



Board of Regents

Academic & Student Affairs Committee and HR Committee

JOINT MEETING AGENDA

Friday, December 2, 2022 @ 9:30 a.m.

Conducted via Remote Participation

Meeting will live stream at: <http://youtu.be/PYso0NkOBF8>

1. Call to Order: Declare Quorum
2. Informational Items
 - a. Sexual Misconduct Report
 - i. Report Findings
 - ii. Training
3. Adjournment

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1. Call to Order: Declare Quorum
 2. Approval of Minutes
 - a. October 7, 2022 – *Page 1*
 3. Consent Items
 4. Action Items
 - a. Strategic Vision – *Page 5*
 - b. Appointment Recommendation
 - i. Recommendation to Appoint Martin Geitz to the American Savings Foundation Endowed Chair in Banking Finance – *Page 10*
 5. Informational Items
 - a. Below Threshold
 - i. Child Studies – B.S. – Charter Oak State College – *Page 18*
 - ii. RN/ADN to BSN – B.S.N – Charter Oak State College – *Page 22*
 - iii. Physics – B.S. – M.S. Accelerated Pathway Option – Southern CT State University – *Page 28*
 - b. Refugee/Asylee Report Update

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



CT BOARD OF REGENTS FOR HIGHER EDUCATION

ACADEMIC & STUDENT AFFAIRS COMMITTEE

**Meeting – October 7, 2022 at 9:30 a.m.
Conducted via Remote Participation**

MINUTES

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

Ex-Officio BOR
Members: Professor Colena Sesanker

Regents Absent: Regent Holly Howery, Regent James McCarthy

Staff Present: Kaylah Davis, Pam Heleen, Rai Kathuria, Kenneth Klucznik, Francine Rosselli-Navarra, and Noreen Wilson

Other Attendees: Missy Alexander (WCSU), Sandra Bulmer (SCSU), Lourdes Cruz (CT State), Nicole DeRonck (WCSU), David Ferreira (COSC), Carl Guerriere (CCC), Trudy Milburn (SCSU), Steve Nathan (ECSU), Joan Palladino (WCSU), George Peffer (NCC), Lori Pendleton (COSC), Robert Prezant (SCSU), Sujini Ramachandar (SCSU), William Salka (ECSU), Tracy Smith-Michnowicz (NWCC), Timothy St. James (ACC), Patricia Szczys (ECSU), Sheldon Watson (CCSU)

The meeting was called to order at 9:34 a.m. by Chair Ira Bloom.

An official roll call of the BOR Academic and Student Affairs Committee members was taken and a quorum was declared.

1. Approval of Minutes
 - a. September 7, 2022
Chair Bloom asked for a motion to approve the minutes of the September 7, 2022, BOR ASA Committee meeting. On a motion by Regent Juanita James and second by Regent Richard Porth, a vote was taken, and the minutes were approved unanimously.
2. Consent Items

a. Discontinuations

- i. Infant and Toddler – Certificate – Charter Oak State College
- ii. Information Management and Services – BS and Minor – Southern CT State University

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

3. Action Items

a. Modifications

- i. Counselor Education: School Counseling – MS – Western CT State University [Significant Modification of Courses/Course Substitutions]

Dr. Missy Alexander, Provost, and Dr. Nicole DeRonck, Director of Counselor Education Program presented. WCSU seeks approval of program modification. The program's accrediting agency has revised its standards, leading to program modifications in alignment with the new requirements. The program has been maintained as an online program since the pandemic and shows high enrollment.

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

- ii. Education Paraprofessional to Early Childhood Education – Certificate – Northwestern CT Community College [Significant Modification of Courses/Course Substitutions and Change of Degree Title or Program Title]
- Dr. Tracey-Smith, Program Coordinator presented. NWCC seeks approval for program modification. This program has modified its name and curriculum to align with the program at CT State. This allows the option for students to complete the program at either NWCC or CT State. This option and the embedding of the certificate into the Early Childhood Education Associate Degree program at no additional cost is expected to boost enrollment.

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

b. Suspensions

- i. Speech and Language Pathology Studies – Certificate – Charter Oak State College

Dr. David Ferreira, Provost, presented. COSC seeks approval to suspend the program. It was built in partnership with the Capital Region Educational Council (CREC). CREC is no longer interested in partnering with this program. Charter Oak plans to re-build with its own curriculum and plans to collaborate with SCSU and their Communications Disorders department as a stackable credential pathway. This program will return to the committee in 2024 with either a recommendation to continue or discontinue.

Chair Bloom called for a vote to approve the suspension. A vote was taken, and it was unanimous.

c. State University Centers and Institutes

i. Continuation of a Center/Institute – The Center for Communication Disorders – Southern CT State University

Provost Robert Prezant, Dean of Health and Human Services, Sandra Bulmer, Chair of the Department of Communication Disorders, Jennifer McCullagh, and Director of the Center, Sujini Ramachander presented. The Center for Communication Disorders is set in the culturally and economically diverse community of greater New Haven and was developed as a teaching clinic. It serves as a required clinical training venue for undergraduate and graduate students. There are 50-60 students working within the clinic and the clinic sees 150 clients per week across all socio-economic statuses. This program allows students to gain hands on experience, fulfill program requirements, and meet the needs of the diverse community. Chair Bloom proposed an editorial change to the resolution, which is to update the continuance from the September 31st, 2029, date, to September 30th, 2029, as the 31st is not an existing date.

Chair Bloom asked for a motion to approve this continuation. On a motion by Regent Juanita James and second by Regent Richard Porth, a vote was taken, and the continued accreditation was approved unanimously.

ii. Continuation and Name Change of a Center/Institute – Center for Sustainable Studies – Eastern CT State University

Provost William Salka, and Dr. Stephen Nathan, Chair of the Environmental Earth Sciences Department presented. An editorial change regarding name was addressed, the name of the Center is the Center for Sustainability Studies, rather than Sustainable Studies. The need for a name change is a result of the center's revised mission. The revised mission broadens the focus of sustainable energy in a social justice and equity approach. This is achieved by providing a curriculum that actively engages students on sustainability issues, including climate change and the disproportionate impact that environmental crises have on marginalized communities and racial minority populations. The Center is building relationships with other departments including Anthropology, Political Science, and Sociology to collaborate on the social justice and equity lens of the mission.

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

iii. Continuation and Name Change of a Center/Institute – Institute for Sustainability – Eastern CT State University

Dr. William Salka, Provost, and Interim Director of the Institute for Sustainability, Dr. Patricia Szczys presented. The need for a name change is a result of the institute's revised mission. The mission includes a broad focus on sustainability through an environmental justice lens and on serving as a resource for sustainable practices in the community. ECSU funds the institute; however, the institute does generate grants and other revenue sources with an expectation to become self-sufficient. The revised mission is in accordance with the current EPA stance and the evolving field of environmental studies. Chair Bloom suggested the

institute provide the Board with a report prior to the next application for continuation. Regent R. Porth and Regent J. James believe that the Institute is making important headway in this area and while a report may be favorable, it should not be conditional to the approval of the change. All in agreement to make an amendment in which a report is to be provided in 2025.

