

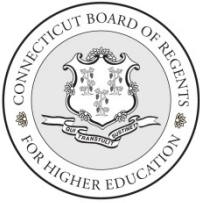
BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE

AGENDA, revised

Friday, August 28, 2015 – 9:30 a.m.

61 Woodland Street, Htfd., CT - BOR Conference Room [ground floor]

1. Approval of Minutes – May 29, 2015
2. CONSENT ITEMS
 - a. Terminations
 - i. Technology Studies: CAD Option – A.S. – Tunxis CC
 - ii. Business Office Technology: Medical Transcription – Certificate – Tunxis CC
 - iii. Physical Therapy Assistant – A.S. – Tunxis CC
 - iv. Computer Security Certificate – Charter Oak SC
 - b. Modifications
 - i. Master of Health Administration – Western CSU
3. ACTION ITEMS
 - a. New Programs
 - i. Cisco Certified Networking Associate (CCNA) – Certificate – Capital CC
 - b. Resolution revising Academic Program Approval Process
4. OTHER BUSINESS
 - a. Report on CSCU System Goal 2: Student Success – Estela Lopez
 - b. Doctoral Programs Protocol
5. INFORMATION/DISCUSSION ITEMS
 - a. BOR Academic & Student Affairs Committee Charter – for discussion



CT BOARD OF REGENTS FOR HIGHER EDUCATION

ACADEMIC & STUDENT AFFAIRS COMMITTEE

Meeting May 29, 2015
9:30 a.m.– 61 Woodland Street, Hartford

MINUTES

Regents Present: Merle Harris, Stephen Adair, Naomi Cohen, Lawrence DeNardis [by conf.], Craig Lappen

Regents Absent: Eugene Bell, Catherine Smith

Staff Present: Estela Lopez, Corby Coperthwaite, William Gammell, Ken Klucznik, Duncan Harris, Maureen McClay, Arthur Poole, Erika Steiner

Other Attendees: Shirley Adams (COSC), Bette Bergeron (SCSU), Mike Butcaris (NCC), Sandra Bulmer (SCSU), Donna Crum (MxCC), Saaïd Elhadad (CCC), Stephen Hegedus (SCSU), Joan Kreiger (SCSU), Miah LaPierre Dreger (CCC), David Levinson (NCC), Michelle Malnowski (CCSU), Greg Paveza (SCSU), Susan Pease (CCSU), Mary Rayappan (MxCC), Michael Rooke (TxCC), Daniel Swartz (SCSU), Debbie Thomas (CCC), Judy Wallace (MxCC)

Chair Merle Harris called the meeting to order at 9:35 a.m.

1. Minutes of April 24, 2015 – **C. Lappen moved to approve the minutes; seconded by N. Cohen and unanimously approved.**
2. Consent Items – Items 2.c.iii.(SCSU's Master of Library Science) and 2.b.i. (Charter Oak's Cybersecurity accreditation) were removed from the Consent Agenda. **A motion to approve consent items remaining was made by C. Lappen, seconded by N. Cohen. It was unanimously approved.** Items on Consent were:
 - a. Termination –
 - i. Communication – BA – Central CSU
 - ii. Criminal Justice - Certificate – Quinebaug Valley CC
 - iii. Aviation Maintenance Technology - AS- (previously tabled) – Three Rivers CC
 - iv. Technology Studies: Wastewater Option – AS- (previously tabled) – Three Rivers CC
 - v. Wastewater - Certificate – Three Rivers CC
 - vi. Wastewater, Advanced – Certificate – Three Rivers CC
 - vii. Gerontology - Certificate – Manchester CC
 - b. ~~Accreditation removed~~ Removed
 - i. ~~Cybersecurity BS Charter Oak SC~~

- c. Modifications
 - i. English – BA – Eastern CSU
 - ii. Theatre – BA – Eastern CSU
 - ~~iii. Library Science – Master – Southern CSU~~ Removed
 - iv. Early Childhood course modifications [joint approval with CT Office of Early Childhood] – course modifications detailed on attached meet the ECTC (Early Childhood Teacher Credentia) standards
 - 1. Asnuntuck CC
 - 2. Northwestern CT CC
- 2. b.i. Accreditation – Cybersecurity – BS – Charter Oak State College. **A motion to approve made by C. Lappen, seconded by N. Cohen.** Dr. Adams provided details on the previously licensed program saying it was moving along well although it started a little late. She also described a couple of changes made. There was a brief discussion, particularly about the program budget and course development. It was also noted accreditations should not be on consent. **The vote was taken and unanimously approved.**
- 2. c.iii. Modification – Library Science – Master – Southern CSU. **A motion to approve moved by N. Cohen, seconded by C. Lappen.** Dr. Lopez presented the program with a general synopsis and introduced Provost Better Bergeron and Dean Stephen Hegedus. They offered details with Dean Hegedus noting their external advisory board was extremely valuable and also their many internship opportunities. They provided a broad overview of their progress and, in answer to questions, addressed the process for ALA certification candidacy. Changes implemented included curriculum and faculty restructuring. Regent DeNardis offered an anecdote from the history of the program, noting a national hearing had been hosted at SCSU when he was a congressman. **The vote was taken and unanimously approved.**
- 3. Action Items
 - a. New Programs
 - i. Computer-Aided Manufacturing Certificate – Manchester CC. **There was a motion to approve by N. Cohen, seconded by C. Lappen.** Dr. Lopez introduced the program, noting the stackable credentials. Dean Palmer and Dean Seaver gave details stating it was part of the College of Technology agreement. There was general discussion of demographics, low enrollment of women in this and all STEM programs. **The vote was taken and unanimously approved.**
 - ii. Computer Networking – AS – Capital CC. **A motion to approve was made by N. Cohen, seconded by C. Lappen.** Dr. Lopez presented the program and introduced the team from Capital CC, including the new Academic Dean, Debbie Thomas, also former Interim Dean Ray Hughes, Miah LaPierre Dreger and Saaid Elhadad. Dean Hughes provided details on both this and the following program, noting they were career oriented and from the TAACT grant. There were questions on the length of the grant and future recruitment. Ms. Dreger provided more details on the grant, how it has progressed, outreach, present cohort of students and sustainability. **The vote was taken and unanimously approved.**
 - iii. Computer Networking Cyber Security Option – AS – Capital CC. **A motion to approve made by C. Lappen, seconded by N. Cohen.** There was no further discussion. **The vote was unanimously approved.**

- iv. Media Studies – BA – Central CSU. **A motion to approve made by C. Lappen, seconded by N. Cohen.** Dr. Lopez introduced the program and the following one from Central noting they were making these two degrees out of the communication degree in order to make it stronger. Dean Susan Pease stated they could be actually considered an extensive modification and no new resources were necessary. Chair Harris noted the appropriateness of the structure. Regent Adair also mentioned the work to make the degrees TAP compliant. **The vote was taken and unanimously approved.**
 - v. Strategic Communications – BA – Central CSU. **A motion to approve made by N. Cohen, seconded by C. Lappen.** There was no further discussion. **The vote was taken and unanimously approved.**
 - vi. Respiratory Therapy – BS – Southern CSU. **A motion to approve was made by C. Lappen, seconded by N. Cohen.** Dr. Lopez introduced the program mentioning a correction – that it is actually a B.S.R.T. degree, noting the degree title is critical. Prof. Joan Kreiger provided more details, the growth of respiratory therapy and the market forces. Also mentioned was the collaborative effort with three of the community colleges. **The vote was taken and unanimously approved.**
 - vii. Computed Tomography Certificate – Middlesex CC, and
 - viii. Mammography Certificate – Middlesex CC. **Both certificates were considered together with a motion to approve by C. Lappen, seconded by N. Cohen.** Provost Lopez provided a general synopsis of the two certificates. Dr. Judy Wallace and Donna Crum offered more details, noting the marketability and high need for both. In response to a question it was stated an associate degree in radiography was a pre-requisite. **The vote was taken and both were unanimously approved.**
- b. Reverse Transfer Policy. **Moved by N. Cohen, seconded by C. Lappen.** Dr. Lopez described the policy noting the need and the full review process. Dean Rooke further described the work done to develop the policy mentioning this was part of the student success agenda and was intended to further strengthen the system. The reverse transfers had begun with Charter Oak and Tunxis and Naugatuck Valley but there was a need for a system-wide policy. He noted the process included review by the Academic Council, the Presidents, the Institutional Research Council, Student Affairs Council, Registrars Council and a second time to the Academic Council. There was further discussion including suggestions to publicize, notify faculty, marketing (websites, press releases) as well as Banner notification. **The vote was taken and unanimously approved.**
- c. Institutional Accreditation
- i. Norwalk CC. **There was a motion to approve by N. Cohen, seconded by C. Lappen.** President Levinson spoke about the NEASC report remarking on their strategic planning and noting other strengths and improvement plans. He provided further details on the visit and reporting progress noting the transparency and inclusiveness and mentioning it was an important exercise. Dr. Lopez requested a change in the staff report pointing out only one bullet was needed in the follow-up section. **There was a motion to change the Staff Report and resolution to delete the last four bullets, seconded by N. Cohen.** Chair Harris spoke about the report mentioning the important positive areas cited in it. **The amended resolution was unanimously approved.**

- ii. Central CSU. Dr. Lopez explained the state approval needed for the five-year review. **There was a motion to approve by N. Cohen, seconded by C. Lappen and unanimously approved.**
- 4. Other Business
 - a. Report on Academic Program Actions – 2014-15. Dr. Lopez remarked on the program actions this past academic year noting the appropriateness of the numbers. Chair Harris spoke about reviewing enrollment numbers and timing was discussed. It was mentioned that two years back would be appropriate for examining enrollments. The provost's office will establish a process and timetable for the committee to consider.
 - b. PA 12-40 Advisory Committee Report on Multiple Measures. Chair Harris introduced Dean Sandra Palmer and Mike Butcaris from the PA 12-40 Committee and Bill Gammell from the system office Research Department. They thanked all the committee members and faculty for the good progress made and gave a powerpoint presentation. There was discussion on whether a formal resolution to adopt particular multiple measures was needed. It will be prepared for the August meeting. There was some further discussion, including mentioning the need to share this type of information with legislators.
- 5. Information Items. Information items a. through d. were each indicated: the below-threshold minors at Southern, Capital CC's NEASC letter of acceptance, the clarification regarding program terminations and the 2015 promotion and tenure report.
 - e. Process for approving doctoral programs. Chair Harris introduced the discussion on doctoral programs. Dr. Lopez distributed a hand-out with a draft of a process for new doctoral programs. It was developed from procedures that were already in place. There was one issue of timing of site visits that will be examined. A protocol will be developed to present to the committee in August.

There was no other business. **A motion to adjourn was made by C. Lappen, seconded by N. Cohen and unanimously approved.** The meeting adjourned at 12:37 p.m.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Termination of a Program

[September 17, 2014]

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program in Technology Studies: Computer-Aided Design Option, leading to an Associate of Science degree at Tunxis Community College

A True Copy:

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

ITEM

Termination of a degree option in computer-aided design leading to an Associate of Science in Technology Studies degree at Tunxis Community College effective September 1, 2015.

BACKGROUNDSummary

The college seeks board approval to terminate an unnecessary degree option in CAD under the technology studies parent degree.

Rationale

As a result of a recent program review of our Technology Studies degree, the decision was made that we have too many options in Technology Studies, leading to confusion among students, coupled with a decline in interest among students in this option in CAD. Elimination of this option will give students a cleaner and more concise set of choices under the technology studies umbrella program.

Phase Out/Teach Out Strategy

The termination of the CAD option will streamline our offerings, without compromising the pathways available to students, as the parent degree in technology studies will continue to be offered. Additionally, all of the existing primary CAD content courses will continue to be offered to students, and any student wishing to complete their technology studies degree with coursework in CAD will be able to do so. All of the students that previously were enrolled in this option have been moved to the parent degree.

