



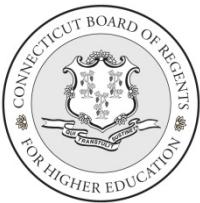
**BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE
AGENDA**

**Friday, September 5, 2014 – 9:30 a.m.
61 Woodland Street, Hartford, CT 06105
3rd Floor Board Conference Room**

1. Approval of Minutes – August 1 2014

ACTION ITEMS

2. Termination of Existing Academic Programs
 - a. Electrical Certificate – Gateway CC
3. Modifications of Programs
 - a. Liberal Arts-Fine Arts Option – AA – Asnuntuck CC
4. New Programs
 - a. Theater Arts Performance Track Certificate – Housatonic CC
 - b. Medical Assisting – AS – Housatonic CC
 - c. Automotive Technology-General Motors Certificate – Gateway CC
 - d. Interdisciplinary Peace Studies and Conflict Resolution Certificate – Gateway CC
5. Institutional Accreditation
 - a. Western Connecticut State University
6. Promotion & Tenure Recommendation
 - a. Central CT State University
7. UPDATES/DISCUSSION ITEMS [no action required]
 - a. Transfer and Articulation
 - b. Termination of Low Enrollment/Low Completer Programs



CT BOARD OF REGENTS FOR HIGHER EDUCATION

ACADEMIC & STUDENT AFFAIRS COMMITTEE

Meeting August 1, 2014

9:30 a.m. – 61 Woodland Street, Hartford

MINUTES

- Regents Present: Merle Harris, Craig Lappen, Stephen Adair (by conf), Eugene Bell (by conf), Naomi Cohen (by conf), Lawrence DeNardis (by conf),
- Regents Absent: Catherine Smith
- Staff Present: Michael Gargano, Elsa Nunez, Jen Brown, Liz Caswell, Corby Coperthwaite, Tom Clark, Maureen McClay, Nancy Melnicsak, Linda Perfetto, Arthur Poole, Ernestine Weaver, Jane Williams, Karen Wosczyzna-Birch
- Other Attendees: Shirley Adams (COSC), Jess House (WCSU), Katie Kelley (ACC), Marianne Kennedy (SCSU), Yi-Chun Tricia Lin (SCSU), James Lombella (ACC), Steve Minkler (MxCC), Sandra Palmer (MCC), Greg Paveza (SCSU), Susan Pease-by conf.(CCSU), Lester Primus (CCC), Bonnie Lee Rabe (WCSU), Irene Rios-Knauf (NVCC), Todd Rofuth (SCSU), Michael Rooke (TXCC), Anna Wasescha (MxCC)

Chair Merle Harris called the meeting to order at 9:31 a.m.

1. Minutes of June 6, 2014 – **A motion to approve was made by C. Lappen, seconded by E.Bell and unanimously approved.**
2. New Policies
 - a. Academic Program Review Policy. **A motion to approve made by C. Lappen, seconded by L. DeNardis.** Dr. Gargano provided the background noting the policy was vetted through the Academic Council of the 17 institutions, and then the presidents. He described the requirements for the review of programs every seven years and that findings requiring revision will be brought to the Committee, . **The vote was taken and unanimously approved.**
 - b. Normalize Associate and Baccalaureate Degree Credit Hours. **A motion to approve by C. Lappen, seconded by L. DeNardis.** Dr. Gargano provided background on the policy including its companion relationship with the Academic Program Review Policy. Dr. Gargano also informed the Academic & Student Affairs Committee of a request to postpone action on the policy. Discussion followed including Dr. Nunez speaking on behalf of President Levinson noting the concerns on campus about timing during the summer and the need for more time. Regent DeNardis noted that the proposed policy was very important and the need to not have it derailed. **Regent Cohen moved to table the vote to the October meeting, Regent DeNardis seconded it and it was unanimously approved.**
3. Termination of Existing Academic Programs

- a. Technology Studies: Computer-Aided Design Option-Tunxis CC – Dr. Gargano informed the Committee that the item had been withdrawn.
4. Modifications of Programs
 - a. Machine Technology Level 1 Certificate – Naugatuck Valley CC. Dr. Gargano introduced the item noting the name change to Fundamentals of Machine Technology. Dr. Peter Angelastro of NVCC gave further background. **A motion to approve was made by N. Cohen, seconded by C. Lappen and unanimously approved.**
 - b. Master of Social Work and Master of Arts in Women’s Studies – Southern CSU. Dr. Gargano presented the item and noted a revised resolution with more clarity of language. Dr. Marianne Kennedy introduced the team from SCSU – Dr. Todd Rofuth, Dr. Greg Paveza and Dr. Tricia Lin, and presented the background of the dual degree option. Dr. Lin added further information, also noting they had surveyed students and expected about 20 to choose the option. **Regent Cohen moved to approve the program as amended, Regent DeNardis seconded and the motion was unanimously approved.**
 - c. Psychology – BA – Central CSU. Dr. Gargano presented the modification to change the name to Psychological Science and introduced Dr. Susan Pease of CCSU. Dr. Pease offered further explanation. **There was a motion to approve by C. Lappen, seconded by N. Cohen and unanimously approved.**
5. New Programs
 - a. Partnership for Preparation of Elementary Educators (P2E2) – BS – Western CSU. **A motion to approve was made by C. Lappen, seconded by L. DeNardis.** Dr. Gargano introduced the program noting it was interdisciplinary and the institution’s extensive research. Dean House of WCSU added background. Dr. Rabe of WCSU offered further comments noting the year-long internship. **The vote was taken and unanimously approved.**
6. Institutional Accreditation
 - a. Middlesex Community College. **A motion to approve the resolution was made by N. Cohen, seconded by C. Lappen.** President Wasescha described the NEASC method and visit. She talked about the final report noting the four areas for improvement and plans for addressing them. Regent Harris thanked President Wasescha and congratulated her on the report, mentioning several of the notable accomplishments identified. **The vote was taken and unanimously approved.**
7. Information items
 - a. Notification of upcoming scheduled reports of Centers and Institutes. Dr. Gargano noted the upcoming reports planned for the October meeting.
 - b. New Office of Sponsored Programs. Dr. Gargano spoke about the new Office of Sponsored Programs to seek and manage grants.
8. Updates/Discussions
 - a. Report on Student Code of Conduct and Sexual Misconduct Policy. Chair Harris spoke about the policy, noting the recent news and legislation and thanking Ernestine Weaver and Tom Clark for keeping our system on top of it. Ms. Weaver then provided an update, giving an overview and noting responsibilities of the system office and the 17 campuses. She remarked on upcoming training and the processes at the campuses. Regent Cohen asked about a timeline and timeframes for requirements. Ms. Weaver noted all campuses had been given that information and that it would be sent again. There were other questions regarding training and

resources available and the need for presidents to report back on their own campuses. Dr. Nunez added it should be discussed at Presidents' Council with reports submitted to Dr. Gray. There was further discussion on motivating students to utilize the resources provided.

Dr. Gargano gave an additional update on the TAP program and announced that two new co-managers have been appointed to guide the program for the coming year – Dr. Candace Barrington, a faculty member from Central CSU and Dr. Kenneth Klucznik, a faculty member from Manchester CC.

There was no other business. **A motion to adjourn was made by N. Cohen, seconded by C. Lappen and unanimously approved.**

The meeting adjourned at 10:53 a.m.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Termination of a Program

September 18, 2014

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of the
“Electrical Certificate” at Gateway Community College

A True Copy:

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

Gateway Community College

Item

Termination of a certificate in Electrical Engineering Technology.

BACKGROUND

Summary/Rationale

This certificate was created in Banner in error.

Phase Out/Teach Out Strategy

Because this certificate was created in error, no students are currently enrolled in this program. Therefore, immediate termination is requested.

Resources

No resources are needed.

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: Gateway Community College		Date of Submission to BOR Office: 8/2014
Discontinued Program: Electrical CIP: 150303 DHE# (if available): I13IN12 Accreditation Date: 3/1/99 Phase Out /Teach Out Period n/a Expected Date of Program Termination immediately		
Program Characteristics Name of Program: Electrical Certificate Degree: Title of Award (e.g. Master of Arts) Certificate: (specify type and level) C2 Modality of Program: <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Combined		
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: Engineering Technology		
Institutional Contact for this Proposal: Mark Kosinski	Title: Academic Dean	Tel.: 203.285.2077 e-mail: mkosinski@gatewayct.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.

This program was originally created as a 'non-credit' program and was carried over to a credit-bearing program. However, this program was never fully adopted and therefore, no student enrollments exist currently or for at least the past three years. This certificate is listed as a credit certificate in error.

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.)

Due to the fact that there are no student enrollments for at least three years, there is no 'phase-out' period needed for this program.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

September 18, 2014

RESOLVED: That the Board of Regents for Higher Education approve modification of a program in Liberal Arts-Fine Arts Option leading to an Associate of Arts degree at Asnuntuck Community College to substantively change the curriculum.

A True Copy:

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

ITEM

Modification of the Liberal Arts –Fine Arts option that leads to an Associate of Arts degree at Asnuntuck Community College

BACKGROUNDSummary

This proposal is to modify our Liberal Arts – Fine Arts Option. This modification incorporates updates that have been made to the parent liberal arts program to improve transfer. It also updates program requirements to include coursework in digital arts to increase the relevance of the curriculum.

Need for the Program

This is a Liberal Arts degree that prepares students for transfer to four-year programs. While skills like creativity and problem-solving benefit any career, an education in the fine arts also prepares students for jobs in art museums and galleries, graphic design firms, media organizations, education, advertising and as freelance or self-employed artists. Some potential career possibilities include: Art Critic/Writer, Art Teacher, Curator, Designer, Exhibit Preparator, Gallery/Museum Attendant, Illustrator, Painter, Photographer, Potter, Printmaker, or Sculptor.

Curriculum

This modification improves the transferability of the program by adding a foreign language requirement, increasing the science requirement, and raising the math requirement to an appropriate level of MAT 140 or above. Coursework in the digital arts is now an option. The Liberal Arts parent program requires HDEV 101: First Year Experience (FYE). All of these changes were made with a minimal increase to the total program credits (formally 60, now 64). We felt it important to retain the FYE requirement because our data shows that the fall-to-fall retention rate for students who take FYE in their first semester is 16% higher.

Students

ENROLLMENTS	Fa11	Sp12	Fa12	Sp13	Fa13	Sp14
Program Majors	15	15	17	16	15	11
Total Enrollments	161	155	183	158	201	226
GRADUATES	Sp10	Sp11	Sp12	Sp13		
	3	2	1	7		

Faculty

This proposal requires no new personnel.

Learning Resources

This proposal requires no new learning resources.

Facilities

This proposal does not change the current use of facilities in any manner.

Fiscal Note

This proposal requires no new personnel, resources, or other new expenditures.

Review of Documents:

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

Accreditation:

Fifth-Year Report Approved 2010

Distance Learning Substantive Change Proposal Approved 2014

8/13/2014 – ConnSCU Academic Council

9/5/2014 – BOR-Academic and Student Affairs Committee

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 1: GENERAL INFORMATION

Institution: Asnuntuck Community Colleges	Date of Submission to BOR Office: xx/xx/xx	
Most Recent NEASC Institutional Accreditation Action and Date: Fifth-Year Report Approved 2010, Distance Learning Substantive Change Proposal Approved 2014.		
Original Program Characteristics CIP Code No. 240101 Title of CIP Code CIP Year: 2000 or 2010 X Name of Program: Liberal Arts: Fine Arts Option Degree: Title of Award (e.g. Master of Arts) A.A. Certificate: (specify type and level) Date Program was Initiated: 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): 60	Original Program Credit Distribution # Cr in Program Core Courses: 21 # Cr of Electives in the Field: 6 # Cr of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 0 <u>Total # Cr in the Program</u> (sum of all #Cr above): 27 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 27	
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 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: Liberal Arts: Fine Arts Option Degree: Title of Award (e.g. Master of Arts) A. A. Certificate ¹ : (specify type and level) Program Initiation Date: Fall 2014 Modality of Program: On ground Online X Combined If "Combined", % of fully online courses? 14% Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 64 Other:	Modified Program Credit Distribution # Cr in Program Core Courses: 18 # Cr of Electives in the Field: # Cr of Free Electives: 6 # Cr Special Requirements (include internship, etc.): 0 <u>Total # Cr in the Program</u> (sum of all #Cr above): 24 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 24	
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: Liberal Arts Department		
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 Proposal: Barbara W. McCarthy	Title: Dean of Academic Affairs	Tel.: 860-253-3102 e-mail: bmccarthy@acc.commnet.edu

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.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

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.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

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)

This program is an option of our Liberal Arts transfer degree. This modification incorporates general education updates made previously to the parent program to improve transfer. It also updates program requirements to include digital arts courses to increase the relevance of the curriculum.

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)

This is a Liberal Arts degree that prepares students for transfer to four-year programs. While skills such as creativity and problem-solving benefit any career, an education in the fine arts also prepares students for jobs in art museums and galleries, graphic design firms, media organizations, education, advertising and as freelance or self-employed artists. Some potential career possibilities include: Art Critic/Writer, Art Teacher, Curator, Designer, Exhibit Preparator, Gallery/Museum Attendant, Illustrator, Painter, Photographer, Potter, Printmaker, or Sculptor.

- 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?

N/A

- 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)

All courses in the curriculum are part of the Connecticut community colleges' common course inventory and transfer seamlessly between community colleges. The courses also transfer to the CSU's under previous agreements for liberal arts courses. This modification has been done with an eye toward preparing for the TAP program pathway.

- Please indicate what similar programs exist in other institutions within your constituent unit ³, and how unnecessary duplication is being avoided .

This is a Liberal Arts transfer program and is core programming for any comprehensive community college.

- Please provide a description/analysis of employment prospects for graduates of this proposed program .

