



BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE AGENDA

Wednesday, September 11, 2013 – 9:30 a.m.

61 Woodland Street, Hartford, CT 06105

3rd Floor Board Room

1. Approval of Minutes – June 7, 2013

CONSENT CALENDAR

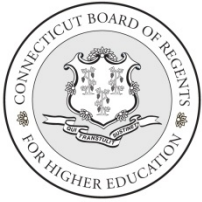
2. Termination of Existing Academic Program
 - a. International Business (BS) – Central Connecticut State University
3. Program Modifications
 - a. Gerontology (Undergraduate Certificate, C2) – Capital Community College
 - b. Health Office Information Specialist (Undergraduate Certificate, C2) – Norwalk CC
 - c. Environmental Science (AS) – Middlesex Community College
 - d. Industrial Technology (BS) – Central Connecticut State University
 - i. Digital Printing and Graphics Technology
 - ii. Networking Information Technology
 - e. Physical Education (BS) – Central Connecticut State University
 - i. Exercise Science
4. Extension of Institutional Accreditation
 - a. Northwestern Connecticut Community College

ACTION ITEMS

5. Program Modification
 - a. Dental Assisting (Undergraduate Certificate, C2) – Tunxis Community College
6. Licensure of New Program
 - a. Cyber Security (BS) – Charter Oak State College
7. Licensure and Accreditation of New Programs
 - a. Network Administrator (Undergraduate Certificate, C2) – Gateway Community College
 - b. Corporate Media Production (Undergraduate Certificate, C3) – Middlesex Community College
 - c. News and Sports Production (Undergraduate Certificate, C3) – Middlesex Community College
8. Institutional Accreditations
 - a. Housatonic Community College
 - b. Manchester Community College
 - c. Naugatuck Valley Community College
 - d. Three Rivers Community College

INFORMATION ITEMS

9. Updates:
 - a. Security study proposals
 - b. Transfer and articulation policy
 - c. Enrollment management project
10. Other business



CT BOARD OF REGENTS FOR HIGHER EDUCATION

ACADEMIC & STUDENT AFFAIRS COMMITTEE

Meeting – June 7, 2013
9:30 a.m. – 61 Woodland Street, Hartford

MINUTES

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

Regents Absent: Eugene Bell, Yvette Melendez, Catherine Smith

Staff Present: David Levinson (by conf.), Elsa Núñez, Braden Hosch, Maureen McClay

Other Attendees: Shirley Adams (COSC), Ann Branchini (TRCC), Pamela Edington (NCC), Jane Gates (WCSU), Christopher Kukk (WCSU), Nancy Melniczak (System Office), Regina Miller (SDE), Michael Rooke (TXCC)

Chair Merle Harris called the meeting to order at 9:36 a.m. With a full quorum not yet present, the agenda order was changed to begin with an information only item.

9. Update on Enrollment Management Project with Maguire Associates.

Dr. Hosch distributed a handout that had also been emailed providing additional information on enrollment counts over the last few decades for both the community college and state university systems. It was background for the present enrollment management project, a large-scale, integrated project that will bring needed information to address declining enrollments. He noted results of surveys already done have gone back to presidents. Discussion followed including questions on buy-in from the institutions and need to have outcome goals. Mr. Donofrio noted he would like to have input from the presidents on their ideas and participation. Chair Harris mentioned the strategic plan now being formulated includes metric that will help evaluate institutions. President Nunez noted the importance of incentives and President Levinson noted the allocation formula at the community colleges needed to be addressed as it served as a disincentive. Dr. DeNardis noted in a recent report, Connecticut was the only state to post negative growth in 2012.

The order of the agenda was resumed.

- 1. Minutes of the May 3, 2013 meeting were moved by Mr. Donofrio, seconded by Ms. Cohen and unanimously approved.**
- 2. Consent Agenda.** The Consent Agenda was **moved for adoption by Mr. Donofrio, seconded by Ms. Cohen and unanimously approved.**

Consent items included:

Academic Program Approvals

 - a) Terminations
 - i. Retail Business Management (undergraduate certificate – C2)
Tunxis Community College

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

3. Action Items – Academic Program Approvals

a) i. **Licensure – Veterinary Technology (AS) Norwalk Community College**

Dr. Hosch presented the program noting it was the third one in the state and would cover the southwest corner. It was based on the program recently approved at Middlesex CC. He introduced Provost Pamela Edington. Provost Edington noted both Norwalk's and Middlesex's programs were based on national accreditation standards. She mentioned the large numbers spent on veterinarian care nationally and the right timing for NCC and their recently opened science health lab, as well as their Foundation's covering initial expenses for the program. The minimum requirement for Vet Techs is an Associate's degree. The Chair of the Science Department has been appointed Interim Director but a permanent director will be hired immediately upon approval.

- Mr. Donofrio remarked it was a terrific program and asked about employment prospects. Provost Edington noted veterinarians are stressing a real need for technicians.
- Dr. Harris commented that three programs operating strategically across the state would meet the need and the Board should be careful about any additional ones. She commended NCC for getting the Foundation to fund start-up costs.

A motion to approve was made by Mr. Donofrio, seconded by Ms. Cohen and unanimously approved.

b) i. **Licensure & Accreditation – Health Care Administration (BS)-Charter Oak State College**

Dr. Hosch introduced Provost Shirley Adams and gave an introduction of the program, noting it was not actually new but exists as a concentration within the existing BA/BS in Liberal Arts and Sciences program at the colleges; these concentrations are basically majors. This was the first converting the concentration to a major. Provost Adams noted

it had been in existence since 2002, was a popular program with recent graduates already employed.

There were no other comments.

A motion to approve was made by Ms. Cohen, seconded by Mr. Donofrio and unanimously approved.

With a suggestion to change the order of the agenda to accommodate guests, a motion to modify the agenda was made by Ms. Cohen, seconded by Mr. Donofrio and unanimously approved.

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

There was a motion to approve by Mr. Donofrio, seconded by Ms. Cohen. Discussion followed.

Dr. Hosch noted the policy for initiating a Center of Excellence was outlined in CSU Board of Trustees' policies. An analysis had been conducted and it was determined that the Center was valuable to WCSU and the system, and financially viable. He introduced Provost Jane Gates and Dr. Christopher Kukk from Western. They gave an overview, noting it would be a hub for local, state, national and international use. The initial funding was provided from the Dalai Lama. Dr. Kukk has also been meeting regularly with six potential donors who were all very interested. He noted Western CSU is the second university in the country to be a University of Compassion and they have been working with others interested in the concept, including University of Hartford, University of Southern California, several others, plus Oxford in England. In addition, Danbury has become a "City of Compassion." The initial year's plan includes 36 projects, e.g. weaving the local communities into a "square," creating a garden of compassion, initiating communication. Questions ensued regarding the movement. Dr. Kukk noted Karen Armstrong had received a TED prize to start the movement based in Seattle, WA. (TED is a nonprofit devoted to "Ideas Worth Spreading" from Technology, Entertainment, Design.) In response to a query, it was noted the visit of the Dalai Lama had begun over two years ago after students had come forward with the idea for the Center. It was important to note that the Center would be self-supporting. In response to a question regarding what was the interest of businesses, it was noted that the inclusion of creativity and innovation would reach out to students bringing all into a real world environment. The Center would also sponsor conferences similar to one recently held at WCSU. That conference book is already into a second printing. A second conference is being planned for next March. There are also plans to have a TED event at WCSU. A number of comments were made noting the benefits of a Center but there was hesitation regarding the meaning and application of compassion. However, Mr. Donofrio noted there was enough money to support the program and a review and accountability would be required in five years. In response to a question regarding finances, it was noted the present budget was expected to cover five years with expectations to raise more. Dr. Gates also stated it was known by all involved that the Center would always be self-supporting and would cease if support ceased. It was observed that Board Policy would not preclude it from becoming dormant even with approval for five years.

Vote: Motion passed with three yea's (Cohen, Donofrio, Harris) and one abstention (DeNardis).

8. b) **Change to Early Childhood Education programs to meet requirements in CGS 10-16p(2) and standards of NAEYC**

Dr. Hosch gave an overview of the statute and qualifications for ECE facilities with requirements to complete an Associate's or Bachelor's degree. The programs must be approved by the State Department of Education and the Board of Regents to comply with 10-16p(2). However, the changes before the Committee represent adjustments within existing courses and do not need Board approval and are presented for information purposes in order to establish Board acceptance as a nonsubstantive change under the policy established by the Board and its program approval authority in CGS 10a-35a. The program at Eastern CSU is different – they plan to deliver their ECE through the BGS degree and will go through the Board of Regents approval process for a program modification. Dr. Hosch introduced Dr. Regina Miller from the Connecticut Department of Education. Dr. Miller noted the process started with the community college programs' accreditation under national NAEYC standards. All have now been completed. There is a logical developmental sequence, rigorously enhanced with key assessments in place and national accreditation standards. Data is being reviewed and analyzed. Chair Harris thanked Dr. Miller for attending, also noting the program can also line students up for transfer and articulation.

Agenda returned to order.

3.c) **Program Modifications**

It was noted the three modifications were all standard and there was agreement they would be voted on together. **A motion was made by Mr. Donofrio, seconded by Ms. Cohen and unanimously approved.**

Modifications approved:

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

3.d) **Terminations**

The three terminations were also voted on together, with a **motion by Ms. Cohen, seconded by Mr. Donofrio and unanimously approved.**

Terminations approved:

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

4. **Approval of Endowed Chair – Central Connecticut State University**

Dr. Hosch provided an overview of cCSU's request to fill the ASF chair with a nominee. The University went through its selection process and the nominee has the support of the ASF President and ASF Board. **There was a motion to approve by Mr. Donofrio, seconded by Dr. DeNardis.** Discussion ensued. Dr. Harris questioned how involved the donor was in the

selection process. Discussion noted board policy did not address this matter, however donor involvement could raise complicated issues. It was mentioned that only institutions should name Chairs. There was general agreement that Board policy should be reviewed, noting the Chair itself is approved by a donor but then should not need to approve individual filling it.

A friendly amendment was added. Approval is contingent upon clarification of the level of involvement of the American Savings Foundation in the choice of the designee. The motion with amendment was unanimously approved.

