



CONNECTICUT STATE
COLLEGES & UNIVERSITIES

BOARD OF REGENTS FOR HIGHER EDUCATION

BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE - AGENDA -REVISED

Friday January 11, 2013, 9:30 a.m. to 11:30 a.m.

61 Woodland St., Hartford, CT 06105

3rd Floor Board Room

1. Approval of December 7, 2012 Minutes

CONSENT CALENDAR

2. Academic Program Approvals

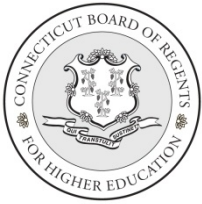
- a) Accreditation
 - Environmental Studies (BA) [*University of Connecticut*]
- b) Licensure & Accreditation
 - Financial Management (BS) [*University of Connecticut-Stamford Campus*]
- c) Program Modification
 - Languages, Literatures and Cultures (MA and Ph.D) [*University of Connecticut*]
name change to Literatures, Cultures and Languages

ACTION ITEMS

- 3. Issues related to the Transfer and Articulation Policy (TAP)**
- 4. Academic Honors Policy (community colleges)**

UPDATES

- 5. Progress on program review**
- 6. Directory information policy**
- 7. TAP Core Competencies Steering Committee**
- 8. Other updates**



CT BOARD OF REGENTS FOR HIGHER EDUCATION

ACADEMIC & STUDENT AFFAIRS COMMITTEE

Meeting – December 7, 2012
9:30 a.m. – 39 Woodland Street, Hartford

DRAFT MINUTES

- Regents Present: Merle Harris (Chair), Naomi Cohen, Lawrence DeNardis, Michael Fraser (by conf.), Yvette Melendez, Alex Tettey
- Regents Absent: Nicholas Donofrio, Catherine Smith
- Staff Present: David Levinson, Elsa Núñez, Braden Hosch, Tom Clark, Pamela Coleman, Mary Lenehan, Maureen McClay, Ernestine Weaver
- Other Attendees: Mary Ann Affleck (CCC), Ann Atkinson (WCSU), Michael Davis (MCC), Amy Sue DeSonia (QVCC), Brian Donohue-Lynch (QVCC), Pamela Edington (NCC), DonnaJean Fredeen (SCSU), Rhona Free (ECSU), Kerin Lee (GCC), Jim McDowell (MCC), Steven Minkler (MXCC), Vijay Nair (CSU-AAUP), Michael Rooke (TXCC), Dana Wilkie (COSC),

Chair Merle Harris called the meeting to order at 9:40 a.m.

1. **Minutes** of the November 2, 2012 meeting were approved unanimously.
2. **Consent Agenda was unanimously approved with a motion by Mr. DeNardis, seconded by Mr. Tettey.** Consent items included recommendations for the following approvals:
 - Physical Education (MS) – Specializations in Exercise Science and Teaching Physical Education [*Central CSU*]
 - Communication Sciences (BA) –Name Change to Communication [*University of Connecticut*]
 - Communication Sciences (BA) –Name Change to Speech, Language, and Hearing Sciences [*University of Connecticut*]
 - Communication Sciences (MA) – Name Change to Communication [*University of Connecticut*]
 - Communication Sciences and Audiology (MA) – Name Change to Speech, Language, and Hearing Sciences [*University of Connecticut*]
 - Communication Sciences (PhD) –Name Change to Communication [*University of Connecticut*]
 - Communication Sciences and Audiology (PhD) –Name Change to Speech, Language, and Hearing Sciences [*University of Connecticut*]
 - Audiology (AuD) –Name Change to Speech, Language, and Hearing Sciences [*University of Connecticut*]

Action Item

3. Issues related to the Transfer and Articulation Policy (TAP)

Chair Harris introduced Dr. Stephen Adair, Chair of the Faculty Advisory Committee (FAC) and Dr. Lauren Doninger and Dr. Deborah Weiss, Co-Chairs of the TAP Core Competencies Steering Committee. Dr. Adair spoke noting the FAC's full support of the specified resolution but stating the FAC recommended an additional "whereas" clause and suggested language incorporating reference to campus ratifications. Drs. Weiss and Doninger also spoke encouraging campus ratifications. Chair Harris reviewed the committee's understanding of the process including the summer work of the faculty committee on the framework, review at the campuses, and the steering committee then presenting the framework for BOR approval. She indicated that subsequent curriculum changes would be approved by faculty on the campuses.

The Steering Committee emphasized that campuses are now expecting to ratify framework. Dr. Harris noted that neither the policy adopted by the board nor Public Act 12-31 specifically calls for ratification of framework; ; Committee members commented that BOR's policy-making duties are separate and distinct from faculty votes on curriculum. In addition, Committee members noted that outstanding collaborative work has taken place and all participants should be commended.

Mr. DeNardis noted extraordinary collaborative effort but not complete clarity of process and supported including an additional whereas clause. Follow-up discussion included language be developed for January meeting. It was proposed to approve framework with additional language to be added at next meeting.

Mr. DeNardis moved to approve framework provisionally with additional clause subject to final approval in January. Seconded by Ms. Melendez. Unanimously approved.

Discussion Item

4. Authorization to arm certified police officers at Manchester Community College

President Glickman (by conference call) gave an overview of the issue noting MCC's security personnel are already certified police officers, although now without "tools of their trade." She noted the College had done a great amount of homework including surveys of faculty and students, studies of other higher education facilities across country, liability and safety of campus personnel and officers themselves. Additional information was provided by Dean Jim McDowell and Master Sergeant Mike Davis, noting they have full support of Manchester Police Department and their belief that c this safety measure is needed in the case of an armed and deranged intruder. Questions from BOR members ensued, including inquires about how many community colleges across the country have armed police. Ms. Melendez urged caution as policy makers and requested a more thorough audit of other systems. Additional discussion followed. In conclusion, MCC indicated it will work on providing additional information, including national data, and system staff will look into information regarding a full system audit.

Adjournment

A motion to adjourn was made by Ms. Cohen, seconded by Mr. Tettey and unanimously approved. Meeting was adjourned at 11:43 a.m.

