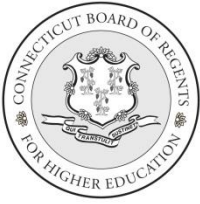


**BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE
AGENDA**

Friday, September 25, 2015 – 9:30 a.m.

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

1. Approval of Minutes – August 28, 2015
2. EXECUTIVE SESSION
 - a. Creation of Special Police Forces on Community College Campuses
3. CONSENT ITEMS
 - a. Modifications
 - i. International and Area Studies – BA - CCSU
4. ACTION ITEMS
 - a. New Programs
 - i. Dance Education – BS – CCSU
 - b. State University Centers & Institutes: Seven-Year Reports
 - i. Continuations
 1. CCSU
 - a. Center for Africana Studies
 - b. Center for Educational Research at Outer Island
 - c. Center for International Education
 - d. Latin American, Latino and Caribbean Center
 - e. Center for Public Policy and Social Research
 2. ECSU
 - a. Center for Sustainable Energy Studies
 - b. Institute for Sustainable Energy
 3. WCSU
 - a. Institute for Holistic Health Studies
 - b. Westside Nature Preserve Center
 - ii. Discontinuation of State University Center
 1. Center for Multicultural Research and Education – CCSU
 - iii. Suspension of State University Institute
 1. Institute of Hospitality and Tourism – CCSU
 - c. Consideration of 2014-15 Academic Program Review by CSCU Institutions
5. OTHER BUSINESS
 - a. Revised ASA Committee Charter



CT BOARD OF REGENTS FOR HIGHER EDUCATION

ACADEMIC & STUDENT AFFAIRS COMMITTEE

Meeting August 28, 2015
9:30 a.m.– 61 Woodland Street, Hartford

MINUTES

- Regents Present: Merle Harris, Stephen Adair (by conf.), Naomi Cohen, Lawrence DeNardis [by conf.]
- Regents Absent: Catherine Smith
- Staff Present: Estela Lopez, Candace Barrington, Corby Coperthwaite, William Gammell, Maureen McClay, Steve McDowell, Nancy Melnicsak, Arthur Poole, Erika Steiner
- Other Attendees: Shirley Adams (COSC), Ann Atkinson (WCSU), Miah LaPierre (CCC), David Martin (WCSU), Dimitrios Pachis (ECSU), Greg Paveza (SCSU), Michael Rooke (TxCC), Debbie Thomas (CCC)

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

1. Minutes of May 29, 2015 – **L. DeNardis moved to approve the minutes; seconded by M. Harris and unanimously approved.**
2. Consent Items – **A motion to approve consent items was made by L. DeNardis, seconded by N. Cohen. It was unanimously approved.** Items on Consent were:
 - a. Terminations
 - i. Technology Studies: CAD Option – A.S. – Tunxis CC
 - ii. Business Office Technology: Medical Transcription – Certificate – Tunxis CC
 - iii. Physical Therapy Assistant – A.S. – Tunxis CC
 - iv. Computer Security Certificate – Charter Oak SC
 - b. Modifications
 - i. Master of Health Administration – Western CSU

Chair Merle Harris announced the ASA Committee will begin a new practice of having an open meeting after Board meetings on the campuses. The next Board meeting scheduled at a campus is September 17 at Northwestern CT CC. The ASA open meeting will follow the regular board meeting.

3. Action Items
 - a. New Programs

- i. Cisco Certified Networking Associate (CCNA) Certificate – Capital CC. Provost Lopez introduced the program remarking this was in conjunction with other certificates approved at the May meeting. This particular certificate was left out of the resolution language. She introduced Dean Debbie Thomas and Miah LaPierre, Department Chair from Capital CC. They provided details on this certificate noting it leads to industry certification. **A motion to approve was made by N. Cohen, seconded by L. DeNardis and unanimously approved.**
 - b. Resolution revising Academic Program Approval Process. **A motion for approval made by N. Cohen, seconded by L. DeNardis.** Provost Lopez explained the revisions noting they were to bring the process into compliance with current legislation. **The motion was unanimously approved.**
- 4. Other Business
 - a. Report on CSCU System Goal 2: Student Success. Chair Harris introduced the report stating it was in conjunction with the system's strategic goals and addresses the second goal on student success. Provost Estela Lopez presented the powerpoint report. Discussion followed with Chair Harris mentioning the report should be shared with the full Board. Provost Lopez then provided a hand-out, thanking Arthur Poole for its preparation.

Chair Harris then talked about the planning document for the ASA Committee that provides agenda items that are due each month. Provost Lopez also thanked Arthur Poole for that preparation. All documents handed out would be sent electronically to members.

- b. Doctoral Programs Protocol. Provost Lopez commented on the preparation of the protocol noting it would include a site visit to be done by two outside evaluators. The protocol has been shared with the universities and comments have been received. The document received a positive response. Chair Harris asked to be provided with information regarding faculty/student ratio in professional doctoral degrees.
- 5. Discussion Item
 - a. BOR Academic & Student Affairs Committee Charter. Chair Harris introduced the discussion on the charter for the ASA Committee. A comment was made it should state that approval is for recommendation to the full Board for action. She asked that any other comments also be sent to her and final language changes will be made for the following month.

A question was asked regarding census count, noting the final date is not until the third week of September. At this point there is still variation at the community colleges of the final census date. The universities have one date. A report will be done for October. There was further discussion on enrollments, with Provost Lopez noting the CSU's enrollment is mostly flat and the CC's enrollments are down. Bill Gammell added that this is a trend happening nationwide.

There was no other business. **A motion to adjourn was made by N. Cohen, seconded by M. Harris and unanimously approved.** The meeting adjourned at 10:22 a.m.

ITEM

Modification of undergraduate program in International and Area Studies at Central Connecticut State University

BACKGROUNDSummary

Central Connecticut State University has applied for a modification of its International and Area Studies program leading to a Bachelors of Arts (BA) degree. By increasing the flexibility of our program, we will reduce its size from 57 credits to 39 credits. This should increase our on-time graduation rate. We do this by changing the foreign language requirement from a credit-based (18 credits) to a competency-based requirement. Adding new course options in to the core and the electives, and allowing students to specialize in EITHER a region OR a theme will also increase our on-time graduation rate. The other modifications are directed to the quality of the major. A true understanding of International Studies requires some work abroad, a rigorous education requires significant course work at the 400-level, and substantial work in an international region or theme should be supplemented by academic work in a related minor. Finally, the title of the program does not need to be confusing to students, so we propose shortening it from "International and Area Studies" to "International Studies."

Need for the Program

As a result of assessment, we identified the following four specific parts of our program that should be improved.

1. Flexibility. We need to recognize that students satisfy the language requirement in several different ways. Also, there are new course offerings that we should allow our students to take as part of their core or as electives. Finally, we should allow students to specialize either in a region of the world or in a specific international theme instead of requiring all students to specialize in a region.
2. Our current program does not require students to have any actual international experience, and so we need to add a course abroad or equivalent experience to the core requirements.
3. Our current program does not require enough upper-level work of our students, and so for the rigor of our major we need to require a certain number of credits be taken at the 400-level.
4. Our current major is so large (57 credits) that it does not accommodate a minor. This is very unfortunate because an International Studies major works so well with a great many minors. We need to find a way to decrease the size of our program so that students can fit a minor into their course of studies without delaying their graduation date.
5. The current title of the program is confusing to some students.

Curriculum

- The program will be reduced in size from a super-major of 57 credits, to a standard major of 39 credits. The reduction is accomplished by the removal of the 18 credit language requirement in favor of a competency-based language requirement.

- The core requirements will be increased from 15 to 18 by the addition of a required experience abroad or internship.
- Currently, students are required to take either ANTH 347 or HIST 301 to satisfy the research requirement in the core. We would like to add PS 250 and GEOG 442 to that list to give students more options.
- Currently, students are required to take two of the following three courses. GEOG 120, HIST 122 or PS 104 to satisfy the global requirement in the core. We would like to add the new course IS 150 to that list to give students one more option.
- The elective credits will be reduced from 24 to 21 to offset the addition of 3 credits to the core.
- The elective credits will be made more flexible. Currently, all students must complete a specialization (15 credits) and a concentration (9 credits): the specialization must be in a particular world region, while the concentration must be on a particular theme. Under the proposed modification, the concentration will require only 6 credits, and students may choose whether to specialize in a region and concentrate on a theme, or to specialize in a theme and concentrate on a region.
- To enhance the rigor of the program, all students will be required to complete 9 of their elective credits at the 400-level.
- The change will require that students complete a minor to accompany the major. For students who do not meet the language competency requirement, the minor COULD be taken in a language appropriate to their area of study. That said, students would be free to choose from any minor.

Curriculum Details for a Program Modification <i>(to be use as appropriate for specific modification request)</i>						
Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
IS 225			3			
6 credits from (IS 150, GEOG 120, HIST 122, PS104)			6	Demonstrated competency in reading/writing/speaking and understanding of a single modern language (other than English) equal to completion of a 226-level language course.		
3 credits from (PS 250, ANTH 347, GEOG 442, HIST 301)			3			
3 credits from experience abroad or internship			3			
IS 475		Senior Standing/IS Major	3			
Core Course Prerequisites				Elective Courses in the Field		
				Geographical Areas/Themes in Global Studies		21
				Option A-15 credits in regional courses/6 credits in thematic courses		
				Option B-15 credits in thematic courses/6 credits in regional courses		
				9 credits of the above must be completed at the 400-level		
Total Other Credits Required to Issue Modified Credential						18
Students will be required to complete a minor with this modified major						

Faculty

No change from the current program. This is an interdisciplinary program. All participating faculty have primary appointments in other departments. Many faculty teach courses in the International Studies program, and the only effect of the proposed modifications will be that some faculty will offer sections of certain courses somewhat more often, and sections of certain other courses somewhat less often. There are no full or part-time staff positions assigned to this program.

Fiscal Note

The funds listed below were sufficient for the operation of the program during fiscal years 2014 and 2015. The proposed modifications do not require any additional resources.

FY 2015

- \$4000 operating budget
- \$18,426 part-time lecturing budget

FY 2014

- \$4000 operating budget
- \$21,624 part-time lecturing budget

Other Considerations:

Not applicable

September 9, 2015 – Academic Council

September 25, 2015 – BOR-Academic and Student Affairs Committee

October 15, 2015 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

October 15, 2015

RESOLVED: That the Board of Regents for Higher Education approve modification of a program in International and Area Studies leading to a Bachelor of Arts degree at Central Connecticut State University to substantially change the curriculum and change the title to “International Studies.”

A True Copy:

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 1: GENERAL INFORMATION

Institution: CCSU	Date of Submission to BOR Office:
Most Recent NEASC Institutional Accreditation Action and Date: Nov. 7, 2013; accept fifth-year interim report	
Original Program Characteristics CIP Code No. Title of CIP Code CIP Year: 2000 or 2010 Name of Program: International and Area Studies Degree: Title of Award (e.g. Master of Arts) Bachelor of Arts Certificate: (specify type and level) NA Date Program was Initiated: Modality of Program: x On ground Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 120	Original Program Credit Distribution # Cr in Program Core Courses: 15 # Cr of Electives in the Field: 24 # Cr of Free Electives: # Cr Special Requirements (include internship, etc.): 18 <u>Total # Cr in the Program</u> (sum of all #Cr above): 57 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 57
Type of Program Modification Approval Being Sought (mark all that apply): Licensure and Accreditation (specify whether New Certificate, Minor, Option, Concentration, or Other) x Significant Modification of Courses/Course Substitutions Offering of Program at Off-Campus Location (specify new location) Offering of Program Using an Alternate Modality (e.g. from on ground to online) x Change of Degree Title or Program Title	
Modified Program Characteristics Name of Program: International Studies Degree: Title of Award (e.g. Master of Arts) Bachelor of Arts Certificate ¹ : (specify type and level) NA Program Initiation Date: Modality of Program: x On ground Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 120 Other: Foreign Language competency equal to completion at the 226 level	Modified Program Credit Distribution # Cr in Program Core Courses: 18 # Cr of Electives in the Field: 21 # Cr of Free Electives: # Cr Special Requirements (include internship, etc.): <u>Total # Cr in the Program</u> (sum of all #Cr above): 39 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 39
If program modification is concurrent with discontinuation of related program(s), please list for such program(s): Program Discontinued: NA CIP: NA DHE# (if available): NA Accreditation Date: NA Phase Out Period NA Date of Program Termination NA	
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: College of Liberal Arts & Social Sciences, CCSU	
Other Program Accreditation: • If seeking specialized/professional/other accreditation, name of agency and intended year of review: NA • If program prepares graduates eligibility to state/professional license, please identify: NA (As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)	
Institutional Contact for this Proposal: Brian Sommers	Title: Professor Tel.: 860-832-2792 e-mail: sommersb@ccsu.edu

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

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

BOR Sequence Number (to be assigned):

Approved 2010 CIP Code No. ² (if applicable)

Title of CIP Code

Log of BOR Steps Towards Program Approval:

Nature and Resolution number for BOR Approval:

Date of Approval:

Conditions for Approval (if any)

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 2: BACKGROUND, RATIONALE AND NATURE OF MODIFICATION

(Please Complete Sections as Applicable)

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

As a result of assessment, we identified the following four specific parts of our program that should be improved.

