



CONNECTICUT STATE
COLLEGES & UNIVERSITIES

BOARD OF REGENTS FOR HIGHER EDUCATION

BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE

Revised AGENDA

Friday June 7, 2013, 9:30 a.m. to 11:30 a.m.

61 Woodland St., Hartford, CT 06105

3rd Floor Board Room

1. Approval of May 3, 2013 Minutes

CONSENT CALENDAR

2. Academic Program Approvals

- a) Terminations
 - i. Retail Business Management (undergraduate certificate – C2)
Tunxis Community College
 - ii. Business Administration Option in Accounting (Option-A)
Tunxis Community College
 - iii. Business Administration Option in eCommerce (Option-A)
Tunxis Community College
 - iv. Business Administration Option in Finance (Option-A)
Tunxis Community College
 - v. Business Administration Option in Marketing Management (Option-A)
Tunxis Community College
 - vi. Business Administration Option in Retail Business Management (Option-A)
Tunxis Community College
- b) Licensure and Accreditation
 - i. Digital Media and Design (MA/MFA)
University of Connecticut
- c) Program Modifications
 - i. Latin American Studies (MA) name change to Latino and Latin American Studies (MA)
University of Connecticut
 - ii. Sport Management concentration in Social Science of Sport (BS) change to a separate program in Sport Management (BS)
University of Connecticut
 - iii. Sport Management concentration in Kinesiology (MS) change to a separate program in Sport Management (MS)
University of Connecticut
 - iv. Sport Management concentration in Learning, Leadership, and Educational Policy (PhD)
University of Connecticut

ACTION ITEMS

3. Academic Program Approvals

- a) Licensure
 - i. Veterinary Technology (AS) - Norwalk Community College
- b) Licensure and Accreditation
 - i. Health Care Administration (BS) - Charter Oak State College
- c) Program Modifications

- i. Early Childhood Education (AS) – name change to Early Childhood Inclusive Education
Housatonic Community College
- ii. Dietetic Technology (AS) – name change to Nutrition and Dietetics
Gateway Community College
- iii. Reading (MS, SYC, and GR Teacher Cert) – to offered at Newtown Public Schools
Southern Connecticut State University

d) Terminations

- i. BS in General Science – Central CT State University
- ii. AS in Business Office Technology: Administrative Assistant-Foreign Language Option –
Gateway Community College
- iii. Early Childhood Education: Special Education Option (Option-A)
Housatonic Community College

4. Approval of Endowed Chair - Central Connecticut State University

5. Institutional Accreditation - Middlesex Community College

**6. Approval of Center for Center for Compassion, Creativity and Innovation
Western Connecticut State University**

7. Community College Developmental Education Placement Policy

INFORMATION ITEMS

8. Non-substantive changes to programs in:

- a) New short certificate programs
 - i. Nonprofit Management (Post-baccalaureate certificate – 12 cr, not reportable in IPEDS)
University of Connecticut
 - ii. Leadership and Public Management (Post-baccalaureate certificate – 12 credits, not
reportable in IPEDS)
University of Connecticut
 - iii. Business Administration: Management Option (Option A, 9 credits)
Quinebaug Valley CC
 - iv. Business Administration: Business Information Systems Option (Option A, xx credits)
Quinebaug Valley CC
- b) Changes in Early Childhood Education programs to meet requirements in C.G.S. 10-16p(2) and
standards of NAEYC
 - i. Capital Community College
 - ii. Eastern Connecticut State University
 - iii. Naugatuck Valley Community College
 - iv. Norwalk Community College
 - v. Quinebaug Valley Community College
 - vi. Three Rivers Community College

9. Update on Enrollment Management Project with Maguire Assoc.

10. Other Business



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Western Connecticut State University**

5. Community College Developmental Education Placement Policy

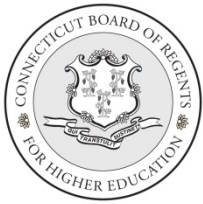
INFORMATION ITEMS

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CT BOARD OF REGENTS FOR HIGHER EDUCATION

ACADEMIC & STUDENT AFFAIRS COMMITTEE

Meeting – May 3, 2013
9:30 a.m. – 61 Woodland Street, Hartford

MINUTES

Regents Present: Merle Harris (Chair), Eugene Bell, Naomi Cohen, Lawrence DeNardis, Nick Donofrio (by conf.)

Regents Absent: Michael Fraser, Yvette Melendez, Catherine Smith

Staff Present: David Levinson, Elsa Núñez, Braden Hosch, Maureen McClay

Other Attendees: David England (TXCC), Lin Lin (MXCC), Steven Minkler (MXCC), Jonathan Morris (MXCC), Nancy Melniczak (System Office), Phyllis Perry (System Office)

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

1. **Minutes** of the April 5, 2013 meeting were **moved by Mr. Donofrio, seconded by Ms. Cohen and unanimously approved.**
2. **Consent Agenda.** The Consent Agenda was **moved for adoption by Mr. Donofrio, seconded by Ms. Cohen and unanimously approved.**

Consent items included:

Academic Program Approvals

- a) Terminations
 - i. Animation and Video Arts (AS)
Northwestern Connecticut Community College
 - ii. General Science (BS)
Central Connecticut State University
 - iii. Computer Services (AS) with an Option in Applications
Quinebaug Valley Community College
- b) Program Modifications
 - i. Administrative Support (C2) to offer the program at the Danbury Center
Naugatuck Valley Community College
 - ii. Business Management (C2) to offer the program at the Danbury Center
Naugatuck Valley Community College
 - iii. Business Management (AS) to offer the program at the Danbury Center
Naugatuck Valley Community College
 - iv. General Studies (AS) to offer the program at the Danbury Center
Naugatuck Valley Community College

- v. Political Science (MS) to substantially modify an existing concentration in Public Policy and Administration to a concentration in Urban Affairs and Public Policy Southern Connecticut State University
- vi. Computer Services (AS) with an Option in Technical Support to substantially modify the curriculum Quinebaug Valley Community College

3. Action Items - Academic Program Approvals

- a) Licensure and accreditation
 - i. Technology Studies (AS) - Computer Engineering Technology Option Middlesex Community College

The resolution for the program was moved by Dr. DeNardis and seconded by Mr. Donofrio. Dr. Hosch introduced Dean Minkler and Dr. Lin from Middlesex CC, mentioning the delay in coming before the Board was due to timing issues with the State Advisory Committee on Accreditation's meeting schedule. It has now been approved by ACA. He noted it meets adequate resources and regulations and addresses technology tracks. Dean Minkler gave an overview, stating the program is part of the reorganization of their technology programs, including restructuring and consolidation. It would transfer to CCSU as part of the College of Technology pathway. There are no new full-time costs but there will be a need for adjuncts. Dr. Lin mentioned they worked closely with CCSU and that Dr. Karen Birch of COT fully supported the program. Some general questions on other pathways and engineering technology tracks ensued but it was noted the computer engineering track differed. In response to a question on expected employment, Dr. Lin noted there were a number of computer-related careers for this program, usually as "technicians." In response to a question about computer security related programs, it was observed that security courses are included in other programs, usually geared toward programs going directly to jobs; this program is geared toward a pathway to a four-year degree.

As another issue, Mr. Donofrio requested a list of industries used as contacts when exploring new technology programs as well as the somewhat recent topic of information technology security and how the system is pursuing and coordinating it.

The resolution was then unanimously approved.

4. Honorary Degree – Three Rivers Community College

The resolution was moved by Ms. Cohen and seconded by Mr. Donofrio. This was an Honorary Degree nomination for Three Rivers CC for a commencement that would be on June 1. **The motion was unanimously approved.**

5. Community College Developmental Education Placement Policy

Dr. Hosch described the intent of the motion to relax the policy of the former Board of Trustees to rely almost exclusively on Accuplacer tests. The proposed resolution would allow institutions to conduct sufficient empirical investigation and develop a set of multiple measures for placement needed to comply with Public Act 12-40. The resolution contains a requirement to report to the Board at the end of 2015 about the feasibility of converging placement practices to provide for equitable, consistent, and appropriate outcomes. Questions and discussion ensued. It was noted Accuplacer would continue to be used but as

part of multiple measures. There were concerns about suspending the requirement to conduct placement while examination of alternative measures progressed. It was decided the resolution would be revised to include a provision that during this period of investigation institutions will still be required to conduct placement using commonly accepted measures. **The resolution was tabled with a motion by Mr. Donofrio, seconded by Dr. DeNardis and unanimously approved.**

6. Faculty Awards

The resolution was moved by Mr. Donofrio and seconded by Ms. Cohen. Dr. Hosch said a committee of presidents, academic officers and faculty met and developed the recommendations described in the resolutions. Dr. Harris mentioned also recognizing service and outstanding teaching delivered by part-time faculty and addressing that in the future. Dr. DeNardis commented on getting feedback from the winners on their success. Dr. Hosch stated ways to implement that would be examined and input into the procedure. **The resolution was unanimously approved.**

7. Discussion Item – Notice Period for Campus Academic Administrators

Ms. Cohen noted the discussion from the Administration Committee revolved around the termination notice period for academic administrators. The overarching theme was the difficulty to recruit and attract high-level positions with only limited job security. Under the policy to be adopted by the BOR, there will be three-months' notice for non-continuation of employment and tenured positions are not allowed for administrators. Union contracts do not include administrators. The policy being considered was to give limited exceptions with BOR approval for approximately one year but would include language for dismissal for cause. It was hoped in the future to address the situation through contracts. Discussion noted this would address senior academic administrators only and not all management and confidential employees.

8. Discussion Item – Committee Charge

There was discussion regarding the description of the charge for the Academic and Student Affairs Committee. It was mentioned that perhaps "strategic planning" should be included in item 2. Ms. Cohen questioned if tenure approval now under the Administration Committee should be under the Academic Committee. It was noted there were significant contractual details that would need to be under Administration. There was also mention that approvals are usually under Board approval. Dr. Nunez noted there was much positive significance for the Board granting the approvals, although they were basically pro forma. Dr. Harris would bring the issue to the Executive Committee.

9. Information Items – Non-substantive changes to programs

- a) Health Information Management Technology Coding Specialist (C2) minor curricular modification - Quinebaug Valley Community College
- b) Nanotechnology (9 credit graduate certificate – not reportable in IPEDS) - Southern Connecticut State University

10. Update on Enrollment Management Project with Maguire Associates.

Dr. Hosch mentioned the project was to develop a system-wide strategy for enrollment management and branding, also addressing the anticipated decline of high school graduates and the demographic shift and maintaining enrollment. They have met with 16 of the 17

institutions at this point and are preparing reports for each as well as for the system. They will also do a report on the employee and staff survey. The student survey will launch in September, the delay was to address FERPA regulations and sharing emails.

Other discussion – Dr. DeNardis mentioned he attended a ceremony at Southern CSU for summer abroad study and was very impressed with the participants – over 100. It was noted the infrastructure for the program was run by Central CSU for all four universities.

Adjournment

There was no other business. **There was a motion to adjourn by Dr. DeNardis, seconded by Ms. Cohen and unanimously approved.**

The meeting adjourned at 11:09 a.m.

ITEM

Termination of a program in Retail Business Management leading to an undergraduate certificate (C2) at Tunxis Community College

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve at the request of the institution to terminate a program in Retail Business Management leading to an undergraduate certificate (C2) at Tunxis Community College, effective July 1, 2014

BACKGROUND

Tunxis Community College has requested to terminate a program in Retail Business Management leading to an undergraduate certificate (C2). Termination of an academic program must receive approval from the Board of Regents, following the policy for academic program approval adopted in January 2012.

RATIONALE

Justification for termination of this certificate program, which is linked to a corresponding option of the same name in the Business Administration AS program, is threefold. Elimination of these options and this corresponding certificate program will

1. Assist in meeting the Transfer and Articulation Policy requirements
2. Eliminate confusion with student advisement
3. Create flexibility for students who change their focus partially through their degree program without need to change "options"

Fall enrollment and completions in the program

	2008-09	2009-10	2010-11	2011-12	2012-13
Fall enrollment	2	1		3	2
Completions	2	1	2	1	0

Similar degree certificate programs exist at Gateway Community College and Three Rivers Community College.

RESOURCES

No resources are required to make this change. All of the courses in the option will still be offered for students pursuing the business administration degree and/or certificates.

05/08/13 – ConnSCU Academic Council

06/07/13 – BOR-Academic and Student Affairs Committee

ITEM

Termination of an Accounting Option in a program in Business Administration leading to an Associate of Science (A.S.) degree at Tunxis Community College

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve at the request of the institution to terminate an Accounting Option in a program in Business Administration leading to an Associate of Science (A.S.) degree at Tunxis Community College, effective July 1, 2014

BACKGROUND

Tunxis Community College has requested to terminate an Accounting Option in a program in Business Administration leading to an Associate of Science (A.S.) degree at Tunxis Community College. Termination of an academic program must receive approval from the Board of Regents, following the policy for academic program approval adopted in January 2012.

RATIONALE

Justification for termination of this option in the AS in Business Administration program is threefold. Elimination of this option will

1. Assist in meeting the Transfer and Articulation Policy requirements
2. Eliminate confusion with student advisement
3. Create flexibility for students who change their focus partially through their degree program without need to change "options"

Fall enrollment and completions in the program

	2008-09	2009-10	2010-11	2011-12	2012-13
Fall enrollment	152	153	144	159	143
Completions	28	20	22	21	29

The regular AS in Business Administration without an option remains an active program.

RESOURCES

No resources are required to make this change. All of the courses in the option will still be offered for students pursuing the business administration degree and/or certificates.

05/08/13 – ConnSCU Academic Council

06/07/13 – BOR-Academic and Student Affairs Committee

ITEM

Termination of an eCommerce Option in a program in Business Administration leading to an Associate of Science (A.S.) degree at Tunxis Community College

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve at the request of the institution to terminate an eCommerce Option in a program in Business Administration leading to an Associate of Science (A.S.) degree at Tunxis Community College, effective July 1, 2014

BACKGROUND

Tunxis Community College has requested to terminate an eCommerce Option in a program in Business Administration leading to an Associate of Science (A.S.) degree at Tunxis Community College. Termination of an academic program must receive approval from the Board of Regents, following the policy for academic program approval adopted in January 2012.

RATIONALE

Justification for termination of this option in the AS in Business Administration program is threefold. Elimination of this option will

1. Assist in meeting the Transfer and Articulation Policy requirements
2. Eliminate confusion with student advisement
3. Create flexibility for students who change their focus partially through their degree program without need to change "options"

Fall enrollment and completions in the program

	2008-09	2009-10	2010-11	2011-12	2012-13
Fall enrollment			2	7	8
Completions			0	0	0

The regular AS in Business Administration without an option remains an active program.

RESOURCES

No resources are required to make this change. All of the courses in the option will still be offered for students pursuing the business administration degree and/or certificates.

05/08/13 – ConnSCU Academic Council

06/07/13 – BOR-Academic and Student Affairs Committee

ITEM

Termination of a Finance Option in a program in Business Administration leading to an Associate of Science (A.S.) degree at Tunxis Community College

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve at the request of the institution to terminate a Finance Option in a program in Business Administration leading to an Associate of Science (A.S.) degree at Tunxis Community College, effective July 1, 2014

BACKGROUND

Tunxis Community College has requested to terminate a Finance Option in a program in Business Administration leading to an Associate of Science (A.S.) degree at Tunxis Community College. Termination of an academic program must receive approval from the Board of Regents, following the policy for academic program approval adopted in January 2012.

RATIONALE

Justification for termination of this option in the AS in Business Administration program is threefold. Elimination of this option will

1. Assist in meeting the Transfer and Articulation Policy requirements
2. Eliminate confusion with student advisement
3. Create flexibility for students who change their focus partially through their degree program without need to change "options"

Fall enrollment and completions in the program

	2008-09	2009-10	2010-11	2011-12	2012-13
Fall enrollment		13	25	36	32
Completions		0	0	1	3

The regular AS in Business Administration without an option remains an active program.

RESOURCES

No resources are required to make this change. All of the courses in the option will still be offered for students pursuing the business administration degree and/or certificates.

05/08/13 – ConnSCU Academic Council

06/07/13 – BOR-Academic and Student Affairs Committee

ITEM

Termination of a Marketing Management Option in a program in Business Administration leading to an Associate of Science (A.S.) degree at Tunxis Community College

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve at the request of the institution to terminate a Marketing Management Option in a program in Business Administration leading to an Associate of Science (A.S.) degree at Tunxis Community College, effective July 1, 2014

BACKGROUND

Tunxis Community College has requested to terminate a Marketing Management Option in a program in Business Administration leading to an Associate of Science (A.S.) degree at Tunxis Community College. Termination of an academic program must receive approval from the Board of Regents, following the policy for academic program approval adopted in January 2012.