Note: the Board policy should be added to a future agenda for review.

7. Community College Developmental Education Placement Policy

A motion was made to remove from table by Ms. Cohen, seconded by Mr. Donofrio.

Dr. Hosch commented the revised motion incorporated previous recommendations with the additional “resolve” statements. In answer to questions, the process was explained in detail. Regarding an audit, it was noted some analysis is done at the system office but there is no enforcement at this time, however, it will be communicated to Deans. Dr. Levinson requested some sample analyses, and those will be done. It was also noted the policy meets the intent of PA 12-40. Dr. Nuñez mentioned it was critical for the Board to weigh in and that it would help the system office in collection of data and assessing outcomes.

The motion was unanimously approved.

5. Extension of Institutional Accreditation for Middlesex Community College.

There was no discussion. **Approval was moved by Ms. Cohen, seconded by Mr. Donofrio and unanimously approved.**

Adjournment

There was no other business. **A motion to adjourn was made by Mr. Donofrio, seconded by Ms. Cohen and unanimously approved.**

The meeting adjourned at 11:29 a.m.

ITEM

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

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve at the request of the institution to terminate a program in International Business leading to a Bachelor of Science (B.S.) degree at Central Connecticut State University

BACKGROUND

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

RATIONALE

CCSU's Management & Organization Department voted to delete this program in 2009. Going through the curriculum process and faculty senate, the department elected to change the undergraduate program to a concentration that students could take as part of their B.S. Management major. Because no students are currently enrolled in this program, it can be terminated immediately.

RESOURCES

No resources are required to make this change.

ITEM

Modification of a program in Gerontology leading to an undergraduate certificate (27 credits) at Capital Community College to offer the program online

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve modification of a program in Gerontology leading to an undergraduate certificate at Capital Community College to offer the program online

BACKGROUND

Capital Community College has requested a modification of its existing program in Gerontology leading to an undergraduate certificate to be offered entirely online. The proposed change will improve access for incumbent workers. The program was converted at the request of VNA Healthcare, an organization seeking training for its employees working with the elderly.

The College already offers five other programs that can be completed online in their entirety: Emergency Medical Technician: Emergency Management Response (certificate), Fire and Emergency Medical Services: Emergency Management Response (certificate), Computer Software Support Specialist (certificate), Computer and Information Systems: Web Publishing (AS Option), and Computer Support Specialist (AS).

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

RATIONALE

This change is intended to improve access of adult learners and incumbent workers to the certificate program. To allow for completion of the program online in its entirety, the College has replaced BIO 105 Introduction to Biology (4 credits) with BIO 100 Basic Biology (3 credits). The substitution of BIO 100 allows the Gerontology Certificate to be offered exclusively online, fully on campus, or as a hybrid program.

CURRICULUM

Learning Outcomes

The graduate of the Gerontology Certificate Program will be able to:

1. Explain and apply the key concepts and empirical principles of gerontology,
2. Identify, critique and apply biological and theoretical models used to understand the aging process,
3. Compare characteristics of the elderly-myths vs. reality,
4. Describe the experience of growing old in an industrialized society,
5. Analyze relevant issues related to programs involving older persons and apply this skill in the workplace,
6. Examine the impact of economic, socio-cultural and political factors on gerontology policies,
7. Apply knowledge of death, dying and the grieving process in assisting clients.

Required Courses

Course Number and Name	Credits
Program Core Courses	18
HSE*101 Introduction to Human Services	3
HSE*287 Practicum/Mental Health	3
SOC*217 Introduction to Gerontology	3
SOC*216 Health and Aging	3
PSY*210 Dying and Death	3
PSY*253 Multicultural Issues in Psychology	3
Other Related/Special Requirements	9
PSY*111 General Psychology	3
SOC*101 Principles of Sociology	3
BIO*100 Basic Biology[2]	3

RESOURCES

No additional resources are required to make this change. No additional faculty members or specialized physical facilities or equipment will be necessary. Current faculty members working in the program include: Associate Professor of Sociology Josiah Ricardo (Program Coordinator) and Professor of Psychology Stephen Fagbemi (Department Chair).

With the full certificate now on-line, the College hopes to enrolled additional incumbent workers employed in facilities for the elderly. As part of its TAACCCT federal grant, Capital has hired a recruiter for this and other healthcare programs.

ITEM

Modification of a program in Health Office Information Specialist leading to an undergraduate certificate at Norwalk Community College to change the name to Medical Office Specialist

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve modification of a program in Health Office Information Specialist leading to an undergraduate certificate at Norwalk Community College to change the name to Medical Office Specialist

BACKGROUND

Norwalk Community College has requested that the name of its Health Office Information Specialist program leading to an undergraduate certificate be changed to a Medical Office Specialist program. This change is requested to align the program with other programs offered by the College that are advised by the Medical Office Program Advisory Committee.

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

RATIONALE

The College has requested this name change to align with other programmatic offerings and postings for job openings. No curricular adjustments are necessary.

ITEM

Modification of a program in Environmental Science (A.S.) degree to substantively change the curriculum at Middlesex Community College

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve modification of a program in Environmental Science (A.S.) degree to substantively change the curriculum at Middlesex Community College

BACKGROUND

Middlesex Community College has requested to change the curriculum in its program in Environmental Science leading to the Associate of Arts (A.S.) degree by more than 15 credits. This change is requested to broaden the focus of the original program to train graduates for work in pollution control and cleanup to a wider array of opportunities in the field

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

RATIONALE

The original Environmental Science program at Middlesex Community College was designed to train graduates for work in pollution control and cleanup. At various points in its history, the program struggled to attract students, and because of low enrollments, a number of the required courses in the program have not been offered in recent years. The narrow focus of the original program does not reflect the diverse career paths now available in the field of environmental science, nor does it address the needs of students who are interested in higher degrees in this field.

A doubling of the number of students enrolled in the existing environmental science program at Middlesex since 2008 suggests that interest in environmental issues is growing in the local area, consistent with broader trends. Program modifications are needed to ensure that students who are enrolling with the intention of transferring to a baccalaureate institution, as most students do, will obtain the preparation that they need and expect. The proposed program modification will:

1. Broaden the scope of the program to more accurately reflect both the physical and biological sciences that make up the very interdisciplinary field of environmental science.
2. Increase students' hands-on, field oriented, and career exploration experiences to expose students early on to the types of work available locally, regionally, and nationally.
3. Provide course options for students to tailor the degree program to their specific interests; for example, students may choose courses for a more biology-, chemistry-, geoscience-, or engineering-focused program.

4. Ensure that students are well prepared for further study with a strong core of interdisciplinary courses that are explicitly articulated with environmental science programs at nearby baccalaureate institutions.
5. Support Middlesex's strategic commitment to sustainability, including achieving more sustainable practices as an institution, supporting sustainability efforts in the community, and offering education in sustainability.

ENROLLMENT AND COMPLETION STATISTICS

Fall Headcount Enrollment and Degree Completions in Environmental Science

	2008-09	2009-10	2010-11	2011-12	2012-13
Fall Headcount Enrollment	18	24	25	24	35
Full-Time	11	15	13	9	18
Part-Time	7	9	12	15	17
Degree Completions	3	2	0	1	NA

The College forecasts ten percent annual growth for the next two years.

RESOURCES

Implementation of changes to the Environmental Science program will require no additional start-up costs, capital purchases, or personnel. New required courses will be taught with existing faculty and available resources. Recently completely remodeling in Wheaton Hall at Middlesex has created one new lab dedicated to the physical science courses, which will accommodate the new Environmental Science Lab and Dynamic Earth courses. Existing biology lab spaces have also been remodeled, and new classroom space created which will help accommodate anticipated growth in the program. Grant funding is being sought to purchase additional state-of-the-art technology such as GPS/GIS, Vernier probes, and laptop computers for use in the field.

MODIFIED CURRICULUM

Requirements	Credits
Program Core Courses (17 credits)	
EVS*135 Exploring Environmental Careers	1
EVS*100 Introduction to Environmental Science	3
EVS*100 Environmental Science Lab	1
BIO*173 Introduction to Ecology	4
GLG*120 Dynamic Earth	4
CHE*121 General Chemistry I	4
Core Course Prerequisites (3 credits)	
ENG*101 Composition	3
Other Related/Special Requirements (10 credits)	
MAT*173 College Algebra w/Tech (or higher)	4
CSC*101 Introduction to Computers (or higher)	3
ENG*202 Technical Writing or COM*173 Public Speaking	3
Elective Courses in the Field (12 credits required)	
BIO*121 General Biology I	4
BIO*122 General Biology II	4
BIO*235 Microbiology	4
CHE*122 General Chemistry II	4
CHE*250 Instrumental Analysis	4
PHY*121 General Physics I	4
PHY*122 General Physics II	4
MAT*186 Precalculus	4
MAT*254 Calculus I	4
MAT*256 Calculus II	4
MAT*186 Elementary Statistics and Probability	4
Total Other Credits Required to Issue Modified Credential (18)	
Science or Engineering elective	3
Social Science elective	3
Fine Arts elective	3
Liberal Arts elective	3
Liberal Arts elective	3
Liberal Arts elective	3
Total	60

ITEM

Modification of a program in Industrial Technology leading to the Bachelor of Science (B.S.) degree with a concentration in Graphics Technology at Central Connecticut State University to license and accredit a separate program in Digital Printing and Graphics Technology leading to the Bachelor of Science (B.S.) degree

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve modification of a program in Industrial Technology leading to the Bachelor of Science (B.S.) degree with a concentration in Graphics Technology at Central Connecticut State University to license and accredit a separate program in Digital Printing and Graphics Technology leading to the Bachelor of Science (B.S.) degree

BACKGROUND

Central Connecticut State University has requested that the concentration in Digital Printing and Graphics Technology (DP>) under the currently accredited program in Industrial Technology leading to the Bachelor of Science (B.S.) degree be transformed into a self-standing major. This change is requested to offer better value to students, since current enrollments in the concentration are sufficient to support a free standing degree program. Minor curricular changes have recently been made to the concentration and the Industrial Technology program will remain in existence, although the concentration in Graphics Technology will no longer be offered.