This program is an option within the Liberal Arts A.A. and thus prepares students for transfer

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

in Art or other liberal art majors. Data from the U.S. Bureau of Labor Statistics show jobs requiring a Bachelor's degree increasing at a higher rate than in the past. This number is higher for the New England region. (U.S. Bureau of Labor Statistics, Office of Occupational Statistics and Employment Projections, Table 7: Employment by summary education and training assignment, 2012-2022.)

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.*

This modification improves the transferability of the program by adding a foreign language requirement, increasing the science requirement, and raising the math requirement to an appropriate level of MAT 140 or above. Coursework in the digital arts is now an option. The Liberal Arts parent program requires HDEV 101: First Year Experience (FYE). All of these changes were made with a minimal increase to the total program credits (formally 60, now 64). We felt it important to retain the FYE requirement because our data showed that fall-to-fall retention rate for entering students who take FYE in their first semester is 16% higher.

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)*

This program modification requires no additional resources.

Other Considerations

None

Previous Three Years Enrollment and Completion for the Program being Modified

ACTUAL Enrollment						
ENROLLMENTS	Fa11	Sp12	Fa12	Sp13	Fa13	Sp14
Program Majors	15	15	17	16	15	11
Total Enrollments	161	155	183	158	201	226
GRADUATES	Sp10	Sp11	Sp12	Sp13		
	3	2	1	7		

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

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.

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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 modification requires no new or additional resources.

	<i>Liberal Arts - A.A. Degree</i>		<i>Fine Arts Option (proposed)</i>		<i>Fine Arts Option (current)</i>	
General Education						3
<i>Humanities</i>	ENG* 101 - Composition	3	ENG* 101 - Composition	3	ENG* 101 - Composition	3
	ENG* 102 - Literature & Composition	3	ENG* 102 - Literature & Composition OR ENG * 103 - Composition II	3	ENG* 102 - Literature & Composition OR ENG * 103 - Composition II	3
	COM* 173 - Public Speaking OR THR* 110 - Acting I	3	COM* 173 - Public Speaking OR THR* 110 - Acting I	3	COM* 173 - Public Speaking OR THR* 110 - Acting I	
	Humanities Elective	3	Humanities Directed Elective: ART*100 - Art Appreciation	3		
	Fine Arts Elective	3 to 4	Fine Arts Directed Elective: ART*111 - Drawing I			
<i>Foreign Language</i>	Foreign Language 1 (sequential)	3	Foreign Language 1 (sequential)	3		
	Foreign Language 2 (sequential)	3	Foreign Language 2 (sequential)	3		
<i>Human Development</i>	HDEV 101 - First Year Experience	3	HDEV 101 - First Year Experience	3	HDEV 101 - First Year Experience	3
<i>Social & Behavioral Sciences</i>	SOC* 190 - Self and Others	3	SOC* 190 - Self and Others	3	SOC* 190 - Self and Others	3
	ANT*, PSY*, or SOC*	3	ANT*, PSY*, or SOC*	3	Choose one of the following: HIS* 101, 102, PSY* 111, 112, SOC* 101, PHL* 101, POL* 111	3
	ECN* or POL*	3	ECN* or POL*	3	Choose one of the following: HIS* 101, 102, PSY* 111, 112, SOC* 101, PHL* 101, POL* 111	3
	HIS*	3	HIS*	3		
<i>Math</i>	MAT* 140 or above	3 to 4	MAT* 140 or above	3 to 4	MAT* 100 or above	3 to 4
<i>Science</i>	Science elective	3 to 4	Science elective	3 to 4	Science elective	3 to 4
	Lab science elective	4	Lab science elective	4		
<i>Liberal Arts Electives</i>	L.A. elective 1	3 to 4	See below: <i>Major Area Requirements</i>		L.A. elective 1	3
	L.A. elective 2	3 to 4	See below: <i>Major Area Requirements</i>		L.A. elective 2	3
	L.A. elective 3	3 to 4	See below: <i>Major Area Requirements</i>			
	L.A. elective 4	3 to 4	See below: <i>Major Area Requirements</i>			
<i>Open Electives</i>	Open elective 1	3 to 4	Open elective 1 - ART*, DGA*, or THR* 107 - History of Film (<i>recommended</i>)	3		
	Open elective 2	3 to 4	Open elective 2	3		
<i>Major Area Requirements</i>			ART* 123 - Design I	3	ART* 100 - Art Appreciation	3
			ART* 101 - Art History I OR ART* 102 - Art History II	3	ART* 111 - Drawing I	3
			ART*, DGA*, or THR* 107 - History of Film	3	ART* 123 - Design I	3
			ART*, DGA*, or THR* 107 - History of Film	3	ART* 109 - Color Theory	3
				3	ART* 101 - Art History I	3
				3	ART* 102 - Art History II	3
					ART* 215 - Illustration	3
					Choose one of the following: ART* 131, 141, 151, 167	3
					Choose one of the following: ART* 131, 141, 151, 167	3
			Total			
	Total	64		64	Total	60

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a New Program

September 18, 2014

RESOLVED: That the Board of Regents for Higher Education approve licensure and accreditation of the program “Theater Arts Performance Track” leading to an undergraduate certificate at Housatonic Community College for a period of time concurrent with institutional accreditation.

A True Copy:

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

ITEM

Proposal for a Theater Arts Performance Track Certificate Program leading to a Certificate at Housatonic Community College

BACKGROUND

Summary

The Theater Arts Certificate: Performance Track program entails 21 credits of Core Course requirements. Students must pass all courses to obtain the certificate. This certificate is modeled after performance based training studios in New York City and performance based training in conservatories in New York and several other American cities. The curriculum of this certificate program prepares students for employment in performance opportunities in theater.

Need for the Program

Connecticut has a long history of professional performing arts organizations that have played an essential role in Connecticut's cultural history and tourism industry. Recently, these have been augmented by a number of television and film studios that have moved into the area, each of which requires trained performers (even animation, seen as a visual arts medium, requires voice actors). In addition to Connecticut-based organizations, the proximity of New York-based theaters and studios provide another source of potential employment.

Curriculum

THR 101 Introduction to Theater	3 credits
THR 110 Acting I	3 credits
THR 112 Voice & Diction	3 credits
THR 115 Improvisation	3 credits
THR 210 Acting II	3 credits
THR 225 Directing	3 credits
THR 190 Theater Arts Practicum I	3 credits

Students

Students would include high school students interested in a program leading to a transfer to a four-year program or conservatory, college students seeking an expansion of skills in theater arts, mid-career students seeking a change in career, and any individual of any age or group, full or part-time, seeking a degree of proficiency in and understanding of theater arts performance skills. Our 2009 Theater Arts Program Review provided data showing a large cohort of students completing primarily performance based courses without graduating prior to moving forward in their chosen direction. This certificate program will provide these students with a certificate of completion, allowing them to successfully compete for employment in the entertainment profession with local and New York-based studio trained students. Likely post-certificate activities include transfer to a four-year college, university or conservatory program, internship or employment with a professional company, and pursuit of a professional career as an independent performer.

Faculty

Professor Geoffrey Sheehan, current Theater Arts Program Coordinator will assume the responsibility for the day-to-day operations of the certificate program. Professor Sheehan has been a full-time faculty member at Housatonic Community College since 1999; established and developed the current Associate in Arts: Theater Arts program; possesses a BFA in Drama from UCONN and an MALS in Theatre from Wesleyan University. Professor Sheehan has many professional credits to his resume and continues to work as a professional performing theater artist.

Learning Resources

This certificate program requires library books and DVDs; computer access; and a state-of-the-art theater facility. These resources currently exist on the Housatonic Community College campus and are fully available to the proposed certificate program.

Facilities

Housatonic possesses the essential facilities to effectively teach the curriculum and prepare students for the next stage of their professional progress. A fully-equipped, state-of-the-art theater already exists on campus and is used for classroom activities and theatrical performances.

Fiscal Note

This Theater Arts Certificate: Performance Track is highly cost effective, as all of the equipment, faculty, curriculum, and facility resources are already in place, due to the existing Associate of Arts Theater Arts degree program.

Review of Documents:

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

Accreditation:

Pursuant to Section 10a-34-4 and Section 10a 34-5 Regulations for Licensure and Accreditation of Institutions and Programs of Higher Learning, Housatonic Community College is seeking Licensure and Accreditation of this new Theater Arts Performance Track Certificate Program.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions) - **01/20/12**

SECTION 1: GENERAL INFORMATION

Institution: Housatonic Community College	Date of Submission to BOR Office: 6/5/2014
Most Recent NEASC Institutional Accreditation Action and Date: Accredited; 2012	
Program Characteristics Name of Program: Theater Arts Performance Track Certificate Degree: Title of Award (e.g. Master of Arts) Certificate: (specify type and level) Below 30 credits; linked Anticipated Program Initiation Date: Fall 2014 Anticipated Date of First Graduation: Spring 2015 Modality of Program: On ground Online X Combined If "Combined", % of fully online courses? 13% (3 cr.; on-line option) Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 21 core curriculum	Program Credit Distribution # Cr in Program Core Courses: 21 # Cr of Electives in the Field: 0 # Cr of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 0 <u>Total # Cr in the Program</u> (sum of all #Cr above): 21 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 21
Type of Approval Action Being Sought: Licensure OR X Licensure and Accreditation	
Suggested CIP Code No. (optional) Title of CIP Code Visual & Performing Arts	
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: 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: Humanities Department, Theater Arts Program, Main Campus	
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: Geoffrey Sheehan	Title: Professor & Program Coordinator Tel.: 203-332-5270 e-mail: gsheehan@housatonic.edu

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

BOR Sequence Number (to be assigned):	
Approved 2010 CIP Code No. ¹	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)	

¹ Final CIP assignment will be done by BOR staff in consideration of suggested number (if provided) and in consultation with academic offices at the institution and system proposing the program. For the final assignment, the 2010 CIP definitions will be used.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions) - 01/20/12

SECTION 2: PROGRAM PLANNING ASSESSMENT *(To be Used for BOR Review Only)*

Alignment of Program with Institutional Mission, Role and Scope

(Please provide objective and concise statements)

The objective of the Theater Arts Certificate: Performance Track at Housatonic Community College is to provide a strong foundation in the performance related skills in Theater Arts as a creative and practical enterprise, to prepare the students for transfer, internship or employment opportunities by ensuring a working knowledge of the responsibilities and requirements of these positions, and to serve as a means to empower the students to develop to their full potential through self-discovery, discipline, teamwork and creative thought inherent in the Theater Arts process. This is in keeping with the approved mission of the college as defined in the college's catalog. Specifically stated the college commits to "empower all individuals to develop to their full potential...work together in a learner-centered, supportive, and stimulating environment...prepare students to participate in, and contribute responsibly to, our global society." The target clientele will be those students seeking a professional performance career in theater, television and/or film. Students would include high school students interested in a program leading to a transfer to a four-year program or conservatory, college students seeking an expansion of skills in theater arts, mid-career students seeking a change in career, and any individual of any age or group, full or part-time, seeking a degree of proficiency in and understanding of theater arts performance skills. Our 2009 Theater Arts Program Review provided data showing a large cohort of students completing primarily performance based courses without graduating prior to moving forward in their chosen direction. This certificate program will provide these students with a certificate of completion, allowing them to successfully compete for employment in the entertainment profession with local and New York-based studio trained students. This certificate program concentrates on teaching essential skills for professional performers. Likely post-certificate activities include transfer to a four-year college, university or conservatory program, internship or employment with a professional company, and pursuit of a professional career as an independent performer. The list of required courses includes:

THR 101 Introduction to Theater	3 credits	THR 110 Acting I	3 credits
THR 112 Voice & Diction	3 credits	THR 115 Improvisation	3 credits
THR 210 Acting II	3 credits	THR 225 Directing	3 credits
THR 190 Theater Arts Practicum I	3 credits		

Addressing Identified Needs

- 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)*

Connecticut has a long history of professional performing arts organizations that have played an essential role in Connecticut's cultural history and tourism industry. Recently, these have been augmented by a number of television and film studios that have moved into the area, each of which requires trained performers (even animation, seen as a visual arts medium, requires voice actors). In addition to Connecticut-based organizations, the proximity of New York-based theaters and studios provide another source of potential employment.

- 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?

This program makes use of faculty expertise and knowledge of the professional entertainment industry by focusing on performance based skills, the strength of our full-time and adjunct faculty. The curriculum required for the Certificate already exists at the institution and have a proven track record of quality and successful training outcomes. Because the Certificate Program is linked to an existing Associates in Arts degree program in Theater Arts, the institution possess a fully state-of-the-art facility and equipment essential to successful training.

- 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)*
- Please indicate what similar programs exist in other institutions within your constituent unit ², and how unnecessary duplication is being avoided

This certificate program in performance based skills is not available anywhere else within the Connecticut Higher Education system.

² Constituent units are: the Connecticut Community College System, the Connecticut State University System, Charter Oak State College, and the University of Connecticut

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions) - 01/20/12

- Please provide a description/analysis of employment prospects for graduates of this proposed program

It is important to note that Connecticut is home to more than 30 theater organizations at various levels of the professional industry, such as Long Wharf Theatre, Westport Country Playhouse, Hartford Stage Company, The Warner Theatre, Bridgeport Theatre Company and The Goodspeed Opera House; several television and film studios such as BlueSky Studios in Greenwich, Derek Dudek Studio in Middletown, and Lojeri Productions in East Hartford; and Housatonic Community College's close proximity to the entertainment profession center of New York City enhances employment opportunities for certificate graduates.

A survey of the six largest professional theatre companies in Connecticut shows on average the hiring of 200-230 professional actors each year among the six, with an average salary between \$600-\$800 per week, depending on the organization's union category. There are also nine seasonal summer theatres that hire on average a total of 160-180 professional actors each season, with an average salary or stipend of \$150-\$600 per week, depending on the union status of the actor and the organization's union category. For all of these theatres, actors may be hired on a show-by-show basis or entered into a season-long contract. Graduates of this program will be well prepared to enter into an industry whose standard practice is project by project contracting, and a livelihood earned contract by contract.