1. Flexibility. We need to recognize that students satisfy the language requirement in several different ways. Also, there are new course offerings that we should allow our students to take as part of their core or as electives. Finally, we should allow students to specialize either in a region of the world or in a specific international theme instead of requiring all students to specialize in a region.
2. Our current program does not require students to have any actual international experience, and so we need to add a course abroad or equivalent experience to the core requirements.
3. Our current program does not require enough upper-level work of our students, and so for the rigor of our major we need to require a certain number of credits be taken at the 400-level.
4. Our current major is so large (57 credits) that it does not accommodate a minor. This is very unfortunate because an International Studies major works so well with a great many minors. We need to find a way to decrease the size of our program so that students can fit a minor into their course of studies without delaying their graduation date.
5. The current title of the program is confusing to some students.

By increasing the flexibility of our program, we will reduce its size from 57 credits to 39 credits. This should increase our on-time graduation rate. We do this by changing the foreign language requirement from a credit-based (18 credits) to a competency-based requirement. Adding new course options in to the core and the electives, and allowing students to specialize in EITHER a region OR a theme will also increase our on-time graduation rate. The other modifications are directed to the quality of the major. A true understanding of International Studies requires some work abroad, a rigorous education requires significant course work at the 400-level, and substantial work in an international region or theme should be supplemented by academic work in a related minor. Finally, the title of the program does not need to be confusing to students, so we propose shortening it from "International and Area Studies" to "International Studies."

As applicable, please describe:

- How does the program address CT workforce needs and/or the wellbeing of CT society/communities? (Succinctly present as much factual evidence and evaluation of stated needs as possible). **No change from current program**
- How does the program make use of the strengths of the institution (e.g. curriculum, faculty, resources) and of its distinctive character and/or location? **No change from current program**
- Please describe any transfer agreements with other institutions under the BOR that will become instituted as a result of the approval of this program (Please highlight details in the Quality Assessment portion of this application, as appropriate).
Departments offering courses in the International Studies major have transfer agreements with other institutions, and none of these will be affected by the proposed program modifications
- Please indicate what similar programs exist in other institutions within your constituent unit ³, and how unnecessary duplication is being avoided. **CCSU is the only institution within its constituent unit to offer a B.A. in International Studies**
- Please provide a description/analysis of employment prospects for graduates of this proposed program. **No change from current program**

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

- The program will be reduced in size from a super-major of 57 credits, to a standard major of 39 credits. The

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

reduction is accomplished by the removal of the 18 credit language requirement in favor of a competency-based language requirement.

- The core requirements will be increased from 15 to 18 by the addition of a required experience abroad or internship.
- Currently, students are required to take either ANTH 347 or HIST 301 to satisfy the research requirement in the core. We would like to add PS 250 and GEOG 442 to that list to give students more options.
- Currently, students are required to take two of the following three courses. GEOG 120, HIST 122 or PS 104 to satisfy the global requirement in the core. We would like to add the new course IS 150 to that list to give students one more option.
- The elective credits will be reduced from 24 to 21 to offset the addition of 3 credits to the core.
- The elective credits will be made more flexible. Currently, all students must complete a specialization (15 credits) and a concentration (9 credits): the specialization must be in a particular world region, while the concentration must be on a particular theme. Under the proposed modification, the concentration will require only 6 credits, and students may choose whether to specialize in a region and concentrate on a theme, or to specialize in a theme and concentrate on a region.
- To enhance the rigor of the program, all students will be required to complete 9 of their elective credits at the 400-level.
- The change will require that students complete a minor to accompany the major. For students who do not meet the language competency requirement, the minor COULD be taken in a language appropriate to their area of study. That said, students would be free to choose from any minor.
- The name of the program will be changed from "International and Area Studies" to "International Studies"

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

No change from the current program. Many faculty from many different Departments teach courses in the International Studies program, and the only effect of the proposed modifications will be that some faculty will offer sections of certain courses somewhat more often, and sections of certain other courses somewhat less often.

Other Considerations -NA

Previous Three Years Enrollment and Completion for the Program being Modified

ACTUAL Enrollment	First Term, Year 2012		First Term, Year 2013		First Term, Year 2014	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers						
New Students						
Returning Students						
ACTUAL Headcount Enrollment	51		48		40	
ACTUAL FTE per Year						
Size of Credentialed Group for Given Year	12		11		6	

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

Curriculum Details for a Program Modification <small>(to be use as appropriate for specific modification request)⁴</small>						
Course Number and Name ⁵	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
IS 225			3			
6 credits from (IS 150, GEOG 120, HIST 122, PS104)			6	Demonstrated competency in reading/writing/speaking and understanding of a single modern language (other than English) equal to completion of a 226-level language course.		
3 credits from (PS 250, ANTH 347, GEOG 442, HIST 301)			3			
3 credits from experience abroad or internship			3			
IS 475		Senior Standing/IS Major	3			
Core Course Prerequisites				Elective Courses in the Field		
				Geographical Areas/Themes in Global Studies		21
				Option A-15 credits in regional courses/6 credits in thematic courses		
				Option B-15 credits in thematic courses/6 credits in regional courses		
				9 credits of the above must be completed at the 400-level		
Total Other Credits Required to Issue Modified Credential						18
Students will be required to complete a minor with this modified major						

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

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 3: RESOURCE AND FINANCIAL CONSIDERATIONS

Two-Year Cost Effectiveness and Availability of Adequate Resources

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

This is an interdisciplinary program. All participating faculty have primary appointments in other departments. There are no full or part-time staff positions assigned to this program. The funds listed below were sufficient for the operation of the program during fiscal years 2014 and 2015. The proposed modifications do not require any additional resources.

FY 2015

- \$4000 operating budget
- \$18,426 part-time lecturing budget

FY 2014

- \$4000 operating budget
- \$21,624 part-time lecturing budget

ITEM

New Program for Dance Education at Central Connecticut State University

BACKGROUND

Summary

Central Connecticut State University has applied for license of a program in Dance Education leading to a Bachelors of Science in Education (BSED) degree. The University currently offers a Dance Minor for all interested majors, as well as a Cross-Endorsement in Dance Education for those who are already pursuing a BSED degree in another content area. There are no initial undergraduate majors that meet the needs of an individual seeking a teaching certification in Dance Education in the state of Connecticut. Graduates of the program will acquire hands-on experiences in the area of teaching dance education, as well as embracing personal development, diversity, wellness, technical dance training, and choreography. The program will prepare graduates to become qualified, dedicated dance educators for teaching dance education, K-12.

Need for the Program

The National Dance Education Organization (NDEO) reviewed research on dance education in K-12 settings. According to the most recent research review by NDEO, in a Fast Response Survey System (FRSS, July, 2013) data from the U.S. Department of Education reported that 43% of elementary students have access to dance education and of those who received dance, 36% received dance training from teachers in physical education and only 7% received their training from dance specialists. It is imperative to have qualified dance teachers delivering quality instruction to ensure positive benefits of dance within schools. According to the SAT College Entrance Examination Board, data from their Student Descriptive Questionnaire, students who study dance scored an average of 36 points higher on verbal and 15 points higher on math SATs.

Connecticut Dance Teacher Certification was approved in July 1, 2008. At that time, the Connecticut State Department of Education, appointed Central Connecticut State University to serve as the only host to the dance teacher certification. Currently, CCSU services all those students who are interested in dance cross-endorsement, DSAP candidates, and those interested in the Formal Pathway to CT Dance Teacher Certification. These are currently the only ways to receive a dance education certification. With the development of the Dance Education major, students would be able to apply as an undergraduate student for their initial certification programs seeking their teaching certification (K-12) in Dance Education.

According to the Connecticut State Department of Education, as of December 2013, dance educator statistics included only 48 people having received a unique endorsement in dance through various pathways. There need to be more opportunities for students to become certified in dance education to ensure the positive benefits of dance are experienced by our K-12 students. Numerous high schools are integrating dance and some schools have students identify a major, such as dance. Many of these schools would be feeder schools for dance majors at CCSU. Offering this major will allow CCSU to positively impact enrollment numbers at the undergraduate level.

Curriculum

We currently have the curriculum that supports hosting dance certification for the state of Connecticut. The CCSU Department of Physical Education and Human Performance dance courses, are based on dance education supporting Connecticut's formal pathway to dance teacher certification and the cross endorsement. Our mission embraces personal development, diversity, wellness, technical dance training, choreography, knowledge and skills. In alignment with the National and Connecticut dance content, the program is committed to teaching dance education as our primary focus and provide experiences that enable students to become highly qualified future dance educators.

The program curriculum has been carefully aligned with National and Connecticut dance content standards in order to educate and train students in various areas of dance education. Students will be required to engage in a variety of field experiences prior to their student teaching and will enroll in a full semester of student teaching, which includes an 8-week placement at the elementary level and an additional 8-week placement at the secondary level. Students will also be well prepared to pursue advanced degrees in arts administration and business, as well as employment in the commercial dance field including but not limited to; private studios, convention coordinators, choreographers, and community enrichment programs.

We will accept all applicable general education coursework that is required in the new dance education major from Community Colleges and other State Universities. We will also determine transfer credits on an individual basis after review of the course description and syllabus. Transfer credits will only be accepted with a passing grade of a B or higher. Currently, there is an articulation agreement with Naugatuck Valley Community College.

Students

Geographically, CCSU offers prospective students in the Central Connecticut area an opportunity to study dance education at a state school. Due to the fact that CCSU is the host of the Dance teacher certification, there are not any other colleges or universities that offer a dance education major leading to Connecticut K-12 Dance Education certification.

Although, the proposed Dance Education major does not currently exist, we have a number of successful graduates of the formal pathway and cross endorsement in dance education. In the short time since the formal pathway to dance teacher certification was approved on July 1, 2008, we have had a number of successful graduates, which include:

- Dance Director at the secondary level and at magnet schools
- Dance Teachers at the elementary and secondary levels.
- Dean of students/Dance Teacher at the secondary level.
- Graduates have been hired at the university level as adjunct professors.
- Additionally, students have been admitted to masters programs.

Faculty

Currently one full-time faculty in dance education will continue as the Dance Education Program Coordinator. As the need to offer more dance classes on a regular basis, every fall and spring, then an additional full-time faculty who specializes in dance education would need to be hired. Currently, approximately 50% of the dance courses are taught by part-time faculty. Having the content and field expertise by specialized dance professionals is necessary and important for delivering quality dance education. However, that percentage is significantly reduced when examining the overall dance education major. Within the major, students would also take science and additional pedagogy based courses, which are taught by full-time faculty. Overall, in the proposed dance education major, approximately 85% of the major would be taught by full-time faculty. With program growth, an additional full-time faculty would be warranted, which would also significantly reduce the need for part-time faculty.

Learning Resources

The dance program focuses on community outreach to enhance not only the learning of students, but also foster community partnerships. The dance program currently goes into school systems, retirement facilities, and the New Britain Museum to name a few. These partnerships and community outreach will only increase with more students and a dedicated Dance Education major.

