ or better"	2		3
ECO 450 Seminar in Applied Economics "C+ or better"	4		3
18 additional credits in ECO at the 300-level or higher "C+ or better"	2,3,4		18
Cognate			
CSC 200 Decision-making with Excel (T1F1)	5		3
*MAT 118 or MAT 120 Algebra for Business or Science	3	C- or better MAT 100 or MAT 100P > MAT 120; D-or better in MAT 100 or MAT 100P > MAT 118;	3
General Education Courses			
LEP Foundation First Year Experience: Intellectual/Creative Inquiry: INQ 101	3		3
LEP Foundation Written Communication Prerequisite: ENG 110	3		3
LEP Foundation Written Communication: ENG 112 Writing Arguments	4		3
LEP Foundation Multilingual Communication	4		3
LEP Exploration Natural World I: Physical Realm	3		3 (or 4 if Life & Environment 3)
LEP Exploration Natural World II: Life and Environment	3		4 (or 3 if Physical Realm 4)
LEP Foundation Quantitative Reasoning Prerequisite: MAT 100 Intermediate Algebra	3		3
LEP Foundation: Quantitative Reasoning MAT 118 or MAT 120	3	C- or better MAT 100 or MAT 100P > MAT 120; D-or better in MAT 100 or MAT 100P > MAT 118;	3 or 4
LEP Foundation Technological Fluency: CSC 200 Info Mngt and Prod Software	4		3
LEP Exploration Conflict & Consensus -OR- Mind & Body: ECO 100 Macroeconomics	1		3

MULTI-USE BELOW THRESHOLD REPORT FORM

LEP Exploration Cultural Expression -OR- Global Awareness: ECO 101 Microeconomics	1		3
LEP Exploration Creative Drive	1		3
LEP Exploration: American Experience or Time and Place	3		3
LEP Exploration Elective 1	3		3
LEP Exploration Elective 2	3		3
Open Electives (<i>Indicate number of credits of open electives</i>)	2,3,4		39
Total Program Credits:			120

SECTION 3: Modification of Credits

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

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

Original Program

Total # of General Education Credits: 46
 Total # of Credits in Program: 9
 Date Program was Initiated: N/A

Modified Program

Total # of General Education Credits: 46
 Total # of Credits in Program: 6
 Initiation Date for Modified Program: Fall 2026
 Anticipated Date of First Graduation: Spring 2031

Rationale for Modification

Describe the context and need for the proposed modification(s) and the relationship to the originally approved program: MAT 111 or MAT 112 are courses in the Cognate that are not QR. These two courses will switch to MAT 118 or MAT 120 in Fall 2026 and they will be QR. Right now, our Math QR is Math 125 – we are changing it to MAT 118 or MAT 120 therefore, gaining 3 free elective credits.

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 additional resources needed for these course substitutions.

Curriculum

MULTI-USE BELOW THRESHOLD REPORT FORM

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
COGNATE		COGNATE	
MAT 111 or MAT 112	4 or 3	MAT 118 or MAT 120	4 or 3
MAT 125	3		
Total Credits Original Program	9	Total Credits Modified Program	6

MULTI-USE BELOW THRESHOLD REPORT FORM

SECTION 1: Instructions and Internal Use Fields	
Institution: SCSU	Final approval by institution: Dec. 2025 Submission to CSCU Office of the Provost for Academic Council: Feb. 2026
<p>Instructions: Use the drop-down menu to select the below-threshold item. Complete Sections 1 and 2 in all cases. If the proposal involves a credit change of 15 or fewer credits for undergraduate programs, or 12 or fewer credits for graduate programs, please also complete Section 3.</p> <p>Notes: Items defined as below threshold include:</p> <ul style="list-style-type: none"> Establishment of degree minors, concentrations, and specializations. An undergraduate certificate program of 30 credit hours or fewer that falls within an approved program. Establishment or modification of UG certificates of 15 or fewer credit hours, or graduate certificate programs of 12 or fewer credit hours. Modification of credits (UG – 15 or fewer, G – 12 or fewer). <p>Items that exceed the below threshold requirements should be submitted using Form 200: Program Modification.</p>	
<p>Type of Below Threshold Item: Modification of credits (UG - 15 or less, G - 12 or less)</p>	
<p>Internal Use (VEOCI Fields)</p> <ol style="list-style-type: none"> 1. Name of Program: Energy and Utility Leadership 2. OHE #: 018281 3. Modality of Program (<i>check all that apply</i>): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online Hybrid, % of fully online courses 4. Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both 5. Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): BS 6. Total # Credits in Program: 120 7. Department where program is housed: Management 8. Location Offering the Program (e.g., main campus): Main campus 9. Program website: https://www.southernct.edu/academics/programs/energy-utility-leadership-bs 10. Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No 11. Provide estimated cost of program (tuition and fees): \$ OR url for link to tuition/fee information: https://inside.southernct.edu/sites/default/files/inline-files/25-26%20Full-Time_1.pdf 12. <u>CIP Code Number</u>: 52.0201 Title of CIP Code: Business Administration and Management, General 13. Identify the careers and professions available to graduates of the program using the <u>Standard Occupational Classification</u> (SOC) system. Provide SOC code number(s) and name(s): 11-0000 Management Occupations 14. What would be the median estimated earnings for a graduate in this profession (<i>if more than one SOC code listed, include earnings for each</i>)? \$137,750 15. Identify the industry applicable to this program using the <u>North American Industry Classification System</u> (NAICS). Provide NAICS code(s) and title(s): 22: Energy 16. IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years): 4 17. What are the admissions requirements for the program? Same as admission to SCSU 	

MULTI-USE BELOW THRESHOLD REPORT FORM

Graduation Requirements

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

Program Work Experiences

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

Program Administration and Faculty

1. Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Dr. Carol Stewart, stewartc1@southernct.edu; 203-392-5909
2. How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 4
3. How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 2

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

1. Title: Julia Irwin, Interim Provost
2. Tel.: 203-392-6585
3. E-mail: irwinj1@southernct.edu

Career/Program Pathways:

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

Prospective Students

1. Describe the prospective students for the program: Those students who are interested in advancing their careers within the energy and utility sector. It offers significant value, particularly to individuals in early, second-career stages who possess some technical specialty and aspire to ascend to higher-ranking positions.

SECTION 2: Program and Curricular Information

Catalog Description

Provide the catalog description for this program (with proposed modifications if applicable): The energy and utility leadership major equips students with comprehensive knowledge and skills tailored for the dynamic interactions of the energy and utility sectors.

Alignment of Program with Institutional Mission, Role, and Scope

How does the program align with the institutional mission? *(Provide a concise statement)* The Energy & Utility Leadership program directly supports the mission of the institution and aligns with CSCU's strategic priorities of fostering innovation and preparing students for high-demand careers.

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.

1. Digital Marketing: website, social media campaigns, email marketing. 2. Content marketing: blog posts and articles, webinars and virtual tours; 3. Advising and Student Support: dedicated program advisor, information sessions, career counseling; 4. Recruitment Activities: high school outreach, community college partnerships, industry partnerships.

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

MULTI-USE BELOW THRESHOLD REPORT FORM

1. Orientation and introduction programs; 2. Mentorship programs; 3. Active learning and collaborative projects; 4. Career integration into curriculum; 5. Regular academic advising; 6. Peer support groups; 7. Learning Communities; 8. Technology-enhanced learning.

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

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

This ALREADY happened.

1. Program Discontinued: Public Utility Management CIP: 52.0205 OHE#: 018284 BOR Accreditation Date: December 17, 2020
2. Phase Out Period 4 years
3. Date of Program Termination June 2029
4. Discontinuation of a program requires submission of form 301. Discontinuation form submitted? Yes No

Cost Effectiveness and Availability of Adequate Resources

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

No incremental cost as this program is simply a revision of existing program. We are swapping our existing Math 125 (LEP/QR) for either Math 118 or Math 120 as the LEP/QR. We are reducing our cognate by 3 credits which will be absorbed into the free elective portion of the program that leads to better retention and graduation rate.

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

Assessment of Learning Outcomes

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

Assignments, discussions, quizzes, exams

Curriculum

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

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
------------------------	----------------------------	------------------	--------------

MULTI-USE BELOW THRESHOLD REPORT FORM

Program Required & Elective Courses			
ACC 200 Principals of Financial Accounting	4		3
ACC 210 Managerial Accounting	4	'C' or better in ACC 200	3
BIS 306 Operations and Project Management for the Energy and Utility Sector	5		1.5
BIS 308 Data Analytics in Energy and Utility	5		1.5
BIS 370 Business Information Systems	5	Sophomore Status	3
BUS 390 Shadowing a solar service provider: Experiential learning in solar industry	3		1.5
*ECO 270 Applied Business Statistics	4	MAT 111, MAT 112, MAT 118, or MAT 120	3
ECO 317 Public Sector Economics, Finance, and Budgeting	4		1.5
FIN 300 Corporate Finance	4	ECO 100 or ECO 101	3
FIN 325 Financial Capital Management & Reporting for Public Utilities	4		1.5
MGT 110 Public Utility Management	1		3
MGT 200 Managerial Communication	3		3
MGT 240 Legal Environment of Business	2		3
MGT 250 Rates & Revenues	4		3
MGT 260 Asset & Infrastructure Mgt	4		3
MGT 285 Management and Organization	1, 2		3
MGT 305 Organizational Behavior	1, 2, 3	Junior or Senior status	3
MGT 385 Human Resources Management	1, 2, 3, 4	Junior or Senior status	3
MGT 400 Business and Society	1, 2, 3, 4	ECO 100, ECO 101, MKT 200, MGT 240 and [MGT 285 or MGT 300 or MGT 305]	3
MGT 420 Contracts and negotiations for the energy and utility sector	1, 2		1
MGT 445 Current issues in Energy and Utility leadership	1, 3		1.5
MGT 452 Strategic Management in Energy and Utility	1, 3		2
MGT 463 Workforce Development & Sustainability	1, 3, 5		1
MGT 470 Energy and Public Utilities Law, Regulation, and Public Policy	1, 2, 3		1
MKT 200 Principles of Marketing	1		3
MKT 338 Service Marketing	1	MKT 200	3
MKT 351 Communication Strategies in Energy & Utility	3		1.5

MULTI-USE BELOW THRESHOLD REPORT FORM

MKT 352 Customer Services in Energy & Utility	1, 3		1.5
Cognate			
CSC200	5		3
*MAT 118 or MAT 120	4		4 or 3
MAT 125			3
General Education Courses			
LEP Foundation First Year Experience: Intellectual/Creative Inquiry: INQ 101	1		3
LEP Foundation Written Communication Prerequisite: ENG 110	2		3
LEP Foundation Written Communication: ENG 112 Writing Arguments	2		3
LEP Foundation Multilingual Communication	3		3
LEP Exploration Natural World I: Physical Realm	3		3 (or 4 if Life & Environment 3)
LEP Exploration Natural World II: Life and Environment	3		4 (or 3 if Physical Realm 4)
LEP Foundation Quantitative Reasoning Prerequisite: MAT 100 Intermediate Algebra	4		3 or 4
*LEP Foundation Quantitative Reasoning: MAT 118 or MAT 120	4	C- or better MAT 100 or MAT 100P > MAT 120; D-or better in MAT 100 or MAT 100P > MAT 118;	3
LEP Foundation Technological Fluency: CSC 200 Info Mngt and Prod Software	5		3
LEP Exploration Conflict & Consensus - OR- Mind & Body: ECO 100 Macroeconomics	1		3
LEP Exploration Cultural Expression -OR- Global Awareness: ECO 101 Microeconomics	1		3
LEP Exploration Creative Drive	2		3
LEP Exploration: American Experience or Time and Place	1		3
LEP Exploration Elective 1			3
LEP Exploration Elective 2			3
General Education (LEP)			46
Major/Cognate Credits Shared with LEP			114
Open Electives (Indicate number of credits of open electives)			9
Shared			-3
Total Program Credits:			120

SECTION 3: Modification of Credits

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

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

Original Program

Total # of General Education Credits: 46

Total # of Credits in Program: 77

Date Program was Initiated: Fall 2025

Modified Program

Total # of General Education Credits: 46

Total # of Credits in Program: 74

Initiation Date for Modified Program: Fall 2026

Anticipated Date of First Graduation: Spring 2031

Rationale for Modification

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

MAT 111 or MAT 112 are courses in the Cognate that are not QR. These two courses will switch to MAT 118 or MAT 120 in Fall 2026 and they will be QR. Right now, our Math QR is Math 125 – we are changing it to MAT 120 therefore, gaining 3 free elective credits.

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 additional resources needed.

Curriculum

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

Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
MAT 111 or MAT 112	4 or 3	MAT 118 or MAT 120	4 or 3
MAT 125	3	Free elective	3
Total Credits Original Program	121 or 120	Total Credits Modified Program	120

MULTI-USE BELOW THRESHOLD REPORT FORM

SECTION 1: Instructions and Internal Use Fields	
Institution: SCSU	Final approval by institution: SCSU Submission to CSCU Office of the Provost for Academic Council: 1.14.26
<p>Instructions: Use the drop-down menu to select the below-threshold item. Complete Sections 1 and 2 in all cases. If the proposal involves a credit change of 15 or fewer credits for undergraduate programs, or 12 or fewer credits for graduate programs, please also complete Section 3.</p> <p>Notes: Items defined as below threshold include:</p> <ul style="list-style-type: none"> • Establishment of degree minors, concentrations, and specializations. • An undergraduate certificate program of 30 credit hours or fewer that falls within an approved program. • Establishment or modification of UG certificates of 15 or fewer credit hours, or graduate certificate programs of 12 or fewer credit hours. • Modification of credits (UG – 15 or fewer, G – 12 or fewer). <p>Items that exceed the below threshold requirements should be submitted using Form 200: Program Modification.</p>	
Type of Below Threshold Item: Modification of credits (UG - 15 or less, G - 12 or less)	
<p>Internal Use (VEOCI Fields)</p> <ol style="list-style-type: none"> 1. Name of Program: Business Administration – Economics Concentration 2. OHE #: 20358 3. 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 50% 4. Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both 5. Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): BS 6. Total # Credits in Program: 120 7. Department where program is housed: Economics 8. Location Offering the Program (e.g., main campus): Main campus 9. Program website: https://www.southernct.edu/academics/economics/programs 10. Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No 11. Provide estimated cost of program (tuition and fees): \$ OR url for link to tuition/fee information: https://inside.southernct.edu/sites/default/files/inline-files/25-26%20Full-Time_1.pdf 12. <u>CIP Code Number</u>: 52.0201 Title of CIP Code: Business Admin, General 13. Identify the careers and professions available to graduates of the program using the <u>Standard Occupational Classification</u> (SOC) system. Provide SOC code number(s) and name(s): 19-3010 Economists 14. What would be the median estimated earnings for a graduate in this profession (<i>if more than one SOC code listed, include earnings for each</i>)? \$115,440 15. Identify the industry applicable to this program using the <u>North American Industry Classification System</u> (NAICS). Provide NAICS code(s) and title(s): 541990, All Other Professional, Scientific, and Technical Services. 16. IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years): 4 17. What are the admissions requirements for the program? None <p>Graduation Requirements</p>	

MULTI-USE BELOW THRESHOLD REPORT FORM

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

2. If yes, describe:

Program Work Experiences

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

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

Program Administration and Faculty

1. Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): James Thorson, thorsonj1@southernct.edu, 203-392-5626

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

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

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

1. Title: Julia Irwin, Interim Provost

2. Tel.: 203-392-6585

3. E-mail: irwinj1@southernct.edu

Career/Program Pathways:

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

2. If yes, specify program:

Prospective Students

1. Describe the prospective students for the program: Those students who are interested in learning how economic tools are used in addressing policy issues. The program provides students the analytical skills which they can use in pursuing graduate studies or advancing their careers in government, nonprofit organizations, business and law.

SECTION 2: Program and Curricular Information

Catalog Description

Provide the catalog description for this program (with proposed modifications if applicable): **The Department of Economics offers a program in economics that enables students to succeed in a competitive global environment. Students who concentrate on economics learn the basis for integrating knowledge of the functional areas of business administration in industry, government, and non-profit organizations.**

Alignment of Program with Institutional Mission, Role, and Scope

How does the program align with the institutional mission? *(Provide a concise statement)* The Business Economics program directly supports the mission of the institution and aligns with CSCU's strategic priorities of fostering innovation and preparing students for high-demand careers.

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.

1. Digital Marketing: website, social media campaigns, email marketing.
2. Content marketing: blog posts and articles, webinars and virtual tours;
3. Advising and Student Support: dedicated program advisor, information sessions, career counseling;
4. Recruitment Activities: high school outreach, community college partnerships, industry partnerships.