Resources

Elimination of this option will allow the college to save money by eliminating the need to offer certain types of internships, specialized courses that we have not been able to offer due to low enrollment and practica that were previously required under the CAD option.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR **DISCONTINUATION OF EXISTING PROGRAM** (Public Higher Education Institutions) - 01/20/12

SECTION 1: GENERAL INFORMATION

Institution: Tunxis Community College

Date of Submission to BOR Office: 5-19-2014

Discontinued Program: A.S. Technology Studies: CAD Option CIP: 150000 DHE# (if available): 15299 Accreditation Date: 6/18/2007

Phase Out /Teach Out Period 2014-2015 Expected Date of Program Termination Spring 2015

Program Characteristics

Name of Program: Technology Studies: Computer-Aided Design Option

Degree: Title of Award (e.g. Master of Arts) **AS**

Certificate: (specify type and level)

Modality of Program: X On ground Online Combined

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

Institutional Contact for this Proposal: Michael Rooke,
Ph.D.

Title: Dean of
Academic Affairs

Tel.: 860-255-3615 e-mail:
mrooke@tuxis.edu

BOR REVIEW STATUS (For Office Use Only - please leave blank)

BOR Sequence Number (to be assigned):

Log of BOR Steps Towards Discontinuation Approval:

Resolution number for BOR Approval: Date of Approval:

Conditions for Discontinuation Approval (if any)

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM (Public Higher Education Institutions) - 01/20/12

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

Please consider whether discontinuation a) occurs in the context of a related academic improvement, e.g., the merging of programs with declining enrollment/completions into a new program that effectively addresses relevant state needs and students' interests; b) emerge as a result of the periodic Academic Program Review for all programs at each institution, under the guidance of existing BOR policy; c) other institutional considerations such as redirecting capacity, adoption of new mission, etc. Provide any quantitative information in support of the discontinuation, including any relevant financial information. Program discontinuation should not impact state priorities for workforce preparation.

During the last program review, the visiting committee recommended consolidation of the Technology Studies Options due to the large number of options and lower enrollments. There are currently 8 students enrolled in this particular option, and each of these students has the option to continue to complete the parent A.S. degree in Technology Studies with the CAD courses that we will continue to offer. Therefore none of these students will be negatively impacted by this termination.

Phase Out/Teach Out Strategy

Please describe how the institution will ensure that students currently enrolled will be provided opportunities to complete the program. Provide quantitative information as needed (e.g. enrollments, any special resources needed, etc.)

The parent degree of Technology Studies will still exist and CAD courses will still be offered as part of the CAD Certificate. Any students currently enrolled will still be able to complete their required CAD courses, as we will continue to offer these for the certificate program. The parent Technology Studies degree will still be available to these students, and is designed to transfer towards a four year degree at CCSU primarily.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Termination of a Program

[September 17, 2015]

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program in Business Office Technology: Medical Transcription, leading to an undergraduate certificate (C2) at Tunxis Community College effective October 1, 2015.

A True Copy:

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

ITEM

Termination of a program in Business Office Technology: Medical Transcription leading to an undergraduate certificate (C2) at Tunxis Community College, effective October 1, 2015.

BACKGROUNDSummary

The existing certificate in medical terminology has been under review by all colleges in the system and has been identified as obsolete. Students are being advised into our new certificate in Health Information Technology which prepares students for the changing field in medical records and electronic health records management.

Rationale

This certificate contains courses which will no longer be offered as they are obsolete and will be replaced with updated courses that reflect the electronic health records requirement mandated by the federal government.

Phase Out/Teach Out Strategy

All students have or will be advised into the new Health Information Technology certificate.

Resources

No impact on college resources.

August 5, 2015 – Academic Council

August 28, 2015 – BOR-Academic and Student Affairs Committee

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR **DISCONTINUATION OF EXISTING PROGRAM** (Public Higher Education Institutions) - 01/20/12

SECTION 1: GENERAL INFORMATION

Institution: Tunxis Community College

Date of Submission to BOR Office:

Discontinued Program: Business Office Technology: Medical Transcription Certificate CIP: J13JJ18 DHE# (if available):
N/A Accreditation Date:

Phase Out /Teach Out Period Two-years Expected Date of Program Termination Spring 2016

Program Characteristics

Name of Program: Medical Transcription Certificate

Degree: Title of Award (e.g. Master of Arts) **Business Office Technology: Medical Option**

Certificate: (specify type and level) **Medical Transcription Certificate Type 2**

Modality of Program: X On ground Online Combined

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

Institutional Contact for this Proposal: Candace M. Clark

BOT Program
Coordinator

Tel.: 860.255.3631 e-mail:
ccclark@txcc.commnet.edu

BOR REVIEW STATUS (For Office Use Only - please leave blank)

BOR Sequence Number (to be assigned):

Log of BOR Steps Towards Discontinuation Approval:

Resolution number for BOR Approval: Date of Approval:

Conditions for Discontinuation Approval (if any)

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM (Public Higher Education Institutions) - 01/20/12

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

Obsolete and removal based on system-wide discussion

Phase Out/Teach Out Strategy

Please describe how the institution will ensure that students currently enrolled will be provided opportunities to complete the program. Provide quantitative information as needed (e.g. enrollments, any special resources needed, etc.)

For the next two years, substitutions will be completed for those students who have not completed the BOT*280 Medical Transcription and Document Production course for this certificate.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Termination of a Program

[September 17, 2015]

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program in Physical Therapy Assistant, leading to an Associate of Science degree at Tunxis Community College effective October 1, 2015.

A True Copy:

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

ITEM

Termination of an Associate of Science degree in physical therapy assistant at Tunxis Community College.

BACKGROUND**Summary**

The college seeks board approval to terminate an Associate of Science degree in physical therapy assistant that was discontinued as a consortium arrangement with Naugatuck Valley Community College (NVCC).

Rationale

The PTA degree was previously in a consortium arrangement with six other community colleges, housed primarily at NVCC. After external review by the accrediting body CAPTE in 2014 it was decided to end the consortium arrangement and house the program solely at NVCC.

Phase Out/Teach Out Strategy

The planning for the termination of the PTA degree effectively began in January 2015 when all current students who were enrolled at Tunxis in the fall were readmitted to NVCC. All new students as of January 2015 being accepted into the program are already NVCC students. Tunxis effectively awarded its last PTA degree in June 2015.

Resources

Elimination of this degree will have minimal impact on enrollment at the college as there were typically only 4-5 students per year enrolled as Tunxis students in this consortium.

August 5, 2015 – Academic Council

August 28, 2015 – BOR-Academic and Student Affairs Committee

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR **DISCONTINUATION OF EXISTING PROGRAM** (Public Higher Education Institutions) - **01/20/12**

SECTION 1: GENERAL INFORMATION

Institution: Tunxis Community College		Date of Submission to BOR Office:	
Discontinued Program: Physical Therapy Assistant CIP: 510806 DHE# (if available): 003021 Accreditation Date:			
Phase Out /Teach Out Period 2014-2015 Expected Date of Program Termination May 2016			
Program Characteristics			
Name of Program: Physical Therapy Assistant			
Degree: Title of Award (e.g. Master of Arts) Associate of Science			
Certificate: (specify type and level)			
Modality of Program: X On ground Online Combined			
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: Allied Health Dept., Main Campus			
Institutional Contact for this Proposal: Michael A. Rooke, Ph.D.		Title: Dean of Academic Affairs/Chief Academic Officer	Tel.: 860-773-1514 e-mail: mrooke@tunxis.edu

BOR REVIEW STATUS (For Office Use Only - please leave blank)

BOR Sequence Number (to be assigned):	
Log of BOR Steps Towards Discontinuation Approval:	
Resolution number for BOR Approval:	Date of Approval:
Conditions for Discontinuation Approval (if any)	

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM (Public Higher Education Institutions) - 01/20/12

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

Please consider whether discontinuation a) occurs in the context of a related academic improvement, e.g., the merging of programs with declining enrollment/completions into a new program that effectively addresses relevant state needs and students' interests; b) emerge as a result of the periodic Academic Program Review for all programs at each institution, under the guidance of existing BOR policy; c) other institutional considerations such as redirecting capacity, adoption of new mission, etc. Provide any quantitative information in support of the discontinuation, including any relevant financial information. Program discontinuation should not impact state priorities for workforce preparation.

Tunxis Community College, along with several other CT community colleges had a consortium arrangement with Naugatuck Valley Community College to offer this program through this consortium arrangement. The consortium was accredited to offer this program through CAPTE, the Commission on Accreditation in Physical Therapy Education. The system provost at the time, Dr. Mike Gargano, sent a letter to CAPTE on August 21st 2014 stating that the six colleges had all agreed to dissolve the consortium and move the program solely to Naugatuck Valley Community College beginning in January 2015. The consortium was dissolved primarily in response to some concerns of governance and curriculum highlighted by the CAPTE findings in the spring of 2014 that indicated that the consortium model was not effective for this program.

The discontinuation of this program underwent formal review through the curriculum and internal governance processes of the college in May 2015.

Phase Out/Teach Out Strategy

Please describe how the institution will ensure that students currently enrolled will be provided opportunities to complete the program. Provide quantitative information as needed (e.g. enrollments, any special resources needed, etc.)

All of the students who were enrolled at Tunxis Community College in this program in the 2014-2015 academic year have been able to successfully move to Naugatuck Valley Community College and have fully transitioned to that college to complete the remainder of the degree. Tunxis Community College suspended admission of new PTA students in the 2014-2015 year and redirected all of the applications to Naugatuck Valley Community College in January 2015.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Termination of a Program

[September 17, 2015]

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program in Computer Security, leading to a certificate at Charter Oak State College with a phase-out period until effective December 30, 2017.

A True Copy:

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

ITEM

Termination of Computer Security Certificate at Charter Oak State College beginning 7/1/2015, with a phase out period by Fall 2017 semester.

BACKGROUNDSummary

When Charter Oak State College received approval to offer a major in Cybersecurity, it decided to no longer offer the certificate in Computer Security. (The Cybersecurity program was accredited in June 2015.) At the time of licensure, all students in the program were notified that the program would be discontinued and our Admissions Office no longer recruited students into the program. As a result, there is only one student remaining in the program.

Rationale

As part of the development of the major in Cybersecurity, the College plans to offer a certificate(s) in cybersecurity, but wanted to wait until accreditation was approved. The computer security certificate also needed to be updated and many of the updates would have duplicated courses or material in the cybersecurity major, therefore, it did not make sense to have two very similar programs.

Phase Out/Teach Out Strategy

There is one student in the program. We will continue to work with that student until she completes the courses. In talking with the student's advisor, the student is thinking of changing her area of study and will probably no longer be seeking the computer security certificate.

Resources

Their tuition covers the cost of instruction. The revenue generated from the cybersecurity major has offset the tuition generated by the computer security certificate. That revenue will be further enhanced by cybersecurity certificates that we plan to bring forward this fall.

August 5, 2015 – Academic Council

August 28, 2015 – BOR-Academic and Student Affairs Committee

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR **DISCONTINUATION OF EXISTING PROGRAM** (Public Higher Education Institutions) - 01/20/12

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Date of Submission to BOR Office: 6/19/2015
Discontinued Program: Computer Security Certificate CIP: 111003 DHE# (if available): 15442 Accreditation Date: 10/14/09	
Phase Out /Teach Out Period Fall 2017 Expected Date of Program Termination 7/1/2015	

Program Characteristics

Name of Program: Computer Security Certificate

Degree: Title of Award (e.g. Master of Arts) **Certificate**

Certificate: (specify type and level) **Undergraduate**

Modality of Program: On ground **Online** Combined

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

Institutional Contact for this Proposal: Shirley M. Adams	Title: Provost	Tel.: 860-515-3836 e-mail: sadams@charteroak.edu
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BOR REVIEW STATUS (For Office Use Only - please leave blank)

BOR Sequence Number (to be assigned):

Log of BOR Steps Towards Discontinuation Approval:

Resolution number for BOR Approval: Date of Approval:

Conditions for Discontinuation Approval (if any)

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM (Public Higher Education Institutions) - 01/20/12

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

Please consider whether discontinuation a) occurs in the context of a related academic improvement, e.g., the merging of programs with declining enrollment/completions into a new program that effectively addresses relevant state needs and students' interests; b) emerge as a result of the periodic Academic Program Review for all programs at each institution, under the guidance of existing BOR policy; c) other institutional considerations such as redirecting capacity, adoption of new mission, etc. Provide any quantitative information in support of the discontinuation, including any relevant financial information. Program discontinuation should not impact state priorities for workforce preparation.