ITEM

Accreditation of a program in Environmental Studies leading to the Bachelor of Arts (B.A.) degree at the University of Connecticut

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education accredit a program in Environmental Studies leading to the Bachelor of Arts (B.A.) degree at the University of Connecticut for a period of time concurrent with institutional accreditation

BACKGROUND

The University of Connecticut has requested accreditation of a program in Environmental Studies leading to the Bachelor of Arts (B.A.) degree. Degree programs offered by public institutions in Connecticut must receive approval to operate through licensure by the Board of Regents and must receive accreditation from the Board of Regents to confer degrees (CGS 10a-34 and 10a-35a). The program was licensed by the Board of Regents in October 2012.

The University has identified this field as a Focused Area of Excellence in its academic plan. It expects an enrollment of 100 majors in early years with growth up to 200 majors, with the number of graduates ranging from 30 to 60 a year. The program will complement its current program in Environmental Science leading to the Bachelor of Science (B.S.) degree.

Staff review of the proposal has determined that the program is consistent with the standards for planning and quality set forth in the Connecticut Regulations for Licensure and Accreditation of Institutions and Programs of Higher Learning.

The program was recommended for accreditation by the statewide Advisory Committee for Accreditation (ACA) on Jan. 3, 2013.

PLANNING ASSESSMENT

Conformance with institutional mission

The program is consistent with the University's mission

Need

The development of an Environmental Studies major has been in response to the broad interest in environmental policy and law, the history of American environmentalism, and the expression of humans' relationship to nature in literature among UConn students and faculty. The program will prepare students for participation in rapidly expanding occupations, which may include careers in environmental justice, sustainability, and the communication of environmental concerns to the public. In addition, it will prepare students for global citizenship and engagement.

Unnecessary duplication of programs

Six similar programs are offered by institutions in Connecticut:

- Environmental Studies (B.A.) – Connecticut College
- Environmental Studies (B.A.) – Goodwin College
- Environmental Studies (B.A.) – Mitchell College
- Environmental Studies (B.A.) – Wesleyan University
- Environmental Studies (B.A.) – Yale University
- Environmental Theories and Applications (B.S.) – Post University

Cost effectiveness

The costs for delivering the program at projected enrollment levels appear consistent with similar programs at the University.

Availability of adequate resources

The University has adequate resources to deliver this program.

DESCRIPTION

In the University of Connecticut Academic Plan for 2009-2014 the environment is listed as one of the Focused Areas of Excellence: "emerging areas of interdisciplinary excellence grounded in traditional academic disciplines." While UConn currently has a successful undergraduate major in environmental science, which focuses heavily on biophysical science, there is no comparable degree relating to the study of the environment primarily from the perspective of the humanities and social sciences. The proposed B.A. in environmental studies is designed to fill this gap. It has been under development for several years, and is now ready to be launched.

The Environmental Studies major is an interdisciplinary program designed to provide students with the knowledge, skills, and perspectives needed to understand the interactions between human society and the environment. Understanding the ethical and cultural dimensions of our relationship with the environment, as well as the challenges of protecting it, requires insights from multiple perspectives, including the humanities, the social sciences, and the natural sciences. Core courses in the major ensure familiarity with basic principles from these three areas. With this shared core of knowledge, majors will focus their studies on an area of special interest, taking electives and related courses that allow greater specialization. Among the many

possibilities are environmental sustainability, issues concerning public policy and environmental justice, and the literary and philosophical legacy of human encounters with the non-human world. A capstone course will allow each student to research a distinct perspective on a contemporary environmental issue. A major in Environmental Studies might lead to a career in a variety of fields, including public policy, environmental education, eco-tourism, marketing or consulting, journalism, or advocacy.

The major will lead to a Bachelor of Arts degree in the College of Liberal Arts and Sciences (CLAS) or the College of Agriculture and Natural Resources (CANR). The student's choice of colleges would be made in consultation with faculty and advisors based upon the student's interests and career goals.

ADMINISTRATION

The proposed administrative structure is a partnership of co-directors, one each from CANR and CLAS. Appointments would be for 3-5 years. The responsibilities of the Co-Directors of Environmental Studies Program would include: recruiting students; developing assessment strategies; developing advising protocols and managing student records; developing university-wide programming associated with the major; and acting as co-chairs of the Environmental Studies Faculty Advisory Board. In addition, the program would have a half-time staff to assist with student administration of the major.

CURRICULUM

*Introductory Courses**

All majors must take three introductory courses:

- EVST 1000. Introduction to Environmental Studies (new course)
- NRE 1000. Environmental Science; or GEOG 2300. Introduction to Physical Geography; or GSCI 1050. Earth and Life Through Time with Lab; or GSCI 1051. Earth and Life Through Time
- BIOL 1102. Foundations of Biology; or, for those seeking a more advanced background, BIOL 1108. Principles of Biology II

Core Courses (18 credits)

Humanities Core: All majors must take 2 of the following courses:

- ENGL 3240. American Nature Writing
- HIST 3540. American Environmental History
- PHIL 3216. Environmental Ethics

Social Sciences Core: All majors must take 2 of the following courses

- ARE 3434. Environmental and Resource Policy
- NRE 3245. Environmental Law
- POLS 3412. Global Environmental Politics

Natural Science Core: All majors must take 2 of the following courses:

- AH 3175. Environmental Health (prerequisites, BIOL 1102 and CHEM 1122)
- EEB 2208. Introduction to Conservation Biology
- GEOG 3400. Climate and Weather
- GSCI 3010. Earth History and Global Change (prerequisite, GSCI 1050 or 1051)
- NRE 4170. Climate-Human-Ecosystem Interactions

EVST 4000W. Capstone Research Project (new course; fulfills W and Information Literacy requirements)

**Other areas of recommended preparation (not required):*

- **Earth Science:** GSCI/GEOG 1070. Global Change and Natural Disasters; MARN 1002/1003. Introduction to Oceanography without/ with lab
- **Economics:** ARE 1110. Population, Food, and the Environment; ARE 1150. Principles of Agricultural and Resource Economics; ECON 1179. Economic Growth and the Environment; ECON 1200. Principles of Economics, Intensive; ECON 1201. Principles of Microeconomics
- **Physical Science:** CHEM 1122. Chemical Principles and Applications with lab; CHEM 1127Q. General Chemistry; PHYS 1030Q/1035Q. Physics of the Environment without/ with lab
- **Statistics:** STAT 1000Q. Introduction to Statistics I; STAT 1100Q. Elementary Concepts of Statistics

Additional requirements for the major:

Majors must take a specified number of courses at the 2000, 3000, and/or 4000 level. These courses must be designed to form a coherent set of additional courses that will provide the student with a focus or additional depth in an area of interest related to the major. They must be chosen in consultation with the student's faculty advisor and be approved by the advisor. Courses listed above that are not used to meet the core requirements may be used to meet this requirement.