RATIONALE

Justification for termination of this option in the AS in Business Administration program is threefold. Elimination of this option will

1. Assist in meeting the Transfer and Articulation Policy requirements
2. Eliminate confusion with student advisement
3. Create flexibility for students who change their focus partially through their degree program without need to change "options"

Fall enrollment and completions in the program

	2008-09	2009-10	2010-11	2011-12	2012-13
Fall enrollment	71	91	86	83	81
Completions	7	8	9	18	8

The regular AS in Business Administration without an option remains an active program.

RESOURCES

No resources are required to make this change. All of the courses in the option will still be offered for students pursuing the business administration degree and/or certificates.

05/08/13 – ConnSCU Academic Council

06/07/13 – BOR-Academic and Student Affairs Committee

ITEM

Termination of a Retail Business Management Option in a program in Business Administration leading to an Associate of Science (A.S.) degree at Tunxis Community College

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve at the request of the institution to terminate a Retail Business Management Option in a program in Business Administration leading to an Associate of Science (A.S.) degree at Tunxis Community College, effective July 1, 2014

BACKGROUND

Tunxis Community College has requested to terminate a Retail Business Management Option in a program in Business Administration leading to an Associate of Science (A.S.) degree at Tunxis Community College. Termination of an academic program must receive approval from the Board of Regents, following the policy for academic program approval adopted in January 2012.

RATIONALE

Justification for termination of this option in the AS in Business Administration program is threefold. Elimination of this option will

1. Assist in meeting the Transfer and Articulation Policy requirements
2. Eliminate confusion with student advisement
3. Create flexibility for students who change their focus partially through their degree program without need to change “options”

Fall enrollment and completions in the program

	2008-09	2009-10	2010-11	2011-12	2012-13
Fall enrollment	37	27	25	23	20
Completions	2	4	4	2	0

The regular AS in Business Administration without an option remains an active program.

RESOURCES

No resources are required to make this change. All of the courses in the option will still be offered for students pursuing the business administration degree and/or certificates.

05/08/13 – ConnSCU Academic Council

06/07/13 – BOR-Academic and Student Affairs Committee

ITEM

Licensure and accreditation of a program in Digital Media and Design, leading to the Master of Arts (M.A.) degree or Master of Fine Arts (M.F.A.) degree at the University of Connecticut

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education license and accredit a program in Digital Media and Design, leading to the Master of Arts (M.A.) degree or Master of Fine Arts (M.F.A.) degree at the University of Connecticut for a period of time concurrent with institutional accreditation

BACKGROUND

The University of Connecticut (UConn) has applied for licensure and accreditation of a program in Digital Media and Design leading to the Master of Arts (M.A.) degree or the Master of Fine Arts (M.F.A.) degree to be housed in its School of Fine Arts (SFA). The program is interdisciplinary in nature and brings together coursework from a number of departments to deliver the program. The University has a well-established and far-reaching array of undergraduate offerings.

Degree programs offered by public institutions in Connecticut must receive approval to operate through licensure by the Board of Regents and must receive accreditation from the Board of Regents to confer degrees (CGS 10a-34 and 10a-35a).

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

The program will be considered by the statewide Advisory Committee for Accreditation (ACA) on June 6, 2013 and will forward a recommendation to the Board of Regents. Action from the BOR-ASA is contingent upon a favorable recommendation from ACA.

PLANNING ASSESSMENT

Conformance with institutional mission

The program is consistent with the University's mission and complements other graduate offerings of the University. In recognition of the emergence of this important new field of digital media, the UCONN Board of Trustees approved the creation of a Digital Media Center in 2010, to facilitate research, continuing education, and outreach to the state and nation. In 2012, The Board of Trustees approved the creation of a new Digital Media& Design (DMD) academic department to educate students in this new technology.

Need

By offering these graduate degrees, the University of Connecticut seeks to expand its national leadership role in the field of Digital Media & Design through an active agenda of education and research.

A wide range of market statistics about growth of digital video and internet use also support the need for professionals with these credentials, including

- 1 billion Facebook users
- 604 million mobile users
- More than 42 million web pages and 9 million apps
- Youtube records 800 million users with 4 billion views per day
- Twitter has 500 million total users
- Google has 400 million registered users with 135 million active daily

UCONN plans for its graduate programs in these fields to be leaders in the Northeast and nationally, and will compete for students and faculty from outside of Connecticut.

Unnecessary duplication of programs

The program falls in the category of digital communication and media/multimedia (CIP 09.0702). No programs in this category exist at the master's level in the state, although more general programs in Communication or Communications are offered at UCONN, Central Connecticut State University, the University of Hartford, Fairfield University, Sacred Heart University, and Western Connecticut State University. The University of Bridgeport offers a master's program in Global Media and Communication Studies (on ground and online).

Western Connecticut State University was the only institution to offer public comment about the proposed program. WCSU supported UCONN's request for licensure and accreditation, but noted it was developing its own program and observed both would be needed to meet workforce needs.

Cost effectiveness

The University estimates the program will cost \$1.7 million to operate (\$1.3 million are for faculty); these costs include the undergraduate program. The graduate degree programs in Digital Media & Design will be fully supported by the so-called "Ledger 2" funds, consisting of General Fund or Student Tuition Fund monies. While future offerings in Digital Media & Design through

Certificate programs may be fee-funded, the graduate degree program entire budget is based on Ledger 2 monies.

Availability of adequate resources

A review of proposed funding and expenses as well as the overall financial health of the University indicate that financial resources to support the program are available.

**QUALITY ASSESSMENT
DESCRIPTION**

Purpose and Objectives

The Master of Fine Arts (M.F.A.) in Digital Media & Design is intended to provide rigorous training and experiential learning opportunities for students interested in a specific area of study within Digital Media. The program is structured to develop an in-depth understanding of digital media aesthetics, technology, procedures, practice, design, implementation and research techniques employed in the areas of STEM, Business, Digital Humanities/Social Sciences and Arts/Entertainment. Within the M.F.A. program of study, emphasis is placed on experiential learning through collaborations with external commercial entities and digital industries and through student participation in funded projects and research grants directed by DMD research faculty.

The M.F.A and M.A. will be housed in the Digital Media & Design Department, which, along with the University's Digital Media Center, forms a focal point for investigation and discovery in four areas of research and academic content:

- Creative (Ideation, design, development and production)
- STEM (Science, Technology, Engineering, and Mathematics)
- Business (Marketing, Branding, Advertising, ePublishing, and Entrepreneurship)
- Digital Humanities and Digital Social Sciences (Visualization of information and knowledge)

The Master of Arts degree (M.A.) in Digital Media & Design is intended to provide educational training for students interested in a specific area of practice within the Digital Media space. The program is structured to develop a broad understanding of digital media aesthetics, technology, procedures, practice, design, implementation and research techniques employed in the areas of STEM, Business, Digital Humanities/Social Sciences and Entertainment.

Both the M.A. and M.F.A. graduate degrees will enable students to develop skills and tools they can employ in a variety of research, business, or educational settings facilitating their ability to envision and create high-quality visual communication vehicles, artifacts and methodologies as required by businesses operating in these cutting-edge media spaces.

The anticipated Student Learning Outcomes in the Graduate Digital Media & Design Programs will enable students to:

- a. Demonstrate an intensive, multidisciplinary approach to the practice of digital media and design, drawing from history and culture of digital media, 2D and 3D animation practice, interactive media design, and digital game theory and implementation.
- b. Demonstrate a deep intellectual and philosophical commitment to the digital concentration selected by the student including the ability to ideate, conceive, produce, test, critique, and implement digital media programs, artifacts and systems that contribute to a deeper understanding of digital practices within the students specific area of interest;
- c. A strong understanding of criticism, theory, and history as it relates to digital culture and digital production that informs the student's work as a maker, developer and director of digital disciplines.
- d. A thorough familiarity with the industry and its best practices today, fostered by experiential and studio learning environments, intensive ideation and production classes, and by collaborating in a research environment alongside faculty members and visiting lecturers, artists, and guests with extensive experience in the digital media field.

Additionally, M.A. students will develop a broad set of skills within a particular field (selected from the categories of Entertainment & Art, Engineering & Science, Business, or the Digital Humanities & Social Sciences) through guided research and independent study under the guidance of a faculty member of DMD or a department related to their area of interest. The M.A. program of research will serve to better prepare students for the job market connected to the field more broadly, and their area of expertise more specifically.

M.F.A. candidates will also work in a secondary field under the category of Entertainment & Art, Engineering & Science, Business, or the Digital Humanities & Social Sciences. They will undertake a large-scale project that will be the product of working extensively with an advisor either in the DMD department or in the department associated with their secondary field and area of expertise. This project will combine cutting-edge technical skills and digital platforms with a profound familiarity with their secondary field and content drawn from this area of expertise. M.F.A. students will graduate with a an extensive portfolio, a number of real-world collaborative research projects, and a competitive reel that showcases their area of study. They will be equipped with the intellectual, artistic and business management practices that can give them better access to the digital media job market, as well as to competitive PhD programs or teaching opportunities in the field.

The metrics used to analyze mastery of these expected outcomes within individual courses will be developed by the DMD and allied faculty. The methods of assessment of mastery of these learning outcomes may include achievement of individual project goals, completion of individual or group projects at a level in consonance with the expectations of a faculty member or a non-university entity for which the student(s) has (have) been working, and demonstrated knowledge by ability to create digital artifacts in real-time on tests. Finally, job placement upon graduation will be a relevant metric gauging success of our programs while being useful for program promotion and recruiting.

Administration

The Digital Media & Design M.F.A. and M.A. programs will be administered through the Department of Digital Media & Design, located within the Schools of Fine Arts and Business. The Department Head, Professor Tim Hunter, and the Digital Media Center's Administrative

Coordinator will be responsible for the academic and operational activities of the department and its majors. The DMD labs and equipment utilization will be supervised by Extension Instructor and Associate Department Head Michael Vertefeuille.

The department head of the DMD Department will have responsibility and authority with respect to the following aspects of the program:

- a. All new/modified courses will be approved by the curriculum committee of the DMD department, the Curriculum and Courses Committee of the School of Fine Arts (SFA) and the SFA faculty at large through presentation at the faculty meeting.
- b. Faculty administration and governance including performance evaluation will be under the authority and responsibility of the DMD department head.
- c. All teaching assignments of the program will be the authority and responsibility of the DMD department head.
- d. All academic policies and issues related to the program will be guided by relevant University policies and fully ratified by the DMD department faculty and SFA faculty, where appropriate.

The DMD Department, with assistance and guidance from the Dean of the School of Fine Arts, will be responsible for the following matters relating to the program:

- a. All recruitment initiatives and admission decisions of the program;
- b. Scheduling of all courses and registration of students;
- c. Counseling of students and guiding them with the requirements of the major leading to graduation;
- d. All routine matters relating to student governance (organizing open houses, meeting during open houses, attendance in classes, conduct in the classroom, transfer credits, routine grading issues, payments of fees and any adjustments thereof, work study, etc.)
- e. All internships and placement services;
- f. All promotional and advertising programs and campaigns of the major among business community;
- g. Arrange visits by business professionals to the classes, and visits by students to regional businesses;
- h. Maintain regular contact and liaison with Digital Media businesses and professionals throughout the State of Connecticut and nation, to ensure the relevance of the major to the society, and prepare students for careers in the digital media field.

Enrollment Projections

The Digital Media & Design department proposes to initially support six (6) MFA candidates and up to six (6) MA candidates on an annual basis. It would be our hope that as the department grows and expands it could ultimately accommodate approximately eighteen (18) MFA candidates and twenty-four (24) MA candidates on an annual basis.

Curriculum

The M.A. and M.F.A programs both require students to complete a combination of credits across three categories: DMD credits within the department, courses in the students' secondary field taken in a different department, and personalized, independent study courses that allow them to develop high-quality products and projects tailored to their specific interests and professional

goals. The credits completed within the department will provide graduate students with an extensive foundation in advanced ideation, design implementation and technical skills. The courses chosen for this foundation will vary according to students' prior experience and knowledge. Their secondary field will be chosen from one of the following areas: Entertainment & Art, Engineering & Science, Business, and the Digital Humanities & Social Sciences. The students' selection of a secondary field will be determined before they begin the program, and will depend largely upon their previous academic and professional experience as well as the kind of projects, disciplines, and careers they plan on pursuing during and after their studies at UConn.

These two degree programs are different, however, in respect to the distribution of credits across these areas and the amount of credits that must be completed. The program of study for the M.A. requires one year of full-time resident graduate study. A minimum of 30 graduate level credits will be required to graduate, as well as a final project that demonstrates the candidate's personal strengths and vision within his or her specific area of study. M.A. students will complete 12 credits within the department, 9 within their secondary field at a different department, and will devote 9 credits towards independent study and focused research.

The M.F.A in Digital Media & Design will require a two-year commitment of full-time resident graduate study. A minimum of 48 graduate level credits will be required to graduate and the program of study will follow the Graduate School's "Plan B" (no thesis). However, the M.F.A. candidate will work with their main advisor to develop a rigorous "M.F.A. Project" within their specific area of study. Students will be required to complete 12 credits within the department and 9 in their secondary field in a different department. Additionally, they will devote 18 credits towards independent research: 12 will be independent study courses that allow them to develop skills under the guidance of faculty members in their field, and 6 will be dedicated specifically to the completion of their M.F.A. project.

The full set of curricula for both degrees appears in the appendix to this report.

RESOURCE SUPPORT

Faculty

Faculty members teaching in the program hold appointments in other departments. All faculty hold terminal degrees. See appendix for departmental affiliations and degrees.

Library and Learning Resources

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

Facilities and Equipment

The digital media program, as the name implies, is heavily dependent on technology for teaching, research and experiential learning opportunities for students. The Digital Media and Design department is spread through a few spaces across the Storrs campus.

Currently at Storrs the faculty and staff have offices in the School of Business, School of Fine Arts, and Bishop Center. There are 3 computer labs, two in the new Bishop Center space and one in the Art Building room 228. The department is building upon its server cluster for video rendering. Lastly, the students have access to a number of video and audio technologies used in a number of classes for projects and experiential learning.

A Digital Media lab also exists at the Stamford campus, housed within the School of Business' Stamford Learning Accelerator.

Computer Labs. It is the eventual goal for the department to require students to come prepared with appropriate laptop technology and be able to access centrally hosted software and virtual services. While the department grows though, we have needed to outfit 3 computer labs at Storrs, as well as one in Stamford. The 3 Storrs labs combined have 35 Apple computers and 17 PC computers. All the machines are at an advanced configuration level due the extreme demands that video and animation software place on them. In addition to the lab machines themselves, the classrooms have high performance video projectors and high definition media servers for use in teaching projection design topics. One of the labs is also outfitted with a Smart board and a color laser printer. The Stamford Digital Media Lab has 19 Apple computer stations, advanced configuration levels, large format video monitor, a Smartboard and laser printer.

Innovation Lab. The new Storrs Bishop Center space also has a small lab for students and faculty to work on cutting edge experiential learning projects. This lab is outfitted with multiple computers, projectors, and plasma screens. It is this space that is used to house a number of the video cameras, audio components, and other items used by the agency classes and other digital projects.

Render Farm. 2D and 3D animation and video compositing rely heavily on high performance computers to "render" video. The creation of images from computer models can be extremely demanding on systems. Our current cluster consists of 15 Dell Server nodes, as well as aging Angstrom rendering farms that were donated from a corporate partner. We have recently added a modular expandable GPU based high performance compute system that will greatly enhance our ability to offer rendering for student projects, research, outreach, and experiential learning. In addition, our labs serve as backup nodes that can be used during off hours.

Via fiber connections, the Stamford Digital Media lab can access the Storrs based render facility for remote render needs in Stamford.