Program is being discontinued because we now have a cybersecurity major. We will be bringing forward certificates in cybersecurity in the fall.

Phase Out/Teach Out Strategy

Please describe how the institution will ensure that students currently enrolled will be provided opportunities to complete the program. Provide quantitative information as needed (e.g. enrollments, any special resources needed, etc.)

Students were notified that we would be discontinuing the program and we stopped marketing the program as we began the move to the cybersecurity major. There is one student in the program

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

[September 17, 2015]

RESOLVED: That the Board of Regents for Higher Education approve the modification of a graduate program in Health Administration, leading to a Masters in Health Administration (MHA) degree at Western Connecticut State University.

A True Copy:

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

ITEM

Modification of a graduate program in Health Administration (MHA) which was suspended beginning in January 2014. Courses were offered during the period of suspension.

BACKGROUND

Summary

Currently, WCSU is the only public university in Connecticut offering the Masters in Health Administration.

To ensure that the MHA curriculum meets the needs for the current and future healthcare environments, the committee sought input from healthcare executives, MHA alumni, and current students. In addition, the committee reviewed the curriculum of the five top-rated programs in the country: University of Michigan, Yale University, Columbia University, New York University, and Johns Hopkins. These schools were chosen rather than local competitors because our program should be benchmarked against the best if we are to offer a better product.

While the top-rated programs were all full-time programs, 46-60 credits, and geared to students entering the field, the committee looked at what content was emphasized. The committee then compared areas of emphasis in the WCSU MHA program with areas of emphasis in the five top-rated programs.

The feedback from healthcare executives, alumni, and current students indicated that most of the current MHA program is exactly what is needed. However, the program is deficient in an area that has become critical for success in the healthcare field. With the advent of electronic healthcare records and algorithms for healthcare management, knowledge of healthcare information technology is essential for the healthcare manager in the 21st century. This change is also recommended based on the five top-rated MHA programs.

The Changes are:

- Infuse Quality Management in all courses, thereby reducing the Quality Management course to a 1½-credit course focused on Quality Tools.
- Add a 1½ -credit course on Health Services Information Technology and Innovation.
- Make Leadership a required course
- Eliminate Organizational Behavior as a required course.
- Make Statistics an admissions prerequisite for the program
- Add a 3- to 6-credit administrative residency as an elective for those without health industry background who would like to transition into the field.
- Add a 2-year prior full-time work experience (post-bachelor degree) to the admissions requirement.
- Offer an exemption to the entrance exam requirement for applicants having a 3.0 or higher undergraduate grade point average.

Need for the Program

The University of Connecticut offers only an MBA with a track in Healthcare Management. However, even this is not available in this area of Connecticut. Today's healthcare industry is undergoing enormous change. The Patient Protection and Affordable Care Act (Obamacare) is the catalyst for considerable change. The move to accountable care organizations is completely changing the healthcare reimbursement system. The solo physician practitioner is no longer a viable business model. Physicians are becoming employees of hospitals or joining large medical provider groups. Finally, the local community hospital is no longer viable. For survival, hospitals are forming large healthcare systems. In the local Fairfield and Litchfield County area, Danbury Hospital has joined with Norwalk Hospital and New Milford Hospital, and soon will have additional hospitals in its network. Greenwich Hospital is now part of the Yale-New Haven Health Network. In Westchester, Northern Westchester Hospital and Phelps Hospital are part of the North Shore LIJ Health System; Lawrence Hospital is part of New York Presbyterian Health System; and White Plains Hospital, Mount Vernon Hospital, and New Rochelle Hospital are part of the Montefiore Medical Center System. In addition to this change, the population is aging, thus requiring more medical care, and more people who were previously uninsured now have coverage. Both these trends have resulted in the need for more healthcare facilities and more staff. The more staff that is necessary, the greater need for managers.

The Connecticut Department of Labor projects an increase of 21.6% in the number of people employed in the Health Care and Social Assistance field between 2010 and 2020 (from 268,106 to 325,928 (<http://www1.ctdol.state.ct.us/lmi/ctindustry.asp>)).

Curriculum**Summary of Current MHA and Revised MHA**

Current MHA Program (36 SH)	Revised MHA Program (36 SH)
	Statistics Course will be a prerequisite for admission to program
Management Core (6 SH)	Management Core (6 SH)
MGT 501 Organizational Behavior	MGT 530 Leadership 3 SH (no prerequisite) MGT 501 no longer required in MHA program
MGT 547 Human Resource Management	Same (no prerequisite)
Health Services Core (18 SH)	
MGT 580 Health Delivery Systems	Same with Quality Management component
MGT 581 Health Services Financial Management (MGT 580)	Same with Quality Management component (MGT 580 or MGT 582)
MGT 582 Managing Health Services Organizations	Same with Quality Management component
MGT 585 Health Services Quality Management (MGT 580, MGT 582)	MGT 585 to be revised, Changed to MGT 5XX Health Services Quality Tools 1.5 SH (MGT 580 or MGT 582)
MGT 591 Introduction to Health Policy (MGT 580)	Same with Quality Management component (MGT 580 or MGT 582)
MGT 595 Strategic Management for Health Services (MGT 580, 581, 582, MGT 5XX Quality Tools, MGT 5XX Health Services Information Technology and Innovation, "B" average)	Same with Quality Management component (18 SH completed in MHA program)
	New course: MGT 5XX Health Services Information Technology and Innovation 1.5 SH component (MGT 580 or MGT 582)
Electives (12 SH)	
MGT 550 Selected Topics in Management	same
MGT 584 Long Term Care Administration (MGT 580, 582)	same with Quality Management component (MGT 580 or MGT 582)
MGT 586 Health Services Marketing (MGT 580, 582)	same (MGT 580 or MGT 582)
MGT 587 Health Services Law (MGT 580)	same (MGT 580 or MGT 582)
MGT 598 Faculty Developed Study	same
MGT 599 Student Developed Study	same
Elective courses from the Management Department, and from other Ansell School and non-Ansell departments. Must be approved by MHA Coordinator	same
MGT 544 Negotiation & Conflict Resolution (MGT 501)	same (no prerequisite)
MGT 548 Organizational Excellence (MGT 547)	same (permission of instructor)
	New Course: MGT 5XX Healthcare Administrative Residency 3 – 6 SH
36 SH Total	36 SH Total

Summary of All Curriculum Actions Regarding Specific Courses within the MHA Program Revision

Course	Type of Action	Specific Action
MGT 544 Negotiations & Conflict Resolution	Change Prerequisite	Eliminate MGT 501 as prerequisite, course will not have a prerequisite
MGT 547 Human Resource Management	Change Prerequisite	Eliminate MGT 501 as prerequisite, course will not have a prerequisite
MGT 548 Organizational Excellence	Change Prerequisite	Eliminate MGT 547 as prerequisite, course will not have a prerequisite
MGT 580 Health Delivery Systems	Change Course Outline	Insert Quality component
MGT 581 Health Services Financial Management	Change Prerequisite Change Course Outline	Change from MGT 580 to "MGT 580 or MGT 582" Insert Quality component
MGT 582 Managing Health Services Organizations	Change Course Outline	Insert Quality component
MGT 584 Long-Term Care Administration	Change Prerequisite Change Course Outline	Change from MGT 580 to "MGT 580 or MGT 582" Insert Quality component
MGT 585 Health Services Quality Management	Revise Course	MGT 5xx Health Services Quality Tools 1.5 Credits, Change course title, description, outline, credit hours, prerequisites
MGT 586 Health Services Marketing	Change Prerequisite	Change from MGT 580 to "MGT 580 or MGT 582"
MGT 587 Health Services Law	Change Prerequisite	Change from MGT 580 to "MGT 580 or MGT 582"
MGT 591 Introduction to Health Policy	Change Prerequisite Change Course Outline	Change from MGT 580 to "MGT 580 or MGT 582" Insert Quality component
MGT 595 Strategic Management for Health Services	Change Prerequisite Change course outline	Change from MGT 580, 581, 582, MGT 585, B average to "18 SH completed in the MHA program" Insert quality component
MGT 5xx Health Services Information Technology and Innovation	Establish new course	1.5 credit new course, 1.5 credits from the old 3 credit MGT 585 that is now only 1.5 credits
MGT 5xx Healthcare Administrative Residency	Establish new elective course	3 – 6 credit new course

Students

Students must now meet a requirement of two years of full-time work prior to entering the program. Students who have not worked in the healthcare field may elect to enroll in the Healthcare Administrative Residency course to strengthen their credentials.

Faculty

Full-time faculty:

Dr. Stan Bazan

Dr. Eugene Buccini

Dr. Fred Tesch

Part-time faculty:

Ms. Patricia O'Connor

Learning Resources

Since the program has been in operation, there are no additional resources needed at this time.

Facilities

Since the program has been in operation, there are no additional facilities needed at this time.

Fiscal Note

No negative financial impact.

Review of Documents

- a) Campus Review – Approved by provost 5.15.15
- b) Campus Budget and Finance – N/A
- c) Campus President – N/A
- d) Academic Council – submitted for Approval at the August 5, 2015 meeting.
- e) System Office

Accreditation

Not Applicable.

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APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM (Public Higher Education Institutions) - 01/20/12

SECTION 1: GENERAL INFORMATION

Institution: Western Connecticut State University	Date of Submission to BOR Office: June 4, 2015
Most Recent NEASC Institutional Accreditation Action and Date: 2014 renewed	
Original Program Characteristics CIP Code No. 51.0701 Title of CIP Code Health/Health Care Administration/Management. CIP Year: 2000 or 2010 X Name of Program: Master of Health Administration Degree: Title of Award (e.g. Master of Arts) Master of Health Administration Certificate: (specify type and level) None Date Program was Initiated: 1987 Modality of Program: X On ground Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 36	Original Program Credit Distribution # Cr in Program Core Courses: 24 # Cr of Electives in the Field: 12 # Cr of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 0 <u>Total # Cr in the Program</u> (sum of all #Cr above): 36 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 36
Type of Program Modification Approval Being Sought (mark all that apply): Licensure and Accreditation (specify whether New Certificate, Minor, Option, Concentration, or Other) X Significant Modification of Courses/Course Substitutions (Program Reactivation) Offering of Program at Off-Campus Location (specify new location) Offering of Program Using an Alternate Modality (e.g. from on ground to online) Change of Degree Title or Program Title	
Modified Program Characteristics Name of Program: Master of Health Administration Degree: Title of Award (e.g. Master of Arts) Master of Health Administration Certificate ¹ : (specify type and level) Program Initiation Date: September, 2015 Modality of Program: X On ground Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 36 Other:	Modified Program Credit Distribution # Cr in Program Core Courses: 24 # Cr of Electives in the Field: 12 # Cr of Free Electives: # Cr Special Requirements (include internship, etc.): <u>Total # Cr in the Program</u> (sum of all #Cr above): 36 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 33
If program modification is concurrent with discontinuation of related program(s), please list for such program(s): Program Discontinued: CIP: DHE# (if available): Accreditation Date: Phase Out Period Date of Program Termination	
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: Ancell School of Business	
Other Program Accreditation: <ul style="list-style-type: none"> If seeking specialized/professional/other accreditation, name of agency and intended year of review: If program prepares graduates eligibility to state/professional license, please identify: (As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)	
Institutional Contact for this Proposal: Jane Gates	Title: Provost Tel.: 203-837-8400 e-mail:

¹ If creating a Certificate program from existing courses belonging to a previously approved baccalaureate/associate degree program, enter information such that program in the "Original Program" section.

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		gatesj@wcsu.edu
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BOR REVIEW STATUS (For Office Use Only - please leave blank)

BOR Sequence Number (to be assigned):

Approved 2010 CIP Code No. ² (if applicable)

Title of CIP Code

Log of BOR Steps Towards Program Approval:

Nature and Resolution number for BOR Approval:

Date of Approval:

Conditions for Approval (if any)

² Final CIP assignment will be done by BOR staff in consideration of suggested number (if provided) and in consultation with administrative offices at the institution and system proposing the program. For the final assignment, the 2010 CIP definitions will be used.