FACULTY

Members of the Environmental Studies Faculty Advisory Board are also committed to teaching courses in the new major. They include: Andrew Ballantine, Geography; JC Beall, Philosophy; Mark Boyer, Political Science; Tim Byrne, Environmental Science; Wayne Franklin, English; Matthew McKenzie, History; Kathleen Segerson, Economics; Stephen Swallow, Agriculture and Resource Economics; and John Volin, Natural Resources and the Environment. Other faculty members have been voluntarily working on the development of an interdisciplinary introductory course for the Environmental Studies major. These faculty include: Chris Elphick, Ecology and Evolutionary Biology; Sydney Plum, English; Richard Rockwell, Sociology; Merrill Singer, Anthropology; Robert Thorson, EEB; Friedemann Weidauer, Literature, Culture and Languages — as well as Professors Ballantine, Beall, Boyer, MacKenzie, and Segerson.

Departments offering courses included in the core courses for the major have been notified of the need to support these courses through staffing and regular offerings and have expressed willingness to do so.

RESOURCES

The proposed new major has been designed, to the greatest extent possible, to draw on existing courses and resources and complement other college priorities. The CLAS hiring plan proposes four new faculty positions (Philosophy, English, Geography, and Economics) that would support the Environmental Studies major. All four of these position meet other college priorities as well. Similarly, the CANR hiring plan includes two positions (Natural Resources and the Environment, and Agricultural and Resource Economics) that would contribute to the major while meeting other college priorities

Beyond faculty, the program needs a modest amount of administrative support:

- Half-time program assistant (obtained by increasing the half-time administrative position in the Environmental Sciences program to full time, and running both programs together – no additional space is required)
- 1 month equivalent of summer salary to be split between co-directors, one each from CANR and CLAS
- Four, 20-hour, full-year TA positions (roughly \$100,000) to support lab courses and the capstone course
- \$3500 in program and operating support.

FACILITIES/EQUIPMENT/LIBRARY/SPECIAL RESOURCES

The administration of the Environmental Studies major would share existing space with the administration of the Environmental Science major, so no new space requirements are anticipated. In addition, the major will not require special equipment or library resources.

ITEM

Licensure and accreditation of a program in Financial Management leading to the Bachelor of Science (B.S.) degree at the University of Connecticut, Stamford campus

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education license and accredit a program in Financial Management leading to the Bachelor of Science (B.S.) degree at the University of Connecticut, Stamford campus for a period of time concurrent with institutional accreditation

BACKGROUND

The University of Connecticut has requested licensure and accreditation of a program in Financial Management leading to the Bachelor of Science (B.S.) degree to be housed in its School of Business at its Stamford Campus. Degree programs offered by public institutions in Connecticut must receive approval to operate through licensure by the Board of Regents and must receive accreditation from the Board of Regents to confer degrees (CGS 10a-34 and 10a-35a).

This major has been developed in partnership with the local Stamford Chartered Financial Analyst Society (SCFAS), and is specifically designed to prepare students who plan on careers in money management and investment. It envisioned as part of a greater partnership between the University and the Stamford community.

Staff review of the proposal has determined that the program is consistent with the standards for planning and quality set forth in the Connecticut Regulations for Licensure and Accreditation of Institutions and Programs of Higher Learning.

The program was recommended for licensure and accreditation by the statewide Advisory Committee for Accreditation (ACA) on Jan. 3, 2013.

PLANNING ASSESSMENT

Conformance with institutional mission

The program is consistent with the University's mission

Need

Fairfield County has a vibrant business community and is the headquarters location to numerous Fortune 500 and Fortune 1000 companies. Given the significant concentration of financial services businesses in Fairfield County, there is a great demand for financial services professionals. Currently there is no public AACSB-accredited undergraduate finance major offered in Fairfield County. The Fairfield County business community has frequently expressed a strong desire for the University to initiate such a program. Hence, development of the major was both an important and a welcome task, as many business faculty and administration on the Stamford Campus strongly believe that a Finance major is needed on this regional campus..

Unnecessary duplication of programs

No public AACSB-accredited undergraduate finance major offered in Fairfield County. Similar programs in the discipline, however, are offered at other institutions in the state as follows

- Finance (B.S.) – Central Connecticut State University
- Finance (B.S.) – Post University (offered on-ground and on-line)
- Finance (B.S.) – Sacred Heart University
- Finance (B.S.) – University of Bridgeport
- Finance (B.S.) – University of Connecticut, Storrs
- Finance (B.S.) – University of New Haven
- Finance (B.B.A.) – Western Connecticut State University

Cost effectiveness

The costs for delivering the program at projected enrollment levels appear consistent with similar programs at the University.

Availability of adequate resources

The University has adequate resources to deliver this program.

DESCRIPTION

PURPOSE AND OBJECTIVES

The proposed Financial Management Major is part of the academic expansion initiative for the Stamford Campus, and is intended to only be offered on the Stamford Campus. The major was developed to meet the special needs of the southwestern Connecticut business and investment community while also being different from the mainstream finance major offered in Storrs.

In keeping with the business base in Fairfield County, the proposed Stamford Campus Financial Management major is specifically designed to prepare students for careers in corporate money management and investment. The curriculum includes the same General Education requirements and Business Core requirements as the other traditional business majors at the University. The proposed major then focuses on courses designed for careers in financial management and analysis, investments, portfolio management, and financial ethics.

