



**BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE  
AGENDA**

**Friday, May 2, 2014 – 9:30 a.m.  
61 Woodland Street, Hartford, CT 06105  
3<sup>rd</sup> Floor Board Conference Room**

1. Approval of Minutes – March 7, 2014 and April 4, 2014

**ACTION ITEMS**

2. New Programs
  - a. Sport Management – BS – Southern CSU
  - b. Sport Studies – BS – Southern CSU
  - c. Sports and Entertainment Management – MS – Southern CSU
  - d. BOT: Electronic Health Records and Coding Option – A.S. – Gateway CC
3. Modifications of Programs
  - a. Geography – BA/BS – Southern CSU
  - b. Master of Business Administration – Central CSU
  - c. Machine Technology Level 2 – ACC, HCC, NVCC, QVCC
  - d. Medical Billing and Coding Specialist– name change – Northwestern CT CC
4. Termination of Existing Academic Programs
  - a. Technology Studies: Wastewater Option – A.S. – Three Rivers CC
  - b. Aviation Maintenance Technology – A.S. – Three Rivers CC
  - c. Machine Technology, Level 1 – Certificate – Asnuntuck CC
5. NEASC Accreditation – Northwestern CT CC
6. Common Calendar – 2015-2017
7. University Promotions and Tenure Recommendations

**INFORMATION ITEMS**

8. Below Threshold
  - a. Social Sciences and Medicine – Southern CSU
  - b. Geographic Information Science and Technology – Southern CSU
9. Promotions 2014 – Naugatuck Valley CC and Capital CC

**UPDATES/DISCUSSION ITEMS**

10. TAP Update [Aynsley Diamond]



# CT BOARD OF REGENTS FOR HIGHER EDUCATION

## ACADEMIC & STUDENT AFFAIRS COMMITTEE

Meeting March 7, 2014  
9:30 a.m. – 61 Woodland Street, Hartford

### MINUTES

Regents Present: Merle Harris, Eugene Bell, Naomi Cohen, Lawrence DeNardis, Craig Lappen (by conf)

Regents Absent: Sarah Green, Catherine Smith

Staff Present: Tom Clark, Maureen McClay, Nancy Melnicsak, Ernestine Weaver, Ted Yungclas

Other Attendees: Pat Bouffard (NWCCC), Walt Cramer (WCSU), Rhona Free (ECSU), Sarah Gager (NVCC), Marianne Kennedy (SCSU), Carl Lovitt (CCSU), Faris Malhas (CCSU), Steven Minkler (MXCC), Michael Rooke (TXCC), Tracy Tyree (SCSU)

Chair Merle Harris called the meeting to order at 9:44 a.m.

1. Minutes of January 10, 2014 – **A motion to approve was made by L. DeNardis, seconded by N. Cohen and unanimously approved.**

CONSENT AGENDA. The Consent Agenda was **moved for recommended approval by N. Cohen, seconded by E. Bell and unanimously approved.**

Consent items included:

2. Termination of Existing Academic Programs
  - a. Electronics Technology Certificate [Tunxis CC]
  - b. B.S. German – Central CSU]
3. Modifications of Programs
  - a. Information Systems A.S. [Middlesex CC]
  - b. Help Desk Technician Certificate [Middlesex CC]
  - c. Networking Certificate [Middlesex CC]
  - d. Software Developer Certificate [Middlesex CC]

### ACTION ITEMS

4. Licensure of New Programs
  - a. Accounting Graduate Certificate (Southern CSU). Dr. Yungclas introduced the program and Provost Marianne Kennedy. Dr. Kennedy described the use and need for the program. In response to a question regarding courses, it was noted all were already available. Dr. Kennedy explained, in response to another question, that the program was geared toward students who wanted a quick entry into the field and the ability to sit for the CPA exam. There was discussion on requirements for the exam and license. Dr. Kennedy described the market for the program and requests they had received. **A motion to recommend approval was made by L. DeNardis, seconded by N. Cohen and unanimously approved.**

5. Endowed Chair Appointment (Eastern CSU). Dr. Yungclas introduced Provost Rhona Free. Dr. Free gave a description of the Center of Sustainable Energy Studies and history of the Chair. She noted they had done a search to fill the opening and were fortunate to have Dr. Paul Torcellini, giving a brief bio. Regent Cohen offered complimentary remarks on the Center and its programs. There was a question on funding and Dr. Free stated it had originally been fully funded by the endowment but is now partially funded by the university. **A motion to approve was made by N. Cohen, seconded by L. DeNardis and unanimously approved.**
6. Honorary Degree nominees. Dr. Yungclas presented the proposed Honorary Degree recipients from the institutions. **Approval was moved by L. DeNardis, seconded by E. Bell and unanimously approved.**
7. Faculty Award nominees. Dr. Yungclas described the Faculty Award nominees, noting there were ties for the two system-wide Teaching Awards. Regent Adair thanked the committee and board for instituting the faculty awards. **A motion to approve was made by N. Cohen, seconded by L. DeNardis and unanimously approved.**
8. Creation of new STEM School (Central CSU). **A motion to approve was moved by L. DeNardis and seconded by N. Cohen.** Discussion -- Dr. Yungclas introduced Provost Carl Lovitt. Dr. Lovitt described the premise and the process for instituting the new STEM school, noting that coordination of STEM fields was becoming increasingly important. He stated it basically was an internal reorganization and the budget impact was negligible. Staffing is already poised for growth. Students and sciences will benefit. It is closely aligned with employers and employer needs. He introduced Dr. Faris Malhas who has been coordinating the project. They have an implementation team ready to begin upon approval. Regent DeNardis mentioned the naming funding opportunity. Regent Cohen asked about partnering with the community colleges. Dr. Lovitt stated that had already started when the initiative began a couple years ago with a pathway developed by the Community Colleges' College of Technology. They are continuing work on customizing pathways and expect to open more opportunities. Regent Adair noted there had been overwhelming support at the faculty senate with robust discussion. There was another question on how they would work with high schools. In terms of outreach, they were having summer camps and examining further opportunities, also mentioning greater coordination with the Department of Education. **The motion was unanimously approved.**
9. Student Code of Conduct Policy. Dr. Yungclas introduced Ernestine Weaver and Tom Clark from the System Office Legal Department. Ms. Weaver explained the process, noting they had separated out disciplinary procedures and sanctions. She also noted that as the legislature looks at this issue there may be changes needed in the future. Regent Harris noted they did have some comments and questions with Regent Cohen mentioning flowery language. Mr. Clark stated it actually was meant to be inspirational and a mentoring influence for faculty and students. The regents went through the document noting particular items, questions and wording. Attorneys Weave and Clark will make the necessary revisions. **It was moved by N. Cohen to approve with the amended revisions noted and the provision to examine it again in October. It was seconded by E. Bell and unanimously approved.**
10. Sexual Misconduct Policy. **Approval was moved by N. Cohen, seconded by E. Bell.** Discussion noted this also will need to be addressed again in the future. **It was unanimously approved.**

#### UPDATES

11. Common Calendar. Dr. Yungclas introduced Dean Michael Rooke, noting the other calendar committee chair, Provost Marianne Kennedy had to leave. Dean Rooke remarked that there were

seven main points summarized on the cover sheet. He observed the project had been a major undertaking but they had made amazing progress. The draft had been shared with the campuses and they had received a great deal of feedback. They expected it to be done with perhaps minor differences because of different union language. There were questions about whether contracts would be renegotiated in the same year, noting SEBAC determines all of them will be up at the same time. Regent DeNardis noted it was a monumental task and commended them and the committee. Other regents added their appreciation.

12. Multiple Measure Summit. There was a system-hosted Multiple Measures Summit scheduled for February 7. It was related to PA 12-40 efforts and college readiness. The keynote speaker was Kathy Hughes. A report was in process and would be presented in the future.
13. Governor's budget-legislation. It was noted there were several bills addressing President Gray's initiatives. Dr. Harris mentioned the legislators were very interested in PA 12-40 and noted a workshop coming up on March 21. She expected there may be changes and they would need to be aware of what we would support. It was mentioned that tremendous work was already being done at the campuses noting data would be coming but it would be based on only one semester.

#### INFORMATION ITEMS

14. FERPA Policy Draft. The FERPA policy had been included in the packet and was briefly mentioned.
15. Below-Threshold Program notification –
  - a. Computer Information – A.S. Major (Naugatuck Valley CC)
  - b. Event Management Minor (Southern CSU)
16. NEASC Affirmation of Accreditation – Northwestern CT CC. This was not discussed and will be added to Action Items for the next ASA meeting.

#### **Adjournment**

**A motion to adjourn was made by N. Cohen, seconded by L. DeNardis and unanimously approved.**  
The meeting adjourned at 12:20 p.m.



# CT BOARD OF REGENTS FOR HIGHER EDUCATION

## ACADEMIC & STUDENT AFFAIRS COMMITTEE

Meeting April 4, 2014  
9:30 a.m. – 39 Woodland Street, Hartford

### MINUTES

Regents Present: Steven Adair, Naomi Cohen (by conf), Lawrence DeNardis (by conf), Sarah Green (by conf), Merle Harris

Regents Absent: Eugene Bell, Craig Lappen, Catherine Smith

Staff Present: Mike Gargano, Maureen McClay, Nancy Melnicsak, Elsa Nunez (by conf), Ernestine Weaver, Ted Yungclas

Chair Merle Harris called the meeting to order at 9:32 a.m. She welcomed the system's new Provost and Senior Vice President, Dr. Michael Gargano.

A roll call was executed with a quorum declared.

1. Chair Harris noted that an item needed to be added to the agenda to fix an omission on the recently approved Student Code of Conduct. **On a motion by S. Green, seconded by N. Cohen, a motion to add the item to the agenda was made and unanimously approved.**

### ACTION ITEMS

2. CSU-AAUP Faculty Research Grants

**A motion to approve was made by N. Cohen, seconded by L. DeNardis.**

Arthur Poole described the history and background of the CSU-AAUP research grants, noting the Collective Bargaining Agreement mandates that funds be allocated for the purpose at each of the CSU institutions according to a formula. He stated a selection committee reviews all proposals and makes funding recommendations. In response to a question, Mr. Poole noted the review committee is comprised of five representatives from each of three disciplinary groupings. In response to a question on reporting, he also noted campuses require recipients to submit end-of-year reports. They have not been looked at by the Board previously but could be made available. Dr. Gargano added comments mentioning these types of research grants are important and critical to the success of the institutions and important to their students as well as the state and its citizens. Regent Adair mentioned they appreciated the faculty recognition and Dr. Yungclas also noted the importance of featuring faculty.

**The motion was unanimously approved.**

3. Student Code of Conduct adjustment.

**A motion to approve the amendment to the Student Code of Conduct was made by N. Cohen, seconded by L. DeNardis.**

Counsel Ernestine Weaver described the item noting it was essentially a technical change affecting only the universities. The Code had gone through an aggressive and thorough vetting process, however in the final editing a paragraph was inadvertently dropped from the drafts that had been previously approved by the universities. There were no other questions. **The motion was unanimously approved.**

### Adjournment

**A motion to adjourn was made by N. Cohen, seconded by L. DeNardis and unanimously approved.** The meeting adjourned at 10:53 a.m.

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

A New Program

[date]

RESOLVED: That the Board of Regents for Higher Education license and accredit a program Sport Management leading to a Bachelor of Science (B.S.) degree at Southern Connecticut State University

A True Copy:

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Erin A. Fitzgerald, Secretary of the  
CT Board of Regents for Higher Education

**ITEM**

Licensure and accreditation of a licensed program in Sport Management leading to a Bachelor of Science (B.S.) degree at Southern Connecticut State University

**BACKGROUND**

Southern Connecticut State University has applied for licensure and accreditation of a program in Sports Management leading to a Bachelor of Science (B.S.) degree.

The existence of the sport management concentration within the recreation and leisure studies major has attracted one hundred and ten students in a short period of time. As a full major in the department it is anticipated that the program will attract more individuals who may not be aware of the existence of the program in its present status as a concentration in recreation and leisure studies.

There is a full complement of specific sport management courses including several new courses developed in the past twelve months to better align the program with national standards (COSMA) for the profession. The faculty includes an individual with over a decade of teaching and administrative leadership in sport management and they are presently in the process of filling a vacant open rank position with a faculty member with a strong background in sport management teaching, research and leadership. Being situated in the New Haven area allows students to interact with the most active and visible sport market in the country.

4/9/2014 – Academic Council

5/2/2014 – BOR-Academic and Student Affairs Committee

**PLANNING ASSESSMENT**Alignment of Program

This proposal aligns with the university, school and departmental mission and scope as it empowers students to develop professional skills and experiences that will prepare them to contribute to communities and organizations that provide important leisure experiences through active participation in and/or support of sport activities.

Moving the concentration to a full major will facilitate access to the program by prospective students, will ease transfer articulation from community college programs in sport management and reduces the total number of credits to complete the program.

The major in Sport Management is designed to prepare students for positions within all sectors of the sport industry, including but not limited to careers in recreational sport management, youth development, private/public sport clubs, campus recreation, intercollegiate athletics, facility management, professional sports, the sporting goods industry, resorts, and event management.

Coursework includes instruction in program planning and development, business theory and practices, marketing and financial management principles, human resource management, sales and marketing, event and facility management, as well as a consideration of the ethical and legal aspects of sports. The curriculum also provides students with opportunities to gain industry experience through internships that can be arranged with professional sports teams, college athletic departments, public and private facilities, sports marketing companies, and municipal, non profit and for profit sport organizations.

Addressing Identified Needs

Sport management as a commercial, non-profit or governmental concern is a growing industry in Connecticut. Sport management as an area of learning in higher education has evolved over the past twenty years to be a viable professional studies program with national and international professional organizations, accreditation standards and multiple opportunities for academic research and publication.

Sport management, as an area of study at SCSU, has existed as a concentration in the Recreation and Leisure Studies BS program for the past four years. The curriculum has allowed students to experience internships and employment at numerous sport facilities in the state including Webster Arena, Rentschler Field, The XL Center, YMCA's, Boys and Girls Clubs, university campuses, private sport facilities, direct sales businesses, and municipal and state agencies that provide recreational sport experiences.

Because the program is directed towards a professional career outcome, students are guided through the necessary steps in personal and professional development, job search strategies, interviewing skills and negotiation procedures to increase the likelihood of them successfully finding employment after graduation.

Graduates of the program are prepared to pursue careers in the sport industry including but not limited to recreational sport management, youth development, private/public sport clubs, campus



recreation, non-profit organizations, governmental and municipal organizations, intercollegiate athletics, facility management, professional sports, the sporting goods industry, resorts, and event management.

SCSU is currently developing a graduate program in sport management which will provide students with additional opportunities to increase their knowledge in this area of study.

According to the Bureau of Labor Statistics, employment of athletes, coaches, umpires and related workers is expected to increase by twenty-three percent from 2008 to 2018, which is much faster than the average for all occupations. Sport management salaries range from \$28,000 for coaches and scouts to well over \$100,000 for upper level managers.

#### Unnecessary duplication of programs

In the ConnCSU system there is an undergraduate Sport and Leisure Management program at Eastern Connecticut State University. This program offers concentrations in exercise science, health, sport management and sport performance. The major is not specifically sport management.

The University of Connecticut offers an undergraduate BS degree in sport management. The program is similar to the proposed major at SCSU in that it prepares students for entrance into the sport industry.

Constituent units are: the Connecticut Community College System, the Connecticut State University System, Charter Oak State College, and the University of Connecticut

#### Transfer and Articulation

It is anticipated that the sport management program may develop working relationships/articulation agreements with the following institutions:

- Three Rivers Community College - currently has an Associate degree in sport management.
- Norwalk Community College – currently has programs in athletic coaching and exercise science that are suitable for entry in the sport management program.
- Housatonic Community College – is in the process of developing a sport management program
- Gateway Community College – has an exercise science and wellness Associate degree
- Manchester Community College – has a health and exercise science Associate degree

It is also anticipated that students with a two year degree in business could complete their studies in sport management

#### Availability of adequate resources

The proposed new major currently exists as a concentration with the department of Recreation and Leisure Studies. Resources necessary for the efficient operation of the program are already in place. With the hiring of a budgeted replacement position, the program, with a combination of full time and adjunct instructors, will be well situated to deliver the program.

**PROGRAM QUALITY ASSESSMENT**Learning Outcomes

1. Demonstrate an understanding of the management of human, fiscal and physical resources as they relate to sport.
  - REC 351 Facility Design and Management
  - REC 321 Advanced Techniques in Program Planning and management
  - REC 455 Organization and Administration of Commercial Recreation
2. Identify the various professional service sectors within the sport industry.
  - REC 100 Introduction to Recreation and Leisure Studies
  - REC 271 Introduction to Sport Management
  - BUS 100 Introduction to Business
3. Identify and explain the organizational structure, communication and political governance of sport organizations.
  - REC 271 Introduction to Sport Management
  - REC 357 Sport Law
4. Understand, explain and critique ethical issues confronting the sports industry.
  - REC 307 Disabilities in Society
  - REC 355 Ethics in Sport Management
5. Design and execute a sport event strategic management plan with a thorough demonstration of facility use
  - REC 363 Event Management
  - REC 351 Facility Design and Management
6. Develop a sport marketing plan.
  - REC 356 Marketing and Sales
  - REC 363 Event Management
7. Acquire professional skills and experience in a sport environment
  - REC 401 Practicum II
  - REC 400 Internship

Assessment

Assessment methodologies will include quizzes, tests, case studies, presentations, class participation, contract negotiation and completion, written projects, executive summaries of relevant articles, self-reporting of internship activities, reviews by internship supervisors

Program Administration

Presently Dr. Lee J. deLisle provides direction for the undergraduate concentration in sport management. Dr. deLisle has fourteen years of teaching and administrative experience in leading sport management programs. It is anticipated that the current open rank position search will result in the hiring of an assistant professor or higher to direct the new major. The new faculty member will be assigned classes in sport management depending on areas of expertise and interest. Dr. deLisle will continue to provide support for the program while directing the graduate program for the department.

Faculty

No new full-time faculty will be hired for this program. 30% of the credits taught in this program will be taught by adjunct faculty. See list of faculty below.

Adjunct faculty will have a minimum of a Masters degree in a field of study that is relevant to the material to be presented in the course i.e. sport management, marketing, business management. Adjuncts will also have significant professional employment experience in the area of expertise needed for each course. Adjunct faculty will be required to meet with the program director to review the standards associated with the course. Adjunct faculty will work with a full time faculty member to develop course materials, assessment tools and a syllabus for each course.

### Special Resources

It is anticipated that additional library holdings will be needed for this program. No other special resources are needed.

### Enrollment Projections

The department projects an enrollment of 115 (115 FTE) during its first year and anticipates an increase to 125 (125 FTE) students during its second year and 140 (140 FTE) its third year.

PROJECTED Enrollment	First Term Year 1 - FY2015		First Term Year 2 - FY2016		First Term Year 3 - FY 2017	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers <i>(current full time students will transfer from a CONCENTRATION in Sports Management to a BS in Sports Mgt)</i>	105		105		105	
New Students <i>(first time matriculating)</i>	10		10		15	
Continuing <i>(students progressing to credential)</i>	0	0	10		20	
Headcount Enrollment	115	0	125	0	140	0
Total Estimated FTE per Year						

### Administration

The Sport Management Major will be housed in the Department of Recreation and Leisure Studies and administered by the department chairperson.