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SECTION 2: BACKGROUND, RATIONALE AND NATURE OF MODIFICATION

(Please Complete Sections as Applicable)

Background and Rationale (Please provide the context for and need for the proposed modification, and the relationship to the originally approved program)

As applicable, please describe:

How does the program address CT workforce needs and/or the wellbeing of CT society/communities?
(Succinctly present as much factual evidence and evaluation of stated needs as possible)

Today's healthcare industry is undergoing enormous change. The Patient Protection and Affordable Care Act (Obamacare) is the catalyst for considerable change. The move to accountable care organizations is completely changing the healthcare reimbursement system. The solo physician practitioner is no longer a viable business model. Physicians are becoming employees of hospitals or joining large medical provider groups. Finally, the local community hospital is no longer viable. For survival, hospitals are forming large healthcare systems. In the local Fairfield and Litchfield County area, Danbury Hospital has joined with Norwalk Hospital and New Milford Hospital, and soon will have additional hospitals in its network. Greenwich Hospital is now part of the Yale-New Haven Health Network. In Westchester, Northern Westchester Hospital and Phelps Hospital are part of the North Shore LIJ Health System; Lawrence Hospital is part of New York Presbyterian Health System; and White Plains Hospital, Mount Vernon Hospital, and New Rochelle Hospital are part of the Montefiore Medical Center System.

In addition to these changes, the population is aging, thus requiring more medical care, and more people who were previously uninsured now have coverage.

Both these trends have resulted in the need for more healthcare facilities and more staff. The more staff that is necessary, the greater the need for managers. According to the Connecticut State Department of Labor, the highest category of employment in the state is Healthcare and Social Services which represents approximately 277,000 employees or about 16% of total employment in the state. According to the Allied Health Workforce Policy Board (June 2014):

A number of factors will impact the healthcare workforce in the years ahead. For instance, the model of care delivery will shape workforce demand. To the extent that medical homes are adopted, the clinical shortage could be lessened because of the reliance on other care providers and non-clinical staff. In addition, front line workers could see their roles and tasks expand without change in compensation or job advancement and some employers may hire lower-paid and lower-skilled workers as a means to reduce staff at higher levels (Wilson, 2014).

*Employers interviewed for a 2014 Jobs for the Future study could not predict their staffing needs in the coming years in large part due to the uncertainty of the impact of healthcare reform. Major hospitals in Connecticut, Ohio, Virginia and other states announced cutbacks in 2013 due to the cuts in Medicare and Medicaid funding (Wilson, 2014) and in many cases efforts are focused on training current staff to fill openings not on developing external pipelines (Wilson, 2014). However, according to the report, experts claim that tens of millions of new patients will require an upsurge in hiring new workers, particularly in primary care (Wilson, 2014). Massachusetts saw the largest additions of jobs occurring shortly after implementation of their state reforms. **Growth was concentrated among technical, administrative and support staff including health information technicians and nurse's aides (Wilson, 2014).***

The Bureau of Labor Statistics finds the following (<http://www.bls.gov/ooh/management/medical-and-health-services-managers.htm>):

Quick Facts: Medical and Health Services Managers
2012 Median Pay \$88,580 per year
\$42.59 per hour

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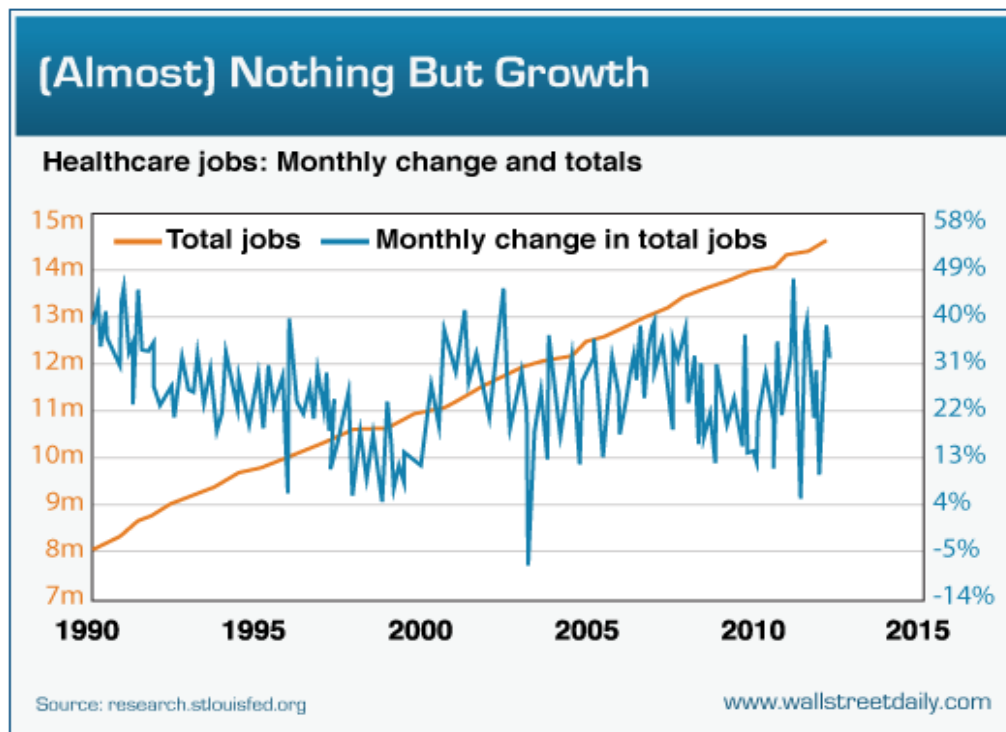
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Entry-Level Education Bachelor's degree
Work Experience in a Related Occupation None
On-the-job Training None
Number of Jobs, 2012 315,500
Job Outlook, 2012-22 23% (Much faster than average)
Employment Change, 2012-22 73,300

Again, the BLS states the educational level required for Healthcare Administrator as:

Medical and health services managers typically need at least a bachelor's degree to enter the occupation. However, master's degrees in health services, long-term care administration, public health, public administration, or business administration also are common.

In addition, growth in healthcare jobs overall, as demonstrated in the chart below, has grown significantly since 1990 and will continue to grow as the population of Connecticut continues to age. Therefore, the MHA program will address CT workforce needs by providing managers to assume leadership positions within the rapidly growing and evolving healthcare system. Providing a pool of MHA graduates with leadership skills and in-depth understanding of the evolving landscape of healthcare will contribute to better and more cost effective healthcare which is beneficial to the well-being of communities in Connecticut and our society as a whole.



- How does the program make use of the strengths of the institution (e.g. curriculum, faculty, resources) and of its distinctive character and/or location?

Location: In the local Fairfield and Litchfield County area, Danbury Hospital has joined with Norwalk Hospital and New Milford Hospital, and soon will have additional hospitals in its network. Greenwich Hospital is now part of the Yale-New Haven Health Network. In Westchester, Northern Westchester Hospital and Phelps Hospital are part of the North Shore LIJ Health System; Lawrence Hospital is part of New York Presbyterian Health System; and White Plains Hospital, Mount Vernon Hospital, and New Rochelle Hospital are part of the Montefiore Medical Center System.

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Therefore, the MHA program is virtually at the geographic epicenter of the major health delivery systems in Western Connecticut and neighboring counties in New York State.

Strength of Institution: Several courses in the MBA program are taken in the revised MHA program. This allows for both synergy and efficiency between these 2 programs. The MHA is capitalizing on the strength of the MBA program which is a key graduate program within the University.

- Please describe any transfer agreements with other institutions under the BOR that will become instituted as a result of the approval of this program *(Please highlight details in the Quality Assessment portion of this application, as appropriate)*
 - not applicable
- Please indicate what similar programs exist in other institutions within your constituent unit ³, and how unnecessary duplication is being avoided not applicable:
 - not applicable
- Please provide a description/analysis of employment prospects for graduates of this proposed program

Healthcare leaders need to be educated and stay educated in the latest developments in healthcare. There is an increasing need for well-trained healthcare leaders. Two articles on the Internet reflect this need: “6 Awesome MHA Healthcare Administration Careers” and “9 of the Top Paying Jobs & Careers of the Future.”

The article “6 Awesome MHA Healthcare Administration Careers” (Feb. 2013) highlights the following careers:

1. Administrator of a Hospital
2. Administrator of a Physician’s Group
3. Administrator of a Hospice or Elderly Long-Term Care Facility
4. Administrator of an Insurance Company of an HMO
5. Administrator for Medical Equipment Manufacturers
6. Administrator for Public Healthcare Facility

The second article, “9 of the Top Paying Jobs and Careers of the Future” (Nov. 14, 2014), highlights the following careers.

1. Chief Nursing Officer
2. Hospital CEO

³ Constituent units are: the Connecticut Community College System, the Connecticut State University System, Charter Oak State College, and the University of Connecticut

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3. Healthcare Actuary
4. Health Information Manager
5. Pharmaceutical Project Manager
6. Hospital Administrator
7. Healthcare Consultant
8. Wellness Director
9. Medical Practice Manager

For every job listed in these articles, a graduate degree in Healthcare Management or an MBA with a specialization in Healthcare Management is required or strongly recommended.

Clearly, an MHA degree offered by the Ansell School of Business would meet a need in this area.

Description of Modification (Please provide a summary of the modifications to curriculum, admissions or graduation requirements, mode of delivery etc., and concisely describe how the institution will support these changes.

Rationale for the program revision

In January 2014, the MHA was deactivated due to low enrollment and a concern about the number of faculty members dedicated to the oversight of the program. Three members of the Management faculty developed a new curriculum, after consulting with healthcare executives, alumni and current students and reviewing the curricula of the five top-rated programs* in the United States to identify where the deactivated program was deficient. Those deficiencies have been addressed in the following ways:

- A statistics course will become a prerequisite for admission to the program.
- MGT 530 Leadership (3 cr.) will be a required core course. MGT 501 Organizational Behavior (3 cr.) will no longer be required.
- Two 1.5 credit courses, MGT 5XX Health Services Quality Tools and MGT 5XX Health Services Information Technology & Innovation, will replace MGT 585 Health Services Quality Management (3 cr.).
- A new course, MGT 5XX Healthcare Administrative Residency (3-6 cr.) will be added to the curriculum.
- The total number of credits for the program remains the same at 36.

The concern about a need for additional faculty to support the program will be alleviated by being assured of funds for a full-time healthcare management position.

The authors of the report met with the Dean of the Ansell School and the Associate Vice President for Academic Affairs (AVPAA) to present the report. The AVPAA who facilitates Graduate Studies then recommended to the Provost that the revised curriculum be presented for a vote to the Graduate Planning Curriculum Committee (GPCC) of the Ansell School of Business and then, with the necessary affirmative vote, to the Graduate Council. The provost supported this recommendation. The revised program received affirmative votes from both groups with the final vote being held on Monday, May 11, 2015.