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

MULTI-USE BELOW THRESHOLD REPORT FORM

1. Orientation and introduction programs; 2. Mentorship programs; 3. Active learning and collaborative projects; 4. Career integration into curriculum; 5. Regular academic advising; 6. Peer support groups; 7. Learning Communities; 8. Technology-enhanced learning.

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

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

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

Cost Effectiveness and Availability of Adequate Resources

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

No incremental cost as this program is simply a revision of existing program. We are swapping our existing Math 125 (LEP/QR) for either Math 118 or Math 120 as the LEP/QR. We are reducing our cognate by 3 credits which will be absorbed into the free elective portion of the program that leads to better retention and graduation rate.

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. The student will develop an understanding of the unique perspective of economics.
2. The student will develop a basic proficiency in using the theories and tools of economics.
3. The student will develop appropriate analytical and quantitative skills.
4. The student will develop effective communication skills appropriate to the discipline.
5. The student will develop proficiency in using current technology appropriate to the discipline including statistical packages, databases and library and internet skills for research.

Assessment of Learning Outcomes

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

Assignments, discussions, quizzes, exams

Curriculum

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

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
Program Required & Elective Courses			
ACC 200 Principals of Financial Accounting (C or better)			3
ACC 210 Managerial Accounting (C or better)		'C' or better in ACC 200	3

MULTI-USE BELOW THRESHOLD REPORT FORM

BIS 370 Business Information Systems (C or better)		Sophomore Status	3
ECO 100 Principles of Macroeconomics (T2IV) (C or better)			3
ECO 101 Principles of Microeconomics (T2GI) (C or better)			3
*ECO 270 Applied Business Statistics (C or better)		MAT 111, MAT 112, MAT 118, or MAT 120	3 or 4
FIN 300 Corporate Finance (C or better)		ECO 100 or ECO 101	3
MGT 240 Legal Environment of Business (C or better)			3
MGT 285 Management and Organization (C or better)			3
MGT 450 Business Policy & Strategy (C or better)		ACC 200, ACC 210, BIS 370, ECO 270, FIN 300, MGT 240, MGT 285 and MKT 200	3
MKT 200 Principles of Marketing (C or better)			3
Business Economics Concentration			
ECO 200 Macroeconomics Analysis (C+ or better)		ECO 100 and ECO 101	3
ECO 201 Microeconomic Analysis (C+ or better)		ECO 100 and ECO 101	3
ECO 450 Seminar in Applied Economics (C+ or better)		ECO 200 and ECO 201	3
15 additional credits in ECO at the 300-level or higher (C+ or better)			15
Select one:			
ECO 350 International Economics I: Trade (C+ or better)		ECO 100 and ECO 101	3
ECO 351 International II: Finance (C+ or better)			3
Cognate Requirements			
CSC 200 Decision-making with Excel (T1F1)			3
*MAT 118 or MAT 120 Algebra for Business or Science (T1QR)			3
General Education Courses			
LEP Foundation First Year Experience: Intellectual/Creative Inquiry: INQ 101			3
LEP Foundation Written Communication Prerequisite: ENG 110			3
LEP Foundation Written Communication: ENG 112 Writing Arguments			3
LEP Foundation Multilingual Communication			3
LEP Exploration Natural World I: Physical Realm			3 (or 4 if Life & Environment 3)
LEP Exploration Natural World II: Life and Environment			4 (or 3 if Physical Realm 4)
LEP Foundation Quantitative Reasoning Prerequisite: MAT 100 Intermediate Algebra			3

MULTI-USE BELOW THRESHOLD REPORT FORM

LEP Foundation Quantitative Reasoning: MAT 118 or MAT 120		C- or better MAT 100 or MAT 100P > MAT 120; D-or better in MAT 100 or MAT 100P > MAT 118;	3 or 4
LEP Foundation Technological Fluency: CSC 200 Info Mngt and Prod Software			3
LEP Exploration Conflict & Consensus -OR- Mind & Body: ECO 100 Macroeconomics			3
LEP Exploration Cultural Expression -OR- Global Awareness: ECO 101 Microeconomics			3
LEP Exploration Creative Drive			3
LEP Exploration: American Experience or Time and Place			3
LEP Exploration Elective 1			3
LEP Exploration Elective 2			3
General Education (LEP)			46
Major/Cognate Credits Shared with LEP			-12
Open Electives (<i>Indicate number of credits of open electives</i>)			20
Total Program Credits:			120

SECTION 3: Modification of Credits

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

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

Original Program

Total # of General Education Credits:46
 Total # of Credits in Program: 120
 Date Program was Initiated: 1989-02-07

Modified Program

Total # of General Education Credits: 46
 Total # of Credits in Program:120
 Initiation Date for Modified Program: Fall 2026
 Anticipated Date of First Graduation: Spring 2031

Rationale for Modification

Describe the context and need for the proposed modification(s) and the relationship to the originally approved program:
 MAT 111 or MAT 112 are courses in the Cognate that are not QR. These two courses will switch to MAT 118 or MAT 120 in Fall 2026 and they will be QR. Right now, our Math QR is Math 125 – we are changing it to MAT 118 or MAT 120 therefore, gaining 3 free elective credits

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

MULTI-USE BELOW THRESHOLD REPORT FORM

Description of Resources Needed

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

No additional resources needed.

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
COGNATE		COGNATE	
MAT 111 or MAT 112	4 or 3	MAT 118 or MAT120	4 or 3
MAT 125	3		
Total Credits Original Program	9	Total Credits Modified Program	6

MULTI-USE BELOW THRESHOLD REPORT FORM

SECTION 1: Instructions and Internal Use Fields	
Institution: SCSU	Final approval by institution: Dec. 2025 Submission to CSCU Office of the Provost for Academic Council: Feb. 2026
<p>Instructions: Use the drop-down menu to select the below-threshold item. Complete Sections 1 and 2 in all cases. If the proposal involves a credit change of 15 or fewer credits for undergraduate programs, or 12 or fewer credits for graduate programs, please also complete Section 3.</p> <p>Notes: Items defined as below threshold include:</p> <ul style="list-style-type: none"> Establishment of degree minors, concentrations, and specializations. An undergraduate certificate program of 30 credit hours or fewer that falls within an approved program. Establishment or modification of UG certificates of 15 or fewer credit hours, or graduate certificate programs of 12 or fewer credit hours. Modification of credits (UG – 15 or fewer, G – 12 or fewer). <p>Items that exceed the below threshold requirements should be submitted using Form 200: Program Modification.</p>	
<p>Type of Below Threshold Item: Modification of credits (UG - 15 or less, G - 12 or less)</p>	
<p>Internal Use (VEOCI Fields)</p> <ol style="list-style-type: none"> 1. Name of Program: Business Administration: Concentration in Human Resource Management 2. OHE #: 21873 3. Modality of Program (<i>check all that apply</i>): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online Hybrid, % of fully online courses 4. Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both 5. Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): BS 6. Total # Credits in Program: 120 7. Department where program is housed: Management & International Business 8. Location Offering the Program (e.g., main campus): Main campus 9. Program website: https://catalog.southernct.edu/undergraduate/programs-and-degrees/business-administration-bs-concentration-human-resource-management.html 10. Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No 11. Provide estimated cost of program (tuition and fees): \$ OR url for link to tuition/fee information: https://inside.southernct.edu/sites/default/files/inline-files/25-26%20Full-Time_1.pdf 12. <u>CIP Code Number</u>: 52.0201 Title of CIP Code: Business Administration and Management, General 13. Identify the careers and professions available to graduates of the program using the <u>Standard Occupational Classification</u> (SOC) system. Provide SOC code number(s) and name(s): 11-0000 Management Occupations 14. What would be the median estimated earnings for a graduate in this profession (<i>if more than one SOC code listed, include earnings for each</i>)? \$116,180 15. Identify the industry applicable to this program using the <u>North American Industry Classification System</u> (NAICS). Provide NAICS code(s) and title(s): 541611 (Administrative Management and General Management Consulting Services) 	

MULTI-USE BELOW THRESHOLD REPORT FORM

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

17. What are the admissions requirements for the program? Same as for SCSU

Graduation Requirements

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

2. If yes, describe:

Program Work Experiences

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

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

Program Administration and Faculty

1. Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Robert A. Smith, Esq. smithjrr1@southernct.edu; 203-392-7783

2. How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 13

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

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

1. Title: Julia Irwin, Interim Provost

2. Tel.: 203-392-6585

3. E-mail: irwinj1@southernct.edu

Career/Program Pathways:

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

2. If yes, specify program:

Prospective Students

1. Describe the prospective students for the program: Those students who are interested in advancing their careers within the energy and utility sector. It offers significant value, particularly to individuals in early, second-career stages who possess some technical specialty and aspire to ascend to higher-ranking positions.

SECTION 2: Program and Curricular Information

Catalog Description

Provide the catalog description for this program (with proposed modifications if applicable): The Management concentration allows you ample flexibility to obtain foundation knowledge and skills that are suitable for operating a small business or advancing into a wide variety of middle- and upper-level management positions within corporations and not-for-profit organizations. The concentration also helps students prepare for graduate study in business and law. By highlighting successful organizational processes and practices, this concentration will help you understand a wide variety of managerial concerns as well as analytical and administrative techniques commonly used to address them..

Alignment of Program with Institutional Mission, Role, and Scope

How does the program align with the institutional mission? (*Provide a concise statement*) The Management concentration directly supports the institution's mission and aligns with CSCU's strategic priorities of fostering innovation and preparing students for high-demand careers.

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.

MULTI-USE BELOW THRESHOLD REPORT FORM

1. Digital Marketing: website, social media campaigns, email marketing.
2. Content marketing: blog posts and articles, webinars and virtual tours;
3. Advising and Student Support: dedicated program advisor, information sessions, career counseling;
4. Recruitment Activities: high school outreach, community college partnerships, industry partnerships.

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

1. Orientation and introduction programs;
2. Mentorship programs;
3. Active learning and collaborative projects;
4. Career integration into curriculum;
5. Regular academic advising;
6. Peer support groups;
7. Learning Communities;
8. Technology-enhanced learning.

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

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

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

Cost Effectiveness and Availability of Adequate Resources

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

No incremental cost as this program is simply a revision of existing program. We are swapping our existing Math 125 (LEP/QR) for either Math 118 or Math 120 as the LEP/QR. We are reducing our cognate by 3 credits which will be absorbed into the free elective portion of the program that leads to better retention and graduation rate.

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.

Goal 1: Our students will be interdisciplinary thinkers regarding business decision-making.

- Objective 1.1: Our students will integrate relevant business disciplines in business decision-making.

Goal 2: Our students will be effective communicators.

- Objective 2.1: Our students will produce audience-appropriate business presentations.
- Objective 2.2: Our students will create audience-appropriate written documents.
- Objective 2.3: Our students will communicate effectively in teams.

Goal 3: Our students will be critical thinkers.

- Objective 3.1: Our students will incorporate global issues in business decision-making.
- Objective 3.2: Our students will evaluate ethical and legal issues that arise in business decision-making.
- Objective 3.3: Our students will apply corporate social responsibility principles in business decision-making.

Goal 4: Our students will be quantitatively competent.

- Objective 4.1: Our students will use appropriate data in business decision-making.

Goal 5: Our students will have strong technological abilities.

- Objective 5.1: Our students will employ appropriate software in business decision-making.

MULTI-USE BELOW THRESHOLD REPORT FORM

Assessment of Learning Outcomes

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

Assignments, discussions, quizzes, exams

Curriculum

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

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
Major Requirements			
ACC 200 Principals of Financial Accounting (C or better)	3		3
ACC 210 Managerial Accounting (C or better)	3	'C' or better in ACC 200	3
BIS 370 Business Information Systems (C or better)	5	Sophomore Status	3
ECO 100 Principles of Macroeconomics (T2CC) (C or better)	1		3
ECO 101 Principles of Microeconomics (T2GA) (C or better)	1		3
*ECO 270 Applied Business Statistics (C or better)	3	MAT 111, MAT 112, MAT 118, or MAT 120	3
FIN 300 Corporate Finance (C or better)	3	ECO 100 or ECO 101	3
MGT 240 Legal Environment of Business (C or better)	2		3
MGT 285 Management and Organization (C or better)	2		3
MGT 450 Business Policy & Strategy (C or better)	3	ACC 200, ACC 210, BIS 370, ECO 270, FIN 300, MGT 240, MGT 285 and MKT 200	3
MKT 200 Principles of Marketing (C or better)	1		3
Management Concentration Requirements			
MGT 200 Managerial Communication (C+ or better)	1, 2, 3		3
MGT 305 Organizational Behavior (C+ or better)	1, 2, 3	Junior or senior status	3
MGT 385 Human Resources Management (C+ or better)	1, 2, 3, 4	Junior or senior status	3
MGT 400 Business and Society (C+ or better)	1, 2, 3, 4	ECO 100, ECO 101, MKT 200, MGT 240 and [MGT 285 or MGT 300 or MGT 305]	3
MGT 405 Employment & Labor Relations (C+ or better)	1,3, 5		
MGT 460 International Business (C+ or better)	1, 3, 4	[MGT 285 or MGT 300 or MGT 305]	3
MGT 473 Employee Training and Development (C+ or better)	1, 3, 5	MGT 385	3
MGT 474 Compensation and Benefit Management (C+ or better)	1, 3, 5	MGT 385	3
MGT 476 Strategic Staffing (C+ or better)	1, 3, 5	MGT 485	3

MULTI-USE BELOW THRESHOLD REPORT FORM

Cognate Requirements			
CSC 200 Decision-making with Excel (T1F1)	5		3
*MAT 118 or MAT 120 (T1QR)	4	C- or better MAT 100 or MAT 100P > MAT 120; D- or better in MAT 100 or MAT 100P > MAT 118;	3 or 4
General Education Courses			
LEP Foundation First Year Experience: Intellectual/Creative Inquiry: INQ 101	1		3
LEP Foundation Written Communication Prerequisite: ENG 110	2		3
LEP Foundation Written Communication: ENG 112 Writing Arguments	2	Successful completion of ENG 110 or ENG 119	3
LEP Foundation Multilingual Communication	3		3
LEP Exploration Natural World I: Physical Realm	3		3 (or 4 if Life & Environment 3)
LEP Exploration Natural World II: Life and Environment	3		4 (or 3 if Physical Realm 4)
LEP Foundation Quantitative Reasoning Prerequisite: MAT 100 Intermediate Algebra	4		3
*LEP Foundation Quantitative Reasoning: MAT 118 or MAT 120	4	C- or better MAT 100 or MAT 100P > MAT 120; D- or better in MAT 100 or MAT 100P > MAT 118;	3
LEP Foundation Technological Fluency: CSC 200 Info Mngt and Prod Software	5		3
LEP Exploration Conflict & Consensus -OR- Mind & Body: ECO 100 Macroeconomics	1		3
LEP Exploration Cultural Expression -OR- Global Awareness: ECO 101 Microeconomics	1		3
LEP Exploration Creative Drive	2		3
LEP Exploration: American Experience or Time and Place	1		3
LEP Exploration Elective 1			3
LEP Exploration Elective 2			3
General Education (LEP)			46
Major/Cognate Credits Shared with LEP			-9
Open Electives (Indicate number of credits of open electives)			9
Total Program Credits:			120

SECTION 3: Modification of Credits

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

Total Number of courses and course credits to be modified by this application: **3**

Original Program

Total # of General Education Credits: 46

Total # of Credits in Program: 9

Date Program was Initiated: N/A

Modified Program

Total # of General Education Credits: 46

Total # of Credits in Program: 6

Initiation Date for Modified Program: Fall 2026

Anticipated Date of First Graduation: Spring 2031

Rationale for Modification

Describe the context and need for the proposed modification(s) and the relationship to the originally approved program:
MAT 111 or MAT 112 are courses in the Cognate that are not QR. These two courses will switch to MAT 118 or MAT 120 in Fall 2026 and they will be QR. Right now, our Math QR is Math 125 – we are changing it to MAT 118 or MAT 120 therefore, gaining 3 free elective credits.

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 additional resources.