Curriculum

Course Number and Name	L.O. #	Pre- Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
<b>Program Core Courses</b>				<b>Other Related/Special Requirements</b>		
REC 100 - Introduction to Recreation and Leisure Studies 3 credits	2					
REC 271 - Introduction to Sports Management 3 credits	2,3					
REC 307 - Disabilities in Society 3 credits	4					
REC 320 Recreation and Park Programs 3 credits; REC 120 & REC 210	2					
REC 351 - Facility Design and Management 3 credits Pre-requisite 6 credits in program	1,6					
REC 355 - Ethics in Sport Management 3 credits; Prerequisite REC 271	5					
REC 356 - Sport Marketing and Sales 3 credits; Prerequisite REC 271	6					
REC 357 - Legal Issues in Recreation and Sports 3 credits; Prerequisite REC 271	5,6					
REC 363 - Event Management and Promotion 3 credits						
REC 401 - Practicum II 3 credits Pre-requisite Departmental Permission	1					
REC 455 - Organization and Administration of Commercial Recreation Programs 3 credits	2					
REC 457 - Seminar in Sports Management 3 credits Prerequisite 271.	7					
REC 400 - Internship 6 credits; Prerequisite Departmental Permission	7					
MGT 100 - Introduction to Business 3 credits						
Choose two:	2					
MKT 200 - Principles of Marketing 3 credits; Prerequisite Soph – Sr Status	6					

MGT 300 - Management and Organization 3 credits Prerequisite Junior/Senior Status	3					
REC 321 - Advanced Techniques in Program Planning and Management 3 credits; Prerequisite REC 320	5					
REC 364 Advanced Applications of Event Management 3 credits; Prerequisite REC 363	5					
REC 361 - Commercial Recreation 3 credits: Prerequisite REC 100						
REC 420 Organization and Administration of Leisure 3 credits; Prerequisite REC 320	1					
REC 470 Senior Research Methods 3 credits; Prerequisite Departmental Permission	7					
SOC 267 - Sociology of Sports 3 credits	4					
HIS 220 - Sports in US History 3 credits	4					
Core Course Prerequisites				Elective Courses in the Field		
				Choose two:  MKT 200 - Principles of Marketing 3 credits; Prerequisite Soph – Sr Status  MGT 300 - Management and Organization 3 credits Prerequisite Junior/Senior Status  REC 321 - Advanced Techniques in Program Planning and Management 3 credits; Prerequisite REC 320  REC 364 Advanced Applications of Event Management 3 credits; Prerequisite REC 363  REC 361 - Commercial Recreation 3 credits: Prerequisite REC 100  REC 420 Organization and Administration of Leisure 3 credits; Prerequisite REC 320  REC 470 Senior Research Methods 3 credits; Prerequisite Departmental Permission  SOC 267 - Sociology of Sports 3 credits  HIS 220 - Sports in US History 3 credits		

Program Outline

The total credits for the degree will be 120.

The major in Sport Management is designed to prepare students for positions within all sectors of the sport industry, including professional organizations, college athletics, and sports facilities. Coursework includes instruction in program planning and development, business, marketing and financial management principles, sales and marketing, event and facility management, as well as ethical and legal aspects of sports. The curriculum also provides students with opportunities to gain industry experience through internships that can be arranged with professional sports teams, college athletic departments, public and private facilities, sports marketing companies, and municipal, non profit and for profit sport organizations.

Acceptance into the program will be the same as the existing BS in Recreation and Leisure Studies – 2.25 GPA.

*Students are required to complete a practicum for three credits and an internship for six credits. The existing inventory of internship sites will be used to guide students to appropriate professional experiences. New sites will be added as they make themselves available*

Faculty List

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Lee J. deLisle	University of Connecticut	Leisure and Sport; Twelve years teaching sport management and directing graduate studies in sport management.	Sport Management Coordinator; Graduate Coordinator, Curriculum Chair; Teaches core courses in Recreation and Leisure major; Teaches graduate courses
Replacement Hire To Be Determined - Begins Fall 2014	TBD	Ph.D. Sport Management	January 2015; Will assume majority of
			Advising by January 2015; Will teach in sport management major and core classes as assigned
Dr. James MacGregor	University of Hartford	Therapeutic Recreation; Recreation Leadership and Research	Department Chair
Dr. Debra Smith	Indiana University	Community Recreation; Program Planning	Community Recreation and Youth Development Coordinator

## STAFF REPORT

## ACADEMIC AND STUDENT AFFAIRS COMMITTEE

			Internship Coordinator
Dr. Jan Jones	University of Connecticut	Travel and Tourism; General Recreation & Leisure	Travel and Tourism Coordinator Undergraduate Coordinator

Institution	Southern Connecticut State University				Date	3/10/14
Proposed Program	Sport Management Bachelor of Science					
PROJECTED Enrollment	First Term Year 1 - FY2015		First Term Year 2 - FY2016		First Term Year 3 - FY2017	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers (current full time students will transfer from a CONCENTRATION in Sports Management to a BS in Sports Mgt)	105		105		105	
New Students (first time matriculating)	10		10		15	
Continuing (students progressing to credential)	0	0	10		20	
Headcount Enrollment	115	0	125	0	140	0
Total Estimated FTE per Year						
PROJECTED Program Revenue	Year 1		Year 2		Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition (Do not include internal transfers)	\$91,570	\$0	\$183,140	\$0	\$320,495	\$0
Program-Specific Fees						
Other Rev. (Annotate in text box below)						
Total Annual Program Revenue	\$91,570		\$183,140		\$320,495	
PROJECTED Expenditures*	Year 1		Year 2		Year 3	
	Number (as applicable)	Expenditure	Number	Expenditure	Number	Expenditure
Administration (Chair or Coordinator)		\$0		\$0		\$0
Faculty (Full-time, total for program)		\$0		\$0		\$0
Faculty (Part-time -total for program)		\$0		\$0		\$0
Support Staff		\$0		\$0		\$0
Library Resources Program		\$0		\$0		\$0
Equipment (List as needed)		\$0		\$0		\$0
Other (e.g. student services)		\$0		\$0		\$0
Estimated Indirect Cost (e.g. student services, operations, maintenance)		\$0		\$0		\$0
Total ESTIMATED Expenditures (NONE - please see "Assumptions" on page 2)		\$0		\$0		\$0

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

A New Program

[date]

RESOLVED: That the Board of Regents for Higher Education license and accredit a program Sport Studies leading to a Bachelor of Science (B.S.) degree at Southern Connecticut State University

A True Copy:

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Erin A. Fitzgerald, Secretary of the  
CT Board of Regents for Higher Education



**REVISED****ITEM**

Licensure and accreditation of a licensed program in Sport Studies leading to a Bachelor of Science (B.S.) degree at Southern Connecticut State University

**BACKGROUND**

Southern Connecticut State University has applied for licensure and accreditation of a program in Sports Studies leading to a Bachelor of Science (B.S.) degree.

The mission of the Exercise Science Department at Southern Connecticut State University is to provide exemplary undergraduate and graduate education for a diverse student population. The faculty and staff are dedicated to the total success of the Department as a regional, as well as a national leader in producing high quality students and workers. We believe human development to be the worthiest of goals for our students, to become competent independent thinkers who will nurture growth in the capabilities of people. We are committed to encouraging the application of fundamental, advanced and current knowledge in our fields of study to our students through teaching, demonstrations and experiences. We uphold the highest principles of research, scholarship as should be and service as it relates to integrity and ethics bound by moral standards. The Department's focus is to recruit, motivate, reward and retain personnel and students of exceptional ability and dedication by providing good working conditions, superior leadership and opportunity for growth. Throughout the process we never lose the sight of our responsibility to provide service to the students, corporations, schools, citizens of the State of Connecticut and the nation.

4/9/2014 – Academic Council

5/2/2014 – BOR-Academic and Student Affairs Committee

**PLANNING ASSESSMENT**Alignment of Program

This proposal aligns with the university, school and departmental mission and scope. “Southern Connecticut State University provides exemplary graduate and undergraduate education in the liberal arts and professional disciplines. As an intentionally diverse and comprehensive university, Southern is committed to academic excellence, access, social justice, and service for the public good.” The program also aligns very nicely with the Guiding Principles of SCSU’s Liberal Education Program. This program will encourage students to analyze complex problems, and to express themselves articulately, both in speaking and in writing. While exposing them to issues from different disciplinary perspectives, the program encourages students to integrate their learning throughout the curriculum and to carry the learning process beyond the confines of any one particular course of study.

This proposal will be an additional bachelor degree program in the Exercise Science Department. This program will foster an understanding of the role of sport in society and culture and explore the complex relationships between sport and various industries and institutions (medicine, media, politics, law, etc.)

The target clientele are entering freshman and transfer students as well as students within the Exercise Science Department. This program is intended for students who have an interest in sport but do not want to become physical education teachers or clinicians in exercise physiology related occupations. The program will provide an excellent basis for pursuing careers in sports journalism, sports information, sports retail, sports merchandising and coaching, and lays the solid foundation for students who want to pursue a graduate degree, or combine their sport studies interest with an emphasis in women's studies, history, American studies, African American studies, or sociology.

Addressing Identified Needs

According to Higher Education Careers Services Unit and Graduate Prospects, of 2009 graduates nation-wide, over 60% went straight into full-time or part-time employment, with around a third in sports-related industries. Over a quarter of 2009 sports science graduates undertook further study, with 6% pursuing teacher training qualifications. A further 6% also study sports-related topics to diploma, masters or PhD level in areas such as nutrition, physiotherapy or exercise to enhance their existing degree.

Employment of coaches and scouts is expected to grow 29 percent from 2010 to 2020, much faster than the average for all occupations. Those who are state-certified to teach academic subjects are likely to have the best prospects for getting coaching and instructor jobs in elementary, middle, and high schools. The need to replace coaches who change occupations or leave the labor force also will provide some jobs. Very strong competition is expected for jobs at the college or professional level. (Bureau of Labor Statistics)

Participation and spectatorship of sport at all levels (intercollegiate, interscholastic, recreational sports, and professional sports) continues to increase. Career opportunities have paralleled this growth. The sport industry is the fourth largest growth industry in the United States. According to the Sport Business Journal, the sport industry is a \$194.64 billion dollar a year industry,

employing many people in all professional areas. According to the Bureau of Labor Statistics (United States Department of Labor, 2009), career opportunities related to sports are expected to increase 15 percent faster than the average for all occupations through the year 2016.

In Connecticut, there are seven professional sport franchises (e.g. Connecticut Sun, New Britain Rock Cats), six NCAA Division I athletic programs (e.g. University of Connecticut, Quinnipiac University), four NCAA Division II athletic programs (e.g. Southern Connecticut State University, University of Bridgeport), nine NCAA Division III athletic programs (e.g. Trinity College, Wesleyan University) and four junior college athletic programs (e.g. Manchester Community College, Gateway Community College). In addition, there are 30 Connecticut sports venues and international sporting events (i.e. Travelers Golf Championship and the New Haven Open at Yale).

The Philadelphia Inquirer called Connecticut, “The Sports-Media Headquarters of the World,” due to the presence of ESPN, World Wrestling Entertainment Inc. (WWE), The Yankees’ YES Network, and NBC Sports. Each of these organizations/events provides opportunities for internships and employment for the future students in this program.

The program draws upon many established departments (and courses) at the university and employs an interdisciplinary approach to educating students. In addition to the Exercise Science faculty, exemplary faculty in the departments of Geography, Media Studies, History, Journalism, Communications and Marketing will combine to provide the knowledge base for this program

#### Unnecessary duplication of programs

No sport studies programs exist at constituent units

#### Transfer and Articulation

Currently there are no transfer agreements with other institutions for Sports Studies programs however opportunities will be explored in the future. Gateway Community College’s Exercise Science and Wellness program currently has a full transfer agreement with SCSU’s Human Performance program.

#### Availability of adequate resources

The program will not add any additional faculty or administrative costs because the new degree track uses predominantly existing coursework (all but 2 courses). Funding for advertising will come from our current operating budget. The Exercise Science has had the following number of undergraduate students graduate over the past 3 years: 52 ('10-11), 55 ('11-'12) & 83 ('12-'13). In addition to students who enter this program as college freshman and/or transfer students, this program will also offer another opportunity for students within the EXS Department. Due to strict accreditation and state certification program entrance requirements, the Athletic Training Education Program and the Teacher Education Program cannot accept a number of students who apply to these programs each year. In the 2012-2013 academic year, there were 75 freshman Athletic Training majors. Only 15 majors were accepted into the program. Each year in the Teacher Education program, approximately 10-15 students do not get accepted into the program due to low GPA (below 2.7) or other certification requirements. Therefore, we expect some of these students to go into this Sport Studies Program as they may have an interest in remaining in

Exercise Science. This Sport Studies program will provide a needed alternative for those students looking to stay in a similar field.

## **PROGRAM QUALITY ASSESSMENT**

### Learning Outcomes

1. Identify the complex relationships between sport and various industries and institutions (medicine, media, politics, law, etc)
2. Demonstrate a thorough grounding in the ethical, cultural, historical, and economic aspects of sport.
3. Examine sport's cultural relationship with education, the economy, families, the media, and politics, and considers race, class, and gender differences in the sport experience.
4. Demonstrate skills in cultural analysis and critical thinking and offer a focus on the experiences of marginalized groups, such as racial and ethnic minorities, people with disabilities, older adults, and women in athletics.
5. Demonstrate an understanding of how sport and media intertwine both nationally and globally.
6. Explore practical journalism skills and the wider critical and contextual study of sport and the media.

### Assessment

Methods for assessment of the learning outcomes vary. Each learning outcome will be assessed using course-embedded assessments including regular quizzes, examinations, papers, presentations, and other modes of assessment.

### Program Administration

Dr. Sharon Misasi is a tenured Full Professor in the Exercise Science Department and will be serving as the Program Coordinator. She has experience in this area as she teaches a Sport Psychology and an Anatomy & Physiology course. In addition she has served as a Program Coordinator, the EXS Department Chair and the Interim Dean of the School of Education. Currently, she serves as the Assistant to the Provost while teaching two courses per semester. The responsibilities will be overseeing the Sports Studies Program, advising students, recruitment of students and establishing internship sites for students.

### Faculty

No new full-time faculty will be hired for this program

### Special Resources

The program will not add additional faculty or administrative costs because the new degree track uses predominantly existing coursework (all but 2 courses).

### Enrollment Projections

The department projects an enrollment of 15 (15 FTE) during its first year and anticipates an increase to 30 (30 FTE) students during its second year and 45 (45 FTE) its third year.

PROJECTED Enrollment	First Term Year 1 - FY2015	First Term Year 2 - FY2016	First Term Year 3 - FY 2017
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	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers <i>(from other programs)</i>						
New Students <i>(first time matriculating)</i>	15	0	15	0	15	0
Continuing <i>(students progressing to credential)</i>			15		30	
Headcount Enrollment	15	0	30	0	45	0
Total Estimated FTE per Year	15		30		45	

Administration

The Sports Studies major will be housed in the Exercise Science Department and administered by the department chairperson.

Curriculum

Course Number and Name	LO #	Pre-Requisite	Cr Hrs	Course Number and Name	LO #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
EXS 191 – Introduction to Exercise Science			3	EXS 491 – Internship in Sport Studies		6
EXS 212 – Lifetime Physical Activity			3	Tier III Capstone Course - EXS 492 – Principles of Sport Studies		3
EXS 280- Survey of Anatomy & Physiology			3			
EXS 285 – Steroids & Sports Drugs			2			
EXS 370 – Coaching Individual, Dual & Team Sports			3			
EXS 380 – Sport Psychology		ENG 112 & PSY 100	3			
HIS 220 – Sports in US History		ENG 112	3			
EXS 496 – Sport in American Culture		ENG 112	3			
MKT 200 – Principles of Marketing			3			

MKT 321 – Consumer Behavior		MKT 200	3		
JRN 135 – Journalism Technology			3		
JRN 200 - Basics of Journalism		ENG 112	3		
JRN 304 –Sports Reporting		ENG 112	3		
GEO 265 – Recreation Geography		Junior or Senior	3		
MDS 245 – Introduction to Mass Media			3		
REC 355 – Ethics in Sport Management		REC 271		(waived for Sport Studies students)	
EXS 491 – Internship in Sport Studies or Journalism Internship or Internship II		JRN 497 REC 400	6		
Core Course Prerequisites				Elective Courses in the Field	
Total Other Credits Required to Issue Credential					48

### Program Outline

The Sport Studies Program will require the student to complete 120 credits:

- 47 Core Program Credits
- 19 Free Electives credits
- 6 Internship credits
- 48 Liberal Education Program

Students will have a capstone course and be required to complete a 6 credit internship. Students in consultation with their advisor will determine and select the best site for their clinical experience. The site will vary based on the students desired career path interest. The electives will be used to enhance their educational experience and will be chosen based on their career path interest. For instance, those students interested in sport reporting/journalism will be encouraged to enroll in additional journalism courses.

### Faculty List

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Dr. Daniel Swartz	Florida State University	Exercise Science	
Dr. Sharon P. Misasi	University of Connecticut	Exercise Science	

**STAFF REPORT****ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

Dr. MaryBeth Fede	Nova S.E. University	Exercise Science	
Ms. Pat Panichas	SCSU	Exercise Science	
Dr. David Kemler	Florida State University	Exercise Science	
Dr. Julian Madison	University of Washington	History of Sport	
Ms. Jodie Mozdzer Gil	Quinnipiac University	Journalism	
Dr. C. Patrick Heidkamp	University of Connecticut	Geography	
Dr. Karen Burke	University of Massachusetts	Media Studies	
Dr. Lynn Kwak	Florida State University	Marketing	
Dr. Richard Kustin	Nova S. E. University	Marketing	
Dr. Melvin Prince	Columbia University	Marketing	

## STAFF REPORT

## ACADEMIC AND STUDENT AFFAIRS COMMITTEE

<i>Institution</i>	Southern Connecticut State University				<i>Date</i>	3/10/14
<i>Proposed Program</i>	Sport Studies Bachelor of Science					
<b>PROJECTED Enrollment</b>	First Term Year 1 - FY2015		First Term Year 2 - FY2016		First Term Year 3 - FY2017	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers (from other programs)						
New Students (first time matriculating)	15	0	15	0	15	0
Continuing (students progressing to credential)			15		30	
Headcount Enrollment	15	0	30	0	45	0
<b>Total Estimated FTE per Year</b>						
<b>PROJECTED Program Revenue</b>	Year 1		Year 2		Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition (Do not include internal transfers)	\$137,355	\$0	\$274,710		\$412,065	
Program-Specific Fees						
Other Rev. (Annotate in text box below)						
<b>Total Annual Program Revenue</b>	\$137,355		\$274,710		\$412,065	
<b>PROJECTED Expenditures*</b>	Year 1		Year 2		Year 3	
	Number (as applicable)	Expenditure	Number	Expenditure	Number	Expenditure
Administration (Chair or Coordinator)		\$0		\$0		\$0
Faculty (Full-time, total for program)		\$0		\$0		\$0
Faculty (Part-time -total for program)		\$0		\$0		\$0
Support Staff		\$0		\$0		\$0
Library Resources Program		\$0		\$0		\$0
Equipment (List as needed)		\$0		\$0		\$0
Other (e.g. student services)		\$0		\$0		\$0
Estimated Indirect Cost (e.g. student services, operations, maintenance)		\$0		\$0		\$0
<b>Total ESTIMATED Expenditures (NONE - please see "Assumptions" on page 2)</b>		\$0		\$0		\$0

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



Please provide any necessary annotations:						
<b>Assumptions:</b>	Fall 2014 will bring 15 to 20 NEW students, with an additional 15 to 20 students expected to start every Fall thereafter.					
	Program consists of 8 semesters @ 15 credits each for a total of 120 credits.					
	Students are charged for courses on a full time, undergraduate level.					
	Full Time tuition rates reflect FY2015 proposed rates (that would be effective Fall 2014) not yet officially approved by BOR.					
	The classes that these new students will be taking are already offered at Southern, and there is currently enough available capacity to absorb these additional students. Therefore, additional teaching costs ARE NOT REQUIRED.					
	There may be an increase in part time students enrolling as well, however, that revenue is not reflected in this analysis, as, at this point, it would be difficult to estimate the enrollment numbers. Current teaching capacity would absorb these students as well.					
	<b>This program WILL INCREASE revenue without increasing expenses.</b>					

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

A New Program

[date]

RESOLVED: That the Board of Regents for Higher Education license and accredit a program Sport and Entertainment Management leading to a Master of Science (M.S.) degree at Southern Connecticut State University

A True Copy:

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Erin A. Fitzgerald, Secretary of the  
CT Board of Regents for Higher Education

**ITEM**

Licensure and accreditation of a licensed program Sport and Entertainment Management leading to a Master of Science (M.S.) degree at Southern Connecticut State University

**BACKGROUND**

Southern Connecticut State University has applied for licensure and accreditation of a program in Sport and Entertainment Management leading to a Master of Science (M.S ) degree.