The dance program also brings professional dance companies onto the campus in order to bring culture and recognition of the arts to the university. The most recent and largest community outreach activities included the Annual Connecticut High School Dance Festival held at CCSU in October of 2012 and March 2014. This annual festival was the first of its kind to be held in the Northeastern Region. The goal of the high school dance festival is that it is a statewide festival in which participants will enhance their dance education by attending a full day of classes and an evening dance gala. The festival is opened to high school faculty, students and invited professional guests throughout the tri-state area. Nationally acclaimed dance professionals, educators and performers teach over twenty master classes in a variety of dance forms. The High School Dance Festival not only provides each individual high school student the opportunity to experience professional dance classes, but to also find comfort in a college community where in many instances, a college career may not be anticipated. The dance festival is an opportunity for high school students to fit in and belong in a non-traditional major, and it creates an outlet for the non-traditional student. The non-traditional student may feel more comfortable in the artistic community; therefore, having students who would not normally attend college, attend. Attendance and interest has steadily increased from over 200 attendees at the first annual high school dance festival to over 300 attendees at the second annual festival. This ongoing event is already scheduled for October 10, 2015, and CCSU has recently partnered with the most prestigious National Dance Education Organization (NDEO).

Facilities

The Dance Program at Central Connecticut State University makes full use of the Welte Stage, one of the finest performing arts resources in the state. CCSU hosts various dance performances including nationally acclaimed modern/ballet companies (i.e. Jennifer Muller/*The Works*, Paul Taylor 2, Martha Graham Junior Company, Hubbard Street of Chicago) These opportunities are

made affordable to the Greater Hartford/ New Britain communities and provide entertainment, educational programs, conferences, elevating educational programs in the performing arts for a diverse demographic. Welte also hosts the Albano's Ballet Company Nutcracker every holiday season where 1500 local public school students are bussed in to watch the performance. Welte also allows our students to perform with and learn from these renowned individuals. Use of the Welte Auditorium enables the development of a relationship between the university and the community and widens the ground base for dance education and the performing arts not only on campus, but also throughout New England.

Fiscal Note

The required curriculum and facilities are already in place. Currently one full-time faculty in dance education would continue as the Dance Education Program Coordinator. As the need increases to offer more dance classes on a regular basis, every fall and spring, then an additional full-time faculty who specializes in dance education would need to be hired. We will use the faculty that currently exists for the initial year of the new program implementation; when numbers increase with the new program, a full time faculty member would need to be hired; the increase in matriculating students in the major will justify the need to hire a new tenure-track position.

Accreditation:

The proposed Dance Education major will align with the National Dance Association content area standards, National Dance Education Organization standards, as well as the Connecticut State Dance Standards.

The proposed major will be housed in the Department of Physical Education and Human Performance in the School of Education and Professional Studies (SEPS) at Central Connecticut State University. Teacher Education programs in SEPS are accredited through the National Council for Accreditation of Teacher Education (NCATE), which is now the Council for the Accreditation of Educator Preparation (CAEP). Thus, the Dance Education major will be reviewed and go through state and national accreditation.

Review of Documents:

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

September 9, 2015 – Academic Council

September 25, 2015 – BOR-Academic and Student Affairs Committee

October 15, 2015 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a new Program

October 15, 2015

RESOLVED: That the Board of Regents for Higher Education license a program in Dance Education leading to a Bachelor of Science in Education degree (BSED) at Central Connecticut State University for a period of three years until October 30, 2018

A True Copy:

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR ACCREDITATION OF A LICENSED PROGRAM (Public Higher Education Institutions) - 01/20/12

SECTION 1: GENERAL INFORMATION

Institution: Central Connecticut State University	Date of Submission to BOR Office	
Most Recent NEASC Institutional Accreditation Action and Date:		
Program Characteristics Name of Program: Dance Education Program Degree: Title of Award (e.g. Master of Arts) Bachelor of Science in Education Certificate: (specify type and level) Dance Education K-12 Anticipated Program Initiation Date: Fall 2015 Anticipated Date of First Graduation: May 2019 Modality of Program: <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 120	Program Credit Distribution # Cr in Program Core Courses: 61 # Cr of Electives in the Field: 32 # Cr of Free Electives: 15 # Cr Special Requirements (include internship, etc.): 12 Total # Cr in the Program (sum of all #Cr above): 120 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 120	
Type of Approval Action Being Sought: <input checked="" type="checkbox"/> Licensure OR <input type="checkbox"/> Licensure and Accreditation Suggested CIP Code No. (optional) Title of CIP Code CIP Year: 2000 or 2010		
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: N/A CIP: DHE# (if available): Accreditation Date: Phase Out Period Date of Program Termination		
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: School of Education and Professional Studies, Central Connecticut State University		
Other Program Accreditation: <ul style="list-style-type: none"> If seeking specialized/professional/other accreditation, name of agency and intended year of review: State review /accreditation in alignment with NDA standards, NDEO standards, and CT state dance standards. If program prepares graduates eligibility to state/professional license, please identify: Connecticut Dance Teacher Certification (As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)		
Institutional Contact for this Proposal: Dr. Kimberly Kostelis; Professor Catherine Fellows	Title: Department Chair; Dance Program Director	Tel.: 860-832-2155 e-mail: kostelisk@ccsu.edu; fellowsc@ccsu.edu

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

BOR Sequence Number (to be assigned):	
Approved 2010 CIP Code No. ¹	Title of CIP Code
Log of BOR Steps Towards Program Approval:	
Nature and Resolution number for BOR Approval:	Date of Approval:
Conditions for Approval (if any)	

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR ACCREDITATION OF A LICENSED PROGRAM (Public Higher Education Institutions) - 01/20/12

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

Alignment of Program with Institutional Mission, Role and Scope

(Please provide objective and concise statements)

As an academic department within the School of Education and Professional Studies, the Department of Physical Education and Human Performance is dedicated to the achievement of the missions of the School and the University. The university mission states that Central Connecticut State University is a community of learners dedicated to teaching and to scholarship. As an integral part of Central Connecticut State University's history and traditions, the faculty in the Dance Education program embraces the university and school's mission and commitment to encourage the development and application of knowledge and ideas through education, research and community outreach programs. Guided by the purpose of preparing-teachers for service in diverse communities, it is our mission to provide coursework and experiences that enable students to become qualified, dedicated dance educators for public and private elementary, secondary and institutions of higher learning, as well as community and civic minded professionals.

Addressing Identified Needs

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

The National Dance Education Organization (NDEO) reviewed research on dance education in K-12 settings. According to the most recent research review by NDEO, in a Fast Response Survey System (FRSS, July, 2013) it was reported that 43% of elementary students have access to dance education and of that 43% who receive dance, 36% receive dance training from teachers in physical education and only 7% receive their training from dance specialists. In a previous FRSS survey (FRSS, 2009), reported data indicated 44% of schools taught dance as part of the PE program, 36% incorporated it into the music program and others incorporated it into some other aspect of the curriculum. In conclusion, dance education taught by dance specialists has increased, but needs to continue to increase to truly see the benefits of incorporating dance education into K-12 schools.

Connecticut Dance Teacher Certification was approved in July 1, 2008. At that point, the state department of education appointed Central Connecticut State University to serve as host to this dance teacher certification. Currently, CCSU services all those students who are interested in dance cross-endorsement, DSAP candidates, and those interested in the Formal Pathway to CT Dance Teacher Certification. These are currently the only ways to receive a dance education certification. With the development of the Dance Education major, students would be able to apply as an undergraduate student for their initial certification programs seeking their teaching certification (K-12) in Dance Education.

As the host of the Dance Teacher Certification in the state, CCSU is well positioned to offer a Dance Education major for undergraduate students. Currently, students have to be certified in another content area and pursue a dance cross-endorsement. Often times, this means completing an additional 30 credits on top of the already required 130 credits for their content area certification.

Having more graduates leave with a dance teacher certification would allow more opportunities for K-12 children to be exposed to dance education by those trained and certified in dance education. To truly see the benefits of incorporating dance education into K-12 schools, certified dance education teachers should be delivering and leading the way to using dance to positively impact student achievement, teacher satisfaction, and overall school culture (NDEO, 2013). A summary of research results from NDEO (2013) is provided in the attached brochure; the complete report can be downloaded from www.ndeo.org/evidence.

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According to the State of Connecticut Department of Education, as of December 2013 48 people have received a unique endorsement in dance through various pathways. The total can further be broken down into 8 holding the initial educator certification, 9 holding the provisional educator certification, 8 holding the professional educator, 1 holding the durational shortage arts permit: renewal, 22 holding the part-time adjunct arts instructor permit, and there are 12 pending dance certification applications. Keeping in mind the fact that the dance teacher certification in Connecticut was established in July 2008, the number of certified teachers warrants further program development.

These numbers will only increase now that there is an opportunity for students to graduate each year with a dance teacher certification. This justifies the continuing development of dance education in the state of Connecticut, more specifically at Central Connecticut State University. Furthermore, there is a need to expand and include the Dance Education major at CCSU to provide more opportunities for students interested in pursuing dance teacher certification.

Dance education is widely offered in Connecticut's K-12 Schools and numerous research studies (www.ndeo.org/evidence) document the value of offering dance education in schools. Below is a sample of Connecticut High School dance majors or dance courses offered. Many of these schools would be feeder schools for dance majors at CCSU:

- Greater Hartford Academy of the Arts currently has 107 dance majors.
- Educational Center for Performing Arts currently has 56 dance majors.
- Cooperative Arts and Humanities High School currently has 130 dance majors; numerous dance classes are offered (taught by a CCSU Alumna from the Formal Pathway to Dance).
- Kinsella Magnet School of Performing Arts currently has 35 dance majors in the 7th and 8th grades, as well as 26 dance majors in the 9th and 10th grades; additionally, all students (N = 600) take at least one dance class; numerous dance classes are offered (taught by two CCSU Alumni – one Alumna from the Formal Pathway to Dance and second Alumna in Physical Education with a cross-endorsement in dance).
- Arts at the Capitol Theatre Performing Arts Magnet High School currently has 26 dance majors, of which 8 are seniors (2 seniors have already committed to attending CCSU); 9 incoming freshmen have identified their major as dance.
- Norwich Free Academy offers dance classes (taught by a CCSU Alumna in elementary education with a cross-endorsement in dance); 238 students signed up for dance classes; however, only 150-180 students can be served due to having only one dance teacher who offers 6 classes a semester that meets 4 times a week.
- Numerous private schools in Connecticut offer dance courses, for example Ms. Porters offers 4 courses, as well as an after school dance program and "Dance Workshop", which carries the same credit as participating in an athletic varsity team sport.

The CCSU Department of Physical Education and Human Performance dance courses support Connecticut's formal pathway to dance teacher certification and the cross endorsement. Our mission is to provide experiences that will enable students to become highly qualified future dance educators. In alignment with the national dance standards, the program is committed to teaching dance education as our primary focus. It embraces personal development, diversity, wellness, technical dance training, choreography, knowledge and skills. CCSU is also the host to both national and international companies for the benefit of Connecticut.

The proposed dance education major program currently does not exist as such; however, the required courses do exist for the Formal Pathway to Dance Teacher Certification, Dance Cross Endorsement and dance minor. The department is requesting that, in addition to the dance cross endorsement and dance minor, we will offer a separate

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APPLICATION FOR ACCREDITATION OF A LICENSED PROGRAM (Public Higher Education Institutions) - 01/20/12

undergraduate degree (BSED) in Dance Education, designed specifically to target prospective students who have an interest in pursuing a career in the specialized area of dance education. The program curriculum has been carefully developed to educate and train students in a variety of areas of dance education and, as a result, to obtain employment in public and private elementary, secondary and institutions of higher learning. Students will also be well prepared to pursue advanced degrees in arts administration and business, as well as employment in the commercial dance field including but not limited to private studios, convention coordinators and choreographers.

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

The Dance Program at Central Connecticut State University makes full use of the Welte Stage, one of the finest performing arts resources in the state. CCSU hosts various dance performances including nationally acclaimed modern/ballet companies (i.e. Jennifer Muller/*The Works*, Paul Taylor 2, Martha Graham Junior Company, Hubbard Street of Chicago) These opportunities are made affordable to the Greater Hartford/ New Britain communities and provide entertainment, educational programs, conferences, elevating educational programs in the performing arts for a diverse demographic. Welte also hosts the Albano's Ballet Company Nutcracker every holiday season where 1500 local public school students are bussed in to watch the performance. Welte also allows our students to perform with and learn from these renowned individuals. Use of the Welte Auditorium enables the development of a relationship between the university and the community and widens the ground base for dance education and the performing arts not only on campus, but also throughout New England.

