



BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE

AGENDA, revised

Thursday, October 2, 2014 – 9:30 a.m.

61 Woodland Street, Hartford, CT 06105

3rd Floor Board Conference Room

1. Approval of Minutes – September 5, 2014

ACTION ITEMS

2. New Policy - Normalize Credit Hours
3. Suspension of Existing Academic Program – New Media Communication – Tunxis CC
4. Modifications of Program – MBA-Concentration in Accounting – Western CSU
5. New Programs
 - a. Business Administration – B.S. – Charter Oak SC
 - b. Psychology – B.S. – Charter Oak SC
 - c. Applied Behavior Analysis – M.S. – Western CSU
6. Continuation of State University Centers and Institutes – 5-Year Review Reports
 - a. Center for Teaching and Faculty Development – Central CSU
 - b. David M. Roth Center for Connecticut Studies – Eastern CSU
 - c. Center for Communication Disorders – Southern CSU
 - d. Center of Autism Spectrum Disorders – Southern CSU
 - e. Meteorological Studies and Weather Center – Western CSU
 - f. Institute for Financial Literacy – Western CSU
7. Discontinuation of State University Centers and Institutes
 - a. David T. Chase Free Enterprise Institute – Eastern CSU
 - b. Center for Financial Forensics and Information Security – Western CSU
 - c. Center for Graphics Research – Western CSU
8. Establishment of a Middle College - Capital CC
9. OLD BUSINESS
 - a. Promotion & Tenure Recommendation – Central CSU

10. INFORMATION ITEMS

- a. Review of 2014 approved programs
 - i. Central CSU –
 1. MBA [online]
 - ii. Eastern CSU –
 1. Finance
 2. New Media Studies
 3. Health Sciences
 4. Liberal Studies

5. Philosophy

iii. Southern CSU –

1. Applied Physics MS
2. Accounting – Graduate Certificate
3. Sport Studies BS
4. Sports Management BS

iv. Western CSU –

1. Partnership for Preparation of Elementary Educators

v. Capital CC –

1. Health Information Management

vi. Gateway CC –

1. Firefighter 1 & 2 Certificate
2. Electronic Health Records and Coding Option

vii. Manchester CC –

1. Electronic Health Records Certificate
2. Radiologic Science AS
3. Interpersonal and Organizational Communication AA

viii. Middlesex CC –

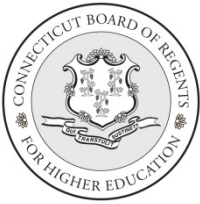
1. Health Information Management AS
2. Health Information Management Certificate
3. Ophthalmic Medical Assistant Certificate
4. Corporate Media Production Certificate
5. News & Sports Production Certificate

ix. Quinebaug Valley CC –

1. Computer Aided Design

b. Below-Threshold – Pathway to Teaching Careers – Quinebaug Valley CC

11. OTHER BUSINESS



CT BOARD OF REGENTS FOR HIGHER EDUCATION

ACADEMIC & STUDENT AFFAIRS COMMITTEE

Meeting September 5, 2014
9:30 a.m. – 61 Woodland Street, Hartford

MINUTES

Regents Present: Merle Harris, Stephen Adair, Eugene Bell (by conf), Naomi Cohen, Lawrence DeNardis (by conf),

Regents Absent: Craig Lappen, Catherine Smith

Staff Present: Michael Gargano, Candace Barrington, Corby Coperthwaite, William Gammell, Ken Klucznik, Maureen McClay, Jan Kiehne, Nancy Melnicsak,

Other Attendees: Rebecca Adams (HCC), Carol Brutza (GCC), Robert Costanzo (GCC), Rhona Free (ECSU), Ray Hughes (CCC), Theresa Jeffries (GCC), Mark Kosinski (GCC), Barbara McCarthy (ACC), Pamela Mitchell (MCC), Elizabeth Roop (HCC), James Schmotter (WCSU), Geoff Sheehan (HCC), Shirley Zajdel (HCC)

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

1. Minutes of August 1, 2014 – **A motion to approve was made by N. Cohen, seconded by E. Bell and unanimously approved.**
2. Termination of Existing Academic Programs
 - a. Electrical Certificate – Gateway CC. Dr. Gargano explained the request for discontinuation. **A motion to approve made by N. Cohen, seconded by E. Bell and unanimously approved.** Chair Harris mentioned that future meetings could include this type of action under Consent.
3. Modifications of Programs
 - a. Liberal Arts-Fine Arts Option-A.A. – Asnuntuck CC. **There was a motion to approve by N. Cohen, seconded by E. Bell.** Dr. Gargano described the program modification and introduced Dean Barbara McCarthy who provided further details. She indicated that the program exceeded 60 credits because of the Freshman Year Experience Course and the credit numbers will be reviewed. **The motion was unanimously approved.**
4. New Programs
 - a. Theater Arts Performance Track Certificate – Housatonic CC. **A motion to approve was made by N. Cohen, seconded by L. DeNardis.** Dr. Gargano introduced the program providing a general description. Prof. Geoff Sheehan gave more details. There were questions regarding the number of expected enrolled students. Enrollment will be monitored. In addition, HCC was advised to consider whether accreditation standards allow for past students to earn the certificate if they were enrolled in the

theater program, earned the required credits but did not complete the program. **The motion was unanimously approved.**