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

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

4. Informational Items

a. Below Threshold

- i. General Studies – B.S. – Business Administration – Concentration Only - Charter Oak State College [Program Modification]
- ii. General Studies – B.S. – Human Resources Management – Concentration Only - Charter Oak State College [Program Modification]
- iii. Nursing – B.S. – RN/ADN to BSN – Charter Oak State College [Program Modification]
- iv. Caribbean Studies – Minor – Central CT State University [Program Modification – to be discontinued]

b. CSU Emeriti

- i. Southern CT State University

c. Refugee Initiative Report

Lori Pendleton, Director of Admissions at Charter Oak State College and Carl Guerriere, Director for Equity, Diversity, and Inclusion at Capital Community College presented. Per the June resolution, each lead groups in an initiative to assist refugees. Both groups comprise representatives in varying departments from the community colleges and state universities. Both groups identified barriers that refugee students face and concluded that there are both non-academic and academic barriers, including difficulty obtaining transcript and/or transcript evaluation, housing insecurity, food insecurity, vaccination status, proof of residency, child-care need, FAFSA assistance, ESL programs, and transportation. Both groups identified the need for clarification of the existing CSCU system-wide policy for refugee students and will partner with refugee agencies to continue to engage and assist.

Chair Ira Bloom called for a motion to adjourn the meeting. On a motion by Regent Richard Porth, seconded by Regent Juanita James, a vote was taken and the motion to adjourn was passed unanimously at 10:35AM.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

**Adoption of a Strategic Vision
for
Connecticut State Colleges and Universities**

December 15, 2022

WHEREAS, the major components of the current CSCU Strategic Vision were established in 2012 and 2013 and need to be revised after 10 years of operating as a system; and

WHEREAS, the proposed, updated CSCU Vision Statement creates an aspirational statement for the future and aligns CSCU's purpose with its updated goals and key areas of focus; and

WHEREAS, the proposed CSCU Strategic Vision has been developed through extensive review of other system statements and in collaboration with the six institution Presidents and executive leadership across the CSCU System; and

WHEREAS, it has been determined that the CSCU Mission Statement and each of the distinct mission statements of the Connecticut State Universities, Charter Oak State College and Connecticut State Community College continue to appropriately reflect their missions and remain unchanged; now therefore, be it

RESOLVED, that the Board of Regents for Higher Education adopts the Strategic Vision for Connecticut State Colleges and Universities.

ITEM

Resolution concerning Adoption of the Strategic Vision for Connecticut State Colleges and Universities.

BACKGROUND

Components of the CSCU Vision, Mission, and Goals were established in 2012 and 2013. With more than a decade in operating as a system and President Cheng's second year in leadership underway, a review and refresh to the Strategic Vision for CSCU became a top priority.

ANALYSIS

To update the vision statement and goals, CSCU leadership engaged in a six-month long process to revisit and develop a Strategic Vision for the CSCU system. This work was done in conjunction with the six institution Presidents and System Office executive leadership.

Each of the existing Strategic Vision components was reviewed – the CSCU Vision, the CSCU Mission, the distinct Mission Statements for each of the six constituent units, and CSCU's Goals.

- The current CSCU Vision statement is concise but lacks an aspirational tone and context to guide and govern CSCU through its second decade as a system.
- The CSCU Mission and the Mission Statements of the six institutions continue to accurately reflect the outcome-oriented statements that will guide them. They are unchanged.
- Key areas of focus and the associated goals need to reflect the changes that have occurred since their publication more than a decade ago. The following goals set by the Board of Regents guide the specific strategic plans of each of the six institutions within CSCU. Their plans contain specific, measurable objectives to make these larger goals actionable at the local level.
 - Student Success
 - Innovation and Economic Growth
 - Affordability and Sustainability
 - Systemness

Broad goal statements are also included in the Strategic Vision; however, the objectives and action plans to reach these goals will be articulated in the strategic plans of the system's six institutions.

RECOMMENDATION

Adoption of the 2030 CSCU Strategic Vision.

STRATEGIC VISION FOR CONNECTICUT STATES COLLEGES AND UNIVERSITIES (CSCU)

ABOUT CSCU

The Connecticut States Colleges and Universities (CSCU) were formally constituted as a system - encompassing community colleges, state universities, and a fully online institution - in 2011, under the governance of the Board of Regents for Higher Education. But this recent institutional history has deep roots in the separate histories of the colleges and universities that comprise CSCU, a history that dates back the founding of Connecticut's first public institution of higher education – today known as Central Connecticut State University – in 1849: a normal school focused on the training of teachers for the state's public schools.

Throughout this long history, CSCU and its constituent units have been guided by the same essential vision and goals:

- to provide affordable, innovative, and rigorous academic programs for students to allow them to achieve their personal and career goals;
- to provide pathways for social and economic mobility for all Connecticut residents; and
- to contribute to the overall economic growth of Connecticut.

CSCU and its constituent units have succeeded in achieving these goals, enhancing the lives and well-being of millions of Connecticut residents, and of the state and its towns. At present, CSCU enrolls more than 85,000 students in certificate and degree programs, 96% of whom live and work in every one of the 169 cities and towns in Connecticut. The vast majority of CSCU graduates spend their lives and careers in the state, making life-long contributions to the cultural and economic vitality of the State and its towns and regions. As stated in our 2018 Economic Impact Study, for every dollar invested in CSCU, taxpayers will receive \$3.80 in return over the course of students' working lives. The average annual rate of return for taxpayers is 9.4%.

Since 1992, nearly 360,000 students have completed certificates or degrees at one of the CSCU colleges and universities--150,000 since the creation of CSCU in 2011. Graduates of these programs have made incalculable contributions to the well-being of their families, their communities and the state.

UPDATED CSCU'S VISION

The Connecticut State Colleges and Universities will build on its long and successful history by working collectively - within and across institutions - and by engaging external partners to increase the number of students pursuing and completing personally and professionally rewarding certificate and degree programs, improving their social mobility and helping the state to meet its current and future workforce demands.

CSCU'S MISSION (CURRENT-BOR APPROVED)

The Connecticut State Colleges & Universities (CSCU) contribute to the creation of knowledge and the economic growth of the state of Connecticut by providing affordable, innovative, and rigorous programs. Our learning environments transform students and facilitate an ever-increasing number of individuals to achieve their personal and career goals.

CT STATE COMMUNITY COLLEGE MISSION STATEMENT (CURRENT-BOR APPROVED)

The Connecticut State Community College provides access to academically rigorous and innovative education and training focused on student success. The CT State supports excellence in teaching and learning, makes data-informed decisions, promotes equity, and advances positive change for the students, communities, and industries it serves.