Curriculum

MULTI-USE BELOW THRESHOLD REPORT FORM

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
COGNATE		COGNATE	
MAT 111 or MAT 112	4 or 3	MAT 118 or MAT 120	4 or 3
MAT 125	3		
Total Credits Original Program	10 or 9	Total Credits Modified Program	4 or 3

MULTI-USE BELOW THRESHOLD REPORT FORM

SECTION 1: Instructions and Internal Use Fields	
Institution: SCSU	Final approval by institution: SCSU Submission to CSCU Office of the Provost for Academic Council:
<p>Instructions: Use the drop-down menu to select the below-threshold item. Complete Sections 1 and 2 in all cases. If the proposal involves a credit change of 15 or fewer credits for undergraduate programs, or 12 or fewer credits for graduate programs, please also complete Section 3.</p> <p>Notes: Items defined as below threshold include:</p> <ul style="list-style-type: none"> Establishment of degree minors, concentrations, and specializations. An undergraduate certificate program of 30 credit hours or fewer that falls within an approved program. Establishment or modification of UG certificates of 15 or fewer credit hours, or graduate certificate programs of 12 or fewer credit hours. Modification of credits (UG – 15 or fewer, G – 12 or fewer). <p>Items that exceed the below threshold requirements should be submitted using Form 200: Program Modification.</p>	
Type of Below Threshold Item: Choose an item.	
<p>Internal Use (VEOCI Fields)</p> <ol style="list-style-type: none"> 1. Name of Program: Business Administration: Concentration in Management 2. OHE #: 21873 3. Modality of Program (<i>check all that apply</i>): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online Hybrid, % of fully online courses 4. Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both 5. Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): BS 6. Total # Credits in Program: 120 7. Department where program is housed: Management & International Business 8. Location Offering the Program (e.g., main campus): Main campus 9. Program website: https://catalog.southernct.edu/undergraduate/programs-and-degrees/business-administration-bs-concentration-management.html 10. Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No 11. Provide estimated cost of program (tuition and fees): \$ OR url for link to tuition/fee information: https://inside.southernct.edu/sites/default/files/inline-files/25-26%20Full-Time_1.pdf 12. <u>CIP Code Number</u>: 52.0201 Title of CIP Code: Business Administration and Management, General 13. Identify the careers and professions available to graduates of the program using the <u>Standard Occupational Classification</u> (SOC) system. Provide SOC code number(s) and name(s): 11-0000 Management Occupations 14. What would be the median estimated earnings for a graduate in this profession (<i>if more than one SOC code listed, include earnings for each</i>)? \$116,180 15. Identify the industry applicable to this program using the <u>North American Industry Classification System</u> (NAICS). Provide NAICS code(s) and title(s): 541611 (Administrative Management and General Management Consulting Services) 16. IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years): 4 	

MULTI-USE BELOW THRESHOLD REPORT FORM

17. What are the admissions requirements for the program? Admission to SCSU – see <https://www.southernct.edu/admissions/first-year>

Graduation Requirements

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

Program Work Experiences

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

Program Administration and Faculty

- 1. Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Robert A. Smith, Esq. smithjrr1@southernct.edu; 203-392-7783
- 2. How many full-time faculty, if any, will teach in the program’s core curriculum (include proposed new hires)? 13
- 3. How many adjunct and/or part-time faculty, if any, will teach in the program’s core curriculum? 5

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

- 1. Title: Julia Irwin, Interim Provost
- 2. Tel.: 203-392-6585
- 3. E-mail: irwinj1@southernct.edu

Career/Program Pathways:

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

Prospective Students

- 1. Describe the prospective students for the program: Those students who are interested in advancing their careers within the energy and utility sector. It offers significant value, particularly to individuals in early, second-career stages who possess some technical specialty and aspire to ascend to higher-ranking positions.

SECTION 2: Program and Curricular Information

Catalog Description

Provide the catalog description for this program (with proposed modifications if applicable): The Management concentration allows you ample flexibility to obtain foundation knowledge and skills that are suitable for operating a small business or advancing into a wide variety of middle- and upper-level management positions within corporations and not-for-profit organizations. The concentration also helps students prepare for graduate study in business and law. By highlighting successful organizational processes and practices, this concentration will help you understand a wide variety of managerial concerns as well as analytical and administrative techniques commonly used to address them..

Alignment of Program with Institutional Mission, Role, and Scope

How does the program align with the institutional mission? (*Provide a concise statement*) The Management concentration directly supports the institution's mission and aligns with CSCU's strategic priorities of fostering innovation and preparing students for high-demand careers.

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.

- 1. Digital Marketing: website, social media campaigns, email marketing. 2. Content marketing: blog posts and articles, webinars and virtual tours; 3. Advising and Student Support: dedicated program advisor, information sessions,

MULTI-USE BELOW THRESHOLD REPORT FORM

career counseling; 4. Recruitment Activities: high school outreach, community college partnerships, industry partnerships.

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

1. Orientation and introduction programs; 2. Mentorship programs; 3. Active learning and collaborative projects; 4. Career integration into curriculum; 5. Regular academic advising; 6. Peer support groups; 7. Learning Communities; 8. Technology-enhanced learning.

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

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

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

Cost Effectiveness and Availability of Adequate Resources

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

No incremental cost as this program is simply a revision of existing program. We are swapping our existing Math 125 (LEP/QR) for either Math 118 or Math 120 as the LEP/QR. We are reducing our cognate by 3 credits which will be absorbed into the free elective portion of the program that leads to better retention and graduation rate.

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.

Goal 1: Our students will be interdisciplinary thinkers regarding business decision-making.

- Objective 1.1: Our students will integrate relevant business disciplines in business decision-making.

Goal 2: Our students will be effective communicators.

- Objective 2.1: Our students will produce audience-appropriate business presentations.
- Objective 2.2: Our students will create audience-appropriate written documents.
- Objective 2.3: Our students will communicate effectively in teams.

Goal 3: Our students will be critical thinkers.

- Objective 3.1: Our students will incorporate global issues in business decision-making.
- Objective 3.2: Our students will evaluate ethical and legal issues that arise in business decision-making.
- Objective 3.3: Our students will apply corporate social responsibility principles in business decision-making.

Goal 4: Our students will be quantitatively competent.

- Objective 4.1: Our students will use appropriate data in business decision-making.

Goal 5: Our students will have strong technological abilities.

- Objective 5.1: Our students will employ appropriate software in business decision-making.

Assessment of Learning Outcomes

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

MULTI-USE BELOW THRESHOLD REPORT FORM

Assignments, discussions, quizzes, exams

Curriculum

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

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
Major Requirements			
ACC 200 Principals of Financial Accounting (C or better)	3		3
ACC 210 Managerial Accounting (C or better)	3	'C' or better in ACC 200	3
BIS 370 Business Information Systems (C or better)	5	Sophomore Status	3
ECO 100 Principles of Macroeconomics (T2CC) (C or better)	1		3
ECO 101 Principles of Microeconomics (T2GA) (C or better)	1		3
*ECO 270 Applied Business Statistics (C or better)	4	MAT 111, MAT 112, MAT 118, or MAT 120	3
FIN 300 Corporate Finance (C or better)	4	ECO 100 or ECO 101	3
MGT 240 Legal Environment of Business (C or better)	2		3
MGT 285 Management and Organization (C or better)	2		3
MGT 450 Business Policy & Strategy (C or better)	3	ACC 200, ACC 210, BIS 370, ECO 270, FIN 300, MGT 240, MGT 285 and MKT 200	3
MKT 200 Principles of Marketing (C or better)	1		3
Management Concentration Requirements			
MGT 200 Managerial Communication (C+ or better)	1, 2, 3		3
MGT 305 Organizational Behavior (C+ or better)	1, 2, 3	Junior or senior status	3
MGT 385 Human Resources Management (C+ or better)	1, 2, 3, 4	Junior or senior status	3
MGT 400 Business and Society (C+ or better)	1, 2, 3, 4	ECO 100, ECO 101, MKT 200, MGT 240 and [MGT 285 or MGT 300 or MGT 305]	3
MGT 460 International Business (C+ or better)	1, 3, 4	[MGT 285 or MGT 300 or MGT 305]	3
Cognate Requirements			
CSC 200 Decision-making with Excel (T1F1)	5		3
*MAT 118 or MAT 120 (T1QR)	4	C- or better MAT 100 or MAT 100P > MAT 120; D- or better in MAT 100 or MAT 100P > MAT 118;	3 or 4
General Education Courses			

MULTI-USE BELOW THRESHOLD REPORT FORM

LEP Foundation First Year Experience: Intellectual/Creative Inquiry: INQ 101	1		3
LEP Foundation Written Communication Prerequisite: ENG 110	2		3
LEP Foundation Written Communication: ENG 112 Writing Arguments	2	Successful completion of ENG 110 or ENG 119	3
LEP Foundation Multilingual Communication	3		3
LEP Exploration Natural World I: Physical Realm	3		3 (or 4 if Life & Environment 3)
LEP Exploration Natural World II: Life and Environment	3		4 (or 3 if Physical Realm 4)
LEP Foundation Quantitative Reasoning Prerequisite: MAT 100 Intermediate Algebra	4		3
*LEP Foundation Quantitative Reasoning: MAT 118 or MAT 120	4	C- or better MAT 100 or MAT 100P > MAT 120; D- or better in MAT 100 or MAT 100P > MAT 118;	3
LEP Foundation Technological Fluency: CSC 200 Info Mngt and Prod Software	5		3
LEP Exploration Conflict & Consensus -OR- Mind & Body: ECO 100 Macroeconomics	1		3
LEP Exploration Cultural Expression -OR- Global Awareness: ECO 101 Microeconomics	1		3
LEP Exploration Creative Drive	2		3
LEP Exploration: American Experience or Time and Place	1		3
LEP Exploration Elective 1			3
LEP Exploration Elective 2			3
General Education (LEP)			46
Major/Cognate Credits Shared with LEP			-9
Open Electives (<i>Indicate number of credits of open electives</i>)			9
Total Program Credits:			120

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

MULTI-USE BELOW THRESHOLD REPORT FORM

Total Number of courses and course credits to be modified by this application: **3**

Original Program

Total # of General Education Credits: 46
 Total # of Credits in Program: 9
 Date Program was Initiated: N/A

Modified Program

Total # of General Education Credits: 46
 Total # of Credits in Program: 6
 Initiation Date for Modified Program: Fall 2026
 Anticipated Date of First Graduation: Spring 2031

Rationale for Modification

Describe the context and need for the proposed modification(s) and the relationship to the originally approved program:
 MAT 111 or MAT 112 are courses in the Cognate that are not QR. These two courses will switch to MAT 118 or MAT 120 in Fall 2026 and they will be QR. Right now, our Math QR is Math 125 – we are changing it to MAT 118 or MAT 120 therefore, gaining 3 free elective credits.

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 additional resources

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
COGNATE		COGNATE	
MAT 111 or MAT 112	4 or 3	MAT 118 or MAT 120	4 or 3
MAT 125	3		
Total Credits Original Program	9	Total Credits Modified Program	6

MULTI-USE BELOW THRESHOLD REPORT FORM

SECTION 1: Instructions and Internal Use Fields	
Institution: SCSU	Final approval by institution: Dec. 2025 Submission to CSCU Office of the Provost for Academic Council: Feb. 2026
<p>Instructions: Use the drop-down menu to select the below-threshold item. Complete Sections 1 and 2 in all cases. If the proposal involves a credit change of 15 or fewer credits for undergraduate programs, or 12 or fewer credits for graduate programs, please also complete Section 3.</p> <p>Notes: Items defined as below threshold include:</p> <ul style="list-style-type: none"> • Establishment of degree minors, concentrations, and specializations. • An undergraduate certificate program of 30 credit hours or fewer that falls within an approved program. • Establishment or modification of UG certificates of 15 or fewer credit hours, or graduate certificate programs of 12 or fewer credit hours. • Modification of credits (UG – 15 or fewer, G – 12 or fewer). <p>Items that exceed the below threshold requirements should be submitted using Form 200: Program Modification.</p>	
<p>Type of Below Threshold Item: Modification of credits (UG - 15 or less, G - 12 or less)</p>	
<p>Internal Use (VEOCI Fields)</p> <ol style="list-style-type: none"> 1. Name of Program: Business Administration: Concentration in_ International Business Management 2. OHE #: 21873 3. Modality of Program (<i>check all that apply</i>): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online Hybrid, % of fully online courses 4. Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both 5. Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): BS 6. Total # Credits in Program: 120 7. Department where program is housed: Management & International Business 8. Location Offering the Program (e.g., main campus): Main campus 9. Program website: https://catalog.southernct.edu/undergraduate/programs-and-degrees/business-administration-bs-concentration-international-business.html 10. Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No 11. Provide estimated cost of program (tuition and fees): \$ OR url for link to tuition/fee information: https://inside.southernct.edu/sites/default/files/inline-files/25-26%20Full-Time_1.pdf 12. <u>CIP Code Number</u>: 52.0201 Title of CIP Code: Business Administration and Management, General 13. Identify the careers and professions available to graduates of the program using the <u>Standard Occupational Classification</u> (SOC) system. Provide SOC code number(s) and name(s): 11-0000 Management Occupations 14. What would be the median estimated earnings for a graduate in this profession (<i>if more than one SOC code listed, include earnings for each</i>)? \$116,180 15. Identify the industry applicable to this program using the <u>North American Industry Classification System</u> (NAICS). Provide NAICS code(s) and title(s): 541611 (Administrative Management and General Management Consulting Services) 	

MULTI-USE BELOW THRESHOLD REPORT FORM

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

17. What are the admissions requirements for the program? Same as for SCSU

Graduation Requirements

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

2. If yes, describe:

Program Work Experiences

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

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

Program Administration and Faculty

1. Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Robert A. Smith, Esq. smithjrr1@southernct.edu; 203-392-7783

2. How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 13

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

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

1. Title: Julia Irwin, Interim Provost

2. Tel.: 203-392-6585

3. E-mail: irwinj1@southernct.edu

Career/Program Pathways:

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

2. If yes, specify program:

Prospective Students

1. Describe the prospective students for the program: Those students who are interested in advancing their careers within the energy and utility sector. It offers significant value, particularly to individuals in early, second-career stages who possess some technical specialty and aspire to ascend to higher-ranking positions.

SECTION 2: Program and Curricular Information

Catalog Description

Provide the catalog description for this program (with proposed modifications if applicable): The Management concentration allows you ample flexibility to obtain foundation knowledge and skills that are suitable for operating a small business or advancing into a wide variety of middle- and upper-level management positions within corporations and not-for-profit organizations. The concentration also helps students prepare for graduate study in business and law. By highlighting successful organizational processes and practices, this concentration will help you understand a wide variety of managerial concerns as well as analytical and administrative techniques commonly used to address them..

Alignment of Program with Institutional Mission, Role, and Scope

How does the program align with the institutional mission? *(Provide a concise statement)* The Management concentration directly supports the institution's mission and aligns with CSCU's strategic priorities of fostering innovation and preparing students for high-demand careers.

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.

MULTI-USE BELOW THRESHOLD REPORT FORM

1. Digital Marketing: website, social media campaigns, email marketing.
2. Content marketing: blog posts and articles, webinars and virtual tours;
3. Advising and Student Support: dedicated program advisor, information sessions, career counseling;
4. Recruitment Activities: high school outreach, community college partnerships, industry partnerships.

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

1. Orientation and introduction programs;
2. Mentorship programs;
3. Active learning and collaborative projects;
4. Career integration into curriculum;
5. Regular academic advising;
6. Peer support groups;
7. Learning Communities;
8. Technology-enhanced learning.

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

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

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

Cost Effectiveness and Availability of Adequate Resources

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

No incremental cost as this program is simply a revision of existing program. We are swapping our existing Math 125 (LEP/QR) for either Math 118 or Math 120 as the LEP/QR. We are reducing our cognate by 3 credits which will be absorbed into the free elective portion of the program that leads to better retention and graduation rate.

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.

Goal 1: Our students will be interdisciplinary thinkers regarding business decision-making.

- Objective 1.1: Our students will integrate relevant business disciplines in business decision-making.

Goal 2: Our students will be effective communicators.

- Objective 2.1: Our students will produce audience-appropriate business presentations.
- Objective 2.2: Our students will create audience-appropriate written documents.
- Objective 2.3: Our students will communicate effectively in teams.

Goal 3: Our students will be critical thinkers.

- Objective 3.1: Our students will incorporate global issues in business decision-making.
- Objective 3.2: Our students will evaluate ethical and legal issues that arise in business decision-making.
- Objective 3.3: Our students will apply corporate social responsibility principles in business decision-making.

Goal 4: Our students will be quantitatively competent.

- Objective 4.1: Our students will use appropriate data in business decision-making.

Goal 5: Our students will have strong technological abilities.

- Objective 5.1: Our students will employ appropriate software in business decision-making.