Faculty

Departmental Faculty, Faculty Joint-Appointments (proposed), and Staff

Departmental Faculty:

- Tim Hunter - Department Head and Director, Digital Media Center
- Mike Vertefeuille – Associate Department Head, Extensions Instructor: Technology Systems Integration and Development, Technology and Operations Management
- Samantha Olschan - In-Res appt.: 2D Motion Graphics, Student Agency, History of DM

- Perry Harovas - In-Res appt.: 3D Animation, DM Ideation, DM Production
- Search Underway- Assistant Professor, Game Design and Development
- Search Underway- Assistant Professor, History and Anthropology of Digital Culture
- Search Underway- Assistant Professor, Interaction Design
- Search Underway- Assistant Professor-In-Residence, Digital Graphic Design/Marketing
- Matthew Worwood: Adjunct Faculty, Game Design and Development
- Andrew Bacon: Adjunct Faculty, Web Design
- William Congdon: Adjunct Faculty, Student Agency

Staff Appointments

Stacy Webb – Digital Media Center Administrative Coordinator

Proposed Joint Appointments:

- Michael Anania - SFA, Department of Dramatic Arts: PhotoShop Design
- Roger Travis - CLAS, Department of LCL: Digital Humanities
- Anke Finger - CLAS, Department of LCL: Media Studies
- Kristine Nowack - CLAS, Department of Communication Science (Head): Computer Media and Human Computer Interaction
- James Watt - CLAS, Professor Emeritus, Department of Communication Sciences: Game Design and Construction
- Mark Hamilton - CLAS, Department of Communication Sciences: Human Communications
- Alex Wang - CLAS (Stamford Campus) - Department of Communication Sciences: Digital Marketing and Perception
- Robin Coulter - Business, Department of Marketing (Head): Marketing
- Susan Spiggle - Business, Department of Marketing: Digital Marketing and Student Agency
- Tom Peters - Engineering, Department of Computer Science: Visualization
- Aggelos Kiayias – Engineering, Department of Computer Science: Visualization
- Horea Ilias - Engineering, Department of Mechanical Engineering: Interactive Technology
- Tim Gifford – CHIP: 3D Visualization

**APPENDIX I A
PLANS of STUDY****PLAN OF STUDY: M.F.A. - Digital Media & Design****SCHOOL OF FINE ARTS****2013-2014 Catalog****MFA in DMD****Degree plan must reflect 48 successfully completed credits****(Excluding Pass/Fail courses).****DMD Common Courses, 18 credits from:**

DMD 5010 Digital Culture
DMD 5070 Web Design
DMD 5030 Narrative Workshop
DMD 5050 Visible Language
DMD 5090 Student Agency
DMD 5200 Motion Graphics I
DMD 5210 Moving Image & Sequence
DMD 5201 Motion Graphics II
DMD 5205 History of Animation
DMD 5211 Experimental & Alternative Techniques
DMD 5220 Broadcast Graphics & Title Sequence
DMD 5230 Cinematic Storytelling
DMD 5300 3D Animation I

DMD 5310 Modeling I
DMD 5320 Lighting & Rendering 1
DMD 5301 Animation 2
DMD 5305 History of Computer Graphics
DMD 5311 Modeling, Lighting & Rendering 2
DMD 5350 Simulations
DMD 5315 Character Rigging
DMD 5340 Compositing For Visual Effects
DMD 5500 Intro to Digital Game Design
DMD 5530 Virtual World & Simulations
DMD 5522 Stories in Video Games
DMD 5560 Advanced Digital Game Design & Development

Secondary Field Courses (12 credits):

From department of choice within the student's area of expertise (Arts & Entertainment, Engineering & Science, Business, CANR, or Digital Humanities & Digital Social Sciences)

Independent Study for Research (12 credits):

Taken with faculty member of either DMD or the department affiliated with student's secondary field

Final Project Development (6 credits)

In the form of independent study directed by student's advisor, who will be a faculty member either of DMD or the department affiliated with student's secondary field

**APPENDIX I B
PLANS of STUDY**

PLAN OF STUDY: M.A. - Digital Media & Design

SCHOOL OF FINE ARTS

2013-2014 Catalog

MA in DMD

Degree plan must reflect 30 successfully completed credits

(Excluding Pass/Fail courses).

DMD Common Courses, 12 credits from:

DMD 5010 Digital Culture
DMD 5070 Web Design
DMD 5030 Narrative Workshop
DMD 5050 Visible Language
DMD 5090 Student Agency
DMD 5200 Motion Graphics I
DMD 5210 Moving Image & Sequence
DMD 5201 Motion Graphics II
DMD 5205 History of Animation
DMD 5211 Experimental & Alternative Techniques
DMD 5220 Broadcast Graphics & Title Sequence
DMD 5230 Cinematic Storytelling
DMD 5300 3D Animation I
DMD 5310 Modeling I

DMD 5320 Lighting & Rendering I
DMD 5301 Animation 2
DMD 5305 History of Computer Graphics
DMD 5311 Modeling, Lighting & Rendering 2
DMD 5350 Simulations
DMD 5315 Character Rigging
DMD 5340 Compositing For Visual Effects
DMD 5500 Intro to Digital Game Design
DMD 5530 Virtual World & Simulations
DMD 5522 Stories in Video Games
DMD 5560 Advanced Digital Game Design & Development

Secondary Field Courses (9 credits):

From department of choice within the student's area of expertise (Arts & Entertainment, Engineering & Science, Business, CANR, or Digital Humanities & Digital Social Sciences)

Independent Study for Research (9 credits):

Taken with faculty member of either DMD or the department affiliated with student's secondary field

MA and MFA in Digital Media & Design at UCONN

Having reviewed the entire proposal, WCSU feels that graduate programs in Digital Media & Design are an asset to the state of Connecticut and surrounding region and will add to the opportunities for graduate study for our students. While WCSU is currently developing undergraduate and graduate programs in digital media, we feel that in order to meet the workforce needs of the state and region, access to such programs is critical. WCSU supports the licensure and accreditation request by UCONN, but reserves the right to submit proposals for undergraduate and graduate programs in digital media in the future.

At Western, we offer an array of strong fine arts programs, including two MFA degrees; one in professional writing and one in visual arts. We are well-versed in the research and practice surrounding digital media. Our undergraduates are creating new opportunities by tying together expertise in fine arts, computer science, professional writing, and media arts. In response to student demand, digital media is now a minor and is developing into a major at WCSU.

Like UCONN, Western has many interdisciplinary offerings that connect fine arts with computer science, communication, media production, music, business, marketing, and public service. Among the many opportunities available to our students are:

Undergraduate Degrees

- Art: Graphic Design, Illustration
- Computer Science
- Interactive Marketing
- Media Arts: Media Production
- Music: Audio and Music Production
- Professional Writing: Public Relations and Journalism

Minors

- Broadcast Journalism
- Digital Media
- Interactive Marketing
- Journalism
- Professional Writing

Facilities

- WCSU will open a new \$97 million Visual and Performing Arts Center in the Fall of 2014. This facility will be equipped with state-of-the-art digital media technology, including a recording studio as well as performance spaces with digital A/V capability. At the core of the recording studio will be a Solid State Logic Duality console, connected to performance facilities through Multichannel Audio Digital Interface (MADI). This new facility will house much of the

audio/visual technology necessary for Western's digital media arts programs when brought on line.

- A proposed Digital Media Arts Center will house the remainder of the facilities for WCSU's digital media arts programs. The proposal includes computer labs, production studios, and broadcast facilities.

Faculty

- Art (Graphic Design & Illustration): Terry Wells, Jack Tom, David Skora
- Computer Science, Bill Joel
- Interactive Marketing, John J. Cronin
- Media Arts: Media Production, J.C. Barone, Karen Saunders
- Music (Audio and Music Production) Douglas O'Grady
- Professional Writing: Public Relations and Journalism, Casey Rudkin

Interdisciplinary Experiences

- Annual Webisodes Contest: Connects professional writing with media production, evaluated by highly successful industry professionals.
- Election Connection: Brings together live and packaged election coverage, political science and writing students, and employs current Adobe Software for animation, effects and editing.
- Community Service: Students in media arts production frequently produce promotional videos for local non-profit organizations, using digital media production techniques.
- Our Center for Graphics Research allows students to participate in animation projects as well as contribute to research on human computer interaction.

Internships and Employment

Students are also participating in prestigious internships at NBC, MTV, ESPN, CondeNast, and Redbook, often securing employment at these firms at graduation. Our local businesses will benefit from these skills and our proximity to New York City enhances our students' internship and employment opportunities. Our location also makes it easy to attract talented professionals working in digital media to teach or meet with our students.

We fully anticipate that graduates of Western will be highly qualified applicants to the UCONN Digital Media & Design Programs. As our undergraduate offerings in digital media and our interdisciplinary focus continues to grow, UCONN will offer a nice option for students who wish to go on for advanced degrees. We do expect that market demand for the critical, creative, and technical skills embedded in these programs to grow alongside student demand for these degrees. It will be important for the State of Connecticut to continue to support access to programs like these so that all talented students have the opportunity to develop their knowledge of digital media. With this in mind, as WCSU develops undergraduate and graduate programs in digital media, we expect similar support from UCONN in our application for licensure and accreditation.

In sum, UCONN's interdisciplinary approach echoes our own initiatives and we believe it to be the best way to bring together higher order thinking and technological innovations. This is a growth area in higher education and the global economy and the proposed programs at UCONN offer a good opportunity for our students should they wish to pursue an advanced degree in the field.

Dr. Jane McBride Gates, Provost and VP of Academic Affairs

Dr. Missy Alexander, Dean of the School of Arts and Sciences

Dr. Dan Goble, Dean of the School of Visual and Performing Arts

Dr. Allen Morton, Dean of the Ansell School of Business

ITEM

Modification of a program in Latin American Studies leading to the Master of Arts (M.A.) degree at the University of Connecticut to change the program name to Latino and Latin American Studies

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve a modification of a program in Latin American Studies leading to the Master of Science (M.A.) degree at the University of Connecticut to change the program name to Latino and Latin American Studies

BACKGROUND

The University of Connecticut (UConn) has requested to modify its exiting program in Latin American Studies leading to the Master of Arts (M.A.) degree to add the word “Latino” to the program and name it “Latino and Latin American Studies.” No curricular changes are requested.

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

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

RATIONALE

The University of Connecticut’s Center for Latin American and Caribbean Studies (CLACS) began offering an M.A. degree in 1981. Since then, hundreds of students have graduated and gone on to work in education, administration, cultural, business, government, and not-for-profit organizations, and many go on to pursue a Ph.D. and other advanced degrees. In the past decades, over half of CLAC’s M.A. students have taken courses and conducted research in both U.S. Latina/o Studies and Comparative Transnational Latin(o) American Studies. The addition of the word “Latino” to the M.A.’s concentration title acknowledges that research trend and moves to accurately reflect the study plan and content of the graduate degree to future applicants and students.

ITEM

Modification of a program in Social Science of Sport leading to the Bachelor of Science (B.S.) degree with a concentration in Sport Management at the University of Connecticut to establish a separate program in Sport Management leading to the Bachelor of Science (B.S.) degree

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve modification of a program in Social Science of Sport leading to the Bachelor of Science (B.S.) degree with a concentration in Sport Management at the University of Connecticut to establish a separate program in Sport Management leading to the Bachelor of Science (B.S.) degree

BACKGROUND

The University of Connecticut has requested that the concentration in Sport Management under the currently accredited program in Social Science of Sport leading to the Bachelor of Science (B.S.) degree be transformed into a self-standing major. This change is requested as a result of a departmental reorganization. No curricular changes are requested and the Social Science of Sport program will remain in existence, although the concentration in Sport Management will no longer be offered.

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)).

RATIONALE

The Sport Management Program is designed to provide an educational experience that includes an effective blend of classroom, research and field experiences in an effort to provide each student the opportunity to gain disciplinary knowledge and to develop the necessary practical skills to be successful in any area of the sport industry. The faculty members who teach all courses within the Sport Management concentration have moved within the Neag School of Education from the Department of Kinesiology to the Department of Educational Leadership. The move from Kinesiology to Educational Leadership follows the evolution of the Sport Management program as a social science degree with an emphasis on the critical analysis of sport and recognition of sport as a vehicle for positive social change.

CURRICULUM

The Sport Management program prepares students for employment in the marketing, promotion, and/or management of sport-related enterprises. Such areas can include community, college/university, professional and corporate sport organizations. The curriculum for the new major in Sport Management is the same as the existing curriculum for the concentration of the same name under the Social Science of Sport major.

A. General Education Requirements

The General Education Requirement listed in the Academic Regulations of the University of Connecticut Undergraduate Catalog 2013-2014 include:

- Content Area I – Arts and Humanities 6 credits
- Content Area II – Social Science 6 credits
- Content Area III – Science & Technology 6-7 credits
- Content Area IV – Diversity & Multicultural 6 credits

B. Kinesiology Requirements

EKIN 1160	2 Activity Courses	2 credits
EKIN 3090	Directed Observation/Participation	3 credit
EKIN 3091	Internship	6 credits
EKIN 3300W	Sport in Society	3 credits
EKIN 3310	Introduction to Sport Management	3 credits
EKIN 3320	Introduction to Sport and Exercise Psychology	3 credits
EKIN 3325	Sport Facility and Event Management	3 credits
EKIN 3335	Sport Law	3 credits
EKIN 3340	Introduction to Sport Marketing	3 credits
EKIN 3350	Introduction to Sport Communication	3 credits
EKIN 3547W	Introduction to Sport Based Youth Development	3 credits

C. Related Requirements:

ACCT 2001; BADM 2710, BADM 3750, BADM 4895; COMM 1100, ECON 1202, ECON 1201; MATH 1070Q, MATH 1071Q; PSYC 1100; PSYC 1101 or PSYC 1103, SOCI 1001 or SOCI 1251; STAT 1000Q or STAT 1100Q.

Electives: Students will select at least 12 credits of advisor approved 2000-level or higher major related courses outside of Kinesiology.

Earn at least 120 credits with a minimum total grade point average of 2.2.

ITEM

Modification of a program in Kinesiology (Sport Management) leading to the Master of Science (M.S.) degree at the University of Connecticut to change the name to Sport Management

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve modification of a program in Kinesiology (Sport Management) leading to the Master of Science (M.S.) degree at the University of Connecticut to change the name to Sport Management

BACKGROUND

The University of Connecticut has requested that the name of its currently accredited program in Kinesiology (Sport Management) be changed to Sport Management. This change is requested as a result of a departmental reorganization. No curricular changes are requested.

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)).

RATIONALE

The Sport Management Program is designed to provide an educational experience that includes an effective blend of classroom, research and field experiences in an effort to provide each student the opportunity to gain disciplinary knowledge and to develop the necessary practical skills to be successful in any area of the sport industry. The faculty members who teach all courses within the Sport Management concentration have moved within the Neag School of Education from the Department of Kinesiology to the Department of Educational Leadership. The move from Kinesiology to Educational Leadership follows the evolution of the Sport Management program as a social science degree with an emphasis on the critical analysis of sport and recognition of sport as a vehicle for positive social change.

CURRICULUM

The M.S. degree in Sport Management prepare students in the theoretical, research, and where appropriate, applied dimensions of the field of study. Graduates can apply the skills, knowledge, and values they develop in the M.S. program to a wide variety of areas within the sport industry.

The M.S. degree in Sport Management allows students to select either a thesis or non-thesis option.

- 15 credit hours of sport management core courses
- 6-9 credit hours of statistics/research methods courses
- 6 credit hours of cognate elective courses

Thesis option: 9 credit hours of thesis research

Non-thesis option: Comprehensive exam, 6 credit hours of internship or special project following the completion of all coursework

M.S. Plan of Study

- **Sport Management Major Courses** (15 credits)
 - EDLR 5300 Management of Sport Services
 - EDLR 5310 Sport Marketing
 - EDLR 5325 Legal Aspects of Sport
 - EDLR 5315 Sport in Society
 - EDLR 5340 Sport Facility and Event Management
- **Research and Statistics** (6-9 credits)
 - EPSY 5601 Principles and Methods in Educational Research [required]
 - EPSY 5605 Quantitative Methods in Educational Research I [required]
 - (Also recommended for students selecting the thesis option)
 - EPSY 5607 Quantitative Methods in Educational Research II
 - or-
 - EDCI 6000 Qualitative Methods in Educational Research I
- **Cognate Electives** (6 credits)
 - Two 5000 level courses to be taken from outside the Sport Management Major Courses. Discuss with major advisor.
- **Additional elective available in EDLR**
 - EDLR 5518 Introduction to Sport Based Youth Development
- **Option A** (non-thesis option):
 - EDLR 5091 Internship (6 credits)
 - EDLR 5085 Research Project (6 credits)
 - To be taken after the satisfactory completion of all coursework and successful completion of the comprehensive examination.
- **Option B** (thesis option):
 - GRAD 5950 Thesis Research (9 credits)

ITEM

Modification of a program in Learning, Leadership, and Educational Policy leading to the Doctor of Philosophy (Ph.D.) degree to add a concentration in Sport Management at the University of Connecticut

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve modification of a program in Learning, Leadership, and Educational Policy leading to the Doctor of Philosophy (Ph.D.) degree to add a concentration in Sport Management at the University of Connecticut

BACKGROUND

The University of Connecticut has requested that the concentration in Sport Management be added to an existing accredited program in Learning, Leadership, and Educational Policy leading to the Doctor of Philosophy (Ph.D.) degree. This change is requested as a result of a departmental reorganization.