Cost Effectiveness and Availability of Adequate Resources

(Please provide a one-paragraph narrative on the attached MSExcel Pro-Forma Budget)

This Theater Arts Certificate: Performance Track is highly cost effective, as all of the equipment, faculty, curriculum, and facility resources are already in place, due to the existing Associate of Arts Theater Arts degree program.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions) - 01/20/12

SECTION 3: PROGRAM QUALITY ASSESSMENT

Learning Outcomes - L.O. *(Please list up to seven of the most important student learning outcomes for the program and concisely describe assessment methodologies to be used in measuring the outcomes. If the program will seek external accreditation or qualifies graduates to opt for a professional/occupational license, please frame outcomes in attention to such requirements. With as much detail as possible, please map these learning outcomes to courses listed under the "Curriculum" section of this application)*

1. Understand essential elements of the theater arts as a creative enterprise
2. Understand essential elements of the theater arts as a practical profession
3. Cultivate a creative approach to theater performance
4. Skillful application of the physical techniques of theater performance
5. Skillful application of the vocal techniques of theater performance
6. Skillful application of the intellectual techniques of theater performance
7. Skillful application of the professional activities in career management

Assessment methodology for all program outcomes are the utilization of project-based assignments with faculty evaluation to assess the proficiency of the students in each learning outcome area.

Program Administration *(Describe qualifications and assigned FTE load of administrator/faculty member responsible for the day-to-day operations of the proposed academic program. Identify individual for this role by name or provide time frame for prospective hiring)*

Professor Geoffrey Sheehan, current Theater Arts Program Coordinator will assume the responsibility for the day-to-day operations of the certificate program. Professor Sheehan has been a full-time faculty member at Housatonic Community College since 1999; established and developed the current Associate in Arts: Theater Arts program; possesses a BFA in Drama from UCONN and an MALS in Theatre from Wesleyan University. Professor Sheehan has many professional credits to his resume and continues to work as a professional performing theater artist.

Faculty *(Please complete the faculty template provided below to include current full-time members of the faculty who will be teaching in this program and, as applicable, any anticipated new positions/hires during the first three years of the program and their qualifications)*

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

What percentage of the credits in the program will they teach? 62%

What percent of credits in the program will be taught by adjunct faculty? 38%

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program MA/MFA degree in Theater; or BA/BFA in Theater with extensive professional experience.

Special Resources *(Provide a brief description of resources that would be needed specifically for this program and how they will be used, e.g. laboratory equipment, specialized library collections, etc. Please include these resources in the Resources and Cost Analysis Projection sheet for BOR review)*

This certificate program requires library books and DVDs; computer access; and a state-of-the-art theater facility. These resources currently exist on the Housatonic Community College campus and are fully available to the proposed certificate program.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
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Curriculum

(Please list courses for the proposed program, including the core/major area of specialization, prerequisites, electives, required general education courses (undergraduate programs), etc. Using numerals, map the Learning Outcomes listed in the previous section to relevant program courses in this table. Mark any new courses with an asterisk * and attach course descriptions. Mark any courses that are delivered fully online with a double asterisk ** Please modify this format as needed)

Course Number and Name	L.O. # ³	Pre- Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
THR 101 Introduction to Theater	1, 2, 3, 7	None	3			
THR 110 Acting I	1, 3, 4, 5, 6, 7	None	3			
THR 112 Voice & Diction	1, 3, 5	None	3			
THR 115 Improvisation	1, 3, 4, 5, 6	None	3			
THR 190 Theater Arts Practicum I	1, 2, 3, 4, 5, 6, 7	None	3			
THR 210 Acting II	1, 3, 4, 5, 6, 7	THR 110	3			
THR 225 Directing	1, 3, 6, 7	None	3			
Core Course Prerequisites				Elective Courses in the Field		
Total Other Credits Required to Issue Credential (e.g. GenEd/Liberal Arts Core/Liberal Ed Program)						

Program Outline (Please provide a summary of program requirements including total number of credits for the degree, special admission requirements, capstone or special project requirements, etc. Indicate any requirements and arrangements for clinical affiliations, internships, and practical or work experience. Example: "The Finance Major entails 18 credits of Related Course requirements from a range of disciplines (6 credits of which apply to the Liberal Arts Core (LAC), or institution's GenEd program), 24 credits of courses in Business (3 credits of which apply to the LAC/GenEd), 18 credits of coursework in Finance (including a 6-credit internship), and 9 elective credits from a list that includes courses in Economics, Finance, and Business. Students must take a minimum of 24 credits of coursework for the major at the institution and must maintain a GPA of 2.5.")

The Theater Arts Certificate: Performance Track program entails 21 credits of Core Course requirements. Students must pass all courses to obtain the certificate.

³ From the Learning Outcomes enumerated list provided at the beginning of Section 3 of this application

APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions) - 01/20/12

Full-Time Faculty Teaching in this Program (Note: If you anticipate hiring new faculty members for this program you may list "to be hired" under name and title. Provide required credentials, experience, and other responsibilities for each new position anticipated over the first three years of implementation of the program)

[illegible]

Connecticut Board of Regents for Higher Education

APPLICATION FOR NEW PROGRAM APPROVAL PRO FORMA ¹ BUDGET - RESOURCES AND EXPENDITURE PROJECTIONS

Institution Housatonic Community College Date 6/5/2014
Certificate in Theater
 Proposed Program Arts: Performance Track

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 (from other programs)	5	2	2	2	2	2
New Students (first time matriculating)	4	2	6	2	8	5
Continuing (students progressing to credential)			5	2	5	2
Headcount Enrollment	9	4	13	6	15	9
Total Estimated FTE per Year						

PROJECTED Program Revenue	Year 1		Year 2		Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition (Do not include internal transfers)	\$15,144	\$1,924	\$41,646	\$3,848	\$49,218	\$6,734
Program-Specific Fees						
Other Rev. (Annotate in text box below)						
Total Annual Program Revenue	\$17,068		\$45,494		\$55,952	

PROJECTED Expenditures*	Year 1		Year 2		Year 3	
	Number (as applicable)	Expenditure	Number	Expenditure	Number	Expenditure
Administration (Chair or Coordinator)	Existing	\$0	Existing	\$0	Existing	\$0
Faculty (Full-time, total for program)	Existing	\$0	Existing	\$0	Existing	\$0
Faculty (Part-time -total for program)	Existing	\$0	Existing	\$0	Existing	\$0
Support Staff	Existing	\$0	Existing	\$0	Existing	\$0
Library Resources Program	Existing	\$0	Existing	\$0	Existing	\$0
Equipment (List as needed)	Existing	\$0	Existing	\$0	Existing	\$0
Other (e.g. student services)	Existing	\$0	Existing	\$0	Existing	\$0
Estimated Indirect Cost (e.g. student services, operations, maintenance)	Existing	\$0	Existing	\$0	Existing	\$0
Total ESTIMATED Expenditures		\$0		\$0		\$0

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

Existing regulations require that: "...an application for a new program shall include a complete and realistic plan for implementing and financing the proposed program during the first cycle of operation, based on projected enrollment levels; the nature and extent of instructional services required; the availability of existing resources to support the program; additional resource requirements; and projected sources of funding. If resources to operate a program are to be provided totally or in part through reallocation of existing resources, the institution shall identify the resources to be employed and explain how existing programs will be affected. Reallocation of resources to meet new and changing needs is encouraged, provided such reallocation does not reduce the quality of continuing programs below acceptable levels."

Please provide any necessary annotations: The number of seats allocated to the proposed certificate program and the existing Theater Arts program are sufficient in number to serve students in both programs. Thus, no additional faculty needs to be hired and no additional resources need to be purchased.

¹ This PRO FORMA budget provides reasonable assurance that the program can be established and is sustainable. Some assumptions and/or formulaic methodology may be used and annotated in the text box.

Connecticut Board of Regents for Higher Education

APPLICATION FOR NEW PROGRAM APPROVAL PRO FORMA ¹ BUDGET - RESOURCES AND EXPENDITURE PROJECTIONS

¹ This PRO FORMA budget provides reasonable assurance that the program can be established and is sustainable. Some assumptions and/or formulaic methodology may be used and annotated in the text box.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a New Program

September 18, 2014

RESOLVED: That the Board of Regents for Higher Education approve licensure of the program “Medical Assisting” leading to an Associate of Science (A.S.) degree at Housatonic Community College for a period of three years until September 30, 2017.

A True Copy:

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

ITEM

Application for a new Medical Assisting Associate in Science Degree program at Housatonic Community College.

BACKGROUND

The Medical Assisting Associate Degree program will prepare graduates for immediate entry into the workforce, provide pathways to and from specialization with the allied health field and offer foundations for further education.

Summary

In addition to earning an A.S. in Medical Assisting, graduates will have the opportunity to be certified in a number of different specialty areas within the program. These include medical coding, insurance, office specialist and phlebotomy. This credit program can provide graduates with a livable wage and a professional identify that comes with the prestige and security of national certification.

Need for the Program

According to the Bureau of Labor Statistics, over one half million medical assistants were employed in the US as of 2012. Projected increase in employment through 2022 is 29%. This field is growing much faster than average for all occupations. Preventative medical services, delivered in physician offices will be in higher demand as the baby boomer generation ages and with implementation of the Affordable Care Act. Physicians are therefore expected to utilize more medical assistants for routine tasks. Fairfield and New Haven county host approximately 2600 allopathic physicians, 100 naturopaths and 1000 chiropractors as potential employers. The Website Indeed.com lists current job openings for over 1000 medical assistants in Fairfield and New Haven County.

A June 2014 report by the Allied Health Workforce Policy Board “Analyzing Trends in Connecticut’s Allied Health Workforce” reported the Connecticut Dept. of Labor Occupational Projections for 2010-2020 (2013) as increasing by 24.5% representing over 1620 Medical Assisting positions.

Associate degree programs in Medical Assisting/Medical Assistant are currently offered in the ConnSCU system at Northwestern, Capital, and Quinebaug Valley Community Colleges. There are no community colleges in the Fairfield/New Haven County offering the AS in Medical Assisting. The certificate in Medical Assisting is offered by Norwalk Community College and Capital Community College.

Curriculum

Students successfully completing the program will function as entry-level medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. The program will seek accreditation by the Commission on Accreditation of Allied Health Education Programs. Students will sit for the national certification examination for Medical Assistants.

(continued next page)

Students

A large number of students attend Housatonic Community College to prepare for careers in allied health in both credit and non-credit areas. The Medical Assisting program is designed to offer a professional pathway to those students who complete the non-credit CNA, Patient Care Technician (PCT), Medical Coding and Billing and Medical Information Record Specialist as well as an alternative program for those who are originally only considered a career in nursing. Students may begin their education in the non-credit Allied Health certificate programs and then elect to continue on their career ladder through the A.S. degree in Medical Assisting. On the other end of the continuum, graduates of the 61 credit Medical Assisting Program who seek different or more challenging professional preparation may consider using credits from their Medical Assisting program to continue in Physical Therapy Assistant or Occupational Therapy Assistant programs offered at HCC or other Allied Health programs within the ConnCSU system. Transfer to a number of programs at Charter Oak State College is appropriate for this degree, particularly the Health Care Administration major for “*professionals in the health care industry.*”

Faculty

This program will employ one full-time faculty member with a Master’s degree in a related field and medical assisting experience, who will also serve as program coordinator. All instructors of the Medical Assisting designated courses (MED*) will be hired with a preference for Certified Medical Assistants. Adjunct instructors, as documented by their Curriculum Vitae, shall be credentialed and have the appropriate current work experience to effectively teach their contracted courses.

Learning Resources

The library budget can address the needs of this new program. The college currently has many resources in place for health related disciplines. Open Computer Laboratories are available on campus and many college data bases are available on line.

Facilities

A Medical Assisting Lab is included in the Phase II Construction plan underway for the development of Lafayette Hall. The college’s non-credit health programs will share resources, classroom space and equipment as necessary until the new lab is constructed in 2016-2017.

Fiscal Note

Funding of the first three years of a full-time faculty position and adjunct faculty positions was received from the Department of Labor (TAACCCT). This grant also included \$50,000 in equipment and \$20,000 for simulation teaching equipment. as been received through a DOL TAACCT grant. The college will fund the faculty positions after 2016. The college will also provide an operational budget of \$5000 annually for the program.

(continued next page)

Review of Documents:

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

Accreditation: Initial review 2015 by the Commission on Accreditation of Allied Health Education Programs

8/13/2014 – ConnSCU Academic Council

9/5/2014 – BOR-Academic and Student Affairs Committee

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions) - **01/20/12**

SECTION 1: GENERAL INFORMATION

Institution: Housatonic Community College	Date of Submission to BOR Office: August 8, 2014	
Most Recent NEASC Institutional Accreditation Action and Date:		
Program Characteristics Name of Program: Medical Assistant Degree: Title of Award (e.g. Master of Arts) A.S. Certificate: (specify type and level) Anticipated Program Initiation Date: Spring 2015 Anticipated Date of First Graduation: Spring 2017 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): 61	Program Credit Distribution # Cr in Program Core Courses: 25 # Cr of Electives in the Field: 32 # Cr of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 4 Credit Externship <u>Total # Cr in the Program</u> (sum of all #Cr above): 61 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: Core course work is taught at the college (25 crs).	
Type of Approval Action Being Sought: Licensure OR X Licensure and Accreditation Accreditation Suggested CIP Code No. (optional) Title of CIP Code		
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: NA CIP: DHE# (if available): Accreditation Date: Phase Out Period NA Date of Program Termination NA		
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: Housatonic Community College, 900 Lafayette Blvd., Bridgeport, CT 06604		
Other Program Accreditation: <ul style="list-style-type: none"> • If seeking specialized/professional/other accreditation, name of agency and intended year of review: Initial review 2015 Commission on Accreditation of Allied Health Education Programs • If program prepares graduates eligibility to state/professional license, please identify: NA (As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)		
Institutional Contact for this Proposal: Elizabeth Roop/Rebecca Adams (Sept. 1, 2014)	Title: Academic Dean/Interim Dean	Tel.: 203-332-5061 e-mail:

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

BOR Sequence Number (to be assigned):	
Approved 2010 CIP Code No. ¹	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)	

¹ Final CIP assignment will be done by BOR staff in consideration of suggested number (if provided) and in consultation with academic offices at the institution and system proposing the program. For the final assignment, the 2010 CIP definitions will be used.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions) - 01/20/12

SECTION 2: PROGRAM PLANNING ASSESSMENT (To be Used for BOR Review Only)

Alignment of Program with Institutional Mission, Role and Scope

(Please provide objective and concise statements)

In keeping with the mission of the community college system, the Medical Assisting Associate Degree program will prepare graduates for immediate entry into the workforce, provide pathways to and from specializations and offer foundations for further education.