CHARTER OAK STATE COLLEGE MISSION STATEMENT (CURRENT-BOR APPROVED)

Charter Oak State College, the state's only public, online, degree-granting institution, provides affordable, diverse and alternative opportunities for adults to earn undergraduate and graduate degrees and certificates. The College's mission is to validate learning acquired through traditional and non-traditional experiences, including its own courses. The college rigorously upholds standards of high quality and seeks to inspire adults with the self-enrichment potential of non-traditional higher education.

CONNECTICUT STATE UNIVERSITIES' MISSION STATEMENT (CURRENT-BOR APPROVED)

Connecticut State Universities offer exemplary and affordable undergraduate and graduate instruction leading to degrees in the liberal arts, sciences, fine arts, applied fields, and professional disciplines. They advance and extend knowledge, research, learning and culture while preparing students to enter the workforce and to contribute to the civic life of Connecticut's communities. Through a variety of living and learning environments, the Universities ensure access and diversity to meet the needs of a broad range of students. They support an atmosphere of inter-campus learning, the exploration of technological and global influences and the application of knowledge to promote economic growth and social justice.

KEY AREAS OF FOCUS AND NEW GOALS

The following goals set by the Board of Regents guide the specific strategic plans of each of the six institutions within CSCU. Their plans contain specific, measurable objectives to make these larger goals actionable at the local level.

Goal 1: Student Success—build a system that meets the needs of all students and increases the number of students completing personally and professionally rewarding certificate and degree programs and securing careers in their chosen field of study.

- Improve access to CSCU's certificate and degree programs at the undergraduate and graduate levels for various targeted populations (traditional, out of state and international, some college no degree, veterans, employee upskilling, HS dual credit, etc.)
- Improve retention, transfer, and completion, particularly for under-represented students to ensure that all students get the reward of their educational efforts
- Research, understand and address the opportunity gaps experienced by our students from different ethnic/racial, economic and gender groups and revise policies and practices that have a disparate impact on these students

Goal 2: Innovation and Economic Growth—ensure our certificate and degree programs are contributing to the creation of knowledge and the economic growth of the state of Connecticut and preparing students for careers today and in the future.

- Create and implement a master plan of undergraduate and graduate certificate and degree programs that ensure seamless transition from high school to higher education, attainment of industry-recognized credentials and skills, and alignment with the state's economic and workforce development strategies
- Expand, track and assess external partnerships with state agencies and the business community to support students' personal, academic and professional needs and promote their employment in the public and private sectors
- Expand scholarship and research resources to ensure CSCU institutions and their faculty and staff are on the cutting edge of innovation in curriculum and workforce development

Goal 3: Affordability and Sustainability—ensure CSCU is making attendance affordable and our institutions financially sustainable.

- Develop and implement a Master Plan for fiscal sustainability and growth
- Utilize a return-on-investment model for programs and initiatives from a student and institution perspective
- Work to mitigate the cost of attendance by increasing funding for student tuition and wrap around support services from local, state and federal resources

Goal 4: Systemness—realize the full potential of the CSCU system and our collective efforts to meet student needs while promoting civic responsibility/public service, community engagement, and social justice as core CSCU values.

- Increase marketing of CSCU as a destination for high quality, higher education across the state and across education levels capitalizing on the assets of each of the CSCU constituent units
- Establish fluid pathways for seeking certificates and degrees across CSCU institutions and leverage possibilities with external partners in support of career advancement and lifelong learning
- Improve data analysis capacity across system to ensure CSCU can assess its impact on students and the state and identify areas for continuous improvement

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

designating

MR. MARTIN GIETZ

To fill the

AMERICAN SAVINGS FOUNDATION ENDOWED CHAIR
OF BANKING AND FINANCE

at

CENTRAL CONNECTICUT STATE UNIVERSITY

December 15, 2022

WHEREAS, Central Connecticut State University is seeking to fill the American Savings Foundation Endowed Chair of Banking and Finance, and

WHEREAS, This endowed chair is to be filled by a person with a distinguished record of service in the fields of banking and finance, and

WHEREAS, Mr. Martin Gietz has decades of experience at the executive level in the banking industry with multiple banking institutions, including FleetBoston, CIGNA Bank and Trust Company, FSB, and SBT Bancorp, Inc., and received the Lifetime Achievement Award from the Hartford Business Journal and was named to the Business Hall of Fame by Junior Achievement of Southwest New England, and

WHEREAS, Mr. Martin Gietz holds a Master's in Business Administration from Cornell University, and completed his Series 7 license and his teaching experience includes offering programs in financial literacy and real estate development, as well as teaching Bank Management as a non-tenure track Assistant Professor at Central Connecticut State University, and

WHEREAS, The President of Central Connecticut State University, Dr. Zulma Toro, has endorsed the recommendation to appoint Mr. Martin Gietz to this position, be it

RESOLVED That the Board of Regents for Higher Education of the Connecticut State Colleges and Universities System designates Mr. Martin Gietz to fill the American Savings Foundation Endowed Chair of Banking and Finance at

Central Connecticut State University for a period of two years, renewable yearly afterwards at Central Connecticut State University's discretion.

A True Copy:

Alice Pritchard, Secretary of the
CT Board of Regents for Higher Education

ITEM

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

BACKGROUND

Central Connecticut State University has requested designation of Mr. Martin Gietz to fill the American Savings Foundation Endowed Chair of Banking and Finance. The American Savings Foundation Endowed Chair in Banking and Finance offers CCSU students mentorship by exemplary professionals in these fields, while fostering public programming that brings credit to CCSU. The American Savings Foundation Endowed Chair will engage in the following activities:

- Teaching: offer one or two classes per semester. Topics chosen in consultation with the Department of Finance and the Dean of the School of Business. Courses will feature guest lectures by executives in the banking and finance industries.
- Programming: organize an annual public lecture by a prominent banker, financier, or media personality to talk about current issues in banking and finance, in collaboration with the Dean of the School of Business.
- Networking: Foster close relationships between the School of Business and local, regional, and national banks.
- Publicity: work collaboratively with the Dean of the School of Business and Vice President for Institutional Advancement to publicize and celebrate all School of Business activities.

The ideal candidate would be a practitioner with a meritorious career, commitment to integrity, and deep experience in Connecticut's banking and finance industry. Mr. Martin Gietz's qualifications meet perfectly the prestige and expectations of an Endowed Chair. President Toro advises that the recommendation be brought forward for Board of Regents consideration following an extensive search.

RECOMMENDATION

That the Board of Regents for Higher Education accepts the recommendation of President Toro to designate Mr. Martin Gietz as the American Savings Foundation Endowed Chair of Banking and Finance by adopting the proposed resolution.

12/02/2022 – BOR -Academic and Student Affairs Committee
12/15/2022 – Board of Regents



MEMORANDUM

TO: Terrence Cheng, President
Connecticut State Colleges and Universities

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

DATE: November 9, 2022

SUBJECT: Recommendation to Appoint Martin Geitz to the American Savings Foundation Endowed Chair in Banking Finance

I am writing to request approval from the Connecticut Board of Regents for Higher Education to appoint Mr. Martin Gietz of Glastonbury, Connecticut, as the holder of the American Savings Foundation Endowed Chair of Banking and Finance at Central Connecticut State University (CCSU).