The anticipated Student Learning Outcomes in the Financial Management Major Program will enable students to:

- a. Achieve success in understanding financial reporting and analysis, including analysis in inventories, long-lived assets, taxes, debt, pensions, stock compensation.
- b. Experience service learning opportunities to prepare students for a transition from educational to occupational life phases.
- c. Obtain an understanding of ethics and professional standards.
- d. Gain insight into economic theory, including market forces and supply and demand, business cycles, the monetary system, inflation, effects of government regulations.
- e. Continue their education in a variety of graduate or professional programs that constitute the professional world of business, finance, marketing, management.
- f. Prepare to enter the workforce in a variety of financial management

ADMINISTRATION

The Department Head of Finance will oversee the major program. A Director of the Financial Management Major will be responsible for all academic matters of the program, and the Administrator of the Financial Management Major will be responsible for all administrative matters.

ADMISSION

Undergraduates who are admitted to UConn will be eligible to pursue the program in Financial Management.

ENROLLMENT PROJECTIONS

Based on information about the size of Finance major at area business schools, our conservative estimate is that the first entering class will have 25 students. Although we can reasonably expect the class size to increase as the major benefits from increased visibility, and enhanced reputation, we have decided to project the same conservative target class size of 25 students for the first five years. With an entering class size of 25 students in each of the first four years, the total number of students is expected to be 100 when the first class graduates in 2017. This is a conservative and highly reasonable projection, given that after two years of inception in Stamford, the BS in

Business Administration degree has a little over 60 declared majors and expects to graduate about 25 seniors in 2013.

CURRICULUM

The business degree at the University of Connecticut is a Bachelor of Science in Business Administration. The proposed program will be a major within that degree. As with business majors in the School of Business at the Storrs campus of the University of Connecticut, students must earn 120 credits to graduate. For the proposed major, a total of 50 business credits is required.

The proposed curriculum is set out below. The General Education requirements and Business Core requirements will be the same as those for all business majors in the School of Business at the University of Connecticut.

For the proposed major, 6 specific and finance courses and 1 finance elective will be required.

General Education Requirements

School of Business GENERAL EDUCATION REQUIRED COURSES:

Must be completed by graduation

- ANTH 1000 or GEOG 1700
- COMM 1000 or 1100
- HIST 1400
- PHIL 1101 or 1102 or 1103 or 1104 or 1105 or 1106
- PSYC 1100

University GENERAL EDUCATION REQUIRED COURSES:

Must be completed by graduation

- 4-credit laboratory science course
- 3-credit course from Content Area 4 List
- "W" writing course

School of Business CRITICAL REQUIRED COURSES:

Must be completed before taking 3000/4000-level Business Courses

- MATH 1070Q
- MATH 1071Q
- STAT 1000 or 1100
- ECON 1201
- ECON 1202

Business Core Requirements:

- ACCT 2001 Principles of Financial Accounting 3
- ACCT 2101 Principles of Managerial Accounting 3
- BADM 4075W Business Communications 3
- BADM 4072 Career Development in Business 1
- BLAW 3175 Legal and Ethical Environment of Business 3
- FNCE 3101 Financial Management 3
- MGMT 3101 Managerial & Interpersonal Behavior 3

- MGMT 4902 Strategy, Policy & Planning 3
- MKTG 3101 Introduction to Marketing Management 3
- OPIM 3103 Business Information Systems 3
- OPIM 3104 Operations Management 3

Total Core Credits 31

Finance Requirements:

- FNCE 3303 Principles of Investments and Derivatives 3
- FNCE 4302 Fixed Income 3
- FNCE 4xxx Alternative Investments and Risk Management 3
- FNCE 4209 Applications in Financial Management 3
- FNCE 4xxx Financial Ethics 1

Major Required Credits 16

Finance Electives: one 3-credit course from the following list:

- FNCE 3230 Real Estate Principles 3
- FNCE 3715 Personal Finance 3
- FNCE 4305 Global Finance 3
- FNCE 4306 Financial Services 3
- FNCE 4xxx Mergers and Acquisitions 3
- FNCE 4xxx Financial Reporting and Analysis 3

Finance Electives Credits 3

Total Required Business Credits 50

ANTICIPATED COMPLETIONS

With an entering class size of 25 students in each of the first four years, the total number of students is expected to be 100 when the first class graduates in 2017.

RESOURCE SUPPORT

FACULTY

Many of the courses in the program are currently being taught as part of the BSBT and BSBA programs, and will continue to be taught by existing faculty members. While all or several of the four finance faculty members have experience in teaching the course in the Financial Management major, it is expected that majority of the classes currently being offered will be taught by Professors Katherine Pancak, and John Knopf. A new tenure-track full-time faculty position in the rank of assistant Professor has been approved for the Financial Management major, and a nationwide search is currently underway.

LIBRARY AND LEARNING RESOURCES

The university does not anticipate that additional library resources will be required to deliver this academic program.

FACILITIES AND EQUIPMENT

Most courses that comprise the program are already offered. The university does not anticipate that additional facilities and equipment will be required to deliver this academic program.

ITEM

Modification of programs in Languages, Literatures and Cultures leading to the Master of Arts (M.A.) and Doctor of Philosophy (Ph.D.) degrees at the University of Connecticut to change the names of the programs to Literatures, Cultures and Languages

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED, That the Board of Regents for Higher Education approve a modification of a program in Languages, Literatures and Cultures leading to the Master of Arts (M.A.) at the University of Connecticut to change the name to Literatures, Cultures and Languages, and be it further

RESOLVED, That the Board of Regents for Higher Education approve a modification of a program in Languages, Literatures and Cultures leading to the Doctor of Philosophy (Ph.D.) at the University of Connecticut to change the name to Literatures, Cultures and Languages.

BACKGROUND

These changes are technical in nature and correct typographical errors in the Board materials in June 2012.

ITEM

Consideration of issues related to the Transfer and Articulation Policy (TAP)

BACKGROUND

On March 15, 2012, the Board of Regents for Higher Education approved a Transfer and Articulation Policy (TAP). This policy and the TAP implementation plan created in spring 2012 are included in this report as background documents.