Addressing Identified Needs

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)* The implementation of the Medical Assisting program is well integrated with the Housatonic Community College mission and philosophy by its intentions to provide workforce development, promote learner success and inclusion and establish the foundation for life long learning. This 61 credit program can provide graduates with a livable wage and a professional identify that comes with the prestige and security of national certification.

According to the Bureau of Labor Statistics, over one half million medical assistants were employed in the US as of 2012. Projected increase in employment through 2022 is 29%. This field is growing much faster than average for all occupations. Preventative medical services, delivered in physician offices will be in higher demand as the baby boomer generation ages and with implementation of the Affordable Care Act. Physicians are therefore expected to utilize more medical assistants for routine tasks. Fairfield and New Haven county host approximately 2600 allopathic physicians, 100 naturopaths and 1000 chiropractors as potential employers. The Website Indeed.com lists current job openings for over 1000 medical assistants in Fairfield and New Haven County.

In addition to earning an A.S. in Medical Assisting, graduates will have the opportunity to be certified in a number of different specialty areas within the program. These include medical coding, insurance, office specialist and phlebotomy.

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?

A large number of students attend Housatonic Community College to prepare for careers in allied health in both credit and non-credit areas. The Medical Assisting program is designed to offer a professional pathway to those students who complete the non-credit CNA, Patient Care Technician (PCT), Medical Coding and Billing and Medical Information Record Specialist as well as an alternative program for those who are originally in a nursing intended pathway. Students may begin their education in the non-credit Allied Health certificate programs and then elect to continue on their career ladder through the A.S. degree in Medical Assisting. On the other end of the continuum, graduates of the 61 credit Medical Assisting Program who seek different or more challenging professional preparation may consider using credits from their Medical Assisting program to continue in Physical Therapy Assistant or Occupational Therapy Assistant programs offered at HCC or other Allied Health programs within the ConnCSU system.

Please describe any transfer agreements with other institutions under the BOR that will become instituted as a result of the approval of this program. Transfer with a number of programs at Charter Oak State College is appropriate for this degree particularly the Health Care Administration major for "professionals in the health care industry."

Please indicate what similar programs exist in other institutions within your constituent unit ², and how unnecessary duplication is being avoided. Associate degree programs in Medical Assisting/Medical Assistant are currently offered in the ConnSCU system at Northwestern, Capital, and Quinebaug Valley Community Colleges. There are no community colleges in

² Constituent units are: the Connecticut Community College System, the Connecticut State University System, Charter Oak State College, and the University of Connecticut

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions) - 01/20/12

the Fairfield/New Haven County offering the AS in Medical Assisting. The certificate in Medical Assisting is offered by Norwalk Community College and Capital Community College.

- Please provide a description/analysis of employment prospects for graduates of this proposed program

Cost Effectiveness and Availability of Adequate Resources

Funding of the first three years of a full-time faculty position and adjunct faculty as well as \$50,000 in equipment has been received through a DOL TAACCCT grant. The college will fund the faculty positions after 2016. A Medical Assisting Lab is included in the Phase II Construction plan underway for the development of Lafayette Hall.

(Please provide a one-paragraph narrative on the attached MSEcel Pro-Forma Budget)

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions) - 01/20/12

SECTION 3: PROGRAM QUALITY ASSESSMENT

Learning Outcomes - L.O. *(Please list up to seven of the most important student learning outcomes for the program and concisely describe assessment methodologies to be used in measuring the outcomes. If the program will seek external accreditation or qualifies graduates to opt for a professional/occupational license, please frame outcomes in attention to such requirements. With as much detail as possible, please map these learning outcomes to courses listed under the "Curriculum" section of this application)* **Overall Learning**

Goal/Principal Learning Outcome for the Program: Students successfully completing the program will function as entry-level medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains with the following capabilities:

1. Eligibility to sit for a national medical assisting certification examination
2. Medical assisting skills to perform at entry level competency
3. Demonstrated ability to accurately maintain healthcare records while upholding all related laws and regulations
4. Demonstrated accurate problem solving in classroom and clinic
5. Communicate effectively with peers, supervisors, families and other healthcare providers
6. Demonstrated behaviors consistent with the Medical Assisting Code of Ethics.
7. Ability to competently function within the medical assisting scope of practice
8. Ability to competently function within an interdisciplinary healthcare team

Program Administration *(Describe qualifications and assigned FTE load of administrator/faculty member responsible for the day-to-day operations of the proposed academic program. Identify individual for this role by name or provide time frame for prospective hiring)*

One full-time faculty member will teach 9 MED credits per semester. All other MED courses in the program will be taught by adjunct instructors.

Faculty *(Please complete the faculty template provided below to include current full-time members of the faculty who will be teaching in this program and, as applicable, any anticipated new positions/hires during the first three years of the program and their qualifications)*

How many new full-time faculty members, if any, will need to be hired for this program? See Below.

What percentage of the credits in the program will they teach? Approximately 50%

What percent of credits in the program will be taught by adjunct faculty? Approximately 50%

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

Each full-time teaching position has the minimum requirement of a master's degree in a related field plus 0-2 years college teaching experience or equivalent professional work experience. All instructors of the Medical Assisting designated courses (MED*) will be hired with a preference for Certified Medical Assistants. Adjunct instructors, as documented by their Curriculum Vitae, shall be credentialed and have the appropriate current work experience to effectively teach their contracted courses. The full-time Instructor, will be charged with leading the program, and will meet and maintain a dialog with all instructors who teach medical assisting students.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions) - 01/20/12

Special Resources *(Provide a brief description of resources that would be needed specifically for this program and how they will be used, e.g. laboratory equipment, specialized library collections, etc. Please include these resources in the Resources and Cost Analysis Projection sheet for BOR review)* The laboratory/classroom will be equipped with state-of-the-art equipment which is arranged to simulate a physician's office/clinic. The laboratory tables allow several pairs of students to practice various skills simultaneously. Supplies are of such quantity to allow students adequate practice time to master each competency. Capital equipment includes: physician's examination tables, electrocardiographs, privacy screens, a phlebotomy chair, refrigerator, centrifuge, adult and infant scales, Hemocue glucometer, Hemocue hemoglobinometer, microscopes, spirometer, and multiple practice arms for phlebotomy skills. All college classrooms are equipped with multimedia teaching stations. (See equipment listing enclosed.)

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions) - **01/20/12**

Curriculum

(Please list courses for the proposed program, including the core/major area of specialization, prerequisites, electives, required general education courses (undergraduate programs), etc. Using numerals, map the Learning Outcomes listed in the previous section to relevant program courses in this table. Mark any new courses with an asterisk * and attach course descriptions. Mark any courses that are delivered fully online with a double asterisk ** Please modify this format as needed)

Course Number and Name	L.O. # ³		Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses					Other Related/Special Requirements		
	Course #	Course Title (Learning Outcomes)	Cr.				
	ENG* 101	Composition	3				
	MAT*	Mathematics Elective (Quantway)	3				
	BIO* 105	Introduction to Biology	4				
	CSA* 105	Introduction to Software Applications	3				
	MED* 125	Medical Terminology (1,3,5)	3				
			16				
	ENG* 102	Literature & Composition	3				
	PSY* 111	General Psychology I	3				
	MED* 111	Administrative Medical Assisting (2,7)	3				
	MED* 113	Healthcare Insurance (3,5)	2				
	MED* 115	Medical Coding (3,5)	2				
	MED 170	Law and Ethics for Health Professionals (3,6)	3				
			16				
	ELECTIVE	Arts Elective	3				
	MED* 133	Clinical Medical	4				

³ From the Learning Outcomes enumerated list provided at the beginning of Section 3 of this application

APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions) - 01/20/12

Total Other Credits Required to Issue Credential (e.g. GenEd/Liberal Arts Core/Liberal Ed Program)

Program Outline (Please provide a summary of program requirements including total number of credits for the degree, special admission requirements, capstone or special project requirements, etc. Indicate any requirements and arrangements for clinical affiliations, internships, and practical or work experience. Example: "The Finance Major entails 18 credits of Related Course requirements

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions) - 01/20/12

from a range of disciplines (6 credits of which apply to the Liberal Arts Core (LAC), or institution's GenEd program), 24 credits of courses in Business (3 credits of which apply to the LAC/GenEd), 18 credits of coursework in Finance (including a 6-credit internship), and 9 elective credits from a list that includes courses in Economics, Finance, and Business. Students must take a minimum of 24 credits of coursework for the major at the institution and must maintain a GPA of 2.5.")

Highlighted courses indicate General Education course work.

Third Semester - Students must acquire certification from the American Red Cross in CPR and First Aid before beginning the third semester.

Fourth Semester - Medical Assisting Externship - 160-200 hours in a supervised non-classroom setting. The first weeks of course will be classroom based simulations prior to the off campus experience. This course is the final 10 weeks of the semester after completion of all other MED requirements.

Two courses, MED 216 and MED 250L, will be offered in intensive 5 week formats to prepare students for the Medical Assisting Externship.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions) - 01/20/12

Full-Time Faculty Teaching in this Program (Note: If you anticipate hiring new faculty members for this program you may list "to be hired" under name and title. Provide required credentials, experience, and other responsibilities for each new position anticipated over the first three years of implementation of the program)

One full-time faculty member.

The Medical Assisting Program Instructor, is responsible for the organization, administration, continuous review, planning, development, and general effectiveness of the program and its accreditation. Duties include program management, including record keeping, curriculum development and evaluation, externship placement and supervision, student advising, purchasing and maintaining laboratory equipment, maintaining appropriate supplies and inventory, and the development of printed brochures/documents related to the Medical Assisting program. Duties also include selection and supervision of medical assisting adjunct faculty, and clinical coordination and supervision of student externships. This full time position also requires the individual to establish and maintain collaborative relationships within the state and local professional community.

Connecticut Board of Regents for Higher Education

APPLICATION FOR NEW PROGRAM APPROVAL PRO FORMA ¹ BUDGET - RESOURCES AND EXPENDITURE PROJECTIONS

Institution	Housatonic Community College	11-Aug-14
Proposed Program	<u>Medical Assisting</u> <u>Associat in Science</u>	

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>			10	5	10	5
New Students <i>(first time matriculating)</i>			5	5	5	5
Continuing <i>(students progressing to credential)</i>			0		29	8
Headcount Enrollment	0	0	15	10	44	18
Total Estimated FTE per Year			20 FTE	30 HC	38 FTE	47 HC

PROJECTED Program Revenue	Year 1		Year 2 Per Semester		Year 3 Per Semester	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition <i>(Do not include internal transfers)</i>			\$57,690	\$9,770	\$111,534	\$17,586
Program-Specific Fees	\$290 Per Sem. By HC		\$8,400		\$13,160	
Other Rev. <i>(Annotate in text box below)</i>	\$84 Lab Fee per course seat		\$5,040		\$5,040	
Total Annual Program Revenue			\$161,800		\$294,640	

See Attached for Grant Revenue and Equipment Listing

PROJECTED Expenditures*	Year 1		Year 2		Year 3	
	Number <i>(as applicable)</i>	Expenditure	Number	Expenditure	Number	Expenditure
Administration <i>(Chair or Coordinator)</i>	Included in Fac. Pos.	\$0				
Faculty <i>(Full-time, total for program)</i>	1	36,852	1	\$52,281	1	\$55,571
Faculty <i>(Part-time -total for program)</i>	3		3	\$38,016	3	\$39,912
Support Staff	0		0		0	
Library Resources Program	0		0		0	
Equipment <i>(List as needed)</i>	See Attachments	Grant funded		Grant funded		Grant Funded
Other (e.g. student services)	Student Fees					
Estimated Indirect Cost <i>(e.g. student services, operations, maintenance)</i>	Student Fees					
Total ESTIMATED Expenditures		36,852		\$90,297		\$95,483

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

Existing regulations require that: "...an application for a new program shall include a complete and realistic plan for implementing and financing the proposed program during the first cycle of operation, based on projected enrollment levels; the nature and extent of instructional services required; the availability of existing resources to support the program; additional resource requirements; and projected sources of funding. If resources to operate a program are to be provided totally or in part through reallocation of existing resources, the institution shall identify the resources to be employed and explain how existing programs will be affected. Reallocation of resources to meet new and changing needs is encouraged, provided such reallocation does not reduce the quality of continuing programs below acceptable levels."

Please provide any necessary annotations: See attachment s for grant funding supporting this program. and a list of expected program equipment purchases.

¹ This PRO FORMA budget provides reasonable assurance that the program can be established and is sustainable. Some assumptions and/or formulaic methodology may be used and annotated in the text box.

Connecticut Board of Regents for Higher Education

APPLICATION FOR NEW PROGRAM APPROVAL PRO FORMA ¹ BUDGET - RESOURCES AND EXPENDITURE PROJECTIONS

¹ This PRO FORMA budget provides reasonable assurance that the program can be established and is sustainable. Some assumptions and/or formulaic methodology may be used and annotated in the text box.