Following an extensive search, the search committee unanimously recommended the appointment of Mr. Geitz.

This appointment will be as a part-time Assistant Professor for a period of two years, renewable yearly afterwards at CCSU's discretion.

This proposed appointment, which has my full support, has been reviewed and recommended by the Interim Chair of the Department of Finance, Interim Dean of the School of Business, and the CCSU Interim Provost.

Mr. Geitz has decades of experience at the executive level in the banking industry with multiple banking institutions, including FleetBoston, CIGNA Bank and Trust Company, FSB, and SBT Bancorp, Inc. In recent years, Mr. Geitz received the Lifetime Achievement Award from the Hartford Business Journal and was named to the Business Hall of Fame by Junior Achievement of Southwest New England. His professional experience includes offering symposium events for the Connecticut Community Bankers Association and the Connecticut Bankers Association. Mr. Geitz continues to serve on boards and maintains significant contacts within the banking and finance industry. Mr. Geitz's professional experiences will serve as an inspiration to CCSU students aspiring to careers in banking, finance, and financial services.

Mr. Geitz received his Bachelor's degree in German Literature and Political Science from Johns Hopkins University. He holds a Master's in Business Administration from Cornell University, and completed his Series 7 license. His teaching experience includes offering programs in financial literacy and real estate development, and he is currently teaching Bank Management as a non-tenure track Assistant Professor at CCSU.

The American Savings Foundation Endowed Chair in Banking and Finance offers CCSU students mentorship by exemplary professionals in these fields, while fostering public programming that brings credit to CCSU. The American Savings Foundation Endowed Chair will engage in the following activities:

- Teaching: offer one or two classes per semester. Topics chosen in consultation with the Department of Finance and the Dean of the School of Business. Courses will feature guest lectures by executives in the banking and finance industries.
- Programming: organize an annual public lecture by a prominent banker, financier, or media personality to talk about current issues in banking and finance, in collaboration with the Dean of the School of Business.
- Networking: Foster close relationships between the School of Business and local, regional, and national banks.
- Publicity: work collaboratively with the Dean of the School of Business and Vice President for Institutional Advancement to publicize and celebrate all School of Business activities.

In recruiting candidates for the ASF Endowed Chair, priority is given to individuals with distinguished records in banking or finance. The ideal candidate is a practitioner with a meritorious career, commitment to integrity, and deep experience with the banking and finance industries. Mr. Geitz's qualifications meet the high expectations of an Endowed Chair.

The term of appointment will be commencing as soon as possible.

Martin J. Geitz

860-508-4284

martingeitz@cox.net

PROFESSIONAL EXPERIENCE

- Federal Home Loan Bank of Boston** Boston, MA 2014 – 2021
Board Chairman and Connecticut Member Director
Elected Chairman of the Board in December 2019. Twice elected by Connecticut bank, credit union and insurance company FHLB members to represent their interests on the Board of Directors. One of eight member directors on the Board. Risk Committee Chair from 2015 to 2019 leading Board oversight of enterprise risk management program.
- Liberty Bank** Middletown, CT 2019 – 2021
Executive Regional Director
Assisted with merger integration transition of Simsbury Bank into Liberty Bank and special projects.
- SBT Bancorp, Inc. and The Simsbury Bank & Trust Company, Inc.** Simsbury, CT 2004 – 2019
President & Chief Executive Officer – Board Member
Led \$500 million asset publicly held community bank based in the Farmington Valley and serving customers throughout Central Connecticut until its merger with Liberty Bank in October, 2019. Grew earnings, assets, net loans, and core deposits approximately 250% through organic strategies. Expanded franchise area through de novo branching. Built scalable and sustainable infrastructure to expand commercial banking, mortgage, and retail banking reach throughout Central Connecticut while maintaining excellent customer service experience. Member of Executive and Loan Committees of the Board.
- Massachusetts Mutual Insurance Company (MassMutual)** Springfield, MA 2003 – 2004
Vice President
Played leadership role in establishing Savings Products Division to serve emerging retirement income market. Led development of integrated investment, annuity and planning product to provide growth, income and planning for retirement income management.
- CIGNA Bank & Trust Company, FSB** Hartford, CT 2000 – 2003
President, CEO, CFO and Board Member
Recruited from Fleet to plan, launch, and grow bank to enhance CIGNA's employee benefits business. Developed and implemented business strategy to integrate banking capabilities into retirement benefits business. Guided savings bank charter application process with OTS and FDIC to successful conclusion and grew bank to approximately \$100 million in assets.
- FleetBoston Financial Corporation** Boston, MA 1984 – 2000
Developed a wealth of banking and management experience in local, national and specialized markets. In both line and staff positions, assumed progressively greater responsibility beginning as a commercial relationship manager and rising to investment subsidiary president.
- Fleet Development Ventures, LLC and Fleet Community Development Corp.** 1997 – 2000
President
Responsible for FleetBoston's community focused equity investment and specialty community development lending activities. Led \$500 million equity capital and loan investment unit. Provided low-income housing tax credit-based equity investments, direct and fund private equity investments, and loans to community development financial intermediaries. Team leader for Fleet-BankBoston community development unit merger integration.
- Fleet Financial Group** 1995 – 1997
Corporate Diversity Director
Selected in 1995 to develop and implement culture change initiative central to success of Fleet-Shawmut merger and the corporation's long-term competitive position. Delivered comprehensive multifaceted approach including leadership, education, and management improvement.
- Director of Corporate Loan Review* 1994 – 1995

MARTIN J. GEITZ

Responsible for guiding Fleet's loan review function transition from credit crisis mode to one appropriate for the redesigned risk management environment. Fleet Financial Group's most senior credit risk audit position, reporting to board of directors' Risk Management Committee. Reviewed loan policies, procedures and quality of all commercial, consumer and non-banking businesses. Team leader for Fleet-Shawmut merger integration. Functional Director prior to assuming top position.

Fleet Bank – Connecticut Hartford, CT

1991 – 1994

Executive Vice President and Commercial Real Estate Division Head

Responsible for merger integration and performance turnaround of combined Fleet Bank-CT and Connecticut Bank & Trust commercial real estate units. Managed unit to become corporation's top performing real estate unit by 1993, almost doubling profitable loan relationships to \$400 million and posting leadership in deposit growth. Highest credit approval authority. Commercial Real Estate Division team leader for corporate-wide 1993/1994 Fleet Focus process reengineering program.

Fleet Bank – Rhode Island Providence, RI

1984 – 1991

Vice president and Team Leader

Responsible for managing Fleet's national commercial real estate lending unit spanning the end of the 1980's real estate bull market and the depths of the early nineties real estate crisis. Prior to unit manager role, relationship manager responsible for marketing, underwriting and monitoring loans in Florida and selected other markets. Created various loan portfolio analysis reports to better understand risk concentrations and develop appropriate credit risk management strategies.