*University of Michigan, Yale University, Columbia University, New York University, and Johns Hopkins University

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Summary of Current MHA and Revised MHA

Current MHA Program(36 SH)	Revised MHA Program (36 SH)
	Statistics Course will be a prerequisite for admission to program
Management Core (6 SH)	Management Core (6 SH)
MGT 501 Organizational Behavior	MGT 530 Leadership 3 SH (no prerequisite) MGT 501 no longer required in MHA program
MGT 547 Human Resource Management	Same (no prerequisite)
Health Services Core (18 SH)	
MGT 580 Health Delivery Systems	Same with Quality Management component
MGT 581 Health Services Financial Management (MGT 580)	Same with Quality Management component (MGT 580 or MGT 582)
MGT 582 Managing Health Services Organizations	Same with Quality Management component
MGT 585 Health Services Quality Management (MGT 580, MGT 582)	MGT 585 to be revised, Changed to MGT 5XX Health Services Quality Tools 1.5 SH (MGT 580 or MGT 582)
MGT 591 Introduction to Health Policy (MGT 580)	Same with Quality Management component (MGT 580 or MGT 582)
MGT 595 Strategic Management for Health Services (MGT 580, 581, 582, MGT 5XX Quality Tools, MGT 5XX Health Services Information Technology and Innovation, "B" average)	Same with Quality Management component (18 SH completed in MHA program)
	New course: MGT 5XX Health Services Information Technology and Innovation 1.5 SH component (MGT 580 or MGT 582)
Electives (12 SH)	
MGT 550 Selected Topics in Management	same
MGT 584 Long Term Care Administration (MGT 580, 582)	same with Quality Management component (MGT 580 or MGT 582)
MGT 586 Health Services Marketing (MGT 580, 582)	same (MGT 580 or MGT 582)
MGT 587 Health Services Law (MGT 580)	same (MGT 580 or MGT 582)
MGT 598 Faculty Developed Study	same
MGT 599 Student Developed Study	same
Elective courses from the Management Department, and from other Ancell School and non-Ancell departments. Must be approved by MHA Coordinator	same
MGT 544 Negotiation & Conflict Resolution (MGT 501)	same (no prerequisite)
MGT 548 Organizational Excellence (MGT 547)	same (permission of instructor)
	New Course: MGT 5XX Healthcare Administrative Residency 3 – 6 SH
36 SH Total	36 SH Total

() indicates prerequisites

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Summary of All Curriculum Actions Regarding Specific Courses within the MHA Program Revision

Course	Type of Action	Specific Action
MGT 544 Negotiations & Conflict Resolution	Change Prerequisite	Eliminate MGT 501 as prerequisite, course will not have a prerequisite
MGT 547 Human Resource Management	Change Prerequisite	Eliminate MGT 501 as prerequisite, course will not have a prerequisite
MGT 548 Organizational Excellence	Change Prerequisite	Eliminate MGT 547 as prerequisite, course will not have a prerequisite
MGT 580 Health Delivery Systems	Change Course Outline	Insert Quality component
MGT 581 Health Services Financial Management	Change Prerequisite Change Course Outline	Change from MGT 580 to "MGT 580 or MGT 582" Insert Quality component
MGT 582 Managing Health Services Organizations	Change Course Outline	Insert Quality component
MGT 584 Long-Term Care Administration	Change Prerequisite Change Course Outline	Change from MGT 580 to "MGT 580 or MGT 582" Insert Quality component
MGT 585 Health Services Quality Management	Revise Course	MGT 5xx Health Services Quality Tools 1.5 Credits, Change course title, description, outline, credit hours, prerequisites
MGT 586 Health Services Marketing	Change Prerequisite	Change from MGT 580 to "MGT 580 or MGT 582"
MGT 587 Health Services Law	Change Prerequisite	Change from MGT 580 to "MGT 580 or MGT 582"
MGT 591 Introduction to Health Policy	Change Prerequisite Change Course Outline	Change from MGT 580 to "MGT 580 or MGT 582" Insert Quality component
MGT 595 Strategic Management for Health Services	Change Prerequisite Change course outline	Change from MGT 580, 581, 582, MGT 585, B average to "18 SH completed in the MHA program" Insert quality component
MGT 5xx Health Services Information Technology and Innovation	Establish new course	1.5 credit new course, 1.5 credits from the old 3 credit MGT 585 that is now only 1.5 credits
MGT 5xx Healthcare Administrative Residency	Establish new elective course	3 – 6 credit new course

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Old and new program sheets

Old Program Sheet

MANAGEMENT CORE: 6 SEMESTER HOURS

- MGT 501 Organizational Behavior 3 S.H. _____
- MGT 547 Human Resource Management *(MGT 501) 3 S.H. _____

HEALTH SERVICES CORE: 18 SEMESTER HOURS

- MGT 580 Health Delivery Systems 3 S.H. _____
- MGT 581 Health Services Financial Management (MGT 580) 3 S.H. _____
- MGT 582 Managing Health Services Organizations 3 S.H. _____
- MGT 585 Health Services Quality Management (MGT 580, 582) 3 S.H. _____
- MGT 591 Introduction to Health Policy (MGT 580) 3 S.H. _____
- MGT 595 Strategic Management for Health Services (MGT 580, 581, 582, 585 and a "B" average) 3 S.H (24 graduate credits completed) . _____ *(24 graduate credits completed)

ELECTIVES (12 semester hours minimum – see reverse side) _____

_____ 3 S.H. _____
_____ 3 S.H. _____
_____ 3 S.H. _____
_____ 3 S.H. _____

() = Course Prerequisite(s) Total Semester Hours 36

Changes in this schedule need the Graduate Coordinator's approval.

The admission requirements have been explained to me and I understand my obligation to read the Graduate catalog.

Student's Signature: _____ Date: _____

Coordinator's Signature: _____ Date: _____

9/97, 7/01, 6/04, 6/09

MHA ELECTIVES (12 Semester Hours Minimum)

- MGT 550 Selected Topics in Management
- MGT 544 Negotiation & Conflict Resolution
- MGT 584 Long Term Care Administration (MGT 580, 582)
- MGT 586 Health Services Marketing (MGT 580, 582)
- MGT 587 Health Services Law (MGT 580)
- MGT 598 Faculty Developed Study
- MGT 599 Student Developed Study

You may also choose non-MHA electives from the graduate offerings of

a) The Management Department;

b) Other Ansell School of Business departments (e.g., marketing, finance); or

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c) Departments outside the Ansell School (e.g., nursing, psychology, communication);

d) Interdisciplinary Gerontological Studies Program

Choosing electives permits you to tailor the MHA program to your needs and objectives. Please present your non-MHA choices and rationale to the Coordinator for prior approval.

NOTE: MHA students may not take more than 3 MBA courses as electives.

Please see the current Graduate Catalogue for course descriptions and other relevant information.

9/97, 7/01, 6/04, 6/09

New Program Sheet

MANAGEMENT CORE: 6 SEMESTER HOURS

- MGT 530 Leadership 3 S.H. _____
- MGT 547 Human Resource Management 3 S.H. _____

HEALTH SERVICES CORE: 18 SEMESTER HOURS

- MGT 580 Health Delivery Systems 3 S.H. _____
- MGT 5XX Health Services Quality Tools (MGT 580 or MGT 582) 1.5 S. H. _____
- MGT 5XX Health Services Technology and Innovation (MGT 580 or MGT 582) 1.5 S.H. _____
- MGT 581 Health Services Financial Management (MGT 580 or MGT 582) 3 S.H. _____
- MGT 582 Managing Health Services Organizations 3 S.H. _____
- MGT 591 Introduction to Health Policy (MGT 580 or MGT 582) 3 S.H. _____
- MGT 595 Strategic Management for Health Services (18 SH completed in MHA program) 3 S.H. _____

ELECTIVES (12 semester hours minimum – see reverse side) _____

3 S.H. _____ 3 S.H. _____

_____ 3 S.H. _____

_____ 3 S.H. _____

() = Course Prerequisite(s) Total Semester Hours 36

Changes in this schedule need the Graduate Coordinator's approval.

The admission requirements have been explained to me and I understand my obligation to read the Graduate catalog.

Student's Signature: _____ Date: _____

Coordinator's Signature: _____ Date: _____

MHA ELECTIVES (12 Semester Hours Minimum)

- MGT 550 Selected Topics in Management
- MGT 544 Negotiation & Conflict Resolution
- MGT 548 Organizational Excellence
- MGT 5XX Healthcare Administrative Residency (MGT 580 or MGT 582) 3 – 6 S. H
- MGT 584 Long Term Care Administration (MGT 580 or MGT 582)
- MGT 586 Health Services Marketing (MGT 580 or MGT 582)
- MGT 587 Health Services Law (MGT 580 or MGT 582)

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- MGT 598 Faculty Developed Study
- MGT 599 Student Developed Study

You may also choose non-MHA electives from the graduate offerings of

- a) The Management Department;
- b) Other Ansell School of Business departments (e.g., marketing, finance); or
- c) Departments outside the Ansell School (e.g., nursing, psychology, communication);

Choosing electives permits you to tailor the MHA program to your needs and objectives. Please present your non-MHA choices and rationale to the Coordinator for prior approval.

Please see the current Graduate Catalogue for course descriptions and other relevant information.

Revised Admissions Criteria

Current MHA Program Admissions Requirements

Admission to the MHA program requires submission of the following materials:

- A completed "Application for Graduate Study"
- Official transcripts of all undergraduate and graduate courses and degrees
- An entrance examination score: to include
 - Graduate Record Examination
 - Graduate Management Admission Test
 - Miller Analogies Test
- Two letters of recommendation
- Optional -- current résumé or curriculum vita

Once the application process is underway, the applicant meets with the Program Coordinator to complete the application process, to review the program requirements, and to design a course of study.

Admissions Criteria

- 2.50 or higher (on a 4.0 scale) undergraduate grade point average
- 35 percentile or higher score on an entrance test (see below)

Previous academic achievements, entrance test scores (i.e., Miller Analogies Test, Graduate Management Admissions Test, Graduate Record Examination), letters of recommendation, and work experience are all important factors. For example, a record of appropriate employment at increasing levels of responsibility, or significant contributions to the community might be considered.

Applicants are encouraged to be computer literate (i.e., word processing, spread sheet) and competent with fundamental quantitative and statistical tools. While these are not admission criteria, students will gain more from the program if they have these capabilities.

Applicants who do not meet the admission criteria may take two courses selected from MGT 501, MGT 580, and MGT 582. If a grade of A is earned in each of these two courses, the student's application for the MHA program will then be re-evaluated.

Proposed Revisions to Requirements above

Admission to the MHA program requires submission of the following materials:

- A completed "Application for Graduate Study"

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM (Public Higher Education Institutions) - 01/20/12

- Official transcripts of all undergraduate and graduate courses and degrees
- If the undergraduate GPA is less than 3.00, then an entrance examination is required:
 - Graduate Record Examination
 - Graduate Management Admission Test
 - Miller Analogies Test
- Two letters of recommendation
- Current résumé or curriculum vita

Once the application process is underway, the applicant meets with the Program Coordinator to complete the application process, to review the program requirements, and to design a course of study.

Admissions Criteria

- Minimum acceptable GPA: 2.50 on a 4.0 scale or equivalent
- If an entrance test is required, the score must be at the 35 percentile or higher
- A 3 or 4 credit undergraduate or graduate Statistics course with a grade of “C” or better
- At least 2 years of full-time, post- bachelor- degree work experience

Previous academic achievements, entrance test scores (i.e., Miller Analogies Test, Graduate Management Admissions Test, Graduate Record Examination), letters of recommendation, and work experience are all important factors in the admissions process. For example, a record of appropriate employment at increasing levels of responsibility or significant involvement in community organizations might be considered.

Rationale for Revisions to Admissions Requirements

Requiring the statistics course for admission to the program will ensure that students have the quantitative skills needed for the MGT 5XX Health Service Quality Tools class and will better prepare them to make data-driven managerial decisions in other courses. A student with no background in statistics would be ill-equipped to do so.

Requiring at least 2 years of full-time work experience will ensure that students have an appropriate context for the course material and will enable them to share examples in class. The MHA is managerial, not clinical, in nature so full-time work experience is critical.

Applicants with a 3.0 or higher undergraduate GPA have an established record of academic success and having them take an entrance exam as a mechanism to evaluate their potential for graduate study in the MHA is not necessary.

Description of Resources Needed (As appropriate please summarize faculty and administrative resources, library holdings, specialized equipment, etc. Details to be provided in the next section, as appropriate)

One new faculty line is required as the program enrollment increases. No special equipment is needed. Current library holdings are adequate.