Housatonic Community College - Program Application Addendum														
Medical Assisting Revenue and Enrollment Projection					Spring 2015 Program Commencement									
	First Term Year 1			First Term Year 2		First Term Year 3		First Term Year 4						
	FT	PT		FT	PT	FT	PT	FT	PT					
Internal	0	0		10	5	10	5	10	5					
New	0	0		5	5	5	5	5	5					
Continuing	0	0		0		14	8	14	8					
Headcount Enr.				15	10	29	18	29	18					
Est. FTE per Year				20 FTE	30 HC	38 FTE	47 HC	38 FTE	47 HC					
Proj. Prog. Rev.	Year 2 Per Semester			Year 3 Per Semester		Year 4 Per Semester								
	FT	PT		FT	PT	FT	PT							
Tuition & Fees	57690	9770		111534	17586	111534	17586							
Program Fees	8400 (HC)			13, 160 (HC)		13, 160 (HC)		\$280 Clinical Lab Fee Per Student Per Semester.						
Other Rev.	5040			5040		5040		\$84 Clinical Lab per course seat(60) per semester.						
Grant funds.	See Attached.													
Total Annual Rev.	161,800			294,640		294,640								
Program Fees: 3 Lab courses (@84 per student)and a Clinical Fee per semester per student (\$280)														
Grant Budgeted Funds - Medical Assisting				2014-2017										
	Item Title:		Year One		Year Two		Year Three							
	Medical Assisting Instructor			36,852(2 quarters)		52, 281		55,571		Full-time				
	Med Assisting P/T Instructors			0		38,016		39, 912		Part-Time 2-3 Each Semester				
							90,297		95,483					
	Educational EQ – Capital			50,000 – Medical Assisting Lab Equipment										

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a New Program

September 18, 2014

RESOLVED: That the Board of Regents for Higher Education approve licensure and accreditation of the program “Automotive Technology-General Motors” leading to an undergraduate certificate (C2) at Gateway Community College for a period of time concurrent with institutional accreditation.

A True Copy:

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

Gateway Community College
Automotive Technology: General Motors Certificate
Executive Summary

Item

New certificate, linked to Automotive Technology-General Motors (ASEP) degree with a total of 20 credits at Gateway Community College.

BACKGROUND
Summary

This certificate supports economic development through a partnership with local auto dealers and our industry partner General Motors by providing workforce development, business development, and technology transfer. Graduates of this program will have a direct opportunity to gain employment in our corporate sponsor's (GM) dealerships.

Need for the Program

General Motors has requested this certificate be offered in order to fill a need for entry level automotive technicians for their dealerships in the region. Gateway currently offers a GM sponsored AAS degree but the industry has identified a need for employees at the certificate level of education.

Gateway currently has a strong GM ASEP degree program that is not offered anywhere else in CT. The certificate option will utilize all existing curriculum, faculty and resources and provide the opportunity to fill unused classroom seats at no additional cost to the institution while filling an industry need for employees.

Curriculum
Required Courses

Course #	Course Name	Credits
AUT* 110	GM Engine Repair	3
AUT* 112	GM Specifications	2
AUT* 114	GM Electrical Systems	3.5
AUT* 116	GM Suspension and Steering	3
AUT* 118	GM Brakes	3.5
AUT* 161, 161, or 163	Internship	2
CET* 116	Computer Appls. For Technology	3
Total Credits		20

Students

Program entry requirements – Prospective students must obtain sponsorship through a GM dealership or AC Delco affiliated independent service center. Students must meet employment eligibility guidelines for the sponsoring employer. Students must possess a valid CT motor vehicle operator license. Students must purchase required tool set that meets program standards.

Internship requirements – students will be expected to perform internships at sponsoring GM dealerships or AC Delco PSC partners. The internship will take place during the 12 weeks between semesters of the program. Internships will be tracked and monitored by the program coordinator.

General Education requirements – One non-automotive course is proposed. The Computer Applications course ensures that students are prepared for the types of pc applications they would expect to encounter in the workplace.

Faculty

Dan Fuller, Automotive Department Chair and General Motors Program Coordinator and Robert Costanzo, Automotive Department Professor will oversee and instruct in the certificate.

Learning Resources

Laboratory vehicles are donated to the GM automotive program by our corporate sponsor General Motors. There are no other new resources required for this program.

Accreditation

No specialized accreditation will be sought.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions) - *gb, CAOs 12/30/11*

SECTION 1: GENERAL INFORMATION

Institution: Gateway Community College	Date of Submission to BOR Office:
Most Recent NEASC Institutional Accreditation Action and Date:	
Program Characteristics Name of Program: Automotive Technology Degree: Title of Award (e.g. Master of Arts) Certificate: (specify type and level) Automotive Technology – General Motors (C2) Anticipated Program Initiation Date: Fall 2014 Anticipated Date of First Graduation: Spring 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): 20	Program Credit Distribution # Cr in Program Core Courses: 18 # Cr of Electives in the Field: # Cr of Free Electives: # Cr Special Requirements (include internship, etc.): 2 <u>Total # Cr in the Program</u> (sum of all #Cr above): 20 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 20
Type of Approval Action Being Sought: x Licensure OR Licensure and Accreditation Suggested CIP Code No. (optional) Title of CIP Code CIP Year: 2000 or 2010	
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: 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:	
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: Mark Kosinski	Title: Academic Dean Tel.: 203-285-2077 e-mail: mkosinski@gatewayct.edu

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

BOR Sequence Number (to be assigned):	
Approved 2010 CIP Code No. ¹	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)	

¹ 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.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions) - *gb, CAOs 12/30/11*

SECTION 2: PROGRAM PLANNING ASSESSMENT (To be Used for BOR Review Only)

Alignment of Program with Institutional Mission, Role and Scope

(Please provide objective and concise statements)

This certificate that is linked to an existing degree program (Automotive Technology-General Motors (ASEP) aligns directly with the Gateway mission of offering certificate programs and courses leading to transfer, employment, and lifelong learning. Graduates of this program will have a direct opportunity to gain employment in our corporate sponsor's (GM) dealerships.

This certificate supports economic development through a partnership with local auto dealers and our industry partner General Motors by providing workforce development, business development, and technology transfer.

Addressing Identified Needs

- 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)*

General Motors has requested this certificate be offered in order to fill a need for entry level automotive technicians for their dealerships in the region. Gateway currently offers a GM sponsored AAS degree but the industry has identified a need for employees at the certificate level of education.

- 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?

Gateway currently has a strong GM ASEP degree program that is not offered anywhere else in CT. The certificate option will utilize all existing curriculum, faculty and resources and provide the opportunity to fill unused classroom seats at no additional cost to the institution while filling an industry need for employees.

- 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)* n/a

- Please indicate what similar programs exist in other institutions within your constituent unit ², and how unnecessary duplication is being avoided

There are no similar corporate sponsored programs offered at any BOR institutions in the state.

- Please provide a description/analysis of employment prospects for graduates of this proposed program

Employment prospects are very high for graduates of this program as the program is being developed at the request of industry in order to meet a current need for entry level automotive technicians.

Cost Effectiveness and Availability of Adequate Resources

(Please provide a one-paragraph narrative on the attached MSEXcel Resource and Cost Projection Analysis)

There are no incremental administrative costs related to this certificate program. The program is intended to provide entry level graduates by utilizing empty seats in existing courses. This certificate is projected to greatly increase graduation rates as the target students will include those who currently do not complete the AAS degree program due to difficulty with the core academic requirement of the degree. It is anticipated that completion rates for the GM automotive programs will double in the first year. This certificate program requires no additional resources and relies solely on existing curriculum.

Graduation rates for the Automotive degree program in the past two years has been six students. Next year, we anticipate 12 graduates.

² Constituent units are: the Connecticut Community College System, the Connecticut State University System, Charter Oak State College, and the University of Connecticut

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions) - gb, CAOs 12/30/11

SECTION 3: PROGRAM QUALITY ASSESSMENT

Learning Outcomes - L.O. (Please list up to seven of the most important student learning outcomes for the program and concisely describe assessment methodologies to be used in measuring the outcomes. If the program will seek external accreditation or qualifies graduates to opt for a professional/occupational license, please frame outcomes in attention to such requirements. With as much detail as possible, please map these learning outcomes to courses listed under the "Curriculum" section of this application)

1. Students will successfully meet the industry NATEF training requirements for GM Steering and Suspension systems as assessed by existing instruments in current course.
2. Students will successfully meet the industry NATEF training requirements for GM Braking systems as assessed by existing instruments in current course.
3. Students will successfully meet the industry NATEF training requirements for GM Specifications as assessed by existing instruments in current course.
4. Students will successfully meet the industry NATEF training requirements for GM Electrical systems as assessed by existing instruments in current course.
5. Students will successfully meet the industry NATEF training requirements for GM Engine systems as assessed by existing instruments in current course.
6. Students will successfully demonstrate application of relevant computer skills as assessed by existing instruments in current course.
7. Students will demonstrate practical application of all above outcomes by successful completion of an in-dealership internship as assessed by existing instruments in current course.

Program Administration (Describe qualifications and assigned FTE load of administrator/faculty member responsible for the day-to-day operations of the proposed academic program. Identify individual for this role by name or provide time frame for prospective hiring)

Program to be administered by Dan Fuller, GM Program Coordinator and Department Chair.

Faculty (Please complete the faculty template provided below to include current full-time members of the faculty who will be teaching in this program and, as applicable, any anticipated new positions/hires during the first three years of the program and their qualifications)

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

What percentage of the credits in the program will they teach? n/a

What percent of credits in the program will be taught by adjunct faculty? 0

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program n/a

Special Resources (Provide a brief description of resources that would be needed specifically for this program and how they will be used, e.g. laboratory equipment, specialized library collections, etc. Please include these resources in the Resources and Cost Analysis Projection sheet for BOR review)

Laboratory vehicles are donated to the GM automotive program by our corporate sponsor General Motors. There are no other new resources required for this program.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions) - *gb, CAOs 12/30/11*

Curriculum

(Please list courses for the proposed program, including the core/major area of specialization, prerequisites, electives, required general education courses (undergraduate programs), etc. Using numerals, map the Learning Outcomes listed in the previous section to relevant program courses in this table. Mark any new courses with an asterisk * and attach course descriptions. Mark any courses that are delivered fully online with a double asterisk ** Please modify this format as needed)

Course Number and Name	L.O. # ³	Pre- Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
AUT* 110 GM Engine Repair	5		3	AUT* 161, 162, or 163 Internship	7	2
AUT* 112 GM Specifications	3		2	CET* 116 Computer Appls./Technology	6	3
AUT* 114 GM Electrical Systems	4		3.5			
AUT* 116 GM Suspension and Steering	1		3			
AUT* 118 GM Brakes	2		3.5			
Core Course Prerequisites				Elective Courses in the Field		
Total Other Credits Required to Issue Credential (e.g. GenEd/Liberal Arts Core/Liberal Ed Program)						
Program Outline (Please provide a summary of program requirements including total number of credits for the degree, special admission requirements, capstone or special project requirements, etc. Indicate any requirements and arrangements for clinical affiliations, internships, and practical or work experience. Example: "The Finance Major entails 18 credits of Related Course requirements from a range of disciplines (6 credits of which apply to the Liberal Arts Core (LAC), or institution's GenEd program), 24 credits of courses in Business (3 credits of which apply to the LAC/GenEd), 18 credits of coursework in Finance (including a 6-credit internship), and 9 elective credits from a list that includes courses in Economics, Finance, and Business. Students must take a minimum of 24 credits of coursework for the major at the institution and must maintain a GPA of 2.5.")						

Program entry requirements – Prospective students must obtain sponsorship through a GM dealership or AC Delco affiliated independent service center. Students must meet employment eligibility guidelines for the sponsoring employer. Students must possess a valid CT motor vehicle operator license. Students must purchase required tool set that meets program standards.

Internship requirements – students will be expected to perform internships at sponsoring GM dealerships or AC Delco PSC partners. The internship will take place during the 12 weeks between semesters of the program. Internships will be tracked and monitored by the program coordinator.

General Education requirements – One non-automotive course is proposed. The Computer Applications course ensures that students are prepared for the types of pc applications they would expect to encounter in the workplace.

³ From the Learning Outcomes enumerated list provided at the beginning of Section 3 of this application

APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions) - **gb, CAOs 12/30/11**

[illegible]

CT Board of Regents for Higher Education

ACCREDITATION OF A LICENSED PROGRAM - RESOURCES AND COST ESTIMATES 1/20/12 Form

Institution

Gateway

Date

4/7/2014

Licensed Program

GM Automotive
certificate

ACTUAL 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		2		2		2
New Students		4		6		6
Returning Students		2	0	4	0	6
ACTUAL Headcount Enrollment	0	8	8	12	8	14
ACTUAL FTE per Year						
PROJECTED FTE (at Licensing)						
ACTUAL-PROJECTED	0		0		0	
Size of First Credentialed Group	6		Date of Award of First Credential		5/21/2015	

Estimated Program Revenue	Year 1		Year 2		Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition (Do not include internal transfers)		\$17,316		\$28,860		\$34,632
Program Specific Fees (Lab Fee \$84/crs)		\$3,528		\$5,880		\$7,056
Other Rev. (Annotate in text box)	\$2,388		\$3,980		\$4,776	
ACTUAL Program Revenue	\$23,232		\$38,720		\$46,464	
PROJECTED Rev. (at Licensing)						
Dif. ACTUAL-PROJECTED	\$23,232		\$38,720		\$46,464	

*Svce & Activity Fees: Fall (\$153), Intern (\$77), Spring (\$168)/ per student

Estimated Expenditures*	Year 1		Year 2		Year 3	
	Number (as applicable)	Expenditure	Number	Expenditure	Number	Expenditure
Administration (Chair or Coordinator)	1	\$0	1	\$0	1	\$0
Faculty (full-time, total for program)	2	\$0	2	\$0	2	\$0
Faculty (Total for program)						
Support Staff						
Library Resources Program						
Equipment (List if needed)	0	\$0	0	\$0	0	\$0
Other (e.g. student services)						
Estimated Indirect Cost (e.g. student services, operations, maintenance)						
Total Annual Expenditures		\$0		\$0		\$0

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

Please provide any necessary annotations: This certificate program has no incremental expense associated with it. The certificate will utilize unused seats in the parent degree program classes.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a New Program

September 18, 2014

RESOLVED: That the Board of Regents for Higher Education approve licensure and accreditation of the program “Interdisciplinary Peace Studies and Conflict Resolution” leading to an undergraduate certificate at Gateway Community College for a period of time concurrent with institutional accreditation.