MULTI-USE BELOW THRESHOLD REPORT FORM

Assessment of Learning Outcomes

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

Assignments, discussions, quizzes, exams

Curriculum

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

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
Major Requirements			
ACC 200 Principals of Financial Accounting (C or better)	4		3
ACC 210 Managerial Accounting (C or better)	4	'C' or better in ACC 200	3
BIS 370 Business Information Systems (C or better)	5	Sophomore Status	3
ECO 100 Principles of Macroeconomics (T2CC) (C or better)	1		3
ECO 101 Principles of Microeconomics (T2GA) (C or better)	1		3
*ECO 270 Applied Business Statistics (C or better)	4	MAT 111, MAT 112, MAT 118, or MAT 120	3
FIN 300 Corporate Finance (C or better)	4	ECO 100 or ECO 101	3
MGT 240 Legal Environment of Business (C or better)	2		3
MGT 285 Management and Organization (C or better)	2		3
MGT 450 Business Policy & Strategy (C or better)	3	ACC 200, ACC 210, BIS 370, ECO 270, FIN 300, MGT 240, MGT 285 and MKT 200	3
MKT 200 Principles of Marketing (C or better)	1		3
International Business Concentration Requirements			
MGT 460 International Business	1, 3, 4		3
Select 4 courses with 4 distinct prefixes from:			3
ACC 424 International Accounting (C+ or better)	4	C+ or better in ACC 311	3
BIS 400 Global Information Systems (C+ or better)	5	MIS 370 or BIS 370	3
ECO 303 Development Economics (C+ or better)	4	ECO 100 or departmental permission	3
ECO 350 International Economics I: Trade (C+ or better)	4	ECO 100 and ECO 101	3
FIN 347 International Financial Management (C+ or better)	4	FIN 300	3
MGT 430 Management of Multinational Corporations (C+ or better)	1, 3	MGT 300 and MGT 305	3
MKT 420 Global Marketing (C+ or better)	1, 3	MKT 200	3
Cognate Requirements			

MULTI-USE BELOW THRESHOLD REPORT FORM

CSC 200 Decision-making with Excel (T1F1)	5		3
*MAT 118 or MAT 120 (T1QR)	4	C- or better MAT 100 or MAT 100P > MAT 120; D- or better in MAT 100 or MAT 100P > MAT 118;	3 or 4
General Education Courses			
LEP Foundation First Year Experience: Intellectual/Creative Inquiry: INQ 101	1		3
LEP Foundation Written Communication Prerequisite: ENG 110	2		3
LEP Foundation Written Communication: ENG 112 Writing Arguments	2	Successful completion of ENG 110 or ENG 119	3
LEP Foundation Multilingual Communication	3		3
LEP Exploration Natural World I: Physical Realm	3		3 (or 4 if Life & Environment 3)
LEP Exploration Natural World II: Life and Environment	3		4 (or 3 if Physical Realm 4)
LEP Foundation Quantitative Reasoning Prerequisite: MAT 100 Intermediate Algebra	4		3
*LEP Foundation Quantitative Reasoning: MAT 118 or MAT 120	4	C- or better MAT 100 or MAT 100P > MAT 120; D- or better in MAT 100 or MAT 100P > MAT 118;	3
LEP Foundation Technological Fluency: CSC 200 Info Mngt and Prod Software	5		3
LEP Exploration Conflict & Consensus -OR- Mind & Body: ECO 100 Macroeconomics	1		3
LEP Exploration Cultural Expression -OR- Global Awareness: ECO 101 Microeconomics	1		3
LEP Exploration Creative Drive	2		3
LEP Exploration: American Experience or Time and Place	1		3
LEP Exploration Elective 1			3
LEP Exploration Elective 2			3
General Education (LEP)			46
Major/Cognate Credits Shared with LEP			-9
Open Electives (<i>Indicate number of credits of open electives</i>)			9
Total Program Credits:			120

SECTION 3: Modification of Credits

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

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

Original Program

Total # of General Education Credits: 46

Total # of Credits in Program: 15

MULTI-USE BELOW THRESHOLD REPORT FORM

Date Program was Initiated: N/A

Modified Program

Total # of General Education Credits: 46

Total # of Credits in Program: 12

Initiation Date for Modified Program: Fall 2026

Anticipated Date of First Graduation: 2031

Rationale for Modification

Describe the context and need for the proposed modification(s) and the relationship to the originally approved program:
 MAT 111 or MAT 112 are courses in the Cognate that are not QR. These two courses will switch to MAT 118 or MAT 120 in Fall 2026 and they will be QR. Right now, our Math QR is Math 125 – we are changing it to MAT 118 or MAT 120 therefore, gaining 3 free elective credits.

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 additional resources

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
COGNATE			
MAT 111 or MAT 112	4 or 3	MAT 118 or MAT 120	3
MAT 125	3		
Total Credits Original Program	15	Total Credits Modified Program	12

MULTI-USE BELOW THRESHOLD REPORT FORM

SECTION 1: Instructions and Internal Use Fields	
Institution: SCSU	Final approval by institution: Dec. 2025 Submission to CSCU Office of the Provost for Academic Council: Feb. 2026
<p>Instructions: Use the drop-down menu to select the below-threshold item. Complete Sections 1 and 2 in all cases. If the proposal involves a credit change of 15 or fewer credits for undergraduate programs, or 12 or fewer credits for graduate programs, please also complete Section 3.</p> <p>Notes: Items defined as below threshold include:</p> <ul style="list-style-type: none"> Establishment of degree minors, concentrations, and specializations. An undergraduate certificate program of 30 credit hours or fewer that falls within an approved program. Establishment or modification of UG certificates of 15 or fewer credit hours, or graduate certificate programs of 12 or fewer credit hours. Modification of credits (UG – 15 or fewer, G – 12 or fewer). <p>Items that exceed the below threshold requirements should be submitted using Form 200: Program Modification.</p>	
<p>Type of Below Threshold Item: Modification of credits (UG - 15 or less, G - 12 or less)</p>	
<p>Internal Use (VEOCI Fields)</p> <ol style="list-style-type: none"> 1. Name of Program: Business Administration Business Information Systems (BIS) - concentration 2. OHE #: 018281 3. Modality of Program (<i>check all that apply</i>): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online Hybrid, % of fully online courses 4. Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both 5. Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): BS 6. Total # Credits in Program: 120 7. Department where program is housed: Business Information Systems 8. Location Offering the Program (e.g., main campus): Main campus 9. Program website: business-administration-bs-concentration-business-information-systems.pdf 10. Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No 11. Provide estimated cost of program (tuition and fees): \$ OR url for link to tuition/fee information: https://inside.southernct.edu/sites/default/files/inline-files/25-26%20Full-Time_1.pdf 12. <u>CIP Code Number</u>: 52.1201 Title of CIP Code: Management Information Systems, General 13. Identify the careers and professions available to graduates of the program using the <u>Standard Occupational Classification</u> (SOC) system. Provide SOC code number(s) and name(s): 15-0000 Computer and Mathematical Occupations 14. What would be the median estimated earnings for a graduate in this profession (<i>if more than one SOC code listed, include earnings for each</i>)? \$104,200 15. Identify the industry applicable to this program using the <u>North American Industry Classification System</u> (NAICS). Provide NAICS code(s) and title(s): 51: Information, 54: Professional, Scientific, and Technical Services 16. IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years): 4 	

MULTI-USE BELOW THRESHOLD REPORT FORM

17. What are the admissions requirements for the program? Admissions information can be found here:
<https://www.southernct.edu/admissions>

Graduation Requirements

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

Program Work Experiences

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

Program Administration and Faculty

1. Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Dr. Mark Pisano, pisanom1@southernct.edu; 203-392-5828
2. How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 4
3. How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 3

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

1. Title: Julia Irwin, Interim Provost
2. Tel.: 203-392-6585
3. E-mail: irwinj1@southernct.edu

Career/Program Pathways:

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

Prospective Students

1. Describe the prospective students for the program: Those students seeking to enter or advance their careers in the field of Information Systems. It offers substantial value to individuals in the early or mid-stages of their careers who wish to build expertise in the field or progress into higher-level roles in technology management, data analytics, or systems leadership.

SECTION 2: Program and Curricular Information

Catalog Description

Provide the catalog description for this program (with proposed modifications if applicable): The Business Information Systems concentration helps to prepare students for positions that support organizations' information needs, through design and development of information systems for use in shaping organizational outcomes.

Alignment of Program with Institutional Mission, Role, and Scope

How does the program align with the institutional mission? *(Provide a concise statement)* The Business Information Systems program directly supports the mission of the institution and aligns with CSCU's strategic priorities of fostering innovation and preparing students for high-demand careers.

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.

1. Digital Marketing: website, social media campaigns, email marketing. 2. Content marketing: blog posts and articles, webinars and virtual tours; 3. Advising and Student Support: dedicated program advisor, information sessions, career counseling; 4. Recruitment Activities: high school outreach, community college partnerships, and industry partnerships.

MULTI-USE BELOW THRESHOLD REPORT FORM

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

1. Orientation and introduction programs; 2. Mentorship programs; 3. Active learning and collaborative projects; 4. Career integration into curriculum; 5. Regular academic advising; 6. Peer support groups; 7. Learning Communities; 8. Technology-enhanced learning.

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

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

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

Cost Effectiveness and Availability of Adequate Resources

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

No incremental cost as this program is simply a revision of existing program. We are swapping our existing Math 125 (LEP/QR) for either Math 118 or Math 120 as the LEP/QR. We are reducing our cognate by 3 credits which will be absorbed into the free elective portion of the program that leads to better retention and graduation rate.

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. Analysis: Students will be able to approach management problems from a structured, disciplined approach, using quantitative and qualitative methods.
2. Communication: Students will be able to communicate effectively in both written and oral forms. Their communication will be clear, well-organized, and concise.
3. Critical thinking: Students will be able to evaluate and critique management issues. They will critically assess information and provide inputs to management problems based on sound reasoning.
4. Technology: Students will be able to use common software programs to facilitate analysis and decision-making.

Assessment of Learning Outcomes

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

Assignments, discussions, quizzes, exams

Curriculum

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

MULTI-USE BELOW THRESHOLD REPORT FORM

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
Program Required & Elective Courses			
ACC 200 Principals of Financial Accounting (C or better)	4		3
ACC 210 Managerial Accounting (C or better)	4	'C' or better in ACC 200	3
BIS 370 Business Information Systems (C or better)	5	Sophomore Status	3
ECO 100 Principles of Macroeconomics (T2CC) (C or better)	1		3
ECO 101 Principles of Microeconomics (T2GA) (C or better)	1		3
*ECO 270 Applied Business Statistics (C or better)	4	MAT 111, MAT 112, MAT 118, or MAT 120	3
FIN 300 Corporate Finance (C or better)	4	ECO 100 or ECO 101	3
MGT 240 Legal Environment of Business (C or better)	2		3
MGT 285 Management and Organization (C or better)	2		3
MGT 450 Business Policy & Strategy (C or better)	3	ACC 200, ACC 210, BIS 370, ECO 270, FIN 300, MGT 240, MGT 285 and MKT 200	3
MKT 200 Principles of Marketing (C or better)	1		3
Business Information Systems Concentration Requirements			
The following courses require "C+ or better"			
BIS 371 Information System Analysis and Design Technique (C+ or better)	1, 3, 4	MIS 370 or BIS 370	3
BIS 375 Decision Support Systems (C+ or better)	1, 3, 4	MIS 370 or BIS 370 and CSC 200	3
BIS 400 Global Information Systems (C+ or better)	1, 3, 4	MIS 370 or BIS 370	3
BIS 430 Project Management (C+ or better)	1, 3	MIS 370 or BIS 370	3
BIS 460 Information Security Management (C+ or better)	1, 3	MIS 370 or BIS 370	3
BIS 470 Business Information Systems Design (C+ or better)	1, 3, 4	MIS 370 or BIS 370 and senior status	3
Select three courses from (all courses require C+ or better)			
BIS 372 Database Management (C+ or better)	1, 3, 4	BIS 370	3
BIS 380 Cloud Computing for Business (C+ or better)	1, 3, 4	MIS 370 or BIS 370	3
BIS 385 Design and Administration of Business Messaging Systems (C+ or better)	1, 3, 4	MIS 370 or BIS 370	3

MULTI-USE BELOW THRESHOLD REPORT FORM

BIS 390 GetVirtual (C+ or better)	1, 3, 4	BIS 370 Restrictions: Juniors and Seniors only	3
BIS 398 Special Topics (C+ or better)	1, 3		3
BIS 410 AI for Business Systems (C+ or better)	1, 3, 4	MIS 370 or BIS 370	3
BIS 415 Technology for Real Estate Professionals (C+ or better)	1, 3, 4	BIS 370 and FIN 457 or FIN 458	3
BIS 420 Business Process Design and Improvement(C+ or better)	1, 3, 4		3
BIS 497 Internship (C+ or better)	1, 3		3
BIS 498 Advanced Special Topics (C+ or better)	1,3		3
Cognate			
CSC 200 Decision-making with Excel	4		3
* MAT 118 or MAT 120 (T1QR)	1, 3, 4	C- or better MAT 100 or MAT 100P > MAT 120; C-or better in MAT 100 or MAT 100P > MAT 118;	3 or 4
MGT 200 Managerial Communication	1		3
Select two courses from:			
ACC 370 Accounting Information Systems	3, 4	CSC 200 and C or better in ACC 200	3
* CSC 152 CS1: Programming Fundamentals	1, 3, 4	MAT 118 or higher (may be taken concurrently) or places into MAT 120 or higher	3
CSC 207 Computer System	1, 3, 4	CSC 152 ('C' or better); and MAT 118 (or higher) or placement in MAT 120 (or higher).	3
MKT 341 Digital Marketing	1, 3	MKT 200	3
General Education Courses			
LEP Foundation First Year Experience: Intellectual/Creative Inquiry: INQ 101	1		3
LEP Foundation Written Communication Prerequisite: ENG 110	2	Successful completion of ENG 110 or ENG 119	3
LEP Foundation Written Communication: ENG 112 Writing Arguments	2		3
LEP Foundation Multilingual Communication	3		3
LEP Exploration Natural World I: Physical Realm	3		3 (or 4 if Life & Environment 3)
LEP Exploration Natural World II: Life and Environment	3		4 (or 3 if Physical Realm 4)
LEP Foundation Quantitative Reasoning Prerequisite: MAT 100 Intermediate Algebra	1, 3, 4		3
*LEP Foundation Quantitative Reasoning: MAT 118 or MAT 120	1, 3, 4	C- or better MAT 100 or MAT 100P > MAT 120; D- or better in MAT 100 or MAT 100P > MAT 118;	3

MULTI-USE BELOW THRESHOLD REPORT FORM

LEP Foundation Technological Fluency: CSC 200 Info Mngt and Prod Software	4		3
LEP Exploration Conflict & Consensus -OR- Mind & Body: ECO 100 Macroeconomics	1		3
LEP Exploration Cultural Expression -OR- Global Awareness: ECO 101 Microeconomics	1		3
LEP Exploration Creative Drive	3		3
LEP Exploration: American Experience or Time and Place	3		3
LEP Exploration Elective 1			3
LEP Exploration Elective 2			3
General Education (LEP)			46
Major/Cognate Credits Shared with LEP			-9
Open Electives (<i>Indicate number of credits of open electives</i>)			9
Total Program Credits:			121

SECTION 3: Modification of Credits

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

Total Number of courses and course credits to be modified by this application: **3**

Original Program

Total # of General Education Credits: 46
 Total # of Credits in Program: 18
 Date Program was Initiated: N/A

Modified Program

Total # of General Education Credits: 46
 Total # of Credits in Program: 15
 Initiation Date for Modified Program: Fall 2026
 Anticipated Date of First Graduation: 2031

Rationale for Modification

Describe the context and need for the proposed modification(s) and the relationship to the originally approved program:
 MAT 111 or MAT 112 are courses in the Cognate that are not QR. These two courses will switch to MAT 118 or MAT 120 in Fall 2026 and they will be QR. Right now, our Math QR is Math 125 – we are changing it to MAT 118 or MAT 120 therefore, gaining 3 free elective credits.

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.

MULTI-USE BELOW THRESHOLD REPORT FORM

No additional resources needed for these minor course modifications.