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

RATIONALE

The Sport Management Program is designed to provide an educational experience that includes an effective blend of classroom, research and field experiences in an effort to provide each student the opportunity to gain disciplinary knowledge and to develop the necessary practical skills to be successful in any area of the sport industry. The faculty members who teach all courses within the Sport Management concentration have moved within the Neag School of Education from the Department of Kinesiology to the Department of Educational Leadership. The move from Kinesiology to Educational Leadership follows the evolution of the Sport Management program as a social science degree with an emphasis on the critical analysis of sport and recognition of sport as a vehicle for positive social change.

CURRICULUM

Ph.D. in Learning, Leadership, and Education Policy concentration in Sport Management

The Ph.D. degree in Learning, Leadership, and Education Policy concentration in Sport Management is a program designed around the theoretical frameworks of these disciplines, as well as the applied nature of sport in our society. Core courses are determined in conjunction with the student's major advisor.

- 18 credit hours of core courses in Learning, Leadership, and Education Policy
- 9 credits hours of Sport Management core courses
- At least 12 credit hours of statistics/research methods course
- 9 credit hours in a cognate area. Students have chosen cognate areas in such disciplines as Anthropology, Sociology, Psychology, Marketing, Management, and Finance.
- 15 credit hours of Dissertation Research, completion of a comprehensive examination, and successful dissertation defense

Ph.D. Plan of Study

Learning, Leadership, and Education Policy Courses (18 credits)

18 credit hours of core courses for LLEP

- EDLR 6313 – Educational Policy and Politics
- EDLR 5204 – Organizational Learning
- EDLR 5201 – Influences on Adult Learning
- EDLR 6467 – Social Justice Leadership, Equity, and Change
- EDLR 6050 – Proposal/Prospectus Development I
- EDLR 6051 – Proposal/Prospectus Development II

Sport Management Courses (9 credits)

- EDLR 6300 - Organizational Theory in Sport
- EDLR 6310 - Organizational Behavior in Sport
- EDLR 6315 - Current Research in Sport Management

Research Methods and Statistics (minimum 12 credits beyond the master's degree of research methods in both qualitative and quantitative courses offered by EDCI, EDLR, and EPSY)

Cognate Area(s) (9 credits)

- Courses to be taken from outside the Dept. of Educational Leadership
Courses may be taken, with the consent of the major advisor and the student's advisory committee from management, marketing, sociology, psychology, anthropology, educational leadership, management and finance, among others.

Graduate School Required Doctoral Dissertation Research credits (15 credits minimum)

- GRAD 6950 Doctoral Dissertation Research

In addition, students must pass a General Examination to progress to doctoral candidacy. A written dissertation proposal must be orally defended prior to beginning the dissertation phase.

ITEM

Licensure of a program in Veterinary Technology leading to the Associate of Science (A.S.) degree at Norwalk Community College

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education license a program in Veterinary Technology leading to the Associate of Science (A.S.) degree at Norwalk Community College for a period of three years until June 30, 2016, and be it further

RESOLVED: That the Veterinary Technology program leading to the Associate of Science (A.S.) degree at Norwalk Community College may include up to 70 credit hours, in exemption from Community College Board of Trustees policy 3.3.3.

BACKGROUND

Norwalk Community College has requested licensure of a program in Veterinary Technology leading to an Associate of Science (A.S.) degree. The College will be seeking initial accreditation from the American Veterinary Medical Association Committee on Veterinary Technician Education and Activities. The program will prepare graduates to sit for the Veterinary Technician National Examination, an independent assessment of knowledge in seven core competencies: pharmacy and pharmacology; surgical prep and assisting; dentistry; laboratory procedures; animal care and nursing; diagnostic imaging; and, anesthesia and analgesia. Presently, Veterinary Technician is not a licensed occupation in the State of Connecticut; however, many specialty veterinary hospitals require licensure of their technicians. Also, this program will prepare graduates for licensure in other states.

Degree programs offered by public institutions in Connecticut must receive approval to operate through licensure by the Board of Regents and must receive accreditation from the Board of Regents to confer degrees (CGS 10a-34 and 10a-35a).

Community College Board of Trustees policy 3.3.3 defines an associate's degree to contain a minimum of sixty semester credit hours and a maximum of sixty-eight semester credit hours. The College has requested an exemption from this policy in order to accomplish the learning outcomes that will be required of the national accreditor.

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

The program will be considered by the statewide Advisory Committee for Accreditation (ACA) on June 6, 2013 and will forward a recommendation to the Board of Regents. Action from the BOR-ASA is contingent upon a favorable recommendation from ACA.

04/10/13 – ConnSCU Academic Council

06/06/13 – Advisory Committee on Accreditation

06/07/13 – BOR-Academic and Student Affairs Committee

PLANNING ASSESSMENT

Conformance with institutional mission

The program is consistent with the College's mission and fits into a portfolio of other clinical and medical-related programs including medical office management, health office information physical therapist assistant, respiratory care, mental health, human services, and nursing.

Need

Over 140 veterinarians practice in Fairfield County and rely on veterinarian assistants and technicians to perform a variety of specialized tasks. Local veterinarians are very enthusiastic about a program that would provide them with trained technicians and reduce their burden to provide this training in-house. The Connecticut Department of Labor projects an increase in veterinary technician positions from 1,110 in 2010 to 1,645 in 2020, an annual increase of 4.95% or 54 positions each year; total openings will total 73 per year, placing the occupation in the Department's "In demand openings" category. In 2010-11, a total of 20 completions in veterinary technology were recorded state-wide, and 17 completions were registered in 2011-12.

Unnecessary duplication of programs

The program does not unnecessarily duplicate existing programs. Only two programs in the state offer the associate's degree in Veterinary Technology. Middlesex Community College's program was licensed just in 2012, and completions are not anticipated until at least 2014. Completions at Northwestern Community College have ranged between 9 and 20 the past five years.

Associate's Degree Completions in Veterinary Technology in Connecticut

Institution / Program Name	2007-08	2008-09	2009-10	2010-11	2011-12
Middlesex CC*					
Northwestern Connecticut CC	11	10	9	20	17

*Licensed in 2012

Cost effectiveness:

The program is projected to cost \$142,620 in the first year, \$168,921 in the second, and \$174,008 in the third. Direct revenues generated by the program. Revenues directly generated by the program are projected to amount to \$93,836 in the first year, \$186,502 in the second, and \$217,128 in the third. In addition, the NCC has pledged three years of financial support for the Director's salary and benefits in the amount of \$62,613 each year.

Availability of adequate resources

With the additional support from the foundation of \$187,839 over three years, the program will not run in deficit, and adequate resources appear to be available to launch the program. At the institution level, [third quarter financial results](#) for the college project the college to run a deficit of \$396,816, however, this amount is less than half of the budgeted deficit of \$825,592, and largely is attributable to transfer policies established by the former Board of Trustees. Estimated revenues for FY13 are projected to be \$44.7 million, \$0.3 million above FY12 revenues. Total expenses for FY13 are projected to be \$44.6 million, \$1.6 million above the FY12 level of \$45.0 million for FY12.

QUALITY ASSESSMENT

Purpose and Objectives

The Associate Degree program for Veterinary Technician will prepare students for immediate employment in veterinary offices, biological research facilities, stables, dairies, drug and feed manufacturing companies, the animal husbandry industry, as well as, transfer into 4-year institutions that house Animal Science bachelor degree programs. The objective of the program is to provide the classroom, laboratory, and field experience that will prepare students for entry-level job opportunities, career advancement at their current employers, or transfer into a 4-year Animal Science bachelor program. Graduates will be eligible to sit for the Veterinary Technician National Exam. The program will be offered in collaboration with Cornell University Specialists (CUVs) and the Veterinary Cancer Center (VCC). General education courses will be administered at the College's main campus, while those courses requiring specialized laboratories, equipment, and hands-on practical experience will be held at our collaborator's facilities.

Learning Outcomes

Learning outcomes in the program will focus on the following areas. These areas mirror those in the program recently licensed by Middlesex Community College.

1. Office and hospital procedures, client relations, and communication
2. Pharmacy and pharmacology
3. Animal care and nursing
4. Anesthesia, Analgesia, and Surgical Nursing
5. Veterinary laboratory procedures
6. Diagnostic imaging
7. Dentistry

Following hiring of the program director, these learning outcomes may be adjusted to suit local needs.

Administration

A full-time Director will be responsible for teaching 3 credits per semester and for program administration, as well as, oversight of the required Externship component. The college expects to conduct a formal search to have a Director on board during the fall 2013 semester. The Director should hold the degree of Doctor of Veterinary Medicine in order for the program to gain accreditation.

Admissions and Enrollment

Veterinary Technician will be a selective admissions program. Enrollment will be restricted due to a limited number of laboratory seats, clinical facilities, and externship locations. Program applicants must have completed a total of 11 credits in biology, chemistry, and English; provide evidence of competency (through standardized test scores and/or additional coursework) in College Algebra and Basic Computing Skills; and, provide evidence of a recent physical examination and rabies vaccination certificate. All admissions prerequisites will help to fulfill the college's General Education requirements.

The College projects 24 new students to enroll in the first year, and an additional 24 to enroll in each subsequent year. The program is anticipated to grow to a size of just over 50 students.

Enrollment Projections

Projected Enrollment	Fall 2013		Fall 2014		Fall 2015	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers						
New Students	22	2	22	2	22	2
Returning Students			18	3	20	8
Total Projected	22	2	40	5	42	10

Curriculum

In addition to the 11 credits of prerequisites, the program consists of 13 credits of additional liberal arts courses; 11 credits of classroom-based, program-specific courses; 32 credits of intensive, laboratory-based clinical application courses; and, a 3-credit Externship experience which will be selected in close consultation between each student and the Program Director.

Students must earn grades of “C” or better in all VET* designated courses. All VET* and BIO* courses must be completed within five years of admission to the Veterinary Technician program.

Course Number	Course Title	Credits
Prerequisites		11
Semester 1, Fall		
MED* 125	Medical Terminology	3
VET* 100	Introduction to Animal Care	2
VET* 101	Introduction to Veterinary Technology	3
ENG 102	Literature and Composition	3
VET* 201	Vet Anatomy & Physiology I with Lab	4
		<hr/> 15
Semester 2, Spring		
VET* 151	Small Animal Veterinary Technology with Lab	4
VET* 152	Large Animal Veterinary Technology with Lab	4
VET* 202	Vet Anatomy & Physiology II with Lab	4
VET* 250	Principles of Pharmacology for Vet Tech	3
		<hr/> 15
Semester 3, Fall		
ALL THREE VET* COURSES MUST BE TAKEN TOGETHER		
VET* 205	Veterinary Laboratory Procedures	3
VET* 212	Principles of Imaging with Lab	1
VET* 230	Vet Anesthesia and Surgical Nursing w/Lab	4
	Humanities Elective (IDS Elective)	3
	Social Science Elective	3
		<hr/> 14

Course Number	Course Title	Credits
Semester 4, Spring		
BIO* 235	Microbiology	4
BIO* 238	Parasitology	3
VET* 220	Animal Pathology	3
VET* 240	Periodontology & Oral Radiology	2
VET* 280	Vet Tech Externship	1
VET*281	Vet Tech Externship	2
		<hr/> 15
	Total credits	<hr/> 70

RESOURCE SUPPORT

Faculty

Two full-time faculty members will be hired. One program director will be hired in fall 2013, pending program approval. A second full-time faculty member will be hired in spring 2014 with minimum qualifications of a Master's Degree in Animal Science or a related field; preferably a Certified Veterinary Technician.

Special Resources

Several program courses will utilize equipment and materials found in a typical college biology lab: microscopes, prepared tissue/blood microscope slides, preserved specimens, etc. The College will reallocate some existing equipment, request support from the NCC Foundation to obtain instructional technology resources, and create a new budget line-item for consumable supplies and accreditation fees. Other courses will require the use of specialized facilities such as a veterinary surgical suite, diagnostic imaging equipment, hematology and parasitology analysis devices, etc. Students and faculty will have access to these types of facilities through a special contractual arrangement with Cornell University Specialists (CUVS) in Stamford, CT and the Veterinary Cancer Center (VCC) in Norwalk, CT. Doing so will give the program access to facilities and equipment that the College currently does not have at this time or may not be feasible to have/house at NCC.

ITEM

Licensure and accreditation of a program in Health Care Administration leading to the Bachelor of Science (A.S.) degree at Charter Oak State College, to be offered online

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education license and accredit a program in Health Care Administration leading to the Bachelor of Science (A.S.) degree at Charter Oak State College, to be offered online for a period of time concurrent with institutional accreditation

BACKGROUND

Charter Oak State College has requested licensure and accreditation of a program in Health Care Administration leading to a Bachelor of Science (B.S.) degree to be offered online. The College is transforming an existing concentration in its General Liberal Arts and Sciences bachelor's program into a separate degree program. The proposed degree program will provide professionals working in the health care industry with the knowledge required to create, implement and efficiently administer programs and services delivered by health care organizations.

Degree programs offered by public institutions in Connecticut must receive approval to operate through licensure by the Board of Regents and must receive accreditation from the Board of Regents to confer degrees (CGS 10a-34 and 10a-35a). Because the program is already in operation as a concentration, students are expected to complete the program in the upcoming academic year and so simultaneous licensure and accreditation has been requested.

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

The program will be considered by the statewide Advisory Committee for Accreditation (ACA) on June 6, 2013 and will forward a recommendation to the Board of Regents. Action from the BOR-ASA is contingent upon a favorable recommendation from ACA.

04/10/13 – ConnSCU Academic Council

06/06/13 – Advisory Committee on Accreditation

06/07/13 – BOR-Academic and Student Affairs Committee

PLANNING ASSESSMENT

Conformance with institutional mission

The program is consistent with the College's mission. The college offers an online BS in General Liberal Arts and Sciences with concentrations in Health Care Administration and Health Studies and credit certificates in Health Insurance Customer Services and Leadership in Health Care Administration. The College also offers an online BS program in Health Care Information Management. Charter Oak State College is Connecticut's only public online college. The degrees and certificates allow for flexibility in earning the degree; however, Charter Oak offers all of the courses required for the current Health Care Administration concentration and for the proposed major in Health Care Administration.

Need

The program is for people already working in the health care industry. The Connecticut Department of Labor projects an increase of 22% for medical and health service manager occupations between 2010 and 2010, with annual growth of 6,800 positions. This increase is faster than average. Median wages for individuals in this occupation are \$84,270 per year. Entry level education requirements are a bachelor's degree. The College already has 114 students enrolled in the Health Care Administration concentration.

Unnecessary duplication of programs

The proposed program is classified in the general category of Health/Health Care Administration/Management (CIP 51.0701).¹ The University of Connecticut is the only Bachelor's program in the state in this area. Recent completions have ranged between 16 and 33 each year.

Institution / Program Name	2007-08	2008-09	2009-10	2010-11	2011-12
University of Connecticut					
Health Care Management	20	20	16	26	33

Cost effectiveness:

There are no budget implications. All the courses are developed and are currently being delivered online. Faculty members are paid per student, so if additional sections of each course would be needed, additional faculty cost is covered by tuition.

Availability of adequate resources

As an existing concentration, adequate resources for offering the program as a major already exist including: 5-8 adjunct faculty that teach yearly; current library resources; designated academic advisors; online tutoring; and two full time administrators with academic background in business administration and health care administration.

¹ A program that prepares individuals to develop, plan, and manage health care operations and services within health care facilities and across health care systems. Includes instruction in planning, business management, financial management, public relations, human resources management, health care systems operation and management, health care resource allocation and policy making, health law and regulations, and applications to specific types of health care services.

QUALITY ASSESSMENT

DESCRIPTION

The Health Care Administration program leading to a Bachelor of Science (B.S.) degree is designed to provide students with management education in the health care industry for the purposes of career advancement; it is expected that most students will already be working in the health care industry. The program is consistent with the College's mission. The college offers an online BS in General Liberal Arts and Sciences with concentrations in Health Care Administration and Health Studies and credit certificates in Health Insurance Customer Services and Leadership in Health Care Administration. The College also offers an online BS program in Health Care Information Management. Charter Oak State College is Connecticut's only public online college. The degrees and certificates allow for flexibility in earning the degree; however, Charter Oak offers all of the courses required for the current Health Care Administration concentration and for the proposed major in Health Care Administration.

The program is for people already working in the health care industry. The Connecticut Department of Labor projects an increase of 22% for medical and health service manager occupations between 2010 and 2020, with annual growth of 6,800 positions. This increase is faster than average. Median wages for individuals in this occupation are \$84,270 per year. Entry level education requirements are a bachelor's degree. The College already has 114 students enrolled in the Health Care Administration concentration.

Purpose and Objectives

The Health Care Administration (HCA) concentration is one of Charter Oak's most selected subject-area concentrations. It is unique in that there are no other undergraduate concentrations or majors in HCA at the other CT state institutions. Changing it to a major will increase the value of the degree to the students. Students in the program are currently employed in the health care or related field and use it to advance professionally.