A True Copy:

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

Gateway Community College
Interdisciplinary Peace Studies & Conflict Resolution Certificate
Executive Summary

Item

New stand-alone certificate proposal, 'Interdisciplinary Peace Studies & Conflict Resolution Certificate' for 15 credits at Gateway Community College.

BACKGROUND

Summary

The Interdisciplinary Peace Studies and Conflict Resolution Certificate is a strongly focused community-based program, whose strategic goals include student retention, civic action, and commitment to community. It promotes global education that will lead to student success in meeting educational and workplace goals. Students engaged outside their classroom environment as in service learning internships are more likely to “foster persistence” and graduate and recognize their capacity to understand personal and global conflict and the strategies used that promote emotional health and nonviolence. *Interdisciplinary Peace Studies and Conflict Resolution Certificate* will build capacity in our communities to prevent and sustain a culture of nonviolence instead of reacting to it.

Need for the Program

The U.S. Department of Labor has issued a report (SCANS) defining many of the skills that employers have identified as necessary for employment. (Job Search Guide). The list includes skills such as listening, creative thinking, decision making, problem solving, reasoning, self-management social abilities, integrity, honesty, seeing things in the mind's eyes, exercises leadership, negotiates to arrive at decisions, works with cultural diversity; and monitors, reflects and corrects performance. Furthermore, these skills are also desired in employers in many of the occupations listed in The U.S. Department of Labor Occupational Outlook Handbook 2014. Occupations include social and human service, pre-school and middle school teachers and counselors, medical assistants, health care professionals, paralegals, social and community service and financial managers, engineers and many more. Most importantly, employers look for specific documentation that new employees can do the job and possess the above skills. The *PSCR Certificate* will give students the accredited credential that will demonstrate the learned knowledge and skills.

The Connecticut State Labor Market Index <http://www1.ctdol.state.ct.us/lmi/index.asp> has shown that Connecticut occupations with the largest employment at all levels include social and human service, pre-school and middle school teachers, medical assistants, nurses, health care professionals, police, child, family and social workers, paralegals, financial managers and many more. Gateway students would benefit from the knowledge, skills and credential they would gain from completing the PSCR Certificate, the experiential opportunities for students to interact with employers, and the immediate opportunities to try out possible related career paths leading them to seek out continued study at Connecticut institutions of higher learning.

Curriculum**Required Courses**

Course #	Course Name	Credits
HUM* 125	Introduction to Peace & Conflict Studies	3
PHL* 111	Ethics	3
Electives*	Restricted Interdisciplinary	3
HSE* 212	Mediation	3
IDS* 295	Service Learning Internship	<u>3</u>
Total Credits		15

***Restricted Electives**

ANT* 105	Introduction to Cultural Anthropology	3
CJS* 101	Introduction to Criminal Justice	3
CJS* 102	Introduction to Corrections	3
ENG* 202	Technical Writing	3
ECE* 176	Health Safety Nutrition*	3
HIS* 253	History of Human Rights	3
HUM* 130	Philosophy and Practice of Yoga	3
NTR* 201	Community Nutrition Education*	3
LGL* 198	Introduction to Paralegal	3
PSY* 105	Group Dynamics	3

Students

We are currently working on an agreement with Gateway's Human Services Program which will allow students to complete a Human Services Degree and a PSCR Certificate by completing the PSCR Service Learning Internship thereby avoiding duplication and expanding their credentials.

The PSCR Certificate is one more important link to higher education that Gateway can provide to its service area. Students who plan to transfer will be prepared to go directly into pre-law programs, criminal justice, social work, and many more. The Service Learning Internship will also allow transfer and Liberal Arts Degree students access to internships.

Faculty

Carol Brutza, professor of peace studies and language literacy at Gateway Community College and Theresa J. Jeffries, professor of sociology, philosophy, and ethics at Gateway Community College will oversee this certificate. Most of the courses in the certificate are already existing and can be taught by full or part-time faculty as well.

Learning Resources

No additional resources are needed.

Accreditation

No specialized accreditation will be sought.

SECTION 1: GENERAL INFORMATION ^{1 2}

Institution: Gateway Community College	Date of Submission to BOR Office:	
Most Recent NEASC Institutional Accreditation Action and Date:		
Program Characteristics Name of Program: Interdisciplinary Peace Studies and Conflict Resolution Certificate Degree: Title of Award (<i>e.g. Master of Arts</i>) Certificate: (<i>specify type and level</i>) Anticipated Program Initiation Date: Spring 2015 Anticipated Date of First Graduation: Spring 2015 Modality of Program: On ground Online x Combined If "Combined", % of fully online courses? 10% Total # Cr the Institution Requires to Award the Credential (<i>i.e. include program credits, GenEd, other</i>): 15	Program Credit Distribution # Cr in Program Core Courses: 12 # Cr of Electives in the Field: # Cr of Free Electives: 3-one restricted elective # Cr Special Requirements (<i>include internship, etc.</i>): 3 <u>Total # Cr in the Program</u> (<i>sum of all #Cr above</i>): 15 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 3	
Type of Approval Action Being Sought: Licensure OR x Licensure and Accreditation Suggested CIP Code No. (<i>optional</i>) Title of CIP Code		
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: CIP: DHE# (if available): Phase Out Period Date of Program Termination		
Institution's Unit (<i>e.g. School of Business</i>) and Location (<i>e.g. main campus</i>) Offering the Program: Social Science, Main Campus Downtown New Haven		
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: (<i>As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency</i>)		
Institutional Contact for this Proposal: Mark Kosinski	Title: Academic Dean	Tel.: 203 285 2077 e-mail: mkosinski@gatewayct.edu

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

BOR Sequence Number (to be assigned):

Approved 2010 CIP Code No. 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)

¹ 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.

SECTION 2: PROGRAM PLANNING ASSESSMENT *(To be used in BOR Review Only)*

Alignment of Program with Institutional Mission, Role and Scope

(Please provide objective and concise statements)

The Interdisciplinary Peace Studies and Conflict Resolution Certificate is a strongly focused community-based program, whose strategic goals include student retention, civic action, and commitment to community. It promotes global education that will lead to student success in meeting educational and workplace goals. Students engaged outside their classroom environment in service learning internships are more likely to “foster persistence” and graduate and recognize their capacity to understand personal and global conflict and the strategies used that promote emotional health and nonviolence. *Interdisciplinary Peace Studies and Conflict Resolution Certificate* will build capacity in our communities to prevent and sustain a culture of nonviolence instead of reacting to it.

Connection to Educational Planning and Graduation

The U.S. Department of Labor has issued a report (SCANS) defining the skills that employers have identified as necessary for employment. (Job Search Guide). The list includes skills such as listening, creative thinking, decision making, problem solving, reasoning, self- management social abilities, integrity, honesty, seeing things in the mind’s eyes, exercises leadership, negotiates to arrive at decisions, works with cultural diversity; and monitors, reflects and corrects performance. Furthermore, these skills are also desired in employers in many of the occupations listed in The U.S. Department of Labor Occupational Outlook Handbook 2014. Occupations include social and human service, pre-school and middle school teachers and counselors, medical assistants, health care professionals, paralegals, social and community service and financial managers, engineers and many more. Most importantly, employers look for specific documentation that new employees can do the job and possess the above skills. The *PSCR Certificate* will give students the accredited credential that will demonstrate the learned knowledge and skills.

The Connecticut State Labor Market Index <http://www1.ctdol.state.ct.us/lmi/index.asp> has shown that Connecticut occupations with the largest employment at all levels include social and human service, pre-school and middle school teachers, medical assistants, nurses, health care professionals, police, child, family and social workers, paralegals, financial managers and many more.

A labor market trend analysis based on *Monster.com*, an internet site that tracks job patters and career opportunities, in February 2013 showed that healthcare is still the highest growth field in our region. Because Gateway offers expanding credit and noncredit programs in nursing, allied health, health care professionals, case care managers, social workers, community health care workers, and patient navigators, these Gateway students could benefit from the knowledge, skills and credential they would gain from completing the *PSCR Certificate*, as well as the experiential opportunities for students to interact with employers, and the immediate opportunities to try out possible related career paths leading them to seek out continued study at Connecticut institutions of higher learning.

Employability Survey

Our preliminary research surveyed local employers for what skills relate to their decision making process when hiring new employees.

An **Employability Survey** was disseminated to members of the New Haven Community Based Violence Prevention Collaborative in January 2014 reached more than 70 stakeholders, policy makers, funders, educators, and community nonprofits groups. Over 90% of these respondents indicated that the skills learned through the *PSCR Certificate* curriculum would be most relevant to employability in their agencies. Those with hiring responsibilities, indicated they would be willing to hire candidates who had completed the *PSCR Certificate* at their respective workplaces. This means that students would be able to secure employment with the *PSCR Certificate* alone, with an associate’s degree plus the Certificate, and an undergraduate degree with a Certificate.

We also conducted several phone interviews of several key business leaders who reiterated that collaborative conflict resolution and problem solving skills were essential to productivity at the workplace, and they would look more closely at a candidate who met job criteria and had documentation such as a *PSCR Certificate* from Gateway. One former Gateway graduate and now director of a large national organization in New Haven said that creativity and initiative toward solving workplace conflicts was a crucial skill she looks for in candidates as well as resolving conflict in teams and group work.

Interns

More than half of the organizations surveyed replied that it would be very important to recruit service learning interns from the *PSCR Certificate* program. The others replied that their organizations did not have intern positions available.

Student Demand Survey

The **Student Demand Survey** was completed by Gateway students enrolled in four courses in the first weeks of the spring 2014 semester. Of the 75 surveyed, 59% answered positively to all three questions. They would be very interested in enrolling in the *PSCR Certificate* program, if offered at Gateway, and they would look into graduating with both a Gateway degree and a *PSCR Certificate*. Those who answered question 2 negatively felt that they would not enroll in the Certificate program because it would not fit into their schedules, it would not be applicable to their degree, or they were about to graduate or transfer from Gateway.

Student comments include strong personal interest in peace studies, the ease in which the Certificate could fulfill degree electives, the opportunities to gain practical service learning experience, and the possibility of having a “higher percentage of getting a job.”

- **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?**

The Certificate integrates three existing courses taught by full time faculty and adds two new courses (Mediation and Service Learning Internship). This arrangement does not tax already existing resources and allows for very moderate expansion of newly required courses. Students can obtain a *PSCR Certificate* as well as a degree in chosen fields.

Human Services

Currently, we are working on an agreement with Gateway’s Human Services Program in the Social Science Department, which will allow students to complete a Human Services Degree and a *PSCR Certificate* by completing the *PSCR Service Learning Internship* thereby avoiding duplication and expanding their credentials.

General Studies

Currently, Gateway Community College enrolls over 3000 students in General Studies, A.S. degree. Obtaining a *PSCR Certificate* would allow a pool of these General Studies students to graduate from Gateway with the opportunity to learn and practice new skills demanded by our workforce community. The Service Learning Internship will give General Studies degree students, who otherwise have no access to internships, an opportunity to work in the community and gain valuable practical experience.

The *PSCR* also provides opportunities in continuing education for local workforce. Gateway’s location has enabled strong partnerships with local nonprofit leaders, public school educators, employers, and community residents who are committed to making peace education and nonviolence high priorities in the community and state.

Transfer

The PSCR Certificate is one more important link to higher education that Gateway can provide to its service area. Students who plan to transfer will be prepared to go directly into pre-law programs, criminal justice, social work, public health business, education, and health sciences, nursing, and many more. Again, the Service Learning Internship will give transfer and Liberal Arts Degree students access to internships.

For example, a graduate of Gateway in Business Administration and a member of the PSCR Advisory Board, Malik Sitou, is currently completing his business and anthropology minor degree at SCSU, has returned to Gateway to complete two of the PSCR required courses, and hopes to be one of the first to receive the PSCR Certificate. He plans on a career at the United Nations.

- **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)*

Currently, *Hum 125 Introduction to Peace and Conflict Studies*- is an accepted **equivalency** course at Central Ct. State University.

We have applied to SCSU, UCONN, WCSU, and ECSU for *Hum 125, PHL 111 Ethics and HSE 212 Mediation (elective credit in the Human Services degree)* courses to be accepted as equivalencies. They are currently accepted as **electives**.

Fairfield University Sacred Heart Universities accept Gateway's *PHL111 Ethics* as meeting specific **requirements** for prerequisites in their Occupational Physical Therapy and Allied Health Programs.

We have applied to SCSU, UCONN, WCSU, and ECSU for *Hum 125, PHL 111 Ethics and HSE 212 Mediation* courses to be accepted as equivalencies. They are currently accepted as **electives**.

Central Ct. State University, minor in Peace Studies, and Eastern Ct State University, minor in Peace and Human Rights, will accept up to 9 credits from the PSCR Certificate.