The new major will allow students with a particular interest in sport or entertainment management to pursue theoretical and practical information preparing them for work in sport or entertainment management. This new program compliments the existing options in therapeutic recreation and recreation administration but provides an entirely new professional pursuit. The program will incorporate appropriate courses from the SCSU MBA program. The program is in alignment with the ConnSCU Strategic Initiatives 2013 -2016. This alignment is explained in the subsequent sections of this report.

1. A Successful First Year
2. Student Success
3. Affordability and Sustainability
4. Innovation and Economic Growth
5. Equity
6. Support Department of HHS
7. Strengthen Graduate Programs
8. Mission Support

The new program supports the mission of the SCSU Graduate School in providing excellence in all aspects of graduate studies. It specifically enhances the mission of the Department of Recreation and Leisure Studies by expanding both the depth of experience available in the department as well as the breadth of its presence by providing a fully online major.

4/9/2014 – Academic Council

5/2/2014 – BOR-Academic and Student Affairs Committee

## PLANNING ASSESSMENT

### Alignment of Program

The new program supports the emerging SCSU focus on online education as one of the first fully online Masters degrees offered by the institution.

The department will benefit from the background of the Graduate Coordinator who has extensive experience in online curriculum development and implementation over a twelve year period prior to arriving at Southern. In addition, Dr. deLisle has professional industry experience in both sport management and entertainment management agencies.

Adjunct faculty member, Dr. Donna Lopiano, possesses a solid background in distance learning specifically in online course development and teaching. She has an extensive resume of both academic and organizational leadership in sport management is recognized as one of the top 100 influential people in sport in the US.

The new curriculum is being developed to provide a high level of pedagogical quality control by introducing a format that will standardize the learning environment while allowing each instructor to implement creative methodologies in their respective classes. A template for the administration and delivery of all online courses has been developed and will constitute an important aspect of the roll-out of this new degree.

### Addressing Identified Needs

The program addresses the need for an additional advanced degree in sport management in the ConnCSU system while also offering an entirely new area of study in entertainment management. This dual option program is the only one of its kind in the ConnCSU system. The program will train the next generation of supervisors and leaders in the field of sport management, from the recreational to professional organizations, as well as prepare leaders in the expansive field of entertainment management. Sport management as a commercial, non-profit or governmental concern is a growing industry in Connecticut. A current search of a sport related employment website displayed nine hundred and sixty (968) openings in sport related industries in Connecticut ranging from program and facility managers, guest operations, financial analyst, media and communication support to recreational scholastic and collegiate coaching positions. (<http://www.indeed.com/jobs?q=sports+management&l=Connecticut>). Retrieved January 27, 2014. A similar search for entertainment management revealed two hundred and fifty-three (253) jobs in entertainment related enterprises. (<http://www.indeed.com/jobs?q=entertainment+management&l=Connecticut>) Retrieved January 27, 2014.

Sport management as an area of learning in higher education has evolved over the past twenty years to be a viable professional studies program with national and international professional organizations, accreditation standards and multiple opportunities for academic research and publication. Sport as a social phenomenon and a positive leisure choice adds to the quality of life for many residents of Connecticut and beyond. Training professional leaders will enhance the level of service provided.

With many national and international agencies being based in Connecticut, entertainment management is recognized as a critical element in the cultural and artistic vitality of the state. Arts management, facility and event management and agency management are viable professions that require increasingly rigorous educational training and experience.

#### Unnecessary duplication of programs

The University of Connecticut has two advanced degrees in sport management. UConn M.S. and Ph.D. degrees in Sport Management prepare students in the theoretical, research-oriented, and applied dimensions of the sport industry. Due to the training of doctoral students, the UConn program has a greater emphasis on research on both the MS and Ph.D. levels.

The SCSU program focuses on the practical application of theory and practice in the development of managerial and supervisory skills. SCSU offers the only option for entertainment management.

There are no other MS programs in sport or entertainment management in the CSU system.

Constituent units are: the Connecticut Community College System, the Connecticut State University System, Charter Oak State College, and the University of Connecticut

#### Transfer and Articulation

The program will accept credits from other accredited colleges and universities for courses transferred in with a B or better. The standard university requirements for admission into the Graduate School will be implemented.

#### Availability of adequate resources

The proposed program is a completely new approach for the department in providing an educational experience for graduate level students. Conservatively speaking, it is envisioned that, based on the amount of effective marketing to support the roll out of the program, one can anticipate 8-12 students to be enrolled in fall 2014. The length of time for graduation for full time, nine credit per semester students would be four semesters. Part time students would obviously take longer and have up to six years to complete the degree. It is also anticipated that we may attract students who are categorized as non-matriculating students. This is seen as a positive element as it will help the program in the early years to meet enrollment goals for individual classes and will help to market the program.

### **PROGRAM QUALITY ASSESSMENT**

#### Learning Outcomes

1. Understand and apply the principles of resource management in sport and entertainment industries.
  - REC 510 Governance and Administration of Sport
  - REC 517 Principles of Entertainment Mgt
  - REC 515 Facility and Event Management
  - REC 511 Sport and Entertainment Finance
2. Apply the knowledge of ethical values to practical decision-making.

REC 516 Sport Ethics

REC 518 Agent/Artist Management

3. Demonstrate an appreciation of the diversity of a global society, and the influence of that diversity on planning, organizing, and implementing decisions in the sport and entertainment industry.

REC 514 Global Issues in Sport and Entertainment

4. Understand the role of law, legal processes and protocols in resolving real or “realistic” scenarios.

REC 512 Sport & Entertainment Law

5. Demonstrate the acquisition of marketing and promotional strategies for successful sport and entertainment businesses and venues

REC 513 Marketing and Sales in Sport and Entertainment

6. Attain high level professional supervisory experience through a professional practicum.

REC 583 Practicum in Park and Recreation Service

REC 588 Special Project

### Assessment

Adjunct faculty will work with a full time faculty member to develop and properly implement online course materials, assessment tools and syllabi for each course.

### Program Administration

Dr. Lee J. deLisle will be responsible for the day to day administration of the program. He is currently the graduate coordinator for the Department of Recreation and Leisure Studies which is the sponsoring department for this new degree. Dr. deLisle has fourteen years of experience as a faculty member and chair in departments that provide sport management degrees. Dr. deLisle has completed a six week technical training in online education at Western Michigan University. Dr. deLisle has been teaching distance education and online classes since 2003 using various formats for instruction including compressed video and online instruction.

### Faculty

No new full-time faculty will be hired for this program

40% of the credits taught in this program will be taught by adjunct faculty.

See list of faculty below.

Adjunct faculty will have a minimum of a Masters degree in a field of study that is relevant to the material to be presented in the course i.e. sport management, marketing, business management. Adjuncts will also have significant professional employment experience in the area of expertise needed for each course. Adjunct faculty will be required to meet with the program director to review the standards associated with the course. Adjunct faculty will work with a full time faculty member to develop course materials, assessment tools and a syllabus for each course.

### Special Resources

It will be important that all students, regardless of their geographical location, have access to appropriate library resources that must be available electronically. This will include books, articles and professional and research journals. The program will need to have adequate space on the department website to fully explain the technical and pedagogical requirements for the program. All instructors will need access to an interactive software program, such as WebEx, to have synchronous video interactions with the students. Students will be instructed that regular access to the internet is required for the program.

### Enrollment Projections

The department projects an enrollment of 10 (10 FTE) during its first year and anticipates an increase to 12 (12 FTE) students during its second year and 15 (15 FTE) its third year.

PROJECTED Enrollment	First Term Year 1 - FY2015		First Term Year 2 - FY2016		First Term Year 3 - FY 2017	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers ( <i>current full time students will transfer from a CONCENTRATION in Sports Management to a BS in Sports Mgt</i> )						
New Students ( <i>first time matriculating</i> )	10		2		3	
Continuing ( <i>students progressing to credential</i> )	0		10		12	
Headcount Enrollment	10		12		15	
Total Estimated FTE per Year	10		12		15	

### Administration

The new program supports the emerging SCSU focus on online education as one of the first fully online Masters degrees offered by the institution.

The department will benefit from the background of the Graduate Coordinator who has extensive experience in online curriculum development and implementation over a twelve year period prior to arriving at Southern. In addition, Dr. deLisle has professional industry experience in both sport management and entertainment management agencies.

Adjunct faculty member, Dr. Donna Lopiano, possesses a solid background in distance learning specifically in online course development and teaching. She has an extensive resume of both academic and organizational leadership in sport management is recognized as one of the top 100 influential people in sport in the US.

The new curriculum is being developed to provide a high level of pedagogical quality control by introducing a format that will standardize the learning environment while allowing each instructor to implement creative methodologies in their respective classes. A template for the administration and delivery of all online courses has been developed and will constitute an important aspect of the roll-out of this new degree.

### Curriculum

Course Number and Name	L.O.	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
<b>Program Core Courses</b>				<b>Other Related/Special Requirements</b>		
***REC 510 Governance and Administration of Sport. 3 credits	1	none				
***REC 511 Sport and Entertainment Finance. 3 credits;	1	none				
***REC 512 Sport & Entertainment Law. 3 credits;	4	none				
***REC 513 Marketing and Sales in Sport and Entertainment. 3 credits;	5	none				
***REC 514 Global Issues in Sport and Entertainment. 3 credits;	3	none				
***REC 515 Facility and Event Management. 3 credits;	1	none				
***REC 516 Sport Ethics. 3 credits;	2	none				
***REC 517 Principles Entertainment Mgt. 3 credits	1	none				
***REC 518 Agent/Artist Management. 3 credits;	2	none				
**REC 575 Operational Research: Recreation	1-6	none				
**REC 583 Practicum. 3 credits*						
**REC 588 Special Project. 3 credits*	6	Dept Permission				
**REC 590 Thesis Seminar I. 3credits**	6	Dept Permission				
**REC 591 Thesis Seminar II 3 credits**	1-6	Dept Permission				



	1-6				
Core Course Prerequisites				Elective Courses in the Field	
				Students will choose two courses, six (6) credit hours, from the options listed below:	
				**MBA 505 Marketing Management 3 credits	
				MBA 506 Financial and Managerial Accounting 3 credits	
				**MBA 507 Legal Issues in Business and Management 3 credits	
				**MBA 510 Project Management 3 credits	

### Program Outline

A new thirty-six (36) credit MS degree in sport and entertainment management is proposed as a fully online program in the Department of Recreation and Leisure Studies.

Students may choose a sport management track, thirty (30) credits, or entertainment management track, thirty (30) credits, for their program. Students will also choose six (6) credits from the SCSU MBA program. Students will then select either thesis six (6) credits or a practicum and special project for six (6) credits.

The existing requirements for entry into the Department of Recreation and Leisure Studies Graduate Studies program will be in effect.

Practicum arrangements will be facilitated by faculty supervisors using existing and new locations in the State of Connecticut. Faculty will work with students who will be seeking experiences in locations away from the Connecticut/New York City area by developing professional relationships and contractual agreements with agencies that will best serve the needs of the remote students.

Faculty List

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Lee J. deLisle	University of Connecticut	Leisure and Sport; Twelve years teaching sport management and directing graduate studies in sport management.	Sport Management Coordinator; Graduate Coordinator, Curriculum Chair; Teaches core courses in Recreation and Leisure major; Teaches graduate courses
Replacement Hire To Be Determined - Begins Fall 2014	TBD	Ph.D. Sport Management	January 2015; Will assume majority of
			Advising by January 2015; Will teach in sport management major and core classes as assigned
Dr. James MacGregor	University of Hartford	Therapeutic Recreation; Recreation Leadership and Research	Department Chair
Dr. Debra Smith	Indiana University	Community Recreation; Program Planning	Community Recreation and Youth Development Coordinator  Internship Coordinator
Dr. Jan Jones	University of Connecticut	Travel and Tourism; General Recreation & Leisure	Travel and Tourism Coordinator  Undergraduate Coordinator

Institution	Southern Connecticut State University				Date :	3/11/14
Proposed Program	Sports & Entertainment Management Masters of Science - ALL ONLINE					
PROJECTED Enrollment	First Term Year 1 - FY2015		First Term Year 2 - FY2016		First Term Year 3 - FY 2017	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers (from other programs)						
New Students (first time matriculating)	10		2		3	
Continuing (students progressing to credential)			10		12	
Headcount Enrollment	10		12		15	
Total Estimated FTE per Year						
PROJECTED Program Revenue	Year 1		Year 2		Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition (Do not include internal transfers)	\$125,066		\$145,406		\$187,599	
Program-Specific Fees (Registration Fee)						
Other Rev. (Annotate in text box below)						
Total Annual Program Revenue	\$125,066		\$145,406		\$187,599	
PROJECTED Expenditures*	Year 1		Year 2		Year 3	
	Number (as applicable)	Expenditure	Number	Expenditure	Number	Expenditure
Administration (Chair or Coordinator)						
Faculty (Full-time, total for program)						
Faculty (Part-time) - Adjunct Expenses, including Backfill, Fall & Spring Semesters	9 credits	\$30,600	9 credits	\$30,600	9 credits	\$30,600
Fringe Benefits on Adjunct Expenses		\$10,710		\$10,710		\$10,710
Library Resources Program						
Equipment (List as needed)						
Other - Marketing Expenses		\$15,000		\$15,000		\$15,000
Estimated Indirect Cost @ 20%		\$11,262		\$11,262		\$11,262
Total ESTIMATED Expenditures (Please see "Assumptions" on page 2)		\$67,572		\$67,572		\$67,572

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

Please provide any necessary annotations:						
Assumptions:	Entire program is ONLINE.					
	First group will consist of 10 full time students.					
	The in-state and out-of-state student ratio is estimated at 80% / 20%, with the corresponding full time tuition rates of \$10,170 / \$21,853 per year per student.					
	Program starts each Fall and consists of 4 semesters: Fall 1, Spring 1, Fall 2 and Spring 2.					
	Students are charged for courses on a graduate level.					
	Three classes @ 3 credits each to be offered each semester.					
	Adjunct expenses reflect back fill coverage for full-timers teaching in the program, as well as adjunct instructors.					
	Revenue & Expense numbers DO NOT reflect inflationary adjustments.					

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

A New Program

[date]

RESOLVED: That the Board of Regents for Higher Education license a program in Business Office Technology: Electronic Health Records and Coding Option leading to an Associate of Science (A.S.) degree at Gateway Community College

A True Copy:

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Erin A. Fitzgerald, Secretary of the  
CT Board of Regents for Higher Education

**ITEM**

Licensure of a program in BOT: Electronic Health Records and Coding Option (A.S.) degree at Gateway Community College

**BACKGROUND**

Gateway Community College has applied for licensure of a program in Business Office Technology (BOT): Electronic Health Records and Coding Options leading to an Associate of Science (A.S.) degree.

The College notes that because of an evolving workforce, Gateway Community College must evolve and develop market-driven, powerful new programs targeting industry needs and skills. Gateway provides comprehensive, accessible, innovative and affordable learning opportunities through implementation of three strategies: curriculum innovation delivered through new programs aligned with industry-recognized credentials, online courses and tutorials that increase comprehension and accelerate course completion, and possible college credit for prior learning. This education offers an open approach allowing students to enter training, gain competency, start work, and reenter training through articulation with a four-year latticed program or to increase skills.

3/12/2014 – Academic Council

5/2/2014 – BOR-Academic and Student Affairs Committee

## PLANNING ASSESSMENT

### Conformance with institutional mission

The mission of Gateway is to respond to changing academic, occupational, technological, and cultural needs of a diverse population. To satisfy this mission, Gateway offers a range of technical associate degree and certificate programs that prepare people that have lost jobs due to foreign competition or are veterans, under-employed, or unemployed.

With the guidance of a planning team, Gateway's program is distinct from the programs offered at the other community colleges for three reasons. Training for the AAPC and CPC exam is incorporated into the coding courses. There will be a certified test proctor giving the exam at Gateway for the CPC exam. The program will be aligned directly to the skills and knowledge requested by employers. The on-site working internships at Yale-New Haven Hospital and University, Hill-Health, and area doctors' offices provide needed work experience. The students take two coding courses that provide both an introduction to hospital records and the ability to develop, code, analyze, and revise outpatient medical records. There are several coding systems for medical health records, such as those required for ambulatory settings, physicians' offices, in-patient hospital settings, and long term care centers.

The planning team stressed that liberal arts courses available in an Associates Degree is important because students gain important skills, such as critical thinking, creativity, adaptability, problem solving, and communication. The very nature of employment is changing and seldom does an employee remains with an employer for forty or fifty years. The Associates Degree creates a base of skills that develops an adaptable, life-long learner. The current employee must have the educational foundation that facilitates the ability to work with different teams in many settings.

### Need

The healthcare sector is one of the nation's largest employers. With the new federal requirement that all health records will be stored electronically by 2016, the Bureau of Labor Statistics in its 2012-13 Outlook, forecasts that growth in the medical records field will increase by 21 percent through 2018.

As our population continues to age, the demand for health services will increase, i.e. tests, treatments, and procedures for patients. This will lead to additional claims for insurance reimbursement and more medical records. There will be an increased need for individuals to create, analyze, and validate healthcare records. Nationwide, CT has the third highest rate for employment of Medical Records and Healthcare Information Technicians. Gateway's degree will train the workforce to meet the needs of employment in this area.

The Health Records and Coding Program is being aligned with the industry and area employers through direct input, skill requests, and from employees and employers. Gateway will seek employment opportunities for its graduates with the following major institutions: Yale-New Haven Hospital, Milford Hospital, Bridgeport Hospital, Masonicare Health Center, Yale University School of Medicine, Hill Health Center, Business Resource Center LLC, clinics, doctors' offices, and insurance companies. Our new campus in downtown New Haven better

positions Gateway to partner with local area businesses and healthcare providers. Many of these institutions provide internships in current programs often leading to employment.

#### Unnecessary duplication of programs

Manchester Community College has proposed an Electronic Health Records Specialist Certificate. Their program is designed for individuals who seek employment as medical record clerks. Upon completion of this certificate, graduates can elect to take a national credentialing exam to become a Certified Electronic Health Record Specialist (C.E.H.R.S.) but this exam is not incorporated into the program. The coding course included in the program gives an introduction to in- and out- patient record development. This certificate program could lead to articulation with Gateway's proposed Electronic Health Records and Coding A.S. Degree.

Middlesex and Capital Community College have proposed a Health Information Management program, which focuses on the management of medical records, design, collection, storage, utilization, and transmission of data required to meet the professional, legal, and administrative record-keeping requirements of healthcare delivery systems.

Norwalk Community College has a certificate in a Medical Office Specialist Program and an A. S. Degree in Medical Office Management. These two programs train students for business and medical office management.

Three Rivers, Asnuntuck, and Quinebaug Community Colleges offer non-credit Billing and Coding Programs. Quinebaug also offers a certificate in Medical Office Management.

Branford Hall Career Institute has a noncredit Health Claims Specialist Program that costs \$17,000. No certification exams are provided.

#### Cost effectiveness

There are sufficient funds through the Health-Life Science Career Initiative Grant to provide for adequate resources such as specialized software, full-time faculty member and development of online tutorials.

### **QUALITY ASSESSMENT DESCRIPTION**

#### *Learning outcomes*

Upon completion of the Health Records and Coding Program, graduates will:

1. Apply coding knowledge using coding guidelines from ICD-9\*\*, CPT-4, and HCPCS
2. Utilize and apply medical terminology in relation to the human body
3. Communicate effectively both verbally and in writing with medical professionals and office personnel
4. Understand the HIPAA regulations and guidelines that apply to health records and the release of protected health information and patient confidentiality and privacy
5. Recognize the importance of healthcare documentation in meeting the legal and ethical requirements as it relates to patient care



6. Create and process medical claims, along with the understanding of billing and collection procedures
7. Perform computer tasks in Electronic Health Records system and other software applications

\*\* The U.S. government has delayed the implementation of ICD-10. Therefore, ICD-9 will be used in the medical coding classes.