- b. Medical Assisting-A.S. – Housatonic CC. **A motion to approve made by N. Cohen, seconded by L. DeNardis.** Dr. Gargano introduced the program noting the high demand and need and pointing out the funding plan. There was a general question about examining programs that don't reach enrollment projections. Dr. Gargano mentioned that the October meeting would include a report on all the programs approved last year. He added that they were also working with the Academic Council to present better financial information to the BOR in the proposals and, finally, that the new Academic Program Review Policy will address it ongoing. **The motion was voted and unanimously approved.**
- c. Automotive Technology-General Motors Certificate – Gateway CC. A motion to approve by N. Cohen, seconded by L. DeNardis. Dr. Gargano introduced the proposal noting the public private partnership. Dean Kosinski addressed questions providing further detail. Regent Cohen requested an amendment to the resolution adding a "resolved" that noted the General Motors request for the program. **The amended resolution was moved by Cohen, seconded by DeNardis and unanimously approved.**
- d. Interdisciplinary Peace Studies and Conflict Resolution Certificate – Gateway CC. A motion was made by N. Cohen, seconded by L. DeNardis. Dr. Gargano introduced the proposal with Profs. Carol Brutza and Theresa Jeffries describing details. There was full discussion with Regent DeNardis mentioning the difficult business of conflict resolution and asking about the objective of the course. Dean Kosinski and Prof. Brutza provided further details noting the program addressed need in the New Haven community, the interdisciplinary nature, and the cooperation with agencies within the community. Further discussion ensued with questions and comments regarding the title of the program and additional discussion on enrollment projections. Comments noted general favorability but concerns. Dr. Gargano suggested action be deferred to more fully address points raised. **N. Cohen moved to table the motion, E. Bell seconded and it was unanimously approved.**

5. Institutional Accreditation

- a. Western Connecticut State University. **A motion to approve made by N. Cohen, seconded by E. Bell.** Dr. Gargano introduced noting the NEASC report was extremely complimentary of WCSU. President Schmotter offered further comments, remarking they were proud of the outcome but also noting the process itself was very helpful and the items they are continuing to work on and address. He provided details. Chair Harris observed the report was excellent and noted the many areas of commendation. **The motion was unanimously approved.**

6. Promotion and Tenure Recommendation

- a. Central CT State University. There was discussion regarding the timing and need of an approval. Dr. Gargano would ask for clarification from the institution. No action was taken.

7. Updates/Discussions

- a. Transfer and Articulation. Dr. Gargano introduced Dr. Candace Barrington and Dr. Ken Klucznik, the new co-Managers of the program, mentioning their beginning work and the importance of having faculty lead the initiative. Drs. Barrington and Klucznik discussed their initial efforts emphasizing the need to establish a process, involve

stakeholders, and communication with all parties. There were a few questions and further discussion with the suggestion to touch base with the former TAP Coordinating Council. A further update would be provided at the October meeting.

- b. Termination of Low Enrollment/Low Complete Programs. Dr. Gargano noted that terminations would be looked at as part of the academic review on the campuses.

Other business. Chair Harris mentioned the recent issue of probation at Southern CSU. Dr. Gargano noted they will be addressing the general issue – discussing at Academic Council and looking at assessments and end results. There was further discussion and Dr. Gargano mentioned the Academic Review that is due in December will provide a three-year schedule for each institution. It was also noted that SCSU will be at the October 5 meeting to provide an update.

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

The meeting adjourned at 11:41 a.m.

Item: Normalize Credit Hours for Associate and Baccalaureate Degree Programs**Background**

In the past few years, there have been extensive studies on the topic of excess credits and efforts to normalize associate and baccalaureate degree credit hours. The studies include: Complete College America, *Wasting Time: Costs, Consequences, and Causes of Excess Credits and Time to Degree*; Georgetown University report *The High Price of Excess Credits: How New Approaches Could Help Students and Schools*; and the State University System of Florida, Office of Academic Programs Review; *Hours to Graduation: A National Survey of Credit Hours Required for Baccalaureate Degrees*. These studies have documented wide disparities in academic credits for degree completion. All three reports identified the importance for system and institutional leadership to begin a systemic review of degrees' credit requirements.

Many states including North Carolina, Florida, Texas, Louisiana, Virginia and Arizona have enacted legislation to regulate excess credit hours. Some states including Florida and Louisiana have eliminated state funding for excess credit hours. Georgia is exploring options to limit excess credit hours and encourage timely graduation.

The Lumina Foundation and the National Center for Higher Education Management Systems (NCHEMS) endorse the concept to reduce and eliminate excess credit hours. A Lumina report indicates "...the many reasons why students take excess credits and time to complete degree programs including change of majors, failing or withdrawing from courses, and working and attending school part-time. Other reasons have more to do with system, state or institutional policies, including degree requirements and transfer policies". A survey commissioned by Complete College America found that the number of credits required to complete a degree in many programs has increased over time. Among four-year degree programs, that trend has already begun to reverse itself, with many states and institutions pushing to return to the 120 credit norm. However, among two-year institutions the standard credit requirements still vary considerably. The Complete College America report goes on to state: "to improve completion and attainment rates, states, systems, and institutions can take action to make 120 credits the norm for a bachelor's degree and 60 credits the norm for an associate degree. There may be programs for which it makes sense to allow the requirements to exceed 120 or 60 credits, often because of accreditation, but the institutions should be required to make sound justification for those increased credit hours."

Reducing excess credit hours has the potential to provide multiple benefits to the student and the institution. These include:

1. Reducing excess credit hours may encourage timely graduation and allow students to enter the workforce more quickly, therefore increasing lifetime earning potential.
2. Reducing excess credit hours may reduce student cost.
3. Reducing excess credit hours may support increased collaboration between two and four year sector for the best practice for student transfer and articulation programs.
4. Reducing course sections that equate to excess credits may assist the institution to better manage classroom space.

Thus, it is appropriate for the Connecticut State College and University System and campus presidents and chief academic officers to consider the benefits to normalize associate degree programs to 60 credits and baccalaureate degree programs to 120 credits except in cases where accreditation requirements or other extenuating circumstances require additional credits for degree completion.

The recent Board of Regents approved policy for Academic Program Review provides context to assist the campus with the process to review academic programs. It is incumbent upon each campus to develop a strategy to either review each academic program for excess credits within the normal academic program review cycle or independent of the cycle for academic program review.