Learning Outcomes

1. Describe the different types of health care delivery systems and services, including how health care quality is delivered, measured and monitored using research methods to assess customer service and client satisfaction
2. Discuss human service management, behaviors, diversity, policies and procedures, including teamwork, leadership skills and competencies
3. Review legal and ethical responsibilities in the healthcare organization as they relate to patient/client rights
4. Describe economic factors and payment sources that influence health care decisions of the population served
5. Explain financial risk and risk to the organization through evaluation and interpretation of appropriate data and performance reports
6. Identify and apply regulatory and voluntary accrediting standards, process improvement accepts and principle and application to health care.
7. Identify and apply strategic management principles and concepts

Administration

Charter Oak does not have departments. The program will be housed in Academic Affairs, under the direct supervision of the Academic Dean and administered jointly with the Health Information Management program coordinator. The Academic Dean holds a B.A. in Psychology from CCSU, M.A. in Counseling from Fairfield University, and an Ed.D. in Organizational Leadership from Nova Southeastern. The program administrator holds a Doctorate of Business Administration (DBA) from Nova Southeastern with a specialization in Health Information Technology Management, M.S. in Management from University of Kansas, and a B.B.B. from Drexel. Courses he has taught at various undergraduate and graduate programs include: The American Healthcare System, Healthcare Information Technologies, Managerial Economics, Accounting, and Statistics. He is currently working on his post-baccalaureate certificate in HIM to fulfill requirements to sit for licensure exam for the Registered Health Information Administrator (RHIA).

Admissions and Enrollment

Admission requirements are the same as the general admissions requirements for all programs at Charter Oak State College. Students must have a minimum of 9 college credits with a 2.0 or higher for admission.

Enrollment Projections

Projected Enrollment	Fall 2013		Fall 2014		Fall 2015	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers						
New Students	10	20	15	25	15	25
Returning Students	10	46	15	51	15	55
Total Projected	20	66	30	76	30	80

Curriculum

Course	Title	Credits
General Education		40
Required Courses		24
HCA 101	Health Care Systems and Administration	3
HCA 201	Health Care Quality Concepts and Principles	3
HCA 211	Health Care Finance/Business Finance	3
HCA 311	Health Care Economics	3
HCA 301	Contemporary Ethical Issues in Health and Health Care	3
HCA 401	Regulatory & Accrediting Requirements	3
ACC 101	Financial Accounting (prereq for HCA 211)	3
HRM 301	Human Resource Management	3

Course	Title	Credits
Program Elective (one course chosen from):		3
HCA 450	Leadership in Health Care Administration	
MGT 450	Leadership Practices	
MGT 451	Team Leadership	
Electives in Business, Management, MIS, Informatics, Health Care or in an approved related field		6
Capstone		3
HCA 499	Strategic Management in Health Care Capstone	3
Co-Reqs		6
HCA 105	Medical Terminology	3
MAT 105	Statistics	3
Total Major		42
Other credits		38
Degree Total		120

RESOURCE SUPPORT

Faculty

By statute, Charter Oak State College is authorized to offer programs of higher learning without use of full-time faculty (CGS §10a-143(a) and (e)). Faculty listed below are part-time.

Faculty Name	Education/Credentials	
Janice Dobbins Andrews (P/T)	RN, BSN, MSN, CTN-A Certificates in transcultural nursing Teaches Transcultural Competency in HCA	University of North Carolina University of Northern Colorado and University of Nebraska
Rene Antonisse (P/T)	MHA Teaches Health Care Quality Concepts and Principles	Golden Gate University
Stacey Bottone (P/T)	Ph.D.(Certified medical reimbursement specialist and certified professional coder) Teaches Claim Environment	Walden University

Faculty Name	Education/Credentials	
Cynthia Conrad (P/T)	Ph.D (public health) Teaches Health Care Practicum	University of Texas
Paul Creech (P/T)	J.D. MPH Teaches Health Care Law	Western New England College School of Law University of Massachusetts
Jeff Dykes (P/T)	M. Sci Teaches Medical Terminology	University of Washington
Cheri Goretti (P/T)	MA Biological Science BS Medical Technology Teaches Medical Records Science	Anna Maria College Fitchburg State College
Michael Hartwig (P/T)	Ph.D. (ethics) Contemporary Issues in HCA	Southern Methodist University
Sorinu O. Vlaicu (P/T)	Ph.D. Public Policy MPH MD Teaches Quality Improvement In HCA	George Mason University George Washington University Carol Davila University of Medicine and Pharmacy, Romania
Neil Mathur (P/T)	Ph.D in Business and Health Care Admin Teaches Health Care Finance	Union Institute University
Shawn McKay (P/T)	MA Disaster and Emergency management Teaches Terrorism and Disaster Management	American Public University
Brandon Munson (P/T)	MBA Long Term Health Care Certificate BS in Health Services Administration Teaches Health Care Economics	Amberton University
Thomas Paterna (P/T)	ABD .Organizational Management MSM Teaches Leadership in HCA	Capella University Albertus Magnus
Alaisen Reed (P/T)	Ed.D. Master of Health Administration BS in Health Care Management Teaches Health Care Systems and Administration	University of Southern California University of LaVerne University of LaVerne

Faculty Name	Education/Credentials	
Clotilde Smith (P/T)	Ed.D. Educational Mangement MPA Public Administration/Health Care Teaches Strategic Management Capstone	University of Bridgeport University of New Haven
Leona Saunders (P/T)	Doctor of Law and Policy (LPD) MPH MSc (Regulatory Affairs) BSs in Health Management Teaches Regulatory and Accrediting Agencies	Northeastern University Florida International University Northeastern University Northeastern University

Library and Learning Resources

The College has recently increased its on line library holdings to support the program. There are no facilities or other learning resources required.

Charter Oak State College's electronic library (ebrary) hosts multiple health related journals needed for students to conduct research. Charter Oak recently purchased additional databases to support the B.S. in Health Care Administration below:

- HealthSource: Nursing/Academic - include access to Medline.
- <http://www.ebscohost.com/academic/health-source-nursing-academic-edition>
- Medline Complete
- <http://www.ebscohost.com/academic/medline-complete>

Facilities and Equipment

The College is fully online and no equipment or special facilities are necessary to support this program.

ITEM

Modification of a program in Early Childhood Education leading to the Associate of Science (A.S.) degree at Housatonic Community College to change the name of the program to Early Childhood Inclusive Education

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve modification of a program in Early Childhood Education leading to the Associate of Science (A.S.) degree at Housatonic Community College to change the name of the program to Early Childhood Inclusive Education

BACKGROUND

Housatonic Community College has requested that the name of its program in Early Childhood Education leading to the Associate of Science (A.S.) degree be changed to a program in Early Childhood Inclusive Education. This change is requested to illustrate to students and the early childhood community the strength of components of inclusion, individual needs, and diverse learners in the program of study.

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)).

RATIONALE

The College justifies this change on the premise that every early childhood classroom serves children with varying abilities; some children with challenges have been, or are in the process of being identified as having special needs and others have not. Early childhood educators need to understand evidence-based strategies to support all learners, to be able to collaborate with early childhood special education professionals when there are concerns about children's needs for special education services, including facilitating referrals and assisting professionals in the assessment process.

Course contents in the renamed program will be the same but infused with current resources and references that will focus the student on the individual needs of young children at all stages of development. The content will be drawn from textbooks such as "Special Education" by Marilyn Friend, The National Professional Development Center on Inclusion, UCONN Disability Center Training Facility, the Council for Exceptional Children, and other regionally and nationally acknowledged experts in the field of inclusive early childhood education.

The College asserts that even though the changes may appear minor on paper, they represent a major commitment to infusing inclusive learning opportunities and resource materials in all our courses.

ITEM

Modification of a program in Dietetic Technology leading to the Associate of Science (A.S.) degree at Gateway Community College to change the name of the program to Nutrition and Dietetics

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve modification of a program in Dietetic Technology leading to the Associate of Science (A.S.) degree at Gateway Community College to change the name of the program to Nutrition and Dietetics

BACKGROUND

Gateway Community College has requested that the name of its program in Dietetic Technology leading to the Associate of Science (A.S.) degree be changed to a program in Nutrition and Dietetics. This change is requested because the program's accrediting body has changed its name from the American Dietetic Association to the Academy of Nutrition and Dietetics.

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)).

RATIONALE

The program's accrediting body, the American Dietetic Association, has changed its name to the Academy of Nutrition and Dietetics. The College considers it appropriate for the name of its program in this field to mirror that of the national body. In addition, including "nutrition" in the program's title will better communicate content to the public in a way that "dietetics" does not. The program's Advisory Committee unanimously supports this name change.

ITEM

Modification of a program in Reading leading to the Master of Science (M.S.) degree, a program in Reading leading to a sixth-year certificate, and a program in Special Subjects, Fields or Instructional Areas - K-12 (Remedial RDG/Remedial Lang.Arts) leading to a graduate teaching certificate at Southern Connecticut State University to be offered at the Newtown Public School District

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve modification of a program in Reading leading to the Master of Science (M.S.) degree, a program in Reading leading to a sixth-year certificate, and a program in Special Subjects, Fields or Instructional Areas - K-12 (Remedial RDG/Remedial Lang.Arts) leading to a graduate teaching certificate at Southern Connecticut State University to be offered at an additional location at Newtown High School

BACKGROUND

Southern Connecticut State University has requested to offer three graduate reading programs at a location at Newtown High School. These programs are a program in Reading leading to the Master of Science (M.S.) degree, a program in Reading leading to a sixth-year certificate, and a program in Special Subjects, Fields or Instructional Areas - K-12 (Remedial RDG/Remedial Lang.Arts) leading to a graduate teaching certificate. The administration of Newtown Public Schools requested SCSU offer these programs on a cohort basis.

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)).

RATIONALE

Early in the fall of 2012 the assistant superintendent of Newtown Public Schools contacted Dr. Nancy Boyles, Coordinator of our Reading program at SCSU to explore the possibility of initiating a cohort program hosted by Newtown to provide teachers in that district and other districts in the northwestern part of Connecticut with a graduate level program in Reading that would lead to a master's or sixth year degree with Reading certification. This is an underserved area of the state with regard to opportunities for reading certification.

This program is modeled on the fast-track cohort program SCSU initiated in East Lyme two years ago. The program offers candidates the exact same courses with the same requirements and rigor as those we offer on the main campus. For consistency, classes are taught by a combination of full-time and adjunct faculty—the same instructors who would teach the courses on campus. The difference is that the program is offered on Saturdays with both a morning and afternoon class, allowing candidates to complete their coursework in approximately half the time required by part-time study in our on-campus program. Reading teachers have been listed as a critical shortage area in K-12 staffing for several years.

ITEM

Termination of a program in General Science leading to the Bachelor of Science (B.S.) degree at Central Connecticut State University

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve at the request of the institution the termination of a program in General Science leading to the Bachelor of Science (B.S.) degree at Central Connecticut State University, with an extended phase out date until July 1, 2018

BACKGROUND

Central Connecticut State University has requested to terminate the program in General Science leading to the Bachelor of Science (B.S.) degree. Termination of an academic program must receive approval from the Board of Regents, following the policy for academic program approval adopted in January 2012.

RATIONALE

The BS in General Science has three specializations: General Science (Teaching Certificate), Physical Science, and Environmental Interpretation.

The General Science degree that leads to a teaching certificate should be eliminated for the following reasons: 1) approximately only one student graduates per academic year; 2) the School of Education and Professional Studies does not offer a middle school program which was the primary reason for the general science major; 3) general science majors are limited to teaching middle school science; 4) students who major in biology, chemistry, earth science, and physics can still obtain a general science certification by completing a minor in General Science or a cross endorsement (taking the Praxis Test in General Science); 5) students majoring in biology, chemistry, earth science and physics are more marketable.

The BS in General Science with specializations in Physical Science and Environmental Interpretation should be eliminated due to low enrollment (fewer than two students per academic year). Students are also limited to the type of job they could obtain since this degree is too general. Students could improve their skills if they pursue a degree from one of the major science disciplines such as biology, chemistry, earth science, or physics and/or choose a minor in a major science content area. They still would be able to pursue a Minor in General Science.

	2007-08	2008-09	2009-10	2010-11	2011-12
Fall enrollment	20	24	25	12	11
Completions	2	4	2	8	3

Phase Out Strategy

Presently, there are eight students in the BS General Science program with a specialization in General Science (Teaching). For the Physical Science Specialization, there is one student in the pipeline. For the Environmental Interpretation specialization, there are two students in the pipeline.

The strategy to phase out this program will be to continue to offer courses in the program for four more years with no additional students being accepted into the program. The 11 students that remain in all specializations of the BS General Science program will be given two options for completion. They will be encouraged to switch their major to one of the other science disciplines (e.g. biology, chemistry, earth science, and physics). This typically requires students to take an additional two to three courses in their science discipline (some majors are higher) but does not require them to take any more credits than required to graduate from among the programs. If they do not choose to switch programs, then they will be told they must complete the program in four years.

The science education coordinator will monitor the progress of the General Science and Physical Science specializations and the Biology Chair will monitor students enrolled in the Environmental Interpretation specialization to ensure all students switch programs or complete the general science program(s).

RESOURCES

No special resources are required to make this change.

05/08/13 – ConnSCU Academic Council

06/07/13 – BOR-Academic and Student Affairs Committee

ITEM

Termination of an Administrative Assistant Foreign Language Option in a program in Business Office Technology leading to the Associate of Science (A.S.) degree at Gateway Community College

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve at the request of the institution the termination of an Administrative Assistant Foreign Language Option in a program in Business Office Technology leading to the Associate of Science (A.S.) degree at Gateway Community College, with a phase-out period until December 31, 2013

BACKGROUND

Gateway Community College has requested to terminate an Administrative Assistant Foreign Language Option in a program in Business Office Technology leading to an Associate of Science (A.S.) degree. Termination of an academic program must receive approval from the Board of Regents, following the policy for academic program approval adopted in January 2012.

RATIONALE

The Administrative Assistant-Foreign Language Option in Business Office Technology has had continued low enrollment. Due to the low enrollment and at the recommendation of the Business Office Technology Advisory Board, termination is recommended.

	2007-08	2008-09	2009-10	2010-11	2011-12
Fall enrollment	0	1	0	0	1
Completions	2	4	2	8	3

PHASE OUT STRATEGY

No specific provisions are necessary for students who are currently enrolled to be able to complete the program; two students will graduate in May 2013, and there are no other students currently enrolled in this program. Discontinuing this program in the Fall will ensure that no students enroll in this program.

05/08/13 – ConnSCU Academic Council

06/07/13 – BOR-Academic and Student Affairs Committee

ITEM

Termination of an Option in Special Education in a program in Early Childhood Education leading to an Associate of Science (A.S.) degree at Housatonic Community College

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED, That the Board of Regents for Higher Education approve at the request of the institution termination of an Option in Special Education in a program in Early Childhood Education leading to an Associate of Science (A.S.) degree at Housatonic Community College, with a phase out date until July 1, 2015

BACKGROUND

Housatonic Community College has requested to terminate an Option in Special Education in its program in Early Childhood Education leading to an Associate of Science (A.S.) degree. (The official name of the accredited program for discontinuation is “Early Childhood Education: Special Education Option”). Termination of an academic program must receive approval from the Board of Regents, following the policy for academic program approval adopted in January 2012.

RATIONALE

The discontinuation of this program is planned in conjunction with the modification of the College’s Early Childhood Education program to rename it Early Childhood Inclusive Education. The developing field of early childhood education no longer divides simply between children with special needs and children who are typically developing. Young children are not always identified as having special needs during the first 5 years of their lives. Indeed, children develop at different rates in different domains. It is now recognized within the profession that all children have individual needs that must be recognized and addressed by well-trained, early childhood caregivers.

In response, the College’s faculty in Early Childhood Education has infused all program courses with theories, methods, and activities that will enable HCC students to understand and use approaches to working with children as individuals with individual needs. The goal of these modifications is to make the regular degree program inclusive of all the information, ideas, and practices that best meet the needs of the early childhood education workforce and the children and families they serve.

With all relevant course material in the Special Education Option embedded into the content of the Early Childhood Inclusive Education program, there will no longer be a need for a separate Special Education option at Housatonic Community College.

	2007-08	2008-09	2009-10	2010-11	2011-12
Fall enrollment	36	37	35	28	32
Completions	3	13	4	8	2

PHASE OUT STRATEGY

There are currently 33 students in the ECE Special Education option. The plan is to cease admitting new students to the program as of January 2013 but to allow until July 2015 any currently enrolled students to complete the Special Education Option. In addition, because there are many similarities between the Option and the renamed Early Childhood Inclusive Education program, students in the Option will be individually advised about transferring to the parent program where deemed appropriate.