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

RATIONALE

The current Graphics Technology Specialization has been a viable plan of study at CCSU for over 30 years. The curriculum was updated over the 2012-13 academic school year with the advice of an Industrial Advisory Board. The proposed DP> program will encompass 95% of the existing Industrial Technology –Graphics Technology Specialization with minor curricular changes. CCSU has a program in Graphic Design as does many two-year and four-year institutions in Connecticut. However, the Digital Printing and Graphics Technology degree would be unique in that it would encompass design through production; essentially it is a print manufacturing program that emphasizes color management and production. This program would be unique to Connecticut and New England since most similar programs have been dissolved or replaced with less expensive design curriculum. Students in the existing Industrial Technology-Graphics Technology specialization will be transitioned to the new degree resulting with the first graduates in May 2014.

The proposed Digital Printing and Graphics Technology program will allow students to combine courses in graphic arts, web technologies, art and management so that they may prepare for careers in areas such as:

- screen print designers
- label designers
- design consultants
- web-page designers
- designers of all materials distributed electronically or on paper
- customer service representatives

Entry level positions may include:

- pre-press technical operator
- department manager
- production coordinator
- technical illustrator
- data programmer

Graduates of the current graphics technology program and proposed program fill employment positions as:

- supervisors
- estimators
- animators (character)
- visual/motion graphics producers
- production controllers
- customer service representatives
- educators
- packaging specialists
- color control specialists
- pre-flight specialists
- pre-press personnel
- post-press operator
- data management specialist
- internet technologists
- plant supervisors and owners or managers of printing or graphic design establishments.

CURRENT ENROLLMENTS AND COMPLETIONS

Industrial Technology (B.S.), concentration in Graphics Technology

	2008-09	2009-10	2010-1	2011-12	2012-13
Fall Headcount Enrollment	31	41	31	36	42
Completions	9	8	11	2	9

CURRICULUM

The proposed Digital Printing and Graphics Technology program of study will require 122 credits of undergraduate work including a 480-hour summer internship in a relevant industry – CEGT 400. The total number of credits includes the General Education courses that total 45 credits and allow students to meet all relevant requirements. Major requirements make up 42 credits of introductory and applied design, printing and color analysis courses. In addition, there are 19 credits of required courses in the areas of technology management and business. Finally, up to thirteen credits of free electives are allowed, enabling students to take courses that meet their professional interests or prerequisites to university requirements, as well as to fulfill total credit requirements of 122 credits. All students must maintain a GPA of 2.00 for good standing and in order to complete the degree.

Course	Number and Name	Credits
Major Requirements		42
CS 110	Intro to Internet Programming	3
CS 113	Intro to Computers	3
GRT 112	Digital Imaging – Graphics Technology	3
GRT 212	Graphic Arts Process	3
GRT 242	Digital Color Cross-Media Workflow	3
GRT 342	Screen & Specialty Printing Manufacturing	3
GRT 352	Color Management & Analysis	3
GRT 362	Est. & Sched. for Graphics Technology	3
GRT 422	Print Distribution Management	3
GRT 442	Print Production	3
GRT 462	Advanced Graphic Arts Technology	3
	Directed Electives – selected with advisor	9
Related Major Requirements		19
CET 113	Introduction to Information Processing	3
CEGT 200	Seminar	1
CEGT 400	Industrial Internship and Senior Seminar	3
TM 190	Global Quality Management Systems	3
AC 210/211	Industrial Accounting/Financial Accounting	3
MGT 295	Fundamentals of Management	3
MKT 295	Fundamentals of Marketing	3
General Education		45
Electives		16
Total		122

ITEM

Modification of a program in Industrial Technology leading to the Bachelor of Science (B.S.) degree with a concentration in Networking Technology at Central Connecticut State University to license and accredit a separate program in Networking Information Technology leading to the Bachelor of Science (B.S.) degree

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve modification of a program in Industrial Technology leading to the Bachelor of Science (B.S.) degree with a concentration in Networking Technology at Central Connecticut State University to license and accredit a separate program in Networking Information Technology leading to the Bachelor of Science (B.S.) degree

BACKGROUND

Central Connecticut State University has requested that the concentration Networking Technology under the currently accredited program in Industrial Technology leading to the Bachelor of Science (B.S.) degree be transformed into a self-standing major called Networking Information Technology. This change is requested to offer better value to students, since current enrollments in the concentration are sufficient to support a free standing degree program. Minor curricular changes have recently been made to the concentration and the Industrial Technology program will remain in existence, although the concentration in Networking Technology will no longer be offered.

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

RATIONALE

The current Networking Technology specialization has been a viable plan of study at CCSU for over ten years. The curriculum has been updated with the advice of an Industrial Advisory Board. The proposed program will encompass 95% of the existing program with minor curricular changes. One new technology class, (CET 179 Basic Networking Administration), was created to strengthen transitioning to this new Bachelor Degree. The proposed Networking Information Technology degree is unique in that it encompasses networking technology, system administration, information security, computer hardware and software, business management and marketing. This program would be unique to Connecticut since most similar programs have a curriculum focusing on Computer Science, Computer Engineering, or Electrical Engineering, while this program would emphasize the skills and knowledge of networking information. Students in the existing Industrial Technology-Networking Technology specialization will transfer to the new degree resulting with the first graduates in May 2014.

The curriculum offered by this multidisciplinary program reflects the rapid growing IT industry and covers a wide spectrum, including networking theory and technology, server and system administration, information and network security, computer hardware and software, electronics, telecommunications, fiber optics, business management, and marketing. Students are prepared

for careers in areas such as PC support, Networking, Security, System architecture and Software application development.

Graduates of the program typically work as:

- Helpdesk consultants
- Hardware/software technical support personnel
- Customer service representatives
- Data center data analysts
- Network engineers
- Network administrators
- System administrators
- System engineers
- IT consultants
- IT managers
- Telecommunications specialists

CURRENT ENROLLMENTS AND COMPLETIONS

Industrial Technology (B.S.) Concentration in Networking Technology

	2008-09	2009-10	2010-1	2011-12	2012-13
Fall Headcount Enrollment	97	97	99	104	103
Completions	21	25	22	30	27

RESOURCES

Additional resources beyond those required to run the program as a concentration are not required. Because it is part of the existing Department of Computer Electronics & Graphics Technology and will be a replacement for the current Networking Technology specialization, existing permanent and part-time faculty will be utilized in the short term. Instructional resources would be added as determined by enrollment growth. Additionally, support staff for laboratory technical support and information technology is currently in place as part of the School of Engineering and Technology.

The budget does include new expenses for the acquisition of new equipment and for the maintenance of the current equipment. New equipment and components will occasionally be needed to keep up with technology and curriculum changes as determined by faculty and the Information Technology Industrial Advisory Board. These resources would have been required for the existing concentration.

CURRICULUM

The proposed Networking Information Technology program of study will require 122 credits of undergraduate work, including a 480-hour summer internship in a relevant industry. This program includes the General Education courses that meet all relevant requirements, totaling 45 credits; Networking Information Technology program Major Requirements make up 45 credits of introductory and applied networking, server systems, electronics, and security courses; with an additional 22 credits of required courses in the areas of technology management and business. Finally, up to 10 credits of free electives is allowed, to enable students to take courses that meet their professional interests, prerequisites to university requirements, as well as to fulfill total credit requirements. Students must maintain a GPA of 2.00 to remain in good standing and to meet degree requirements.

Course Number	Course Name	Credits
Major Requirements		45
CET 179	Basic Network Administration	3
CET 223	Basic Electrical Circuits	3
CET 229	Comp. Hardware Architecture	3
CET 249	Introduction to Networking	3
CET 339	Comp. System Administration	3
CET 349	Network Routing	3
CET 363	Digital Circuits	3
CET 439	Enterprise Messaging Systems	3
CET 449	Advanced Networking	3
CET 459	Network Security Technologies	3
CET 479	Network Administration	3
	Directed Electives – selected with advisor	12
Related Major Requirements		22
CET 113	Introduction to Information Processing	3
CEGT 200	Seminar	1
CEGT 400	Industrial Internship and Senior Seminar	3
TM 190	Global Quality Management Systems	3
TM 362	Leading Project Teams	3
AC 210/211	Industrial Accounting/Financial Accounting	3
MGT 295	Fundamentals of Management	3
MKT 295	Fundamentals of Marketing	3
General Education		45
Free Electives		10
Total		122

ITEM

Modification of a program in Physical Education leading to the Bachelor of Science (B.S.) degree with a specialization in Exercise Science at Central Connecticut State University to license and accredit a separate program in Exercise Science leading to the Bachelor of Science (B.S.) degree

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve modification of a program in Physical Education leading to the Bachelor of Science (B.S.) degree with a specialization in Exercise Science at Central Connecticut State University to license and accredit a separate program in Exercise Science leading to the Bachelor of Science (B.S.) degree

BACKGROUND

Central Connecticut State University has requested that the specialization Exercise Science under the currently accredited program in Physical Education leading to the Bachelor of Science (B.S.) degree be transformed into a self-standing major called Exercise Science. This change is requested to because the specialization is well-enrolled; the curriculum is self-standing, and students will be better served with diplomas that reflect the content of their programs.

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

RATIONALE

CCSU has offered Exercise Science as a specialization in its B.S. in Physical Education for seven years. During that period, enrollments have grown to almost 200 students. Graduates have been employed as:

- College or University Strength and Conditioning Directors who oversee strength and conditioning programs of all teams;
- Health and Wellness Specialists who conduct health promotion programs at various agencies in the state;
- Clinical Exercise Physiologists who work in hospital settings with cardiac patients or other clinical areas;
- Personal Fitness Trainers who work in private, commercial or non-profit agencies in conducting fitness programming.

In addition some of the program's graduates have been admitted to Doctoral of Physical Therapy Programs to pursue a career in physical therapy as well as other graduate programs to pursue advanced degrees in specialized areas of exercise science.