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
COGNATE		COGNATE	
MAT 111 or MAT 112	4 or 3	MAT 118 or MAT 120	4 or 3
MAT 125			
Total Credits Original Program	18	Total Credits Modified Program	15

MULTI-USE BELOW THRESHOLD REPORT FORM

SECTION 1: Instructions and Internal Use Fields	
Institution: SCSU	Final approval by institution: Dec. 2025 Submission to CSCU Office of the Provost for Academic Council: Feb. 2026
<p>Instructions: Use the drop-down menu to select the below-threshold item. Complete Sections 1 and 2 in all cases. If the proposal involves a credit change of 15 or fewer credits for undergraduate programs, or 12 or fewer credits for graduate programs, please also complete Section 3.</p> <p>Notes: Items defined as below threshold include:</p> <ul style="list-style-type: none"> Establishment of degree minors, concentrations, and specializations. An undergraduate certificate program of 30 credit hours or fewer that falls within an approved program. Establishment or modification of UG certificates of 15 or fewer credit hours, or graduate certificate programs of 12 or fewer credit hours. Modification of credits (UG – 15 or fewer, G – 12 or fewer). <p>Items that exceed the below threshold requirements should be submitted using Form 200: Program Modification.</p>	
<p>Type of Below Threshold Item: Modification of credits (UG - 15 or less, G - 12 or less)</p>	
<p>Internal Use (VEOCI Fields)</p> <ol style="list-style-type: none"> 1. Name of Program: BSBA- Finance Concentration 2. OHE #: 018281 3. Modality of Program (<i>check all that apply</i>): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses 4. Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both 5. Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): BS 6. Total # Credits in Program: 120 7. Department where program is housed: Finance & Real Estate (FIN) 8. Location Offering the Program (e.g., main campus): Main campus 9. Program website: Department of Finance and Real Estate Southern Connecticut State University 10. Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No 11. Provide estimated cost of program (tuition and fees): \$ OR url for link to tuition/fee information: https://inside.southernct.edu/sites/default/files/inline-files/25-26%20Full-Time_1.pdf 12. <u>CIP Code Number</u>: 52.0801 ~ 52.0899; 30.7104; 27.0305; 52.0806 Title of CIP Code: Finance+Financial Mgmt. Svcs.; Financial Analytics; Financial Mathematics; International Finance 13. Identify the careers and professions available to graduates of the program using the Standard Occupational Classification (SOC) system. Provide SOC code number(s) and name(s): 13-2030 Budget Analysts; 13-2040 Credit Analysts; 13-2050 Financial Analysts+Advisors; 13-2060 Financial Examiners; 13-2070 Credit Counselors+Loan Officers; 14. What would be the median estimated earnings for a graduate in this profession (<i>if more than one SOC code listed, include earnings for each</i>)? 13-2030: \$87,930; 13-2040: \$78,850~\$79,420; 13-2050: \$101,350~\$101,910; 13-2060: \$90,400; 13-2070: \$50,480; 	

MULTI-USE BELOW THRESHOLD REPORT FORM

- 15. Identify the industry applicable to this program using the [North American Industry Classification System](#) (NAICS). Provide NAICS code(s) and title(s): 522291 Finance Companies; 523160 Financial Futures Brokerage; 524126 Credit and Insurance; 541611 Fin Mgmt. Consulting
- 16. IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years): 4
- 17. What are the admissions requirements for the program? Same as for SCSU overall.

Graduation Requirements

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

Program Work Experiences

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

Program Administration and Faculty

- 1. Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Dr. Sandip Dutta, duttas2@southernct.edu; 203-392-7028
- 2. How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 8
- 3. How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 6

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

- 1. Title: Julia Irwin, Interim Provost
- 2. Tel.: 203-392-6585
- 3. E-mail: irwinj1@southernct.edu

Career/Program Pathways:

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

Prospective Students

- 1. Describe the prospective students for the program: Those students who are interested in preparing themselves for careers within the finance/financial industry. It offers significant value, particularly to individuals who aspire to ascend to higher-ranking positions within the financial sector.

SECTION 2: Program and Curricular Information

Catalog Description

Provide the catalog description for this program (with proposed modifications if applicable): **We prepare our students for highly coveted position within the financial industry, and enable them to launch lucrative careers in banking, financial brokerage, financial advising, treasury management, financial risk management, real estate and in other financial areas.** To graduate, a minimum cumulative GPA of 2.0 must be achieved, and a total of 120 credits is required. This total includes both the required courses for the program and any free electives selected. The department website provides an overview of the program, admission requirements for the major (when applicable), faculty biographies, learning outcomes, and careers: <https://www.southernct.edu/academics/finance>.

Alignment of Program with Institutional Mission, Role, and Scope

How does the program align with the institutional mission? *(Provide a concise statement)* The Finance Program directly supports the mission of the institution, and aligns with CSCU's strategic priorities of fostering innovation and preparing students for high-demand careers.

MULTI-USE BELOW THRESHOLD REPORT FORM

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.

1. Digital Marketing: website, social media campaigns, email marketing.
2. Content marketing: blog posts and articles, webinars and virtual tours;
3. Advising and Student Support: dedicated program advisor, information sessions, career counseling;
4. Recruitment Activities: high school outreach, community college partnerships, industry partnerships.

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

1. Orientation and introduction programs;
2. Mentorship programs;
3. Active learning and collaborative projects;
4. Career integration into curriculum;
5. Regular academic advising;
6. Peer support groups;
7. Learning Communities;
8. Technology-enhanced learning.

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

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

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 incremental cost as this program is simply a revision of existing program. We are swapping our existing Math 125 (LEP/QR) for either Math 118 or Math 120 as the LEP/QR. We are reducing our cognate by 3 credits which will be absorbed into the free elective portion of the program that leads to better retention and graduation rate.

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. Proficiently analyze financial data
2. Apply knowledge, skills, and demonstrate critical thinking towards addressing real-world financial challenges
3. Ability to integrate and synthesize diverse financial data, and provide creative solutions to address emerging trends and challenges in the financial sector.
4. Identify and implement appropriate technologies.

Assessment of Learning Outcomes

Briefly describe assessment methodologies to be used in measuring the program learning outcomes:
Assignments, discussions, quizzes, exams

Curriculum

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

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

MULTI-USE BELOW THRESHOLD REPORT FORM

The following courses require a "C or better":			
ACC 200 Principals of Financial Accounting			3
ACC 210 Managerial Accounting		'C' or better in ACC 200	3
BIS 370 Business Information Systems		Sophomore Status	3
ECO 100 Principles of Macroeconomics (T2CC)			3
ECO 101 Principles of Microeconomics (T2GA)			3
* ECO 270 Applied Business Statistics		MAT 111, MAT 112, MAT 118, or MAT 120	3
FIN 300 Corporate Finance		ECO 100 or ECO 101	3
MGT 240 Legal Environment of Business			3
MGT 285 Management and Organization			3
MGT 450 Business Policy & Strategy		ACC 200, ACC 210 , BIS 370, ECO 270, FIN 300, MGT 240, MGT 285, and MKT 200.	3
MKT 200 Principles of Marketing			3
Finance Concentration			
The following courses require "C+ or better"			
FIN 340 Financial Markets and Institutions	2, 3	ECO 100 and ECO 101	3
FIN 341 Principles of Investment	1, 2, 3, 4	FIN 300	3
FIN 347 International Financial Management	1, 2	FIN 300	3
FIN 400 Behavioral Finance	2	FIN 300 and FIN 341	3
FIN 432 Advanced Corporate Finance	1, 2, 3, 4	FIN 300 and FIN 341	3
FIN 450 Finance Capstone	1, 2, 3, 4	FIN 300	3
12 additional credits from ONE (1) of the following options			
Option 1: Treasury Management and Banking			
FIN 343 Commercial Banking		FIN 340	3
FIN 346 Financial Risk Management		FIN 340 and FIN 341	3
FIN 456 Entrepreneurial Finance and Venture Capital			3
FIN 460 Treasury Management		FIN 300	3
FIN 497 Internship			3
Option 2: Investments and Portfolio Management			
FIN 435 Business Valuation		FIN 300	3
FIN 439 Security Analysis and Portfolio Management		FIN 341	3
FIN 470 Practicum in Investing		FIN 341	3
FIN 480 Introduction to Futures and Options			3

MULTI-USE BELOW THRESHOLD REPORT FORM

FIN 497 Internship			3
Option 3: Financial Risk Management			
FIN 346 Financial Risk Management		FIN 340 and FIN 341	3
FIN 439 Security Analysis and Portfolio Management		FIN 341	3
*FIN 446 Quantitative Methods in Financial Risk Management		MAT 221 or ECO 270, MAT 118 or MAT 120 or MAT 150, FIN 341 and FIN 346	3
FIN 480 Introduction to Futures and Options			3
FIN 497 Internship			3
Option 4: Real Estate Finance			
ECO 307 Urban Economics		ECO 100 and ECO 101	3
FIN 345 Principles of Real Estate		ECO and ECO 101	3
FIN 457 Real Estate Finance		FIN 345	3
FIN 458 Seminar In Real Estate		FIN 345	3
FIN 497 Internship			3
Option 5: Big Data Analytics and Fintech			
*FIN 446 Quantitative Methods in Financial Risk Management		MAT 221 or ECO 270, MAT 118 or MAT 120 or MAT 150, FIN 341 and FIN 346	3
FIN 485 Fundamentals of Fintech		FIN 340	3
FIN 490 Fintech Seminar		FIN 485	3
*FIN 496 Big Data Analytics and Machine Learning Applications in Finance		FIN 401 and MAT 118 or MAT 120	3
FIN 497 Internship			3
Cognate			
CMS 101 Public Speaking			
CSC 200 Decision-making with Excel (T1F1)			3
*Math 118 Extended Precalculus: Algebra or MAT 120 – Precalculus: Algebra (T1QR)		C- or better MAT 100 or MAT 100P > MAT 120; D-or better in MAT 100 or MAT 100P > MAT 118;	3 or 4
General Education Courses			
LEP Foundation First Year Experience: Intellectual/Creative Inquiry: INQ 101			3
LEP Foundation Written Communication Prerequisite: ENG 110			3
LEP Foundation Written Communication: ENG 112 Writing Arguments			3
LEP Foundation Multilingual Communication			3
LEP Exploration Natural World I: Physical Realm			3 (or 4 if Life & Environment 3)
LEP Exploration Natural World II: Life and Environment			4 (or 3 if Physical Realm 4)
LEP Foundation Quantitative Reasoning Prerequisite: MAT 100 Intermediate Algebra			3
*LEP Foundation Quantitative Reasoning: MAT 118 or MAT 120		C- or better MAT 100 or MAT 100P > MAT 120; D-or better in MAT	3

MULTI-USE BELOW THRESHOLD REPORT FORM

		100 or MAT 100P > MAT 118;	
LEP Foundation Technological Fluency: CSC 200 Info Mngt and Prod Software			3
LEP Exploration Conflict & Consensus -OR- Mind & Body: ECO 100 Macroeconomics			3
LEP Exploration Cultural Expression -OR- Global Awareness: ECO 101 Microeconomics			3
LEP Exploration Creative Drive			3
LEP Exploration: American Experience or Time and Place			3
LEP Exploration Elective 1			3
LEP Exploration Elective 2			3
Open Electives (<i>Indicate number of credits of open electives</i>)			9
Total Program Credits:			120

SECTION 3: Modification of Credits

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

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

Original Program

Total # of General Education Credits: 46
 Total # of Credits in Program: 66
 Date Program was Initiated: N/A

Modified Program

Total # of General Education Credits: 46
 Total # of Credits in Program: 63
 Initiation Date for Modified Program: Fall 2026
 Anticipated Date of First Graduation: Spring 2031

Rationale for Modification

Describe the context and need for the proposed modification(s) and the relationship to the originally approved program: MAT 111 or MAT 112 are courses in the Cognate that are not QR. These two courses will switch to MAT 118 or MAT 120 in Fall 2026 and they will be QR. Right now, our Math QR is Math 125 – we are changing it to MAT 118 or MAT 120 therefore, gaining 3 free elective credits.

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

MULTI-USE BELOW THRESHOLD REPORT FORM

As appropriate, summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost. No additional resources necessary for this minor course modification

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
COGNATE		COGNATE	
MAT 111 or MAT 112	4 or 3	MAT 118 or MAT 120	4 or 3
MAT 125	3		
Total Credits Original Program	66	Total Credits Modified Program	63

Competency Goal	Learning Objective	ACC 200	ACC 210	BIS 370	ECO 100	ECO 101	ECO 270	MKT 200	FIN 300	MGT 240	MGT 285	MGT 450	ACC 202	ACC 310	ACC 311	ACC 350	ACC 370	ACC 410	ACC 424	
		Goal 1: Our students will be interdisciplinary thinkers regarding business decision making.	Objective 1.1: Our students will integrate relevant business disciplines in business decision making.	1			1													
Goal 2: Our students will be effective communicators.	Objective 2.1: Our students will produce audience-appropriate business presentations.																1			
	Objective 2.2: Our students will create audience-appropriate written documents.						1								1					
	Objective 2.3: Our students will communicate effectively in teams.		1																	
Goal 3: Our students will be critical thinkers.	Objective 3.1: Our students will incorporate global issues in business decision-making.					1										1				
	Objective 3.2: Our students will evaluate ethical and legal issues that arise in business decision-making.							1										1		
	Objective 3.3: Our students will apply corporate social responsibility principles in business decision-making.									1	1									1
Goal 4: Our students will be quantitatively competent.	Objective 4.1: Our students will use appropriate data in business decision making.											1		1						
Goal 5: Our students will have strong technological abilities.	Objective 5.1: Our students will employ appropriate software in business decision-making.			1					1				1							

Consolidated Learning Objective by Required or Mapped Course																																	
Course Prefix & Number																																	
ACC 450	ACC 461	BIS 371	BIS 375	BIS 400	BIS 430	BIS 460	BIS 470	ECO 200	ECO 201	ECO 350	ECO 450	ECO 351	FIN 340	FIN 341	FIN 347	FIN 400	FIN 401	FIN 432	FIN 450	MGT 200	MGT 305	MGT 385	MGT 400	MGT 460	MKT 321	MKT 420	MKT 425	MKT 450	MKT 201	MKT 327	MKT 100	MKT 336	Total Measures
	1						1												1					1	1								7
				1				1								1				1	1								1				7
			1										1										1						1				4
1			1						1						1								1					1					5
		1						1							1										1								6
									1					1								1				1							5
																															1		4
					1											1																	6
						1					1								1														7
Total Data Points:																												51					

Connecticut State Colleges & Universities

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

SECTION 1: GENERAL INFORMATION	
Institution: CT State Gateway	Please enter the following dates: Final approval by institution: 1/14/2026 Submission to CSCU Office of the Provost for Academic Council: 1/14/26
Most Recent NECHE Institutional Accreditation Action and Date: July 01, 2023	
Parent Program Name of Program: Automotive Technology: Comprehensive Automotive Repair and Service Program Type (<i>degree type, abbreviation, name, e.g., Certificate 16-30 credits, C2, Certificate</i>): Degree, CARS AS OHE #: 21479 <u>CIP Code Number</u> : 47.0604 Title of CIP Code: Automotive Mechanic/Technician	
Proposed Program Characteristics Name of Option/Track/Concentration/Specialization: Electric Vehicle Technician Certificate 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 0 Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program website: https://catalog.ctstate.edu/preview_program.php?catoid=19&poid=7479 Program Type (<i>e.g., Bachelor Degree Option</i>): Certificate (AUTO-CC-EVT) Anticipated Program Initiation Date: Fall 2026 Anticipated Date of First Completion: Spring 27 Total # Credits in Program: 18 IPEDS defined program duration (<i>if no IPEDS data, provide standard duration of program for full-time student in years</i>): 1	
Provide estimated cost of program (tuition and fees): \$ _____ OR url for link to tuition/fee information: https://ctstate.edu/admissions-registration/investing-in-a-ct-state-education	
<u>CIP Code Number</u> : 47.0604 Title of CIP Code: Automotive Technician	
Department where program is housed: Gateway - Automotive Technology Location Offering the Program (<i>e.g., main campus</i>): North Haven 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 Electric Vehicle Technician Certificate focuses on the operation, maintenance, diagnosis and repair of electric vehicle systems. The rapid growth in Electric Vehicles (EVs) has created the need for skilled EV maintenance and repair technicians. The certificate is designed for students who have successfully completed (or are working toward), the CT State CARS Automotive Certificate or Degree. Upon completion of the CARS and EV programs, graduates will be prepared for entry-level automotive service technician positions and additionally will be familiar with the unique safety, operation, and general service procedures of electric vehicles.	
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: N/A CIP: N/A OHE#: N/A BOR Accreditation Date: N/A Phase Out Period N/A Date of Program Termination N/A Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Other Program Accreditation: <ul style="list-style-type: none"> • If seeking specialized/professional/other accreditation, name of agency and intended year of review: Automotive Service Education (ASE) Foundation accreditation – Master Level 2028 • If program prepares graduates eligibility to state/professional licensure 	

Connecticut State Colleges & Universities

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

- identify credential: ASE Electric Vehicle xEV certification Level 1 and 2.
- confirm NC-SARA requirements met: Yes N/A

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

Institutional Contact for this Proposal: Daniel Fuller	Title: Professor – Automotive Technology	Tel.: 203-285-2370 e-mail: Daniel.Fuller@CTstate.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)*

1. Commitment to Student Success and Workforce Development:

The Electric Vehicle Technician Certificate program provides students with the specific skills and certifications needed to enter the automotive service industry as entry level technicians upon completion. Technicians already in the workforce will benefit from up-to-date skills the electric vehicle technician certificate provides, thereby increasing their marketability.