Recruited from Continental Illinois National Bank to join Fleet National Bank - National Division. Responsible until 1986 for credit analysis and marketing credit and non-credit services to middle market companies in the southeastern US.

Continental Illinois National Bank & Trust Co. Chicago, IL

1981 – 1984

Banking Officer

After successful completion of credit/management training program, relationship manager for investor-owned utility customers located in the southeastern and western USA. Managed and expanded many large and complex customer relationships and contributed to maintaining Continental's status as a leading utility company lender despite Bank's Penn Square / oil and gas loan crisis.

EDUCATION AND LICENSES

Cornell University – Johnson School of Management Ithaca, NY

Graduated 1981

MBA – Finance and Economics

Johns Hopkins University Baltimore, MD

Graduated 1978

BA – German Literature and Political Science

Series 7 License

Licensed 2001 – 2004

PROFESSIONAL ADVISING

Federal Reserve Bank of Boston

Community Depository Institutions Advisory Council 2016 – 2018

Federal Reserve Bank of Boston

Committee on Reserve Bank Directors 2018 – 2020

Connecticut Bankers Association

Legislative Committee Co-Chair (and Past Board Chair)

Connecticut Community Bankers Association

Executive Committee Member (and Past President)

American Bankers Association Washington, D.C.

Government Relations Council, Membership and

Grassroots Committees

SELECTED COMMUNITY INVOLVEMENT

Simsbury Performing Arts Center, Inc., Simsbury, CT

Former Board Member and Vice Chair

Simsbury Free Library, Simsbury, CT

Trustee and Treasurer

Simsbury/Granby Rotary Club, Simsbury, CT

Member and Paul Harris Fellow

MARTIN J. GEITZ

Town of Bloomfield Economic Development Commission, Bloomfield, CT

Former Commission Member

Bloomfield Chamber of Commerce, Bloomfield, CT

Past President

Charter Oak State College Foundation, New Britain, CT

Former Board Member

HEDCO, Inc., Hartford, CT

Former Board Chair and Board Member

McLean Affiliates, Inc., Simsbury, CT

Former Trustee and Investment Committee Chair

Hartford Stage, Hartford, CT

Former Board Member

Real Estate Finance Association, Hartford, CT

Former Board Member and President

SELECTED RECOGNITION

Lifetime Achievement Award – 2019

Hartford Business Journal

Business Hall of Fame – 2017

Junior Achievement of Southwest New England

Distinguished Business Leadership Award – 2016

Bloomfield Chamber of Commerce

Business Leader of the Year – 2015

Simsbury Chamber of Commerce

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW THRESHOLD INFORMATION REPORT FORM
PROGRAM MODIFICATION

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Date of Submission to CSCU Office of the Provost: 9-28-2022
Most Recent NECHE Institutional Accreditation Action and Date: Fall 2016	
Original Program Characteristics CIP Code No. 19.0706 Title of CIP Code Child Development Name of Program: Child Studies Degree: Title of Award (e.g. Master of Arts) Bachelor of Science Stand-Alone Certificate: (specify type and level) NO Date Program was Initiated: Fall 2019 OHE#: 019709 Modality of Program: On ground <input checked="" type="checkbox"/> Online Combined If "Combined", % of fully online courses? Locality of Program: On Campus Off Campus <input checked="" type="checkbox"/> Both	Original Program Credit Distribution # Credits in General Education: 40 # Credits in Program Core Courses: 39 # Credits of Electives in the Field: 12 # Credits of Free Electives: 29 # Cr Special Requirements (include internship, etc.): <u>Total # Cr in the Program</u> (sum of all #Cr above): 120 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution:
Modified Program Characteristics Name of Program: Child Studies Degree: Title of Award (e.g. Master of Arts) Bachelor of Science Certificate ¹ : (specify type and level) N/A Program Initiation Date: Fall 2023 Modality of Program: On ground Online <input checked="" type="checkbox"/> Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 120 Other:	Modified Program Credit Distribution # Credits in General Education: 40 # Credits in Program Core Courses: 39 # Credits of Electives in the Field: 12 # Credits of Free Electives: 29 # Cr Special Requirements (include internship, etc.): <u>Total # Cr in the Program</u> (sum of all #Cr above): 120 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution:
If program modification is concurrent with discontinuation of related program(s), list information for such program(s): Program Discontinued: CIP: OHE#: Accreditation Date: Phase Out Period Date of Program Termination	
Rationale for Modification Charter Oak State College originally offered the General Studies major with a Child Studies concentration with four additional tracks (ECE, Child Studies, ECTC and Montessori). In 2018 the college created the Early Childhood major, which eliminated the need for both the ECE and the Montessori tracks of the Child Studies Concentrations. In 2019, the college created the Child Studies major so that it could eliminate the Child Studies concentration. However, the emphasis with many of the courses remained 'Early Childhood Education'. Since the development of the Child Studies major, the college has experienced a shift of focus in its students. Now, many of the students enrolled in the Child Studies major are working as Paraprofessionals in CT Public Schools. However, the	

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courses in the program still align with Early Childhood Education. The Below Threshold Changes will not modify the credit distribution. Instead, they will provide students with options to take courses that align better with their work settings. Students working in early childhood programs will continue to take the courses originally offered that relate to early childhood education, which students working in elementary or middle schools can take courses that relate to their student populations. While this will benefit the students to take courses appropriate to their work, it will also allow the college to continue to grow this major as it remains committed to developing paraprofessionals in schools.

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.)*

Faculty has been hired to revise current courses to make content applicable for those who work with students over the age of eight. EDU 115- Foundations of Education has already been developed and all other courses are in process of being redeveloped. There are no additional resources required.

Institutional Contact for this Proposal: David Ferreira Title: Provost Tel.: 860-515-3727
e- mail: dferreira@charteroak.edu

Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: Education

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SECTION 2: Curriculum Details for a Program Modification						
Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
ECE 101- Intro to ECE or EDU 115- Foundations of Education	1,2,3,4,5,6		3			
ECE 176- Health, Safety and Nutrition Birth-Age 8 or EDU 211- Health and Wellness for the School Age Child.	1,3,6		3			
ECE 247- Child Development Birth-Age 8 or EDU 248- Child and Adolescent Development; or, any other developmental psychology course	1, 3, 8		3			
ECE 205- Diversity and Ethics in ECE or EDU 2XX- Culturally Responsive Teaching	3, 8		3			
ECE 217- The Exceptional Learner or EDU 102- Exceptional Learner/Paraprofessional	4		3			
EDU 305- Autism Spectrum Disorder	3		3			
SOC 320- Urban Youth in American Society	3	SOC 101	3			
Early Childhood Education or Education Electives	1,2,3,4,5,6,7,8		6			
Human Growth and Development Electives	1,2,3,4,8		6			
EDU 3XX- Family, School and Community Partnerships (replacement for SOC 350- Children, School, Community)	2, 3, 4	SOC 101	3			
PSY 410- Research Methods for the Social Sciences	1,2,3,4,5,6	MAT 105	3			
EDU 495- Child Studies Capstone	1,2,3,4,5,6		3			
Core Course Prerequisites				Elective Courses in the Field		
MAT 105- Intro to Statistics						
PSY 101- Intro to Psychology						
SOC 101- Intro to Sociology						
Total Other Credits Required to Issue Modified Credential						
Learning Outcomes - L.O. (List up to three of the most important student learning outcomes for the program, and any changes introduced)						
<ol style="list-style-type: none"> 1. Understand both typical and atypical child and/or youth development. 2. Examine family dynamics and demonstrate knowledge of family, community, society and diversity. 3. Apply, analyze and evaluate different domains of early childhood education, education, psychology and/or sociology. 4. Apply strategies to support all learners in multiple settings, including children with special learning needs. 						