Other Considerations

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Previous Three Years Enrollment and Completion for the Program being Modified

ACTUAL Enrollment	First Term, Year ____2012		First Term, Year _2013__		First Term, Year ____2014_	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers	0	2	0	2	0	0
New Students	3	3	0	4	0	1
Returning Students	3	17	3	13	0	17
ACTUAL Headcount Enrollment	6	22	3	19	0	18
ACTUAL FTE per Year	14.4		12.1		6.5	
Size of Credentialed Group for Given Year	12		7		14	

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Curriculum Details for a Program Modification <i>(to be use as appropriate for specific modification request)</i> ⁴						
Course Number and Name ⁵	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
MGT 530 Leadership	2,3	none	3			
MGT 547 Human Resources	2,3	none	3			
MGT 580 Health Delivery Systems	1,2,3	none	3			
MGT 5XX Health Services Quality Tools	1,2,3	MGT 580 or MGT 582	1.5			
MGT 5YY Health Services Technology and Innovation	1,2,3	MGT 580 or MGT 582	1.5			
MGT 581 Health Services Financial Management	1,2,3	MGT 580 or MGT 582	3			
MGT 582 Managing Health Services Organizations	1,2,3	MGT 580 or MGT 582	3			
MGT 591 Intro to Health Policy	1,2,3	MGT 580 or MGT 582	3			
MGT 595 Strategic Management for Health Services	1,2,3	18 SH completed in the MHA program	3			
Core Course Prerequisites				Elective Courses in the Field		
See above prerequisite column. Other than the 3 - 4 credit undergraduate statistics requirement with a grade of "C" or better admissions requirement, there are no prerequisites from outside the Program core courses.				MGT 544 Negotiations and Conflict Resolution	2,3	3
				MGT 548 Organizational Excellence	2,3	3
				MGT 5XX Healthcare Administrative Residency	1,2,3	3-6
				MGT 584 Long-term Care	1,2,3	3
				MGT 587 Health Services Law	1,2,3	3
				MGT 598 Faculty Developed Study – course content varies when offered	TBD	3
				MGT 599 Student Developed – course content varies when offered	TBD	3

⁴ Details of course changes for Community College institutions should be provided with enough detail to introduce necessary changes in the centralized programmatic database for that system.

⁵ Make any detail annotations for individual courses as needed to understand the curricular modifications taking place

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APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM (Public Higher Education Institutions) - 01/20/12

Total Other Credits Required to Issue Modified Credential

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

1. Explain and critique the health care system including delivery, finances, quality, organizational effectiveness and clinical and support services.
2. Demonstrate facility with oral and written communication, interpersonal relations, critical thinking, management and leadership.
3. Apply knowledge to various situations encountered working in health services organizations.
- 4.
- 5.
- 6.
- 7.

Curriculum and Program Learning Outcomes

Required MHA Courses and Program Learning Outcomes	MGT 530 Leadership	MGT 547 Human Resources	MGT 580 Health Delivery Systems	MGT 5XX Health Services Quality Tools	MGT 5YY Health Services Technology and Innovation	MGT 581 Health Services Financial Management	MGT 582 Managing Health Services Organizations	MGT 591 Intro to Health Policy	MGT 595 Strategic Management for Health Services
Program Learning Outcomes Students will:									
Explain and critique									
• The Healthcare system including delivery			X					X	X
• Finances						X			X
• Quality			x	X	X	X	X	X	X
• Organizational effectiveness - clinical			X	X	X	X	X	X	X
• Organizational effectiveness – support service			X	X	X	X	X	X	X
Demonstrate facility									
• Communication	X	X					X		X
• Interpersonal relations	X	x							X
• Critical thinking	X	X	x	X	X	X	X	X	X
• Management	x	X	X	x	X	X	X	x	X
• Leadership	x	x			X				x
Apply knowledge to various situations encountered working in health services organizations	x	x	x	x	x	x	x	x	x

Assessment of Program Learning Outcomes:

Assessment of learning outcomes will be imbedded in MGT 595 Strategic Management for Health Services. Students will be presented with a comprehensive case study and will be required to develop a strategic plan. Students will present their strategic plans in class and submit a formal written document. The class instructor as well as a panel of external evaluators will utilize a rubric to assess the presentation and the written report.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM (Public Higher Education Institutions) - 01/20/12

SECTION 3: RESOURCE AND FINANCIAL CONSIDERATIONS

Two-Year Cost Effectiveness and Availability of Adequate Resources

(Please provide attach a Pro-Forma Budget for the modification of program in the format provided)

This program has been “parked” for the last academic year but courses were still offered as students were still enrolled. Since the credit hours for the modified program are the same as the previous program, there will be no additional cost arising from “un-parking” the program. The program was parked because enrollments were lower than BOR Guidelines and the faculty were asked to propose curricular changes to improve the program and make it current with the expectations of the healthcare industry which they did. As the program is reintroduced, it is expected that a faculty position will have to be resurrected to support the program and act as Program Coordinator. In Summer of 2014, we actually had this position filled when the individual retracted his acceptance. This position was filled with a Special Appointment for 2014/2015 and will be filled with adjuncts for 2015/2016 as required. We anticipate permission to refill (enrollment dependent) for Fall, 2016.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a new program

August 28, 2015

RESOLVED: That the Board of Regents for Higher Education license the program Cisco Certified Networking Associate (CCNA) leading to a Certificate at Capital Community College for a period of three years until June 30, 2018.

A True Copy:

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

ITEM

Licensure of the program “Cisco Certified Networking Associate (CCNA)” leading to a Certificate at Capital Community College for a period of three years until 2018.

BACKGROUNDSummary

The proposed CCNA Certificate was part of the Computer Networking Degree and Certificate programs approved in June 2015 but this particular certificate was inadvertently left out of the resolution language. The rest of this background material is repeated from the proposal in June approving the Computer Networking Degree and the Computer Networking Certificate.

The proposed Associate in Science, Computer Networking Degree; Computer Networking Certificate, and CCNA Certificate, align with Capital Community College's mission to offer associate degrees and certificates that prepare individuals for careers and for transfer into baccalaureate programs. The proposed programs will prepare graduates for entry-level employment in the networking information technology industry, and for transfer to baccalaureate programs in Networking Information Technology.

Need for the Program

Computer Networking was identified as an emerging occupation for which additional training programs are needed. The proposed degree and certificate programs meet the goals of a Department of Labor TAACCCT grant, in both developing highly skilled workers for the information technology industry, and in providing a menu of educational options ranging from certificates to associate degrees with the potential for transfer to bachelor degree programs. The employment projections in the computer networking sector looks bright for students completing the proposed program. The demand for skilled workers in computer networking is expected to increase at both state and national levels.

Curriculum*Core Courses*

CST 201 Introduction to MIS
CST 231 Data Communications and Networking I
CST 281 Data Communications and Networking II
CST 171 LAN System Management
CST 282 Data Communications and Networking III
CST 264 Unix/Linux System Administration
CST 283 Data Communications and Networking IV

Learning Outcomes

In addition to the acquisition of general education competencies, graduates that complete the Computer Networking degree will be able to:

1. Demonstrate an understanding of the fundamentals of information technology and information systems and their importance and impact in business and society.
2. Identify and describe basic communication technologies, devices, and components used in Local and Wide Area Networks.

3. Identify and describe various types of analog and digital communication transmission media including coax, twisted pair, fiber, and wireless media.
4. Demonstrate the use of appropriate tools to assist with administering and troubleshooting computers, media, and devices on a network.
5. Setup, configure, and administer network servers and client workstations in workgroups and domain-based networks.
6. Design, build, and manage multilayer-switched networks and scalable internetworks using routers, switches, hubs, computers, servers, transmission media, network protocols, and network security.
7. Apply comprehensive theoretical knowledge, problem-solving skills, and ethical principles to address case studies and practical applications in networking and information technology.

Students

Through CCC's participation in the Northeast Resiliency Consortium, CCC will receive funding for a Recruitment & Retention Coordinator and Veterans Services Coordinator to support program recruitment. Through these efforts and others, CCC projects an enrollment of 14 students in the degree program in the first year the program is offered.

PROJECTED Enrollment	First Term Year 1		First Term Year 2		First Term Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers <i>(from other programs)</i>	6	2	2	2	2	2
New Students <i>(first time matriculating)</i>	4	2	5	3	6	4
Continuing <i>(students progressing to credential)</i>	0	0	8	3	8	6
Headcount Enrollment	10	4	15	8	16	12

Faculty

Existing faculty members will teach courses in the Computer Networking program. One full-time grant-funded faculty member/program coordinator was already hired by the college to support this program. Adjunct faculty will be added as necessary to accommodate additional sections due to increased program enrollment and will be required to have a minimum of a Master's degree in a networking information technology related field as well as teaching and work experience.

Learning Resources

No new equipment or software is needed to upgrade the labs to support this program.

Facilities

CCC will be able to use existing computer and networking laboratories to teach all the proposed courses in the degree and certificate programs.

Fiscal Note

Through CCC's participation in the Northeast Resiliency Consortium TAACCCT grant, CCC is receiving funding for a Recruitment & Retention Coordinator and Veterans Services Coordinator to support program recruitment. Through these efforts and others, CCC projects an enrollment of 14 Computer Networking students in the first year the proposed programs are offered. Through the grant, CCC will also receive funding for new equipment/software for the first two years of the proposed degree program. The grant additionally funds a Job Developer/Placement Coordinator to coordinate student internships and job placement. During and after the grant period, CCC will use existing full-time faculty in the Computer and Information Systems Program in addition to the new Computer Networking/Cyber Security faculty member to teach courses and coordinate the program.

Review of Documents:

- a) Campus Review
- b) Campus Budget and Finance
- c) Campus President
- d) Academic Council
- e) System Office

2/11/2015 – Academic Council

5/29/2015 – Academic and Student Affairs Committee

8/28/2015 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

ACADEMIC PROGRAM PROPOSALS
AND APPROVAL PROCESS

AT

THE CONNECTICUT STATE COLLEGES AND
UNIVERSITIES

September 17, 2015

WHEREAS, the Board of Regents for Higher Education, in accordance with Connecticut State Legislation and the reorganization of the Connecticut State Colleges and Universities, approved a Program Approval Process on January 19, 2012, and

WHEREAS, the Connecticut State Legislature subsequently passed further legislation with additional reorganization, eliminating certain procedures contained within the process, and

WHEREAS, further review of the Program Approval Process has indicated additional adjustments to the language of the process, now therefore be it

RESOLVED, that the Board of Regents formally amends its process by adopting the attached revised "Academic Program Proposals and Approval Process at the Connecticut State Colleges and Universities."

A True Copy:

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

ITEM

The Board of Regents for Higher Education amends its process regarding Academic Program Proposals and Approval Process at the Connecticut State Colleges and Universities

BACKGROUND

On January 19, 2012, the Board of Regents approved a process regarding “Review of Proposals and Approval of Programs in Connecticut Public Higher Education.” This process was in connection with the Connecticut General Assembly’s reorganization of the governance structure of public higher education in the state and transferred responsibility for academic program approval to the Board of Regents for Higher Education.

Subsequent legislation eliminated the Board of Governors of the Department of Higher Education and later also removed responsibility for the University of Connecticut’s academic program approval from the Board of Regents [CGS: Chapter 185, Sec.10a-6].

ANALYSIS

The proposed process revises language to correspond with current legislation. Additionally, as the process has evolved over the last three years, review has determined other small revisions necessary in the language. These proposed revisions will bring the process into compliance with State law and the current procedures being followed at Board of Regents system office and the institutions.

RECOMMENDATION

That the Board of Regents for Higher Education amends the Academic Program Approval Process as detailed above and contained in the attached “Academic Program Proposals and Approval Process at the Connecticut State Colleges and Universities.”

**Review of Policy on Academic Program Proposals and Approval Process
of Programs in Connecticut Public Higher Education at the
Connecticut State Colleges and Universities Board of Regents for Higher Education**
(Board of Regents for Higher Education: Approved 01/19/2012, Revised _____)

DRAFT REVISIONS July 2015

Context

The Connecticut General Assembly's PA #11-48, as amended by PA #11-61, reorganized the governance structure of public higher education in the state, and transferred the responsibility for academic program approval to the Board of Regents for Higher Education (BOR) ¹. This document outlines the process and conditions ~~to be adopted in~~ for conducting academic program approvals under the BOR. ~~beginning in 2012.~~ The intent ~~in adopting the new process~~ is to maintain consistency with state regulations while at the same time embracing the operating principles spelled out in the section immediately below.