The Academic and Student Affairs Committee held a discussion about recommendations from the Faculty Advisory Committee related to TAP at its meeting on [December 7, 2012](#). The Committee invited to participate in the discussion: Dr. Stephan Adair, Faculty Advisory Committee Chair; Dr. Lauren Doninger, TAP Core Competencies Steering Committee Co-Chair; and Dr. Deborah Weiss, TAP Core Competencies Steering Committee Co-Chair. Discussion from this meeting recommended amendment of the proposed motion. These changes appear below.

RECOMMENDED MOTION FOR CONSIDERATION BY THE BOARD

WHEREAS, the Transfer and Articulation Policy Framework was ~~developed~~ [prepared](#) by [approximately 80](#) faculty representing all seventeen Connecticut State Colleges and Universities who served on a Core Competencies Steering Committee and eight Subcommittees, and

WHEREAS, the Framework outlines a [general education](#) core curriculum consistent with the purpose adopted by the Board of Regents [and Public Act 12-31](#), and

WHEREAS, the Framework is consistent with the New England Association of Schools and Colleges Commission on Higher Education Standards for Accreditation 4.16-19 regarding general education, and

WHEREAS, the Framework includes a way for at least 30 credits of transferrable general education, liberal arts core (LAC) or liberal education program (LEP) courses that ~~address the~~ [meet designated](#) common core competencies to be ~~applied~~ [applicable](#) toward a transfer degree, and

WHEREAS, the Framework specifies general education requirements driven by competencies, ~~be it~~ [and](#)

[WHEREAS, the Framework will continue to be considered for ratification at each CONNSCU institution in accordance with each campus' governance process, to be completed no later than February 15, 2013, be it](#)

[RESOLVED that the Board of Regents extends its appreciation to all faculty who participated in the development and completion of the TAP framework for their collaborative efforts on behalf of Connecticut college and university students, and be it further](#)

RESOLVED that the Board of Regents for Higher Education accept the Transfer and Articulation Policy Framework approved by the TAP Core Competencies Steering Committee as the primary [guidance protocol](#) for creation of transfer associate degrees common to all ~~of the~~ Connecticut Community Colleges, as stipulated in the Transfer and Articulation Policy.

RATIONALE

Changes above reflect discussion from the December 7, 2012 meeting. The changes

- note the substantive number of faculty involved in development of the framework
- observe the framework meets the requirements of Public Act 12-31
- qualify with more specificity the core competencies as “designated”
- endorse ratification of the framework through shared governance mechanisms at campuses and set an expected completion date for ratification by February 15, 2013
- extend thanks to all faculty involved in development and completion of the framework and recognize their collaborative efforts

TRANSFER AND ARTICULATION POLICY (ADOPTED MARCH 15, 2012)

[Paragraph numbers have been added for ease of reference]

Transfer and Articulation Policy

1. Connecticut families deserve a system of public higher education whose primary purpose is to produce graduates who form an engaged and well-informed citizenry, as well as a robust and appropriately educated workforce. To achieve this purpose, we must demonstrate that we provide a quality education. At the same time, we must create a clearly marked pathway from admission to graduation for all students by clarifying and streamlining the degree-program structures and transfer processes in our state colleges and universities to help students complete their post-secondary certifications and degrees as efficiently as possible. The ultimate goal of this reform is that all graduating students be prepared as productive world citizens.

2. The primary characteristics of the statewide initiatives that have proven successful are the following – with thanks to “Implementing Statewide Transfer and Articulation Reform” by the Center for the Study of Community Colleges:

- *A common general education core*
- *Common lower division pre-major pathways*
- *A focus on credit applicability to degree*
- *Junior status upon transfer*
- *Guaranteed or priority university admission*
- *Associate and bachelor degree credit limits*

3. This proposal seeks to achieve Board of Regents approval to require coordination of the transfer policy from the state’s community colleges to the state universities and Charter Oak State College to create pathways for students

- that are easily accessible,
- include appropriate lower division general education,
- move students toward the competencies the states employers are looking for,
- and relate to specific majors offered at the state universities.

4. We recognize that these pathways will not meet the needs of all students, and that there remains an important mission for the community colleges to provide workforce ready certificates and degrees, not designed for transfer. The state universities will also continue to provide baccalaureate and graduate education for students who begin their career at a state university or Charter Oak State College.

Resolution Concerning Common Core and Transfer

5. Each Board of Regents institution that offers an undergraduate degree program shall develop its core curriculum consistent with the purpose adopted by the Board of Regents. The purpose of a core curriculum is to enable students to gain knowledge of human cultures and the physical and natural world across all academic areas. The goal of this education is that all graduating students are prepared to be world citizens. The idea of general education in America is to give students an integrated educational experience.

6. Consistent with NEASC Standard 4, the Board of Regents expects the general education requirement to include a balance among “the arts and humanities, the sciences, including mathematics and the social sciences. General education requirements include offerings that focus on the subject matter and methodologies of these primary domains of knowledge as well as their relationships to one another.”

7. General education is the hallmark of American higher education and the key to a broadly-educated citizenry. Therefore, in addition to improving the *transferability* of general education, we should also focus on the *quality* of general education. Therefore, our goal is not simply transferability but an excellent preparation for all students in their first sixty hours, including their essential general education foundation.

8. The general education curricula at all ConnSCU institutions should be competency based and for transferability, students should “demonstrate competence in

- written and oral communication in English;
- the ability for scientific and quantitative reasoning,
- for critical analysis and logical thinking;
- and the capability for continuing learning, including the skills of information literacy.

They will also demonstrate knowledge and understanding of

- scientific,
- historical and
- social phenomena, and a knowledge and appreciation of the
- aesthetic and ethical dimensions of humankind.” (NEASC ACCREDITATION STANDARD 4)

9. The alignment of general education requirements must be competency driven and include outcome assessments for continuing review.

10. There shall be transfer associate degrees common to all of the Connecticut Community Colleges that shall include at least 30 credits of transferrable general education, liberal arts core (LAC) or liberal education program (LEP) courses that address the common core competencies, and the remaining credits shall be articulated with degree programs at the Connecticut State Universities and Charter Oak State College. Earning a transfer associate degree will grant its recipients junior status at each of the Connecticut State Universities and at Charter Oak State College.