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5. Utilize strategies for working with families in various settings that help to empower families.
6. Develop experiences for children and families that are safe, inclusionary and culturally pluralistic and reflect understanding of developmentally appropriate practices.
7. Select and design developmentally appropriate curriculum and activities to promote positive development and learning of children.
8. Analyze theoretical frameworks in the social sciences and apply it to practice.

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SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Date of Submission to CSCU Office of the Provost: 8-29-2022
Most Recent NECHE Institutional Accreditation Action and Date: Fall 2016	
Original Program Characteristics CIP Code No. 513801 Title of CIP Code: Registered Nursing/Registered Nurse Name of Program: RN/ADN to BSN Degree: Title of Award (e.g. Master of Arts) BSN Stand-Alone Certificate: (specify type and level) Date Program was Initiated: Fall 2019 OHE#: 019461 Modality of Program: On ground <input checked="" type="checkbox"/> Online Combined If "Combined", % of fully online courses? Locality of Program: On Campus <input checked="" type="checkbox"/> Off Campus Both	Original Program Credit Distribution # Credits in General Education: 59 # Credits in Program Core Courses: 61 # Credits of Electives in the Field: 8 # Credits of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 51 <u>Total # Cr in the Program</u> (sum of all #Cr above): 120 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 21
Modified Program Characteristics Name of Program: RN/ADN to BSN Degree: Title of Award (e.g. Master of Arts) BSN Certificate ¹ : (specify type and level) Program Initiation Date: spring 2023 if possible Modality of Program: On ground <input checked="" type="checkbox"/> Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 120 Other:	Modified Program Credit Distribution # Credits in General Education: 58 # Credits in Program Core Courses: 62 # Credits of Electives in the Field: 8 # Credits of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 51 <u>Total # Cr in the Program</u> (sum of all #Cr above): 120 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 20
If program modification is concurrent with discontinuation of related program(s), list information for such program(s): Program Discontinued: CIP: OHE#: Accreditation Date: Phase Out Period Date of Program Termination	
Rationale for Modification <p><i>This program modification proposes adding a 1 credit prep course to the RN/ADN to BSN curriculum to assist students to make final preparations for their capstone projects in collaboration with the faculty and their practicum sites.</i></p> <p><i>We have refined the original building blocks for student capstone projects integrated across RN/ADN to BSN program courses based upon the experiences of our students since inception of the program in fall 2019. Partly due to requirements of our practice partners to afford students the opportunity to implement mutually beneficial capstone projects, we have learned that our students require additional structure to meet related essential learning outcomes.</i></p> <p><i>As a direct result of our strong practice/workforce partnerships we engage RN/ADN to BSN students in the design and implementation of meaningful capstone projects in collaboration with their employers. Current</i></p>	

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work with students that would be captured by this course scaffolds prior learning and has evolved through our engagement with practice partners. Students currently work with the program director to achieve essential learning outcomes that would be associated with this course to finalize their projects. This related learning is over and above the current course work and credits required for the program and occurs under the guise of academic advising. For the students, the academic rigor required to meet these outcomes demonstrates the acquisition of new knowledge, skills, and attitudes and are concrete and measurable. The learning products and artifacts that would be produced through this course have been developed in collaboration with practice partners to meet the rigorous requirements of practice settings.

Not surprisingly, it is consistently challenging to engage students to achieve the required milestones due to the lack of connection with a required course for which a grade is earned and credit is awarded. In several circumstances lack of student follow-through with requirements has resulted in program attrition, stop-out, or withdrawal. We believe that our students will benefit from the increased accountability for this intense educational experience that is gleaned through the award of academic credit.

In the context of the NUR credits for the BSN degree this additional 1 credit would be captured under the currently required 4 credits of upper-level courses over and above the program core courses, bringing this requirement down to a more manageable 3 credits. This new course does not represent any increase in the credits, nor associated costs for the degree. In the final analysis students in the program would be required to take 27 credits of NUR 300 and 400 program core courses, as compared to the current 26 credits. This course would be at the 400 level, have NUR 400 as a pre-requisite, and would ideally be taken along with or following NUR 410. This new course could be offered during the summer which might be beneficial for many students.

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.)*

Teaching faculty, Instructional Design of new online course (faculty developer, ID team member)

Institutional Contact for this Proposal: Dr. David Ferreira Title: Provost Tel.: 860-515-3727 e- mail: dferreira@charteroak.edu

Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: 55 Paul Manafort Drive, New Britain, CT 06053

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SECTION 2: Curriculum Details for a Program Modification						
Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
NUR 301 Baccalaureate Nursing Role	1, 3, 4, 9, 10	ADN	3	COSC Cornerstone		3
NUR 310 Healthcare Policy, Economics, Regulation and Ethics	1, 3, 4, 10	ADN	3	COSC Global Curric Req		3
NUR 315 Nursing Research and Expanded Evidence-Based Practice	1, 2, 7	ADN	4	COSC Quantitative Reasoning MAT 105 Statistics		3
NUR 320 Population Health (3 cr lecture; 2 cr practicum)	1, 2, 4, 5, 6, 7	ADN	4	COSC Aesthetic		3
NUR 400 Continuous Quality Improvement, Safety, and Interprofessional Collaboration	6, 8, 9	ADN	4	COSC Non-US		3
NUR 410 Organization and Systems Leadership across the Continuum of Care	1, 2, 3, 4, 6, 8, 9, 10	ADN	4	COSC US		3
NUR 494 Final Preparation for the Baccalaureate Nursing Capstone	1, 2, 3, 7, 9, 10	ADN	1	COSC Oral		3
NUR 495 Baccalaureate Nursing Capstone	1, 2, 3, 7, 9, 10	ADN	4			
Total BSN Nursing Course Credits			27	Total CR to be completed at COSC → 27 + 3 = 30		
				Total		21
Core Course Prerequisites				Elective Courses in the Field		
ADN Nursing Course work (Block Credit Transfer)			35	CC CHE* 111 (or equivalent)^		4
Additional CT-CCNP credits transferred toward the BSN:				CC BIO*1XX (or equivalent)^		4
BIO*211 Anatomy & Physiology I			4	^these courses are taken as admissions requirements by most CT-CCNP students, other courses can be substituted with approval		
BIO*212 Anatomy & Physiology II			4			
BIO*235 Microbiology			4			

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ENG*101 English Composition	3			
ENG*102 English Comp & Lit (or 200 level ENG)	3			
Elective: Humanities, FA (see CC courses meeting COSC Req)	3			
PSY*111 General Psychology	3			
PSY*201 Life Span Development	3			
SOC*101 Principles of Sociology	3			
Total	92	Total Required		29
	0			
Total Other Credits Required to Issue Modified Credential <i>BSN Degree</i>				121 (should be 120)

Learning Outcomes - L.O. (List up to three of the most important student learning outcomes for the program, and any changes introduced)

7. Identify and integrate reliable evidence to provide the highest level of quality nursing care.
8. Participate in patient safety and quality initiatives within the context of an inter-professional team
10. Incorporate professional nursing standards and accountability into practice.