The assessments that will be used in this degree include a variety of quizzes, exams, projects, oral presentations, and written assignments. Students will demonstrate proficiency via:

- Hands-on applications
- Software simulations
- Integrated projects

### Enrollment Projections

The College projects an enrollment of 25 (17 FTE) during its first year and anticipates an increase to 84 (62 FTE) students during its second year and 118 (86 FTE) its third year.

PROJECTED Enrollment	First Term Year 1		First Term Year 2		First Term Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfer <i>(from other programs)</i>	5	5	10	10	10	10
New Students <i>(first time matriculating)</i>	5	10	15	22	22	27
Continuing <i>(students progressing to credential)</i>	5	0	15	12	22	27
Headcount Enrollment	10	15	40	44	54	64
<b>Total Estimated FTE per Year</b>	17		62		86	

### Administration

Lucille Flores, Business Office Technology Professor and Program Coordinator, will oversee the day-to-day operations of the proposed academic program.

### Curriculum

The Health Records and Coding Program A.S. degree will provide students with the knowledge and skill set necessary for certification. Students in this program will complete a total of 641-62 credits.

Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
<b>Program Core Courses</b>				<b>Other Related/Special Requirements</b>		
BIO* 110, Principles of the Human Body OR BIO* 115, Human Biology <sup>++</sup>	2, 3	none	3-4	BBG* 210, Business Communication	3, 7	3
COM* 171, Fundamentals of Human Communication <sup>++</sup>	3	ENG* 063, ESL* 161, and ESL* 178 with a grade of C or better (or instructor recommendation)	3	BOT* 111, Keyboarding for Information Processing I <sup>+</sup>	3, 7	3
CSA* 135, Spreadsheet Applications <sup>++</sup>	3, 7	MAT* 075 or sufficient score on math placement test or permission of Program Coordinator or math booster tutorials equal to remedial math	3	BOT* 137, Word Processing <sup>+</sup> Applications	3, 7	3
ENG* 101, Composition <sup>++</sup>	3	Sufficient score on English placement test or successful completion of ENG* 063, ESL* 161 and ESL* 178 with a grade of "C" or better or English booster tutorials equal to remedial English	3	BOT* 181, Medical Coding I	1, 2, 3, 4, 5	3
MAT* 137, Intermediate Algebra OR Higher level math <sup>++</sup>	3, 6, 7	A grade of C or better in MAT* 095, MAT* 097 or sufficient score on the math placement test or math booster tutorials equal to remedial math	3	BOT* 182, Medical Coding II	1, 2, 3, 4, 5, 7	3
PSY* 111, General Psychology I <sup>++</sup>	3	ENG* 063 and/or ENG* 082 or eligibility for	3	BOT* 220, Computerized Communication	3, 7	3

		ENG* 101				
Humanities Elective <sup>++</sup>	3		3			
Fine Arts Elective <sup>++</sup>	3		3	BOT* 282, Medical Administrative Procedures	1, 2, 3, 4, 5, 6, 7	3
Total General Education Credits			24-25	BOT* 287, Foundations/Management of Medical Insurance <sup>+</sup>	1, 2, 3, 4, 5, 6, 7	3
				BOT* 291, Electronic Health Records <sup>+</sup>	1, 2, 3, 4, 5, 7	3
				BOT* 292, BOT Internship	1, 2, 3, 4, 5, 7	4
				CSA* 140, Database Applications	3, 7	3
				HIM* 101, Medical Terminology <sup>+++</sup>	2, 3	3
				Total Program Credits		37
				Total Credits		61-62
Core Course Prerequisites		Elective Courses in the Field				
<sup>+</sup> Hybrid and/or traditional; <sup>++</sup> Fully online, and hybrid or traditional sections offered <sup>+++</sup> Fully online;						
Total Other Credits Required to Issue Credential (e.g. GenEd/Liberal Arts Core/Liberal Ed Program)						


Resource Support

Specialized software used in medical office environments:

- MOSS (Medical Office Simulation Software) used for patient scheduling, medical records management, medical insurance, and billing procedures
- CPC practice exams covering ICD-9\*\* and CPT codes to prepare for the national CPC and AAPC exams
- Online tutorials that will enhance insurance information, anatomy, and additional training required outside of the classroom.

\*\* The U.S. government has delayed the implementation of ICD-10. Therefore, ICD-9 will be used in the medical coding classes.

*Faculty*

- One new full-time faculty member
- Approximately 40% per semester of the total credits in the program will be taught by this faculty member
- Adjunct faculty will teach approximately 60% of the credits in this program
- The minimal qualifications of adjunct faculty teaching in this program will be a Master's Degree; medical coding courses will be taught by faculty who have the Certified Professional Coding credential

Faculty teaching in the program will be:

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Lucille Flores	University of Hartford	Business Office Technology	Program Coordinator
Sheri Valentin	University of New Haven	Business Office Technology	
Anne Williams	Temple University	Business and Medical Insurance	
Janice Potochney	University of Bridgeport	Business/Computer Applications	
To Be Hired		Medical Coding/CPC	

## ACADEMIC AND STUDENT AFFAIRS COMMITTEE

PROJECTED Program Review	Year 1 (2014-15)		Year 2 (2015-2016)		Year 3 (2016-17)	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition* ( <i>Do not include internal transfer</i> )	\$37,980	\$32,800	\$113,940	\$111,520	\$167,112	\$177,120
Program-Specific Fees	\$450		\$900		\$1,530	
Other Rev. ( <i>Annotated in text box below</i> )						
<b>Total Annual Program Revenue</b>	\$71,230		\$226,360		\$345,762	
<p><i>* Tuition is calculated using 2014-15 rates as follows. Full time: in-state, \$1899/semester (\$1799 fee + \$100 CPC practice exams ) for two semesters; Part time: in-state, 9 credits, \$1640/semester (\$1540 fee + \$100 CPC practice exams) for two semester; + Program specific fees are the one-time soft skills application fee for on line tutorial access \$45</i></p>						
PROJECTED Expenditures**	Year 1		Year 2		Year 3	
	Number ( <i>as applicable</i> )	Expenditure	Number	Expenditure	Number	Expenditure
Administration ( <i>Chair or Coordinator</i> )						
Faculty ( <i>Full-time, total for program</i> )			1 term (Fall 2014)	\$23,000	1	\$45,000
Faculty ( <i>Part-time, total for program, Internship course for 3 credits</i> ***)	0	\$0	1 term (Fall 2014)	\$5,941	1	\$11,882
Support Staff	No Additional	\$0		\$0		\$0
Library Resources Program		\$500		\$515		\$530
Equipment ( <i>List as needed</i> )						
Other ( <i>e.g. student services</i> )	Consumable supplies	\$1,000	Consumable supplies	\$1,250	Consumable supplies	\$1,500
Estimated Indirect Cost ( <i>e.g student services, operators, maintenance</i> )	calculated at \$100 per FTE per year	\$0		\$0		\$0
<b>Total ESTIMATED Expenditures</b>		\$1,500		\$30,706		\$58,912
<p><b>** Note:</b> Capital outlay costs, institutional spending for research and service, etc. can be excluded</p>						
<p>Please provide any necessary annotations:            *** \$1435/WLU plus 38% fringe, with annual 3% inflation adjustment            **** Part-time faculty already teach these courses for existing programs</p>						
<p><small>1 This PRO FORMA budget provides reasonable assurance that the program can be established and is sustainable. Some assumption and/or formulaic methodology may be used and annotated in the text box.</small></p>						

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Modification of a Program

[date]

RESOLVED, that the Board of Regents for Higher Education approve modification of programs in Geography leading to a Bachelor of Arts (BA) and Bachelor of Science (BS) degree at Southern Connecticut State University modifying and expanding degree options to BA Geography, BS Geography with concentration in Geographic Information Science and Technology (GISc&T), BS Geography with concentration in Applied Sustainability, and BS Geography–Secondary Education

A True Copy:

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Erin A. Fitzgerald, Secretary of the  
CT Board of Regents for Higher Education

**ITEM**

Modification of programs in Geography leading to a Bachelor of Arts (BA) and Bachelor of Science (BS) degree at Southern Connecticut State University modifying and expanding degree options to BA Geography, BS Geography with concentration in Geographic Information Science and Technology (GISc&T), BS Geography with concentration in Applied Sustainability, and BS Geography–Secondary Education

**BACKGROUND**

The Department of Geography is a student-centered department with a mission to disseminate geographic knowledge and to promote the practice of geography through teaching, research, and community outreach. The department is committed to the study and research of geography, which as an academic discipline is organized around processes that create social and biophysical spaces and the technologies and methods used to represent, describe, and interrogate those spaces. The department focuses on the spatial dimensions of both societal and biophysical processes and multi-scalar links between them. It engages with the great traditions of geography – including human-environment interactions, regional geography, empirical fieldwork, and geographic methods and technologies – as well as forging interdisciplinary connections with other fields in which environmental or geographic-contextual variables are important.

In the context of a recently completed departmental program review and the related need for improved program level assessment, the department decided to have a common core for all of its programs BA and BS. This core will also be reflective of current developments in geography, namely an emphasis on both Geographic Information Systems (GIS) and project-based learning. The addition of GEO 360--Introduction to GIS and GEO 290--Research Methods in Geography to the core of all of the major program offerings will address this. In addition, the senior level seminar GEO 490 was added to all programs; it was previously only a requirement in the BA program. It was found that students in all major programs would benefit from taking GEO 490 as it provides needed disciplinary. In addition a capstone such as GEO 490 provides a valuable opportunity for program level assessment purposes. It will provide an opportunity to assess learning outcomes across all of the major programs (BA & BS) in the same course context.

The Connecticut Regulations for Licensure and Accreditation of Institutions and Programs of Higher Learning stipulate that modification of accredited programs, including change of a program name curricular modification in excess of 12 graduate credits, receive Board approval (§10a-34-3(c)). Management review of the modification prospectus has determined that the program remains consistent with the standards for quality set forth in the Regulations.

4/9/2014 – Academic Council

5/2/2014 – BOR-Academic and Student Affairs Committee

**RATIONALE**

Given changes in SCSU Geography department faculty expertise, as well as changes in the discipline, the department wants to offer two new concentrations in the Bachelor of Science program. Instead of an outdated concentration in Urban Planning, a plan to offer a new concentration in Geographic Information Science and Technology (GISc&T) and a new concentration in Applied Sustainability have been developed. These new concentrations will not only allow the department to leverage the strength of the faculty in research and teaching, but also allow the students to develop skill-sets that will prepare them for the 21st century job market.

Geographic Information Science and Technology is a growing field with excellent job prospects and the newly proposed concentration in GISc&T will enable our students to compete for these jobs by completing relevant coursework focused on Geographic Information Systems, Remote Sensing, and Cartography or Geographic Data Visualization.

The Applied Sustainability concentration is a response to the growing need for sustainability experts in the new "Green" economy and will enable our students to compete for emerging jobs in this economy as well as enable our students to create their own jobs as consultants.

Constituent units are: the Connecticut Community College System, the Connecticut State University System, Charter Oak State College, and the University of Connecticut.

**DESCRIPTION OF MODIFICATION****Major in Geography**

All major programs in Geography have a common 21-credit core curriculum consisting of 5 foundation courses and a capstone experience course.

Foundation Courses:

GEO 200—Cultural Geography (3 credits)

GEO 201—Physical Geography (4 credits)

GEO 270—Exploring and Interpreting Maps and Mapmaking Technology (3 credits)

GEO 290—Research Methods in Geography (3 credits)

GEO 360—Introduction to GIS (4 credits)

Capstone Experience:

GEO 490—Seminar in Geographic Thought (4 credits)

In Program Electives:

Students in all programs are required to complete a minimum of 3 additional elective courses in Geography in addition to the core curriculum. Students will have to cover three areas:

1) SYSTEMATIC COURSES



- 2) REGIONAL COURSES
- 3) TECHNIQUES COURSES

### **Bachelor of Arts Degree in Geography**

The aforementioned requirements fulfill the geography requirements for the B.A. in Geography. The B.A. is designed to allow maximum flexibility for students to design their own programs in the context of a Liberal Arts Education, while still providing rigorous discipline specific training. The completion of a minor in addition to the B.A. in Geography is strongly encouraged. This will allow students to transfer their acquired geographic knowledge and spatial thinking to other fields of inquiry.

### **Secondary Education Program**

Aside from changes to the core as for all programs, changes to the BS in Secondary Education are minimal in order to not interfere with the interdisciplinary nature of teacher certification in History and the Social Sciences. The aim is to reduce credits toward degree completion to the standard 120 credits without sacrificing program integrity. This is accomplished by requiring students to take specific courses as part of their Liberal Studies Program (GEO 200, GEO 201 and a Regional Geography LEP Tier III course) while maintaining major course requirements.

### **Bachelor of Science in Geography—Concentration in Geographic Information Science and Technology**

In addition to the 30 credits required in all geography major programs, students wishing to complete the BS with a concentration in GIS&T are required to:

- A) Complete GEO 460 plus an additional 6 credits of coursework in Geographic Techniques (by advisement)
- B) Complete 3 credits of GEO 497—Internship or 3 credits of GEO 499—Independent Study. Students wishing to enter the workforce are encouraged to complete the internship, whereas students wishing to pursue graduate study should complete an independent study project. Exceptional students may complete a Departmental Honors Thesis (Hon 494—Honors Prospectus and Hon 495—Honors Thesis) during their senior year in lieu of this requirement.
- C) Supplement their coursework by completing 2 courses in a relevant cognate area (by advisement). Courses in a cognate area may be used to fulfill a minor and students are strongly encouraged to complete a minor.

### **Bachelor of Science in Geography —Sustainability Concentration**

In addition to the 30 credits required in all geography major programs, students wishing to complete the BS with a concentration in Sustainability are required to:

- A) Complete GEO 303—Principles of Sustainability and GEO 403—Applied Sustainability plus an additional 4 credits (by advisement) from:

GEO 190—Exploring Geography: Opportunities and Your future

GEO 305—Environmental Economic Geography

GEO 405—Environmental Justice

GEO 470—Field Techniques

GEO 460—Geographic Information Systems for Environmental and Spatial Sciences

GEO 461—Advanced Spatial Analysis for Environmental and Biophysical Applications

- B) Complete 3 credits of GEO 497—Internship or 3 credits of GEO 499—Independent Study. Students wishing to enter the workforce are encouraged to complete the internship, whereas students wishing to pursue graduate study should complete an independent study project. Exceptional students may complete a Departmental Honors Thesis (Hon 494—Honors Prospectus and Hon 495—Honors Thesis) during their senior year in lieu of this requirement.
- C) Take ENV 220 and MAR 210 as part of their LEP Tier II requirements. Fill their LEP Tier III requirement by taking one of the following courses: GEO 294, GEO 357 or GEO 400.
- D) Supplement their coursework by completing 2 courses from the following fields: ENV, MAR. (by advisement). Courses in a cognate area may be used to fulfill a minor and students are strongly encouraged to complete a minor.

### PROGRAM ENROLLMENT

ACTUAL Enrollment	First Term, Year <u>10-11</u>		First Term, Year <u>11-12</u>		First Term, Year <u>12-13</u>	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers	--	--	--	--	--	--
New Students	2	0	1	0	2	0
Returning Students	12	4	16	1	19	3
ACTUAL Headcount Enrollment	14	4	17	1	21	3
ACTUAL FTE per Year	15.233		16.033		21.100	
Size of Credentialed Group for Given Year						

**CURRICULUM DETAILS FOR MODIFICATION****BA Geography**

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		
GEO 200 Cultural Geography	1		3	none		
GEO 201 Physical Geography	2		4			
GEO 270 Maps and Mapmaking Technology	4		3			
GEO 290 Research Methods in Geography	3	GEO 200 or GEO 201 or departmental consent	3			
GEO 360 Introduction to GIS	5	GEO 270	4			
GEO 490 Seminar in Geographic Thought	6,7		4			
Core Course Prerequisites				Elective Courses in the Field		
None besides the ones listed above				Minimum of 9 credits over three areas:		9
				-Geographic Techniques	4,5	
				-Systematic Courses	1,2,3	
				-Regional Courses	1,2,3	
Total Credits Required to Issue Modified Credential						120

**LEARNING OUTCOMES**

1. Students will be able to analyze and compare/contrast spatial distributions and patterns, spatial associations and relationships, and the underlying processes that shape these phenomena.
2. Students will be able to identify examples of human-environmental interaction and assess their past, present, and future impact.
3. Students will be able to conduct research through the development of a geographic research question, select appropriate research methods, and execute suitable methods of data collection
4. Students will be able to integrate, manage, process, and analyze spatial and statistical data.

5. Students will be able to demonstrate abilities in geospatial technologies and apply those technologies to geographic analyses.
6. Students will be able to define major epistemologies and identify and evaluate examples of geographic scholarship
7. Students will be able to apply geographic knowledge, skills and methods in a professional setting

### CURRICULUM DETAILS FOR MODIFICATION

#### BS Geography – GISc&T Concentration

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		
GEO 200 Cultural Geography	1		3	GEO 460 Geographic Information Systems for the Environmental and Spatial Sciences	4,5	4
GEO 201 Physical Geography	2		4	GEO 497 or 499	7	3
GEO 270 Maps and Mapmaking Technology	4		3	Completion of Cognate Area:  Students must get approval from their department advisor on the cognate course sequence		6
GEO 290 Research Methods in Geography	3	GEO 200 or GEO 201 or departmental consent	3			
GEO 360 Introduction to GIS	5	GEO 270	4			
GEO 490 Seminar in Geographic Thought	6,7		4			
Core Course Prerequisites				Elective Courses in the Field		
None besides the ones listed above				Minimum of 9 credits over three areas:		9
				-Geographic Techniques	4,5	
				-Systematic Courses	1,2,3	
				-Regional Courses	1,2,3	
				Plus an additional 6 credits in Geographic Techniques	4,5	6

Total Credits Required to Issue Modified Credential

120

**LEARNING OUTCOMES**

1. Students will be able to analyze and compare/contrast spatial distributions and patterns, spatial associations and relationships, and the underlying processes that shape these phenomena.
2. Students will be able to identify examples of human-environmental interaction and assess their past, present, and future impact.
3. Students will be able to conduct research through the development of a geographic research question, select appropriate research methods, and execute suitable methods of data collection
4. Students will be able to integrate, manage, process, and analyze spatial and statistical data.
5. Students will be able to demonstrate abilities in geospatial technologies and apply those technologies to geographic analyses.
6. Students will be able to define major epistemologies and identify and evaluate examples of geographic scholarship.
7. Students will be able to apply geographic knowledge, skills and methods in a professional setting

**CURRICULUM DETAILS FOR MODIFICATION**

BS Geography – Applied Sustainability Concentration

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		
GEO 200 Cultural Geography	1		3	GEO 303 Principles of Sustainability	2,4	3
GEO 201 Physical Geography	2		4	GEO 403 Applied Sustainability	2,7	3
GEO 270 Maps and Mapmaking Technology	4		3	GEO 497 or 499	7	3
GEO 290 Research Methods in Geography	3	GEO 200 or GEO 201 or departmental consent	3	Completion of Cognate Area: Students must get approval from their department advisor on the cognate course sequence		6
GEO 360 Introduction to GIS	5	GEO 270	4			
GEO 490 Seminar in Geographic Thought	6,7		4			
Core Course Prerequisites				Elective Courses in the Field		

None besides the ones listed above		Minimum of 9 credits over three areas:		9
		Geographic Techniques	4,5	
		Systematic Courses	1,2,3	
		Regional Courses	1,2,3	
		Plus an additional 4 credits in Sustainability Oriented Courses	2.4	4
Total Credits Required to Issue Modified Credential				120