Operating principles

- *Nimbleness* - streamlining and focusing approval process to ensure highest significance for every step
- *Responsiveness* - paying closest attention to state needs and the needs of students
- *Effectiveness* - advancing the distinctiveness and most productive use of resources of each institution, while at the same time exploring opportunities for collaboration and academic innovation

BOR review of the effectiveness and efficiency of the program approval process itself will be thorough and ongoing. ~~A full evaluation will be conducted at the end of the first year, and modifications introduced accordingly.~~ Institutions **will use current forms as established by the BOR's Provost's office.** ~~using the proposed forms on January 1, 2012, with official action on the process by the BOR Academic and Student Affairs Committee in early January, and by the full BOR on January 19, 2012.~~

Programs Requiring BOR Action

Programs ~~formerly requiring Board of Governors for Higher Education (BOGHE) approval~~ need to be reviewed and approved by the BOR under one of the following categories. **All program actions will be submitted to BOR office staff. Each item will be presented at Academic Council, then be submitted to the BOR Academic & Student Affairs Committee for review and recommended for pertinent action by the full BOR at their next meeting. The following categories undergo this process:**

1. *New programs are:* a) A new degree program; b) a new major; or c) a new stand-alone certificate program that is Title IV eligible. No prior approval has existed for the program by either the BOR or the former BOGHE **(Board of Governors for Higher Education)**. Institutions shall seek approval of new programs either as Licensure or simultaneous Licensure and Accreditation:
 - a. *Licensure*, normally granted for a period of three years, authorizing the enrollment of students and their advancement toward the completion of degree requirements; or

¹ Sec. 253. (NEW) (Effective July 1, 2011) Notwithstanding sections 10a-34 to 10a-35, inclusive, of the general statutes, as amended by this act, **Sec. 10a-35a states** the Board of Regents for Higher Education shall have authority, in accordance with the provisions of said sections 10a-34 to 10a-35, inclusive, as amended by this act, over **establishment of new academic programs degrees for the universities....., the regional community....colleges, and Charter Oak State College...awarded by public institutions of higher education,** including the (1) operation of public institutions of higher education and the programs offered by such public institutions of higher education, (2) licensure and accreditation of public institutions of higher education and programs offered by such public institutions of higher education, (3) evaluation and approval of applications to confer academic degrees made by public institutions of higher education, and (4) assessment of any violation by a public institution of higher education of the authority of said board as described in subdivisions (1) to (3), inclusive, of this section and the imposition of a penalty for such violation.

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- b. *Simultaneous Licensure and Accreditation*, simultaneously authorizing the enrollment and award of credentials to students. The accreditation action is considered renewed with each regional accreditation of the institution. Simultaneous licensure and accreditation is generally sought for new degree and certificate programs that are closely related to a set of already existing programs and aligned with institutional strengths. A full description of the approval process of new programs is provided beginning on page 4 of this paper.
2. *Accreditation of a Licensed Program*: Program accreditation authorizes the institution to award credentials in the program. Accreditation is considered renewed with each renewal of the regional accreditation of the institution offering the program. Program accreditation should be pursued in a timely fashion toward the expected date of first graduation. The process for Accreditation approval requires a report on any changes to the program since its licensure action, details on program enrollments, any financial considerations, and the addressing of any issues brought up at the time of the BOR/BOGHE program was licensed the program.
3. *Program Modification*: A program modification is the substantive change to a previously BOR/BOGHE-approved program. The following instances are processed as Program Modifications:
 - a. Creation of a new undergraduate certificate program of more than 30 semester credit hours of courses belonging to a previously approved baccalaureate major(s) at a four year institution, or an associate degree program(s) at a two year institution; a new baccalaureate minor of more than 18 semester credit hours; a new undergraduate option or certificate containing more than 15 semester credit hours of courses not falling within a previously approved program(s), or a new graduate option or certificate program including more than 12 semester credit hours of courses not falling within a previously approved program(s). Modifications below these thresholds may also require approval if required by existing state regulations for the licensed professions or work area of the program;
 - b. Significant modifications in courses or course substitutions of more than 15 credits in a previously approved undergraduate degree program or more than 12 credits within a previously approved graduate degree program;
 - c. The authorization for an approved program to be offered at an off-campus location or using an alternate modality (e.g., on ground to online); and
 - d. A change in the title of a degree or title of program.

Application formats for the approval of program modifications will contain sections for background, rationale and nature of the modification, enrollment/degree awards estimates, and resource summary. Depending on the nature of the modification and the constituent unit to which the institution belongs, other additional details such as full course descriptions, course sequences, etc. may be required ².

4. *Program Discontinuation*: The discontinuation of an existing BOR/BOGHE-approved degree or certificate program must be authorized through BOR action. Program discontinuation consists of a phase out period

² Constituent Units of Higher Education are: the Connecticut Community College System, the Connecticut State University System, Charter Oak State College, and the University of Connecticut. Administrative processes within these units may require additional information and review beyond what is outlined or required in this document and related process forms. For example, any certificate program created at a CC System institution, even if below threshold for BOR approval, requires an administrative review and entry of such program and its courses in the system-level operated programmatic database.

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during which any students in the program graduate and a termination step in which the program is taken off the official list of existing programs maintained by OHE (Office of Higher Education) ~~OFAAHE~~. Program discontinuation should:

- a. occur in the context of a related academic improvement, e.g., the merging of programs with declining enrollment/completions into a new program that effectively addresses relevant state needs and students' interests;
- b. emerge as a result of the periodic Academic Program Review for all programs at each institution, under the guidance of existing BOR policy;
- c. other institutional considerations such as redirecting capacity, adoption of new mission, etc. Program discontinuation should not impact state priorities for workforce preparation.

Programs that are Informational Items Only for the Academic and Student Affairs Committee of the BOR

The following **nonsubstantive** instances require that a communication **or form** be submitted **to BOR office staff** for inclusion **in the agendas for the CSCU-AC and the BOR-ASA agenda** as an information item. **They** and do not require a BOR resolution:

- a) new minors, concentrations/options, specializations or certificate programs not classified in the categories outlined above, **i.e.:**
 - i. **an undergraduate certificate of program of 30 credit hours or fewer which falls within an approved program,**
 - ii. **a new baccalaureate minor of 18 or fewer semester credit hours,**
 - iii. **a new undergraduate option or certificate program of 15 or fewer semester credit hours,**
 - iv. **a new graduate option or certificate program of 12 or fewer semester credit hours**
- ~~b) any program that under previous legislation and process would not have required BOGHE approval;
and~~
- c) programs that do not qualify students to become eligible for federal financial aid.

~~These instances will also be included as information items to the BOR-AC.~~

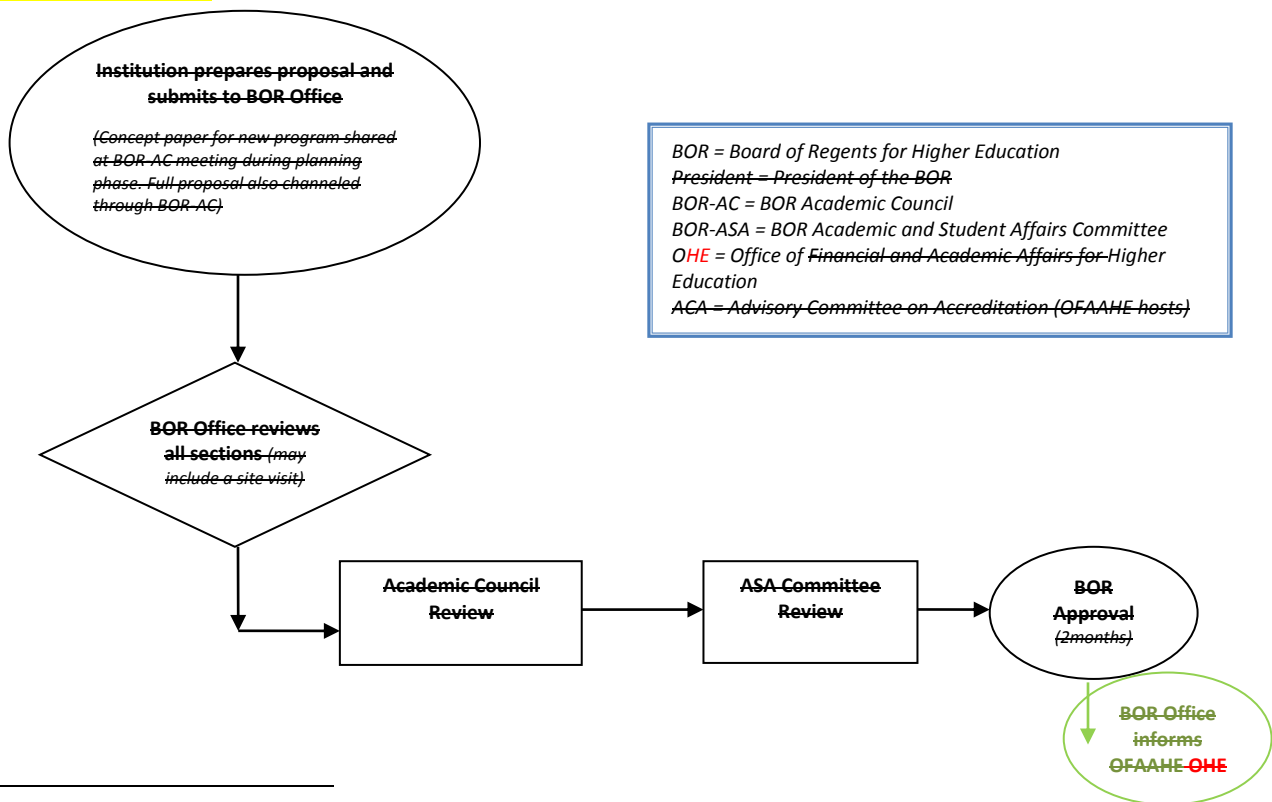
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PROCESS FOR THE APPROVAL OF ACADEMIC PROGRAMS

Summary of Process

- *Concept Paper.* Early in the proposal development phase at the local level, the institution submits a one-to-two-page *New Program Concept Paper* to the BOR Office which is shared with the CSCU Academic Council (BOR-AC)³ at its nearest possible meeting for early input, suggestions, and consideration of potential collaborations as appropriate.
- *New Program Proposal.* The institution creates a *Full Proposal* in a standard format and submits for review to the BOR Office. Site Visit/Team Visit is only required in special cases (e.g. new degree level, unique direction for the institution, new area of competence).
- Based on a *Planning and Quality Review*, the proposal ~~either a)~~ moves **first to the CSCU-AC and then to the BOR Academic and Student Affairs Committee (BOR-ASA) for review and recommendation for approval by the full Board.** ~~or b) moves to the Advisory Committee on Accreditation (ACA) to undergo a Quality Review as an intermediate step. In the latter case, the BOR President considers the ACA advisory recommendations before moving the proposal to BOR-ASA and subsequently the full Board.~~
- *Modification or Discontinuation.* The institution creates a proposal for either a modification or a discontinuation in the standard format and submits for review to the BOR Office. The proposal will subsequently be submitted to the CSCU-AC, then to the BOR-ASA and finally to the full BOR for pertinent action.

CHART to be DELETED



³ The CSCU-AC is composed of the Principal Academic Officers from all institutions under the BOR: **the College Deans or Provosts at the CCs, and the Provosts/AVPs at the CSUS and COSC, and a representative designated by the Provost of the University of Connecticut.** Meetings are planned and facilitated by BOR Academic and Student Affairs Staff.

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New Program-Process Details

1. *Sharing of New Program Concept Paper in Anticipation of Full Proposal*

Intent to establish new program is shared at a **CSCU**-AC meeting using a one-to-two-page concept paper sent to the BOR Office ⁴. ~~BOR~~**CSCU**-AC provides input as appropriate and in consideration of program justification and benefits, potential for transfer agreements, avoidance of unnecessary duplication, and creation of potential collaborations. Institution takes the comments from the AC under consideration and BOR Office facilitates any further communication as needed. The New Program Concept Paper should be submitted at a time established by the institution in consideration of estimated time of completion of the full proposal, posted dates of ~~BOR~~**CSCU**-AC, BOR-ASA, ~~ACA~~, and BOR meetings, desired initiation date for the program, and any necessary lead time required by federal or state laws and regulations.

Notes: 1) Along with the New Program Concept Paper, the principal academic officer at the institution may require any additional information, as deemed necessary, for internal use at that institution and in conformance with local governance procedures; 2) In the few cases in which it may not be clear whether the program should fall in the New Program or Program Modification category, early consultation with the BOR Office is highly encouraged.