CURRENT ENROLLMENTS AND COMPLETIONS*Physical Education (B.S.), Concentration in Exercise Science and Health Promotion*

	2008-09	2009-10	2010-1	2011-12	2012-13
Fall Headcount Enrollment	131	134	155	155	182
Completions	13	16	27	27	28

RESOURCES

No additional resources are needed. The resources that already support the program as a specialization will be used to support the program as a stand-alone major. The funds supporting the existing program will be allocated to the newly titled program and will have no negative impact on other programs in the department. No additional funds will be needed. Instead, existing resources will be utilized to support the proposed Bachelor of Science degree in Exercise Science, including three load hours (LH) per semester for coordination of the program.

The exercise science coordinator has been receiving three load hours of release time per semester as recommended by the accreditation committee when the concentration was accredited in 2009. The number of load hours is in line with the coordinator of the physical education program who also receives three LH of reassigned time per semester. While the coordinator of the athletic training program receives two LH per semester, the lower number reflects the number of students enrolled in the athletic training program (68) versus the numbers in physical education (>200) and exercise science (>200). Additionally, the same number of part-time faculty is anticipated to support the program, and the same departmental faculty will continue to teach the courses within the program.

Faculty

Current faculty teaching in the program are:

- Dr. Antone Capitaio – Teaching Load of 12 with 6 H in a required Majors course
- Dr. David Harackiewicz – Teaching and Administrative Load of 12 hours with 3 LH as Director of Exercise Science Program and 6 LH as chair and 3 LH of exercise science course.
- Dr. Kim Kostelis – 12 LH with 6 LH of Research and 6 LH of coursework and thesis hours
- Tom McCarthy – 12 LH with 9 in athletic training and 3 LH of exercise science course
- Dr. Jason Melnyk – 12 LH of all exercise science courses
- Dr. Peter Morano – 12 LH with 6 LH of exercise science courses and 6 LH in athletic training
- Dr. Mike Voight – 12 LH with 6 LH of exercise science courses and 6 LH of all courses in department
- Dr. Sean Walsh – 12 LH of all exercise science courses

CURRICULUM

The proposed B.S. in Exercise Science requires a total of 122 credits for the degree; with 67 credits of core courses in the major, 44 credits of general education, and five credits of electives.

Course Number and Name	Credits
Program Core Courses	67
EXS 110 Concepts in Health and Fitness	3
EXS 113 Introduction to Exercise Science	3
EXS 207 Anatomy and Physiology in Exercise Science I	4
EXS 208 Anatomy and Physiology in Exercise Science II	4
EXS 215 Physiology and Human Performance of Aging	3
EXS 216 Kinesiology	3
EXS 217 Care and Treatment of Athletic Injuries	3
EXS 275 Training for Sport Performance	3
EXS 280 Leadership and Group Exercise	3
EXS 307 Human Nutrition	3
EXS 311 Stress Management	3
EXS 331 Measurement and Evaluation in Exercise Science	3
EXS 376 Theories of Strength and Conditioning	2
EXS 408 Physiology of Sport and Exercise	3
EXS 409 Clinical Exercise Physiology	3
EXS 415 Fitness Assessment and Exercise Prescription	3
EXS 416 Graded Exercise Testing	3
EXS 421 Pharmacology in Sports Medicine	3
EXS 425 Implementation and Evaluation of Health Promotion Programs	3
EXS 450 Practicum in Exercise Science	3
EXS 470 Internship in Exercise Science	6
Core Course Prerequisites – General Education	15
PSY 112	3
BIO 111 or 112 or BMS 102 or 111	3
CHEM 111 or 150	3
STAT 104	3
PHYS 111	3
Other Related/Special Requirements – General Education	15
HIST 161 or 162	3
PSY 236	3
ENG 110	3
COMM 140	3
CS 115	3
Remaining General Education Requirements	14
Electives	5
Total	122

ITEM

Extension of Institutional Accreditation of Northwestern Connecticut Community College

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education extend the accreditation of Northwestern Connecticut Community College until April 30, 2014

BACKGROUND

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

RATIONALE

Northwestern Community College was last accredited by the Board of Governors for Higher Education in October 2008 until November 30, 2013, following the acceptance of the College's fifth-year interim report to the New England Association of Schools and Colleges (NEASC) Commission on Higher Education, the institution's regional accreditor.

NEASC has adjusted its original review schedule. Consequently, its site visit to the College did not take place until spring 2013, and the Commission has yet to act on the institution's accreditation. The extension of the College's state accreditation until April 30, 2014 will allow for the actions of the Commission to be reported with sufficient time for the Board of Regents to review reports from NEASC and then take action on the state accreditation of the College.

ITEM

Modification of a program in Dental Assisting leading to an undergraduate certificate (30 credits) at Tunxis Community College to substantively change the curriculum

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve modification of a program in Dental Assisting leading to an undergraduate certificate (30 credits) at Tunxis Community College to substantively change the curriculum

BACKGROUND

Tunxis Community College has requested approval of a substantive change in the curricular requirements of its program in Dental Assisting leading to an undergraduate certificate. The changes are needed to bring the program in line with requirements from the program's accreditor and have already been implemented for 2013-14.

The Connecticut Regulations for Licensure and Accreditation of Institutions and Programs of Higher Learning stipulated that modification of accredited programs, including curricular changes of more than 15 undergraduate credits, require approval by the Board of Regents (10a-34-3(c)).

RATIONALE

Updates in the Dental Assisting certificate program curriculum are necessary in order to keep in-line with the new (2014) Commission on Dental Assisting Standards. New standards mandate that students must be competent in all aspects of clinical skill before assisting with direct patient care. This new dental assisting curriculum has been developed to assure the students receive all the didactic and laboratory material before beginning their clinical externship. The new clinical externship course has been created and will be offered in spring 2014.

Job prospects continue to be excellent as dentists hire dental assistants to perform routine tasks allowing dentists to spend more time on more profitable procedures. The College conducts yearly employment surveys, although response rates are low. In recent years, 100% of the graduates that respond have employment as a dental assistant. Fifty percent of current students report employment lined up post-graduation. Twenty-five percent of the remaining current students "take a break" before beginning a job search and the remaining quarter have made no attempt to find employment.

To meet new requirements, all Dental Assisting courses were modified to assure students receive all the didactic and laboratory material before assisting with any direct patient care. The new clinical externship course has been created and will be offered in the spring. Dental Assisting courses consist of lecture/lab and clinic. In order to graduate, students must pass all core courses with a "C" or better. Passing the Dental Assisting National Board General Chairside Examination is also a requirement for graduation.

08/14/13 – ConnSCU Academic Council

09/11/13 – BOR-Academic and Student Affairs Committee

ENROLLMENT AND COMPLETIONS*Enrollment and Completions in the Dental Assisting Program*

	2008-09	2009-10	2010-1	2011-12	2012-13
Fall Headcount Enrollment	11	16	19	21	22
Completions	4	10	11	18	20

CURRICULUM*Learning Outcomes*

1. Demonstrate proper technique assisting in restorative, endodontic, prosthodontic, surgical, periodontal, orthodontic and dental emergencies/pediatric procedures to laboratory competency (in fall) and to clinical competency in the spring.
2. Apply skills learned to succeed academically and socially.
3. Describe the etiology, signs, symptoms, treatment and prevention of oral disease
4. Apply dental terminology/nomenclature in areas of tissue, tooth, and osteology identification, and occlusal relationships.
5. Manipulate various restorative materials while demonstrating laboratory safety and chemical safety.
6. Display competence in paralleling and bisecting techniques incorporating latest technology procedures.
7. Explain the practitioner's ethical and legal responsibilities regarding patient/client, employee, and office records.

Revised Required Courses

Course Number / Title	Credits
Program Core Courses	
DAS* 140 Essential Chairside Functions	4
DAS*142 Dental Assisting Research Seminar	1
DAS* 144 Preventative Dentistry	3
DAS* 146 Oral Anatomy for the Dental Assistant	3
DAS* 130 Dental Materials for the Dental Assistant	2
DAS* 1XX Dental Radiography for the Dental Assistant	3
DAS* 1XX Dental Assisting Clinical Externship	7
DAS*170 Practice Management Law & Ethics	2
Other Related/Special Requirements	
COM*172 Interpersonal Communication	3
HLT*121 Basic Medical Support	2

RESOURCES

Existing resources are sufficient to accomplish this modification. The program employs 2 full-time faculty members, and three part-time clinical faculty members who are all well-versed and dedicated in the dental field.

ITEM

Licensure of a program in Cyber Security leading to the Bachelor of Science (B.S.) degree at Charter Oak State College to be offered online

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education license a program in Cyber Security leading to the Bachelor of Science (B.S.) degree at Charter Oak State College to be offered online for a period of three years until September 30, 2016

BACKGROUND

Charter Oak State College has applied for licensure of a program in Cyber Security leading to the Bachelor of Science (B.S.) degree. The College currently offers program in Computer Security leading to an undergraduate certificate, was recently approved to offer a BS in Health Information Management and a Liberal Arts and Sciences bachelor's degree with concentrations in Computer Science Studies and Information Systems Studies. The program would be offered entirely online and would be the only bachelor's program of its kind in the state.

Degree and certificate programs offered by public institutions in Connecticut must receive approval to operate through licensure by the Board of Regents and must receive accreditation from the Board of Regents to confer degrees (CGS 10a-35a). Undergraduate options of greater than 15 credits require licensure as new programs, pursuant to the Connecticut Regulations for Licensure and Accreditation of Institutions and Programs of Higher Learning (10a-34-2(j)).

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

PLANNING ASSESSMENT

Conformance with institutional mission

The program is consistent with the College's mission and fits within the scope of the College's other offerings in computer science and information technology fields.

Need

The Connecticut Department of Labor projects 110 annual openings due to growth or net replacements in the Information Security Analysts, Web Developers, and Computer Network Architects occupations (SOC 15.1179). This represents a growth rate of over 16% a year, prompting CT DOL to call out this occupation as "in demand."

Unnecessary duplication of programs

Only two other undergraduate programs in the state are offered in this field in the state. Charter Oak State College has an undergraduate certificate program in computer security, and Norwalk Community College offers an A.S. in Computer Security

Completions in 11.1003 Computer and Information Systems Security/Information Assurance.

Institution	Award	2007-08	2008-09	2009-10	2010-11	2011-12
Charter Oak State College	C2			7	12	8
Norwalk Community Coll.	AS					3
	Total	0	0	7	12	11

C2= certificate of 15-29 credits. CIP codes are those assigned to the program in 2011-12, where CIP codes changed over time, these have been assigned to the 2011-12 assigned CIP.