The dance program focuses on community outreach by going into school systems, retirement facilities, the New Britain Museum, etc. and participating in local and regional collegiate dance festivals. The dance program also brings professional dance companies onto the campus in order to bring culture and recognition of the arts to the university. The most recent and largest community outreach activities included the Annual Connecticut High School Dance Festival held at CCSU in October of 2012 and March 2014. This annual festival was the first of its kind to be held in New England. The high school dance festival is a statewide festival in which participants enhance their dance education by attending a full day of classes and an evening dance gala. The festival is opened to high school faculty, students and invited professional guests throughout the tri-state area. Nationally acclaimed dance professionals, educators and performers teach over twenty master classes in a variety of dance forms. The high school dance festival provides each individual high school student the opportunity to experience professional dance classes. The dance festival is an opportunity for high school students to fit in and belong in a non-traditional major, and it creates an outlet for the non-traditional student. Attendance and interest have steadily increased from over 200 attendees at the first annual high school dance festival to over 300 attendees at the second annual festival. This ongoing event is already scheduled for October 15, 2015, and CCSU has recently partnered with the most prestigious National Dance Education Organization (NDEO).

Please describe any transfer agreements with other institutions under the BOR that will become instituted as a result of the approval of this program (Please highlight details in the Quality Assessment portion of this application, as appropriate)

We accept all applicable general education coursework that is required in the new dance education major. We will also determine transfer credits on an individual basis after review of the course description and syllabus. Transfer credits will only be accepted with a passing grade of a B or higher. Currently, there is an articulation agreement with Naugatuck Valley Community College. We will continue to work with other community colleges to examine dance courses, as well as general education courses in order to develop additional articulation agreements and encourage transfer students from state community colleges.

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

Geographically, CCSU offers prospective students in the Central Connecticut area an opportunity to study dance education at a state school, which is more affordable than private institutions in the area. CCSU is the only college or university in Connecticut that offers a degree in dance education.

Although the curriculum for the new dance education program would include some classes that a Physical Education teaching major would take, the new program would include far more dance content specific courses within their initial degree program.

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

Although, the proposed dance education program does not currently exist, we have a number of successful graduates of the formal pathway and cross endorsement in dance education. Our students have been employed as.

- Dance Director at the secondary level and at magnet schools
- Dance Teachers at the elementary and secondary levels.
- Dean of students/Dance Teacher at the secondary level.
- Graduates have been hired at the university level as adjunct professors.
- Additionally, students have been admitted to masters programs.

Cost Effectiveness and Availability of Adequate Resources

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

Although the proposed major currently does not exist, the required curriculum and facilities are in place. See attached Pro-Forma Budget. Overall, the revenue generated outweighs the amount of expense from the new program. Currently one full-time faculty in dance education would continue as the Dance Education Program Coordinator. As the need to offer more dance classes on a regular basis, every fall and spring, then an additional full-time faculty who specializes in dance education would need to be hired in year 3 of the new program.

SECTION 3: PROGRAM QUALITY ASSESSMENT

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

Students will use the Connecticut Dance standards as the basis of the curriculum:

Learning Outcome # 1: Elements and Skills	Students will identify and perform movement elements and dance skills.
Learning Outcome # 2: Choreography	Students will understand choreographic principles, processes and structures.
Learning Outcome # 3: Meaning	Students will understand how dance creates and communicates meaning.

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

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Learning Outcome # 4: Thinking Skills	Students will apply analytical and evaluative thinking skills in dance.
Learning Outcome # 5: History and Culture	Students will demonstrate an understanding of dance in various cultures and historical periods.
Learning Outcome # 6: Healthy Living	Students will make connections between dance and healthful living.
Learning Outcome # 7: Connections	Students will make connections between dance, other disciplines and daily life.

*The above learning outcomes are based on the Connecticut dance standards.

Students will be directly assessed in each of the learning outcomes above utilizing a variety of assessment tools to determine the knowledge, skills, and abilities relating to the learning outcome. Assessment tools include, but are not limited to:

- Lesson Planning: focus on planning and instructing developmentally appropriate lessons as well as having the ability to assess student learning. Students will also be able to create subsequent lessons that can be modified and adapted during instruction.
- Practical examinations in courses that have a practicum component to assess ability to perform and peer teach. During field experience will have written evaluation as well as a practical examination to assess skills.
- Performance/Choreography – Students will be required to perform on a semester basis as well as annually present/perform a solo as well as group choreography. Followed by self and peer assessment.
- Exit Portfolio – During student teaching, mirrors TEAM program. This will assess their ability to work in public school setting and carry out day-to-day responsibilities that relate to the specific dance objectives noted above.
- Student Teaching Evaluation – This includes; Class/Dance Laboratory environment, planning, instruction, assessing for learning, communication, professionalism, student diversity, self-evaluation and reflection as it relates to Dance Education

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

Catherine Fellows, Program Director of Dance, 12 Load Hours (LH) of all dance education courses

Dr. Kimberly Kostelis, Department Chair for Physical Education and Human Performance

Carol Ciotto – Program Director of Physical Education, 12 LH of physical education courses, including those required for the Dance major

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

Catherine Fellows, 12 LH of dance education courses

Julia Frederick-Daddi – 4 LH of dance technique courses

Stephen Hankey – 2 LH of dance technique courses

Susan Matheke – 6 LH of dance education courses

Jennifer Newman – 4 LH of dance education courses

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Carol Ciotto – 12 LH of physical education courses, including those required for the Dance major
Dr. Jan Bishop – 12 LH physical education courses, including those required for the Dance major
Amy Gagnon – 12 LH physical education courses, including those required for the Dance major
Dr. Matthew Martin – 12 LH physical education courses, including those required for the Dance major
Dr. Ryan Zimmerman – 12 LH physical education courses, including those required for the Dance major

Dr. David Harackiewicz – 12 LH with 3 LH in required Dance major
Dr. Chee-Hoi Leong – 12 LH with 6 LH in required Dance major
Dr. Matthew Orange – 12 LH with 6 LH in required Dance major

Dr. Kurt Love – 12 LH of Education courses with 3 LH in required Dance major
Dr. Daniel Mulcahy – 12 LH of Education courses with 3 LH in required Dance major
Dr. Pauline Wingari Gichiru – 12 LH of Education courses with 3 LH in required Dance major
Dr. Jacob Werblow – 12 LH of Education courses with 3 LH in required Dance major

*See attached for additional qualifications

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

Currently one full-time faculty in dance education would continue as the Dance Education Program Coordinator. As the need increases to offer more dance classes on a regular basis, every fall and spring, then an additional full-time faculty who specializes in dance education would need to be hired. We will use the faculty that currently exists for the initial year of the new program implementation (2015-2016); when numbers increase with the new program, a full time faculty member would need to be hired for the 2017-2018 academic year.

What percentage of the credits in the program will they teach? The full-time faculty would teach the required 12 credits per semester, which would include all Dance program courses. The current faculty member would also be teaching Dance program courses; only approximately 1-2 dance program courses would be taught by specialized dance professionals in the field. Having the content and field expertise by specialized dance professionals is necessary and important for delivering quality dance education.

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

Looking at the overall program as a whole, approximately 15% of the program would be taught by adjunct faculty at this time; however, once an additional full-time faculty is added this percentage would be significantly reduced.

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

Adjunct faculty will have a minimum requirement of a master's degree, as well as have a current CT certification in dance education or significant experience in performing arts. A current adjunct faculty member is a current public school teacher in dance education at the Cooperative Arts and Humanities High School, which is just one example of a feeder school into the CCSU Dance Education.

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Curriculum

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

Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements – General Education		
EXS 207 Anatomy & Physiology I in Exercise Science		BIO 111/121 or BMS 111	3	HIST 161 or 162 (SA II)		3
EXS 208 Anatomy & Physiology II in Exercise Science		EXS 207 & CHEM 161	3	COMM 115 or 140 (SK I)		3
EXS 216 Kinesiology		EXS 208 & PHYS 111	3	MUS 109 (SAI)		3
PE 299 Psycho-Social Aspects of PE		DAN 272	3	ANTH 170 (SA III)		3
PE 300 Teaching Strategies		PE 299	3	DAN 299 Dance History (SA I)		3
PE 305 Evaluation of PE		STAT 104/200/215	3	PE 144 (SK IV)		2
PE 406 Adapted PE		PE 300	3			
PE 416 Organization of Curriculum & Program Development		PE 406	3			
PE 420 Lifespan Motor Development		PE 300 & PSY 236	3			
DAN 200 Dance Practicum			2			
DAN 477 Dance Methods			3			
DAN 480 Dance Project			3			
DAN 152 Beginner Ballet			1			
DAN 252 Intermediate Ballet (repeated)			2			
DAN 157 Beginner Jazz			1			
DAN 257 Intermediate Jazz (repeated)			2			
DAN 151 Beginning Modern Dance			2			
DAN 234 Ballroom Dance			1			
DAN 235 Movement For Performers			2			
DAN 236 Principles of Choreography		DAN 235	2			
DAN 272 Creative Dance in Education			2			
DAN 377 Modern Dance & Theory (repeated)		DAN 272	2			
DAN 378 Contemporary Dance Technique		DAN 272	2			
EDTE 314 Applied Educational Theory			3	EDSC 417 Elementary Student Teaching		6
EDT315 Technology in Sec. Classroom			1	EDSC 419 Secondary Student Teaching		6
EDF 415 Educational Foundations			3			
Core Course Prerequisites – General Education				Elective Courses in the Field		
BIO 111 or 121 or BMS 111 (SA IV)			3			
CHEM 161 (SA IV)			3			
STAT 104 or 200 or 215 (SK II)			3			
PHYS 111 (SA IV)			3			
PSY 236 (SA III)			3			

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Program Outline *(Please provide a summary of program requirements including total number of credits for the degree, special admission requirements, capstone or special project requirements, etc. Indicate any requirements and arrangements for clinical affiliations, internships, and practical or work experience.*

The Dance Education major requires a total of 120 credits for the degree. General Education requirements range from 44-45 credits and include a range of disciplines 9 credits of which apply to the Arts and Humanities (SA I), 9 credits to the Social Sciences (SA II), 6 credits to the Behavioral Sciences (SA III), 6 credits to the Natural Sciences (SK IV), 6 credits to Communication area (SK I), 6 credits Mathematics area (SK II), and 2 credits of which apply to the University Requirement institution's GenEd program (SK IV). The Dance Education major requires 29 credits of General Education related requirements that can also be counted toward the 44-45 credits of required General Education. There are an additional 3 credits required in the Natural Sciences (SK IV) area, which includes PHYS 111. This results in 47 total credits (44 in GenEd program, plus the additional 3 credits in SK IV).

Within the major, there are 38 credits of Lecture based courses, 16 credits of Skill/Technique courses, 7 credits of Professional Education courses, and 12 credits of student teaching. This results in 73 credits and a total of 120 credits for the Dance Education major.

Students are required to apply and audition to the professional program to ensure that they are qualified for more advanced coursework and have the necessary professional disposition skills to excel in the practicum and internship. Students must meet the following requirements to be admitted to the professional program in the School of Education and Professional Studies:

- Completed 45 hours total, of which 15 hours are at CCSU;
- Cumulative grade point average (GPA) of a 2.70;
- Department grade point average (GPA) of a 3.00.
- Passing scores for Praxis Core or official waiver;
- Successfully (C- or higher) completed DAN 272, EXS 207, and two DAN skill/technique courses;
- Completed application, signed and dated, with name written on all documents;
- Two Letters of Recommendation (signed originals) from persons able to testify candidate's suitability as a professional in the dance education field;
- Competency in writing; pass an essay demonstrating a command of the English language, describing in written narrative the reasons for wanting to enroll in the Professional Program, emphasizing experiences which are relevant to dance education;
- Successful interview; pass an interview with the Department of Physical Education and Human Performance Screening Committee, which is conducted AFTER the application is submitted;
- Successful audition; pass an audition with the Dance Education faculty based on specified criteria, which is performed AFTER the application is submitted.