Note: there are no new program learning outcomes introduced.

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RN/ADN to BSN Course Description and Learning Outcomes

Course Title	Credits	Pre or Co-Requisite Course(s)/Other requirements	Course Description	Course Learning Outcomes (SLOs)	Program Learning Outcomes (PLOs)
NUR 494 Final Preparation for the Baccalaureate Nursing Capstone	1	NUR 300, NUR 310, NUR 315, NUR 320, NUR 400. NUR 410 must be in progress or completed. Permission of the Program Director is required for registration.	Following successful completion of capstone project building blocks through prior RN/ADN to BSN program courses, students work with the faculty in collaboration with clinical practice partners to finalize planning and approval for implementation of their capstone project in NUR 495. Final approval of capstone projects is at the discretion of the faculty and practice partners and is required for enrollment in NUR 495, The Baccalaureate Capstone. In addition to project approval students must meet all participation requirements of their practice site(s) to successfully complete this course and be approved for enrollment in NUR 495. <i>Note: course is 1 unit "laboratory" (45 hours over the term) that is focused on active engagement with practice partners and the faculty to refine capstone project to meet site-based requirements for approval of implementation in NUR 495.</i>	In accordance with program and practice site direction and requirements students 1. Apply standardized, acceptable approaches to develop a specific, evidence-based project implementation plan to address the identified healthcare improvement or need. 2. Develop/assemble, or obtain permission to use, the required tools and materials to carry out the project (i.e. surveys/pre/post-tests, educational presentations, etc.) based upon the implementation plan. 3. Design a plan to collect and analyze relevant data applying approaches to protect the anonymity of the practice site and all participants. 4. Develop an achievable project timeline for implementation in NUR 495.	PLO #1, 2, 3, 7, 9, 10 1. Demonstrate purposeful, informed, outcome-oriented thinking and action. 2. Use critical thinking skills to make sound clinical judgments, identify and address individual, population, and organizational challenges. 3. Integrate leadership skills of systems thinking, communication and change facilitation to meet patient care and organizational needs across the continuum of care. 7. Identify and integrate reliable evidence to provide the highest level of quality nursing care. 9. Utilize and manage information technology to provide safe, effective patient care and incorporate current knowledge in health care delivery. 10. Incorporate professional nursing standards and accountability into practice.

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				<p>5. Prepare and present a final Letter of Intent (LOI) to practice partners.</p> <p>6. Exhibit scholarship including sound written and oral presentation skills.</p>	
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NEW OPTION, TRACK, OR CONCENTRATION WITHIN AN APPROVED PROGRAM
BELOW THRESHOLD REPORT

SECTION 1: GENERAL INFORMATION	
Institution: Southern Connecticut State University	Date of Submission to CSCU Office of the Provost: 10.26.22
Most Recent NECHE Institutional Accreditation Action and Date: Continued approval granted in 2022	
Parent Program Name of Program: Physics Program Type (<i>degree type, abbreviation, name, e.g., Certificate 16-30 credits, C2, Certificate</i>): BS OHE #: 16764 <u>CIP Code Number</u> : 141201 Title of CIP Code: Engineering Physics	
Proposed Program Characteristics Name of Option/Track/Concentration/Specialization: Physics B.S. – M.S. Accelerated Pathway Modality of Program (<i>check all that apply</i>): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program website: https://inside.southernct.edu/physics Program Type (<i>e.g., Bachelor Degree Option</i>): BS/MS Anticipated Program Initiation Date: Fall 2023 Anticipated Date of First Completion: Spring 2028 Total # Credits in Program: 144 IPEDS defined program duration (<i>if no IPEDS data, provide standard duration of program for full-time student in years</i>): 5	
Provide estimated cost of program (tuition and fees): \$ OR url for link to tuition/fee information: https://inside.southernct.edu/onestop/bill-payment/tuition-fees	
<u>CIP Code Number</u> : SAME as above Title of CIP Code:	
Department where program is housed: Physics Location Offering the Program (<i>e.g., main campus</i>): Main campus	
Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Provide the intended catalog description for this program: This accelerated pathway program has been designed to provide high-achieving students with the opportunity to complete foundational graduate coursework during their senior year of undergraduate studies in order to accelerate graduate degree completion. This competitive program allows admitted students the opportunity to complete their B.S. in Physics and an Accelerated M.S. in Physics in five years.	
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: CIP: OHE#: BOR Accreditation Date: Phase Out Period Date of Program Termination Discontinuation of a program requires submission of form 301. Discontinuation form submitted? Yes No	

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Other Program Accreditation:

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

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

Institutional Contact for this Proposal: Robert Prezant

Title: Provost

Tel.: 2-5350 e-mail:
PrezantR1@southernct.edu

NOTES:

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

SECTION 2: PROGRAM PLANNING ASSESSMENT

Alignment of Program with Institutional Mission, Role, and Scope

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

This accelerated pathway fulfills the SCSU mission of “*provid[ing] exemplary graduate and undergraduate education in the liberal arts and professional disciplines.*” Currently, the M.S.in Applied Physics is the only physics-related Professional Science Masters program in New England that is recognized by the National Professional Science Masters Association. The accelerated program would give faster access to this unique credential to SCSU undergraduates.