Source: BOT Completions Database for IPEDS reporting

Western Connecticut State University also offers a 15-credit concentration in Information Security in its BS in Management Information Systems

Cost effectiveness

The estimated enrollment per year is 25 students in the first year, increasing to 40 students in the second year and 56 in the third. Revenues from these students are projected at \$119,146 in the first, \$199,680 in the second, and \$292,137 in the third. Costs are projected as \$145,949 in the first year, increasing to \$173,319 in the second, and \$202,425 in the third. Cost projections include estimates of indirect costs. The program will be cost effective, assuming enrollment projections are met.

Availability of adequate resources

Adequate resources are available to cover the costs of the program. Charter Oak State College will be contracting with a vendor for the curriculum, and an adjunct faculty model will be used to deliver these courses. The budget makes appropriate estimates for indirect costs. The program will cover all of the indirect and direct costs starting in the second year.

QUALITY ASSESSMENT DESCRIPTION

Purpose and Objectives

The program is designed to prepare students for careers in the growing field of information security. Graduates will find positions as security analysts than examine and defend against cyber attacks, hackers, and other risks to prevent theft or loss of critical information.

Learning outcomes

Graduates of the program will be able to:

1. Examine the landscape, key terms, and concepts that a security professional related to the many layers of Information Systems Security
2. Explore fields in digital forensics and cyber policy analysis.
3. Create policies and standard operating procedures for organizations that are ethically, morally and legally sound while recognizing ethical dilemmas and social responsibilities.
4. Identify and critically assess issues and concepts related to the protection of information and information systems.
5. Use risk management principles to assess threats, vulnerabilities, countermeasures and impact contributions at risk in information systems.
6. Illustrate and explain fundamental architectures of networks and the Internet, as well as their underlying protocols.

Admission

Admission to the program requires only admission to the college. Charter Oak State College requires that entrants have at least nine college-level credits to transfer into the institution.

Enrollment Projections

The estimated is 25 students in the first year, increasing to 40 students in the second year and 56 in the third.

Projected enrollments

	First Term Yr 1		First Term Yr 2		First Term Yr 3	
	FT	PT	FT	PT	FT	PT
Internal Transfers						
New Students		25		26		28
Continuing				14		28
Total Headcount		25		40		56
Total Estimated FTE per Year						

Curriculum

The curriculum and course material has been peer-reviewed by a Charter Oak State College faculty member and Subject Matter Expert. The courses will be taught by subject area experts and will be reformatted to fit our existing BlackBoard template and online course requirements. Even though the courses have gone through an initial review, they will be subject to our standard review process once they are in the development and instructional phases. Required courses consist of 45 credits, including the capstone.

Course Requirements

Course Number and Name	Credits
Foundational Program Core Courses	18
ITE XXX-Intro to Computer Science	3
ITE XXX-Intro to Computer Networking	3
ITE 1XX - Introduction to Systems Security	3
ITE1XX - Legal Issues in Information Security	3
ITE 2XX - Security Policies & Implementation Issues	3
ITE 2XX - Managing Risk in Information Systems	3
Technical Program Courses	24
ITE 3XX - Auditing IT Infrastructure for Compliance	3
ITE 3XX - Access Controls, Authentication and PKI	3
ITE 3XX - Security Strategies in Windows OS/Applications	3
ITE 3XX - Security Strategies in Linux OS/Applications	3
ITE 4XX - Fundamentals of Network Security	3
ITE 4XX - Hacker Techniques, Tools, and Incident Handling	3
ITE 4XX - Security Strategies for Web Apps and Social Networking	3
ITE 4XX - System Forensics, Investigations and Response	3
Capstone	3
General Education	40
Electives	35
Total	120

Resource Support

Special resources are not needed to deliver this program.

Faculty

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Mr. Frank Monaco	Troy State University, M.S. Computer Networking	Computer Science	None
	Georgia Institute of Technology, M.S. Cyber Security		
Dr. Chris Rose	PH.D. in IT Management, MS in MIS and Ph.D. in International Management from Nova Southeastern University	Computer and internet security	None

ITEM

Licensure and accreditation of a Network Administrator program leading to an undergraduate certificate (22 credits) at Gateway Community College

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education license and accredit a Network Administrator program leading to an undergraduate certificate at Gateway Community College for a period of time to coincide with institutional accreditation

BACKGROUND

Gateway Community College has applied for simultaneous licensure and accreditation of a Network Administrator program leading to an undergraduate certificate (22 credits). The College currently offers an Associate of Science Degree in Computer Science, plus an option for a specialization in networking. Additionally, the College offers three related certificate programs in Computer Science, Computer Science Networking, Computer Servicing, and Web Design. Gateway has entered into a partnership with the Knights of Columbus Insurance division corporate headquarters in New Haven that employs over 1,500 workers. This organization has expressed a high demand for skilled professionals in networking and networking management..

Degree and certificate programs offered by public institutions in Connecticut must receive approval to operate through licensure by the Board of Regents and must receive accreditation from the Board of Regents to confer degrees (CGS 10a-35a). Undergraduate options of greater than 15 credits require licensure as new programs, pursuant to the Connecticut Regulations for Licensure and Accreditation of Institutions and Programs of Higher Learning (10a-34-2(j)).

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

08/14/13 – ConnSCU Academic Council

09/11/13 – BOR-Academic and Student Affairs Committee

PLANNING ASSESSMENT

Conformance with institutional mission

The program is consistent with the College's mission and fits within the scope of the College's other offerings in computer science and information technology fields.

Need

The Connecticut Department of Labor projects 134 annual openings due to growth or net replacements in the Network and Computer Systems Administrators occupations (SOC 15.1017). This represents a growth rate of over 20% a year, making the occupation one of the designated "hot jobs" in the state. While education requirements are estimated at the bachelor's level, a number of non-credit and undergraduate certificate programs are approved for support under the Workforce Investment Act to prepare workers for these occupations.

Unnecessary duplication of programs

Several other certificate and a few degree programs in networking fields exist in the state, but none in the New Haven area. Current award completions do not meet projected occupational demand.

Completions in 11.0901 Computer Systems Networking and Telecommunications.

Institution	Program	Award	2007-08	2008-09	2009-10	2010-11	2011-12
Tunxis	Network Administration	C2	4	6	1	1	5
Quinebaug V.	Senior Network Specialist	C3	5	0	0	0	0
Norwalk	Networking	C2	7	2	1	2	6
Three Rivers	Networking Technology	C2	0	0	0	3	2
Middlesex	Communications Networking	C2	0	6	0	1	1
Naugatuck V.	Microcomputer Networking Specialist	C2	3	1	10	9	11
Quinebaug V.	Computer Networking	AS	7	6	4	6	8
Rensselaer at Hartford	Computer Networking Communications	PB	1	0	0	0	0
Total			27	21	16	22	33

C2= certificate of 15-29 credits, C3= certificate of 30 credits or more, PB=postbaccalaureate certificate. CIP codes are those assigned to the program in 2011-12, where CIP codes changed over time, these have been assigned to the 2011-12 assigned CIP.

Source: BOT Completions Database for IPEDS reporting

Cost effectiveness

The estimated enrollment per year is 25 students in the first year, increasing to 54 students in the second year and 54 in the third. Revenues from these students are projected at \$56,310 in the first, \$165,176 in the second, and \$202,716 in the third. Costs for equipment range from \$10,000 to \$17,441 per year. Faculty costs were budgeted as "re-allocated." The scope of current and future faculty assignments would add an additional estimated \$150,000 per year, not including benefits.

Availability of adequate resources

No additional full-time staff will be needed. Teaching responsibilities for courses unique to the Network Administrator Certificate will be shared mainly by Professor Wilfredo Rosado, partially by Professor Stacy Walker, and part-time instructors with highly relevant skills, experience and

abilities. The majority of equipment necessary for the certificate is already available at the college. There will be a need for replacement of expendable.

QUALITY ASSESSMENT DESCRIPTION

Purpose and Objectives

The Network Administration certificate program will prepare individuals to begin a career in the field of network administration and related network service areas. Certificate holders will also be able to enroll in higher level networking programs to secure additional skills to advance in their careers.

Learning outcomes

Graduates of the program will be able to:

- Understand and perform the installation and setup of network equipment to include server/client computers, routers, switches, patch panels, printers, and wiring.
- Demonstrate competency in the configuration of hardware and computer operating system software.
- Demonstrate competency in setting up user and group accounts in a domain network.
- Demonstrate the ability to perform maintenance on network equipment.
- Distinguish and apply the technologies used in local and wide area networks.
- Demonstrate the ability to perform maintenance on the server operating system software.
- Demonstrate the capability of creating a computer domain network versus a peer-to-peer network.
- Establish the setup and monitoring of all-encompassing network security.

Admission

Admission to the program requires only admission to the college. English 101 is a prerequisite for some upper-level courses.

Enrollment Projections

The estimated is 25 students (10 FT and 15 PT) in the first year, 54 students (25 FT and 29 PT) in the second, and 64 students (29 FT and 35 PT) in the third.

Projected enrollments

	First Term Yr 1		First Term Yr 2		First Term Yr 3	
	FT	PT	FT	PT	FT	PT
Internal Transfers	5	5	5	5	5	5
New Students	5	10	10	12	12	15
Continuing			10	12	12	15
Total Headcount	10	15	25	29	29	35
Total Estimated FTE per Year	15		34.7		40.7	

Administration

The program coordinator will be Professor Allyson Kinney, Professor, holds a Master's degree in Computer Information Systems from the University of New Haven

Curriculum*Course Requirements*

Course Number and Name	Credits
Program Core Courses	22
CSC 101 Introduction to Computers	3
CST 127 Server Operating System	4
CST 133 Networking Fundamentals I	4
CST 149 Computer Network Hardware	4
CST 188 Networking Fundamentals II	4
CST 273 Security Management Practices	3
Other Related/Special Requirements (Prerequisite)	3
ENG 101 English Composition	3

Resource Support

Only minor equipment acquisitions will be needed to run this program.