2. Promoting Access to Higher Education:

The Electric Vehicle Technician Certificate aligns with the institution’s mission to serve a diverse student population. The program offers students from all backgrounds and socio-economic status the opportunity to learn marketable skills in a growing technical industry.

3. Contributing to Connecticut’s Economic Growth:

The Electric Vehicle Technician Certificate program directly supports CT State Community College’s role in contributing to the state’s economic development. Electric vehicle sales and service businesses state-wide are in need of trained technicians who have the skills required to maintain and repair vehicles equipped with this advanced technology. graduates from this CT State program will help to address this need.

4. Focus on Lifelong Learning and Career Advancement:

The Electric Vehicle Technician Certificate program exemplifies CT State Community College’s commitment to lifelong learning by offering students the ability to build on their foundational automotive technology education to gain marketable skills in a rapidly growing technology field. Current automotive students will be able to add this pathway to their education plan. Technicians already employed in the automotive service industry will be able to attend the EV Technician program to update their skills and advance their careers.

Addressing Identified Needs

- How does the program address CT workforce needs and/or the wellbeing of CT communities – and include a description/analysis of employment prospects for graduates of this proposed program. *(Succinctly present as much factual evidence and evaluation of stated needs as possible and identify data sources, e.g., JobsEQ, Dept of Labor statistics, etc.)*
According to the Tech Force Foundation 2024 Automotive Technician Supply and Demand Report (techforce.org), between now and 2028, over 436,000 entry level technicians will be needed in the U.S. These technicians will need up to date skills to service advanced technology vehicles. Evaluate CT (<https://atlaspolicy.com/evaluatect/>) indicates that

Connecticut State Colleges & Universities

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

EVs now make up 10% of new first time vehicle registrations in CT and Battery Electric Vehicles (BEV) sales in CT have more than tripled since 2020.

According to the U.S. Bureau of Labor Statistics (BLS), the median annual wage for automotive service technicians and mechanics in Connecticut is approximately \$50,000, with growth opportunities as employees gain certification and experience.

- 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 North Haven based Gateway Automotive Department boasts award winning faculty, an externally accredited instruction and curriculum, state of art lab facilities, and outstanding vehicle manufacturer support. The reputation of the program has led to significant growth with enrollment rising year after year. Demand typically outpacing available seats, and our interns and graduates are sought by vehicle service facilities statewide. This EV certificate will build upon the reputation and growth of the automotive department by offering another education and career option for our 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 EV certificate will be assessed by Institutional Research data against the broader composition of the automotive student population. Presently, Automotive Technology is a minority majority student body with 64% of the students representing Hispanic, Black, Asian, two or more races or other races, with females representing 7% of the program student body.
 - 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 EV certificate will leverage and expand existing dual-enrollment partnerships with feeder high schools to include professional development (PD) with automotive instructors. This will enable the instructors to incorporate EV training in their curriculum and better prepare the students for completion of the EV certificate. Furthermore, the creation of a Business Industry Leadership Team (BILT) will enhance oversight of all aspects of the EV certificate program.
 - Where inequities are found, how will the data be used by program and institutional leaders to address the inequities?

Automotive departmental leadership will review reports from Institutional Research and meet with the BILT to best adjust the EV program focus for the benefit of all students.
- 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 CT State Gateway automotive program has dual/concurrent enrollment agreements with CT Technical High Schools. This allows students to earn CT State credit for as many as 5 CARS fundamental automotive courses thus reducing the time and expense to earn their initial credential. Students may stack this credential on any of the CT State CARS, GM, or Honda programs.
- Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided.

There are no existing Electric Vehicle Technician programs within CSCU. There is an automotive program on the NVCC campus, but no EV program. The Gateway EV Technician program will avoid unnecessary duplication by allowing seamless movement for NVCC campus based automotive students to complete their EV credential at the Gateway Campus.

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.

Connecticut State Colleges & Universities

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

This program is being funded with a \$350,000 grant from the National Science Foundation, Advanced Technological Education program (NSF, ATE). The grant covers all expenses related to curriculum development, faculty training, program materials and equipment. Examples of materials and equipment include the purchase of high voltage safety and test equipment, personal protective equipment for students, and 2 lab vehicles. Additionally, CT State Gateway Automotive has been designated by General Motors as an EV eligible institution which will be receiving future donations of EV vehicles thus maintaining sustainability as technology changes.

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.

This advance technology electric vehicle program will require specialized Personal Protective Equipment (PPE) including high voltage gloves, diagnostic equipment, insulated tools and vehicles. Each of these areas is fully funded by the NSF grant. Service information databases, fully equipped automotive labs and lifting equipment are required, and are already in place within the CT State Gateway automotive 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 initial primary source for program enrollment will be CT State Gateway and NVCC automotive students seeking this stacked credential that will allow them to gain skills leading to entry level employment in EV servicing facilities. Once fully established, the program will recruit existing automotive technicians who require higher level electric vehicle skills to advance their career opportunities. This second phase will include both credit and non-credit options based upon learner's needs. The existing CT State Gateway Automotive student recruiting and advising process has been highly successful and will include this new certificate. The CT State marketing department will be engaged and provided with program information to be included in marketing outreach.

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

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): 49-3023 Automotive Service Technicians and Mechanics

What would be the median estimated earnings for a graduate in this profession (*if more than one SOC code listed, include earnings for each*)? According to the U.S. Bureau of Labor Statistics (BLS), the median annual wage for automotive service technicians and mechanics in Connecticut is approximately \$50,000, with growth opportunities as employees gain certification and experience.

Identify the industry applicable to this program using the [North American Industry Classification System](#) (NAICS). Provide NAICS code(s) and title(s): 81114 Specialized Automotive Repair

Career/Program Pathways

Does this program prepare students for another program? Yes, specify program: Auto CARS degree or Certificate, GMASEP degree or certificate, Honda PACT degree or certificate 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.

Connecticut State Colleges & Universities

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

1. Demonstrate knowledge of all Automotive Service Excellence (ASE) Foundational Electric Vehicle xEV* Safety Tasks per master accreditation standards. * xEV – Any electrified propulsion vehicle with a high-voltage system, including, but not limited to, HEV, PHEV, PEV, BEV, FCEV, and EV (SAE J1715-1 SEP 2022).
2. Demonstrate understanding of the different principles, designs and classifications of electric vehicles.
3. Research and discuss the environmental and economic impact of electric vehicles.
4. Research and discuss current market trends and outlook for electrified vehicles.
5. Locate procedures to safely de-energize/disable and energize/enable high-voltage systems.
6. Demonstrate understanding of basic EV charging infrastructure and types of charging stations.
7. Identify potential safety and materials handling concerns associated with high-voltage battery/energy storage systems.
8. Demonstrate understanding of EV components and their functions, including batteries.
9. Demonstrate knowledge of special multimeters, insulated tools, and other test equipment required for use in high-voltage circuits.
10. Demonstrate knowledge of the use of a live-dead-live/zero potential test to verify isolation of the high-voltage battery/energy storage system.
11. Demonstrate knowledge of the testing and verification of ground circuit isolation between vehicle chassis ground and the high-voltage circuits and components.
12. Demonstrate knowledge of safe handling procedures associated with high-voltage A/C compressors and wiring.
13. Demonstrate knowledge of high-voltage thermal management systems.
14. Demonstrate knowledge of safe handling procedures associated with high-voltage powertrain components, such as electric motors.

Assessment of Learning Outcomes

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

The CT State Gateway Electric Vehicle Technician Certificate will be externally accredited by ASE and is designed to meet all ASE EV program and course learning outcomes. Annual task analysis by Advisory Committee, 2.5 yr program review and 5 yr reaccreditation cycles ensure continuous review and improvement.

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 Fuller
- Email: Daniel.fuller@CTState.edu Phone: 203-285-2370

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

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)? 3

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? 50

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program: ASE Certified Master Automotive Technician A1-A8, L1, L3, xEV level 1 and 2.

Connecticut State Colleges & Universities

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

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 Fuller	BS Excelsior College	Automotive EV Technology Master Certified, Extensive Corporate EV Experience with General Motors Corp.	GM ASEP Program Coordinator
Richard Blum	MS American Public University	Automotive EV Technology Master Certified, Corporate experience Lexus/Toyota	CARS program faculty
Allyn Manning III	BS Charter Oak College	Automotive Technology EV Certified, corporate experience GM.	GM ASEP program faculty

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			
*AUTO 1131 Introduction to Electric Vehicles	1,2,3,4	Pre/Corequisite AUTO 1033 - Electrical/Electronics Systems OR AUTO 1016 - General Motors Electrical Systems OR AUTO1110 and AUTO1110L Honda Electrical Systems Theory and Lab	3
*AUTO 1132 Electrical Vehicle Operation, Maintenance & Light Repair	1,2,5,6,7,8,13,14	Pre/corequisite *AUTO 1131 Introduction to Electric Vehicles	3
*AUTO 1133 Electric Vehicle Diagnosis & Repair	1,5,9,10,11,12,13,14	*AUTO 1132 Electrical Vehicle Operation, Maintenance & Light Repair	3
AUTO 1030 - Automotive Maintenance and Light Repair OR AUTO 1010 - Introduction to General Motors Automotive Systems OR AUTO1101 and AUTO1101L Honda Express Theory and Lab	1,2,7	none	3
AUTO 1033 - Electrical/Electronics Systems OR	1,5,7,9,14	AUTO 1030 - Automotive Maintenance and Light Repair OR	3

Connecticut State Colleges & Universities

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

AUTO 1016 - General Motors Electrical Systems OR AUTO1110 and AUTO1110L Honda Electrical Systems Theory and Lab		AUTO 1010 - Introduction to General Motors Automotive Systems OR AUTO1101 and AUTO1101L Honda Express Theory and Lab	
Automotive Elective: AUTO 1031 - Engine Repair OR AUTO 1037 - Engine Performance OR AUTO 1018 - General Motors Engine Propulsion Systems OR AUTO 2001 - General Motors Powertrain Control System OR AUTO 2101 Honda Engine Performance Systems Theory and AUTO 2101L Honda Engine Performance Systems Lab	1,7,8,9		3
Open Electives <i>(Indicate number of credits of open electives)</i>			
Total Program Credits:			18
What are the admissions requirements for the program? Students must meet normal CT State Gateway entrance requirements, possess or be able to obtain a valid CT motor vehicle operator license, and have or purchase required program tools.			
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 certificate include current students wishing to stack the EV Technician credential, and former students or working technicians seeking to upgrade their skillset and improve career opportunities and earning potential,			

CT State Community College - NEW Course Proposal

This template should be used by faculty to create an official record of a course for inclusion in the CTState Community College catalog.

Directions: <i>Please provide the date, name of originator, title, and campus below.</i>	
Date: 04-09-2025	Primary Campus of Originator: Gateway
Name of Originators: Dan Fuller, Richard Blum	Title of Originators: Automotive Department Chair. CARS Faculty

COURSE TITLE: Title to appear in the catalog (note: Banner has a 30-character limit)	Introduction to Electric Vehicles (EV).
COURSE CODE: Proposed 3-4-letter subject code and number. (Note: Please include the LEGACY code, number, and equivalency, if this course was previously offered at one or more of our twelve legacy campuses.)	AUTO 1131
ACADEMIC PROGRAM(s): Delineate to which academic program(s) the course will be applied	Automotive Technology - Electric Vehicle Technician Certificate
PURPOSE: Delineate how this course applies within the stated academic program	General Education Requirement: _____ Program Requirement: <u>x</u> _____ Program Elective: _____
CREDIT HOURS: Number of credits awarded for successful completion of course	3
CONTACT HOURS: Number of hours of instruction time (i.e., hours of contact between students and instructor)	Lecture: 2 _____ Lab: 2 _____ Clinical: _____ Other (e.g., studio): _____

CT State Community College - NEW Course Proposal

<p>BILLING HOURS:</p> <p>Number of credits for which students are charged</p>	<p>3.0</p>
<p>ADDITIONAL FEES</p> <p>Check all that apply</p>	<p><input type="checkbox"/> Supplemental Course Fee Level 1</p> <p><input type="checkbox"/> Supplemental Course Fee Level 2</p> <p><input type="checkbox"/> Advanced Manufacturing Course Fee</p> <p><input type="checkbox"/> Material Fee</p> <p><input type="checkbox"/> Other:</p> <p>None</p>
<p>WORKLOAD HOURS:</p> <p>Number of hours used to determine faculty workload</p>	<p>4</p>
<p>PREREQUISITE(s):</p> <p>Courses for which students must be eligible and/or courses that must be completed (with minimum grade specified) to enroll</p>	<p>Pre or Corequisite - AUTO 1033 Electrical/Electronics Systems OR AUTO 1016 - General Motors Electrical Systems OR AUTO1110 and AUTO1110L Honda Electrical Systems Theory and Lab</p>
<p>COREQUISITE(s):</p> <p>Courses in which students must be concurrently enrolled</p>	<p>Pre or Corequisite - AUTO 1033 Electrical/Electronics Systems OR AUTO 1016 - General Motors Electrical Systems OR AUTO1110 and AUTO1110L Honda Electrical Systems Theory and Lab</p>
<p>COURSE DESCRIPTORS:</p> <p>For example: General Education course (include category), Clinical, Lab, Studio, Distance Learning, Seminar, Practicum. Use designated codes: (once developed)</p>	<p>Lecture and Lab</p>
<p>CATALOG COURSE DESCRIPTION:</p>	<p>This course provides an introduction to the electric vehicle (EV) industry. Students will explore the fundamentals of EV technology, including electric powertrains, battery systems, and charging infrastructure. <i>The course also</i></p>

<p>The description to appear in the catalog</p>	<p><i>covers the environmental, economic, and contemporary policies and trends shaping the industry.</i> Through discussion and hands-on activities, students will gain a solid foundation in the principles, practical application, and safe work practices regarding electric vehicles.</p>
---	---

<p>STUDENT LEARNING OUTCOMES:</p> <p>The student learning outcomes for the course should be assessable (e.g., consistent with Bloom’s taxonomy) and aligned with program outcomes (where applicable).</p>	<p>Upon successful completion of this course, the student will:</p> <ol style="list-style-type: none"> 1. Demonstrate Understanding of the basic principles of electric propulsion and how electrified vehicles work. 2. Identify different types of electrified vehicles, including EVs, HEVs, and plug-in hybrid electric vehicles (PHEVs). 3. Describe the components of an electric propulsion system, including electric motors, inverters, and batteries. 4. Demonstrate safe work practices in and around electrified vehicles. 5. Demonstrate Understanding of hazards and emergency procedures related to working with electrified vehicles 6. Discuss the environmental and economic benefits of electrified vehicles. 7. Demonstrate understanding of common EV charging infrastructure and the different types of charging stations. 8. Research and report on the current market trends and outlook for electrified vehicles.
--	--

<p>TOPICS OUTLINE:</p>	<p>List Instructional units:</p> <ol style="list-style-type: none"> 1- History of electric vehicles 2- Personal protective equipment (PPE) and safety tools 3- Emergency response and safety procedures 4- Types of electrified vehicles (EVs, HEVs, PHEVs) 5- Principles of electric propulsion 6- Components of an electric propulsion system 7- Types of electric motors used in EVs 8- Function and operation of inverters 9- Efficiency and performance considerations 10- Types of batteries used in EVs (e.g., lithium-ion, solid-state) 11- Battery management systems 12- Factors affecting battery performance and lifespan 13- Types of charging stations (Level 1, Level 2, DC fast charging) 14- Charging protocols and connectors 15- Challenges and solutions for EV charging infrastructure 16- Future developments and innovations in EV technology
<p>The instructional units in which the above outcomes will be taught and assessed.</p>	

<p>SUGGESTED TERMS OFFERED</p>	<p> <input checked="" type="checkbox"/> Fall <input type="checkbox"/> Winter <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer </p>
<p>Please check all that apply</p>	

<p>SUGGESTED COURSE MODALITIES</p> <p>Please check all that apply. Note: Where it meets student needs, all CT State courses maybe offered in all modalities.</p>	<p>X On-ground <input type="checkbox"/> Online (ONLN and/or LRON) <input type="checkbox"/> Hybrid <input type="checkbox"/> FLEX <input type="checkbox"/> Other (specify):</p>
<p>ADDITIONAL INFORMATION:</p> <p>If applicable, include any special instructions or requirements (e.g., field work or background check required) as well as any recommended texts or materials (e.g., open-source materials)</p>	<p>ASE approved textbook</p>
<p>CLASSROOM REQUIREMENTS</p> <p>*Note: If classroom requirements result in increased demand for Budget, Facilities, Equipment, and/or Personnel, the campus CEO must approve this proposal.</p> <p><i>(e.g., Computer lab, Kitchen, Science lab, Studio, Lecture)</i></p>	<p>Standard classroom. Fully equipped automotive lab including all required EV shop safety, Personal Protective Equipment (PPE), diagnostic tools, and equipment per ASE accreditation guidelines.</p>

Resource needs have been discussed with Library Services and Information Technology Operations. (Complete if applicable.)