11. Successful completion of such a transfer associate degree will offer the student **guaranteed admission and junior status to the receiving university or Charter Oak State College without ‘course by course’ transfer**. Admission to particular degree programs may have additional GPA or other requirements. These requirements will be clearly spelled out in each major by major articulation.

12. Students who complete a transfer associate degree at a Connecticut Community College will be admitted to a Connecticut State University or Charter Oak State College as a junior and they will have demonstrated competency at the associate degree level in the above areas. Please note

that some programs may have GPA eligibility standards, and/or performance criteria that limit access even if defined coursework has been completed. Any additional university requirements will be clearly spelled out and included in the degree by degree articulations.

13. Transfer associate degrees will include no more than 64 credits and baccalaureate degrees will include no more than 128 credits unless by Board of Regents approved exception. The Regents expect that staff will create procedures for hearing exceptions that take into account national accreditation standards or other external professional standards that may require degrees that exceed these limits. Transfer students who have completed a prescribed transfer pathway should not have to complete more credits than students who began at a university to complete similar degrees.

14. The faculties of the Connecticut Community Colleges, Connecticut State Universities and Charter Oak State College will agree on transfer associate degrees with attendant competency outcomes and major (or concentration) by major articulations that will create clearly defined pathways from Connecticut Community Colleges to Connecticut State Universities and Charter Oak State College for baccalaureate majors and concentrations.

15. These articulations will be completed by May 31, 2013, including shared governance review and approval processes in place at each institution. The major program articulations will be reviewed by faculty committees from the community colleges and the universities and Charter Oak State College on a five year cycle, beginning in the fall of 2013, in a staggered format.

16. The Board of Regents will publicize the transfer agreements major by major and will offer students in the state an interactive web based vehicle to both access these specific degree requirements and to check on the transferability of any courses they may have already taken.

17. The Board of Regents directs the ConnSCU vice presidents with the Council of Academic Officers for the seventeen ConnSCU institutions to create a procedure for reaching the agreements on curriculum required by this policy within the prescribed timeframe. Such procedures must be consistent with the principles of shared governance.

TIMELINE:

Phase 1:

Spring, 2012 through September 30, 2012

Agree on common general education competency outcomes.

Phase 2:

Academic Year 2012-2013:

Complete alignment for all majors offered in the state universities.

Agree on assessment plans for common core competencies.

Phase 3:

Summer 2013:

Create and mount state-wide interactive transfer website.

Phase 4:

Academic Year 2013-2014:

Begin periodic program review.

Begin assessment of impact on transfer patterns.

ITEM

Revision of the academic honors policy for community colleges

RECOMMENDED MOTION FOR CONSIDERATION BY THE BOARD

WHEREAS, the Deans of Students and the academic officers of the community colleges have unanimously recommended revision of the policy on honors, be it

RESOLVED that the Community College Board of Trustees policy 3.21 Honors – Semester and Graduation is rescinded, and be it further

RESOLVED that the policy for Honors – Semester and Graduation stand as below:

Honors - Semester and Graduation**Semester Honors**

1. Full-time students who are matriculated in a certificate or degree program and who successfully complete 12 or more credits of work in a semester with a grade point average of 3.4 or higher shall be recognized by having their names placed on a Dean's List.
2. Part-time students who are matriculated in a certificate or degree program are also eligible for such recognition when they have completed 12 or more credits of work with a cumulative grade point average of 3.4 or higher. They may be subsequently recognized at the completion of an additional 12 or more credits of work with a cumulative grade point average of 3.4 or higher, and at successive intervals of 12 credits.
3. A course Withdrawal or Incomplete shall make the student ineligible for Dean's List recognition that semester. Upon completion of the Incomplete, the student may be recognized retroactively.
4. Students who are in a probationary status are not eligible for Dean's List recognition, even if their cumulative grade point average might otherwise make them eligible.

Graduation Honors

Students with exemplary academic performance shall be recognized at graduation with the following designations, either in Latin or English, as the college may choose:

- Summa Cum Laude/Highest Honors for students with a 3.9 – 4.0 grade point average
- Magna Cum Laude/High Honors for students with a 3.7 – 3.89 grade point average
- Cum Laude/Honors for students with a 3.4 – 3.69 grade point average

Students with an Incomplete may become eligible retroactively for graduation honors upon completion of the course requirements, and recognition shall appear on the transcript, provided that the student has earned the required grade point average.

Grades received for developmental courses may be used to determine eligibility for semester honors. However, they cannot be used to determine eligibility for graduation honors.

BACKGROUND AND RATIONALE

The current policy on semester hours allows for community college students taking just three credits to be eligible for honors. Additionally, the current policy allows for students on probationary status simultaneously to be on the Dean's List. The revisions proposed by the community college deans of students and chief academic officers:

1. require that part-time students must have completed 12 credits before being eligible for Dean's List honors, making their minimum credit threshold equivalent to that for full-time students, and
2. prevent a student who is on probationary status eligible from being simultaneously placed on the Dean's List

Effectively, the policy for semester honors will change

FROM:

There shall be a Dean's List of students, both full-time and part-time, who earn a semester grade point average of 3.4 or higher. Part-time students who pursue three credits or more in a semester shall be eligible for semester honors. A course Withdrawal or Incomplete shall make the student ineligible for Dean's List recognition that semester. Upon completion of the Incomplete, the student may be recognized retroactively.

TO:

1. Full-time students who are matriculated in a certificate or degree program and who successfully complete 12 or more credits of work in a semester with a grade point average of 3.4 or higher shall be recognized by having their names placed on a Dean's List.
2. Part-time students who are matriculated in a certificate or degree program are also eligible for such recognition when they have completed 12 or more credits of work with a cumulative grade point average of 3.4 or higher. They may be subsequently recognized at the completion of an additional 12 or more credits of work with a cumulative grade point average of 3.4 or higher, and at successive intervals of 12 credits.
3. A course Withdrawal or Incomplete shall make the student ineligible for Dean's List recognition that semester. Upon completion of the Incomplete, the student may be recognized retroactively.
4. Students who are in a probationary status are not eligible for Dean's List recognition, even if their cumulative grade point average might otherwise make them eligible.