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

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/ Pertinent Experience	Other Administrative or Teaching Responsibilities
Catherine Fellows – Master & 6 yr.	Boston University & CCSU	Education	Dance Program Coordinator
Julia Frederick	New York City Ballet	Dance	
Stephen Hankey – BFA	University of Hartford	Dance	Public School Teacher
Susan Matheke – Masters	NYU Tisch School of the Arts	Dance	
Jennifer Newman – Masters	Yale School of Drama	Dance	
Carol Ciotto– Master & 6 yr	Central Connecticut State University	Physical Education Teaching	Physical Education Program Coordinator
Dr. Jan Bishop – Ed.D..	Arizona State University	Physical Education Teaching	PEHP Graduate Program Coordinator
Amy Gagnon - Masters	Southern Connecticut State University	Physical Education Teaching	
Dr. Matthew Martin – Ph.D.	University of Nevada-Las Vegas	Physical Education Teaching	
Dr. Ryan Zimmerman – Ph.D.	Springfield College	Physical Education Teaching	
Dr. David Harackiewicz – DPE	Springfield College	Exercise Physiology	Exercise Science Program Coordinator
Dr. Chee-Hoi Leong – Ph.D.	University of Utah	Exercise Physiology/ Kinesiology	
Dr. Matthew Orange – Ph.D.	University of Medicine and Dentistry of New Jersey and Graduate School- New Brunswick, Rutgers University	Anatomy and Physiology	Anatomy and Physiology course coordinator
Dr. Kurt Love – Ph.D.	University of Connecticut	Education	
Dr. Daniel Mulcahy – Ph.D.	University of Illinois	Education	
Dr. Pauline Wingari Gichiru – Ph.D.	University of Wisconsin-Madison	Education	
Dr. Jacob Werblow– Ph.D.	University of Oregon	Education	

Connecticut Board of Regents for Higher Education

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

Institution	Central Connecticut State University	Date	4/27/2015
Proposed Program	Dance Education (BSED)		

PROJECTED Enrollment	First Term Year 1		First Term Year 2		First Term Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers (from other programs)	5	1	2	1	1	1
New Students (first time matriculating)	4	1	5	1	6	1
Continuing (students progressing to credential)	N/A	N/A	7	1	12	2
Headcount Enrollment	9	2	14	3	19	4
Total Estimated FTE per Year	9,8		15.2		20.6	

PROJECTED Program Revenue	Year 1		Year 2		Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition (Do not include internal transfers)	\$9,200	\$1,158	\$27,600	\$2,316	\$41,400	\$3,474
Program-Specific Fees	\$8,554	\$1,392	\$25,662	\$2,784	\$38,493	\$4,176
Other Rev. (Annotate in text box below)						
Total Annual Program Revenue	\$20,304		\$58,362		\$87,543	

PROJECTED Expenditures*	Year 1		Year 2		Year 3	
	Number (as applicable)	Expenditure	Number	Expenditure	Number	Expenditure
Administration (Chair or Coordinator)	0.05	\$2,585	0.07	\$3,618	0.08	\$4,135
Faculty (Full-time, total for program)	N/A		N/A		1	\$69,000
Faculty (Part-time -total for program)	N/A		1	\$4,941	0.33	\$1,647
Support Staff	N/A		N/A		N/A	
Library Resources Program	N/A		N/A		N/A	
Equipment (List as needed)	N/A		N/A		N/A	
Other (e.g. student services)	N/A		N/A		N/A	
Estimated Indirect Cost (e.g. student services, operations, maintenance)	N/A		N/A		N/A	
Total ESTIMATED Expenditures		\$2,585		\$8,559		\$74,782

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

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

Please provide any necessary annotations: Currently the courses for the Dance Education major are in place and have enough room for additional enrollment. As the enrollment in the program increases, more PT/FT faculty will be needed. Currently not all dance courses are offered every semester, thus it is projected to initially need some more PT in year 2 in order to offer more dance courses on a regular basis. In year 3 we are projecting to have the need for an additional FT, which would in turn reduce the PT budget needs.

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

Connecticut Board of Regents for Higher Education

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

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

ITEM

Continuation of the Center for Africana Studies at Central Connecticut State University

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve continuation of the Center for Africana Studies at Central Connecticut State University until December 31, 2022

BACKGROUND

The Center for Africana Studies was established February 2, 2001 (BR 01-11), and was last reauthorized for continuation September 23, 2010 (BR 10-56) until September 1, 2015 by the CSU Board of Trustees. The CSU “Guidelines Regarding Academic Centers and Institutes” (BR 01-47) requires each center or institute to be reviewed in its fifth year of authorization. Per the Board of Regents’ Academic Program Review Policy, the review period for Centers and Institutes has been extended from five to seven years.

The director/coordinator of the Center/Institute and/or other institutional administrators prepare a Sunset Report/Review for Continuation. The institution’s president reviews this evaluative self-study and then forwards his/her recommendation for continuation or discontinuation to the Board.

President John W. Miller has reviewed or been briefed on the evaluation of the Center for Africana Studies and recommends that its authorization be continued.

This Staff Report, prepared by a staff member within the System’s Office of the Provost and Senior Vice-President for Academic and Student Affairs, is a summation of the Center’s 2015 Sunset Report/Review for Continuation.

RATIONALE

The Center for Africana Studies is dedicated to developing and promoting interdisciplinary study and teaching about Africa, African Americans, and people of African descent through the Diaspora. The Center was established in recognition of the fact that “Africa and the African Diaspora have been marginalized in Western and especially US History.” The Center works in support of the CCSU mission and vision to broadly educate students as globally aware and engaged professionals and citizens.

PRINCIPAL ACTIVITIES/ACCOMPLISHMENTS

The Center for Africana Studies provides a setting wherein students might address issues and factors that affect their academic performances. To that end, the Center has developed and implemented mentoring and student retention programming; and has provided students with structure and a support system which further their academic engagement and success. Additionally, several of the Center’s activities are designed to bridge the gaps that often separate students of African descent from other students, faculty and the general community. Its activities include hosting conferences, lectures and cultural events; developing and promoting study exchange programs, professional development, student internships and partnerships with internal and external organizations.

The Center is presently forming a Community Advisory Board to support its interaction and exchange with local, national and international entities; expand the network of mentor and internship opportunities for students, and add outside professional resources and support for the Center.

STUDENT INVOLVEMENT

Both undergraduate and graduate students are continuously engaged by the Center with a series of academic, social and professional events and projects including: exchange programs, conferences, internships, study groups, film and lecture series, cultural events, and research activities. Moreover, students are encouraged to execute student-initiated programming that meet the standards of the Center's mission, address the experiences of contemporary college life, and are collaborative with campus' student organizations and the New Britain community.

BUDGET

Summary of Revenues and Expenses					
	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
Total Revenues	\$75,536	\$98,056	\$81,653	\$80,368	\$81,423
Total Expenses	\$75,419	\$96,254	\$81,356	\$80,368	\$85,204
Revenues Less Expenses	\$117	\$1,802	\$297	\$0	(\$3,781)

Summary of Projected Revenues and Expenses					
	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
Total Revenues	\$78,759	\$84,258	\$89,008	\$93,578	\$98,508
Total Expenses	\$78,759	\$84,258	\$89,008	\$93,578	\$98,508
Revenues Less Expenses	\$0	\$0	\$0	\$0	\$0

The Center's projected revenue is derived from operational funds through the Provost's Office and fees generated by the Center's activities.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Continuation of a Center of Excellence

October 15, 2015

RESOLVED: That the Board of Regents for Higher Education approve continuation of the Center for Africana Studies at Central Connecticut State University until December 31, 2022.

A True Copy:

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

ITEM

Continuation of the Center for Education, Research, and Outreach at Outer Island at Central Connecticut State University

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve continuation of the Center for Education, Research, and Outreach at Outer Island at Central Connecticut State University until December 31, 2022

BACKGROUND

The Center for Education, Research, and Outreach at Outer Island was established July 21, 1995 (BR 95-66), and was last reauthorized for continuation September 23, 2010 (BR 10-57) until September 1, 2015 by the CSU Board of Trustees. The CSU “Guidelines Regarding Academic Centers and Institutes” (BR 01-47) requires each center or institute to be reviewed in its fifth year of authorization. Per the Board of Regents’ Academic Program Review Policy, the review period for Centers and Institutes has been extended from five to seven years.

The director/coordinator of the Center/Institute and/or other institutional administrators prepare a Sunset Report/Review for Continuation. The institution’s president reviews this evaluative self-study and then forwards his/her recommendation for continuation or discontinuation to the Board.

President John W. Miller has reviewed or been briefed on the evaluation of the Center for Education, Research, and Outreach at Outer Island and recommends that its authorization be continued.

This Staff Report, prepared by a staff member within the System’s Office of the Provost and Senior Vice-President for Academic and Student Affairs, is a summation of the Center’s 2015 Sunset Report/Review for Continuation.

RATIONALE

The mission of the Center for Education, Research, and Outreach at Outer Island is to develop and present programs of instruction, research, and public outreach at Outer Island, Branford, CT in collaboration with the United States Fish and Wildlife Service – Stewart B. McKinney Wildlife Refuge.

PRINCIPAL ACTIVITIES/ACCOMPLISHMENTS

The Center develops and presents instructional and public outreach activities. A WeatherBug station has been up and running since this past July. The Center’s recently launched a website to display information and data on its projects. To pursue its mission, the Center will continue to use the Island as a platform to engage and inform the public regarding its research and increase the number of CSU faculty and students utilizing the island for instruction and research.

STUDENT INVOLVEMENT

Faculty members from CCSU and SCSU bring their students to the island for research, lab work and writing exercises. It is estimated that 30 K-12 student groups – approximately 540 students

– participate in educational programs on the Island; and another 1,200 people visit during the summer. For CCSU students, a new study using molecular techniques to examine the biodiversity of the biofouling communities on the Island, as well as a pilot study on water quality have been initiated.

BUDGET

Summary of Revenues and Expenses					
	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
Beginning Balance				\$2,316	\$5,439
Total Revenues			\$19,256	\$21,070	\$23,622
Total Expenses			\$16,940	\$17,947	\$18,757
Revenues Less Expenses			\$2,316	\$3,123	\$4,865
Ending Balance			\$2,316	\$5,439	\$10,,304

Summary of Projected Revenues and Expenses					
	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
Beginning Balance	\$10,,304	\$15,673	\$11,673	\$9,173	\$8,173
Total Revenues	\$32,204	\$34,814	\$37,455	\$40,128	\$42,834
Total Expenses	\$26,835	\$38,814	\$39,955	\$41,128	\$42,334
Revenues Less Expenses	\$5,369	(4,000)	(2,500)	(1,000)	\$500
Ending Balance	\$15,673	\$11,673	\$9,173	\$8,173	\$7,673

The Center's revenue is derived from annual allocations from the Outer Island Foundation. Central's in-kind contribution is 6 load hours (3 per semester) of compensation for the Center's coordinator. The Center hopes to leverage its improved facility and history of outreach and education to compete for research and education funding from federal and state sources in the coming years.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Continuation of a Center of Excellence

October 15, 2015

RESOLVED: That the Board of Regents for Higher Education approve continuation of the Center for Education, Research, and Outreach at Outer Island at Central Connecticut State University until December 31, 2022.

A True Copy:

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

ITEM

Continuation of the Center for International Education at Central Connecticut State University

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve continuation of the Center for International Education at Central Connecticut State University until December 31, 2022

BACKGROUND

The Center for International Education was established March 2, 1990 (BR 90-20), and was last reauthorized for continuation (BR 10-058) until September 1, 2015 by the CSU Board of Trustees. The CSU “Guidelines Regarding Academic Centers and Institutes” (BR 01-47) requires each center or institute to be reviewed in its fifth year of authorization. Per the Board of Regents’ Academic Program Review Policy, the review period for Centers and Institutes has been extended from five to seven years.

The director/coordinator of the Center/Institute and/or other institutional administrators prepare a Sunset Report/Review for Continuation. The institution’s president reviews this evaluative self-study and then forwards his/her recommendation for continuation or discontinuation to the Board.

President John W. Miller has reviewed or been briefed on the evaluation of the Center for International Education and recommends that its authorization be continued.

This Staff Report, prepared by a staff member within the System’s Office of the Provost and Senior Vice-President for Academic and Student Affairs, is a summation of the Center’s 2015 Sunset Report/Review for Continuation.

RATIONALE

The mission of the Center is to engage faculty and students in the pursuit of global understanding. The Center promotes knowledge and awareness by providing opportunities for people from different cultures to interact and exchange ideas. The Center values diversity, and fosters an environment that advocates cross-cultural understanding and international cooperation.