### LEARNING OUTCOMES

1. Students will be able to analyze and compare/contrast spatial distributions and patterns, spatial associations and relationships, and the underlying processes that shape these phenomena.
2. Students will be able to identify examples of human-environmental interaction and assess their past, present, and future impact.
3. Students will be able to conduct research through the development of a geographic research question, select appropriate research methods, and execute suitable methods of data collection
4. Students will be able to integrate, manage, process, and analyze spatial and statistical data.
5. Students will be able to demonstrate abilities in geospatial technologies and apply those technologies to geographic analyses.
6. Students will be able to define major epistemologies and identify and evaluate examples of geographic scholarship.
7. Students will be able to apply geographic knowledge, skills and methods in a professional setting

### CURRICULUM DETAILS FOR MODIFICATION

#### BS Geography – Secondary Education

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		
GEO 200 Cultural Geography (taken as part of the student's LEP requirements)	1		(3)*	18 credits in History (6 of which are taken as part of the student's LEP requirements)		12 (6)
GEO 201 Physical Geography (taken as part of the student's LEP requirements)	2		(4)	Professional requirements for Initial Teaching Certification in Connecticut.		36

GEO 270 Maps and Mapmaking Technology	4		3		
GEO 290 Research Methods in Geography	3	GEO 200 or GEO 201 or departmental consent	3		
GEO 360 Introduction to GIS	5	GEO 270	4		
GEO 490 Seminar in Geographic Thought	6,7		4		
Core Course Prerequisites				Elective Courses in the Field	
				Minimum of 9 credits over three areas:	6 (3)
				Geographic Techniques	4,5
				Systematic Course	1,2,3
				Regional Course (taken as part of the student's LEP program)	1,2,3
*credits in parentheses are part of the student's LEP program					
Total Credits Required to Issue Modified Credential					120

## LEARNING OUTCOMES

1. Students will be able to analyze and compare/contrast spatial distributions and patterns, spatial associations and relationships, and the underlying processes that shape these phenomena.
2. Students will be able to identify examples of human-environmental interaction and assess their past, present, and future impact.
3. Students will be able to conduct research through the development of a geographic research question, select appropriate research methods, and execute suitable methods of data collection
4. Students will be able to integrate, manage, process, and analyze spatial and statistical data.
5. Students will be able to demonstrate abilities in geospatial technologies and apply those technologies to geographic analyses.
6. Students will be able to define major epistemologies and identify and evaluate examples of geographic scholarship.
7. Students will be able to apply geographic knowledge, skills and methods in a professional setting

## STAFF REPORT

## ACADEMIC AND STUDENT AFFAIRS COMMITTEE

Institution	Southern Connecticut State University				Date	3/11/14
Proposed Program	<b>Geography - BS</b>		Program Modification			
PROJECTED Enrollment	First Term Year 1 - FY2015		First Term Year 2 - FY2016		First Term Year 3 - FY 2017	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers (current full time students will transfer from current Geography program to modified program)	21		21		21	
New Students (first time matriculating)	4		4		5	
Continuing (students progressing to credential)	0		4		8	
Headcount Enrollment	25	0	29	0	34	0
Total Estimated FTE per Year						
PROJECTED Program Revenue	Year 1		Year 2		Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition (Do not include internal transfers)	\$36,628	\$0	\$73,256	\$0	\$119,041	\$0
Program-Specific Fees						
Other Rev. (Annotate in text box below)						
Total Annual Program Revenue	<b>\$36,628</b>		<b>\$73,256</b>		<b>\$119,041</b>	
PROJECTED Expenditures*	Year 1		Year 2		Year 3	
	Number (as applicable)	Expenditure	Number	Expenditure	Number	Expenditure
Administration (Chair or Coordinator)		\$0		\$0		\$0
Faculty (Full-time, total for program)		\$0		\$0		\$0
Faculty (Part-time -total for program)		\$0		\$0		\$0
Support Staff		\$0		\$0		\$0
Library Resources Program		\$0		\$0		\$0
Equipment (List as needed)		\$0		\$0		\$0
Other (e.g. student services)		\$0		\$0		\$0
Estimated Indirect Cost (e.g. student services, operations, maintenance)		\$0		\$0		\$0
Total ESTIMATED Expenditures (NONE - please see "Assumptions" on page 2)		\$0		\$0		\$0

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



Please provide any necessary annotations:						
<b>Assumptions:</b>	<p>The current 21 full time students would transfer into this modified BS program, which would now be offering 2 different concentrations: <u>Graphic Information Science &amp; Technology</u> (GISc&amp;T) and <u>Applied Sustainability</u>, as opposed to the outdated concentration in Urban Planning. The number of credits they take would not change. The analysis DOES NOT take the revenue from these 21 students into account, as it IS NOT incremental.</p>					
	<p>Fall 2014 will bring 4 NEW students, with an additional 4 to 5 students expected to start every Fall thereafter.</p>					
	BS Program consists of 8 semesters @ 15 credits each for a total of 120 credits.					
	Students are charged for courses on a full time, undergraduate level.					
	<p>Full Time tuition rates reflect FY2015 proposed rates (that would be effective Fall 2014) not yet officially approved by BOR.</p>					
	<p>The classes that these new students will be taking are already offered at Southern, and there is currently enough available capacity to absorb these additional students. Therefore, additional teaching costs ARE NOT REQUIRED.</p>					
	<p><b>This program WILL INCREASE revenue without increasing expenses.</b></p>					

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Modification of a Program

[date]

RESOLVED, that the Board of Regents for Higher Education approve modification of a program of Master of Business Administration leading to a Master of Business Administration (MBA) at Central Connecticut State University to replace the former International MBA

A True Copy:

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Erin A. Fitzgerald, Secretary of the  
CT Board of Regents for Higher Education

**ITEM**

Modification of a program in Business Administration at the Master's level leading to a Master of Business Administration (MBA) degree at Central Connecticut State University to replace the former International MBA

**BACKGROUND**

Central Connecticut State University has requested to modify its currently accredited MBA program leading to a Master of Business Administration degree from the former International MBA.

In 2008, Central Connecticut State University suspended its MBA program, pending the outcome of the application by the School of Business for accreditation by the Association to Advance Collegiate Schools of Business (AACSB). Now that the School of Business is fully accredited by AACSB, it would like to reactivate the MBA program with modifications including changing the program title from International MBA to MBA.

The Connecticut Regulations for Licensure and Accreditation of Institutions and Programs of Higher Learning stipulate that modification of accredited programs, including change of a program name curricular modification in excess of 12 graduate credits, receive Board approval (§10a-34-3(c)). Management review of the modification prospectus has determined that the program remains consistent with the standards for quality set forth in the Regulations.

03/12/2014 – Academic Council

5/2/2014 – BOR-Academic and Student Affairs Committee

**RATIONALE**

CCSU's School of Business will offer an AACSB accredited MBA with specializations in business analytics and accounting that is significantly more affordable than other AACSB accredited institutions to meet the following workforce needs.

- Nationwide there is a documented rise in the need for graduates with advanced preparation beyond the bachelor's level in business analytics, accounting, and auditing. Connecticut, like many other states, requires 150 credit hours for accountants to sit for the CPA examination. In addition, a large number of non-business undergraduate degree holders are seeking positions in accounting, which requires taking at least 30 credits of accounting courses to prepare for a career in this industry. Average accountant salaries for job postings in Connecticut are eight percent higher than average accountant salaries nationwide (<http://salarybystate.org>). These higher than average salaries not only reflect a higher cost of living in Connecticut but also a higher demand for accountants. According to the State of Connecticut Occupational Projections (2010-2020), employment in a) bookkeeping, accounting, and auditing clerks is expected to grow by

8.1% and among b) accountants and auditors is expected to grow by 10.2%. An MBA with a specialization in accounting will address these workforce needs in Connecticut.

- Business analytics is a fast growing field with a significant number of applicants to receive a master's degree in the field. For example, the University of Texas at Austin introduced a new master's degree in business analytics targeting 150 applicants for 30 spots for fall 2013. Because of higher than anticipated demand, they welcomed 52 students from 400 applicants (The Chronicle of Higher Education, February 3, 2014). In Connecticut, business analytics occupations are expected to grow by the following percentages by 2022: management analysts (9.4%), market research analysts (29.9%), and computer systems analysts (19.3%).

The School of Business received accreditation from the Association to Advance Collegiate Schools of Business (AACSB-International) in November 2013. CCSU is the only four-year comprehensive public university in Connecticut to receive this accreditation. The University of Connecticut and CCSU are among five percent of the more than 12,000 institutions of higher education that offer business programs to be accredited by the AACSB. This is a testimony by peer institutions that the University offers high-quality business programs that are in alignment with the AACSB's rigorous business accreditation standards.

Constituent units are: the Connecticut Community College System, the Connecticut State University System, Charter Oak State College, and the University of Connecticut.

#### DESCRIPTION OF MODIFICATION

Characteristics	OLD MBA PROGRAM	New Modified MBA Program
1. <i>Total Number of Credits</i>	30-51 Credits	30-54 Credits
2. <i># of Prerequisites Credits</i>	21	24
3. <i># of Core Courses Credits</i>	18	18
4. <i># of Electives/ Specialization Credits</i>	12	12
5. <i>Theme(s)</i>	<i>Internationalization</i>	<i>Business Intelligence, Globalization, and Lean Management (BIG-LM)</i>
6. <i>Caliber of Core Courses</i>	<i>Core courses are elevated and more intensive courses compared to the undergraduate counterparts</i>	<i>New MBA is Integrative and multi-theme oriented. A sophisticated "core" that is more relevant to the competencies needed for the workforce and industry. Leadership as well as skills and knowledge would permeate the core. Experiential learning built into the capstone course and the entire curriculum.</i>

7. <i>Delivery Method</i>	<i>Traditional in-class instruction</i>	<i>Hybrid, learner-involved, and deep learning interaction between professors and students as well as students to students.</i>
8. <i>Admissions requirements</i>	<i>Minimum Undergraduate GPA 2.7; GMAT score; two letters of recommendation; résumé; and a personal essay</i>	<i>Minimum undergraduate GPA 2.7; GMAT score (May be waived for those with a High GPA from an AACSB accredited program or those with significant higher level business experience); résumé; letters of recommendation and personal essay when requested by the director of the MBA program</i>
9. <i>Academic and Career Advising</i>	<i>Traditional in-office face-to-face meeting with advisor</i>	<i>Office meetings, virtual advising, Skype and other video communications</i>

**DESCRIPTION OF MODIFICATION**

Resource Needed	First Year of Program	Second Year of Program	Third Year of Program
1. Full-time faculty	2 (searches in progress)	1 (depending on enrollments)	1 (depending on enrollments)
2. Director	1 Director	-	-
3. Adjunct faculty	8 sections	33 sections	40 sections
4. Staff	2 UAs	One full-time secretary and one UA	-
5. Advertising/Promotion	Approximately \$50,000	Approximately \$110,000	Approximately \$100,000

**PROGRAM ENROLLMENT**

PROJECTED Enrollment	First Term Year 1		First Term Year 2			
	Full Time	Part Time	Full Time	Part Time		
Internal Transfers <i>(from other programs)</i>	0	0	0	0		
New Students <i>(first time matriculating)</i>		50		80		
Continuing <i>(students progressing to credential)</i>	0	0	0	45		
Headcount Enrollment	0	50	0	145*		
Total Estimated FTE per Year	33.3		96.6			

\* Total headcount enrollment includes a targeted additional 20 and 80 new students recruited during summer and fall 2015,

## CURRICULUM DETAILS FOR MODIFICATION

Course Number and Name <sup>1</sup>	L.O. #	Pre- Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
1. AC 531- Accounting Information and Decision Making		Core Courses Prerequisites Listed Below	3			
2. MIS 531 – Strategic IT Alignment		As Above	3			
3. FIN 531 – Corporate Finance		As Above	3			
4. MGT 531 - Managing and Leading in the Contemporary Organization		As Above	3			
5. MKT 531 – Strategic Marketing		As Above	3			
<b>Capstone</b>		As Above	3			
6. BUS 580 – Applied Business Research						
Core Course Prerequisites				Elective Courses in the Field		
1. AC 500 – Financial and Managerial Accounting Concepts			3	<b>Option One- (Customized Specialization):</b> Twelve Credits chosen from a list of MBA/Graduate elective courses offered by Departments of Accounting, Finance, Management & Organization, Management Information Systems, and Marketing and approved by the Director of the MBA Program.		
2. FIN 500 – Managerial Finance			3	<b>Option Two- ( Accounting Specialization,12 Credits):</b>  AC 540 – Global Financial Reporting and Analysis  AC 542 – Tax Issues in		All courses are three-credit hours

		Business Decisions  AC 524 – Financial Statement Analysis and Valuation  AC 546 – Advanced Forensic Accounting  AC 548 – Contemporary Accounting Topics  AC 507 – Advanced Accounting  AC 520 – Managerial Analysis and Cost Control  AC 521 – Accounting for Lean Enterprises  AC 554 – Accounting for Non-Profit Institutions		
3. LAW 500 – Business law and the Legal Environment	3	Option Three- (Business Analytics Specialization, 12 credits):  BUS 540 – Business Intelligence and Analytics  BUS 542 – Web Analytics  BUS 544 – Business Process Modeling  BUS 546 – Data Mining for Business		
4. MGT 500 – Management of Contemporary Organizations	3	Other elective courses will be offered as enrollment builds up and more courses are needed.		
5. MKT 500 – Marketing Management	3			
6. MC 500 – Leading Through Communication	3			
7. MIS 500 – Management Information Systems				

8. BUS 505 – Quantitative Methods for Business	3			
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**LEARNING OUTCOMES**

1. Critical Thinking: A graduate will develop the analytical and critical thinking skills needed when evaluating ideas and making decisions.
2. Communication Skills (Oral, Written, and Teamwork): A graduate will use communication skills to build business relationships and work productively with others.
3. Strategic Leadership: A graduate will analyze markets and competitive forces, and apply leadership skills to develop strategies and implement an action plan.
4. Business Intelligence (Research/data Analysis): A graduate will make informed decisions based on appropriate data collection and analysis.
5. Innovation/ Entrepreneurship/Creativity: A graduate will identify opportunities, develop plans, acquire resources, and act to capitalize on those opportunities.
6. Practical Experience/Applied Learning: A graduate will leverage knowledge acquired through applied learning opportunities.
7. Ethical Decision Making: A graduate will identify ethical issues and develop the capacity to make informed decisions.
8. Lean Management: A graduate will use lean management principles to improve a variety of business processes and outcomes.

**PROFORMA BUDGET**

PROJECTED Enrollment	First Term Year 1		First Term Year 2			
	Full Time	Part Time	Full Time	Part Time		
Internal Transfers <i>(from other programs)</i>	0	0	0	0		
New Students <i>(first time matriculating)</i>		50		80		
Continuing <i>(students progressing to credential)</i>	0	0	0	45		
Headcount Enrollment	0	50	0	145*		
Total Estimated FTE per Year	33.3		96.6			
PROJECTED Program Revenue	Year 1		Year 2			
	Full Time	Part Time	Full Time	Part Time		
Tuition <i>(Do not include internal transfers)</i>		\$565,920		\$1,549,992		
Program-Specific Fees		\$11,700		\$32,045		
Other Rev. <i>(Annotate in text box below)</i>						
Total Annual Program Revenue	\$577,620		\$1,582,037			



PROJECTED Expenditures*	Year 1		Year 2			
	Number (as applicable)	Expenditure	Number	Expenditure		
Administration (Chair or Coordinator)	1	\$126,000	1	\$126,000		
Faculty (Full-time, total for program)	2	\$290,000	3	\$435,000		
Faculty (Part-time -total for program)	8 sections	\$40,000	33 sections	\$165,000		
Support Staff						
Library Resources Program						
Equipment (List as needed)						
Other (e.g. student services); Advertising /Promotion		\$50,000		\$110,000		
Estimated Indirect Cost (e.g. student services, operations, maintenance)		Fringe benefits included above		fringe benefits included above		
<b>Total ESTIMATED Expenditures</b>		\$506,000		\$836,000		
<b>CONTRIBUTION TO OVERHEAD</b>		\$71,620		\$746,037		

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

## NOTES AND ASSUMPTIONS

1. Retention rate at 90 %
2. Enrollment Cap/course 20
3. Full-time faculty teach three courses each regular semester. Summer teaching is staffed at \$5,000 per course.
4. Two full-time faculty recruited in fall 2014, one additional full-time faculty in the second and third year of new program,. This should add a total of 4 additional full-time faculty.
5. One program director and two UAs are recruited in first year. A full-time secretary and one UA will staff the MBA Office after the first year.
6. Advertising budget equal to 12 percent of total Gross Program Revenue multiplied by a mark-up of 50% (0.50).
7. This is a part-time MBA program and students take two courses each semester including during the summer sessions for a total of 30 credits.

\* Total headcount enrollment includes a targeted additional 20 and 80 new students recruited during summer and fall 2015, respectively.

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Modification of a Program

[date]

RESOLVED: That the Board of Regents for Higher Education approve modification of a program in Machine Technology Level 2 leading to a certificate at Asnuntuck Community College, Housatonic Community College, Naugatuck Valley Community College, and Quinebaug Valley Community College to license and accredit a program in Advanced Manufacturing Machine Technology leading to a Certificate.

A True Copy:

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Erin A. Fitzgerald, Secretary of the  
CT Board of Regents for Higher Education

**ITEM**

Modification of a program in Machine Technology Level 2 leading to a certificate at Asnuntuck Community College, Housatonic Community College, Naugatuck Valley Community College, and Quinebaug Valley Community College to license and accredit a program in Advanced Manufacturing Machine Technology leading to a Certificate.

**BACKGROUND**

Connecticut is meeting the employment needs of manufacturers by supporting the expansion of manufacturing education. With investment provided by the state legislature and supported by Governor Malloy, \$17.8M in state bonds was provided for three new Advanced Manufacturing Centers (MTCs) at three community colleges. The three Advanced Manufacturing Centers were created using a replicated statewide program as identified by the success of Asnuntuck Community College's (ACC) Advanced Manufacturing Center in Enfield, Conn. The Centers provide education and training in high need occupations, (e.g. CNC manufacturing, programming and inspection) based on current and projected labor demands within the State of Connecticut. Industry support was critical during the planning and implementation process and continues to be vitally important. Industry representatives currently serve as representatives on the Statewide Advanced Manufacturing Advisory Committee (SAMAC). This proposed modification was reviewed and given full support by SAMAC.

The Connecticut Regulations for Licensure and Accreditation of Institutions and Programs of Higher Learning stipulated that modification of accredited programs, including name changes, require approval by the Board of Regents (10a-34-3(c)).

4/9/2014 – Academic Council

5/2/2014 – BOR-Academic and Student Affairs Committee

## RATIONALE

The current curriculum at all four MTC's lead to two certificates: Machine Technology, Level I and Machine Technology, Level II. This modification combines the coursework of the two certificates to better meet current industry needs. (The original certificates were developed in 1999.) This modification is proposed following advice from the MTC's business and industry partners that the Level I Certificate skills are no longer sufficient for most employment in the machine technology area. Both Level 1 and Level II skills are now required for entry level employment with the majority of manufacturers.