- X No Library Services needed.
- X No Technology Services needed.

CT State Community College - NEW Course Proposal

This template should be used by faculty to create an official record of a course for inclusion in the CTState Community College catalog.

Directions: <i>Please provide the date, name of originator, title, and campus below.</i>	
Date: 2/23/2025	Primary Campus of Originator: Gateway
Name of Originator: Dan Fuller, Richard Blum	Title of Originator: Automotive Department Chair, PC CARS

COURSE TITLE: Title to appear in the catalog (note: Banner has a 30-character limit)	Electric Vehicle (EV) Operation, Maintenance and Light Repair
COURSE CODE: Proposed 3-4-letter subject code and number. (Note: Please include the LEGACY code, number, and equivalency, if this course was previously offered at one or more of our twelve legacy campuses.)	AUTO 1132
ACADEMIC PROGRAM(s): Delineate to which academic program(s) the course will be applied	Automotive Technology
PURPOSE: Delineate how this course applies within the stated academic program	General Education Requirement: _____ Program Requirement: <u>x</u> _____ Program Elective: _____
CREDIT HOURS: Number of credits awarded for successful completion of course	3
CONTACT HOURS: Number of hours of instruction time (i.e., hours of contact between students and instructor)	Lecture: 2 _____ Lab: 2 _____ Clinical: _____ Other (e.g., studio): _____

CT State Community College - NEW Course Proposal

<p>BILLING HOURS:</p> <p>Number of credits for which students are charged</p>	<p>3.0</p>
<p>ADDITIONAL FEES</p> <p>Check all that apply</p>	<p><input type="checkbox"/> Supplemental Course Fee Level 1</p> <p><input type="checkbox"/> Supplemental Course Fee Level 2</p> <p><input type="checkbox"/> Advanced Manufacturing Course Fee</p> <p><input type="checkbox"/> Material Fee</p> <p><input type="checkbox"/> Other: None</p>
<p>WORKLOAD HOURS:</p> <p>Number of hours used to determine faculty workload</p>	<p>4</p>
<p>PREREQUISITE(s):</p> <p>Courses for which students must be eligible and/or courses that must be completed (with minimum grade specified) to enroll</p>	<p>AUTO 1131 Introduction to Electrified Vehicles (EVs)</p>
<p>COREQUISITE(s):</p> <p>Courses in which students must be concurrently enrolled</p>	<p>N/A</p>
<p>COURSE DESCRIPTORS:</p> <p>For example: General Education course (include category), Clinical, Lab, Studio, Distance Learning, Seminar, Practicum. Use designated codes: (once developed)</p>	<p>Lecture/program specific Lab</p>
<p>CATALOG COURSE DESCRIPTION:</p>	<p>This course provides students with foundational knowledge and hands-on skills necessary to operate, maintain, and perform light</p>

<p>The description to appear in the catalog</p>	<p>repairs on electric vehicles (EVs). Topics include the principles of EV technology, safety procedures for high-voltage systems, routine maintenance practices, and basic troubleshooting techniques. Through a combination of classroom instruction and practical lab exercises, students will gain expertise in servicing key components such as batteries, charging systems, and electric drive systems.</p>
---	---

<p>STUDENT LEARNING OUTCOMES:</p> <p>The student learning outcomes for the course should be assessable (e.g., consistent with Bloom’s taxonomy) and aligned with program outcomes (where applicable).</p>	<p>Upon successful completion of this course, the student will:</p> <ol style="list-style-type: none"> 1. Demonstrate understanding of electric vehicle (EV) components and their functions, including batteries, charging systems, and electric drive systems. 2. Apply proper safety protocols when working with high-voltage systems and EV-specific equipment. 3. Perform routine maintenance procedures, such as inspecting EV batteries, charging ports, and cooling systems. 4. Diagnose common issues in electric vehicle systems using diagnostic tools and software. 5. Execute basic repairs on electric vehicle components, such as connectors, wiring, and brake systems. 6. Demonstrate knowledge of EV-specific tools and technologies utilized in light repair and servicing. 7. Demonstrate skills required to effectively communicate with customers and team members regarding EV maintenance and repair needs.
<p>TOPICS OUTLINE:</p> <p>The instructional units in which the above outcomes will be taught and assessed.</p>	<p>List Instructional units:</p> <ol style="list-style-type: none"> 1- Fundamentals of electric and hybrid vehicle technology 2- Personal protective equipment (PPE) and safety tools 3- Emergency response and safety procedures 4- Types of EV batteries and their applications 5- Battery diagnostics, servicing, and replacement 6- Handling and recycling of EV batteries 7- Electric motor operation and maintenance 8- Power electronics and inverter systems 9- Diagnosis of common electric drive system issues 10- EV charging technologies and protocols 11- Inspection and maintenance of charging ports 12- Diagnostics of on board and external charging systems 13- Principles of regenerative braking systems 14- Maintenance of brake systems in EVs 15- Use of diagnostic tools and software for EVs 16- Identifying and resolving high-voltage and low-voltage issues 17- Analyzing fault codes and system performance 18- Simulation-based practice on EV maintenance 19- Real-world service and repair of EV systems

CT State Community College - NEW Course Proposal

<p>SUGGESTED TERMS OFFERED</p> <p>Please check all that apply</p>	<p><input checked="" type="checkbox"/> Fall</p> <p><input type="checkbox"/> Winter</p> <p><input type="checkbox"/> Spring</p> <p><input type="checkbox"/> Summer</p>
<p>SUGGESTED COURSE MODALITIES</p> <p>Please check all that apply. Note: Where it serves students' needs, all CT State courses may be offered in all modalities.</p>	<p><input checked="" type="checkbox"/> On-ground</p> <p><input type="checkbox"/> Online (ONLN and/or LRON)</p> <p><input type="checkbox"/> Hybrid</p> <p><input type="checkbox"/> FLEX</p> <p><input type="checkbox"/> Other (specify):</p>
<p>ADDITIONAL INFORMATION:</p> <p>If applicable, include any special instructions or requirements (e.g., field work or background check required) as well as any recommended texts or materials (e.g., open-source materials)</p>	<p>ASE approved textbook</p>
<p>CLASSROOM REQUIREMENTS</p> <p>*Note: If classroom requirements result in increased demand for Budget, Facilities, Equipment, and/or Personnel, the campus CEO must approve this proposal.</p> <p><i>(e.g., Computer lab, Kitchen, Science lab, Studio, Lecture)</i></p>	<p>Standard classroom.</p> <p>Fully equipped automotive lab including all required EV shop safety, Personal Protective Equipment (PPE), diagnostic tools, and equipment per ASE accreditation guidelines.</p>

Resource needs have been discussed with Library Services and Information Technology Operations. (Complete if applicable.)

- X No Library Services needed.
- X No Technology Services needed.

CT State Community College - NEW Course Proposal

This template should be used by faculty to create an official record of a course for inclusion in the CTState Community College catalog.

Directions: <i>Please provide the date, name of originator, title, and campus below.</i>	
Date: 2/23/2025	Primary Campus of Originator: Gateway
Name of Originator: Dan Fuller, Richard Blum	Title of Originator: Automotive Program Director, PC CARS

COURSE TITLE: Title to appear in the catalog (note: Banner has a 30-character limit)	Electric Vehicle (EV) Diagnosis and Repair
COURSE CODE: Proposed 3-4-letter subject code and number. (Note: Please include the LEGACY code, number, and equivalency, if this course was previously offered at one or more of our twelve legacy campuses.)	AUTO 1133
ACADEMIC PROGRAM(s): Delineate to which academic program(s) the course will be applied	Automotive Technology
PURPOSE: Delineate how this course applies within the stated academic program	General Education Requirement: _____ Program Requirement: <u>x</u> _____ Program Elective: _____
CREDIT HOURS: Number of credits awarded for successful completion of course	3
CONTACT HOURS: Number of hours of instruction time (i.e., hours of contact between students and instructor)	Lecture: <u>2</u> _____ Lab: <u>2</u> _____ Clinical: _____ Other (e.g., studio): _____

CT State Community College - NEW Course Proposal

<p>BILLING HOURS:</p> <p>Number of credits for which students are charged</p>	<p>3.0</p>
<p>ADDITIONAL FEES</p> <p>Check all that apply</p>	<p><input type="checkbox"/> Supplemental Course Fee Level 1</p> <p><input type="checkbox"/> Supplemental Course Fee Level 2</p> <p><input type="checkbox"/> Advanced Manufacturing Course Fee</p> <p><input type="checkbox"/> Material Fee</p> <p><input type="checkbox"/> Other:</p> <p>X None</p>
<p>WORKLOAD HOURS:</p> <p>Number of hours used to determine faculty workload</p>	<p>4</p>
<p>PREREQUISITE(s):</p> <p>Courses for which students must be eligible and/or courses that must be completed (with minimum grade specified) to enroll</p>	<p>AUTO 1033 Electrical/Electronics Systems</p> <p>AUTO 1131 Introduction to Electric Vehicles (EVs)</p> <p>AUTO 1132 Operation and MLR</p>
<p>COREQUISITE(s):</p> <p>Courses in which students must be concurrently enrolled</p>	<p>N/A</p>
<p>COURSE DESCRIPTORS:</p> <p>For example: General Education course (include category), Clinical, Lab, Studio, Distance Learning, Seminar, Practicum. Use designated codes: (once developed)</p>	<p>Standard classroom.</p> <p>Fully equipped automotive lab including all required EV shop safety, Personal Protective Equipment (PPE), diagnostic tools, and equipment per ASE accreditation guidelines.</p>
<p>CATALOG COURSE DESCRIPTION:</p>	<p>This course is designed for students with foundational knowledge of electric vehicles (EVs) who want to develop advanced skills in diagnosing and repairing complex EV systems. Emphasizing real-world problem-solving, the</p>

<p>The description to appear in the catalog</p>	<p>course covers high-level diagnostics of electric powertrains, battery management systems, and charging systems. Students will learn to interpret diagnostic data, address advanced fault codes, and perform repairs on high-voltage components. Through in-depth instruction and hands-on training, participants will gain expertise in resolving challenging EV performance issues. This course prepares students for specialized roles in EV service and repair.</p>
---	---

**STUDENT LEARNING
OUTCOMES:**

The student learning outcomes for the course should be assessable (e.g., consistent with Bloom's taxonomy) and aligned with program outcomes (where applicable).

Upon successful completion of this course, the student will:

1. Utilize advanced diagnostic tools and techniques to identify complex issues in electric vehicle (EV) systems.
2. Analyze fault codes and interpret diagnostic data to develop effective repair strategies.
3. Perform difficult repairs on high-voltage components, including batteries, inverters, and powertrains, adhering to safety protocols.
4. Diagnose and resolve issues related to battery management systems, charging infrastructure, and energy distribution.
5. Troubleshoot and repair advanced EV software and firmware issues impacting vehicle performance.
6. Demonstrate understanding of the integration of electric vehicle systems to diagnose faults effectively.
7. Demonstrate understanding of emerging EV technologies and their implications for advanced servicing.
8. Exhibit professional-level problem-solving skills and attention to detail in diagnosing and repairing EV systems.

<p>TOPICS OUTLINE:</p> <p>The instructional units in which the above outcomes will be taught and assessed.</p>	<p>List Instructional units:</p> <ol style="list-style-type: none"> 1- Overview of diagnostic software and tools 2- Personal protective equipment (PPE) and safety tools 3- Emergency response and safety procedures 4- Advanced fault code analysis and interpretation 5- High-voltage batteries and battery management systems (BMS) 6- Diagnosis and repair of power inverters and converters 7- Inspection and troubleshooting of electric motors 8- Inspection and troubleshooting of onboard chargers and external charging stations 9- Resolving communication errors between EV and chargers 10- Resolving issues in vehicle-to-grid (V2G) and energy transfer systems 11- Maintenance of charging ports and cabling systems 12- Resolving problems with regenerative braking systems 13- Strategies to optimize vehicle range and performance 14- Understanding EV control units 15- Diagnosing and repairing software-related issues 16- Performing firmware updates and system recalibrations 17- Real-world practice in advanced EV repairs
---	--

<p>SUGGESTED TERMS OFFERED</p> <p>Please check all that apply</p>	<p><input type="checkbox"/> Fall</p> <p><input type="checkbox"/> Winter</p> <p><input checked="" type="checkbox"/> Spring</p> <p><input type="checkbox"/> Summer</p>
--	--

<p>SUGGESTED COURSE MODALITIES</p> <p>Please check all that apply. Note: Where it serves student needs, all CT State courses maybe offered in all modalities.</p>	<p>X On-ground <input type="checkbox"/> Online (ONLN and/or LRON) <input type="checkbox"/> Hybrid <input type="checkbox"/> FLEX <input type="checkbox"/> Other (specify):</p>
<p>ADDITIONAL INFORMATION:</p> <p>If applicable, include any special instructions or requirements (e.g., field work or background check required) as well as any recommended texts or materials (e.g., open-source materials)</p>	<p>ASE approved textbook</p>
<p>CLASSROOM REQUIREMENTS</p> <p>*Note: If classroom requirements result in increased demand for Budget, Facilities, Equipment, and/or Personnel, the campus CEO must approve this proposal.</p> <p><i>(e.g., Computer lab, Kitchen, Science lab, Studio, Lecture)</i></p>	<p>Standard classroom. Fully equipped automotive lab including all required EV shop safety, Personal Protective Equipment (PPE), diagnostic tools, and equipment per ASE accreditation guidelines.</p>

Resource needs have been discussed with Library Services and Information Technology Operations. (Complete if applicable.)

- X No Library Services needed.
- X No Technology Services needed.

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Family Educational Rights and Privacy Act (FERPA) Notice
and Directory Information Policy

March 6, 2026

WHEREAS, The Connecticut State Colleges and Universities have operated under the Connecticut Board of Regents for Higher Education policy 2.02 (FERPA Notice & Directory Information Policy); and

WHEREAS, updates to the policy are necessary to remain consistent with national best practice; and

WHEREAS, the FERPA Notice and Directory Information Policy has been updated to identify policy owners, new terms are added (e.g., Federal Tax Information), and individual terms are clarified (e.g., Eligible Student), meta data and web interaction data are explicitly identified as part of education records when directly related to students and maintained by the institution, institutions are required to have processes and public information supporting students exercising their FERPA rights, added clarity to institution discretion to release data under FERPA permitted exceptions and recordkeeping obligations when such disclosures occur, added an enforcement section that connects other CSCU policies to the FERPA policy and established connection between CSCU Security team and the Data Privacy Officer; therefore, be it

RESOLVED, that this policy shall update the Connecticut Board of Regents for Higher Education policy 2.02 for students of the four Connecticut State Universities, Charter Oak State College, and Connecticut State Community College and be it further

RESOLVED, that this policy shall go into effect for the fall 2026 semester.

A True Copy:

Karen Buffkin, General Counsel &
Secretary to the Board

CONNECTICUT STATE COLLEGES AND UNIVERSITIES

REVISION TO FERPA NOTICE & DIRECTORY INFORMATION POLICY

This proposal seeks to revise BOR policy 2.02 (FERPA Notice and Directory Information Policy).

BACKGROUND

The last revision of the CSCU FERPA Notice and Directory Information Policy was completed in 2021.

The Data Privacy Officer (DPO) incorporated best practices and elements of models from the United State Department of Education model FERPA policy, the Educause model developed by the Chief Data Privacy Officer Committee, and examples from other institutions of higher education.

Key Improvements to the new (2026) FERPA policy:

- a. Policy owners are identified.
- b. Definitions are moved from within text to a separate definition section with embedded hotlinks. New terms are added (e.g., Federal Tax Information), and individual terms are clarified (e.g., Eligible Student).
- c. Meta data and web interaction data (e.g., IP address; browsing behavior) are explicitly identified as part of education records when directly related to students and maintained by the institution.
- d. Institutions are required to have processes and publish information that support students exercising their FERPA rights including establishing hearing procedures for handling instances when a student challenges an institutional decision.
- e. The policy is clearer about institutional discretion to release data under FERPA permitted exceptions, and the institutions' recordkeeping obligations for when disclosures occur.
- f. An enforcement section was added that connects other CSCU policies to the FERPA policy and establishes connection between CSCU Security team and the Data Privacy Officer.