The campus based review should also take into consideration Board of Regents Transfer and Articulation policy. Where it makes sense the community colleges and the universities should seek agreement on the general education core courses for the majority of degree programs.

The process to review academic credit hours and to consider normalizing the number of credits for an associate and/or baccalaureate degree is campus-based and campus managed. The process should not infringe upon faculty governance or institutional management of the degree program, content, and curriculum. All decisions on curriculum and course content remain within the campus decision-making authority.

RECOMMENDATION

It is recommended that the Board of Regents consider approving the following resolution:

5/14/2014 – Academic Council

6/6/2014 – BOR-Academic and Student Affairs Committee

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Normalize Credit Hours for Associate and Baccalaureate Degree Programs

June 18, 2014

Whereas, the Board of Regents believes that public postsecondary education institutions must be concerned with issues and practices affecting access and affordability; and

Whereas, the Board of Regents' efforts to advance affordability could be enhanced by the institutions normalizing the credit required for completing an associate and baccalaureate degree; and

Whereas, the Board of Regents recognizes that normalizing associate and baccalaureate degree credit hours may significantly reduce the time to obtain a degree for many students; and

Whereas, the Board of Regents endorses a rigorous system-wide review of academic programs to be undertaken in collaboration between the institution's president and chief academic officer to determine if there are any excess credit requirements within their degree programs; now

Therefore, Be It Resolved that the Board of Regents authorizes and instructs the ConnSCU System President to require each President and Chief Academic Officer of a college offering an Associate and/or a Baccalaureate degree to:

- 1) Develop and implement a review process for each Associate and Baccalaureate degree program with the goal of normalizing the number of credits at 60 and 120 credit hours respectively without compromising accreditation and certification requirements. The review should also include the identification of institution and department policies that might contribute to excess credit hours required for graduation.
- 2) The campus excess credit hour review process should include a multi-year phased strategy that allows for sufficient time for the campus review committees to thoroughly consider excess credit hours.
- 3) Provide compelling rationale to maintain Associate and/or Baccalaureate degree programs with more than 60 or 120 credit hours following the completion of a campus-based review. In addition to accreditation requirements extenuating circumstances might include industry requests, labs and first year experience programs.
- 4) Campus appeal to continue offering Associate and Baccalaureate degree programs with more than 60 or 120 credits respectively will be presented to the System President and Provost. Upon consultation with the Academic and Student Affairs Committee a final recommendation will be offered and forwarded to the Board of Regents.
- 5) Effective with the Board of Regents approval of this policy all new program proposals are expected to meet the 60 or 120 credit objective unless there is substantiating rationale for additional credits.
- 6) Develop a communication process so that students understand the consequences of taking credits beyond those required for graduation, and

Be It Further Resolved that each affected campus will present its findings and recommendations to the System President and the Board of Regents for the initial set of academic programs with excess credit hours no later than completion of the fall semester, December 2016, and;

Be it Further Resolved that approved recommendations to normalize Associate and Baccalaureate degree programs to 60 and 120 credits be implemented, no later than with the entering freshmen class for fall 2017 or the entering class of students appropriate for the campus.

A True Copy:

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Suspension of a Program

October 16, 2014

RESOLVED: That the Board of Regents for Higher Education approve at the request of the institution to suspend a program in New Media Communications leading to an Associate of Science (AS) degree at Tunxis Community College for a period of not more than three years. The program must be reactivated or fully terminated by October 31, 2017.

A True Copy:

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

ITEM

Suspension of a program in New Media Communications leading to an Associate of Science (AS) degree at Tunxis Community College for a period of not more than three years. The program must be reactivated or fully terminated by October 31, 2017.

BACKGROUND

The college requests a suspension only of the New Media Communication program. Due to a variety of circumstances, the program has not met expectations. However, with new bachelor programs developed at Eastern CSU, the college expects that transfer articulation with those programs will increase the it's demand and reinstatement will be requested. At this point in time, all students previously enrolled in the program have been successfully advised into other degree programs.

Tuesday, September 16, 2014

To: Michael Gargano, Ph.D.
Provost & Senior Vice-President for Academic & Student Affairs
Board of Regents for Higher Education

From: Cathryn Addy, Ph.D.
President, Tunxis Community College



Subject: Request to suspend our A.S. degree in New Media Communication

We are submitting to you a formal proposal to suspend but not terminate our A.S. degree program in New Media Communication. This program has not had the success that we had hoped since 2009 when we first proposed it. The Board of Regents ASA committee asked us to provide a report on enrollment by the fall of 2014 for this program. We have undergone an extensive review of our enrollment and the viability of this program, and due to the challenges of not being able to offer the upper level courses and the loss due to retirement of one of the key content developers, we have concluded that we need to suspend this program, and re-evaluate its efficacy. All students previously enrolled in the program have been successfully advised into other degree programs.

We have been asked to request suspension for a period of not more than three years. We do expect that we will seek approval from the Board to reinstate it, in alignment with the new programs being developed at ECSU under the TAP agreement in the next few years.

If you or the Board have any questions, please do not hesitate to let me know.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

October 16, 2014

RESOLVED: That the Board of Regents for Higher Education approve modification of the Masters of Business Administration program adding a concentration in Accounting at Western Connecticut State University

A True Copy:

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

ITEM

Modification of a program with the addition of a concentration in Accounting to the existing MBA at Western Connecticut State University.

BACKGROUNDSummary

WCSU graduates approximately 100 accounting majors each year. Many of these students go on to pursue the Certified Public Accountant (CPA) license. In addition to passing the CPA exam and meeting experience requirements, an individual must have 150 credit hours of education to become licensed in the State of Connecticut. Other states have similar requirements. Our accounting students use multiple paths to earn the 150 credit hours including double-majoring or continuing onto graduate school. Unfortunately, without a concentration in accounting, our MBA program is less attractive to these students than other programs.