PRINCIPAL ACTIVITIES/ACCOMPLISHMENTS

The Center’s broad spectrum of short-term study abroad programs rank among the nation’s top 20, in partnership with over 20 overseas colleges and universities. The Center provides post-admission immigration and cross-cultural support to growing numbers of international students, and faculty and visiting scholars. The Center houses a self-funding unit – the Intensive English Language Program which offers non-credit instruction to state, other U.S. citizens and international students intending to matriculate at Central. Courses in English Language Listening and Speaking and in Reading and Writing are offered at five levels. The Center promotes internationalization of Central’s curriculum by forging alliances with teaching faculty, department chairs, academic deans, the Faculty Senate and ad hoc committees.

STUDENT INVOLVEMENT

Over the course of the previous five years, 2,719 University students have had an international experience under the Center's sponsorship. A cumulative 1,384 students have enrolled in its English language program. The number of students and faculty receiving immigration services have ranged from 300 to 350 each year.

BUDGET

Summary of Revenues and Expenses					
	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
Beginning Balance	\$131,825	\$88,924	\$53,054	\$65,690	\$39,227
Total Revenues	\$1,550,520	\$1,511,780	\$1,982,091	\$1,793,211	\$1,990,585
Total Expenses	\$1,593,421	\$1,547,650	\$1,969,455	\$1,766,748	\$1,902,838
Revenues Less Expenses	(42,901)	(35,870)	\$12,636	(26,463)	\$87,747
Ending Balance	\$88,924	\$53,054	\$65,690	\$39,227	\$126,973

Summary of Projected Revenues and Expenses					
	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
Beginning Balance	\$60,824	\$137,755	\$252,129	\$408,888	\$630,817
Total Revenues	\$2,342,863	\$2,547,938	\$2,772,736	\$3,036,508	\$3,326,660
Total Expenses	\$2,265,932	\$2,433,564	\$2,615,977	\$2,814,580	\$3,030,917
Revenues Less Expenses	\$76,931	\$114,374	\$156,759	\$221,929	\$295,743
Ending Balance	\$137,755	\$252,129	\$408,888	\$630,817	\$926,500

The Center anticipates receiving operating expenses and discretionary personal services from the University totaling \$135,000 each year. Other funds include an annual grant from the CCSU Foundation, Inc. The bulk of the Center's revenue is generated from fees charged to participants.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Continuation of a Center of Excellence

October 15, 2015

RESOLVED: That the Board of Regents for Higher Education approve continuation of the Center for International Education at Central Connecticut State University until December 31, 2022.

A True Copy:

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

ITEM

Continuation of the Latin American, Latino, and Caribbean Center at Central Connecticut State University

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve continuation of the Latin American, Latino, and Caribbean Center at Central Connecticut State University until December 31, 2022

BACKGROUND

The Latin American, Latino, and Caribbean Center was established under its original name October 6, 1995 by the CSU Board of Trustees (BR 95-73), and was last reauthorized for continuation (BR 10-59) until September 1, 2015. The CSU “Guidelines Regarding Academic Centers and Institutes” (BR 01-47) requires each center or institute to be reviewed in its fifth year of authorization. Per the Board of Regents’ Academic Program Review Policy, the review period for Centers and Institutes has been extended from five to seven years.

The director/coordinator of the Center/Institute and/or other institutional administrators prepare a Sunset Report/Review for Continuation. The institution’s president reviews this evaluative self-study and then forwards his/her recommendation for continuation or discontinuation to the Board.

President John W. Miller has reviewed or been briefed on the evaluation of the Latin American, Latino, and Caribbean Center and recommends that its authorization be continued.

This Staff Report, prepared by a staff member within the System’s Office of the Provost and Senior Vice-President for Academic and Student Affairs, is a summation of the Center’s 2015 Sunset Report/Review for Continuation.

RATIONALE

The Latin American, Latino, and Caribbean Center promotes the understanding and the appreciation of the historical, social, and cultural life of Latin American and Caribbean societies and of Latinos in the United States.

PRINCIPAL ACTIVITIES/ACCOMPLISHMENTS

The Center seeks to achieve its mission through education, community events, study abroad and international exchange, community outreach and research. During the reporting period, the Center has sponsored a significant amount of events with the aim of creating cultural capital - creating awareness of Latin/Caribbean cultural activities. A special focus has been placed on bringing artists and intellectuals from Latin/Caribbean countries to the campus, and addressing relevant current events. The Center’s community outreach activities are centered on connecting K-12 students and teachers to the campus. The Center provides mentoring and tutoring services to students in its attempt to promote the recruitment and retention of Latino students. The Center promotes study abroad and student exchange programming with universities and professional institutions and schools in the vast Spanish-speaking cultural area.

STUDENT INVOLVEMENT

The Center is staff, in part, by an annual average of seven undergraduate students who serve as role models attracting students and student organizations to the Center's activities. They full involvement in the Center's activities afford them opportunities to develop leadership skills. As a supportive resource center, the Latin American, Latino, and Caribbean Center welcomes and serves a large number of students from the campus and its surrounding community.

BUDGET

Summary of Revenues and Expenses					
	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
Beginning Balance					
Total Revenues	\$64,317	\$55,767	\$95,893	\$75,501	\$78,899
Total Expenses	\$68,246	\$58,351	\$94,878	\$68,589	\$79,460
Revenues Less Expenses	(3,929)	(2,584)	\$1,015	\$6,912	(565)
Ending Balance					

Summary of Projected Revenues and Expenses					
	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
Beginning Balance					
Total Revenues	\$22,311	\$23,427	\$24,598	\$25,828	
Total Expenses	\$22,311	\$23,427	\$24,598	\$25,828	
Revenues Less Expenses					
Ending Balance					

The Center's projected revenue is derived from operational funds.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Continuation of a Center of Excellence

October 15, 2015

RESOLVED: That the Board of Regents for Higher Education approve continuation of the Latin American, Latino, and Caribbean Center at Central Connecticut State University until December 31, 2022.

A True Copy:

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

ITEM

Continuation of the Center for Public Policy and Social Research at Central Connecticut State University

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve continuation of the Center for Public Policy and Social Research at Central Connecticut State University until December 31, 2022

BACKGROUND

The Center for Public Policy and Social Research (CPPSR) was established April 3, 2003 by the CSU Board of Trustees (BR 03-13); merging the Center for Public Policy and Practical Politics, established July 14, 2000 and the Center for Social Research, established June 12, 1992. CPPSR was last reauthorized for continuation September 23, 2010 by the CSU Board (BR 10-60) until September 1, 2015. The CSU "Guidelines Regarding Academic Centers and Institutes" (BR 01-47) requires each center or institute to be reviewed in its fifth year of authorization. Per the Board of Regents' Academic Program Review Policy, the review period for Centers and Institutes has been extended from five to seven years.

The director/coordinator of the Center/Institute and/or other institutional administrators prepare a Sunset Report/Review for Continuation. The institution's president reviews this evaluative self-study and then forwards his/her recommendation for continuation or discontinuation to the Board.

President John W. Miller has reviewed or been briefed on the evaluation of CPPSR and recommends that its authorization be continued.

This Staff Report, prepared by a staff member within the System's Office of the Provost and Senior Vice-President for Academic and Student Affairs, is a summation of the Center's 2015 Sunset Report/Review for Continuation.

RATIONALE

The mission CPPSR is to enrich the quality of public policy, public service, University outreach, and applied research in Connecticut.

PRINCIPAL ACTIVITIES/ACCOMPLISHMENTS

CPPSR supports applied social research at CCSU, providing opportunities for students and faculty to hone skills while providing quality research to the state's public and non-profit sectors. During this reporting period, the Center's projects provided 459 student participation opportunities and 336 faculty research slots. CPPSR promotes excellence in provision of public services through its programs of professional development and certification of municipal and regional officials, and when possible, the Center extends this effort internationally. The Center trained 2,625 public service registrants during this report period. The Center's Veterans History Project collected over 700 oral histories from the state's veterans. The Center aspires to make the state a model for the teaching and learning of Chinese language and culture through its Confucius Institute and Model State Project. Public Service Scholarships have been awarded to 27 Educational Opportunity Program students at CCSU totaling \$146,000.

STUDENT INVOLVEMENT / COMMUNITY ENGAGEMENT

The Center's recently established Bilingualism and English Language Learning Research Lab and Teacher Training Academy will serve as a resource to the state's K-12 schools by researching and promoting evidence-based instructional methods and effective learning strategies. CCSU students are woven into the Center's programmatic efforts as active participants and/or recipients. The Center sponsored a number of community engagement initiatives including major conferences which attracted over 10,000 attendees during this reporting period.

BUDGET

Summary of Revenues and Expenses					
	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
Beginning Balance	\$1,185,294	\$1,203,943	\$774,619	\$838,258	\$632,118
Total Revenues	\$1,085,978	\$463,073	\$844,823	\$987,059	\$933,162
Total Expenses	\$1,067,329	\$892,397	\$781,184	\$1,193,199	\$926,898
Revenues Less Expenses	\$18,649	(429,324)	\$63,639	(206,140)	\$6,264
Ending Balance	\$1,203,943	\$774,619	\$838,258	\$632,118	\$638,382

Summary of Projected Revenues and Expenses					
	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
Beginning Balance	\$638,382	\$648,011	\$669,930	\$704,982	\$754,053
Total Revenues	\$1,168,261	\$1,214,991	\$1,263,591	\$1,314,134	\$1,366,700
Total Expenses	\$1,158,632	\$1,193,072	\$1,228,539	\$1,265,063	\$1,302,676
Revenues Less Expenses	\$9,629	\$21,919	\$35,052	\$49,071	\$64,024
Ending Balance	\$648,011	\$669,930	\$704,982	\$754,053	\$818,077

The bulk of the Center's projected revenue is derived from legislative funding and contracts, and the other sources are grants and gifts, and the general fund.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Continuation of a Center of Excellence

October 15, 2015

RESOLVED: That the Board of Regents for Higher Education approve continuation of the Center for Public Policy and Social Research at Central Connecticut State University until December 31, 2022.

A True Copy:

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

ITEM

Continuation of Center for Sustainable Energy Studies at Eastern Connecticut State University

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve continuation of the Center for Sustainable Energy Studies at Eastern Connecticut State University until December 31, 2022

BACKGROUND

The Center for Sustainable Energy Studies was established July 14, 2000 by the CSU Board of Trustees (BR 00-74), and was last reauthorized for continuation by that Board on September 23, 2010 (BR 10-61) until September 1, 2015. The CSU “Guidelines Regarding Academic Centers and Institutes” (BR 01-47) requires each center or institute to be reviewed in its fifth year of authorization. Per the Board of Regents’ Academic Program Review Policy, the review period for Centers and Institutes has been extended from five to seven years.

The director/coordinator of the Center/Institute and/or other institutional administrators prepare a Sunset Report/Review for Continuation. The institution’s president reviews this evaluative self-study and then forwards his/her recommendation for continuation or discontinuation to the Board.

President Elsa M. Nunez has reviewed or been briefed on the evaluation of the Center for Sustainable Energy Studies and recommends that its authorization be continued.

This Staff Report, prepared by a staff member within the System’s Office of the Provost and Senior Vice-President for Academic and Student Affairs, is a summation of the Center’s 2015 Sunset Report/Review for Continuation.

RATIONALE

The mission of the Center is to engage in energy research, to enable students to understand the crucial role and impacts of energy resources and energy consumption in society and to prepare students for post-graduate employment and advanced education through the study of the scientific, environmental, economic, political, and social implications of energy science and energy policy.

PRINCIPAL ACTIVITIES/ACCOMPLISHMENTS

The Center has worked cooperatively with faculty and staff to develop a liberal arts sustainable energy science program and an interdisciplinary program in sustainable energy studies. Its academic programs are: a Bachelor of General Studies with a concentration in Sustainable Energy Management, a minor in Sustainable Energy Studies, an Energy Science track within the Environmental Earth Science, Bachelor of Science major, and an individualized major plan for Sustainable Energy Studies. The Center has also developed an array of opportunities for student research participation, academic internships, faculty research collaboration and faculty development in sustainable energy science and sustainable energy studies. Other Center activities focus working to develop ECSU as a green campus and community outreach.

STUDENT INVOLVEMENT

On an annual basis, an average of 516 students are served by the Center's faculty and courses. The Environmental Earth Science department graduates an average of 21 students each year with the highest number coming from the Energy Science track. These graduates continue to join the sustainable energy studies workforce, as project managers of local utility companies, energy efficiency outreach managers, renewable energy installers/sales and relation positions.