Data elements identified as Directory Information have been modified as follows:

Group	Specific Purpose and/or Recipient	Directory Information in New Policy (2026)	Difference from Prior policy (2021)
A	The public	<ul style="list-style-type: none"> • <u>Student's legal name</u> • Permanent mailing address (street, town and zip code) • Photographs • Dates of attendance (including terms) • <u>Class standing (e.g., freshman, sophomore, etc.)</u> • Major, minor, concentration and/or program of study • <u>Institutional information (institution of attendance, school and department names)</u> • Degree/Certificate/Credential candidacy • Degree(s)/Certificate(s)/Credential(s) earned • Academic Honors & Awards • Full vs. Part-time status • Anticipated graduation date • Graduation date • Charter Oak State College Only – email address 	<ul style="list-style-type: none"> - Preferred name has been replaced by “legal name” to match the BOR policy 2.04. - Items in bold and underlined text are new additions.
B	For purposes of publicizing participation in any recognized activity or sports	<p>In addition to data elements that are classified as directory information for the public:</p> <ul style="list-style-type: none"> • Recognized activity or sport • Team performance statistics • Team position • Photos and videos • Athletic Honors & Awards • Height and weight of athlete. 	Same as prior
C	For access by military recruiters only	<p>In addition to data elements that are classified as directory information to the public:</p> <ul style="list-style-type: none"> • Student email address (issued by the institution) • Telephone number • Age • Place of birth (not collected by CSCU institutions) • Current institution attended 	Same as prior

Group	Specific Purpose and/or Recipient	Directory Information in New Policy (2026)	Difference from Prior policy (2021)
D	For access by CSCU employees to support communication about students including enrollment opportunities for students between CSCU institutions	In addition to the elements that are classified as directory information to the public: <ul style="list-style-type: none"> • Credits earned • School assigned email address • Disciplinary records about students who have been removed from campus for conduct reasons (including suspensions and expulsions) 	This section is new.

Family Educational Rights and Privacy Act (FERPA) Notice and Directory Information Policy 2026 Update - Frequently Asked Questions

1. What is this document?

- a. This document answers questions about the process to update CSCU's FERPA policy and highlights differences between the prior and new versions. The 2026 revision maintains student rights under FERPA, and:
 - i. Significantly expands definitions, procedural clarity and governance expectations;
 - ii. Formalizes institutional accountability, documentation and enforcement mechanisms;
 - iii. Aligns FERPA compliance with data privacy, cybersecurity and state breach notification obligations;
 - iv. Shifts the policy from a primarily notice-based FERPA summary to a comprehensive compliance policy for the CSCU system.

2. Why was the CSCU FERPA policy updated?

- a. Every policy of the CSCU Board of Regents (BOR) should be reviewed on a regular basis. The last revision of the CSCU FERPA Policy was completed in 2021, so it was time to review and incorporate feedback generated over the past few years.

3. What primary resources were considered?

- a. The Data Privacy Officer (DPO) incorporated best practices and elements of models from the United State Department of Education model FERPA policy, the Educause model developed by the Chief Data Privacy Officer Committee, and examples from other institutions of higher education.

4. What was the process for review and vetting?

- a. There were three phases to the review process.
 - i. In the first phase, the DPO included input from: System Office General Counsel's Office; the Chief Information Security Officer; Contracting Office; Connecticut State Community College (CT State) Compliance Officer, Financial Aid Director, Registrar, Student Conduct, IR Director, Chief Information officer; Connecticut State University (CSU) registrars, Chief Information Officers, IR Directors, Student Government Councils; Charter

Oak State College (COSC) IR Director and Registrar; and the CSCU Data Privacy Advisory Group. Feedback from everyone contacted was built into the policy and brought back to all Registrars for additional review.

- ii. In the second phase, the draft was taken to the Chief Compliance Officer (CCO) for vetting through the Policy Council where additional input was received and incorporated along with final input from the CCO and the Office of General Counsel before being presented to the President's Council.
- iii. The third phase of vetting includes discussion with the BOR Academic and Student Affairs and Human Resources subcommittees before being brought before the BOR for final consideration.

5. What are key improvements in the new (2026) FERPA policy?

- a. Policy owners are identified.
- b. Definitions are moved from within text to a separate definition section with embedded hotlinks. New terms are added (e.g., Federal Tax Information), and individual terms are clarified (e.g., Eligible Student).
- c. Meta data and web interaction data (e.g., IP address; browsing behavior) are explicitly identified as part of education records when directly related to students and maintained by the institution.
- d. Institutions are required to have processes and publish information that support students exercising their FERPA rights including establishing hearing procedures for handling instances when a student challenges an institutional decision.
- e. The policy is clearer about institutional discretion to release data under FERPA permitted exceptions, and the institutions' recordkeeping obligations for when disclosures occur.
- f. An enforcement section was added that connects other CSCU policies to the FERPA policy and establishes connection between CSCU Security team and the Data Privacy Officer.

6. What changes have been made to the Directory Information section?

- a. The Directory Information section retains separate categories of data elements for different purposes, but the section is restructured for clarity. The original group of elements for School Officials was removed, and a new section was added. The new section contains a few additional data elements that may be accessed and shared by CSCU employees to support communication about student enrollment opportunities between CSCU institutions.
- b. Data elements identified as Directory Information have been modified as follows:

Group	Specific Purpose and/or Recipient	Directory Information in New Policy (2026)	Difference from Prior policy (2021)
A	The public	<ul style="list-style-type: none"> • <u>Student's legal name</u> • Permanent mailing address (street, town and zip code) • Photographs • Dates of attendance (including terms) • <u>Class standing (e.g., freshman, sophomore, etc.)</u> • Major, minor, concentration and/or program of study • <u>Institutional information (institution of attendance, school and department names)</u> • Degree/Certificate/Credential candidacy • Degree(s)/Certificate(s)/Credential(s) earned • Academic Honors & Awards • Full vs. Part-time status • Anticipated graduation date • Graduation date • Charter Oak State College Only – email address 	<ul style="list-style-type: none"> - Preferred name has been replaced by “legal name” to match the BOR policy 2.04. - Items in bold and underlined text are new additions.
B	For purposes of publicizing participation in any recognized activity or sports	<p>In addition to data elements that are classified as directory information for the public:</p> <ul style="list-style-type: none"> • Recognized activity or sport • Team performance statistics • Team position • Photos and videos • Athletic Honors & Awards • Height and weight of athlete. 	Same as prior
C	For access by military recruiters only	<p>In addition to data elements that are classified as directory information to the public:</p> <ul style="list-style-type: none"> • Student email address (issued by the institution) • Telephone number • Age • Place of birth (not collected by CSCU institutions) • Current institution attended 	Same as prior
D	For access by CSCU employees to support communication about students including enrollment opportunities for students between CSCU institutions	<p>In addition to the elements that are classified as directory information to the public:</p> <ul style="list-style-type: none"> • Credits earned • School assigned email address • Disciplinary records about students who have been removed from campus for conduct reasons (including suspensions and expulsions) 	This section is new.

7. Are there Institutional obligations?

- a. Yes. If they are not already established, there are number of institutional obligations that need to be ready when the policy goes into effect. See section C items 1-7 for details about institutional obligations.
- b. The policy states that FOIA exempts education records that are protected under FERPA from public disclosure.

8. Are there individual obligations?

- a. Yes. CSCU employees and those authorized as School Officials are obligated to comply with FERPA. Those who recklessly, intentionally or repeatedly misuse education records in violation of FERPA may be disciplined under BOR policy or according to the parameters of a relevant contract or Memorandum of Agreement.

FOR FACULTY

FERPA & Directory Information

Overview

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects student education records and governs how colleges and universities handle student information. As a faculty member, you play a key role in safeguarding student privacy and complying with FERPA requirements. It is your responsibility to support the full policy, available at ct.edu/policies or at the QR code to the right.



① What are the Education Records that need to be protected?

- Education Records include any information directly related to an enrolled student and maintained by the institution (e.g., grades, transcripts, advising notes, emails, digital records, photographs, etc.).
- Personal notes retained as a personal memory aid and not shared with others are excluded from the definition of education record and are not subject to the controls of FERPA.

② What are some ways FERPA requires protection of Education Records?

- **Consent is required:** FERPA requires that educational institutions obtain a student's written consent before their education records are shared with anyone. Written consent has a specific definition under FERPA, available at studentprivacy.ed.gov or at the QR code to the right.
- **Exceptions to consent requirement:** There are exceptions to the specific requirement for written consent which support academic operations including these.
 - **Legitimate Educational Interest:** Institution employees with a professional need for education records may access education records without consent. As a faculty member, you may access academic records of students in your classes; however, you may not have authorization to access records of students for whom you are not professionally responsible even if you have access to their information through an institution tool or application. Self-restraint is necessary.
 - **Directory Information:** Education records that are identified as 'Directory Information' in the CSCU policy may be shared without consent unless a student has formally opted out of this allowance. Always verify opt out status before sharing.
 - **School Officials:** Institutions may share data with other organizations, such as vendors or organizational partners, under certain conditions. These typically require a contract or written agreement.



continued→

FOR FACULTY

What are some ways FERPA requires protection of Education Records? *(continued)*

- **Student rights:** FERPA gives students rights to their education records. Employees of CSCU institutions are expected to support these student rights. FERPA rights apply to high school students regardless of age who are taking dual credit college-level courses at their high school or at the postsecondary institution. Contact your institution registrar for guidance on processes related to these rights.
 - **Access:** Students can inspect and review their education records within 45 days of request. Parents do not have a right to student records without student consent.
 - **Amendment:** Students may request corrections to inaccurate or misleading records. This right does not include grade corrections.
 - **Consent:** Students have the right to provide written consent before their personal identifiable information (PII) is disclosed unless there is an applicable FERPA exception.
 - **Opt-Out:** Students can opt out of having their directory information shared. Faculty should respect these requests and check with the registrar if unsure.
 - **Complaint:** Students can file complaints with the U.S. Department of Education.

3 Faculty Responsibilities

- **Protect Privacy:** Do not share grades or student information publicly (e.g., posting grades by name or ID).
- **Handle Records Securely:** Store student records securely; do not leave sensitive information unattended.
- **Respond to Requests Properly:** Direct students to the registrar for record access or amendment requests.
- **Report Incidents:** Immediately report suspected or known breaches of student records to your campus Information System Security Officer (ISSO) and CSCU Information Security Program Office (ISPO) at security@ct.edu.
- **Use AI carefully:** Do not upload student education records into generative AI (GAI) tools unless the tool has been approved for the specific purpose by institution technology and security staff. (e.g., Student information put into GAI must be entirely unidentifiable.)

4 Common Faculty Scenarios

- **Application Access:** Only access information about students for whom you have a legitimate professional responsibility.
- **Letters of Recommendation:** Get written consent before including non-directory information (e.g., grades, performance).
- **Class Rosters/Email Lists:** Treat as confidential; do not share outside authorized channels. (e.g., Use "bcc:", blind copy, for students in a group distribution.)
- **Student Work:** Do not post student work publicly without consent.
- **Emergency Situations:** You may share information with appropriate campus officials if there is a health or safety emergency (e.g., campus Dean and or President).

FOR STAFF

FERPA & Directory Information

Overview

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects student education records and governs how colleges and universities handle student information. As a faculty member, you play a key role in safeguarding student privacy and complying with FERPA requirements. It is your responsibility to support the full policy, available at ct.edu/policies or at the QR code to the right.



① What are the Education Records that need to be protected?

- Education Records include any information directly related to an enrolled student, regardless of their age or enrollment status, and maintained by the institution (e.g., grades, transcripts, advising notes, emails, digital records, photographs, library records, swipe card data, accommodation documentation, student affairs activity records, etc.).
- Personal notes retained as a personal memory aid and not shared with others are excluded from the definition of education record and are not subject to the controls of FERPA.

② What are some ways FERPA requires protection of Education Records?

- **Consent is required:** FERPA requires that educational institutions obtain a student's written consent before their education records are shared with anyone. Written consent has a specific definition under FERPA, available at studentprivacy.ed.gov or at the QR code to the right.
- **Exceptions to consent requirement:** There are exceptions to the specific requirement for written consent which support academic operations including these. Other exceptions may apply.
 - **Legitimate Educational Interest:** Institution employees with a professional need for education records may access education records without consent. As a staff member, you may access academic records of students when you have a professional need for them. Having access to student data via an application or data system does not equal having authorization to use it.
 - **Directory Information:** Education records that are identified as 'Directory Information' in the CSCU policy may be shared without consent unless a student has formally opted out of this allowance. Always verify opt out status before sharing.
 - **School Officials:** Institutions may share data with other organizations, such as vendors or organizational partners, under certain conditions. These typically require a contract or written agreement.
 - **Transfer of Enrollment:** Institutions may share education records without student written consent with another institution where the student intends to enroll if the disclosure is related to the student's enrollment or transfer.



FOR STAFF

- **Financial Aid:** Student education records may be shared for the purpose of administering financial aid. Check with your Financial Aid Director with questions.
- **Emergency Situations:** You may share information with appropriate officials without consent if there is a health or safety emergency.
- **Court order or subpoenas:** Institutions must honor some judicial orders or lawfully issued subpoenas. Follow your institutions protocol for handling these. <https://www.ct.edu/newsroom/federal-updates#protocol>
- **Disciplinary proceedings:** For certain violent crimes and offenses, disciplinary proceedings may be released to the public without student consent.
- **Student rights:** FERPA rights transfer from parents to students when they are enrolled in a postsecondary institution. Employees of CSCU institutions are expected to support these student rights. FERPA rights apply to high school students, of any age, who are taking dual credit courses at their high school or at the postsecondary institution. Contact your institution registrar for guidance on processes related to these rights.
 - **Access:** Students can inspect and review their education records within 45 days of request. Parents do not have a right to access student academic or billing records without student consent.
 - **Amendment:** Students may request corrections to inaccurate or misleading records. This right does not include grade corrections.
 - **Consent:** Students have the right to provide written consent before their personal identifiable information (PII) is disclosed unless there is an applicable FERPA exception.
 - **Opt-Out:** Students can opt out of having their directory information shared. Staff should respect these requests and check with the registrar if unsure.
 - **Complaint:** Students can file complaints with the U.S. Department of Education.

3 Staff Responsibilities

- **Protect Privacy:** Do not share student information without consent or an exception to consent. Minimize what data are shared to only what is needed.
- **Handle Records Securely:** Store student records securely; do not leave sensitive information or printed records unattended or visible on your computer screen for others to see.
- **Respond to Requests Properly:** Direct students to the registrar for record access or amendment requests.
- **Use AI carefully:** Do not upload student education records into generative AI tools unless the tool has been approved for the specific purpose by institution technology and security staff.
- **Understand Exceptions:** Know when FERPA allows disclosure without consent and when it does not. When in doubt, consult your registrar or the CSCU Data Privacy Officer.
- **Report Incidents:** Immediately report suspected or known breaches of student records to your campus Information System Security Officer (ISSO) and CSCU Information Security Program Office (ISPO) at security@ct.edu.

FOR STUDENTS

Your Rights: FERPA & Directory Information

This is a summary of key points within CSCU's FERPA Notice and Directory Information Policy. Please review the complete annual notice located at ct.edu/policies or using this QR code:



1 What is FERPA?

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects your education records and gives you important rights regarding your personal information at Connecticut State Colleges and Universities (CSCU).

2 Your Rights Under FERPA

- 1. Access Your Records:** You can review your education records by submitting a written request to your college's registrar or designated official. You'll be notified when and where you can inspect them.
- 2. Request Corrections:** If you believe your records* are inaccurate or violate your privacy, you can ask for corrections. If your institution disagrees, you have the right to a hearing.
*This does not include academic grades.
- 3. Control Your Information:** CSCU needs your written consent to share your personally identifiable information (PII) from your records. There are some exceptions (see below).
- 4. Opt Out of Directory Information:** Some information (see below) may be shared as "directory information" unless you notify the registrar in writing that you do not want this information released.
- 5. File a Complaint:** If you think your FERPA rights have been violated, you can file a complaint with the U.S. Department of Education (studentprivacy.ed.gov/file-a-complaint).

3 What Is Directory Information?

Directory information is basic information about you that CSCU can share without your consent unless you opt out. *Examples* include:

- **Legal name, address, major, dates of attendance and graduation, class standing, degrees/awards, photographs, participation in activities/sports, and honors.**
- For athletes: height, weight, team position and stats.

If you opt out, CSCU cannot share your info for things like graduation programs, honor rolls, or with employers verifying your degree. You'll need to give written consent for each situation.

4 When Can CSCU Share Your Info Without Consent?

Typical examples include:

- To school staff and employees with a legitimate educational interest
- If you seek to transfer or enroll at another college or university
- For financial aid purposes
- For studies to improve instruction
- In emergencies for health/safety reasons
- In response to court orders or subpoenas
- For certain disciplinary proceedings or law violations (especially if under 21)