Of the four CSU units, Central Connecticut State University now offers an MBA with a specialization in Accounting, while the other universities do not. The WCSU offering will be an attractive program both from a cost and convenience standpoint in comparison to programs offered at private institutions located near major employers in the Fairfield County area. With course offerings in the evening, including in the summer months, the WCSU offering will be attractive to students seeking to meet the 150 credit hour educational requirement for the CPA license while working in industry or public accounting as well as students seeking to complete the educational requirement prior to being hired.

Need for the Program

The largest public accounting firms are requiring that the 150 credit hour educational requirement be met prior to hiring candidates and the larger regional CPA firms are adding or considering adding the requirement as well. Additionally, for some firms, the employee will receive a higher starting salary if they have completed a master's degree. The concentration will enhance the qualifications of the candidate since it provides advanced coursework directly related to the profession. In *U.S. News and World Report's* annual "Top Jobs" rankings for 2014, "accountant" ranked as the third best business job. In addition, the unemployment rate for accountants and auditors is 4.2% - compared to a national unemployment rate of 6.7% and for those with a CPA, the unemployment rate is approximately 3% (AICPA 2013 Report). Also, according to AICPA, over 40,000 accounting graduates were hired by public accounting firms in 2012.

Curriculum

Four elective accounting courses are being added, with three electives offered each calendar year. These four elective courses are in addition to the existing accounting course offered as part of the MBA core course requirements.

Curriculum Details for a Program Modification						
Course Number and Name	L.O.	Pre-Req.	Cr Hrs	Course Number and Name	L.O.	Cr Hrs

Program Core Courses				Other Related/Special Requirements		
Strategic Cost Management			3			
Core Course Prerequisites				Elective Courses in the Field (3 of the following 4)		
18 Credits in Accounting				Advanced Accounting Topics		3
				Advanced Valuation Topics		3
				Financial Statement Analysis		3
				Advanced Topics in Tax		3
Total Other Credits Required to Issue Modified Credential						
Learning Outcomes – L.O.						
1. Through an advanced understanding of accounting theory, students will be able to apply theory to accounting practice.						
2. Students will be able to analyze and evaluate accounting trends and issues.						
3. Students will be able to interpret financial statements.						
4. Students will be able to explain emerging tax issues.						
5. Students will be able to explain cash flow and valuation techniques.						
6. Students will be able to implement analytical techniques to evaluate quality of earnings and financial statements.						

Students

Previous Three Years Enrollment and Completion for the Program being Modified						
ACTUAL Enrollment	Academic year <u>2012-2013</u>		Academic year <u>2013-2014</u>		Academic year <u>2014-2015</u>	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers – N/A	N/A	N/A	N/A	N/A	N/A	N/A
New Students	N/A	23	N/A	25	N/A	25
Returning Students	N/A	38	N/A	33	N/A	31
ACTUAL Headcount Enrollment		61		58		56
ACTUAL FTE per Year						
Size of Credentialed Group for Given Year						

Faculty

The proposed concentration makes use of existing members of the accounting faculty with expertise, teaching and professional experience in the subject matter.

The expected incremental resource requirements are in support of 6 credit hours. Currently, the accounting faculty support one existing MBA core course and one pre-requisite course. After the concentration is added, the accounting faculty will support 12 credit hours including three elective courses as the pre-requisite course will be supported through an on-line module and will no longer require support.

Learning Resources

It is not anticipated that there will be a need for additional special resources to support the Master of Business Administration (MBA) with a concentration in Accounting.

Facilities

It is not anticipated that there will be a need for additional facilities to support the Master of Business Administration (MBA) with a concentration in Accounting.

Fiscal Note

Using existing approved resources, the Accounting Department should be able to support the additional courses in the MBA concentration. Currently, the Accounting Department teaches two courses per year in the MBA program with one of those courses a pre-requisite (ACC 504). Going forward, the pre-requisite course will be supported using a standardized on-line module course.

The Accounting Department intends to offer three to four courses per year, depending upon demand. Incrementally, this is one to two courses. The incremental course offerings will most often be summer offerings, and thus, the incremental cost of the concentration is the summer stipends for up to 2 courses, or approximately \$12,000.

Number of incremental students, part-time (annually) – 15
Number of courses taken, part-time (assume 4 annually) – 60
Number of credit hours – 180
Incremental revenue (at part-time fee of \$475 per credit) - \$85,500
Incremental faculty hour – 6
Incremental faculty costs (estimate) - \$12,000

Review of Documents:

- a) Campus Review
 - Approved by Western Connecticut State University Senate May 7, 2014
 - Approved by Western Connecticut State University Graduate Council May 12, 2014
- b) Campus Budget and Finance
 - Approved by Western Connecticut State University Planning and Budget Committee April 9, 2014
- c) Campus President or Designee
 - Approved by Provost May 27, 2014
- d) Academic Council
 - Approved by the Academic Council September 10, 2014

e) System Office

Accreditation:

Accredited under the Western Connecticut State University Institutional NEASC accreditation of June 4, 2014.

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: Western Connecticut State University Date of Submission to BOR Office: 9/4/14

Most Recent NEASC Institutional Accreditation Action and Date: 6/4/14

Original Program Characteristics

CIP Code No. 520101 Title of CIP Code Business Administration CIP Year: 2000 or 2010
 Name of Program: Master of Business Administration (MBA)
 Degree: Title of Award **Master of Business Administration**
 Certificate: (specify type and level)
 Date Program was Initiated: 1984
 Modality of Program: **On ground** Online Combined
 If "Combined", % of fully online courses?
 Total # Cr the Institution Requires to Award the Credential **30***
 include program credits, GenEd, other): * up to 54 credits if pre-requisites are not met

Original Program Credit Distribution

Cr in Program Core Courses: 21 Cr
 # Cr of Electives in the Field: 9 Cr
 # Cr of Free Electives: 0
 # Cr Special Requirements (include internship, etc.):
Total # Cr in the Program (sum of all # Cr above):
 From "Total # Cr in the Program" above, enter # Cr that are part of/belong in an already approved program(s) at the institution:

Type of Program Modification Approval Being Sought (mark all that apply):

Addition of concentration in accounting to existing MBA

Licensure and Accreditation (specify whether New Certificate, Minor, Option, Concentration, or Other) **Concentration**
 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)

Modified Program Characteristics

Name of Program: Concentration in Accounting
 Degree: Title of Award **MBA**
 Certificate 1: (specify type and level)
 Program Initiation Date:
 Modality of Program: **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): **30 for MBA, 12 for concentration**
 Other:

Modified Program Credit Distribution

Cr in Program Core Courses: 3 Cr Accounting, 18 Cr other MBA
 # Cr of Electives in the Field: 9 Cr
 # Cr of Free Electives: 0
 # Cr Special Requirements (include internship, etc.):
Total # Cr in the Program (sum of all # Cr above):
 From "Total # Cr in the Program" above, enter # Cr that are part of/belong in an already approved program(s) at the institution:

If program modification is concurrent with discontinuation of related program(s), please list for such program(s): Program

Discontinued: CIP: DHE# (if available): Accreditation Date:

Phase Out Period Date of Program Termination

Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: **Ansell School of Business, Western Connecticut State University, Westside Campus**

Other Program Accreditation:

- If seeking specialized/professional/other accreditation, name of agency and intended year of review:
- If program prepares graduates eligibility to state/professional license, please identify: **CPA license**

(As applicable, the documentation in this request should address the standards of the identified accrediting body or licensing agency)

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

Institutional Contacts for this Proposal:

Dr. Ann Atkinson, Associate Vice President for Academic Affairs, 203-837-8275, atkinsona@wcsu.edu

Dr. Scott McGregor, Ass't Professor – Accounting, 203-837-8745, mcgregors@wcsu.edu

Dr. Karen Koza, MBA Coordinator, 203-837-9036, kozak@wcsu.edu

Tel.: e-mail:

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

BOR Sequence Number (to be assigned):

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

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)

WCSU graduates approximately 100 accounting majors each year, many of these students go onto pursue the Certified Public Accountant (CPA) license. In addition to passing the CPA exam and meeting experience requirements, an individual must have 150 credit hours of education to become licensed in the State of Connecticut. Other states have similar requirements. Our accounting students use multiple paths to earn the 150 credit hours including double-majoring or continuing onto graduate school. Unfortunately, without a concentration in accounting, our MBA program is less attractive to these students than other programs.

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) **The largest public accounting firms require that students complete 150 credit hours before hiring. Some of the larger regional CPA firms are moving towards that requirement.**
- 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 proposed concentration makes use of existing members of the accounting faculty with expertise, teaching and professional experience in the subject matter.
- 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)
This concentration is not subject to articulation agreements with other institutions, nor does it conflict with any program or offering within our institution.
- Please indicate what similar programs exist in other institutions within your constituent unit³, and how unnecessary duplication is being avoided
Of the four CSCU units, Central Connecticut State University now offers a MBA with a specialization in Accounting, while the other universities do not. The WCSU offering will be an attractive program both from a cost and convenience standpoint in comparison to programs offered at private institutions located near major employers in the Fairfield County area. With course offerings in the evening, including in the summer months, the WCSU offering will be attractive to students seeking to meet the 150 credit hour educational requirement for the CPA license while working in industry or public accounting as well as students seeking to complete the educational requirement prior to being hired.

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

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

The largest public accounting firms are requiring that the 150 credit hour educational requirement be met prior to hiring candidates and the larger regional CPA firms are adding or considering adding the requirement as well. Additionally, for some firms, the employee will receive a higher starting salary if they have completed a masters degree. The concentration will enhance the qualifications of the candidate since it provides advanced coursework directly related to the profession. U.S. News and World Report annual "Top Jobs" rankings for 2014, "accountant" ranked as the third best business job (1). In addition, the unemployment rate for accountants and auditors is 4.2% - compared to a national unemployment rate of 6.7% (2) and for those with a CPA, the unemployment rate is approximately 3% (3). According to AICPA, over 40,000 accounting graduates were hired by public accounting firms in 2012 (most recent year available) (4), which was a record, and according to the Bureau of Labor statistics, a 16% increase in demand for accountants is expected by 2020 (5).

Sources:

- (1) <http://money.usnews.com/careers/best-jobs/accountant>
- (2) AICPA Report Finds Record Hiring for Accounting Grads, Posted by James Schiavone on Jul 23, 2013. <http://blog.aicpa.org/2013/07/aicpa-report-finds-record-hiring-for-accounting-grads.html#sthash.XHSCFECB.YxSP0fRJ.dpuf>
- (3) AICPA Report Finds Record Hiring for Accounting Grads, Posted by James Schiavone on Jul 23, 2013. <http://blog.aicpa.org/2013/07/aicpa-report-finds-record-hiring-for-accounting-grads.html#sthash.XHSCFECB.YxSP0fRJ.dpuf>
- (4) <http://www.cpaexam.com/certified-public-accountant-salary/#.VAMXa5V0yzk>
- (5) <http://www.aicpa.org/PRESS/PRESSRELEASES/2013/Pages/Record-Setting-Demand-for-Accounting-Graduates-AICPA.aspx>

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.)

Four elective accounting courses are being added, with three electives offered each calendar year. These four elective courses are in addition to the existing accounting course offered as part of the MBA core course requirements.

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)

The expected incremental resource requirements are in support of 6 credit hours. Currently, the accounting faculty support one existing MBA core course and one pre-requisite course. After the concentration is added, the accounting faculty will support 12 credit hours including three elective courses as the pre-requisite course will be supported through an on-line module and will no longer require support.