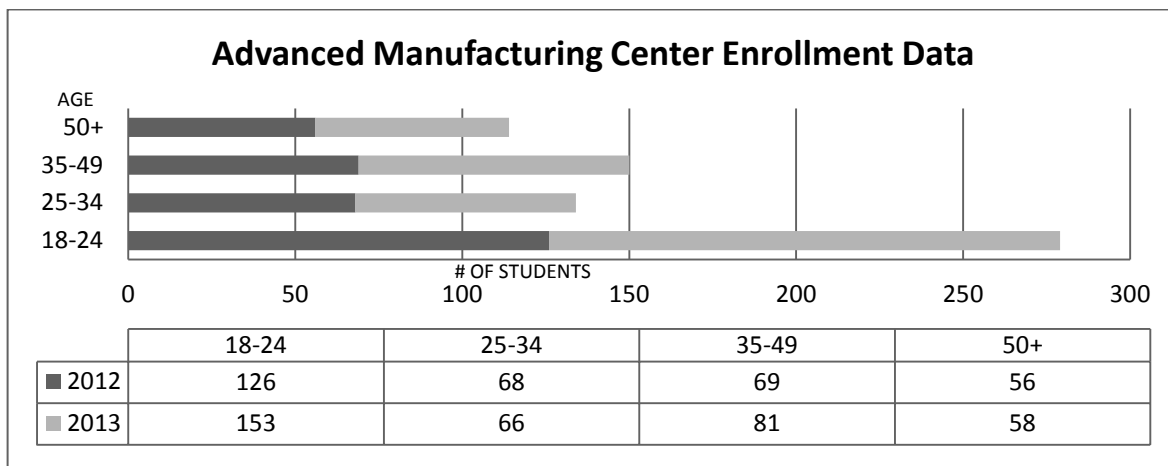
As the first year of successful expansion of advanced manufacturing education was completed, the curriculum was reviewed. The review found that the current Level I certificate serves three functions:

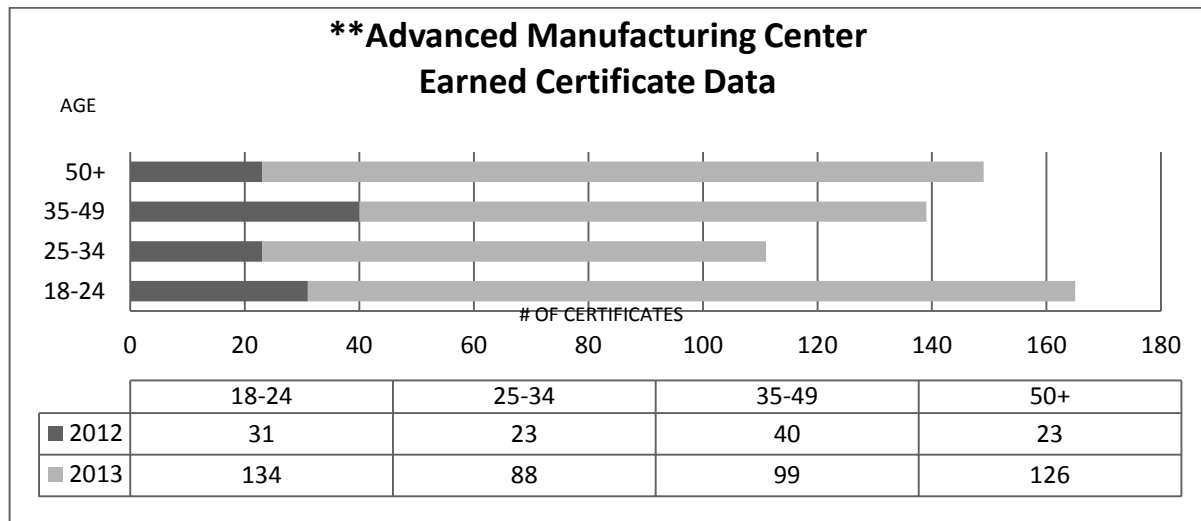
1. It is required prior to entry into Certificate Level II which is required for employment with most manufacturers.
2. It prepares students for entry-level employment with local and small business manufacturers.
3. Is used as a career-ladder certificate in middle college and other collaborations with high schools.

At ACC it serves the first function only. ACC's business and industry partners do not include small businesses and there is a long-standing high school partnership that does not award the Level I certificate. At the other three MTC's, the Level I certificate is used to meet the needs of small business manufacturers and/or middle college collaborations. Since the majority of our students and business and industry partners will be best served by a program modification that combines the Level I and Level II certificates, all four MTC's submit this proposal. The certificate name will be changed to "Advanced Manufacturing Machine Technology Certificate" (34credits). In order to continue to serve small business manufacturers in their regions and to serve middle-college initiatives, NVCC, HCC, and QVCC, will retain the Level I certificate, but will change the name to: "Fundamentals of Machine Technology."

## CURRENT ENROLLMENTS AND COMPLETIONS

Currently students can earn two certificates in year one or a two-year associate degree and 9 out of 10 graduates are placed within three months. Internships at manufacturing companies are available for qualified students. The mission is to successfully transition students from our Advanced Manufacturing programs into the manufacturing workforce. See Attached.





**\*\* Students can earn two certificates in one year in the Advanced Manufacturing Program.**

Source:

Academic summary and graduation schema of Instructional Research Database ( IRDB)

IRDB Age By Advanced Machining ProgramGraduations.SQL

IRDB Age By Advanced Machining ProgramGraduations.SQL

## CURRICULUM

The proposed Advanced Manufacturing Machine Technology program of study will require 34 credits.

### 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 Courses				Other Related/Special Requirements		
MFG 124 Blueprint Reading I			2	None		
MFG 151 Manufacturing Machinery – Drill Press and Saw			1			
MFG 152 Manufacturing Machinery – Grinding			2			
MFG 153 Manufacturing Machinery – Benchwork			2			
MFG 154 Manufacturing Machinery – Lathe I			2			
MFG 155 Manufacturing Machinery – Milling I			2			

MFG 156 Manufacturing Machinery – CNC I		2		
			Elective Courses in the Field	
MFG 105 Manufacturing Math II		3	None	
QUA 114 Prins of Quality Control		3		
MFG 125 Blueprint Reading II		3		
MFG 254 Manufacturing Machinery –Lathe II		3		
MFG 255 Manufacturing Machinery –Milling II		3		
MFG 256 Manufacturing Machinery –CNC II		3		
CAD 110 Intro Auto CAD or 150 CAD 2D or 220 Solidworks		3		
Total Other Credits Required to Issue Modified Credential				

**LEARNING OUTCOMES – L.O.**

1. Demonstrate an understanding of Shop Safety.
2. Demonstrate an understanding of Blueprint Reading and its application in Machine Technology.
3. Demonstrate an understanding of Precision Layout Procedures.
4. Demonstrate an understanding of tool geometry for lathe cutting tools.
5. Demonstrate an understanding of the use and selection of different cutting tools and cutter holders for the Vertical Milling Machine.
6. Demonstrate an understanding of CNC Programming.
7. Solve oblique triangle problems using the Law of Sines.
8. Demonstrate an understanding of Quality Control Tools & Systems and their applications.
9. Demonstrate an ability to determine the acceptability of manufactured parts based on GDT requirements.

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Modification of a Program

[date]

RESOLVED: That the Board of Regents for Higher Education approve modification of the program Medical Billing and Coding Specialist leading to a Certificate at Northwestern Connecticut Community College changing the name to Health Information & Reimbursement Specialist and modifying courses

A True Copy:

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Erin A. Fitzgerald, Secretary of the  
CT Board of Regents for Higher Education

**ITEM**

Modification of a program in Medical Billing and Coding Specialist leading to a Certificate at Northwestern Connecticut Community College changing the name to Health Information & Reimbursement Specialist and modifying courses

**BACKGROUND**

Northwestern Connecticut Community College offers a Medical Billing and Coding Certificate which no longer accurately reflects the current workforce needs. By changing the title and adding one HIM course, the proposed certificate provides the necessary education and skills for the coding, billing and health information management arenas. The current movement in healthcare has led to a demand for skilled workers who are knowledgeable in current reimbursement trends, health information management (HIM) and health information technology (HIT) in Connecticut, as well as the rest of the nation. This proposed certificate would meet those demands and provide graduates with the skills and knowledge to seek employment in the healthcare industry. NCCC has a close working relationship with clinical partners in the northwestern area of the state which has been identified as a need by those industry partners.

The Connecticut Regulations for Licensure and Accreditation of Institutions and Programs of Higher Learning stipulated that modification of accredited programs, including name changes, require approval by the Board of Regents (10a-34-3(c)).

5/13/2013 – ConnSCU Academic Council

5/2/2014 – BOR-Academic and Student Affairs Committee

**RATIONALE**

The American Recovery and Reinvestment Act of 2009 and the Health Information Technology and Clinical Health Act (HITECH Act) initiated and funded the revamping of the health information technology infrastructure into a nationwide electronic record system. Although NCCC's existing Medical Billing and Coding certificate provides students with current knowledge related to reimbursement modalities and also baseline Health Information management skills, the revised Health Information & Reimbursement Specialist certificate provides graduates with additional skills and a broader knowledge base to better meet the work demands of the healthcare arena and its evolving infrastructure.

The Health Information and Reimbursement Specialist Certificate program is designed to prepare students for entry-level positions in health information and reimbursement management in physician's offices, hospitals, ambulatory care centers, health insurance companies, and other allied health venues. The healthcare industry is facing significant changes in how providers and insurers generate, maintain, and communicate documentation related to medical records, insurance, coding, and financial reimbursement. Specialized training in this field will provide graduates with the skills and knowledge necessary to function effectively as an integral member of the healthcare team and enhance career



opportunities for those currently employed in related positions. The certificate program will be valuable to students looking for additional skill sets, those who wish to earn a certificate prior to degree completion, or to healthcare career graduates seeking a career change in order to enhance their employability.

The current curriculum at all four MTC's lead to two certificates: Machine Technology, Level 1 and Machine Technology, Level II. This modification combines the coursework of the two certificates to better meet current industry needs. (The original certificates were developed in 1999.) This modification is proposed following advice from the MTC's business and industry partners that the Level I Certificate skills are no longer sufficient for most employment in the machine technology area. Both Level 1 and Level II skills are now required for entry level employment with the majority of manufacturers.

#### Description of the Modification

1. Rename Medical Coding & Billing Certificate to Health Information & Reimbursement Specialist Certificate to better reflect the materials being taught and the current requirements of the employers.
2. Combine MED 115 and MED 113 into one 3-credit course, MED 112. This course is an existing course and has previously been taught at NCCC. Current faculty will be teaching this course.
3. Addition of HIM 201 Health Information Management Principles, faculty to teach this course is already in place.
4. Require lab with BIO 110, 115 or 127. Requirement of the lab portion makes the course applicable to the HIM associate degree at NCCC and transferrable for the Bachelor's degree at Charter Oak. Charter.

These courses will be taught in a Hybrid and/or online format. This allows students greater flexibility with scheduling and accessibility. The college is currently already teaching all of the courses in the existing certificate program utilizing hybrid or online methodologies.

#### CURRENT ENROLLMENTS AND COMPLETIONS

ACTUAL Enrollment	First Term, Year ____		First Term, Year <u>2012</u>		First Term, Year <u>2013</u>	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers			0	0	0	0
New Students			0	0	0	0
Returning Students			0	2	0	4
ACTUAL Headcount Enrollment			0	2	0	4
ACTUAL FTE per Year			0.4		1.46	
Size of Credentialed Group for Given Year			3		2	

## CURRICULUM

The proposed Health Information & Reimbursement Specialist program of study will require 25/26 credits.

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		
HIM 102 Introduction to Healthcare or MED 111 Administrative Med. Assisting	2,3,7	---	3	PHL 112 Medical Ethics	3,7	3
MED 112 Medical Insurance and Billing	1,2, 3,4	HIM 101 CSA 105	3	HIM 101 Medical Terminology or MED 125 Medical Terminology	1,7	3
HIM 211 Advanced Medical Coding or MED 215 Advanced Medical Coding	1,2,5	BIO 110, 115 or 127	3	CSA 105 Intro to Software Applications	2,4,6 ,7	3
HIM 155 Fundamentals of Clinical Informatics & EMR or MED 216 Electronic Medical Records Management	1,3,4 , 6,7	HIM 101  MED 112  CSA 105	3	BIO 110 Human Body or  BIO 115 Human Biology or  BIO 127 Cell Bio w/Organ Systems With lab	5	4
HIM 201 Health Information Management Principles	1,3,5 6,7	HIM 102	3			
Core Course Prerequisites				Elective Courses in the Field		

## LEARNING OUTCOMES – L.O.

1. Demonstrate the ability to comprehend, apply and evaluate multiple sources of data relevant to the role of the health information & reimbursement specialist.
2. Utilize and compare reimbursement methodologies and procedure based payment systems.
3. Apply principles related to healthcare privacy, confidentiality, legal and ethical issues.
4. Use current Electronic Medical Record (EMR) software to manage provider reimbursement and patient health information.
5. Demonstrate proficiency in the use of procedural and diagnostic, coding references.

6. Identify and discuss healthcare delivery fundamentals and the technology used to gather healthcare information in a variety of settings.
7. Demonstrate effective verbal and written communication techniques as a member of the healthcare team.

## SECTION 3: RESOURCE AND FINANCIAL CONSIDERATIONS

PROJECTED Enrollment	First Term Year 1		First Term Year 2		First Term Year 3	
	Full Time	Part Time*	Full Time	Part Time*	Full Time	Part Time*
Internal Transfers <i>(from other programs)</i>	2	2	1	1	1	1
New Students <i>(first time matriculating)</i>	8	11	9	12	10	10
Continuing <i>(students progressing to credential)</i>	0	0	8	10	7	9
Headcount Enrollment	10	11	18	23	18	20
<b>Total Estimated FTE per Year</b>	13.2		23.6		22.4	

PROJECTED Program Revenue	Year 1		Year 2		Year 3	
	Full Time	Part Time*	Full Time	Part Time*	Full Time	Part Time*
Tuition <i>(Do not include internal transfers)</i>	\$26,880	\$18,480	\$57,120	\$36,960	\$57,120	\$31,920
Program Specific Fees	0	0	0	0	0	0
Other Rev. <i>(Annotate in text box below)**</i>	\$5,354		\$12,050		\$11,348	
<b>Total Annual Program Revenue</b>	\$50,714		\$106,130		\$100,388	
<b>**college services fees</b>						

PROJECTED Expenditures* <sup>1</sup>	Year 1		Year 2		Year 3	
	Number <i>(as applicable)</i>	Expenditure	Number	Expenditure	Number	Expenditure
Administration <i>(Chair or Coordinator)</i> <sup>^</sup>	1	\$5,832.40	1	\$5,832.40	1	\$5,832.40
Faculty <i>(Full-time, total for program)</i> <sup>^^</sup>	0	0	0	0	0	0
Faculty <i>(Part-time -total for program)</i>	2	\$16,824	2	\$16,824	2	\$16,824
Support Staff						
Library Resources Program		\$3,700		\$2,775		\$2,775
Equipment <i>(software)</i>		0		0		0
Other <i>(e.g. student services)</i>						
Estimated Indirect Cost <i>(e.g. student services, operations, maintenance)</i>						
<b>Total ESTIMATED Expenditures</b>		\$20,524		\$19,599		\$19,599

\*part time is calculated at 2 courses per semester

<sup>^</sup>10% of program coordinator's time will be attributed to HIM program administration

<sup>^^</sup>allied health program coordinator already in place, no additional full time faculty will be required

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Termination of Program

[date]

RESOLVED, that the Board of Regents for Higher Education approve at the request of the institution to terminate a program in Technology Studies: Wastewater Option leading to an Associate of Science degree at Three Rivers Community College.

A True Copy:

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Erin A. Fitzgerald, Secretary of the  
CT Board of Regents for Higher Education

**ITEM**

Termination of a program in Technology Studies: Wastewater Option leading to an Associate of Science degree at Three Rivers Community College

**RATIONALE**

The Technology Studies: Wastewater Option program is being requested for formal termination. This program has not had significant enrollments and few graduates since the program core courses stopped being delivered in the area.

**TEACH-OUT STRATEGY**

There are no students currently matriculating in this program/major and none proposed for entry. Immediate termination is requested.

**RESOURCES**

No resources are required to make this change.

**RECOMMENDATION**

That the Board of Regents for Higher Education approve at the request of the institution to terminate a program in Technology Studies: Wastewater Option leading to an Associate of Science degree at Three Rivers Community College.

03/12/2014 – Academic Council

2014 – BOR-Academic and Student Affairs Committee

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Termination of Program

[date]

RESOLVED, that the Board of Regents for Higher Education approve at the request of the institution to terminate a program in Aviation Maintenance Technology leading to an Associate of Science degree at Three Rivers Community College.

A True Copy:

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Erin A. Fitzgerald, Secretary of the  
CT Board of Regents for Higher Education

**ITEM**

Termination of a program in Aviation Maintenance Technology leading to an Associate of Science degree at Three Rivers Community College

**RATIONALE**

The Aviation Maintenance Technology program is being requested for formal termination. This program has not had significant enrollments and few graduates since the program core courses stopped being delivered in the area.

**TEACH-OUT STRATEGY**

There are no students currently matriculating in this program/major and none proposed for entry. Immediate termination is requested.

**RESOURCES**

No resources are required to make this change.

**RECOMMENDATION**

That the Board of Regents for Higher Education approve at the request of the institution to terminate a program in Aviation Maintenance Technology leading to an Associate of Science degree at Three Rivers Community College.

03/12/2014 – Academic Council

2014 – BOR-Academic and Student Affairs Committee

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Termination of Program

[date]

RESOLVED, that the Board of Regents for Higher Education approve at the request of the institution to terminate a program in Machine Technology, Level 1 leading to a Certificate at Asnuntuck Community College.

A True Copy:

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Erin A. Fitzgerald, Secretary of the  
CT Board of Regents for Higher Education



**ITEM**

Termination of a program in Machine Technology, Level 1, leading to a Certificate at Asnuntuck Community College

**RATIONALE**

The Machine Technology, Level 1 certificate program is being requested for formal termination. In 1999, two certificates were developed to meet the need of Connecticut's manufacturers: Machine Technology, Level 1 and Machine Technology, Level II. At that time, employment could be secured after completing Level 1. As confirmed by business and industry partners in Asnuntuck's region, this is no longer true. Currently, completion of both certificates is necessary. Thus, we are combining the certificates into one. We are terminating Level 1 and simultaneously submitting a program modification for Level II.

**TEACH-OUT STRATEGY**

There are no current students in Certificate Level 1. It is a one-semester certificate and was last offered in fall 2013. Students who completed Level 1 are now in Level II and simultaneously submitting a program modification for Level II.

**RESOURCES**

No resources are required to make this change.

**RECOMMENDATION**

That the Board of Regents for Higher Education approve at the request of the institution to terminate the Machine Technology Level 1 Certificate at Asnuntuck Community College.

04/9/2014 – Academic Council

05/02/2014 – BOR-Academic and Student Affairs Committee

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Institutional Accreditation for

Northwestern Connecticut Community College

[date]

RESOLVED: That the Board of Regents for Higher Education accept NEASC actions and grant accreditation to Northwestern Connecticut Community College until Fall, 2018

A True Copy:

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Erin A. Fitzgerald, Secretary of the  
CT Board of Regents for Higher Education

**ITEM**

Institutional Accreditation of Northwestern Connecticut Community College

**BACKGROUND**

Public institutions of higher learning in Connecticut require accreditation by the Board of Regents for Higher Education in order to operate and award degrees (C.G.S. 10a-34(a)). The Board shall accept regional or, where appropriate, national accreditation, in satisfaction of the requirements for accreditation unless Board finds cause not to rely upon such accreditation (C.G.S. 10a-34(d)).

Northwestern CT Community College was last accredited by the Board of Governors for Higher Education in 2008, and recently submitted a 10-year self-study report as well as underwent a comprehensive evaluation from the New England Association of Schools and Colleges (NEASC) Commission on Higher Education, the institution's regional accreditor. Based on the material in the report and a report from the visiting evaluation team, NEASC continued the College's regional accreditation. A review of the documents provided by the College and by NEASC indicates there is no cause not to rely on the evaluation provided by NEASC.