Strong Local Community Focus and Commitment

The PSCR Certificate responds to community based needs. Our faculty and staff are involved in many local and statewide organizations that focus on the fields of peace education and collaborative conflict resolution. In recent years, the New Haven Community-based Violence Prevention Collaborative of over 70 members has worked tirelessly to coordinate services and educational opportunities to reduce and eliminate violence, mostly focusing on teens. The PSCR Certificate is a direct response to initiatives put forth from this group.

On April 30, 2014 Gateway hosted a meeting for members of the PSCR Advisory Board. Our planning and advisory board teams include area employers, faculty, students, the Academic Dean and Student Services:

- Brenda Cavanaugh, Executive Director, Community Mediation Center, Hamden
- Jonah Cohen, Professor Social Science, General Studies Coordinator, Gateway Community College
- Ann Harrison, Continuing Education Coordinator/Project Manager, Gateway Community College
- Sue Logston, Chair Social Sciences, Early Childhood Education Gateway Community College
- Gloribel Lopez, Associate Director, NeighborWorks New Horizon, New Haven
- Georgina Lucas, Deputy Director, Robert Wood Johnson Foundation clinical Scholars, Yale

School of Medicine

- Reverend William Mathis, J.D., M.Div.
Program Manager, Project Longevity, New Haven
- Seila Mosquera-Bruno, Director NeighborWorks New Horizon, New Haven
- Caprice Taylor Mendez, Director, New Haven Promise, National Youth Policy Consultant,
- Hannah Moeckel-Rieke, Professor English and Global Studies Norwalk Community College
- Jim Pandaru, Peace Council, New Haven
- Rev. John Scott III, Professor Business and Paralegal Studies
- Mary Lee Morrison Ph.D., educator, Pax Educare, Ct. adjunct faculty CSCU
- Erin Sabato, Program Director, Schweitzer Institute, Quinnipiac University, faculty
- Malik Sitou, Alumni and continuing student, Gateway Community College, SCSU
- David J. Smith, MS, JD, National Educational Consultant and Peace Building Trainer,
- Barbara Tinney, MSW, Executive Director of New Haven Family Alliance
- Christine Straw, DST Innovation Lab Coordinator, Advanced Consortium on Cooperation, Conflict and Complexity, Earth Institute, Columbia University
- Janeth Veloza, Gateway Community College, Gateway Community College Alumni
- Shirley West, Youth and Education Services, New Haven Family Alliance
- Leon Yacher, Professor Geography, Southern Connecticut State University

Supporting Organizations

The following community organizations have representatives on the PSCR Advisory Board:

New Haven Police Department

New Haven City Peace Commission

National Peace Academy

New Haven Family Alliance

New Haven Community-based Violence Prevention Collaborative (100 members)

NeighborWorks New Horizons

Literacy Volunteers of Greater New Haven

Community Mediation

- **Please indicate what similar programs exist in other institutions within your constituent unit³, and how unnecessary duplication is being avoided**

Gateway, Norwalk and Manchester enroll over 125 students per semester into its *Hum 125 Introduction to Peace and Conflict Studies* course per semester

Norwalk Community College is exploring a similar PSCR Certificate program.

This interdisciplinary certificate is not offered in the Connecticut Community Colleges, although Norwalk and Manchester CCs enroll over 125 students each semester in HUM* 125, Introduction to Peace & Conflict Studies.

² Constituent units are: the Connecticut Community College System, the Connecticut State University System, Charter Oak State College, and the University of Connecticut

Cost Effectiveness and Availability of Adequate Resources

(Please provide a short narrative that generally considers projections of program enrollment and graduation, revenues and expenses, existing and needed resources, including faculty and administrative cost, and any major cost implications)

We anticipate that in the first year we will have 14 new students. By the second year we expect that to double to 28. We expect to draw about 4 part time students in the first year and double that in the second. By the third year, we anticipate our enrollments to be approximately 25 new and continuing students.

Two full time professors will teach in the courses required in the Certificate. We anticipate hiring only 1 adjunct faculty for the first year and 1 each semester as the program grows. There are no administrative costs associated with the Certificate. However, we are actively seeking donors and grants to build a Peace Studies Center at Gateway, in which the Certificate would be one of many educational opportunities offered in the field of peace and conflict for the community and state.

SECTION 3: PROGRAM QUALITY ASSESSMENT

Learning Outcomes - L.O. *(Please list up to seven of the most important student learning outcomes for the program and concisely describe assessment methodologies to be used in measuring the outcomes. If the program will seek external accreditation or qualifies graduates to opt for a professional/occupational license, please frame outcomes in attention to such requirements. With as much detail as possible, please map these learning outcomes to courses listed under the "Curriculum" section of this application)*

1. Recognize the value of creative, collaborative and innovative approaches to problem solving and acknowledging differing points of view
2. Respond critically to ethical issues, while applying standards of scholarship
3. Apply a multi-scalar perspective to peace issues including:
 - a. Nonviolence
 - b. Human rights
 - c. Economic well-being
 - d. Truth and Justice
4. Apply a multi-scalar perspective to peace practices including:
 - a. Alternative Dispute Resolution and Mediation
 - b. Reconciliation
 - c. Peace building and Peace making, Peace keeping
5. Clearly communicate peace and conflict concepts in both oral and written forms. Respond promptly to rhetorical situations, utilize and evaluate sources, construct logical arguments, apply language conventions and formulate effective writing strategies.
6. Effectively use relevant technologies to solve problems, complete projects, make informed decisions.
7. Access, evaluate, and identify information appropriate to needs and audience, synthesize information and evaluate ethical and social issues associated with the use of information technologies.

The assessments that will be used in this Certificate include a variety of summative and formative assessments including reflection journals, essay tests, collaborative projects, oral presentations, interviews, surveys, and e-portfolios.

Program Administration (Describe qualifications and assigned FTE load of administrator/faculty member responsible for the day-to-day operations of the proposed academic program. Identify individual for this role by name or provide time frame for prospective hiring)

Carol Brutza, Professor of peace studies and language literacy at Gateway Community College.

Theresa J. Jeffries, Professor of sociology, philosophy, and ethics at Gateway Community College.

Faculty (Please complete the faculty template provided below to include current full-time members of the faculty who will be teaching in this program and, as applicable, any anticipated new positions/hires during the first three years of the program and their qualifications)

How many new full-time faculty members, if any, will need to be hired for this program? NONE

What percentage of the credits in the program will they teach?

What percent of credits in the program will be taught by adjunct faculty? 1 section

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

Special Resources (Provide a brief description of resources that would be needed specifically for this program and how they will be used, e.g. laboratory equipment, specialized library collections, etc. Please include these resources in the Resources and Cost Analysis Projection sheet for BOR review)

None Needed

Curriculum

(Please list courses for the proposed program, including the core/major area of specialization, prerequisites, electives, required general education courses (undergraduate programs), etc. Using numerals, map the Learning Outcomes listed in the previous section to relevant program courses in this table. Mark any new courses with an asterisk * and attach course descriptions. Mark any courses that are delivered fully online with a double asterisk ** Please modify this format as needed)

Curriculum

Required Courses

Course #	Course Name	Credits
HUM* 125	Introduction to Peace & Conflict Studies	3
PHL* 111	Ethics	3
Electives*	Restricted Interdisciplinary	3
HSE* 212	Mediation	3
IDS* 295	Service Learning Internship	3
Total Credits		15

*Restricted Electives

ANT* 105	Introduction to Cultural Anthropology	3
CJS* 101	Introduction to Criminal Justice	3
CJS* 102	Introduction to Corrections	3
ENG* 202	Technical Writing	3
ECE* 176	Health Safety Nutrition*	3
HIS* 253	History of Human Rights	3
HUM* 130	Philosophy and Practice of Yoga	3
NTR* 201	Community Nutrition Education*	3
LGL* 198	Introduction to Paralegal	3
PSY* 105	Group Dynamics	3

Full-Time Faculty Teaching in this Program (Note: If you anticipate hiring new faculty members for this program you may list "to be hired" under name and title. Provide required credentials, experience, and other responsibilities for each new position anticipated over the first three years of implementation of the program)

[illegible]

Connecticut Board of Regents for Higher Education

APPLICATION FOR NEW PROGRAM APPROVAL PRO FORMA ¹ BUDGET - RESOURCES AND EXPENDITURE PROJECTIONS

Institution Gateway Community College
 Proposed Program Interdisciplinary Peace and Conflict Studies Certificate
 8-Aug-14

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 (from other programs)	7	6	8	8	8	12
New Students (first time matriculating)	4	5	6	9	10	15
Continuing (students progressing to credential)	0	0	7	10	10	10
Headcount Enrollment	11	11	21	27	28	37
Total Estimated FTE per Year	20					

PROJECTED Program Revenue	Year 1		Year 2		Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition (Do not include internal transfers)	\$15,016	\$18,770	\$48,802	\$71,326	\$75,080	\$93,850
Program-Specific Fees	\$0					
Other Rev. (Annotate in text box below)						
Total Annual Program Revenue	\$33,786		\$120,128		\$168,930	

PROJECTED Expenditures*	Year 1		Year 2		Year 3	
	Number (as applicable)	Expenditure	Number	Expenditure	Number	Expenditure
Administration (Chair or Coordinator)	Existing Chair					
Faculty (Full-time, total for program)						
Faculty (Part-time -total for program)						
Support Staff						
Library Resources Program						
Equipment (List as needed)						
Other (e.g. student services)						
Estimated Indirect Cost (e.g. student services, operations, maintenance)						
Total ESTIMATED Expenditures		\$0		\$0		\$0

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

Existing regulations require that: "...an application for a new program shall include a complete and realistic plan for implementing and financing the proposed program during the first cycle of operation, based on projected enrollment levels; the nature and extent of instructional services required; the availability of existing resources to support the program; additional resource requirements; and projected sources of funding. If resources to operate a program are to be provided totally or in part through reallocation of existing resources, the institution shall identify the resources to be employed and explain how existing programs will be affected. Reallocation of resources to meet new and changing needs is encouraged, provided such reallocation does not reduce the quality of continuing programs below acceptable levels."

We plan to apply for grants to help support Service Learning Experiences, bring in guest speakers to hold related workshops such as *Theater of the Oppressed*, *Workplace Conflict*, and *Online Resumes using e-portfolios*.

¹ This PRO FORMA budget provides reasonable assurance that the program can be established and is sustainable. Some assumptions and/or formulaic methodology may be used and annotated in the text box.

Connecticut Board of Regents for Higher Education

APPLICATION FOR NEW PROGRAM APPROVAL PRO FORMA ¹ BUDGET - RESOURCES AND EXPENDITURE PROJECTIONS

¹ This PRO FORMA budget provides reasonable assurance that the program can be established and is sustainable. Some assumptions and/or formulaic methodology may be used and annotated in the text box.

ITEM

Institutional Accreditation of Western Connecticut State University

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education accept NEASC actions and grant accreditation of Western Connecticut State University until November 30, 2019.

BACKGROUND

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

RATIONALE

Western Connecticut State University was last accredited by the Board of Governors for Higher Education in September 2009 until September 30, 2014, following the acceptance of the University's fifth-year interim report to the New England Association of Schools and Colleges (NEASC) Commission on Higher Education, the institution's regional accreditor.

NEASC continued its regional accreditation of Western Connecticut State University at its April 25, 2014 meeting; having found the institution to be substantially in compliance with its *Standards for Accreditation*.

In issuing its evaluation, NEASC identified the following noteworthy findings:

- Preparing a comprehensive and well written self-study
- Exhibiting a mission that is clearly articulated, coherent and consistent
- Operating a shared governance structure that is "extraordinary" as evidenced by openness and transparency
- Displaying a shared enthusiasm among the campus community about the University's leadership
- Establishing the Visual and Performing Arts School
- Achieving NCATE accreditation for Education programs and the addition of an Ed.D in Instructional Leadership
- Achieving 100% pass rate on the Nursing state board examination
- Adopting a tiered competency-based model for general education by the Faculty Senate

The Commission shared the judgment of its visiting team that "there is much to celebrate in the University's growth and development over the last decade. With a highly respected and able President, a new, energetic and competent senior leadership team, and dedicated faculty and staff, Western Connecticut State University is well positioned for future success."

Areas of follow-up for consideration by the Commission via the institution's Spring 2016 report are institutional progress in:

- Continued success in implementing the Ed.D in Nursing Education program with emphasis on the steps taken to assure that the rigor of all Ed.D courses is consistent and appropriate for doctoral level students
- Success in assuring that sufficient faculty are available to advise Ed.D students
- Success in implementing its program evaluation strategies and assessing student learning outcomes in the Ed.D in Nursing Education program

The Commission scheduled Western Connecticut State University's requisite fifth-year interim report for Fall 2018 and a comprehensive, decennial evaluation for Fall 2023. In the interim report the Commission anticipates receiving informational updates regarding:

- Success of institution in achieving its established enrollment, retention and graduation goals, as assurance that planning is realistic and reflects capacity of institution to depend on identified sources of revenue
- Success in assessing student learning outcomes in the competency-based general education program and elsewhere and using the results to inform decision-making and continuous improvement
- Results of the institution's continued evaluation of the impact of changes in governance in the State of Connecticut and the University
- Success in implementing its strategic plan



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

JEAN A. WYLD, Chair (2015)
Springfield College

PATRICIA MAGUIRE MESERVEY, Vice Chair (2014)
Salem State University

DAVID F. FINNEY (2014)
Champlain College

DAVID S. GRAVES (2014)
Laureate Education Inc.