The graduation honors policy remains unchanged.

The state universities and Charter Oak State College share similar GPA thresholds for graduation Honors but have different requirements by campus for credits completed at the institution to qualify. The state universities have different policies for semester honors at each campus. Charter Oak State College does not confer semester honors.

ITEM

Information item about directory information under the Family Educational Rights and Privacy Act (FERPA)

BACKGROUND

Chief Information Officer Wendy Chang has requested a review of policies about the classification of directory information as defined by the Family Education Rights and Privacy Act (FERPA) and qualified by CFR 34.99 §3. Currently community colleges use the Banner ID number as though it were directory information, although it is not specified as directory information by community college Board policy 5.7. CSU and Charter Oak State College policies also do not specify Banner ID as directory information.

A review of directory information policies at all public institutions in the state, including the University of Connecticut, indicates that UConn's policy is in fact the most expansive and may be a model to imitate for all 17 institutions:

Directory Information	CCC	CCSU	ECSU	SCSU	WCSU	COSC	UConn
ERP/Banner ID							x
NetID							x
Photo ID / Photographs		x			x	x	
Email Address						x	x
Date of Birth	x (Military)				x		x
School or College			x				x
Name	x	x	x	x	x	x	x
Address	x	x	x	x	x		x
Dates of Attendance	x	x	x	x	x	x	x
Full-time vs. Part-time	x		x			x	x
Awards & Honors	x	x	x	x	x	x	x
Majors	x	x	x	x	x	x	x
Minors / Concentrations		x	x			x	
Degree Sought							x
Degrees		x	x	x	x	x	x
Previous Institutions			x				x
Class rosters (fellow students only)							x
Sport Participation		x	x	x	x		x
Weight & Height of Athletic		x	x	x	x		x
Photo & Video of Athletic							x
Expected Completion Date			x				x
Graduation Date	x	x	x			x	x
Telephone	x (Military)	x	x		x		x
Level of Education/Class Standing	x (Military)	x		x			x
Employment History							
Student Employment History							x

This issue is on the agenda for discussion at the January 9 Academic Council meeting, and a recommendation may come before ASA later this spring.

CODE OF FEDERAL REGULATIONS**TITLE 34: EDUCATION****§ 99.3 WHAT DEFINITIONS APPLY TO THESE REGULATIONS?**

The following definitions apply to this part:

Directory information means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed.

(a) Directory information includes, but is not limited to, the student's name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; grade level; enrollment status (*e.g.*, undergraduate or graduate, full-time or part-time); dates of attendance; participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees, honors, and awards received; and the most recent educational agency or institution attended.

(b) Directory information does not include a student's—

(1) Social security number; or

(2) Student identification (ID) number, except as provided in paragraph (c) of this definition.

(c) In accordance with paragraphs (a) and (b) of this definition, directory information includes—

(1) A student ID number, user ID, or other unique personal identifier used by a student for purposes of accessing or communicating in electronic systems, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a personal identification number (PIN), password or other factor known or possessed only by the authorized user; and

(2) A student ID number or other unique personal identifier that is displayed on a student ID badge, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.

(Authority: 20 U.S.C. 1232g(a)(5)(A))

COMMUNITY COLLEGE BOARD POLICY**5.7 NOTIFICATION OF RIGHTS UNDER THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

1. **The right to inspect and review the student's education records within 45 days of the day the College receives a request for access.** Students should submit to the registrar, dean, head of the academic department, or other appropriate official [*colleges may specify further if they wish*], written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. **The right to request amendment of an education record that the student believes is inaccurate.** Students may ask an appropriate College official to amend a record that they believe is inaccurate. The student should write to the College official, clearly identify the part of the record he or she wants changed, and specify why he/she believes it is inaccurate. The College will notify the student of the decision. If the College decides not to amend the record as requested by the student, the College will advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

NOTE: FERPA is not intended to provide a process to question substantive judgments that are correctly recorded. For example, the right of challenge does not allow a student to contest a grade in a course because the student believes that a higher grade should have been assigned.

3. **The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.** FERPA permits disclosure without consent to school officials with legitimate educational interests. A "school official" includes but is not limited to the following: a person employed by the College in an administrative, supervisory, academic, research or support staff position (including law enforcement and security personnel, counseling and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, collection agent or official of the National Student Clearinghouse); a person serving on the Board of Trustees who is authorized to act on its behalf; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities.

FERPA also permits disclosure of education records without consent in connection with, but not limited to:

- To comply with a judicial order or a lawfully issued subpoena;
 - To appropriate parties in a health or safety emergency;
 - To officials of another school, upon request, in which the student seeks or intends to enroll;
 - In connection with a student's request for or receipt of financial aid, as necessary to determine the eligibility, amount or conditions of the financial aid, or to enforce the terms and conditions of the aid;
 - To certain officials of the U.S. Department of Education, the Comptroller General, to state and local educational authorities, in connection with certain state or federally supported education programs;
 - To accrediting organizations to carry out their functions;
 - To organizations conducting certain studies for or on behalf of the College;
 - The results of an institutional disciplinary proceeding against the alleged perpetrator of a crime of violence to the alleged victim of that crime with respect to that crime.
 - Directory information as defined in the policy of the Board of Trustees.
4. The right to refuse to permit the College to release directory information about the student, except to school officials with a legitimate educational interest and others as indicated in paragraph 3 above. To do so, a student exercising this right must notify the Office of Registrar in writing [location to be inserted by each College]. Once filed, this notification becomes a permanent part of the student's record until the student instructs the College, in writing, to remove it.
5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Colleges to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

Directory Information

The Board of Trustees has designated the following as directory information: student names and addresses, dates of attendance, full vs. part-time student status, awards and honors, major/program of study and graduation date. For purposes of access by military recruiters only, telephone listings and, if known, age and level of education are also designated as directory information.