**RATIONALE**

NEASC continued the College's regional accreditation having found the institution to be substantially in compliance with its *Standards for Accreditation*. In issuing its evaluation, NEASC identified the following noteworthy findings:

- Capable leadership team
- Faculty and staff that are passionate about serving students
- Attractive and well-maintained facilities
- Exceptional library facility with exemplary resources and student support services
- Fundraising and development of the nursing program
- Implementation of high quality online programming in general studies
- Engagement of faculty in the assessment of student learning outcomes

Areas for follow-up in report due Fall 2015 include:

- Evaluation the impact of changes in state-wide governance structures on the College's mission, with an emphasis on continuing to maintain financial stability and assuring the sufficiency of resources to support its programs and services;
- Analyzing assessment data and using the results to inform decision-making and continuous improvement, with an emphasis on using course-level assessment results to inform the assessment of academic programs



Founded in 1885

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES, INC.  
COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

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Mitchell College

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Capital Community College

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**President of the Commission**  
BARBARA E. BRITTINGHAM  
bbrittingham@neasc.org

**Senior Vice President of the Commission**  
PATRICIA M. O'BRIEN, SND  
pobrien@neasc.org

**Vice President of the Commission**  
CAROL L. ANDERSON  
canderson@neasc.org

**Vice President of the Commission**  
ROBERT C. FROH  
rfroh@neasc.org

**Vice President of the Commission**  
PAULA A. HARBECKE  
pharbecke@neasc.org

**Vice President of the Commission**  
IALA KHUDAIRI  
ikhudairi@neasc.org

January 23, 2014

Dr. Barbara L. Douglass  
President  
Northwestern Connecticut Community College  
Park Place East  
Winsted, CT 06098-1798

Dear President Douglass:

I am pleased to inform you that at its meeting on November 22, 2013, the Commission on Institutions of Higher Education took the following action with respect to Northwestern Connecticut Community College:

that Northwestern Connecticut Community College be continued in accreditation;

that the College submit a report for consideration in Fall 2015 that gives emphasis to the institution's progress in:

1. evaluating the impact of changes in state-wide governance structures on the College's mission, with an emphasis on continuing to maintain financial stability and assuring the sufficiency of resources to support its programs and services;
2. analyzing assessment data and using the results to inform decision-making and continuous improvement, with an emphasis on using course-level assessment results to inform the assessment of academic programs;

that the College submit a fifth-year interim report for consideration in Spring 2018;

that the next comprehensive evaluation be scheduled for Spring 2023.

The Commission gives the following reasons for its action.

Northwestern Connecticut Community College is continued in accreditation because the Commission finds the institution to be substantially in compliance with the *Standards for Accreditation*.

The Commission commends Northwestern Connecticut Community College (NCCC) for submitting a comprehensive and candid self-study. We concur with

the visiting team that NCCC's strengths include a capable leadership team, faculty and staff that are passionate about serving students and contributing to the success of the institution, attractive and well-maintained facilities, and an exceptional library facility that houses exemplary resources and student support services. NCCC's successful fundraising efforts, which enabled the development of a nursing program and the implementation of high quality online programming in General Studies, are notable accomplishments. Further, we are gratified to learn of the engagement of faculty in the assessment of student learning outcomes. With a campus community that is committed to addressing future challenges in ways that will strengthen the institution's capacity and support its priorities, combined with committee structures and a comprehensive framework of planning firmly in place, the institution is well positioned to further its mission through the development and implementation of its next strategic plan.

The items the institution is asked to report on in Fall 2015 are related to our standards on *Financial Resources*, *The Academic Program*, and *Organization and Governance*.

We recognize that NCCC is adjusting to changes in the Connecticut higher education governance system and note with favor the College has established a Policy Committee to assess the potential impact of changes on the institution, as well as to ensure that the College's policies and procedures align with changes at the state level. In addition, we understand that NCCC experienced a 5% (\$315,000) rescission of its general fund appropriation from the state in FY2013, and an accumulated \$1.4 million reduction since FY2010. While we are heartened to learn that the College received additional, unexpected state funding in July 2013 that allowed the institution to reinstate extended library hours and hire a faculty member, the College has discontinued some student services, including access to childcare, and removed two academic management positions from the budget in response to reduced state appropriations. Further, we note that NCCC is designing a program review process that will not "assume continuance of programs" and the College is "poised to make hard decisions" in the 2015 faculty union bargaining agreement. We ask that the progress report, submitted for consideration in Fall 2015, update the Commission on the impact of changes in state-wide governance structures on the College's mission and its efforts to ensure that "[t]he institution preserves and enhances available financial resources sufficient to support its mission" (9.1). In addition, our standard on *Organization and Governance* is relevant here:

In multi-campus systems organized under a single governing board, the division of responsibility and authority between the system office and the institution is clear. Where system and campus boards share governance responsibilities or dimensions of authority, system policies and procedures are clearly defined and equitably administered (3.11).

We are gratified to learn that NCCC has "embraced a long-term agenda of assessment" as evidenced by the development of strategic initiatives that include clarifying the definition of student success, enhancing student engagement with faculty and others, and analyzing the results of student advising to "help identify how to better help students." It is also noteworthy that NCCC has recently formed an Academic Assessment Committee to enhance the use of assessment results for improvement; course-level outcomes will be mapped to program-level outcomes; capstone projects, rubrics and e-portfolios will be used to evaluate each program; and assessment results will be used to identify program strengths and set priorities. We share the judgment of the visiting team that NCCC could strengthen its overall assessment efforts by "closing the loop" so that the College's many achievements can be used as direct evidence of institutional effectiveness. We look forward to being apprised, in the report submitted in Fall 2015, of the College's success in analyzing assessment data and using the results to inform decision-making and continuous improvement, with an emphasis on using course-level assessment results to inform the evaluation of academic programs. Our standard on *The Academic Program* provides guidance here:

The institution implements and provides support for systematic and broad-based assessment of what and how students are learning through their academic program and experiences outside the classroom. Assessment is based on clear statements of what students are

expected to gain, achieve, demonstrate, or know by the time they complete their academic program. Assessment provides useful information that helps the institution to improve the experiences provided for students, as well as to assure that the level of student achievement is appropriate for the degree awarded (4.48).

The institution's approach to understanding student learning focuses on the course, program, and institutional level. Evidence is considered at the appropriate level of focus, with the results being a demonstrable factor in improving the learning opportunities and results for students (4.49).

The scheduling of a fifth-year interim report in Spring 2018 is consistent with Commission policy and required of all institutions on a decennial evaluation cycle. Its purpose is to provide the Commission an opportunity to appraise the institution's current status in keeping with the Policy on Periodic Review.

The scheduling of a comprehensive evaluation in Spring 2023 is consistent with Commission policy requiring each accredited institution to undergo a comprehensive evaluation at least once every ten years.

You will note that the Commission has specified no length or term of accreditation. Accreditation is a continuing relationship that is reconsidered when necessary. Thus, while the Commission has indicated the timing of the next comprehensive evaluation, the schedule should not be unduly emphasized because it is subject to change.

The Commission expressed appreciation for the self-study prepared by Northwestern Connecticut Community College and for the report submitted by the visiting team. The Commission also welcomed the opportunity to meet with you and Dr. Scott Knapp, team chair, during its deliberations.

You are encouraged to share this letter with all of the institution's constituencies. It is Commission policy to inform the chairperson of the institution's governing board of action on its accreditation status. In a few days we will be sending a copy of this letter to Ms. Yvette Meléndez. The institution is free to release information about the evaluation and the Commission's action to others, in accordance with Commission policy.

The Commission hopes that the evaluation process has contributed to institutional improvement. It appreciates your cooperation with the effort to provide public assurance of the quality of higher education in New England.

If you have any questions about the Commission's action, please contact Barbara Brittingham, President of the Commission.

Sincerely,



Jean A. Wyld

JAW/jm

Enclosure

cc: Ms. Yvette Meléndez  
Visiting Team

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

**Academic Calendars**

**May 13, 2014**

WHEREAS, one of the characteristics of a higher education system is a common academic calendar, and

WHEREAS, at the request of the Board of Regents a system committee was established to develop a common system-wide academic calendar for the community colleges and universities in the Connecticut State Colleges and Universities system, and

WHEREAS, approvals from the institutions faculty and academic leadership and presidents has been received on a common academic calendar, and

WHEREAS, the previous Community College Board Policy 3.2 on Academic Calendars is outdated and not relevant to the new common calendar, now therefore be it

RESOLVED, that the previous Community College Board Policy 3.2 be suspended, and be it further

RESOLVED, that the system's Academic Affairs office oversee future Academic Calendars with the goal of a system-wide common academic calendar in compliance with bargaining agreements and approved by presidents, and be it further

RESOLVED the common academic calendars be presented to the Board of Regents for information purposes.

A True Copy:

---

Erin A. Fitzgerald, Secretary of the  
CT Board of Regents for Higher Education

**BACKGROUND**

As part of the CSCU system's strategic initiative to develop common systemic processes, a common calendar committee, representing key stakeholders from among the 17 institutions, was tasked with developing a common academic calendar. The four state universities have had a common calendar for many years, although these calendars are only developed and published through the spring 2015 semester. The twelve community colleges have always developed their own individual calendars. Additionally, the committee had to take into consideration the specific requirements of the three faculty collective bargaining agreements that operate in the system. Each of them has slightly different requirements that made the task of finding a common calendar even more complex.

Due to these constraints in the three different collective bargaining agreements, the start dates for the CSUs, COSC and the CCs are not always exactly the same, and do sometimes vary by a few days. However, the committee believes that we are as close as we can get to a common calendar until such time as the language in the three collective bargaining agreements is harmonized.

The community colleges historically each developed their own academic calendar, and simply reported these calendars to the Board yearly under a 1975 policy numbered 3.2. This policy is no longer necessary, as the system of seventeen institutions embarks on a system-wide calendar development process.

**RATIONALE**

In January, a common calendar committee was established, and was comprised of seventeen members representing all of the key stakeholders within the system, including faculty leaders from the Board of Regents' Faculty Advisory Committee, human resources, student affairs, continuing education, registrars and enrollment managers. The committee was chaired by Dr. Marianne Kennedy, interim provost of Southern Connecticut State University and Dr. Michael Rooke, dean of academic affairs at Tunxis Community College.

During the development of the calendars, feedback was sought from all seventeen institutions through both the academic council and the faculty advisory committee. A great deal of feedback was received, and to the extent possible, such feedback was reflected in the final calendar. The academic council affirmed the calendars at their April 9, 2014 meeting.

The committee recommends that when collective bargaining agreements are renegotiated, that common language is developed that define the parameters necessary to develop an improved common calendar in the future.

Community College board policy 3.2 that defined the parameters for the development of a calendar needs to be suspended as these definitions are no longer consistent with the parameters now being used to define the common academic calendars.





# CONNECTICUT STATE COLLEGES & UNIVERSITIES

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BOARD OF REGENTS FOR HIGHER EDUCATION

**Proposed Common Academic Calendar**

**AY 2015-2016 & 2016-2017**

**FINAL DRAFT Community College Academic Calendar**

**Fall 2015**

August

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
	2	3	4	5	6	7
	8	9	10	11	12	13
	14	15	16	17	18	19
	20	21	22	23	24	25
	26	27	28	29	30	31

September

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
	5	6	7	8	9	10
	11	12	13	14	15	16
	17	18	19	20	21	22
	23	24	25	26	27	28
	29	30	31			

October

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
	3	4	5	6	7	8
	9	10	11	12	13	14
	15	16	17	18	19	20
	21	22	23	24	25	26
	27	28	29	30	31	

November

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
	7	8	9	10	11	12
	13	14	15	16	17	18
	19	20	21	22	23	24
	25	26	27	28	29	30
	31					

December

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
	5	6	7	8	9	10
	11	12	13	14	15	16
	17	18	19	20	21	22
	23	24	25	26	27	28
	29	30	31			

**Class weeks**

14	15	15	15	15	15	14
----	----	----	----	----	----	----

CC Semester Begins  
 All Classes begin for CC  
 Labor Day  
 College open, No Classes for CC  
 Thanksgiving Recess for CC  
 Reading/Make-up Day for CC  
 Final Exam Period for CC  
 Semester Ends for CC

25-Aug
31-Aug
7-Sep
25-Nov
Nov 26-29
8-Dec
Dec 12-18
23-Dec

Note: Wherever possible, 15 weeks of class meeting times are preferred.  
 Where there are less than 15 weeks, Colleges can elect to adjust class meeting times,  
 or faculty are encouraged to supplement class time with online assignments, to the extent possible.

August

Sun	Mon	Tue	Wed	Thu	Fri	Sat	
							1
	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30	31					1

September

Sun	Mon	Tue	Wed	Thu	Fri	Sat	
			1	2	3	4	5
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30			21

October

Sun	Mon	Tue	Wed	Thu	Fri	Sat	
					1	2	3
	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	29	30	31
							22

November

Sun	Mon	Tue	Wed	Thu	Fri	Sat	
	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30					18

December

Sun	Mon	Tue	Wed	Thu	Fri	Sat	
			1	2	3	4	5
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30	31		13

Class weeks CSU

14	15	16	15	15	14	14	Total
							75

CSU semester begins; COSC semester and courses begin

All Classes begin CSU

Labor Day

College open, No Classes for CSU

Thanksgiving Recess for CSU

Reading/Make-up Day for CSU

Final Exam Period CSU

Semester Ends for COSC

Semester Ends for CSU

24-Aug
31-Aug
7-Sep
25-Nov
Nov 26-29
11-Dec
Dec 12-18
20-Dec
23-Dec

Note: Wherever possible, 15 weeks of class meeting times are preferred.

Where there are less than 15 weeks, Colleges can elect to adjust class meeting times, or faculty are encouraged to supplement class time with online as:

FINAL DRAFT Community College Academic Calendar

Spring 2016

January

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	3	4	5	6	7	1 2
	10	11	12	13	14	8 9
	17	18	19	20	21	15 16
	24	25	26	27	28	22 23
	31					29 30

February

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5 6
	7	8	9	10	11	12 13
	14	15	16	17	18	19 20
	21	22	23	24	25	26 27
	28	29				

March

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4 5
	6	7	8	9	10	11 12
	13	14	15	16	17	18 19
	20	21	22	23	24	25 26
	27	28	29	30	31	

April

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1 2
	3	4	5	6	7	8 9
	10	11	12	13	14	15 16
	17	18	19	20	21	22 23
	24	25	26	27	28	29 30

May

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6 7
	8	9	10	11	12	13 14
	15	16	17	18	19	20 21
	22	23	24	25	26	27 28
	29	30	31	1-Jun		

Class Weeks CC

15 15 15 15 15 15 15

MLK Day  
Semester Begins for CC  
Classes begin for CC  
Lincoln's & Washington's Birthdays Observed - no classes  
Spring Recess for CC  
Good Friday  
Reading/Make-up Day for CC  
Final Exams for CC  
Memorial Day  
CC Semester Ends

18-Jan
19-Jan
21-Jan
Feb 12-15
Mar 21-27
25-Mar
5-May
May 10-16
30-May
1-Jun

Note: Wherever possible, 15 weeks of class meeting times are preferred.  
Where there are less than 15 weeks, Colleges can elect to adjust class meeting times,  
or faculty are encouraged to supplement class time with online assignments, to the extent possible.

FINAL DRAFT CCSU-COSC Academic Calendar

Spring 2016

January

Sun	Mon	Tue	Wed	Thu	Fri	Sat	No. Ins. Days
	3	4	5	6	7	1 8	2 9
10	11	12	13	14	15	16	
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	
31							9

February

Sun	Mon	Tue	Wed	Thu	Fri	Sat	No. Ins. Days
		1	2	3	4	5 6	
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28	29						19

March

Sun	Mon	Tue	Wed	Thu	Fri	Sat	No. Ins. Days
			1	2	3	4 5	
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	
27	28	29	30	31			18

April

Sun	Mon	Tue	Wed	Thu	Fri	Sat	No. Ins. Days
						1 2	
3	4	5	6	7	8	9	
10	11	12	13	14	15	16	
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	21

May

Sun	Mon	Tue	Wed	Thu	Fri	Sat	No. Ins. Days
1	2	3	4	5	6	7	
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
29	30	31	1-Jun				8

Class Weeks CSU

14	14	16	16	15	14	14	Total
							75

- MLK Day
- Semester Begins CSU
- COSC & CCSU Classes begin
- Lincoln's & Washington's Birthdays Observed - no classes
- Spring Recess for CSU
- Day of Reflection for CSU
- Reading/Make-up Day for CSU
- Final Exams
- Memorial Day
- COSC Semester Ends
- CSU Semester Ends

18-Jan
15-Jan
19-Jan
Feb 12-15
Mar 21-27
25-Mar
May 5-6
May 7-13
30-May
15-May
31-May

Note: Wherever possible, 15 weeks of class meeting times are preferred.  
Where there are less than 15 weeks, Colleges can elect to adjust class meeting times,  
or faculty are encouraged to supplement class time with online assignments, to the extent possible.

FINAL DRAFT Community College Academic Calendar

Fall 2016

August

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
	7	8	9	10	11	12
	14	15	16	17	18	19
	21	22	23	24	25	26
	28	29	30	31		

September

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
	4	5	6	7	8	9
	11	12	13	14	15	16
	18	19	20	21	22	23
	25	26	27	28	29	30

October

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
	2	3	4	5	6	7
	9	10	11	12	13	14
	16	17	18	19	20	21
	23	24	25	26	27	28
	30	31				

November

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
	6	7	8	9	10	11
	13	14	15	16	17	18
	20	21	22	23	24	25
	27	28	29	30		

December

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
	4	5	6	7	8	9
	11	12	13	14	15	16
	18	19	20	21	22	23
	25	26	27	28	29	30

Total No. Class weeks

14	15	15	15	15	14	14
----	----	----	----	----	----	----

CC Semester Begins  
 All Classes begin for CC  
 Labor Day - All Colleges Closed  
 College open, No Classes for CC  
 Thanksgiving Recess for CC  
 Reading/Make-up Days for CC  
 Final Exam Period CC  
 Semester Ends for CC

25-Aug
29-Aug
5-Sep
23-Nov
Nov 24-27
Dec 6 & 9
Dec 10-16
23-Dec

Note: Wherever possible, 15 weeks of class meeting times are preferred.  
 Where there are less than 15 weeks, Colleges can elect to adjust class meeting times,  
 or faculty are encouraged to supplement class time with online assignme

FINAL DRAFT CSU-COSC Academic Calendar

Fall 2016

August

Sun	Mon	Tue	Wed	Thu	Fri	Sat	No. Instr. Days
		1	2	3	4	5	6
	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	29	30	31			
							3

September

Sun	Mon	Tue	Wed	Thu	Fri	Sat	No. Instr. Days
					1	2	3
	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	29	30	21

October

Sun	Mon	Tue	Wed	Thu	Fri	Sat	No. Instr. Days
						1	
	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30	31					21

November

Sun	Mon	Tue	Wed	Thu	Fri	Sat	No. Instr. Days
			1	2	3	4	5
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30			19

December

Sun	Mon	Tue	Wed	Thu	Fri	Sat	No. Instr. Days
					1	2	3
	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	29	30	31
							11

Total No. Class weeks

14	15	16	15	15	14	14	Total
							75

CSU & COSC semester begins  
 All Classes begin for CSU  
 Labor Day - COSC & CSU Closed  
 College open, No Classes for CSU  
 Thanksgiving Recess for CSU  
 Reading/Make-up Day for CSU  
 Final Exam Period CSU  
 COSC semester ends

22-Aug
29-Aug
5-Sep
23-Nov
Nov 24-27
9-Dec
Dec 10-16
18-Dec

Note: Wherever possible, 15 weeks of class meeting times are preferred.  
 Where there are less than 15 weeks, Colleges can elect to adjust class meeting times,  
 or faculty are encouraged to supplement class time with online assignme

## January

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

## February

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

## March

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

## April

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

## May

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

## Total No. Class weeks CC

14      14      15      15      15      14      14

MLK Day  
Semester Begins  
CC Classes Begin  
Lincoln's & Washington's Birthday Observed  
Spring Recess  
Day of Reflection, Colleges Closed Apr 14-16  
Reading/Make-up Days  
Final Exams CC  
Memorial Day  
CC Semester Ends

16-Jan
17-Jan
19-Jan
Feb 17-20
Mar 13-19
14-Apr
4-May
May 9-15
29-May
1-Jun

Note: Wherever possible, 15 weeks of class meeting times are preferred.  
Where there are less than 15 weeks, Colleges can elect to adjust class meeting times,  
or faculty are encouraged to supplement class time with online assignments, to the extent possible.