5/08/12 – ConnSCU Academic Council

6/07/12 – BOR-Academic and Student Affairs Committee

ITEM

Designation of Mr. Peter J. Sposito to fill the American Savings Foundation Endowed Chair in Finance at Central Connecticut State University

RECOMMENDED MOTION FOR FULL BOARD

- WHEREAS Through Board Resolution #03-10, the former Board of Trustees for the Connecticut State University System established the American Savings Foundation Endowed Chair in Finance at Central Connecticut State University, and
- WHEREAS President Jack W. Miller of Central Connecticut State University, upon consultation with Selection Committee in the School of Business, the Dean of the School of Business, the Provost, and the American Savings Foundation Board, has recommended that the endowed chair be filled by Mr. Peter J. Sposito, and
- WHEREAS Mr. Sposito is a renowned leader in the area of finance, is highly credentialed in this field, and will therefore bring a wealth of experience to the campus community, and
- WHEREAS Mr. Sposito will be responsible for teaching, lecture series organization, outreach, and publicity at Central Connecticut State University that will benefit CCSU, its students and the greater New Britain community, therefore be it
- RESOLVED That the Board of Trustees for the Connecticut State University System designates Mr. Peter J. Sposito to fill the American Savings Foundation Endowed Chair in Finance at Central Connecticut State University for the 2013-14 and 2014-15 academic years.

BACKGROUND

Central Connecticut State University has requested that Mr. Peter J. Sposito be named to fill the American Savings Foundation Endowed Chair in Finance at Central Connecticut State University. The Board of Regents acting as the Board of Trustees for the Connecticut State Universities may appoint individuals to Endowed Chairs following the policy and procedures approved by the former Board of Trustees under Board Resolution #03-10.

While Section 10a-20a of the Connecticut General Statutes provides for matching funds through the Endowed Chair Investment Fund, appropriations have not been directed to this fund in several years, and more recently established Endowed Chairs, including the American Savings Foundation Endowed Chair in Finance at Central Connecticut State University, are not supported by this state fund but only by the endowment of the specific donor(s) establishing the Endowed Chair.

ITEM

Extension of Institutional Accreditation of Middlesex Community College

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education extend the accreditation of Middlesex Community College until October 31, 2014

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 the Board finds cause not to rely upon such accreditation (C.G.S. 10a-34(d)).

RATIONALE

Middlesex Community College was last accredited by the Board of Governors for Higher Education in June 2008 until June 30, 2013, following the acceptance of the College's fifth-year interim report to the New England Association of Schools and Colleges (NEASC) Commission on Higher Education, the institution's regional accreditor. NEASC has granted the College an extension of its regional accreditation to accommodate the College's presidential transition.

The comprehensive NEASC evaluation visit will be conducted during the 2013-14 academic year. The extension of the College's state accreditation until October 31, 2014 will allow for the actions of the Commission to be reported with sufficient time for the Board of Regents to take action on the state accreditation of the College.

RATIONALE

In October 2002, the ASF awarded a multi-year grant of one million dollars to Central Connecticut State University (CCSU) to establish the ASF Endowed Chair in Banking and Finance. The primary purpose of this position is to provide both academic and outreach activities in banking and finance that benefit the CCSU community. The first holder of the ASF Endowed Chair was Mr. Brian Charlebois who served for two years, starting September 2006. Mr. Charlebois brought an extensive and impressive record of service in the banking and finance industry to the position.

In fall 2010, the School of Business and the ASF agreed to revisit the desired qualifications and expected duties for the ASF Endowed Chair. It was jointly decided and approved by the ASF Board and the School of Business that the Chair holder will be expected to foster collaborative interactions between CCSU and the banking and finance industry by engaging in the activities listed below.

- **Teaching-** Offer one class each semester tentatively entitled "Current Issues in Banking and Finance." The seminar course will feature weekly guest lectures by executives in the banking and finance industries
- **Distinguished Banking and Finance Lecture Series-** Organize an annual public lecture by a prominent banker, financier, or media personality to talk about current issues in banking and finance. Earnings from the endowment of the ASF Chair in Banking and Finance would support this lecture series
- **Networking-** Foster closer relationships between the School of Business and local, regional, and national banks
- **Publicity-** Work collaboratively with the Dean of the School of Business and Vice President for Institutional Advancement to publicize and celebrate all activities of the endowed chair

In recruiting holders for the ASF Chair, priority is given to practitioners with a record of distinguished accomplishment in banking or finance, such as retired executives. An ideal candidate for the position would be a practitioner with distinguished industry experience at a CEO level, who could adequately meet the prestige and expectations of an Endowed Chair.

President Sposito has made a commitment to engage significantly with the local and regional community to bridge the gap between academia and practitioners in the areas of banking and finance. He will prepare a proposal to establish an Institute of Banking and Finance as was originally stipulated in the agreement between CCSU and the ASF.

The term of the appointment would be for the 2013-14 and 2014-15 academic years, to commence on August 26, 2013.

ITEM

Center for Compassion, Creativity and Innovation at Western Connecticut State University

RECOMMENDED MOTION FOR FULL BOARD

WHEREAS Section 10a-25h(a) of the Connecticut General Statutes provides that Board of Regents for Higher Education acting as the board of trustees for constituent units is authorized to establish and administer centers to be known as Connecticut higher education centers of excellence, and

WHEREAS The Connecticut State University Board of Trustees Resolution #01-87 provides a policy and procedures to establish Connecticut higher education centers of excellence, and

WHEREAS Centers of excellence established under these procedures are to go out of existence on December 31 five years after their inception unless action to the contrary is taken by the Board, therefore be it

RESOLVED: That the Board of Regents for Higher Education establishes the Center for Compassion, Creativity and Innovation at Western Connecticut State University to exist until December 31, 2018, unless approved for continuance pursuant to Board policy

BACKGROUND

Western Connecticut State University has requested that the Board of Regents establish a Center for Compassion, Creativity and Innovation at the University as allowed under CGS 10a-25h and through procedures established by the former CSU Board of Trustees (BR#01-87).

Staff review of the proposal indicates it is consistent with the statutory definition of a center of excellence as well as the mission of WCSU. As required by Board policy, the materials provided by the University make a case for need, identify objectives and faculty resources, present a plan for financial support, and outline an evaluation and assessment plan. The plan for sufficient financial support of the center includes a financial contribution from His Holiness the Dalai Lama and includes a close relationship with Do Ngak Kunphen Ling, Tibetan Buddhist Center for Universal Peace (DNKL).

RATIONALENeed

WCSU's vision for the Center establishes compassion as an ethical concept shared by both religious and secular societies that entails building networks of understanding, from the family to the community to the region to the nation and finally to the globe. Creativity and its close cousin innovation, for purposes of the Center, describe the power to fashion new ideas, procedures, objects or relationships in a way that brings value to others. When combined with compassion, creativity means the creative process and the associated skills involved in engaging in projects

that innovate and renew in order to improve the world. The University asserts that the need to research and join in the mind these important concepts has never been greater. Solving the complex problems facing the world in the 21st century requires not only a highly educated population but a creative and compassionate one.

Objectives

The Center will raise awareness, foster, encourage, publish and execute research into the conjunction of these vital human impulses, and help bring the results to bear on WCSU's educational mission. It will conduct research into the great potential that can be released by linking compassion, creativity and innovation in different areas such as, but not restricted to, business, education, the arts, health care, community and family life.

Specifically, the Center will:

- Create awareness within the university as well as the regional and global communities about the importance of compassion, creativity and innovation in daily and professional life.
- Maintain a forum where faculty, students, staff and people from all traditions such as, but not restricted to, artistic, religious, philosophical, cultural, political and business traditions can come together to investigate the conjunction of compassion, creativity and innovation through dialogue, research and activities.
- Publish and disseminate creative products of the Center (such as conference proceedings, research, music, etc.) through appropriate format and media (such as online, print, concerts, etc.).
- Seek to enrich the activities, research, and curricula in all disciplines of the university by supporting faculty, students and staff who wish to inquire into issues of compassion, creativity and innovation.
- Sponsor activities, events, conferences and forums related to issues of compassion, creativity and innovation.
- Engage with other centers and organizations on other projects consistent with the Center's mission.

The primary driver of the Center for meeting the need will be a continued voluntary cooperation between the faculty, staff and students of WCSU and Do Ngak Kunphen Ling, Tibetan Buddhist Center for Universal Peace (DNKL).

Faculty and Staff Involvement

Administration

The Center shall be managed by a Director and Governing Board under the supervision of the Provost/Vice President of Academic Affairs. The Director will be Dr. Christopher L. Kukk, Professor of Political Science.

As Director-Designee of the Center for Compassion, Creativity and Innovation, Dr. Kukk is a Fulbright Scholar, faculty advisor for Western Connecticut State University and the City of Danbury on compassion initiatives, Director of the Honors Program, founder of the University's Debate Team, and a member of Phi Beta Kappa. He received his Ph.D. in political science from

Boston College and his B.A. in political science from Boston University. He was also an international security fellow at Harvard University's Belfer Center for Science and International Affairs. His research and publications focus on education issues, the political economy of natural resources and the creation and sustainability of civil society. Dr. Kukk was also a counter-intelligence agent for the United States Army, a research associate for Cambridge Energy Research Associates, and has provided the Associated Press, National Public Radio, The Economist magazine, NBC-TV, CableVision, and Connecticut media with analysis regarding American politics and U.S. foreign policy.

Other faculty and staff

The involvement of WCSU faculty and staff in the Center's activities will be on a voluntary basis. The Center will work with interested faculty at the university to develop community outreach, curricula and programs that align with the Center's mission.

DNKL Involvement in the Center

It is the vision of DNKL to promote universal peace through creating enlightened world citizens who work toward the happiness of all by means of philosophical studies and meditation.

Generally, the essence of this philosophy is the practice of altruism benefitting all based on both a clearer understanding of oneself and the world, and universal compassion.

It is the mission of DNKL to promote this vision through classes, retreats, public talks, festivals and events, and humanitarian activities. The Center will provide an opportunity for DNKL to fulfill its goals in the area of humanitarian activities through the study, discussion and research of the philosophy of compassion as it intersects with various disciplines and through the activities that will be undertaken or sponsored by the new Center.

- Location for Activities and Events: DNKL is located in Redding, Conn., about six miles from WCSU's Midtown campus. DNKL's buildings and facilities will be available for use by the Center.
- Personnel: DNKL faculty will participate in activities of the Center. DNKL's resident teachers hold both American Master's degrees and Geshe degrees in Buddhist studies (equivalent to a Ph.D.). Members of the DNKL community include professionals in many fields such as prominent musicians, writers, actors and business leaders. DNKL members will contribute their time and expertise to the activities and projects of the Center.

Budget

Revenue to support the Center comes from a \$107,000 donation from His Holiness, The Dalai Lama following his appearances at the WCSU campus in October 2012. The University expects to raise an additional \$50,000 each year in support from private giving. Additional revenue will come from conference fees and some publication revenues.

Expenses are forecast to include a part-time University Assistant and an adjunct instructor to take on the teaching load of the 3-credits of reassigned time for the Director. Costs will also be incurred for an annual conference and publications. Construction or renovation of facilities is not anticipated. CCCI staff will occupy existing office space and make use of existing phone, computer, and related equipment. This will impose only minimal incremental indirect costs on WCSU, as represented by the estimate of \$1,000 annually for the indirect cost line item.

Five-Year Revenues and Expenses

BUDGET CATEGORIES	Year 1 (FY14)	Year 2 (FY15)	Year 3 (FY16)	Year 4 (FY17)	Year 5 (FY18)	TOTAL
REVENUE						
1. Gifts/Grant Support ^a	\$107,000	\$50,000	\$50,000	\$50,000	\$50,000	\$307,000
2. General Fund ^b	\$0	\$0	\$0	\$0	\$0	\$0
3. Operating Fund ^c	\$0	\$0	\$0	\$0	\$0	\$0
4. Other Revenue ^d	\$11,500	\$11,500	\$11,500	\$11,500	\$11,500	\$57,500
5. TOTAL REVENUE (lines 1-4)	\$118,500	\$61,500	\$61,500	\$61,500	\$61,500	\$364,500
EXPENSES						
1. Personnel ^e	\$15,000	\$20,981	\$21,230	\$22,230	\$22,230	\$101,672
2. Fringe Benefits (at WCSU FY14 average rate)	\$6,548	\$9,158	\$9,267	\$9,703	\$9,703	\$44,380
3. Travel	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$10,000
4. Equipment & Supplies	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$10,000
5. Contractual	\$0	\$0	\$0	\$0	\$0	\$0
6. Construction ^f	\$0	\$0	\$0	\$0	\$0	\$0
7. Other	\$20,999	\$20,999	\$20,999	\$20,999	\$20,999	\$104,995
8. Total Direct Costs (lines 1-8)	\$46,547	\$55,138	\$55,496	\$56,933	\$56,933	\$271,046
9. Indirect Costs ^g	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$5,000
10. TOTAL COSTS (lines 8-9)	\$47,547	\$56,138	\$56,496	\$57,933	\$57,933	\$276,046
NET						
1. TOTAL REVENUE - TOTAL COSTS	\$70,954	\$5,362	\$5,004	\$3,567	\$3,567	\$88,454
surplus / (deficit)						
2. OPERATIONAL BALANCE						
from previous year	\$0	\$70,954	\$76,315	\$81,319	\$84,886	

NOTES:

- Include and break out revenues from foundations and gift/nonoperational revenues from other sources. Provide description in Budget Narrative.
- Include revenues for support of Center/Institute from block grant (e.g. Reassigned time for faculty supported on block grant)
- Include revenues for support of Center/Institute from operating funds (e.g. tuition and fees).
- Other revenue includes operating revenue (fees charged to participants, event fees, etc.) and/or other sources not listed above. Provide description in Budget Narrative.
- Include breakout and costs for faculty reassigned time and costs for other personnel. Provide detail and FTE estimate in proposal narrative on faculty and staff involvement.
- Include breakout and costs for new construction and costs for renovation or upgrade of existing facility/space.
- Estimate costs for facilities use, utilities consumption, etc.

Assessment and Evaluation Plan

Objectives/Criteria	Year 1	Year 2	Year 3	Year 4	Year 5
1. Interdisciplinary Courses	Develop and implement at least one interdisciplinary course, involving at least two departments, every two years.		Develop and implement at least one interdisciplinary course, involving at least two departments, every two years.		Develop and implement at least one interdisciplinary course, involving at least two departments, every two years.
2. Community Service	Organize at least one student community service opportunity that has compassion and/or creativity as its primary theme.	Organize at least one student community service opportunity that has compassion and/or creativity as its primary theme.	Organize at least one student community service opportunity that has compassion and/or creativity as its primary theme.	Organize at least one student community service opportunity that has compassion and/or creativity as its primary theme.	Organize at least one student community service opportunity that has compassion and/or creativity as its primary theme.
3. Joint Projects with DNKL	Execute at least one joint project with DNKL to provide students with opportunities for cooperative learning	Execute at least one joint project with DNKL to provide students with opportunities for cooperative learning	Execute at least one joint project with DNKL to provide students with opportunities for cooperative learning	Execute at least one joint project with DNKL to provide students with opportunities for cooperative learning	Execute at least one joint project with DNKL to provide students with opportunities for cooperative learning
4. Ethics Awareness	Facilitate at least one lecture or workshop that focuses on ethical behavior.	Facilitate at least one lecture or workshop that focuses on ethical behavior.	Facilitate at least one lecture or workshop that focuses on ethical behavior.	Facilitate at least one lecture or workshop that focuses on ethical behavior.	Facilitate at least one lecture or workshop that focuses on ethical behavior.

Center for Compassion, Creativity and Innovation
Mission Objectives / Criteria for Assessment and Evaluation

Objectives/Criteria	Year 1	Year 2	Year 3	Year 4	Year 5
5. Primary, Secondary & Higher Education	Encourage educators throughout the PK-20 pipeline to explore roles that compassion, creativity and innovation can play in their curricula.	Encourage educators throughout the PK-20 pipeline to explore roles that compassion, creativity and innovation can play in their curricula.	Encourage educators throughout the PK-20 pipeline to explore roles that compassion, creativity and innovation can play in their curricula.	Encourage educators throughout the PK-20 pipeline to explore roles that compassion, creativity and innovation can play in their curricula.	Encourage educators throughout the PK-20 pipeline to explore roles that compassion, creativity and innovation can play in their curricula.
6. Global Cultural Perspectives	Host at least one event that is global in nature and involves diverse cultural perspectives.	Host at least one event that is global in nature and involves diverse cultural perspectives.	Host at least one event that is global in nature and involves diverse cultural perspectives.	Host at least one event that is global in nature and involves diverse cultural perspectives.	Host at least one event that is global in nature and involves diverse cultural perspectives.
7. Creativity & Innovation Projects	Designate at least one event/activity focused specifically on the subject of innovation, creativity and creative process.	Designate at least one event/activity focused specifically on the subject of innovation, creativity and creative process.	Designate at least one event/activity focused specifically on the subject of innovation, creativity and creative process.	Designate at least one event/activity focused specifically on the subject of innovation, creativity and creative process.	Designate at least one event/activity focused specifically on the subject of innovation, creativity and creative process.