Colleges may disclose directory information without prior consent, unless a student has exercised the right to refuse to permit the College to release directory information in accordance with paragraph 4 above.

(Adopted March 20, 2006, Amended March 15, 2010)

CENTRAL CONNECTICUT STATE UNIVERSITY

[CCSU has verbatim language to the community college policy about the privacy of student records and FERPA]

Directory Information

The University may, or under the Freedom of Information Act, may be required to, disclose, without consent, directory information. Central Connecticut State University identifies directory information in its University Catalog to include: student's name, permanent mailing address, telephone number, dates of attendance, class standing, photographs, academic major, minor and concentration, degree candidacy, degree(s) earned, graduation date and any awards or honors received. Additional information that is also considered directory information includes participation in officially recognized activities and sports, and the weight and height of members of an athletic team.

Students have the right to request that the University not disclose directory information to individuals or organizations outside the University (although we are required to provide information to organizations which have provided the student any type of financial aid, including loans). A student who wishes to have his/her directory information restricted should contact the Office of the Registrar.

Source: University Catalog 2012-13, <http://www.ccsu.edu/page.cfm?p=14574>

CHARTER OAK STATE COLLEGE

[COSC has verbatim language to the community college policy about the privacy of student records and FERPA]

Directory Information

Institutions may disclose information on a student without violating FERPA if it has designated that information as "directory information". Charter Oak State College defines directory information as:

- Name
- Address
- College email address
- Degree program and concentration
- Dates of Attendance
- Current enrollment status (full/part time)
- Graduation Date
- Academic awards received (Dean's List, honor roll)
- Student Photo's

Prior written consent from the student is required before releasing non-directory information (other than the above). Charter Oak State College may release directory information to educational officials unless written notification to not release directory information is on file in the Registrar's Office.

Source: College website, https://acorn.charteroak.edu/ics/Students/FERPA_Information.jnz

EASTERN CONNECTICUT STATE UNIVERSITY

Eastern Connecticut State University shall not release any personally identifiable information contained in school records (including official identification photographs) to any agency or person without the consent of the student unless the disclosure is made:

[A through H not re-printed]

I. as properly classified as “directory” information or “public” information, via:

1. student’s name, official address, telephone number, and University issued e-mail address
2. school, major(s), minor(s), fields of study
3. participation in officially recognized activities and sports, weight and height of members of athletic teams
4. dates of attendance, degrees, and awards received
5. the most recent educational agency or institution attended by the student
6. expected date of completion of degree requirements and graduation
7. Enrollment status (e.g. full or part-time, undergraduate or graduate)

Source: Student Handbook, <http://kb.easternct.edu/al/12/3/article.aspx?aid=1431&bt=4>

SOUTHERN CONNECTICUT UNIVERSITY

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children’s education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are “eligible students.”

The University may disclose, without consent, “directory” information. Southern Connecticut State University identifies directory information in its 2011–2012 University Catalog to include: student’s name, address, telephone number, dates of attendance, class standing, academic major and degree (s) earned. Additional information that is also considered directory information includes participation in officially recognized activities and sports, the weight and height of members of an athletic team and any awards received.

Source: Graduate Catalog 2012-

13, https://www.southernct.edu/grad/uploads/textWidget/wysiwyg/documents/SCSU_GradCat12-13Final.pdf

WESTERN CONNECTICUT STATE UNIVERSITY

Western Connecticut State University accords all the rights under the law to students. No one outside the university shall have access to, nor will the university disclose any information from, a student’s educational records without his/her written consent except to personnel within the university, to officials of other institutions in which the student seeks to enroll, to persons or organizations providing students financial aid, to accreditation groups, to persons in compliance with a judicial order, to persons in an emergency in order to protect the health or safety of students or other persons, or to parents of a student who is officially documented as their dependent for income tax purposes. All these exceptions are permitted under the Family

Educational Rights and Privacy Act. The university will maintain a record of all requests for and/or disclosure of information from a student's educational records. The record will indicate the name of the party making the request, any additional party to whom it may be redisclosed, and the legitimate interest the party had in requesting or obtaining the information. The record may be reviewed by the eligible student.

Within the Western Connecticut State University community, only those university officials acting in the student's educational interest, are allowed access to education records. A university official is any person employed by the university in an administrative, supervisory, academic, research, or support-staff position; any person appointed to the Board of Trustees for the Connecticut State University; or any person employed by or under contract to the university or the State of Connecticut to perform a special task, such as an attorney or auditor. A university official has a legitimate educational interest if the official is: performing a task that is specified in his/her position description or by contract agreement; performing a task related to a student's education; performing a task relating to the discipline of a student; or providing a service or benefit relating to the student or student's family, such as health care, counseling, job placement or financial aid.

At its discretion, the university may provide directory information in accordance with the provisions of the act to include: student name, address, telephone number, photo ID, date of birth, major field of study, dates of attendance, degrees and awards received, participation in officially recognized activities and sports, and weight and height of members of athletic teams. Students may withhold directory information by notifying the Office of the Dean of Students, in writing. Such a request would be honored until such time students requested in writing that their directory information again be made public.

Source: Undergraduate Catalog, <http://www.wcsu.edu/catalogs/undergraduate/intro.asp>

UNIVERSITY OF CONNECTICUT

[UConn has verbatim language to the community college policy about the privacy of student records and FERPA]

5. The University may disclose Directory Information without a student's prior written consent. The University designates the following as Directory Information: the student's name, certain University-assigned identifiers (PeopleSoft Number, NetID, and CARS); date of birth; addresses; telephone number; school or college; major field of study; degree sought; student level (freshman, sophomore, etc.); expected date of completion of degree requirements and graduation; degrees, honors, and awards received; residency/match information (for medical and dental students); dates of attendance; full or part time enrollment status; the previous educational agency or institution attended; class rosters; participation in officially recognized activities and sports, weight and height of athletic team members and other similar information including performance statistics, photographic likenesses and video of athletic team members; for student employees, employing department and dates of employment. Except as noted in point #3 above, the roster for a class will not be released, except to students enrolled that class.

Source: UConn FERPA webpage, http://web2.uconn.edu/ferpa/ferpa_notification.html