BUDGET

Summary of Revenues and Expenses					
	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
Beginning Balance					
Total Revenues	\$116,127	\$138,540	\$21,642	\$47,000	\$49,000
Total Expenses	\$116,127	\$138,540	\$21,642	\$12,214	\$25,616
Revenues Less Expenses	\$0	\$0	\$0	\$34,786	\$23,384
Ending Balance					

Summary of Projected Revenues and Expenses					
	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
Beginning Balance					
Total Revenues	\$46,000	\$48,215	\$49,458	\$50,778	\$52,078
Total Expenses	\$46,000	\$48,215	\$49,458	\$50,778	\$52,078
Revenues Less Expenses	\$0	\$0	\$0	\$0	\$0
Ending Balance					

The Center's projected revenue is derived from operational funds, and endowment funds from the ECSU Foundation.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Continuation of a Center of Excellence

October 15, 2015

RESOLVED: That the Board of Regents for Higher Education approve continuation of the Center for Sustainable Energy Studies at Eastern Connecticut State University until December 31, 2022.

A True Copy:

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

ITEM

Continuation of the Institute for Sustainable Energy at Eastern Connecticut State University

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve continuation of the Institute for Sustainable Energy at Eastern Connecticut State University until December 31, 2022

BACKGROUND

The Institute for Sustainable Energy was established July 14, 2000 by the CSU Board of Trustees. (BR 00-76). It was last reauthorized for continuation September 23, 2010 (BR 10-62) until September 1, 2015 by that Board. The CSU “Guidelines Regarding Academic Centers and Institutes” (BR 01-47) requires each center or institute to be reviewed in its fifth year of authorization. Per the Board of Regents’ Academic Program Review Policy, the review period for Centers and Institutes has been extended from five to seven years.

The director/coordinator of the Center/Institute and/or other institutional administrators prepare a Sunset Report/Review for Continuation. The institution’s president reviews this evaluative self-study and then forwards his/her recommendation for continuation or discontinuation to the Board.

President Elsa M. Nunez has reviewed or been briefed on the evaluation of the Institute for Sustainable Energy and recommends that its authorization be continued.

This Staff Report, prepared by a staff member within the System’s Office of the Provost and Senior Vice-President for Academic and Student Affairs, is a summation of the Institute’s 2015 Sunset Report/Review for Continuation.

RATIONALE

The current mission of the Institute is to identify, develop and become an objective energy and educational resource regarding the means for achieving a sustainable energy future for Connecticut.

PRINCIPAL ACTIVITIES/ACCOMPLISHMENTS

Institute’s activities are focused upon six areas outlined as: (1) Provided technical support to state’s technical high school system on energy efficiency matters, performed energy benchmarking for schools, municipalities and state agencies and assisted such entities in obtaining funding to implement energy and cost-saving measures. (2) Influenced public policy through legislative testimony, service on Governor’s Council on Climate Change and participations on a broad range of boards and committees. (3) Helped to create and co-chair and administer: (a) state’s Green LEAF Schools programs and (b) state’s Alliance on Campus Sustainability – educational/awareness and energy sustainability efforts. (5) Worked with national partners and brought innovative best practices to the state via workshops, forums, training courses, presentations, listservs and websites. (6) Positioned Institute for longer-term funding to implement various sustainability initiatives in the state.

STUDENT INVOLVEMENT

Over the course of the past five years, the Institute has employed 25 paid student interns for an average of 13 months; and as also provide credit internships for 11 students. Interns participate in a wide range of Institute work projects. The internships provide valuable professional workplace experience, resulting in excellent work experience and references.

BUDGET

Summary of Revenues and Expenses					
	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
Beginning Balance	\$622,895	\$658,502	\$383,603	\$403,695	\$228,538
Total Revenues	\$624,049	\$695,009	\$594,345	\$583,750	\$657,073
Total Expenses	\$588,442	\$969,908	\$574,253	\$758,907	\$752,297
Revenues Less Expenses	\$35,607	(274,899)	\$20,092	(175,157)	(95,224)
Ending Balance	\$658,502	\$383,603	\$403,695	\$228,538	\$133,314

Summary of Projected Revenues and Expenses					
	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
Beginning Balance	\$133,314	\$133,314	\$133,314	\$133,314	\$133,314
Total Revenues	\$717,718	\$729,874	\$764,688	\$801,242	\$839,624
Total Expenses	\$717,718	\$729,874	\$764,688	\$801,242	\$839,624
Revenues Less Expenses	\$0	\$0	\$0	\$0	\$0
Ending Balance	\$133,314	\$133,314	\$133,314	\$133,314	\$133,314

The Institute's projected revenue is derived from an annual grant from the Connecticut Energy Efficiency Fund managed by the Energy Efficiency Board. The Institute is working to broaden, diversity, and stabilize funding sources and anticipates progress in this area over the next 5 years.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Continuation of an Institute

October 15, 2015

RESOLVED: That the Board of Regents for Higher Education approve continuation of the Institute for Sustainable Energy at Eastern Connecticut State University until December 31, 2022.

A True Copy:

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

ITEM

Continuation of Institute for Holistic Health Studies at Western Connecticut State University

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve continuation of the Institute for Holistic Health Studies at Western Connecticut State University until December 31, 2022

BACKGROUND

The Institute for Holistic Health Studies was established October 5, 2005 (BR 00-87) by the CSU Board of Trustees, and was last reauthorized for continuation September 23, 2010 (BR 10-64) until September 1, 2015. The CSU "Guidelines Regarding Academic Centers and Institutes" (BR 01-47) requires each Center or Institute to be reviewed in its fifth year of authorization. Per the Board of Regents' Academic Program Review Policy, the review period for Centers and Institutes has been extended from five to seven years.

The director/coordinator of the Center/Institute and/or other institutional administrators prepare a Sunset Report/Review for Continuation. The institution's president reviews this evaluative self-study and then forwards his/her recommendation for continuation or discontinuation to the Board.

President John B. Clark has reviewed or been briefed on the evaluation of the Institute for Holistic Health Studies and recommend that its authorization be continued.

This Staff Report, prepared by a staff member within the System's Office of the Provost and Senior Vice-President for Academic and Student Affairs, is a summation of the Institute's 2015 Sunset Report/Review for Continuation.

RATIONALE

The mission of the Institute is to provide the university and broader community with an opportunity to explore holistic health through programming and instruction. Additionally, the Institute prepares students for career and continuing education opportunities in holistic and integrative health.

PRINCIPAL ACTIVITIES/ACCOMPLISHMENTS

The Institute has developed and implemented health fairs, workshops, lectures, wellness classes, and students' service learning activities. Additionally, the Institute's faculty and students have been exhibitors and presenters at area health fairs and related events. The Institute has established a Wellness Center on campus with a reception area and treatment rooms. The Institute has developed the curriculum for a new Holistic Health Option for students in the Health Promotion and Exercise Sciences department that has been approved for implementation beginning in the 2015Fall Semester.

STUDENT INVOLVEMENT

It is estimated that approximately 500 WCSU students, faculty and staff have attend the Institute's health fairs, workshops and related events over the course of the past five years. Students have served as volunteers at these events and have been trained to teach the Older Adult Strength Training classes. The Institute's service learning component has engaged a total of 35 students who have gained "real life experience" in developing and promoting health program and providing services to the University and surrounding communities. The number of students associated with the Institute who go on to graduate programs and other certification and training in holistic and integrative health is expected to increase with implementation of the new degree option.

BUDGET

Summary of Revenues and Expenses					
	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
Beginning Balance	\$15,004.30	\$13,729.97	\$11,707.22	\$11,063.71	\$9,868.52
Total Revenues	\$4,162.05	\$3,945.29	\$3,442.30	\$3,935.51	\$3,628.69
Total Expenses	\$5,436.38	\$5,968.04	\$4,085.81	\$5,130.70	\$5,376.32
Revenues Less Expenses	(1,274.33)	(2,022.75)	(643.51)	(1,195.19)	(1,747.63)
Ending Balance	\$13,729.97	\$11,707.22	\$11,063.71	\$9,868.52	\$8,120.89

Summary of Projected Revenues and Expenses					
	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
Beginning Balance	\$8,120.89	\$17,514.89	\$25,404.89	\$28,936.89	\$44,306.89
Total Revenues	\$20,900	\$20,900	\$27,600	\$27,600	\$34,300
Total Expenses	\$11,506	\$13,010	\$24,068	\$12,230	\$24,402
Revenues Less Expenses	\$9,394	\$7,890	\$3,532	\$15,370	\$9,898
Ending Balance	\$17,514.89	\$25,404.89	\$28,936.89	\$44,306.89	\$54,204.89

The Institute's projected revenue is expected to be generated from fees charged for its training classes and rental of its new treatment rooms and reception room.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Continuation of an Institute

October 15, 2015

RESOLVED: That the Board of Regents for Higher Education approve continuation of the Institute for Holistic Health Studies at Western Connecticut State University until December 31, 2022.

A True Copy:

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

ITEM

Continuation of Westside Nature Preserve Center at Western Connecticut State University

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve continuation of the Westside Nature Preserve Center at Western Connecticut State University until December 31, 2022

BACKGROUND

The Westside Nature Preserve Center was established on approximately seven acres of land on WCSU's Westside campus October 1, 1993 by the CSU Board of Trustees (BR 93-69). The Center was last reauthorized for continuation September 23, 2010 (BR 10-65) until September 1, 2015. The CSU "Guidelines Regarding Academic Centers and Institutes" (BR 01-47) requires each Center or Institute to be reviewed in its fifth year of authorization. Per the Board of Regents' Academic Program Review Policy, the review period for Centers and Institutes has been extended from five to seven years.

The director/coordinator of the Center/Institute and/or other institutional administrators prepare a Sunset Report/Review for Continuation. The institution's president reviews this evaluative self-study and then forwards his/her recommendation for continuation or discontinuation to the Board.

President John B. Clark has reviewed or been briefed on the evaluation of the Westside Nature Preserve Center and recommends that its authorization be continued.

This Staff Report, prepared by a staff member within the System's Office of the Provost and Senior Vice-President for Academic and Student Affairs, is a summation of the Center's 2015 Sunset Report/Review for Continuation.

RATIONALE

The mission of the Center is to: (1) promote instruction and research in the biological and environmental sciences at Western Connecticut State University, (2) provide a peaceful setting for members of the University community to reconnect with the natural world, and (3) encourage visitors to experience nature, and thereby, to value it and want to protect it wherever it is found.

PRINCIPAL ACTIVITIES/ACCOMPLISHMENTS

Previously, the Preserve was used as a site for at least 40 student research projects. However, the structure of senior research projects was changed. Today, two biology classes annually conduct complex studies at the Preserve and several courses regularly use the Preserve as a laboratory. Kiosks have been installed at both entrances to the Preserve and they contain maps, messages and brochures. Copies of self-directing tour maps are available for hikers. Signs at each of 10 stations along the tour enable hikers to access pictures, text and video describing what is seen around each station. A website for the Preserve is hosted by WCSU. The Center conducts public tours and public lectures, and elementary and middle school students participate in special programming.

STUDENT INVOLVEMENT

At least 120 WCSU students use the Preserve as a laboratory each semester. A new Ecology project will involve another 40 or more students each year. Experience in cataloging invasive species is excellent preparation for graduate programs and work in environmental fields.

BUDGET

Summary of Revenues and Expenses					
	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
Beginning Balance	\$4,758	\$5,258	\$3,128	\$3,128	\$2,610
Total Revenues	\$500	\$500	\$900	\$300	\$300
Total Expenses	\$0	\$2,630	\$900	\$818	\$0
Revenues Less Expenses	\$500	(2,130)	\$0	(518)	\$300
Ending Balance	\$5,258	\$3,128	\$3,128	\$2,610	\$2,910

Summary of Projected Revenues and Expenses					
	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
Beginning Balance	\$2,910	\$2,910	\$2,910	\$2,910	\$2,910
Total Revenues	\$300	\$300	\$300	\$300	\$300
Total Expenses	\$300	\$300	\$300	\$300	\$300
Revenues Less Expenses	\$0	\$0	\$0	\$0	\$0
Ending Balance	\$2,910	\$2,910	\$2,910	\$2,910	\$2,910

The Center's projected revenue is expected to be derived from donations. The Center has an endowment containing \$10,169.60, managed by the WCSU Foundation. If the need arises, the Center will conduct targeted fundraising or utilize its current operational balance and/or endowment earnings.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Continuation of a Center of Excellence

October 15, 2015

RESOLVED: That the Board of Regents for Higher Education approve continuation of the Westside Nature Preserve Center at Western Connecticut State University until December 31, 2022.