ITEM

Suspension of Community College Policy for Assessment of Skills and Competencies of Entering Students

RECOMMENDED MOTION FOR FULL BOARD

WHEREAS Public Act 12-40 requires public institutions to determine readiness for college level courses, intensive college readiness programs, or a semester of remedial support by means of multiple commonly accepted measures of skill level by Fall 2014, and

WHEREAS The Community College Policy 3.19 Policy for Assessment of Skills and Competencies of Entering Students requires use of the Accuplacer and sets specific cut scores for placement, therefore be it

RESOLVED That the Board of Regents for Higher Education suspend Policy 3.19 Policy for Assessment of Skills and Competencies of Entering Students to allow institutions to develop, test, and refine a range of placement methods that will allow for compliance with Public Act 12-40, and be it further

RESOLVED That institutions shall determine readiness for coursework using commonly accepted measures of skill level, which may include but are not limited to administration of the Accuplacer computerized adaptive test, and be it further

RESOLVED That institutions using commonly accepted measures of skill level other than the Accuplacer computerized adaptive test shall also administer the Accuplacer to a sample sufficient in size and scope to determine the statistical relationship between the alternative measure(s) and the Accuplacer, and be it further

RESOLVED That the President or his designee will conduct a study of placement methods and outcomes to identify guidelines for a placement policy that uses multiple measures and may provide for consistent placements across institutions. The President will report on the findings of this study no later than December 2015.

BACKGROUND

Public Act 12-40 An Act Concerning College Readiness and Completion requires use of multiple commonly accepted measures of skill level to evaluate college readiness and to place students into college-level courses as well as those below the college-level. A single Accuplacer cutoff score is insufficient to meet this requirement, and institutions have begun experimentation with alternative means of placement. This resolution suspends the policy of the former Community College Board of Trustees requiring placement using Accuplacer in order to authorize and encourage institutional experimentation with additional placement methods that will optimize student success.

Because there is some value in a consistent level of competency for any given placement level, the resolution calls for a report to be submitted to the Board no later than December 2015 to

examine how placement standards may re-converge following this period of experimentation and analysis.

The Academic and Student Affairs Committee reviewed an initial recommendation from management on May 3, 2013 and requested provisions be added to the policy to ensure that institutions had some directive to conduct placement. Additions to the resolution (represented in underlined text) are designed to:

1. Require use of a placement method that would satisfy the provision of PA 12-40 of being “commonly accepted” – this could be another placement test, a writing sample, high school performance, portfolio evaluation, or other technique. Accuplacer is still included as an acceptable placement method.
2. Require institutions assess a sample of students with Accuplacer even if an alternative method is used in order to determine a statistical relationship between the placement methods.

04/10/13 – ConnSCU Academic Council

05/03/13, 06/07/13 – BOR-Academic and Student Affairs Committee

COMMUNITY COLLEGE BOARD OF TRUSTEES POLICY[3.19 Assessment – Entering Students](#)**ASSESSMENT OF SKILLS AND COMPETENCIES OF ENTERING STUDENTS**

Consistent with its statutory mandate and mission, the Board of Trustees of Community-Technical Colleges has endorsed and promoted a host of system planning efforts rooted in recognition of

- the need to extend to an increasingly diverse student clientele access to educational opportunity
- the need to provide a wide variety of instructional and student support services to assist students to achieve their objectives
- the need to enhance the quality of Community College system programs and services.

Accordingly and within this context, the board of trustees approves the following recommendations for implementation of a systemwide program for assessment of the skills and competencies of students who enter a Community College:

1. The Accuplacer computerized adaptive test shall be used for purposes of assessment placing of entering Community College students.
2. Each college shall use, at a minimum, the reading comprehension, sentence skills and the algebra sections of the test.
 - a. In order for students to place into ENG* 101 Composition, a minimum score of 88 on Accuplacer Sentence Skills and a minimum score of 83 on Accuplacer English Comprehension must be attained. Students may challenge the outcome of these specific tests by requesting an essay prompt. The prompt will require the student to read, summarize, and respond to a text. It will be scored using the New Jersey rubric.
 - b. An alternative method to place into ENG* 101 Composition will be a score of 450 or higher on the SAT Verbal or SAT Essay, or a score of 21 or higher on the ACT English portion or a score of 47 or higher on the ACT English and Reading portions.
 - c. All students will begin the Accuplacer Math test with the Elementary Algebra subtest. An Arithmetic score should be available adaptively, for students placing below MAT* 095, to allow selection into an array of developmental courses, which are configured differently at different colleges.
 - d. To place out of developmental courses into Intermediate Algebra, the minimum Elementary Algebra score will be in the band between 54 and 66.
 - e. An alternative method of placement into Intermediate Algebra will be a score between 500-549 on the SAT Math section, or a score of 18-21 on the ACT Math test.
 - f. Placement out of Intermediate Algebra into some, but not all, higher-level courses will require a score of 40 or higher on the College Level math portion of Accuplacer.
 - g. An alternative method of placement out of Intermediate Algebra will be a score of 550 or higher on the Math section of the SAT, or a score of 22 or higher on the

ACT Math test. These scores would place students into some, but not all, courses above Intermediate Algebra in the system.

3. Students seeking Ability to Benefit (ATB) in order to qualify for Federal financial assistance shall be tested, at a minimum, in the reading comprehension, sentence skills, and arithmetic sections of the Accuplacer test.
4. The Chancellor is authorized to develop an alternative assessment program to pilot the validity of testing instruments such as certain state tests to be used for student academic assessment at the point of entry to a Community College. Colleges designated to participate in an alternative assessment program will be required to follow the standards established for the program and to report the research findings for systemwide use.
5. Students with previous college-level English and/or Mathematics credits with a grade of C (2.0) or better will be exempt from placement testing in that specific discipline, except in situations where specialized accreditation or licensure standards pertain, or in situations where the prior credit is not relevant to the student's program of study.
6. Resources shall be made available to assist colleges in implementation of the testing program and for appropriate research studies.
7. Working towards common standards and sequences of courses across the system, each college will establish prerequisites at the developmental level for those college-level courses which require writing, reading, and mathematics.
8. All courses offered at the developmental level (courses with an initial number of "0" whose credits do not count towards graduation) must be pre-collegiate, defined as part of a sequence of courses which lead to college-level work. Courses deemed to be basic skills which are not pre-collegiate, as defined in this section, cannot be offered as part of the developmental sequence.
9. Consistent with these prerequisites, entering students who need courses at the developmental level will be strongly advised by the college to enroll during their first year of matriculation in the necessary developmental English and Mathematics courses.

(Adopted May 16, 1988; amended May 16, 2005;
amended May 19, 2008; amended May 23, 2011;
amended June 20, 2011)

PUBLIC ACT NO. 12-40

[AN ACT CONCERNING COLLEGE READINESS AND COMPLETION.](#)

Be it enacted by the Senate and House of Representatives in General Assembly convened:

Section 1. (NEW) (Effective July 1, 2012) (a) For purposes of sections 1 to 3, inclusive, of this act: (1) "Connecticut's P-20 Council" means the state-wide council of educators, business leaders and civic officials formed by Executive Order Number 2A by Governor M. Jodi Rell in 2009 to build stronger ties among educators and policymakers at all levels of education in this state, from preschool to graduate school; and (2) "public institution of higher education" means those constituent units identified in subdivisions (2) and (3) of section 10a-1 of the general statutes.

(b) Not later than the start of the fall semester of 2014 and for each semester thereafter, if a public institution of higher education determines, by use of multiple commonly accepted

measures of skill level, that a student is likely to succeed in college level work with supplemental support, the public institution of higher education shall offer such student remedial support that is embedded with the corresponding entry level course in a college level program. Such embedded support shall be offered during the same semester as and in conjunction with the entry level course for purposes of providing the student with supplemental support in the entry level course.

(c) Not later than the start of the fall semester of 2014 and for each semester thereafter, if a public institution of higher education determines, by use of multiple commonly accepted measures of skill level, that a student is below the skill level required for success in college level work, the public institution of higher education shall offer such student the opportunity to participate in an intensive college readiness program before the start of the next semester. Such student shall complete such intensive college readiness program prior to receiving embedded remedial support, as provided in subsection (b) of this section. The Board of Regents for Higher Education, in consultation with Connecticut's P-20 Council and the faculty advisory committee to the Board of Regents for Higher Education, shall develop options for an intensive college readiness program.

(d) Not later than the start of the fall semester of 2014 and for each semester thereafter, no public institution of higher education shall offer any remedial support, including remedial courses, that is not embedded with the corresponding entry level course, as required pursuant to subsection (b) of this section, or offered as part of an intensive college readiness program, except such institution may offer a student a maximum of one semester of remedial support that is not embedded, provided (1) such support is intended to advance such student toward earning a degree, and (2) the program of remedial support is approved by the Board of Regents for Higher Education.

(e) Not later than the start of the fall semester of 2014, the Board of Regents for Higher Education, in consultation with Connecticut's P-20 Council, shall report, in accordance with the provisions of section 11-4a of the general statutes, to the joint standing committee of the General Assembly having cognizance of matters relating to higher education regarding (1) its recommendations concerning the successful transition of adults returning to or first enrolling in a higher education program at a public institution of higher education after spending time in the workforce, and (2) the application of the provisions of sections 1 to 3, inclusive, of this act to each higher education program for hearing impaired or deaf students offered by a public institution of higher education.

Sec. 2. (NEW) (Effective July 1, 2012) Not later than the start of the fall semester of 2016 and for each semester thereafter, each public high school and public institution of higher education shall complete curricular alignment to enable the successful completion of the high school mathematics and language arts curricula, as described in Connecticut's Common Core State Standards adopted by the State Board of Education, to be the indicator of readiness for college level work. A public institution of higher education may use available evaluation instruments to assess adults, who are returning to or first enrolling in a higher education program at a public institution of higher education after spending time in the workforce, for readiness for college level work.

Sec. 3. (NEW) (Effective July 1, 2012) Not later than the start of the school year commencing July 1, 2014, and for each school year thereafter, the Board of Regents for Higher Education, in consultation with Connecticut's P-20 Council, as defined in subsection (a) of section 1 of this act, shall ensure that each public institution of higher education works with the Department of Education and the local and regional school districts to (1) use available evaluation methods for early assessment of the potential for college readiness of each student enrolled in the eighth and tenth grades in a public school, and (2) share the results of such assessment with such student, such student's parents or legal guardian and the public school in which such student is enrolled.

Approved May 31, 2012

INFORMATION ITEM

Non-substantive change to add a program in Nonprofit Management leading to a postbaccalaureate certificate (12 credits) at the University of Connecticut, to be offered online

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 University of Connecticut plans to divide an existing postbaccalaureate certificate in Public and Nonprofit Management (DHE#15762, CIP 52.0206) into its two substantive components: 1) Nonprofit Management and 2) Leadership and Public Management. Each would be twelve credits; the postbaccalaureate certificate in Nonprofit Management will be offered online. New graduate certificates of 12 credits or less qualify as nonsubstantive changes under 10a-34-2(k) of the regulations and do not require Board action. Board policy established in January 2012 requires notification of the Academic and Student Affairs Committee for such nonsubstantive changes to be effected.

The new certificate programs will not be reportable in IPEDS even though they are recognized by the State of Connecticut. IPEDS required postbaccalaureate certificates include at least 18 credit hours; post-master's certificates must include at least 24 credit hours.

RATIONALE

The Graduate Certificate Program in Public and Nonprofit Management was first offered in the Fall of 2004. The original name of the Graduate Certificate was Nonprofit Management. In 2006, the Department requested that the name change to Public and Nonprofit Management. The purpose of that name change was to broaden its appeal. This decision was based on student interest in both public and nonprofit management.

The Department is now developing two entrepreneurial programs. One program is designed to serve nonprofit managers with on-line delivery that will be convenient for individuals who are currently employed, and on-line delivery will allow our reach to extend beyond the local Hartford area. The other program is with the State of Connecticut to provide training and skill development in public management and analysis for state employees. Given that there are now two distinct areas of marketing for the existing certificate, and the entrepreneurial funding, the Department requests to split the current certificate in two distinct certificates.

Curriculum

PP 5323 Leadership and Management of Nonprofit Organizations	3 credits
PP 5318 Financial Management for Public and Nonprofit Organizations	3 credits
PP 5324 Resource Development for Nonprofit Organizations	3 credits
PP 5319 Program Development and Evaluation	3 credits

INFORMATION ITEM

Non-substantive change to add a program in Leadership and Public Management leading to a postbaccalaureate certificate (12 credits) at the University of Connecticut

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

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RATIONALE

The Graduate Certificate Program in Public and Nonprofit Management was first offered in the Fall of 2004. The original name of the Graduate Certificate was Nonprofit Management. In 2006, the Department requested that the name change to Public and Nonprofit Management. The purpose of that name change was to broaden its appeal. This decision was based on student interest in both public and nonprofit management.

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Curriculum

Required

PP 5361 Theory of Public Organizations	3 credits
PP 5364 Public Finance and Budgeting	3 credits
PP 5365 Human Resource Management	3 credits

One elective chosen from: 3 credits

PP 5317 Capital Financing and Budgeting
PP 5340 Public Investment Analysis
PP 5327 Analysis for Management Decision-Making

INFORMATION ITEM

Non-substantive change to add an Option in Management (9 credits) to an existing accredited program in Business Administration leading to the Associate of Science (A.S.) degree at the Quinebaug Valley Community College

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

Quinebaug Valley Community College plans to add a 9-credit option in Management to its existing accredited program in Business Administration leading to the Associate of Science (A.S.) degree. New undergraduate options of 15 credits or less qualify as nonsubstantive changes under 10a-34-2(k) of the regulations and do not require Board action. Board policy established in January 2012 requires notification of the Academic and Student Affairs Committee for such nonsubstantive changes to be effected.

RATIONALE

Beyond the core Business Administration courses, the Management option will focus on the importance of synergy in and the functions of management in the business world. The dynamics of organizational behavior and the importance of effective human resource management will also be explored. The cores of any organization, managers often are called upon to provide stability and focus to accomplish operational initiatives.

According to the Connecticut Department of Labor, job growth in Management Analysts and First Line Supervisors/Managers (in all sectors) is expected to increase about as fast as average. Although some of the jobs in this field may require a bachelor's degree or higher, the Management option will prepare students to go on to either entry level jobs in the field and/or transfer to the state universities through the TAP articulation.

Curriculum

Courses in the Option:

ACC 117 Managerial Accounting	3 credits
BMG 210 Organizational Behavior	3 credits
BMG 220 Human Resources Management	3 credits

RESOURCES

All courses are currently offered and it is anticipated that this option will facilitate maximization of enrollments in sections offered. There are no additional resources needed.

05/03/13 – ConnSCU Academic Council

06/07/13 – BOR-Academic and Student Affairs Committee

INFORMATION ITEM

Non-substantive change to add an Option in Business Information Systems (12 credits) to an existing accredited program in Business Administration leading to the Associate of Science (A.S.) degree at the Quinebaug Valley Community College

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

Quinebaug Valley Community College plans to add a 12-credit option in Business Information Systems to its existing accredited program in Business Administration leading to the Associate of Science (A.S.) degree. New undergraduate options of 15 credits or less qualify as nonsubstantive changes under 10a-34-2(k) of the regulations and do not require Board action. Board policy established in January 2012 requires notification of the Academic and Student Affairs Committee for such nonsubstantive changes to be effected.

RATIONALE

Incorporating selected courses beyond those required in the Business Administration core, the Business Information Systems (BIS) option allows for a focus on the creation and administration of information systems to improve the performance of organizations. Students enrolled in the option will also identify and apply strategies to integrate the fundamentals of organizational management with information technology.

According to the Connecticut Department of Labor, job growth in Computer and Information Systems Managers is expected to grow much faster than average. Although much of the growth in this area is expected to require a bachelor's degree or higher, the BIS program prepares students to go on to either entry level jobs in the field of information technology management and/or transfer to the state universities through the TAP articulation.

Curriculum

Courses in the Option:

CSC106	Structured Programming	3 credits
CST130	Network Essentials	3 credits
CST150	Web Design and Development	3 credits
CST170	Introduction to LAN	3 credits

RESOURCES

All courses are currently offered and it is anticipated that this option will facilitate maximization of enrollments in sections offered. There are no additional resources needed.