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

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Other Considerations: WCSU MBA Program is a part-time professional program, which serves the regional needs of our students, community and companies. This concentration directly addresses the needs of our accounting students wanting to sit for the CPA exam as well as regional companies who need employees with greater depth of accounting knowledge / skills and certifications. Since 2011, our MBA program graduates each academic year approximately 50% the MBA class. With rolling admissions, the MBA program will grow for the spring 2015 semester. The concentration in Accounting will attract new students into our MBA program.

Previous Three Years Enrollment and Completion for the Program being Modified

ACTUAL Enrollment	Academic Year <u>2012-2013</u>		Academic Year <u>2013-2014</u>		Academic Year <u>2014-2015</u>	
	Full Time	PartTime	Full Time	PartTime	Full Time	PartTime
Internal Transfers – N/A	N/A	N/A	N/A	N/A	N/A	N/A
New Students	N/A	23	N/A	25	N/A	25
Returning Students	N/A	38	N/A	33	N/A	31
ACTUAL Headcount Enrollment		61		58		56
ACTUAL FTE per Year						
Size of Credentialed Group for Given Year						

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

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Curriculum Details for a Program Modification <i>(to be use as appropriate for specific modification request)⁴</i>						
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		
Strategic Cost Management			3			
Core Course Prerequisites				Elective Courses in the Field (3 of the following 4)		
18 credits in accounting				Advanced Accounting Topics		3
				Advanced Valuation Topics		3
				Financial Statement Analysis		3
				Advanced Topics in Tax		3
Total Other Credits Required to Issue Modified Credential						
Learning Outcomes - L.O. <i>(Please list up to seven of the most important student learning outcomes for the program, and any changes introduced)</i> <ol style="list-style-type: none"> 1. Through an advanced understanding of accounting theory, students will be able to apply theory to accounting practice. 2. Students will be able to analyze and evaluate accounting trends and issues. 3. Students will be able to interpret financial statements. 4. Students will be able to explain emerging tax issues. 5. Students will be able to explain cash flow and valuation techniques. 6. Students will be able to implement analytical techniques to evaluate quality of earnings and financial statements. 						

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

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

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

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)

Using existing approved resources, the Accounting Department should be able to support the additional courses in the MBA concentration. Currently, the Accounting Department teaches two courses per year in the MBA program with one of those courses a pre-requisite (ACC 504). Going forward, the pre-requisite course will be supported using standardized on-line module course.

The Accounting Department intends to offer three to four courses per year, depending upon demand. Incrementally, this is one to two courses. The incremental course offerings will most often be summer offerings, and thus, the incremental cost of the concentration is the summer stipends for up to 2 courses, or approximately \$12,000.

Number of incremental students, part-time (annually) - 15

Number of courses taken, part-time (assume 4 annually) - 60

Number of credit hours - 180

Incremental revenue (at part-time fee of \$475 per credit) - \$85,500

Incremental faculty hours – 6

Incremental faculty costs (estimate) - \$12,000

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a new program

October 16, 2014

RESOLVED: That the Board of Regents for Higher Education approve a new major in Business Administration, changing the current Concentration to a Major, leading to a Bachelor of Science degree at Charter Oak State College.

A True Copy:

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

ITEM: Business Administration Major

A modification of the current Bachelor of Science with a concentration in Business Administration to licensure and accreditation as a Business Administration major.

BACKGROUNDSummary

Charter Oak State College has had a Business Administration concentration within its General Studies major for over 35 years. This change is an outgrowth of the College's strategic planning process, the recommendations of the Business Committee Core-Faculty, and the recommendations from its students. In addition, it is in alignment with the DHE decision that Charter Oak should develop majors, not continue to develop concentrations as part of its general studies degree. Most students don't understand that a concentration is not a major since our concentrations have a minimum of 36 credits.

Need for the Program

Business Administration has been one of our most popular concentrations and will continue to be. The Bureau of Labor Statics report indicators professional and business service areas will experience broad and extensive employment growth over the next 15 years. Changing the Business Administration concentration to a major would give the students a better competitive advantage in the employment selection process. This fall we have 262 students in the business concentration. Last fall we had 202.

Curriculum

The curriculum for the major has been modified slightly to require business law and business statistics. In addition, the major clearly outlines how students can take a 9 credit focus in project management, small business, logistics, human resources management, or organizational management. The curriculum continues to require a capstone course. The assignments in the courses often draw upon experiences in the work force. The curriculum allows for easy transfer. We have articulation agreement with all of the 12 community colleges.

Students

The program is designed for adult students. Students must have 9 credits to come to Charter Oak. Students can begin at the start of any of the 8 week terms (six starts a year). Students are advised by professional advisors and by the business faculty on the Business Committee.

Faculty

The college only uses part time faculty. The Business Faculty approved the changes in the curriculum and approved the change to a major. I have attached a list of the faculty who will be teaching in the degree program to the original report. All hold the required degrees and have gone through the hiring process, faculty orientation, and data security training.

Learning Resources

All the courses are online developed using the BlackBoard platform. There is an online orientation for all students, 24/7 help desk, online library, online tutoring, online advising, and online book store.

Facilities

Online.

Fiscal Note

The only new cost is the cost of developing two new courses.

Program Discontinuation

Once the program is approved, we will target a spring 2015 start. We will give the students the option of completing the concentration or moving to the major.

Review of Documents:

- a) Campus Review: Reviewed by Business Committee and by Academic Council
- b) Campus Budget and Finance: Reviewed by CFO, Cliff Williams
- c) Campus President: Reviewed by Pres. Klonoski
- d) Academic Council:
- e) System Office

Accreditation:

Charter Oak is accredited by NEASC. Charter Oak comes up for our 10 year review in fall 2016. This program doesn't need to go to NEASC for a substantive change per e-mail from NEASC on August 18, 2014.