R. BRUCE HITCHNER (2014)
Tufts University

MARY ELLEN JUKOSKI (2014)
Mitchell College

DAVID L. LEVINSON (2014)
Norwalk Community College

BRUCE L. MALLORY (2014)
University of New Hampshire

CHRISTOPHER J. SULLIVAN (2014)
Concord, NH

DAVID P. ANGEL (2015)
Clark University

G. TIMOTHY BOWMAN (2015)
Harvard University

DAVID E. A. CARSON (2015)
Hartford, CT

THOMAS L. G. DWYER (2015)
Johnson & Wales University

JOHN F. GABRANSKI (2015)
Haydenville, MA

WILLIAM F. KENNEDY (2015)
Boston, MA

KAREN L. MUNCASTER (2015)
Boston Architectural College

CHRISTINE ORTIZ (2015)
Massachusetts Institute of Technology

JON S. OXMAN (2015)
Auburn, ME

JACQUELINE D. PETERSON (2015)
College of the Holy Cross

ROBERT L. PURA (2015)
Greenfield Community College

REV. BRIAN J. SHANLEY, O.P. (2015)
Providence College

TIMOTHY J. DONOVAN (2016)
Vermont State Colleges

JEFFREY R. GODLEY (2016)
Groton, CT

LILY S. HSU (2016)
MCPHS University

JAY V. KAHN (2016)
Keene State College

WILFREDO NIEVES (2016)
Capital Community College

LINDA S. WELLS (2016)
Boston University

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Vice President of the Commission
TALA KHUDAIRI
tkhudairi@neasc.org

June 4, 2014

Dr. James W. Schmotter
President
Western Connecticut State University
181 White Street
Danbury, CT 06810-6860

Dear President Schmotter:

I am pleased to inform you that at its meeting on April 25, 2014, the Commission on Institutions of Higher Education took the following action with respect to Western Connecticut State University:

that Western Connecticut State University be continued in accreditation;

that the report regarding the implementation of the online Ed.D. in Nursing Education program offered through a collaborative agreement with Southern Connecticut State University be accepted and inclusion of the program within the institution's accreditation be confirmed;

that the University submit a report for consideration in Spring 2016 that gives emphasis to the institution's progress in implementing the Ed.D. in Nursing Education program with attention to:

1. assuring that the rigor of courses offered by each institution is consistent and appropriate for doctoral level students;
2. assuring the sufficiency of faculty to advise Ed.D. students during the dissertation phase of their program;
3. implementing program evaluation strategies and assessing learning outcomes of students in the in the Ed.D. in Nursing Education program;

that the University submit a fifth-year interim report for consideration in Fall 2018;

that, in addition to the information included in all interim reports, the University give emphasis to its success in:

1. achieving its goals for enrollment, retention, and graduation as assurance of financial stability;
2. assessing student learning outcomes of the general education core competencies and all majors and using the results to inform decision-making and continuous improvement;
3. continuing to evaluate the impact of governance changes in the State of Connecticut on the University;
4. implementing and evaluating the effectiveness of the institution's strategic plan;

that the next comprehensive evaluation be scheduled for Fall 2023.

The Commission gives the following reasons for its actions.

Western Connecticut State University (WCSU) is continued in accreditation because the Commission finds the institution to be substantially in compliance with the *Standards for Accreditation*.

We commend Western Connecticut State University (WCSU) for preparing a comprehensive and well written self-study. We are especially gratified to learn from the visiting team that the University's mission is clearly articulated, coherent, and consistent; that the shared governance structure is "extraordinary" as evidenced by the openness and transparency by which the University operates; and that there is a shared enthusiasm among the campus community about the University's leadership. Notable accomplishments over the last decade include establishment of the Visual and Performing Arts School, achievement of NCATE accreditation for Education programs, addition of an Ed.D. in Instructional Leadership, 100% pass rate on the Nursing state board examination, and the recent adoption by the Senate of a tiered competency-based model for general education. As demonstrated through the self-study and acknowledged by the team, WCSU is committed to the comprehensive assessment of institutional effectiveness. We note with favor that more than 650 members of the campus community are involved in various planning initiatives, and the academic program review process was recently modified to include the assessment of program viability and alignment with the University's strategic plan. The team verified that courses offered at the Waterbury, Connecticut, location, as well as those offered in non-traditional formats and online, are comparable in content and rigor to traditional face-to-face courses. Faculty are sufficient in number and well qualified, and we are gratified to learn that the institution's mission is articulated through effective and excellent teaching. Further, faculty are active, engaged scholars and practitioners and, as noted by the visiting team, the relationships between students and faculty and between the faculty and the administration are "positive." The University offers a wide variety of academic and student services, and information and technological resources are sufficient to support students. Especially notable is WCSU's ongoing assessment of student services to assure continuous improvement and to inform decisions related to strategic planning and budget allocations. Finally, we share the judgment of the team that there is much to celebrate in the University's growth and development over the last decade. With a highly respected and able President, a new, energetic and competent senior leadership team, and dedicated faculty and staff, Western Connecticut State University is well positioned for future success.

The Commission further commends WCSU for submitting a well-conceived report detailing the implementation of the 51-credit, fully online Ed.D. in Nursing Education program offered through a collaborative agreement with Southern Connecticut State University. The program supports WCSU's mission, and we are gratified to learn from the Ed.D. evaluators that both

institutions collaborated to plan and design a high-quality program to meet the growing demand for doctorally prepared nursing professionals. The report assures that governance is appropriate and that the responsibility for teaching courses and student advisement is shared by each institution. Further, a Doctorate in Nursing Education Collaborative Program Committee comprising Co-Coordiators and faculty and student representatives from each institution is in place to ensure on-going program quality and integrity. Faculty assigned to teach in the Nursing Education program are sufficient in number and well-qualified and we are pleased to learn that they have also successfully completed a comprehensive nine week course in online pedagogy. Finally, as confirmed by the evaluators, student support, library, and technological services are appropriate for doctoral level students, and we are particularly gratified to note that a full-time Instructional Design Coordinator has been hired to support the Ed.D. in Nursing Education program.

The three items the institution is asked to report on in Spring 2016 are related to our standards on *The Academic Program* and *Faculty*.

The evaluators' review of the Ed.D. in Nursing Education syllabi confirmed the concerns described by students as a "perceived difference" in the level of rigor of courses across the two campuses. We share the judgment of the evaluators that faculty at both institutions will need to work closely to ensure that course rigor is consistent across the program and that the student experience is "seamless" regardless of which department is delivering the course. The Spring 2016 report will provide WCSU an opportunity to update the Commission on its continued success in implementing the Ed.D. in Nursing Education program with emphasis on the steps taken to assure that the rigor of all Ed.D. courses is consistent and appropriate for doctoral level students, as evidence that learning objectives for these courses "reflect a high level of complexity, specialization, and generalization" (4.21). Refer to our standard on *The Academic Program* for additional guidance here:

Institutions offering degrees at multiple levels demonstrate that expectations for student achievement, independent learning, skills in inquiry, and critical judgment are graduated by degree level and in keeping with generally accepted practice (4.4).

We concur with the judgment of the evaluators that there will be a need to "expand the pool of faculty" available to support students during the dissertation phase of the Ed.D. program as more cohorts are enrolled and more students enter the dissertation phase. We are pleased to learn from WCSU's report that the Doctorate in Nursing Education Collaborative Program Committee is charged with "instituting the doctoral student advising process." We look forward to learning, through the report submitted for consideration in Spring 2016, of the institution's success in assuring that sufficient faculty are available to advise Ed.D. students, as evidence that "[t]he institution has in place an effective system of academic advising that meets student needs for information and advice and is compatible with its educational objectives" (5.19).

According to the institution's report, students in the Nursing Education program will develop a portfolio that "reflects achievement of the National League for Nursing's Nurse Educator Competencies." In addition, the Ed.D. Program and Curriculum Committee will evaluate the portfolios of the first cohort in Spring 2015 "as a way to measure the program's effectiveness." The Spring 2016 report will provide the University with an opportunity to update the Commission on its success in implementing its program evaluation strategies and assessing student learning outcomes in the Ed.D. in Nursing Education program. Relevant here is our standard on *The Academic Program*:

The institution develops, approves, administers, and on a regular cycle reviews its degree programs under effective institutional policies that are implemented by designated bodies

with established channels of communication and control. Faculty have a substantive voice in these matters (4.9).

The institution's system of periodic review of academic programs includes a focus on understanding what and how students learn as a result of the program (4.52)

Commission policy requires a fifth-year interim report of all institutions on a decennial evaluation cycle. Its purpose is to provide the Commission an opportunity to appraise the institution's current status in keeping with the Policy on Periodic Review. In addition to the information included in all fifth-year reports the University is asked, in Fall 2018, to report on four matters related to our standards on *Students*, *Financial Resources*, *The Academic Program*, *Organization and Governance*, and *Planning and Evaluation*.

We appreciate that WCSU candidly acknowledges in its self-study that, given the institution's recent enrollment trends along with the projected decline of high school students in the Northeast region, "enrollment projections will need to be made with caution." Enrollment at WCSU declined 3.4% in Fall 2011 and 4.3% in Fall 2012 to 5,316 FTE and 5,088 FTE, respectively; one-year retention rates for first-time full-time undergraduates have declined from a high of 75% in 2009 to 69% in 2011; and the six-year graduation rate of 42% "remains a concern." We are gratified to learn that strategic initiatives are in place to improve enrollment and retention rates, including a dual-advisement program and a MAP-Works survey to identify at-risk students. The University has also established goals for 2014 and 2015 to increase first-to-second year retention by 3 percentage points each year, to increase entering student enrollment by 4% each year, and to increase out-of-state enrollment by 5% in 2014 and 10% in 2015. The interim report submitted for consideration in Fall 2018 will provide WCSU an opportunity to update the Commission on its success in achieving these goals, as assurance that "planning is realistic and reflects the capacity of the institution to depend on identified sources of revenue" (9.3). Our standard on *Students* provides additional guidance here:

Measures of student success, including rates of retention and graduation, are separately determined for any group that the institution specifically recruits, and those rates are used in evaluating the success of specialized recruitment and the services and opportunities provided for the recruited students (6.7).

The institution's goals for retention and graduation reflect institutional purposes, and the results are used to inform recruitment and the review of programs and services (6.8).

Data on retention, graduation, and other measures of student success are regularly reviewed within the institution, with the results being used for planning, resource allocation, and improvement (6.9).

We understand through the self-study that in response to the new statewide transfer articulation policy, the WCSU Faculty Senate approved a tiered competency-based General Education model that will be implemented by September 2014 and WCSU is "utilizing this opportunity to revise curricular practices with respect to general education, majors, and assessment." In addition, we concur with the assessment of the visiting team that it is not readily evident that student learning outcomes in the 65 undergraduate majors are systematically evaluated to inform decisions related to resource allocation, marketing strategies, or enrollment planning. In keeping with our standard on *The Academic Program* we look forward, in the Fall 2018 interim report, to learning of the institution's success in assessing student learning outcomes in the competency-based general education program, as well as in the undergraduate degree program majors, and using the results to inform decision-making and continuous improvement:

The general education requirement is coherent and substantive. It embodies the institution's definition of an educated person and prepares students for the world in which they will live. The requirement informs the design of all general education courses, and provides criteria for its evaluation, including the assessment of what students learn (4.16).

The institution implements and provides support for systematic and broad-based assessment of what and how students are learning through their academic program and experiences outside the classroom. Assessment is based on clear statements of what students are expected to gain, achieve, demonstrate, or know by the time they complete their academic program. Assessment provides useful information that helps the institution to improve the experiences provided for students, as well as to assure that the level of student achievement is appropriate for the degree awarded (4.48).

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

We acknowledge that the recently formed Connecticut Board of Regents is still in the process of establishing consistent statewide procedures and guidelines for institutional effectiveness. We also recognize that, while WCSU has begun to align its policies, procedures, and strategic planning initiatives with the state system, as additional statewide changes are implemented they may have an impact on the University. We look forward to being apprised, in the Fall 2018 interim report, of the results of the University's continued evaluation of the impact of changes in governance in the State of Connecticut on the University. Our standard on *Organization and Governance* will provide guidance for this section of the report:

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

WCSU indicates in its self-study that there are three primary factors that could affect the successful implementation of the institution's strategic plan: declining state funding, declining student enrollment, and a changing state governance structure. As such, we note with favor that the University has implemented a "practical approach" to planning and goal setting in a time of economic and demographic challenges. The interim report submitted for consideration in Fall 2018 will afford the University an opportunity to inform the Commission of its success in implementing its strategic plan as evidence that "[t]he institution has a demonstrable record of success in implementing the results of its planning" (2.4). Our standard on *Planning and Evaluation* provides additional guidance here:

[The institution] plans for and responds to financial and other contingencies, establishes feasible priorities, and develops a realistic course of action to achieve identified objectives (2.3).

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

You will note that the Commission has specified no length or term of accreditation. Accreditation is a continuing relationship that is reconsidered when necessary. Thus, while the

Commission has indicated the timing of the next comprehensive evaluation, the schedule should not be unduly emphasized because it is subject to change.

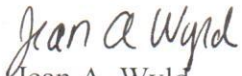
The Commission expressed appreciation for the self-study prepared by Western Connecticut State University and for the report submitted by the visiting team. The Commission also welcomed the opportunity to meet with you, Dr. Jane Gates, Provost and Vice President for Academic Affairs, Dr. Ann Atkinson, Associate Vice President for Academic Affairs, and Dr. Jean F. MacCormack, team chair, during its deliberations.

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

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

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

Sincerely,


Jean A. Wyld

JAW/sjp

Enclosure

cc: Mr. Nicholas Donofrio
Visiting team

ITEM

Approval of Tenure Recommendations from Central Connecticut State University


BACKGROUND

CCSU submitted two recommendations for tenure for last January 2014. Due to the reorganization of Academic Affairs, they were not brought to the Board at that time and it is recommended they be retroactively approved as originally requested for the Spring 2014 semester. The original memo is attached.



M E M O R A N D U M

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

FROM: Jack Miller 
President, CCSU

DATE: December 3, 2013

SUBJECT: January Tenure Recommendations

I am pleased to present my recommendations for instructional faculty tenure, to be effective at the start of the spring 2014 semester:

William Fothergill, Counseling and Wellness
Jennifer Piatek, Physics and Earth Sciences

/cm

cc: C. Lovitt