Timeframe - Ongoing, and at each BOR-AC meeting

2. *Submission of Full Proposal and BOR Office Review*

Provost/AVP/Academic Dean at institution submits a full proposal for Licensure/ Licensure and Accreditation to BOR Office using a standard electronic format; ~~other than the concept paper, this is the only document required for the entire process; no paper copies are ever required.~~ Substantive modifications of existing programs are also submitted in a standard format. BOR Office responds to applicant institution within two weeks of initial submission and may require that further information or clarifications be added to the proposal document. Proposal is e-mailed to **CSCU**-AC members ~~placed on~~ **as part of** the agenda for the next meeting of this group, ~~and posted on the BOR Web site.~~ Members of the **CSCU**-AC are invited to submit any final comments ~~in anticipation to~~ **at** the meeting in which the full proposal is being discussed. Occasionally, a conference call with pertinent principal academic officers and others may be conducted.

Full proposal application for a new program contains three sections: Section 1. General Information; Section 2. Program Planning Assessment; and Section 3. Quality Review. The BOR Office conducts a *Planning Assessment Review* in consideration of: a) how the program addresses Connecticut workforce needs and/or the social and economic wellbeing of the state, including employment prospects for program graduates/completers; b) potential for transfer agreements or transfer programs; c) all pro forma budgetary and cost considerations and projections. **The BOR Office also conducts an internal Quality Review using the criteria in existing state regulation, conducts site visit if needed, and makes recommendation to the BOR President Provost. President moves relevant sections of a new program/substantive change proposal to external Quality Review by ACA (see below).**

Note: In cases in which a site visit takes place, such as new degree level (e.g., a masters degree level is offered for the first time), unique direction for the institution (e.g., a new school or department is created), new area of competence or type of program (e.g., the first Professional Science Master to be offered), such visit will be conducted in a fashion that contributes to the preparation for the particular professional/national accreditation, or consistent with BOR-approved Academic Program Review policy.

⁴ At the CC System, the New Program Concept Paper replaces the Preliminary Program Announcement

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⁵. ~~Program applications required to undergo a team site visit will also undergo external Quality Review by ACA. Programs requiring simultaneous approval by a designated state agency other than the BOR (such as educator preparation programs approved by the State Department of Education) will undergo an onsite visit in conformity with the process and requirements of such agency.~~

Timeframe - From two weeks to no more than six weeks (in cases requiring a site visit)

~~3. External Quality Review~~

~~New program proposals and most substantive modifications (e.g., the change in more than 15 required credits in an undergraduate program or 12 credits requirement in a graduate program) will significantly benefit from an external Quality Review by ACA. For new programs, the BOR Office circulates the proposal for comment to all Chief Executives and Chief Academic Officers at public and private institutions of higher education in the state, as maintained by OFAAHE. A two-week period is provided for submitting comments. BOR Office collects and reviews comments and responses to include in materials for BOR President and submission to ACA Quality Review. Depending on the extent of the modification some substantive modifications will also require this canvassing process. Concurrent with proposal circulation, the BOR Office requests that the item be added to the ACA agenda at the nearest possible date. The BOR Office provides all documentation in final form for timely inclusion in ACA packet for meeting. At the ACA meetings, BOR staff briefly outlines program and introduces institution's representatives, opening the item for discussion. The advisory recommendation from ACA is presented to the BOR President for consideration and decision to move forward in the process.~~

~~Timeframe - No more than five weeks, depending on timing of ACA meeting~~

4. *Approval*

Proposal is added to the nearest BOR-ASA meeting for discussion and recommendation for full Board approval. ~~Following the ASA meeting,~~ the BOR President ~~Provost~~ places the item in the agenda of the nearest full Board meeting.

Timeframe - Between one and two months, depending on timing of BOR-ASA and BOR meetings

Important Requirement for Any New Program

Any new program that entitles an enrollee to apply for federal student financial aid under Title IV must receive approval by the BOR. The institution is responsible for determining that a program is eligible. Once approved, the institution is also responsible for compliance with all Title IV requirements and procedures declaring the approved program as eligible ⁶.

Overall Timeframe

No longer than two months for nonsubstantive changes. No longer than four months for cases in which a site visit and external ACA quality review are ~~is~~ conducted.

Document Flow

The totality of the process is conducted electronically, except for the printing of materials for the BOR.

⁵ In development at the time of issuing this document

⁶ <http://www.eligcert.ed.gov/> ⁶

**~~Review of Policy on Academic Program Proposals and Approval Process
of Programs in Connecticut Public Higher Education at the
Connecticut State Colleges and Universities Board of Regents for Higher Education~~**
(Board of Regents for Higher Education: Approved 01/19/2012, Revised _____)

~~Formats for Program Approval~~

~~Drafts of formats to be used in the approval process are being circulated to all public higher education institutions for comment. Final draft of the process and necessary forms will be available, and become provisionally effective pending BOR-ASA approval on January 10 and BOR approval on January 19, 2012.~~

Nature of this Document

This document constitutes Board of Regents policy for academic program approval for all the **CSCU** public higher education institutions in the state of Connecticut.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

Office of the Provost and Senior Vice President for Academic and Student Affairs

Protocol for the Submission, Review and Assessment of Proposals to Establish New Academic Programs

Intent:

In reviewing and evaluating proposals for the establishment of academic programs at institutions within the Connecticut State Colleges and Universities System, in order to formulate a recommendation to the Board of Regents; it is the intent of the Office of the Provost and Senior Vice President for Academic and Student Affairs, pursuant to state statutes, to ensure acceptable standards of quality during the review/evaluative process and to promote the highest standards of quality in the conduct of academic programs.

State regulations required the Board to grant initial or continued approval to institutions within the Connecticut State Colleges & Universities System and their academic program only when the Board is satisfied that the institution or program is in substantial compliance with the Board's approval standards as specified in those regulations. Thus, the procedures for the submission, review and assessment, and approval of institutions and programs are guided by those approval standards.

Submission:

The initiator(s) of a proposal to establish a doctoral program should first outline the application within the established format of a Concept Paper for New Academic Programs. Sequentially, the Concept Paper should be presented at the institutional and System Office wherein appropriate input is provided, and questions and concerns are addressed. The Board's Academic and Student Affairs Committee shall act on its behalf throughout the review of academic programs. During the System Office's review, the Office of the Provost and Senior Vice President for Academic and Student Affairs shall facilitate the deliberative participation of the Academic Council. Upon acceptance of the final draft of the Concept Paper at all levels, the initiators shall develop a Full Proposal. (The formats for the Concept Paper and the Full Proposal are outlined in the System's *Procedural Guidelines for Academic Program Review* manual.) Following endorsements by the institution's chief executive and chief academic officers, the initiator(s) may submit the Full Proposal to the System's Office of the Provost.

Planning Assessment:

Proposals for new doctoral programs shall initially be reviewed by the Provost. This review shall consider the proposal in regard to:

1. Conformance with the Applicant Institution's mission, role and scope
2. Need for the program and its curricula
3. Unnecessary duplication of existing programs
4. Cost effectiveness, and
5. Availability of adequate resources to ensure quality and sustainability of program

If this assessment results in a positive finding, the Provost shall proceed with a Quality Assessment. If the finding is negative, the Provost shall offer the institution the option of

withdrawing the application. In the absence of a withdrawal, the Provost shall initiate the Quality Assessment of the proposal.

Quality Assessment:

This evaluation of the proposal is conducted to verify compliance with the established, regulatory approval standards, conducted as a critique by the Academic Council. If the proposal is for a doctoral program, the Provost will arrange an evaluative on-site visit as an additional component of the Quality Assessment. The Planning Assessment and the Quality Assessment may be conducted concurrently; however, the Evaluation Visit shall be conducted after the completion of the Planning Assessment.

Evaluation Visit Procedures:

1. The members of the evaluation committee shall be appointed by the Provost, in consultation with the applicant institution which shall be presented with a list of potential evaluators prior to their appointment. The institution shall have the opportunity to state any objections as well as make recommendations for the committee's membership.
2. The committee will consist of a minimum of two experienced, competent educators from out-of-state institutions with similar doctoral programs.
3. A staff member from the Office of the Provost shall be assigned to coordinate each evaluation visit.
4. The Report of the Evaluation Committee shall be prepared in accordance with a format ensuring that all elements of the approval standards are addressed.
5. The Committee's process over the course of: (a) reviewing the proposal, approval standards and any other background material, (b) preliminary discussions, (c) a one-day visit, and (d) follow-up inquiries shall determine compliance or noncompliance with the regulatory standards and an explanation of the basis for such determinations shall be included in the Report.
6. The Report shall respond to any specific questions raised by the Office of the Provost
7. The Evaluation Committee shall summarize the Report by identifying the areas of strength and areas in need of improvement. The Report's conclusion should affirm whether or not it finds the proposal to be substantially in compliance with the Board's approval standards.
8. Copies of the draft Report shall be submitted to all committee members for comment, and the Report shall be revised accordingly.
9. A copy of the revised Report shall be given to the chief executive and chief academic officers of the applicant institution for comment on factual accuracy.
10. If the Committee finds the proposal to be substantially in compliance with the Board's approval standards, it shall address a confidential statement to the Provost declaring its collective level of confidence in the institution's capacity to effectively and efficiently conduct the proposed doctoral program as *Highly Confident*, *Confident*, *Not Yet Confident* or *Not Confident*.

Recommendation of the Provost:

The Provost will consider each of the evaluative components in formulating the recommendation to the Board. If the Provost decides to recommend that the proposed program be established, he/she will work with institutional officials to prepare and execute a joint presentation to the Academic and Student Affairs Committee. If the Provost decides not to recommend that the proposed program be established, he/she will offer the institution the option of withdrawing the application. In the absence of a withdrawal, the Provost will facilitate the institution's presentation to the Academic and Student Affairs Committee; wherein he/she will elaborate on the judgment that the proposed program should not be established.

Board of Regents for Higher Education Connecticut State Colleges & Universities Academic & Student Affairs Committee Charter

Introduction

There is established a standing committee to be called the Academic and Student Affairs Committee of the Board of Regents for Higher Education (BOR). This charter broadly defines the Committee's roles with respect to academic policies and standards, program approvals, and student affairs.

Membership

The Academic and Student Affairs Committee shall be appointed by the Chair of the Board of Regents. It shall be composed of not less than five members of the board of regents. One board member shall serve as chair of the Committee.

General Purpose and Scope

The Academic and Student Affairs Committee shall be a standing committee of the Board of Regents. It is charged with oversight of student affairs and system academic policy including, but not limited to, program approval, academic standards and transfer policy.

Committee Responsibilities

Actions that fall under the purview of the committee include but are not limited to:

- a. Review and approve mission statements for the constituent units and role and scope statements for the individual institutions and campuses (CGS section 10a-1c and section 10a-6(7))
- b. Monitor and evaluate institutional effectiveness and viability in accordance with criteria established by the board (CGS section 10a-6(5))
- c. Develop criteria to ensure acceptable quality in programs and institutions and enforce standards through licensing and accreditation as well as periodic program review (CGS section 10a-6(5))
- d. License and accredit institutions and new academic programs, modify existing programs, and terminate programs (CGS section 10a-6(8), 10a-35a, and the Connecticut Regulations for Licensure and Accreditation of Institutions and Programs of Higher Learning)
- e. Approve administrative units that focus on research and service activities—usually called centers or institutes, including centers of excellence (CGS 10a-25j)
- f. Approve new policies or amend existing policies governing academic and student life matters
- g. Approve honorary professorships and other special recognition of faculty, in conjunction with the Finance and Administration Committees when such honors carry a financial impact
- h. Approve conferral of honorary degrees
- i. As recommended by presidents: promotion and tenure, award of CSU Professor status

Meetings

The Academic and Student Affairs Committee shall meet as often as deemed necessary by the Committee Chair.

Annual Review of Activities and Committee Charter

Each year, the committee will assess its activities with respect to the responsibilities outlined in this charter and take action as needed. This assessment shall include the adequacy of the charter itself. Recommendations to modify the charter shall require approval by the board.

Staff to Academic and Student Affairs Committee

BOR Chief Academic Officer [Provost]