Faculty

Teaching responsibilities for courses unique to the Network Administrator Certificate will be shared by Professor Wilfredo Rosado, Stacy Walker, and Allyson Kinney all with highly relevant skills, experience and abilities. The full-time faculty members involved with this proposed program are:

- Primary Instructor: Wilfredo Rosado (the author of this proposal) holds a Bachelor's degree in Electrical Engineering at Fairfield University and a Master's degree in Information Technology at Sacred Heart University. Wilfredo has taught for 8 years as an adjunct and 3 years full time in the Computer Science department. He has also worked in the field of networking for over 20 years.
- Secondary Instructor: Stacy Walker, Instructor, holds a Master's degree in Computer Information Systems at Quinnipiac University and Master's degree in Project Management at Colorado Technical University.

Equipment/Software

The majority of equipment necessary for the certificate is already available at the college. There will be the need for replacement of expendable supplies such as: cabling, connection hardware, wire rack, wall plates, RJ-45 network cable plugs and jacks, J-hooks, Velcro wraps, 2 and 4 inch sleeves, tools (crimping and cable tester) as well as continuing to maintain current versions of related software programs.

ITEM

Licensure and accreditation of a program in Corporate Media Production leading to an undergraduate certificate (31 credits) at Middlesex Community College

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education license and accredit a program in Corporate Media Production leading to an undergraduate certificate at Middlesex Community College for a period of time to coincide with institutional accreditation

BACKGROUND

Middlesex Community College has applied for simultaneous licensure and accreditation of a program in Corporate Media Production leading to an undergraduate certificate. The College currently offers associate degree programs in Broadcast Cinema, Communication, and Multimedia and certificate programs in Advertising/Sales Promotion, Broadcast Communications, Multimedia, and Multimedia Web Design & Development. The college has also applied for licensure and accreditation of an undergraduate certificate program in News and Sports Media.

These proposed programs have been developed as part of a series of certificate programs supported by the Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grant Program through the U.S. Department of Labor. Middlesex received a \$2.5 million TAACCCT award to support development of New Media Studies. The grant is intended to rebuild the instructional facilities, update the curriculum, and provide enhanced recruiting and placement services. None of the grant funds were allocated for new faculty.

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

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

PLANNING ASSESSMENT

Conformance with institutional mission

The program is consistent with the College's mission and fits within the scope of the College's other offerings in computer science and information technology fields.

Need

The Connecticut Department of Labor estimates Connecticut through 2020 will add 42 positions annually in media production due to growth and net replacement and 132 annually in the broader occupational group of arts, design, entertainment, sports and media. For occupations in this group, the average of annual earnings was \$55,088 in 2012. High growth occupations (i.e. over 15%) in this area include graphic designers, producers/directors, audio/video technicians, broadcast and film sound technicians, camera operators and video editors.

Unnecessary duplication of programs

Several other certificate and a few degree programs in networking fields exist in the state, but completions in these programs have been anemic and do not meet projected demand for new openings.

Completions in CIP family 10: Communications Technologies/Technicians and Support Services, plus Completions in CIP 09.0701 Radio and Television.

Program	Award	Institution	2007-08	2008-09	2009-10	2010-11	2011-12
Broadcast Communications	C2	Middlesex	0	0	0	0	0
Electronic Publishing	C2	Manchester	0	0	0	1	0
Film & TV Production	C2	Norwalk					0
Media Technology	C2	Manchester	0	2	1	1	2
Public Relations	C2	Manchester	1	0	0	1	0
Radio Broadcasting	C2	Asnuntuck	0	0	0	1	0
Technical Communications	C2	Naugatuck Valley	1	1	1	0	1
		Subtotal	2	3	2	3	1
Animation and Video Arts	AS	Northwestern CT	8	0	0	2	2
Broadcast-Cinema	AS	Middlesex	5	14	6	7	5
Broadcasting	AS	Lincoln College of NE	3	1	0	0	0
Communication	AS	Lincoln College of NE	2	4	0	3	1
Communication*	AS	Asnuntuck	3	8	5	6	3
Communication**	AS	Manchester	14	15	12	12	16
New Media Production	AS	Tunxis					0
Photography	AS	Paier College of Art	0	3	5	1	3
		Subtotal	35	45	28	31	30
		Grand Total	37	48	30	34	31

Cost effectiveness

The cost effectiveness of the program will depend upon the program meeting projected enrollments. The College projects 15 students in spring 2014, 23 students in fall 2014, and 31 students in fall 2015. Revenues are anticipated to increase from \$24,183 in spring 2014 to \$77,906 in 2014-15 to \$109,506 in 2015-16, although revenues do not account for mandatory tuition set-aside or other institutional discounts. Expenses are estimated at \$5,050 for spring 2014, \$20,702 for 2014-15, and \$23,291 for 2014-15. Indirect expenses are estimated at less than 20% of total costs.

Availability of adequate resources

The resources required for this program will include allocation from the \$2.5 million TAACCCT grant received by Middlesex Community College in 2012 and existing resources. TAACCCT will fund facility renovations, equipment, supplies, etc. Existing full-time faculty will teach courses, and additional lecturers will come from grant funding.

**QUALITY ASSESSMENT
DESCRIPTION**Purpose and Objectives

The Corporate Media Production certificate program prepares students for entry-level media production positions in business, industry and education. Emphasis is on hands-on production skills. Corporate media professionals tend to be generalists therefore this program provides students with a variety of production experiences including writing scripts, camera operation, video editing, web production and video streaming as they apply to business. An internal practicum in the college's nationally recognized Corporate Media Center or an external internship at a company or non-profit organization is required.

The specific program objectives include:

- Provide students with a knowledge and experience with technology used in corporate media production, business and new media such as cameras, video editing workstations, microphones, video recorders and web based applications.
- Provide students with critical thinking skills so that style can be applied to their productions.
- Familiarize students with media content produced for business including sales, marketing and employee videos, educational television, event production, public relations and advertising.
- Prepare students for entry-level positions with course work, a developed resume, portfolio and internship experience.
- Develop students' ability to apply written, oral, and visual communications to business environments.
- Develop students' ability to learn new concepts and techniques as required for continuing professional development.

The target audience for this program includes both full and part time students with an interest in pursuing a career in corporate media production.

As a certificate under the existing Broadcast-Cinema program there are articulation agreements already in place or being developed. Students can take this course concurrently while enrolled in the Broadcast-Cinema Associate of Science Degree program. The Broadcast-Cinema program coordinator must approve each student's program of study.

Admission

Admission to the program requires only admission to the college.

Enrollment Projections*Projected enrollments*

	First Term Yr 1		First Term Yr 2		First Term Yr 3	
	FT	PT	FT	PT	FT	PT
Internal Transfers	3	3	3	3	3	3
New Students	3	6	3	6	3	6
Continuing			4	4	8	8
Total Headcount	6	9	10	13	14	17
Total Estimated FTE per Year	12.75		19.75		26.75	

Administration

The program will be coordinated by Prof. Richard Lenoce, who holds a B.S. in Television-Radio Communications from Ithaca College and a M.S. in Instructional Technology from Southern Connecticut State University. He has been Program Coordinator of Broadcast-Cinema (formerly Broadcast Communications) for 20 years and prior to that was media producer for Aetna Life and Casualty for 10 years. He has also worked as a freelance camera operator and broadcast engineer in the broadcast field. Professor Lenoce is currently on temporary leave from the Broadcast-Cinema program to manage the TAACCCT New Media Studies Grant.

Curriculum

The program requires 25 credits of program core courses, a 3-credit capstone course and a 3-credit internship.

Course Requirements

Course Number and Title	Credits
Program Core Courses	22
COM 125 New Media Production	3
COM 142 Television Production	4
COM 200 Scriptwriting	3
COM 264 Advanced Editing Workshop	3
BBG 101 Intro to Business	3
BMK 106 Principles of Selling OR	3
BMK 201 Principles of Marketing	
DGA 182 Digital Video Technology OR	3
COM 147 Digital Cinematography	
Other Related/Special Requirements	6
COM 287 Advanced Media Production OR	3
COM 299 Media Arts Workshop	
COM*293 Corporate Media Practicum	3
Core Course Prerequisites	3
ENG*101 Composition	3
	Total
	31

Resource Support

Faculty

Three full-time faculty members teach in the Broadcast-Cinema program that will house this certificate program.

- Prof. Richard Lenoce (Broadcast-Cinema)
- Prof. John Shafer (Broadcast-Cinema , Communications and Multimedia)
- Prof. Rick Eriksen (Broadcast-Cinema , Communications and Multimedia).

Dan Nocera, Director of Middlesex Community College Corporate Media Services, teaches courses in TV production, video editing and oversees the Corporate Media practicum. Just under a third of the courses in the program are taught by adjunct instructors all having significant experience working in broadcast, film and media production. Adjuncts either have a Master's or Bachelor's degree in the discipline. Working professionals who bring their field experience to the coursework to create a richer learning environment for students are preferred.

Other Resources

Operation of the program will require:

- TV Production Studio
- Audio and Radio Studio
- Two Production Classrooms (Computer)
- Media Lab
- Field Production Equipment
- Editing Work Stations
- Video Production software

These resources already exist or are supported by the TAACCCT grant.