## January

Sun	Mon	Tue	Wed	Thu	Fri	Sat	No. Instr. Days
	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30	31				11

## February

Sun	Mon	Tue	Wed	Thu	Fri	Sat	No. Instr. Days
				1	2	3	4
	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28				18

## March

Sun	Mon	Tue	Wed	Thu	Fri	Sat	No. Instr. Days
				1	2	3	4
	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	30	31	18

## April

Sun	Mon	Tue	Wed	Thu	Fri	Sat	No. Instr. Days
						1	
	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30						19

## May

Sun	Mon	Tue	Wed	Thu	Fri	Sat	No. Instr. Days
		1	2	3	4	5	6
	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
	21	22	25	26	27	28	29
	28	29	30	31	1		
							9
Total							75

## Total No. Class weeks CSU

Semester Begins  
 MLK Day  
 CSU & COSC classes begin  
 Lincoln's & Washington's Birthday Observed  
 Spring Recess  
 Day of Reflection, CSUs Closed Apr 14-16  
 Reading/Make-up Day CSU  
 Final Exams CSU  
 COSC semester ends  
 Memorial Day  
 CSU Semester Ends

13-Jan
16-Jan
17-Jan
Feb 17-20
Mar 13-19
14-Apr
5-May
May 6-12
14-May
29-May
31-May


Note: Wherever possible, 15 weeks of class meeting times are preferred.  
 Where there are less than 15 weeks, Colleges can elect to adjust class meeting times,  
 or faculty are encouraged to supplement class time with online assignments, to the extent possible.



**MEMORANDUM**

**Via Facsimile**

**TO:** Dr. Gregory W. Gray  
President, Connecticut Board of Regents for Higher Education

**FROM:** Jack Miller  
President, CCSU 

**DATE:** April 23, 2014

**SUBJECT:** Promotion and Tenure

I am pleased to present my recommendations for instructional faculty promotion and tenure to be effective with the Academic Year 2014-15:

**To Professor**

Kathleen Bantley, Criminology and Criminal Justice  
Charles Button, Geography  
Mark Evans, Physics and Earth Sciences  
Mark Jones, History  
Brian Kershner, Music  
Aimee Pozorski, English  
Ravi Shankar, English  
John Tully, History  
Zakri Bello, Finance

**To Associate Professor**

Audra King, Philosophy  
Seunghun Lee, English  
Jennifer Piatek, Physics and Earth Sciences  
Jeffrey Thomas, Physics and Earth Sciences  
Stacy Christensen, Nursing  
Carol Ciotto, Physical Education and Human Performance  
James French, Teacher Education  
Kurt Love, Teacher Education  
Jacob Werblow, Teacher Education  
Khaled Hammad, Engineering  
Steven Kirstukas, Engineering  
Bin Zhou, Engineering

To Counselor

Mary Pat Bigley, School of Education and Professional Studies

The following will be granted tenure:

Audra King, Philosophy

Jerry Butler, Art

Seunghun Lee, English

Jeffrey Thomas, Physics and Earth Sciences

Stacy Christensen, Nursing

Carol Ciotto, Physical Education and Human Performance

James French, Teacher Education

Kurt Love, Teacher Education

Jacob Werblow, Teacher Education

Steven Kirstukas, Engineering

Bin Zhou, Engineering




EASTERN CONNECTICUT STATE UNIVERSITY  
A Liberal Education. Practically Applied.

*Office of the President*

DATE: April 4, 2014

TO: Dr. Gregory Gray  
President, Board of Regents

FROM: Dr. Elsa M. Núñez   
President

SUBJECT: RECOMMENDATIONS FOR PROMOTION AND TENURE

I recommend the following individuals for promotion and/or tenure for action by the Board of Regents at its May meeting. The effective date for all actions is August 25, 2014.

**For Tenure:**

Dr. Joshua Idjadi, Biology Department  
Dr. Anita Lee, Health & Physical Education Department  
Dr. Nicholas Parsons, Sociology, Anthropology & Social Work Department  
Dr. Kristalyn Salters-Pedneault, Psychology Department

**For Professor:**

Dr. Theresa Bouley, Education Department  
Dr. David Frye, History Department  
Dr. Madeleine Fugere, Psychology Department  
Dr. Pete Johnson, Mathematics & Computer Science Department  
Dr. Jennifer Leszczynski, Psychology Department  
Dr. Barbara Little Liu, English Department  
Dr. Zoran Pazameta, Physical Science Department  
Dr. Russell Sampson, Physical Science Department

**For Associate Professor:**

Dr. Joshua Idjadi, Biology Department  
Dr. Gregory Kane, Health & Physical Education Department  
Dr. Nicholas Parsons, Sociology, Anthropology & Social Work Department  
Dr. Kristalyn Salters-Pedneault, Psychology Department

**For Librarian:**

Ms. Caroline Davis, Library Services

EMN/nrl

CC: Ms. Laurie Dunn, Interim Vice President of Human Resources, Connecticut State  
Colleges and Universities  
Dr. Rhona C. Free, Provost  
Mr. Steven Weinberger, Interim Vice President of Human Resources  
Dr. Elena Tapia, Promotion and Tenure Committee Chair



Southern Connecticut  
State University

Mary A. Papazian, Ph.D.  
PRESIDENT

April 15, 2014

Dr. Gregory Gray  
President, Board of Regents for Higher Education  
Connecticut State Colleges and Universities  
39 Woodland Street  
Hartford, CT 06105-2237

Dear Dr. Gray:

The following are my recommendations for Promotion and Tenure, which will be effective August 25, 2014:

**TENURE**

Stanley Bernard (Public Health)  
Lee deLisle (Recreation & Leisure Studies)  
Jan Jones (Recreation & Leisure Studies)  
Erin Larkin (World Languages & Literatures)  
Peter Latchman (Exercise Science)  
Jennifer McCullagh (Communication Disorders)

Laura Raynolds (Special Education and Reading)  
Elizabeth Rhoades (Counseling & School Psychology)  
Dana Schneider (Social Work)  
Lisa Vitale (World Languages & Literatures)  
Jonathan Weinbaum (Biology)

**PROMOTION**

**From Assistant to Associate Professor:**

Stanley Bernard (Public Health)  
Margaret Generali (Counseling & School Psychology)  
Erin Larkin (World Languages & Literatures)  
Peter Latchman (Exercise Science)  
Jennifer McCullagh (Communication Disorders)

Laura Raynolds (Special Education and Reading)  
Elizabeth Rhoades (Counseling & School Psychology)  
Dana Schneider (Social Work)  
Lisa Vitale (World Languages & Literatures)  
Jonathan Weinbaum (Biology)

**From Associate to Full Professor:**

Lawrence Brancazio (Psychology)  
Gregory Cochenet (Art)  
Lee deLisle (Recreation and Leisure Studies)

Cheri Smith (Counseling and School Psychology)  
James Tait (Science Education & Environmental Studies)

**Promotion to Coach I:**

Joseph Van Gilder (Athletics)

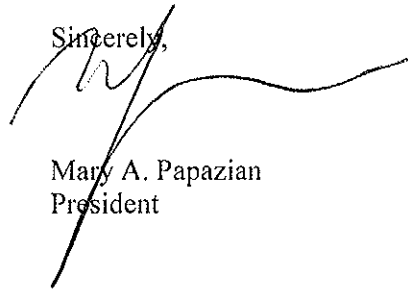
Dr. Gray  
April 15, 2014  
Page two

**Promotion to Coach II:**  
Michael Makubika (Athletics)

**Promotion to Librarian:**  
Rebecca Hedreen (Library Services)

Please let me know if you have any questions.

Sincerely,

A handwritten signature in black ink, appearing to read 'Mary A. Papazian', is written over the typed name and title. The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Mary A. Papazian  
President

cc: J. Bailey, SCSU Chief of Staff  
M. Kennedy, SCSU Interim Provost and Vice President for Academic Affairs



OFFICE OF THE PRESIDENT  
JAMES W. SCHMOTTER, PH.D.

**To:** Gregory W. Gray  
President, Board of Regents for Higher Education  
Connecticut State Colleges and Universities

**From:** James W. Schmotter

**Date:** March 19, 2014

**Re:** Promotion & Tenure Recommendations

---

I support and concur with Provost Jane Gate's recommendations that the following faculty members receive promotion and tenure:

***Promotion to Associate Professor***

Stavros Christofi  
Becky Eide Hall  
Patricia O'Neill  
Nicholas Greco  
Massy Rajabzadeh  
Anne Roberts

***Promotion to Professor***

Mary Ellen Doherty  
Wynn Gadkar-Wilcox  
Fernando Jimenez  
Theodora Pinou  
Alba Skar

***Promotion to Librarian***

Ziaomei Gong

***Tenure***

JC Barone  
Mary Ellen Doherty  
Jessica Eckstein  
Deneen Harris  
Senan Hayes  
Truman Keys  
Massy Rajabzadeh  
Anne Roberts

c: F. Cratty, Int. Assoc. VP for Human Resources  
J. Gates, Provost/VP for Academic Affairs  
W. Petkanas, P&T Committee Chair



**INFORMATION ITEM**

Non-substantive change to add a Minor in Social Science & Medicine at Southern Connecticut State University

**INFORMATION ITEM – NO RESOLUTION IS REQUIRED**

No resolution is necessary. Approval by the Board is not required, although the program is reported for informational purposes (10a-34-3(e)).

**BACKGROUND**

There is recognition of the importance of understanding human behavior and the socio-cultural aspects of illness, disease and medical systems (including practitioners). Social and cultural behavior can play a primary role in understanding disease processes, the expression of illness, the reception of diagnosis, efficacy of treatment, and eventually the value of medicine to individuals. This minor allows students to understand and appreciate the relationships between the broader medical field, society and culture, and human behavior. Students will explore how human health is affected by and contingent upon both the culture of medicine and the socio-economic-political approach to illness and health. Completion of this minor will enhance the undergraduate education of students who intend to pursue professional careers in the medical field (e.g., doctor, nurses), field of social work and public health, research careers related to medicine (e.g., sociology, history of medical, medical anthropology, environmental health) or business administration within health services.

*Learning Objectives*

1. Understanding the relationship between medicine and social/cultural issues including: age, gender, race/ethnicity, and socio-economic status
2. Investigating different approaches to health and illness from fields such as, anthropology, philosophy, public health, psychology, school health education, sociology, and women's studies
3. Analyzing health care systems and political strategies as a global challenge
4. Evaluating individuals' responses and responsibilities to health and illness issues (behavioral and developmental factors)

**CURRICULUM**

Course Number and Name	L.O. #	Pre- Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Core Courses				Other Requirements		
1 from ANT 312, SOC 344, PCH 351				3 additional classes from any of the classes listed, including those below		
ANT 312 Medical Anthropology (Learning Outcomes:1,2,3,4)	1,2, 3,4	LEP Critical Thinking or ANT 101	3	PSY 318 Emotional/Social Development (1,2,4)	1,2,4	3

SOC 344 Medical Sociology (1,2,4)	1,2,4	none	3	PSY 366 Health Psychology (1,2,4)	1,2,4	3
PCH 351 Health in Society (1,2,3)	1,2,3	PCH 202	3	WMS/PCH 505 Women Heal Thyself (1,2,3,4)	1,2,3,4	3
1 from ANT 206, PHI 324, PCH 359				PCH 353 Global Health (1,2,3)	1,2,3	3
ANT 206 Cultural Ecology (1,2,4)	1,2,4	LEP-CR or ANT 101 or ANT 205	3	ANT 222 Modern Human Variation (1,2,4)	1,2,4	3
PHI 324 Bioethics (1,2,4)	1,2,4	3 cr in PHI or Jr status or 3 cr CSC	3			
PCH 359 Environmental Health (1,2,3)	1,2,3,	none	3			
1 from ANT/WMS 380, SOC 345, PCH 349						
ANT/WMS 380 Ant of Women & Health (1,2,3,4)	1,2,3,4	ANT 101, 205 or SOC 100	3			
SOC 345 Aging and the Aged (1,2,4)	1,2,4	3 cr in SOC, ANT, PSY	3			
PCH 349 Men's Health (1,2,4)	1,2,4	none	3			
Prerequisites						
Total Other Credits Required to Issue Credential						18

**RESOURCES** – n/a

4/9/2014 – Academic Council

5/2/2014 – BOR-Academic and Student Affairs Committee

**INFORMATION ITEM**

Non-substantive change to add a Minor in Geographic Information Science and Technology at Southern Connecticut State University

**INFORMATION ITEM – NO RESOLUTION IS REQUIRED**

No resolution is necessary. Approval by the Board is not required, although the program is reported for informational purposes (10a-34-3(e)).

**BACKGROUND**

The US Department of Labor has identified the Geospatial field as a high growth industry. The applications of geospatial technology are widespread and involve many fields such as business, engineering, public safety, agriculture, the environment, and urban planning. The minor in Geographic Information Science and Technology is designed to give students in the social or natural sciences, business, computer and information sciences, and the humanities the knowledge and abilities to frame questions geographically and to use geospatial technology as a tool for inquiry in their own discipline. A solid background in geographic information science will strongly distinguish the non-geographer as a capable scholar, researcher, and professional. The minor is designed to be academically rigorous and to generate a strong conceptual understanding and applied skills in geospatial sciences and technologies. Students will:

- *Learn state-of-the-art technologies and software in geographic information science, such as global positioning systems, remote sensing, and geographic information systems and related technologies;*
- *Learn practical approaches to implementing geospatial technologies in public or private settings;*
- *Develop a broad background and specific skills necessary for career advancement in the geospatial field; and,*
- *Access training that is responsive to the educational needs of students and employers in the northeast and surrounding regions in accordance with the mission of SCSU.*

*Learning Objectives*

1. Students will be able to integrate, manage, process, and analyze spatial and statistical data.
2. Students will be able to critically evaluate maps, draft quality cartographic products, and visually communicate spatial data.
3. Students will be able to articulate the significance of scale for the analysis of geographic patterns and processes.

**CURRICULUM**

Course Number and Name	L.O. #	Pre- Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Core Courses				Other Requirements		
GEO 270 Maps and Map making Technology	1,2,3		3	At least 7 credits (2 courses) from the following list:		
GEO 360 Introduction to Geographic Information Systems	1,2,3		4	GEO 370 Remote Sensing	1,2,3	4
				GEO 371 Cartography	2	4
				GEO 460 GIS for Environmental and Spatial Sciences	1,2,3	4
				GEO 470 Field Techniques	1,3	4
				GEO 481 Spatial Analysis	1,3	3
				As a capstone, either GEO 461 Advanced Spatial Analysis for Environmental & Biophysical Applications OR GEO 497 Internship	1	4
Prerequisites						
Total Other Credits Required to Issue Credential						

**RESOURCES**

The department has physical resources, such as lab space, computer hardware and software, and a large-format plotter already in place to support the program. Existing faculty in the department will teach courses in the program in addition to a new faculty position currently being advertised.

4/9/2014 – Academic Council

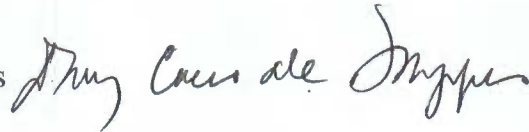
5/2/2014 – BOR-Academic and Student Affairs Committee

Office of the President

APR 22 2014

**MEMORANDUM**

Connecticut Board of Regents

TO: Dr. Gregory W. Gray  
PresidentFROM: Daisy Cocco De Filippis  
President

DATE: April 15, 2014

SUBJECT: **NVCC CONGRESS PROMOTIONS 2014**

In accordance with the collective bargaining agreement and authority granted to me, I have implemented the following 2014 promotions for 4C's faculty and staff.

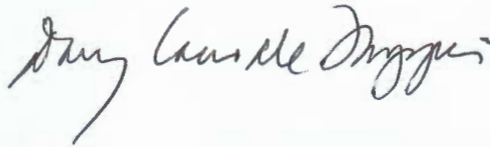
**FACULTY****Promotion to Rank Of:**Belcourt, Heather  
Pirotta, Monica  
Zerbi, MariangeliAssociate Professor of Nursing  
Associate Professor of Nursing  
Assistant Professor of Math**COMMUNITY COLLEGE PROFESSIONALS**

Elm, Dana	Coordinator/Environmental & Occupational Health & Safety
Goulet, Bonnie	Counselor
Rafey, Zohra	Information Technology Technician II

DCD/BAM

CC: Human Resources

Office of the President

**MEMORANDUM**TO: Dr. Gregory W. Gray  
PresidentFROM: Daisy Cocco De Filippis  
President

DATE: April 15, 2014

SUBJECT: NVCC AFT PROMOTIONS 2014

---

In accordance with the collective bargaining agreement and authority granted to me, I have implemented the following 2014 promotions for AFT.

**Name****Promotion to Rank Of:**

Burt, Harold  
Jackman-Murphy, Kathryn  
Sackett, Rachel  
Scott, Beth-Ann  
Seabury, Jason  
Zheng, Jianyu  
Zupkus, Janet

Professor of Mathematics  
Professor of Nursing  
Professor of Biology  
Professor of English  
Assistant Professor of Mathematics  
Professor of Biology  
Professor of Mathematics

DCD/BAM

CC: Human Resources

*Office of the President***MEMORANDUM**

TO: Dr. Gregory W. Gray  
President

FROM: Daisy Cocco De Filippis  
President



DATE: April 15, 2014

SUBJECT: **NVCC AFSCME PROMOTIONS 2014**

---

In accordance with the collective bargaining agreement and authority granted to me, I have implemented the following 2014 promotions for AFSCME.

Hardy, Catherine	Director of Financial Aid Services
Lam, Bao	Information Technology Technician I
Voghel-Ochs, Sydney	Director of Development and Marketing

DCD/BAM

CC: Human Resources



## MEMORANDUM

To: Gregory Gray, President

Cc: Laurie Dunn  
Josephine Agnello-Veley

From: Wilfredo Nieves

Date: April 21, 201

Subject: 2014 Promotion

A handwritten signature in dark ink, appearing to read 'Wilfredo Nieves', is written over the 'From' and 'Date' lines of the memorandum.

---

In accordance with Article XXI of the AFT Collective Bargaining Agreement, the persons listed below are submitted for promotion. These individuals have been recommended by the promotion committee and respective area head. I have reviewed the professional file of each of the candidates and certify that they meet the criteria for promotion.

**Name and Present Rank**

Henry Furneaux, Instructor  
John Lagosz, Assistant Professor

**Promoted to**

Assistant Professor  
Associate Professor

In accordance with Article XII of the Congress Collective Bargaining Agreement, the persons listed below are submitted for promotion. These individuals have been recommended by the promotion committee and respective area head. I have reviewed the professional file of each of the candidates and certify that they meet the criteria for promotion.

**Name and Present Rank**

Bharat Bhushan, Instructor  
Marsha Guillory Bryant, Assistant Professor  
Bonnie Edelen, Assistant Professor  
Seth Freeman, Assistant Professor  
Bujar Konjusha, Instructor  
Kevin Lamkins, Assistant Professor  
Daniela Ragusa, Assistant Professor  
Minati, Roychoudhuri, Associate Professor  
Pedro Valentin, Associate Professor

**Promoted to**

Assistant Professor  
Associate Professor  
Associate Professor  
Associate Professor  
Assistant Professor  
Associate Professor  
Associate Professor  
Professor  
Professor



**ACLs**

Marie Basche  
Alfredo Brito  
Gregory Kloten  
Bryan Lewis  
John McNamara  
Jose Velez-Otero

**AFSME**

Jane Bronfman  
Ruth Krems  
Grigoriy Shvayetskiy

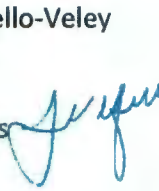
Please contact me should there be any questions or additional information needed.



## MEMORANDUM

To: Gregory Gray, President

Cc: Josephine Agnello-Veley  
Laurie Dunn

From: Wilfredo Nieves 

Date: April 2, 2014

Subject: 2014 Tenured Appointment

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In accordance with Article IX (Section 4 of the Congress Collective Bargaining Agreement, I am granting a tenured appointment to **Kevin Lamkins**. Mr. Lamkins has been recommended by the Congress Tenure Committee, his respective supervisor and area head. Additionally I have reviewed the application and professional file and determined that he meets the criteria for tenure.

Please contact me should there be any questions or additional information needed.