05/03/13 – ConnSCU Academic Council

06/07/13 – BOR-Academic and Student Affairs Committee

INFORMATION ITEM

Non-substantive changes to modify Early Childhood Education programs leading to an Associate of Science (A.S.) degree at Capital Community College, Naugatuck Valley Community College, Norwalk Community College, Quinebaug Valley Community College, and Three Rivers Community College

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

Connecticut General Statutes 10-16p (2) sets additional education requirements for individuals who have primary responsibility for a classroom of children in early childhood education programs accepting state funds or for spaces associated with such program's child day care program or school readiness program. Over time, an increasing proportion of these employees must have certification pursuant to section 10-145b with an endorsement in early childhood education or early childhood special education OR have completed an associate's or bachelor's program approved by the Board of Regents for Higher Education and the Department of Education.

The Connecticut Department of Education conducted a review of programs at Capital Community College, Naugatuck Valley Community College, Norwalk Community College, Quinebaug Valley Community College, and Three Rivers Community College following National Association for the Education of Young Children (NAEYC) Professional Preparation Standards. From that review some changes to those programs have been made.

Changes of 15 credits or less in undergraduate programs qualify as nonsubstantive changes under 10a-34-2(k) of the regulations and do not require Board action. Board policy established in January 2012 requires notification of the Academic and Student Affairs Committee for such nonsubstantive changes to be effected.

A similar review of a program at Eastern Connecticut State University was also conducted. The University will be deploying a new program in Early Childhood Education leading to a Bachelor of General Studies (B.G.S.) degree, which will be presented to the Academic and Student Affairs Committee of the Board following a presentation of the proposal to Academic Council in summer 2013.

RATIONALE

A report from the Connecticut Department of Education is attached.

**Board of Regents Report for
Institution Program Approval to Offer a Path Leading to the
Connecticut Early Childhood Teacher Credential**

**Submitted by the Department of Education
June 7, 2013**

Deborah Adams, PhD
Education Consultant
Department of Education
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Introduction

In May of 2012, the Board of Regents approved five existing early childhood programs in higher education institutions with non-substantial changes (see attached listing) in accordance with legislation that addresses the education requirements for teachers working in state-funded early childhood programs¹. Since such time, the State Department of Education (SDE), in coordination with independent consultant, Regina Miller, reviewed applications and provided technical assistance to institutions interested in offering a course pathway leading to the Connecticut Early Childhood Teacher Credential (ECTC). Eight institutions responded to the application of which six are under the purview of the Board of Regents. The following report outlines the application process and program modifications for each of the six institutions during the period they received technical assistance.

Application Process

The SDE application for institution program approval to offer a pathway leading to the ECTC is based on the National Association for the Education of Young Children (NAEYC) Professional Preparation Standards with modifications determined by the standards development committee in 2011. These modifications stress fieldwork and practicum experiences across courses, key assessments linked to standards and supportive skills, and detailed indicators pertaining to Connecticut context and the use of early learning standards.

Nine institutions showed interest in applying; four Bachelor level institutions (ECSU, SCSU, Mitchell, and University of Hartford) and five Associate level institutions (Norwalk, Naugatuck, Quinebaug, Capital, and Three Rivers). The early childhood coordinators of each institution attended a meeting to discuss the process of applying and to work together on addressing transfer agreements. After the meeting individual technical assistance was provided to each institution on an as needed basis by Dr. Regina Miller and Dr. Deborah Adams. This assistance helped the

¹ **Connecticut General Statutes 10-16p (2)**

From July 1, 2015, to June 30, 2020, "staff qualifications" means that for each early childhood education program accepting state funds for spaces associated with such program's child day care program or school readiness program, (i) at least fifty per cent of those individuals with the primary responsibility for a classroom of children hold (I) certification pursuant to section 10-145b with an endorsement in early childhood education or early childhood special education, or (II) a bachelor's degree with a concentration in early childhood education, including, but not limited to, a bachelor's degree in early childhood education, child study, child development or human growth and development, from an institution of higher education (1) accredited by the Board of Regents for Higher Education or State Board of Education, and (2) regionally accredited, **provided such bachelor's degree program is approved by the Board of Regents for Higher Education and the Department of Education**, and (ii) such remaining individuals with the primary responsibility for a classroom of children hold an associate degree with a concentration in early childhood education, including, but not limited to, an associate's degree in early childhood education, child study, child development or human growth and development, from an institution of higher education (1) accredited by the Board of Regents for Higher Education or State Board of Education, and (2) regionally accredited, **provided such associate degree program is approved by the Board of Regents for Higher Education and the Department of Education**.

program coordinators to reflect on the content of their existing course offerings in alignment to the ECTC standards and consider modifications. It was determined that six institutions were ready to apply (ECSU, Norwalk CC, Naugatuck Valley CC, Quinebaug Valley CC, Capital CC, and Three Rivers CC). The remaining three institutions will continue to receive technical assistance in preparation for a December application deadline.

Application Reviews

The applications were due to SDE in late March and reviewed in April and May. Feedback was provided to each institution regarding minor adjustments to their course content, key assessments, or fieldwork experiences. Each institution responded to the feedback and is in the process of making those modifications in preparation for fall semester. The following pages provide an overview of program modifications and one-page summary per institution that outline the general comments communicated to each institution, modifications, and approval recommendations.

Overview of Modifications and SDE Recommendations

Institution	Modifications	SDE Recommendations
Norwalk Community College	1.Considerations to broaden content addressing child screening tools and assessments 2. Adding practicum hours to offer both endorsements.	Put forward for BOR approval. SDE Approve for preschool endorsement review plan for additional practicum hours to offer infant/toddler endorsement. Approve for both endorsements after review of plan.
Naugatuck Community College	No modifications	Put forward for BOR approval.
Quinebaug Community College	1.Considerations to diversify in-course experiences to enhance reflection on practice and theory. 2. Adding practicum hours to offer both endorsements.	Put forward for BOR approval. SDE Approve for preschool endorsement review plan for additional practicum hours to offer infant/toddler endorsement. Approve for both endorsements after review of plan.

Institution	Modifications	SDE Recommendations
Capital Community College	1.Considerations to diversify in-course experiences to enhance reflection on practice and theory. 2. Revise key assessment in the student teaching experience to reflect skill development for full implementation of the daily schedule and planning. 3. Review fieldwork and practicum hours to provide a balance between observational time and practice time.	Put forward for BOR approval. SDE approve for preschool endorsement. Review plan for addressing the modifications.
Three Rivers Community College	1.Considerations to review course content related to building student knowledge of content areas. 2. Adding practicum hours to offer both endorsements.	Put forward for BOR approval. SDE Approve for preschool endorsement review plan for additional practicum hours to offer infant/toddler endorsement. Approve for both endorsements after review of plan.
Eastern CT State University	1.Course content modified to reflect ECTC specific content. 2. Collaborative agreement under development between ECSU and COSC.	Put forward for BOR approval. SDE will work with ECSU on collaborative agreement with COSC.

Norwalk Community College

General Comments:

The experiences you describe across courses and their related assessments are diverse. They go beyond discussion and readings to include some collaborative work to create practice situations that will enhance student understanding. Thank you for including such content as State Early Learning Standards and Assessment, Bloom's Taxonomy, ELLCO, state agencies and program types, IDEA, and other content. An area to consider expanding upon would be to include information on screening tools and the role of summative assessment such as the PPVT, and the Brigance. The level of detail on the curriculum chart speaks to your commitment toward making sure students attain depth and breadth of content and experiences that will shape their practice.

Thank you for providing the overview chart and descriptions of your key assessments; specifically, your details on the use of data and the program improvements that result. Your key assessment choices provide a nice structure to measure the depth and breadth of students' understandings. I am particularly interested in your use of data, as in the learning experience plan assessment, to study over-time differences.

Norwalk Community College has innovative transfer agreements, such as the cohort model as described in an agreement with Charter Oak Community College. Thank you for working with UCONN Stamford branch as this area of the state is in need of innovative collaborations.

Modifications:

Norwalk Community College wishes to offer both the preschool and infant/toddler ECTC endorsement. To do so, some adjustments in fieldwork and practicum hours need to be addressed. The early childhood coordinator will submit a plan to increase the practicum hours across both age groups in order to ensure students have adequate time in the role of leading the classroom for each age group. The suggested number of fieldwork and practicum hours is 385 across both age groups in order for the program to offer both the preschool and infant/toddler endorsement path to the ECTC.

SDE Recommendation:

Bring forward to the Board of Regents for approval and continue to work with the college on modifying the fieldwork hours. NCC can be approved for the preschool endorsement with no further changes to coursework or field experiences. The college has noted that they wish to offer both endorsements.

Naugatuck Valley Community College

General Comments:

The experiences you describe across courses and their related assessments are diverse. They go beyond discussion and readings to include some collaborative work to create practice situations that will enhance student understanding. Thank you for including such content as RTI and screening instruments and for your reflections on your work. The commentary on the curriculum chart speaks to your commitment toward program improvement and intentional reflection.

You provide a planning experience early in the course program, this is important as students will need to build upon their planning skills leading to the student teaching experience. Your case study key assessment does a nice job honing observation skills, also needed to complete a comprehensive set of plans. Thank for addressing students' belief structures and changes over time through the reflection key assessment.

Thank you for clearly outlining the fieldwork hours required prior to student teaching. The balance between observation and practical application is appropriate; more hours are dedicated to practice and interactions than to observation.

Modifications:

There are no modifications to Naugatuck Community College early childhood coursework or field experiences. The college is only seeking the preschool endorsement path to the ECTC.

SDE Recommendation:

Bring forward to the Board of Regents for approval and then SDE will approve for the preschool endorsement. Should NVCC wish to develop the infant/toddler endorsement path, SDE will work with the college to make the appropriate modifications.

Quinebaug Valley Community College

General Comments:

Thank you for providing actual data and continue to reflect on your program data to modify as appropriate. It sounds like QVCC is transitioning to a more robust data system that will capture student level performance by standard and indicator. This will be quite useful for program modifications and instructional shifts.

Thank you for including elements of the learning experience plan that aligns with the state guidelines for state-funded programs. Great scenario for the ethics key assessment, it will challenge their belief system with their current responsibilities and personal situation to promote analysis and synthesis thinking skills.

Modifications:

Consider diversifying the in-course experiences to include active opportunities to critically analyze student experiences as they engage in field work and explore readings. QVCC wishes to offer both the preschool and infant/toddler ECTC endorsement. To do so, some adjustments in fieldwork and practicum hours need to be addressed. The early childhood coordinator will submit a plan to increase the practicum hours across both age groups in order to ensure students have adequate time in the role of leading the classroom for each age group. The suggested number of fieldwork and practicum hours is 385 across both age groups in order for the program to offer both the preschool and infant/toddler endorsement path to the ECTC.

SDE Recommendation:

Bring forward to the Board of Regents for approval and continue to work with the college on modifying the fieldwork hours. QVCC can be approved for the preschool endorsement. The college has noted that they wish to offer both endorsements.

Capital Community College

General Comments:

Based on your application, you are considering the preschool ECTC endorsement and not the Infant/Toddler. Should you consider the Infant/Toddler endorsement, only 2 courses and an additional practicum would need to be included. Thank you for providing experiences across all your courses. As you continue to reflect and modify course instruction, consider building more experiences that offer students the opportunity to analyze and evaluate their current beliefs about teaching young children with the new concepts you are introducing.

Fieldwork and practicum hours were appropriate to the preschool ECTC endorsement. Please provide more detail on the balance between observation type hours and actual interactive practice.

Modifications:

Consider diversifying the in-course experiences to include active opportunities to critically analyze student experiences as the engage in field work and explore readings. Capital Community College will revise the key assessment associated with the student teaching practicum to reflect the expected skills associated with implementing the full-day routines and planning for an early childhood classroom. In addition, fieldwork and practicum hours will be reviewed to consider a balance between observational experiences and interaction type experiences.

SDE Recommendations:

Put forward for BOR approval and SDE will work with Capital on a plan to address the modifications in time for fall semester. Upon approval, Capital Community College will be able to offer a path to the preschool ECTC endorsement.

Three Rivers Community College

General Comments:

Thank you for providing a range of practical and conceptual experiences across all your courses. I appreciate your inclusion of families as a strand throughout and not just addressed in a single standard. Thank you for including Sheff vs. O'Neil.

Thank you for providing actual data and continue to reflect on your program data to modify as appropriate. I particularly liked your data table and I am wondering if I could use this format as an example to begin to build a uniform collection format, please let me know.

Modifications:

Continue to build on standard 5 to address foundational thinking skills in teachers and in turn their students related to Bloom's Taxonomy and/or Webb's Depth of Knowledge. Also, review how you are building teachers' own knowledge in the content areas, not just recognizing knowledge in the tools used, like the PAF, but we find that teachers need supports in building their knowledge and understanding of literacy, math, science, social studies, etc.

Three Rivers Community College wishes to offer both the preschool and infant/toddler ECTC endorsement. To do so, some adjustments in fieldwork and practicum hours need to be addressed. The early childhood coordinator will submit a plan to increase the practicum hours across both age groups in order to ensure students have adequate time in the role of leading the classroom for each age group. The suggested number of fieldwork and practicum hours is 385 across both age groups in order for the program to offer both the preschool and infant/toddler endorsement path to the ECTC.

SDE Recommendations:

Bring forward to the Board of Regents for approval and continue to work with the college on modifying the fieldwork hours. TRCC can be approved for the preschool endorsement with no further changes to coursework or field experiences. The college has noted that they wish to offer both endorsements.

Eastern Connecticut State University

General Comments:

ECSU offers a wide variety of in-course experiences that promote critical thinking and reflection. These types of conceptual and applied experiences assist learners to utilize prior knowledge and belief systems to then inform, create and test out new knowledge constructs which reframe belief systems in ways that ensure new applied behaviors.

ECSU intends to revise their current BGS program to include an ECTC path. The ECTC path would only be offered to Associate Degree transfer students allowing 24 credits to transfer. In addition to the 24 credits transferred from the Associate Degree programs, the ECSU ECTC program would include 9 credits from the BGS Human Services concentration, 6 credits from the Preschool to grade 3 certification programs, and 12 credits contracted through Charter Oak State College (COSC). The SDE Bureau of Certification approved the specific courses to be shared between the ECTC path and the certification path. ECSU will make concerted efforts to clearly distinguish the two programs and counsel students accordingly.

ECSU aligned the course content with the ECTC level B standards, Candidate Proficiencies from ECSU Conceptual Framework, the NAEYC and CEC standards, and the SDE pre-service/Common Core of Teaching and the key experiences. ECSU also has a strong infant/toddler strand that could be broadened through a partnership with Charter Oak State College so that ECSU could also offer the Infant/Toddler ECTC.

Modifications:

As requested, Eastern has revised some course content to reflect expectations associated with ECTC specific standards. ECSU will continue to engage with COSC regarding the three courses ECSU students will be taking under COSC supervision. Since this approval for the ECTC path is specific to ECSU, it is expected that ECSU will work closely with COSC regarding student progress. A plan for such collaboration will be developed and submitted to SDE for review.

SDE Recommendations:

Bring forward to the Board of Regents for approval. SDE will continue to work with ECSU on a plan for collaboration with COSC to ensure students under the auspices of ECSU but taking courses elsewhere are monitored by ECSU in meeting the ECTC standards by which the program is approved.

Maguire Associates Project Update

- All 17 of the campus visits have been completed. Maguire met with each of the presidents, a group of students and took a tour of the campus to get a better feel for the individuality of the campuses across our system.
- Maguire completed 17 Retention Diagnostic Questionnaires reports, based on findings from the RDQ survey fielded to faculty/staff at each institution earlier this year. The survey assessed the perception of campus faculty and staff regarding each institution's recruitment, enrollment, and retention efforts. The results included averages from the system as a whole, as well as the averages for each constituent unit. The report also highlighted "highest performing statements" and "lowest performing statements" – a summary of the areas in which each campus is doing well, and in which areas each campus may consider improving. The reports were shared with each president, the Steering Committee and the Board of Regents.
- Maguire received in May 5-10 years of undergraduate admission, enrollment, and financial aid data at the unit-record level for analysis from all 17 institutions. Findings are expected later in the summer or early fall.
- Maguire is preparing to field four surveys to the following groups: undergraduate/graduate alumni from the past 10 years; admitted undergraduate/graduate students; prospective undergraduate/graduate students; and current undergraduate/graduate students. The surveys will be fielded from June through October.
- Maguire is preparing a presentation to Dr. Gray, which is currently scheduled for July 8, to bring him up-to-speed on the project.
- Over the summer, Maguire will be reviewing the raw data collected by Sightlines and conducting interviews with facilities managers across the system. They will also be conducting phone interviews with key opinion leaders, whose impressions of the system, our institutions, programs and other issues will help further inform the project.