8/13/2014 – ConnSCU Academic Council

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

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

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Date of Submission to BOR Office: 9.3.2014	
Most Recent NEASC Institutional Accreditation Action and Date: Five year review 2012		
Program Characteristics Name of Program: Major in Business Administration Degree: Title of Award (e.g. Master of Arts) Bachelor of Science Certificate: (specify type and level) Anticipated Program Initiation Date: Spring 2015 Anticipated Date of First Graduation: Summer 2015 Modality of Program: On ground <input checked="" type="checkbox"/> Online <input type="checkbox"/> Combined <input type="checkbox"/> 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: 27 # Cr of Electives in the Field: 9 # Cr of Free Electives: # Cr Special Requirements (include internship, etc.): 9 pre req <u>Total # Cr in the Program</u> (sum of all #Cr above): 45 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 42	
Type of Approval Action Being Sought: Licensure <input type="checkbox"/> OR <input checked="" type="checkbox"/> Licensure and Accreditation Suggested CIP Code No. (optional) Title of CIP Code		
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: concentration in business administration CIP: DHE# (if available): Accreditation Date:		
Phase Out Period Date of Program Termination Until student have graduated or moved to major		
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program:		
Other Program Accreditation: <ul style="list-style-type: none"> • If seeking specialized/professional/other accreditation, name of agency and intended year of review: • If program prepares graduates eligibility to state/professional license, please identify: (As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)		
Institutional Contact for this Proposal: Shirley M. Adams	Title: Provost	Tel.: 860-515-3836 e-mail: sadams@charteroak.edu

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

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

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

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

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

Alignment of Program with Institutional Mission, Role and Scope

(Please provide objective and concise statements)

Charter Oak State College's (COSC) is proposing the modification of its Business Administration concentration to a major. This change is an outgrowth of the College's strategic planning process, the recommendations from the Business Committee core-faculty, and the recommendations from its students. In addition, it is in alignment with the DHE decision that COSC should develop majors, not concentrations as a part of the college's general studies degree. Most students do not understand that the concentration is not a major so by moving the Business Administration concentration to a major, it will end the confusion and make it easier for Charter Oak to market the program.

The major will require adding additional courses. The major will still allow students to transfer in courses and have prior learning assessed through tests and portfolio.

The program modification does not need to go through the NEASC substantive change process per e-mail from NEASC dated 8/18/2014.

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 Bureau of Labor Statistics report indicates professional and business service areas will experience broad and extensive employment growth over the next 15 years. Changing the Business Administration concentration to a major would give students a better competitive advantage in the employment selection process.

Business and Financial Occupations: <http://www.bls.gov/ooh/business-and-financial/home.htm>

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

A move from a Business Administration concentration to a major will not require any additional resources. The business administration courses are developed and are currently being offered. The program will continue to use the expertise of the faculty members that are currently teaching the courses and staff that are supporting the administration of the 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)*

COSC already has transfer agreements in place with CT community colleges as well as community colleges in other states. COSC participates in TAP.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

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

The following institutions have similar programs: Sothern Connecticut State University and Western Connecticut State University. The differences in the curriculum and mode of delivery are significant enough to avoid duplication.

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

The Bureau of Labor Statistics occupation outlook presents a broad range of employment opportunities that COSC graduates can pursue with entry-level experience and a Bachelor's degree in the field of Business. Students with a major in Business Administration can select employment occupations in areas such as human resources, meeting, convention and events planning, training and development, management analysts, etc. where there will be employment growth over the next 10 years.

- Business and Financial Occupations: <http://www.bls.gov/ooh/business-and-financial/home.htm>

Cost Effectiveness and Availability of Adequate Resources

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

Modification to this program will require adding one course to the curriculum for a Business Administration major. Developing a course to add to the curriculum will require hiring a faculty member to develop the course

Since the changes from the concentration to the major are minimal, there will be minimal budget implications to modify the current business concentration to a major. The budget implication consists of hiring a faculty member to develop the BUS 2XX Business Statistics course. Faculty hired to develop a course receive \$2,180. Tuition for a 3 credit course is \$789. Faculty are paid per student to teach. Therefore if 10 students enroll, the tuition will total \$7890. The instructor would be paid approximately \$3000 for teaching the course. Therefore, the college will recoup its development cost the first time the course is offered. If additional course sections and faculty are needed, student tuition covers the cost.

There will be no new marketing costs, because there was already money in the marketing budget to market the business concentration.

There may be a slight uptick in enrollment, but it will not create a need for additional support staff or services.

Even though students will be required to take one extra course, it will not exceed the 120 credit degree requirement.

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
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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)*

Business Administration Program Description

Students completing a concentration in Business Administration will have an understanding of the global and business environment and the construct of an organization and how each interacts with government policies. They will also understand allocation of resources and the application of information technology. Students will acquire decision-making, leadership, teamwork and motivational skills to become managers with an awareness of differences related to culture, communications style and gender. This concentration requires a minimum of 45 credits.

1. Explain the global environment, including: the functioning of market systems, including their role in effective allocation and their reaction to information; the interactions of government policies and spending, monetary and fiscal policy, financial markets and institutions and the interaction of economics; and the institutions and the interaction of economies; and the basis and impact of government regulations and policy, including environmental policy, on markets;
2. Analyze the impact of social, cultural and political differences in world markets;
3. Demonstrate the relationships among the functional areas of an organization, including the ability to: explain in the nature and construct of an organization; assess the information technology needs of an organization; explain the process of resource allocation within an organization; identify and satisfy the needs of the consumer; and create strategic processes necessary for a successful organization; and explain plan development and performance measurement;
4. Utilize decision-making skills; and
5. Demonstrate leadership and teamwork skills, which include: working with individuals and in groups; organizing and motivating groups to complete the tasks necessary to serve the stakeholders of the organization; and assessing and adjusting for differences related to culture;
6. Apply ethical principles in both strategy formulation and day-to-day operations

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)*

The Academic Dean, Dr. Emily Lewis, will be responsible for the program. The Business Committee will have oversight of the curriculum and the advising. Professional advisors will also advise the students.