PRO FORMA BUDGET – MIDDLESEX CC CERTIFICATE IN CORPORATE MEDIA PRODUCTION

PROJECTED Enrollment	Year 1 (Spring 2014 only)		Year 2 (2014-15)		Year 3 (2015-16)	
	Full Time	Part Time (9 cr.)	Full Time	Part Time (9 cr.)	Full Time	Part Time (9 cr.)
Internal Transfers <i>(from other programs)</i>	3	3	3	3	3	3
New Students <i>(first time matriculating)</i>	3	6	3	6	3	6
Continuing <i>(students progressing to credential)</i>	0	0	4	4	8	8
Headcount Enrollment	6	9	10	13	14	17
Total Estimated FTE per Year	12.75		19.75		26.75	

PROJECTED Program Revenue	Year 1 (Spring 2014 only)		Year 2 (2014-15)		Year 3 (2015-16)	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition & fees*	\$11,358	\$12,825	\$39,374	\$38,532	\$56,845	\$52,661
Lab Fees	\$0	\$0	\$0	\$0	\$0	\$0
Other Rev. <i>(Annotate in text box below)</i>						
Total Annual Program Revenue	\$24,183		\$77,906		\$109,506	

*Tuition is calculated using 2013-14 rates as follows. Full time: in-state, \$1893/semester (\$82 Lab fee where applicable); Part time: in-state, 9 credits, \$1425/semester), with 4% escalator in years 2 and 3

PROJECTED Expenditures*	Year 1 (Grant Funded Personnel)		Year 2 (Grant Funded Personnel)		Year 3 (all College funded)	
	Number <i>(as applicable)</i>	Expenditure	Number	Expenditure	Number	Expenditure
Administration <i>(Chair or Coordinator)</i>	None†	\$0		\$0		\$0
Faculty <i>(Full-time, total for program)</i>	no additional	\$0		\$0		\$0
Faculty <i>(Part-time -total for program)** - extra course sections to meet certificate student demand; courses normally offered as part of Associate Degree program</i>	0 WLU	\$0	6 WLU	\$13,752	6 WLU	\$14,441
Support Staff	no additional	\$0		\$0		\$0
Library Resources Program		\$1,500		\$1,750		\$2,000
Equipment <i>(List as needed)</i>	no additional	\$0		\$0		\$0
Other (e.g. student services)	Consumable supplies	\$1,000		\$1,250		\$1,500
Estimated Indirect Cost <i>(e.g. student services, operations, maintenance)</i>	calculated at \$200 per FTE per year	\$2,550		\$3,950		\$5,350
Total ESTIMATED Expenditures		\$5,050		\$20,702		\$23,291

NET New Revenue \$19,133 \$57,204 \$86,215

* Note: Capital outlay costs, institutional spending for research and service, etc. can be excluded. † Part of duties of the Program Coordinator who oversees the Associate Degree program

** average PTL rate per collective bargaining rates, plus 50% fringe

ITEM

Licensure and accreditation of a program in News and Sports Production leading to an undergraduate certificate (31 credits) at Middlesex Community College

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education license and accredit a program in News and Sports Production leading to an undergraduate certificate at Middlesex Community College for a period of time to coincide with institutional accreditation

BACKGROUND

Middlesex Community College has applied for simultaneous licensure and accreditation of a program in News and Sports Production leading to an undergraduate certificate. The College currently offers associate degree programs in Broadcast Cinema, Communication, and Multimedia and certificate programs in Advertising/Sales Promotion, Broadcast Communications, Multimedia, and Multimedia Web Design & Development. The college has also applied for licensure and accreditation of an undergraduate certificate program in Corporate Media Production.

These proposed programs have been developed as part of a series of certificate programs supported by the Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grant Program through the U.S. Department of Labor. Middlesex received a \$2.5 million TAACCCT award to support development of New Media Studies. The grant is intended to rebuild the instructional facilities, update the curriculum, and provide enhanced recruiting and placement services. None of the grant funds were allocated for new faculty.

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

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

PLANNING ASSESSMENT

Conformance with institutional mission

The program is consistent with the College's mission and fits within the scope of the College's other offerings in computer science and information technology fields.

Need

The Connecticut Department of Labor estimates Connecticut through 2020 will add 42 positions annually in media production due to growth and net replacement and 132 annually in the broader occupational group of arts, design, entertainment, sports and media. For occupations in this group, the average of annual earnings was \$55,088 in 2012. High growth occupations (i.e. over 15%) in this area include graphic designers, producers/directors, audio/video technicians, broadcast and film sound technicians, camera operators and video editors.

Major employers in news and sports production located in Connecticut include ESPN, WWE, NBC Sports, YES, Back9 Network, CPTV Sports and twelve "market 30" affiliate TV stations that produce news. Collectively these companies represent over 10,000 employees and confirm a growing demand for and shortage of workers with media production skills.

Unnecessary duplication of programs

Several other certificate and a few degree programs in networking fields exist in the state, but completions in these programs have been anemic and do not meet projected demand for new openings.

Completions in CIP family 10: Communications Technologies/Technicians and Support Services, plus Completions in CIP 09.0701 Radio and Television.

Program	Award	Institution	2007-08	2008-09	2009-10	2010-11	2011-12
Broadcast Communications	C2	Middlesex	0	0	0	0	0
Electronic Publishing	C2	Manchester	0	0	0	1	0
Film & TV Production	C2	Norwalk					0
Media Technology	C2	Manchester	0	2	1	1	2
Public Relations	C2	Manchester	1	0	0	1	0
Radio Broadcasting	C2	Asnuntuck	0	0	0	1	0
Technical Communications	C2	Naugatuck Valley	1	1	1	0	1
		Subtotal	2	3	2	3	1
Animation and Video Arts	AS	Northwestern CT	8	0	0	2	2
Broadcast-Cinema	AS	Middlesex	5	14	6	7	5
Broadcasting	AS	Lincoln College of NE	3	1	0	0	0
Communication	AS	Lincoln College of NE	2	4	0	3	1
Communication*	AS	Asnuntuck	3	8	5	6	3
Communication**	AS	Manchester	14	15	12	12	16
New Media Production	AS	Tunxis					0
Photography	AS	Paier College of Art	0	3	5	1	3
		Subtotal	35	45	28	31	30
		Grand Total	37	48	30	34	31

* includes broadcasting option ** includes journalism option

C2= certificate of 15-29 credits,. CIP codes are those assigned to the program in 2011-12, where CIP codes changed over time, these have been assigned to the 2011-12 assigned CIP.

Source: BOR Completions Database for IPEDS reporting

Cost effectiveness

The cost effectiveness of the program will depend upon the program meeting projected enrollments. The College projects 15 students in spring 2014, 23 students in fall 2014, and 31 students in fall 2015. Revenues are anticipated to increase from \$24,183 in spring 2014 to \$77,906 in 2014-15 to \$109,506 in 2015-16, although revenues do not account for mandatory tuition set-aside or other institutional discounts. Expenses are estimated at \$5,050 for spring 2014, \$20,702 for 2014-15, and \$23,291 for 2014-15. Indirect expenses are estimated at less than 20% of total costs.

Availability of adequate resources

The resources required for this program will include allocation from the \$2.5 million TAACCCT grant received by Middlesex Community College in 2012 and existing resources. TAACCCT will fund facility renovations, equipment, supplies, etc. Existing full-time faculty will teach courses, and additional lecturers will come from grant funding.

QUALITY ASSESSMENT DESCRIPTION

Purpose and Objectives

The News and Sports Production certificate program prepares students for entry-level positions in television news and sports production. Emphasis is on hands-on production skills used at broadcast television stations, media production companies and new media organizations. Graduates are prepared for positions such as associate producer, assignment editor, teleprompter operator, floor/studio manager, news photographer, video editor, and new media producer.

The specific program objectives include:

- Provide students with a knowledge and experience with technology used in television news and sports production such as cameras, video editing workstations, microphones, video recorders and web based applications.
- Provide students with critical thinking skills so that style can be applied to their productions.
- Prepare students for entry-level positions with course work, a developed resume, portfolio and internship experience.
- Develop students' ability to apply written, oral, and visual communications in television news and sports production environments.
- Develop students' ability to learn new concepts and techniques as required for continuing professional development.

The target audience for this program includes both full and part time students with an interest in pursuing a career in news and sports production. This program is being developed as part of a series of TAACCCT certificate programs for the College's New Media Studies grant aimed at training TAA certified workers as well as returning veterans, the under-employed, unemployed and traditional and non-traditional students. As a certificate under the existing Broadcast-Cinema program there are articulation agreements already in place or being developed with four-year institutions. Students can take this course concurrently while enrolled in the Broadcast-Cinema Associate of Science Degree program. The Broadcast-Cinema program coordinator must approve each student's program of study.

As a certificate under the existing Broadcast-Cinema program there are articulation agreements already in place or being developed. Students can take this course concurrently while enrolled in the Broadcast-Cinema Associate of Science Degree program. The Broadcast-Cinema program coordinator must approve each student's program of study.

Admission

Admission to the program requires only admission to the college.

Enrollment Projections

Projected enrollments

	First Term Yr 1		First Term Yr 2		First Term Yr 3	
	FT	PT	FT	PT	FT	PT
Internal Transfers	3	3	3	3	3	3
New Students	3	6	3	6	3	6
Continuing			4	4	8	8
Total Headcount	6	9	10	13	14	17
Total Estimated FTE per Year	12.75		19.75		26.75	

Administration

The program will be coordinated by Prof. Richard Lenoce, who holds a B.S. in Television-Radio Communications from Ithaca College and a M.S. in Instructional Technology from Southern Connecticut State University. He has been Program Coordinator of Broadcast-Cinema (formerly Broadcast Communications) for 20 years and prior to that was media producer for Aetna Life and Casualty for 10 years. He has also worked as a freelance camera operator and broadcast engineer in the broadcast field. Professor Lenoce is currently on temporary leave from the Broadcast-Cinema program to manage the TAACCCT New Media Studies Grant.

Curriculum

The program requires 25 credits of program core courses, a 3-credit capstone course and a 3-credit internship.

Learning Outcomes

Graduates of the program will be able to:

1. Demonstrate competency in the production of various media used in broadcast television news and sports.
2. Demonstrate competency in developing and writing scripts and stories in preparation of media production.
3. Demonstrate competency in using the technology of media production including cameras, editing, lights, graphics and sound in news and sports production.
4. Demonstrate the ability to apply style to news and sports productions including the various aesthetic elements that compose a media production (photography, staging, sound, editing, etc.).
5. Demonstrate the ability to produce media quickly and efficiently, meeting deadlines and working with a production crew.
6. Demonstrate competency in solving problems "on the set" with technology and other unknown contingencies (actors, administration, etc.).