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Addressing Identified Needs

- How does the program address CT workforce needs and/or the wellbeing of CT communities – and include a description/analysis of employment prospects for graduates of this proposed program. (*Succinctly present as much factual evidence and evaluation of stated needs as possible and identify data sources, e.g., JobsEQ, Dept of Labor statistics, etc.*)
This new pathway provides a clear focus for the professional and career- oriented students who recognize the importance of gaining an M.S. degree to be hired into the most desirable jobs in applied physics.
- 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?
Students who pursue this Accelerated pathway will have the opportunity to work with Physics department faculty who are among our most distinguished in the university, including a current CSU professor, the Executive Director of several of our research Centers for Excellence, and recipients of external funding in excess of \$1.5M. Students have access to unique research equipment and facilities (e.g. Connecticut Nanotechnology Center) that also enhance their studies immeasurably.
- Equity (eliminating institutional performance disparities along dimensions of ability, ethnicity/race, economics, and gender) is one of the Board of Regents' Goals.
 - What specific metrics will be used to assess equity across these dimensions in terms of recruitment, enrollment, retention, and completion?
The program recruitment will be done across the university. The demographics of the enrollment, GPA, retention, and completion will be tracked and compared in relation to the best performers among SCSU peers in Physics and Engineering.
 - 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 nature of 4+1 programs is access to advanced credentials at lower cost and with a 1-year time savings for the student, which advances equity for economically challenged students. In the case of this program, the final credential, M.S. in Applied Physics, provides significant economic and professional opportunities in Connecticut. By using existing and staffed classes, students will be assured of progressing through the program without unnecessary delays. Finally, by using the Transfer Ticket, community college students can transfer to SCSU in Year 3 and have an M.S. at the end of Year 5. Thus the program has a mechanism to serve the community college population, which mirrors the diversity in the state generally.
 - Where inequities are found, how will the data be used by program and institutional leaders to address the inequities?
Depending on the source of the inequities, the program will be modified to address them. If issues arise from the program curriculum, it will be modified to meet students' needs. If recruitment issues arise, the Physics Department will immediately seek the help of the STEM-RI and ICM offices at SCSU to improve outreach and to increase diversity in the program.
- Describe any pathways to, and/or from, this program to programs at your own institution and other institutions, both within and outside of CSCU, e.g., stackable credentials, transfer agreements, etc. (*Include additional details in the Quality Assessment portion of this application, as appropriate*)
Combined with the CSCU Transfer Ticket for Physics, this program will allow community college students to obtain an associate's degree, transfer to SCSU, and continue to the BS/MS.
Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided
We are not aware of a similar program in Physics/Applied Physics in the CSCU system.

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Cost Effectiveness and Availability of Adequate Resources

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

The proposed accelerated program in Physics will make use of the existing faculty and resources in the Department of Physics. No additional resources are needed to make the proposed accelerated pathway a reality.

Special Resources

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

n/a

Student Recruitment / Student Engagement

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

The program will be showcased to all first-year and transfer students. In addition, recruitment will be done through the College of Arts and Sciences and by targeting students enrolled in relevant courses. Finally, the program will be showcased within the broader events (e.g. Open House, Admitted Students Day).

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

Careers/Professions & Estimated Earnings

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

- 19-2012 [Physicists](#)

Conduct research into physical phenomena, develop theories on the basis of observation and experiments, and devise methods to apply physical laws and theories.

Illustrative examples: *Fluid Dynamicist* , *Molecular Physicist* , *Optical Scientist* , *Rheologist*

What would be the median estimated earnings for a graduate in this profession (*if more than one SOC code listed, include earnings for each*)? \$61,480/yr

Applicable Industries

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

541715 Research and Development in the Physical, Engineering, and Life Sciences (except Nanotechnology and Biotechnology)

541713 Nanotechnology

541330 Engineering Services

Career/Program Pathways

Does this program prepare students for another program? x Yes, specify program: PhD No

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SECTION 3: PROGRAM QUALITY ASSESSMENT

Learning Outcomes - L.O.

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

Upon completion of this accelerated pathway, students will be able to

1. Develop broad knowledge of physical principles and their application to current technology problems.
2. Apply research techniques and methodology in a wide range of optics and nanotechnology professions.
3. Gain communication skills such as writing science/technical reports and papers, delivering talks, engaging in professional collaborations, and writing grant proposals.
4. Develop detailed knowledge of current management practices.

Assessment of Learning Outcomes

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

The program includes a research or a thesis project that focuses on a well-defined research topic and includes a written paper that is intended for peer-reviewed publication. An oral presentation of the project is also delivered to the Physics department. Finally, the Department follows up with the student's employment status in the industry, academia, etc.

Program Administration

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

- Name: Dr. Elliott Horch, Chair
- Email: horche2@southernct.edu Phone: 203-392-7153

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

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Program Faculty *No changes to the current faculty or offerings of courses will result.*

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

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

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

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

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

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

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

Faculty Name and Title	Highest Degree & Institution of Highest Degree	Area of Specialization/ Pertinent Experience
	Other Administrative or Teaching Responsibilities	

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			
PHY 507 - Applied Physics Graduate Seminar	#1,2,3,4	Graduate Standing	3
CHE 520 – Advanced Physical Chemistry I	#1,2,3	CHE 370 and MAT 151	3
PHY 519 – Nanotech I: Fundamentals of Nanoscience or PHY 530 – Optics and Detector Physics	#1,2,3	PHY 309 and CHE 121; or PHY 309	3
PHY 512 – Methods of Theoretical Physics I or CSC 541 – Digital Image Processing	#1,2,3	MAT 151 and 18 cr of undergraduate physics; CSC 212 and MAT 372	3
PHY 521 – Nanotech II: Characterization of Nanomaterials or PHY 531 – Interferometric Methods in Imaging and Precision Measurement	#1,2,3	PHY 519 or PHY 530	3

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NEW OPTION, TRACK, OR CONCENTRATION WITHIN AN APPROVED PROGRAM

BELOW THRESHOLD REPORT

One of MBA 502, 504, 505 or 506; e.g. MBA 505 “Marketing Management”	#3,4		
Open Electives (<i>Indicate number of credits of open electives</i>)			Replace 12 advisor approved/minor elective credits with 12 required graduate credits. Of the 9 credits of physics electives, only 6 are required, and 3 become free electives. Thus, the program has a total of 12 free electives.
Total Program Credits (BS+MS):			144
<p>What are the admissions requirements for the program? Students may apply to the bachelor's degree accelerated pathway program at the time of admission to the university, or by completing a change of major request, but no later than earning 90 credits in their junior year. A minimum 3.0 cumulative grade point average (GPA) is required to be accepted and remain enrolled in an accelerated pathway program, along with any additional criteria or course grade requirements as defined by the academic department. Students must complete the accelerated pathway requirements as outlined in the catalog to graduate from this program. Students who no longer meet these criteria will be advised into the traditional bachelor's degree program.</p> <p>In their senior year, accelerated pathway students with a minimum 3.0 cumulative GPA may apply for early acceptance to the School of Graduate and Professional Studies to pursue the master's degree program, once the bachelor's degree is complete. Students accepted to the graduate program only need to complete the remaining required courses to earn their master's degree.</p>			
<p>Does this program have special graduation requirements (e.g., capstone or special project)? Yes</p> <p>If yes, describe: A special project or a thesis project is required. These are on specific topics coordinated with a faculty member in the department, primarily in the areas of optics and nanotechnology.</p>			
<p>Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? No</p> <p>If yes, describe and attach copies of the contracts or other documents ensuring program support:</p>			
<p>Describe the prospective students for the program: Prospective students include students in Connecticut who plan to work in high-tech industry in the state, particularly students interested in optics, instrumentation development, nanotechnology, and materials engineering.</p>			