A True Copy:

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

ITEM

Discontinuation of the Center for Multicultural Research and Education at Central Connecticut State University

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve discontinuation of the Center for Multicultural Research and Education at Central Connecticut State University

BACKGROUND

The Center for Multicultural Research and Education was established May 9, 1997 by the CSU Board of Trustees (BR 04-11). The Center and was last reauthorized for continuation by the Board of Regents on November 15, 2012 until December 31, 2017. The CSU "Guidelines Regarding Academic Centers and Institutes" (BR 01-47) requires each center or institute to be reviewed in its fifth year of authorization. Per the Board of Regents' Academic Program Review Policy, the review period for Centers and Institutes has been extended from five to seven years.

The director/coordinator of the Center/Institute and/or other institutional administrators prepare a Sunset Report/Review for Continuation. The institution's president reviews this evaluative self-study and then forwards his/her recommendation for continuation or discontinuation to the Board.

President John W. Miller has reviewed or been briefed on the Center's evaluation recommends that its authorization be discontinued.

RATIONALE

The mission of the Center is to serve as a resource in providing professional development support and technical support for university and school faculty and administrators in individual and systemic change for education that is multicultural.

The faculty member who had sole responsibility for the operations of the Center has accepted the position of coordinator of the doctoral program within the School of Education and Professional Studies. In assuming her new duties, she indicated that she would not be able to continue directing the Center for Multicultural Research and Education. Per the suggestion of the department chair, the academic dean and the provost; President Miller recommends that the Board of Regents approve the discontinuation of the Center for Multicultural Research and Education.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Discontinuation of a Center of Excellence

October 15, 2015

RESOLVED: That the Board of Regents for Higher Education approve discontinuation of the Center for Multicultural Research and Education at Central Connecticut State University.

A True Copy:

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

ITEM

Suspension of the activities of the Institute of Hospitality and Tourism at Central Connecticut State University

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve the suspension of activities at the Institute of Hospitality and Tourism at Central Connecticut State University until the Fall Semester of 2017.

BACKGROUND

The Institute of Hospitality and Tourism was established February 2, 2001 by the CSU Board of Trustees (BR 01-10). The Institute was last reauthorized for continuation by the CSU Board on September 15, 2011 until September 1, 2016; and this action was ratified by the Board of Regents on October 4, 2011. The CSU “Guidelines Regarding Academic Centers and Institutes” (BR 01-47) requires each center or institute to be reviewed in its fifth year of authorization. Per the Board of Regents’ Academic Program Review Policy, the review period for Centers and Institutes has been extended from five to seven years.

The director/coordinator of the Center/Institute and/or other institutional administrators prepare a Sunset Report/Review for Continuation. The institution’s president reviews this evaluative self-study and then forwards his/her recommendation for continuation or discontinuation to the Board.

President John W. Miller has reviewed or been briefed on the evaluation of the Institute of Hospitality and Tourism, and recommends that the activities of the Institute be suspended until fall 2017.

RATIONALE

The mission of the Institute is to offer research and consulting services to tourism-hospitality organizations in the state – to help that industry to grow.

The University’s Hospitality and Tourism Program is housed in its Department of Geography. The Institute has not had a dedicated director since the retirement in 2010 of Professor David Truly, the founding director. Interim directorships have been ineffectual through the Spring Semester of 2013, when the Institute became inactive.

Central plans to submit a proposal to establish a Department of Hospitality and Tourism to the Board of Regents in the near future. Within the new department, Central plans for the Institute of Hospitality and Tourism to play an important role in providing authentic research experiences for majoring students majoring. Accordingly, President Miller requests the unprecedented approval from the Board of Regents to suspend the activities of the Institute of Hospitality and Tourism until fall 2017.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Suspension of an Institute

October 15, 2015

RESOLVED: That the Board of Regents for Higher Education approve suspension of activities at the Institute of Hospitality and Tourism at Central Connecticut State University until the Fall Semester of 2017.

A True Copy:

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

ITEM

Consideration of 2014-15 Academic Program Review by the CSCU Institutions

RECOMMENDED MOTION FOR FULL BOARD

(to be developed in consultation with the Academic and Student Affairs Committee)

BACKGROUND

The Board of Regents' Academic Program Review Policy was established by Board Resolution on August 21, 2014. This Policy mandated that all academic programs undergo a comprehensive review on a periodic basis – at least once every seven years; and established a process wherein the Board would monitor the institutional review procedures. The first stage of the monitoring process requires the System Office's Provost and Senior Vice President for Academic and Student Affairs to confirm with the institutions' President and Chief Academic Officers an inventory of academic programs to be reviewed during that particular academic year. Subsequently, that schedule is to be presented to the Board's Academic and Student Affairs Committee for its consideration. Upon the Committee's approval, the schedule is to be presented to the Board for its ratification. At this juncture, in the second stage of the monitoring process; annually, the results from the academic program review process is to be presented to the Academic and Student Affairs Committee and subsequently to the Board for its consideration. Pursuant to the Policy, following the Board's consideration: "If warranted, appropriate Board action which may include further study will ensue."

RATIONALE

It is the principal intention of the Policy to ensure the continuous quality improvement of academic programs. Institutional reviews are conducted through the established faculty-led, administrative-supported process, which might be program-, departmental or campus-based. Secondly, the Policy presents a skeletal context for the monitoring process, which is purposefully designed not to infringe upon faculty governance or institutional management of academic programs.

The System Office of the Provost developed a template for an End-of-Year Report wherein each institution could summarily present the results of its academic program review process. Of the System's more than 1300 academic programs, 227 were reviewed during the 2014-15 academic year. Attached are summations of the key information and data compiled from the institutional reports compiled by the System Office of the Provost for the Committee's and Board's consideration. Highlights of the summations are:

- 90 or 39.6% of the 227 programs reviewed were also reviewed or their accreditation status continued by external entities
- 62 or 27.3% of the institutions' internal reviews concluded that those programs should be continued with little, if any changes
- 80 or 35.2% of the institutions' internal reviews concluded that those programs should be modified with revisions ranging from minor to substantive

- 68 or 29.9% of the institutions' internal reviews were incomplete – pending further review

It should be instructive to note that this is first year of the Policy's implementation and that facilitating and complying with the process to implement the monitoring process has been a learning experience for both the System Office of the Provost and the institutions, respectively. It appears that some of the built-in assumptions of the policy/procedures were invalid. While the summations of the institutional reports are informative, they also raise questions that can only be answered at a later date after a more detailed framing of the monitoring process.

9/28/15 – BOR-Academic and Student Affairs Committee

Connecticut State Colleges & Universities
Academic Program Review
Summation of Reviews' Results/Recommendations
2014-15 Academic Year

Institution	Action or Action Recommendations									Total Number of Academic Programs Reviewed
	External			Internal						
	Accreditation Approved	Accreditation Denied	Pending	Continuation	Minor Revision	Moderate Revision	Substantive Change	Termination	Pending	
Community Colleges										
Asnuntuck	0	0	1	2	0	0	0	2	2	6
Capital	na	na	na	na	na	na	na	na	na	0
Gateway	0	0	1	17	2	12	14	1	1	47
Housatonic	na	na	na	na	na	na	na	na	na	0
Manchester	1	0	2	0	11	1	0	0	0	12
Middlesex	1	0	1	0	2	0	0	0	2	4
Naugatuck Valley	4	0	0	0	4	0	0	0	0	4
Northwestern CT	na	na	na	0	0	0	0	0	2	2
Norwalk ^A	1	0	0	3	0	0	0	1	0	4
Quinebaug Valley	na	na	na	14	0	1	0	1	16	32
Three Rivers	20	0	0	6	0	2	12	9	0	29
Tunxis ^B	0	1	0	0	2	0	0	1	0	3
sub-total	27	1	5	42	21	16	26	15	23	143
Charter Oak State College	1	0	0	1	4	1	0	0	0	6
Connecticut State Universities										
Central	41	0	6	0	9	1	0	2	45	57
Eastern	9	0	0	9	2	0	0	0	0	11
Southern	na	na	na	7	0	0	0	0	0	7
Western	na	na	na	3	0	0	0	0	0	3
sub-total	50	0	6	19	11	1	0	2	45	78
TOTAL	78	1	11	62	36	18	26	17	68	227

na = not applicable (for this report period)

A. Norwalk's Nursing program continuing accreditation with conditions

B. Tunxis terminated program denied accreditation

Connecticut State Colleges & Universities
Academic Program Review
Summation of Credentials Awarded
2014-15 Academic Year

Institution	Three-Year Averages by Numerical Groupings																					Total Number of Academic Programs Reviewed
	Certificates ¹							Undergraduate Degrees							Graduate Degrees							
	100 or more	75 to 99	51 to 74	26 to 50	5 to 25	less than 5	Sub-Total	100 or more	75 to 99	51 to 74	26 to 50	5 to 25	less than 5	Sub-Total	100 or more	75 to 99	51 to 74	26 to 50	5 to 25	less than 5	Sub-Total	
Community Colleges																						
Asnuntuck	0	1	0	0	1	1	3	0	0	0	0	3	0	3	*	*	*	*	*	*	0	6
Capital	na	na	na	na	na	na	0	na	na	na	na	na	na	0	*	*	*	*	*	*	0	0
Gateway	0	0	0	1	7	11	19	2	0	0	0	15	11	28	*	*	*	*	*	*	0	47
Housatonic	na	na	na	na	na	na	0	na	na	na	na	na	na	0	*	*	*	*	*	*	0	0
Manchester	0	0	0	0	2	2	4	0	0	1	0	4	3	8	*	*	*	*	*	*	0	12
Middlesex	0	0	0	0	0	2	2	0	0	0	0	2	0	2	*	*	*	*	*	*	0	4
Naugatuck Valley	0	0	0	0	2	0	2	0	0	0	0	2	0	2	*	*	*	*	*	*	0	4
Northwestern CT	0	0	0	0	0	1	1	0	0	0	0	1	0	1	*	*	*	*	*	*	0	2
Norwalk	na	na	na	na	na	na	0	0	0	1	1	1	1	4	*	*	*	*	*	*	0	4
Quinebaug Valley ^A	0	0	0	0	2	11	13	0	0	0	0	6	9	15	*	*	*	*	*	*	0	28
Three Rivers	0	0	0	0	0	7	7	0	0	0	0	10	12	22	*	*	*	*	*	*	0	29
Tunxis	0	0	0	0	1	0	1	0	0	0	0	1	1	2	*	*	*	*	*	*	0	3
sub-total	0	1	0	1	15	35	52	2	0	2	1	45	37	87	*	*	*	*	*	*	0	139
Charter Oak State College ^B	0	0	0	0	0	1	1	0	0	0	0	1	4	5	na	na	na	na	na	na	0	5
Connecticut State Universities																						
Central	0	0	0	1	5	10	16	0	1	5	4	8	6	24	0	1	1	2	9	4	17	57
Eastern	*	*	*	*	*	*	0	0	1	0	3	1	0	5	0	0	0	0	5	1	6	11
Southern	*	*	*	*	*	*	0	0	0	0	2	1	1	4	0	0	0	0	1	2	3	7
Western	*	*	*	*	*	*	0	0	0	0	0	3	0	3	na	na	na	na	na	na	0	3
sub-total	0	0	0	1	5	10	16	0	2	5	9	13	7	36	0	1	1	2	15	7	26	78
TOTAL	0	1	0	2	20	46	69	2	2	7	10	59	48	128	0	1	1	2	15	7	26	222

1. Certificates at 2-year institutions are non-degree certificates & at 4-year institutions are graduate (post-baccalaureate) certificates

na = not applicable (for this report period)

* not applicable for institution

A. QVCC - four academic programs are disciplines within Liberal Arts and institution does not track their credential awarded

B. Charter Oak - a newly established program has no graduates to date

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

Introduction

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

Membership

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

General Purpose and Scope

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

Committee Responsibilities

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

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

- h. Recommend to the full Board approving conferral of honorary degrees
- i. Recommend to the full Board promotion, tenure, and award of CSU Professor status, as recommended by presidents

Meetings

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

Annual Review of Activities and Committee Charter

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

Staff to Audit Committee

BOR Chief Academic Officer [Provost]