7. Demonstrate the ability to use the computer as a productivity tool.
8. Demonstrate ability to work effectively a professional environment with a diverse production crew

Course Requirements

Course Number and Title	Credits
Program Core Courses	22
COM 125 New Media Production	3
COM 142 Television Production	4
COM 147 Digital Cinematography	3
COM 179 Performance for Film & Television	3
COM 228 Broadcast Journalism Workshop	3
DGA 101 Introduction to Digital Arts OR	3
DGA 110 Introduction to Computer Graphics	
DGA 182 Digital Video Technology	3
Elective Courses in the Field	3
Elective from COM* or DGA* as selected with Advisor	3
Other Related/Special Requirements	3
COM 295/296 Internship	3
Core Course Prerequisites	3
ENG 101 Composition	3
Total	31

Resource Support

The resources required for this program will include allocation from the \$2.5 million TAACCCT grant received by Middlesex Community College in 2012 and existing resources. TAACCCT will fund facility renovations, equipment, supplies, etc. Faculty exists and additional lecturers will come from grant funding.

Faculty

There are three full-time faculty members in the Broadcast-Cinema program that houses this proposed certificate program. Prof. Richard Lenoce is full-time in the department and Prof. John Shafer and Prof. Rick Eriksen teach courses in Broadcast-Cinema as well as Communications and Multimedia. 30% of the courses in the program are taught by adjunct instructors all having significant experience working in broadcast, film and media production. Adjuncts either have a Master's or Bachelor's degree in the discipline. Working professionals who bring their field experience to the coursework to create a richer learning environment for students are preferred.

Other Resources

Operation of the program will require:

- TV Production Studio
- Audio and Radio Studio
- Two Production Classrooms (Computer)
- Media Lab
- Field Production Equipment
- Editing Work Stations
- Video Production software

These resources already exist or are supported by the TAACCCT grant.

PRO FORMA BUDGET – MXCC NEWS AND SPORTS PRODUCTION CERTIFICATE

PROJECTED Enrollment	Year 1 (Spring 2014 only)		Year 2 (2014-15)		Year 3 (2015-16)	
	Full Time	Part Time (9 cr.)	Full Time	Part Time (9 cr.)	Full Time	Part Time (9 cr.)
Internal Transfers <i>(from other programs)</i>	3	3	3	3	3	3
New Students <i>(first time matriculating)</i>	3	6	3	6	3	6
Continuing <i>(students progressing to credential)</i>	0	0	4	4	8	8
Headcount Enrollment	6	9	10	13	14	17
Total Estimated FTE per Year	12.75		19.75		26.75	

PROJECTED Program Revenue	Year 1 (Spring 2014 only)		Year 2 (2014-15)		Year 3 (2015-16)	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition & fees*	\$11,358	\$12,825	\$39,374	\$38,532	\$56,845	\$52,661
Lab Fees	\$0	\$0	\$0	\$0	\$0	\$0
Other Rev. <i>(Annotate in text box below)</i>						
Total Annual Program Revenue	\$24,183		\$77,906		\$109,506	

*Tuition is calculated using 2013-14 rates as follows. Full time: in-state, \$1893/semester (\$82 Lab fee where applicable); Part time: in-state, 9 credits, \$1425/semester, with 4% escalator in years 2 and 3

PROJECTED Expenditures*	Year 1 (Grant Funded Personnel)		Year 2 (Grant Funded Personnel)		Year 3 (all College funded)	
	Number <i>(as applicable)</i>	Expenditure	Number	Expenditure	Number	Expenditure
Administration <i>(Chair or Coordinator)</i>	None †	\$0		\$0		\$0
Faculty <i>(Full-time, total for program)</i>	no additional	\$0		\$0		\$0
Faculty <i>(Part-time -total for program)** - extra course sections to meet certificate student demand; courses normally offered as part of Associate Degree program</i>	0 WLU	\$0	6 WLU	\$13,752	6 WLU	\$14,441
Support Staff	no additional	\$0		\$0		\$0
Library Resources Program		\$1,500		\$1,750		\$2,000
Equipment <i>(List as needed)</i>	no additional	\$0		\$0		\$0
Other (e.g. student services)	Consumable supplies	\$1,000		\$1,250		\$1,500
Estimated Indirect Cost <i>(e.g. student services, operations, maintenance)</i>	calculated at \$200 per FTE per year	\$2,550		\$3,950		\$5,350
Total ESTIMATED Expenditures		\$5,050		\$20,702		\$23,291
NET New Revenue		\$19,133		\$57,204		\$86,215

* Note: Capital outlay costs, institutional spending for research and service, etc. can be excluded. †Part of duties of the Program Coordinator who oversees the Associate Degree program

** average PTL rate per collective bargaining rates, plus 50% fringe

ITEM

Institutional Accreditation of Housatonic Community College

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education accept NEASC actions and grant accreditation to Housatonic Community College until November 30, 2018

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)).

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

RATIONALE

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

- A comprehensive, candid self-study that provided evidence of institution's effectiveness in collecting and analyzing data and using data for planning and improvement
- Assessment activities are systematic and include measures of institutional effectiveness, assessment of student learning at the course and program level, and specific initiatives related to student success
- Participation in the Achieving the Dream program, enabling institution's to deepen its commitment to student achievement
- Art collection is an asset to the institution and the surrounding community, providing a "transformational aspect to the student learning experience"
- Institution's policy of awarding credit is consistent with Commission policy, and it is implemented appropriately for all instructional modalities
- With a "highly competent leadership team" and "enthusiastic, dedicated and well-qualified" faculty and staff, institution is well positioned to continue to provide high-quality educational opportunities to the residents of its service region

Areas for follow-up in report due Spring 2015 included:

- Impact on the institution's operations of the policies, priorities, and funding decisions of the Connecticut Board of Regents for Higher Education
- Success in reviewing and revising its strategic plan, including progress in
 - developing benchmarks and metrics to measure success as well as
 - strategies to address new mandates in the area of developmental education and
 - the institution's goal to diversity its faculty and staff
- Success in assuring financial resources to support its programs and services and to fund institutional priorities identified in the strategic plan

9/11/13 – BOR-Academic and Student Affairs Committee

ITEM

Institutional Accreditation of Manchester Community College

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education accept NEASC actions and grant accreditation to Manchester Community College until November 30, 2018

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-35a). 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.

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

RATIONALE

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

- A well-documented self-study that candidly describes institutional progress since its last comprehensive evaluation
- Commitment of the institution's senior administration, faculty, staff and students to "shared responsibility, shared understanding, and shared leadership" creates an environment of integrity and respect that permeates the institution
- Collaborative working relationship among Academic Affairs, Student Affairs and Continuing Education
- Focus on student success and the culture of assessment that has begun to develop over the past several years and faculty's use of data to improve institution's academic programs
- Implementation of a revised general education core in Fall 2012 and development of new academic programs designed in response to workforce needs
- Development of an online faculty training program (*iTeach Essentials*) subsequently adopted system-wide, and the peer tutoring program and other services available to students online, provide evidence of the careful planning for and successful implementation of its distance education program

- MCC on Main, the College's new arts and education center in downtown Manchester, a totally philanthropically funded initiative
- Despite decreased state support and economic uncertainty, institution has found innovative and creative ways to continue its development as a "learning-centered" institution and is well positioned to build on its success in the years ahead

Areas for follow-up in report due Spring 2014 included:

- Ensuring a sufficient number of full-time faculty to support the academic programs and providing appropriate opportunities for their professional development
- Strengthening:
 - advising
 - developmental instruction, consistent with the new state requirements
 - graduation rates
- Maintaining financial stability with preserving the quality of the academic programs and services provided
- Implementing the new College website

Areas for follow-up in fifth-year Interim Report due Spring 2017 included:

- Continuing to develop a robust, College-wide system of assessing student learning and using the results for improvement
- Effectively managing enrollment to balance capacity with demand and addressing the impact of growth on admission and registration, advising, and financial aid

ITEM

Institutional Accreditation of Naugatuck Valley Community College

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education accept NEASC actions and grant accreditation to Naugatuck Valley Community College until April 30, 2018

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-35a). 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.

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

RATIONALE

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

- Submission of a well-written, comprehensive self-study
- Operating in a deliberative and strategic manner with a high degree of self-discipline and self-understanding
- Adopting a strategic planning process that involved a broad constituency, demonstrating strong institutional leadership and strong commitment to student success, community involvement and achievement of institution's "Wildly Important Goals"
- Progress in using data to enhance student services and improve accessibility for minority populations
- Crafting an Academic Master Plan that provides structure for programmatic decisions and resource allocations in support of on-ground, hybrid, and online instruction; facilities; and student learning
- Participation of a faculty highly committed to students and mission in governance and shared oversight of academic programs to ensure course quality

- Leadership of a dynamic, forward-looking President who is dedicated faculty and staff, prudent resource management and an entrepreneurial and student-centered spirit; the institution is well positioned for future success

Areas for follow-up in fifth-year Interim Report due Fall 2017 included:

- Assuring the sufficiency of resources to support its programs and services;
- Using results of institutional research to develop and implement a comprehensive approach to assessing student learning outcomes with an emphasis on the general education program
- Continuing to develop and implement strategies to track student success and achieve graduation rate goals;
- Implementing plans to revise the student advising system;
- Establishing and implementing a facilities master plan with an emphasis on building repair and maintenance and improving classroom technology;

ITEM

Institutional Accreditation of Three Rivers Community College

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education accept NEASC actions and grant accreditation to Three Rivers Community College until September 30, 2018

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)).

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

RATIONALE

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

- A strong self-study and clear sense of mission and institution's commitment to delivering on that mission
- Institution has been able to partially offset declining state appropriations with significant increases in enrollment in recent years and by ensuring minimal debt
- Office of Institutional Research has devised a model called "The Map" designed to help all institutional units to rate their performance in achieving the 2009-2014 Strategic Plan
- General Education Task Force Committee has developed a sustainable model for outcome assessment and is poised to continue the process, setting benchmarks and providing feedback to faculty that informs change
- Institution has expanded its distance education offerings, and online education is now a well-developed mode of instruction
- Institution has a significant impact on the lives of its students as well as the economic and social development of the community that it serves
- Institution has benefitted from the strong leadership provided by President Grace Sawyer Jones

- As the College prepares for new presidential leadership, it is well positioned to build on its accomplishments and meet the challenges of the future

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

- Impact on the institution's operations of
 - the reorganization of higher education governance
 - the level of funding from the State of Connecticut
- Success in addressing the challenges related to reduced state support for developmental education
- Use of results of assessment activities to improve educational effectiveness
- Efforts to address deferred maintenance
- Success in building capacity to support its use of evidence and data to make improvements throughout the institution