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

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

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

What percent of credits in the program will be taught by adjunct faculty? 100%

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program Master's degree

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

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Projection sheet for BOR review)

- . No additional administrative resources, library holdings, specialized equipment, etc. will be required.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
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Curriculum

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

Curriculum Details for a Program Modification (to be use as appropriate for specific modification request) ³						
Course Number and Name ⁴	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
ACC101 Financial Accounting	4,6		3			
ACC102 Managerial Accounting	4,6		3			
BUS102 Business Law	1,,3,6		3			
MGT101 Principles of Management	1,2,4		3			
ITE101 Management Information Systems	3,4		3			
MKT220 Principles of Marketing	1,6,2		3			
FIN210 Finance Management	4,		3			
MGT315 Organizational Behavior	5,4		3			
BUS499 Capstone	1-6		3			
Core Course Prerequisites				9 Upper credit Electives in the Field (May select a focus or individual courses)		
ECO 103 Macroeconomics			3	Small Business		
ECO104 Microeconomics			3	MKT310International Marketing	1,2	3
BUS 2XX Business Statistics			3	BUS350Entrepreneurship	1,3	3
				MGT360Small Business	1,3	3
				Project Management		
				MGT460 Fundamental Project Management	4	3
				MGT462 Effective Project Management	4	3
				MGT 464 Mastering Project Management	4	3
				Human Resources		
				HRM 310 Human Resource Management	4,5	3
				HRM 311 Managing People in a Global Economy	2,4,5	3
				HRM 312 Employment Law	6	3
				Organizational Management		
				MGT 326Organizational Theory	2,3,4,5	3
				MGT 325Organizational and Group Dynamics	2,3,4,5	3
				COM326Organizational Communication	2,3,4,5	3
				Or other business related electives		
Total Other Credits Required to Issue Credential						75

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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)

last_name	first_name	course	crs_title	MA	Master's Institution	PH.D	Doctorate Institution
Bigelow	Lisa Marie	BUS 250	International Business	MA	Central Connecticut State Univ		
Bigelow	Lisa Marie	BUS 341	Risk Management & Insurance	MA	Central Connecticut State Univ		
Braithwaite	Ralph	HRM 311	Managing People in a Global Economy	MBA, MS	University of Hartford, CCSU		
Braithwaite	Ralph	MGT 325	Organizational & Group Dynamics	MBA, MS	University of Hartford, CCSU		
Buxbaum	Gwen	MGT 360	Small Business Management	MBA	UCLA		
Calder	Richard	MGT 460	Fundamentals of Project Management	MBA	University of Durham		
Calder	Richard	MGT 462	Effective Project Management	MBA	University of Durham		
Calder	Richard	MGT 464	Mastering Project Management	MBA	University of Durham		
Day	Robert	MGT 315	Organizational Behavior	MA	Univeristy of California Berkeley		
Erik-Soussi	Sharif O.	ACC 101	Financial Accounting	MBA	Barney School of Business		
Fitzgerald	Kevin	MKT 220	Principles of Marketing	MBA	University of Connecticut		
Fitzgerald	Kevin	MKT 310	International Marketing	MBA	University of Connecticut		
Fragola	Stephanie	ACC 102	Managerial Accounting	MBA	University of Hartford		
Freddino	Janice	ACC 101	Financial Accounting	MS	Fairfield University		
Gagnon	Ann Marie	MGT 325	Organizational & Group Dynamics	MED	Boston University	EDD	George Washington Univ
Harrison	Cheryl	MGT 101	Principles of Management	MA	Harvard University	EDD	Harvard University

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Harrison	Cheryl	MGT 315	Organizational Behavior	MA	Harvard University	EDD	Harvard University
Marques	Vanda	MGT 460	Fundamentals of Project Management	MA	Albertus Magnus College	PHD	Capella University
Marques	Vanda	MGT 462	Effective Project Management	MA	Albertus Magnus College	PHD	Capella University
Marques	Vanda	MGT 464	Mastering Project Management	MA	Albertus Magnus College	PHD	Capella University
Monaco	Francis	ITE 101	Management Information Systems	MS	Troy State University		
Munson	Brandon	MGT 326	Organizational Theory	MBA	Amberton University		
Natale	Rebecca	HRM 310	Human Resource Management	M.A.	Gonzaga Univeristy	PH.D	Capella University
Natale	Rebecca	HRM 312	Employment Law	M.A.	Gonzaga Univeristy	PH.D	Capella University
Obeng-Asiedu	Kofi	ECO 103	Macroeconomics	MPHIL	University of Ghana	PHD	University of Bonn
Obeng-Asiedu	Kofi	ECO 104	Microeconomics	MPHIL	University of Ghana	PHD	University of Bonn
Orazi	Catherine	BUS 120	Business Law			JD	City Univ of New York
Pendarvis	Deborah	FIN 210	Financial Management	MA	University of West Florida	PHD	University of Florida
Reid	Tavon	ITE 101	Management Information Systems	MS	DeVry University		
Rindell	Samuel	HRM 311	Managing People in a Global Economy	MBA	University of New Haven	DBA	Cal. InterContinental Univ
Rusnak	John	ITE 101	Management Information Systems	ME	MIT	PHD	Harvard University
Samuel	Kegan	ITE 101	Management Information Systems	M.S.	University of Central Florida	Ph.D	Univ of Central Florida
Saunders	Leona	HRM 310	Human Resource Management	MPH, MS	Florida Inter, Northeastern Univ	LPD	Northeastern University
Stronz	Michelle	HRM 310	Human Resource Management	MPA	University of Washington	EDD	Columbia University
Tracy	Mary	COM 326	Organizational Communication	MED	Northern Arizona University		
Valier	Frank	ITE 101	Management Information Systems	MBA	Univ of Kansas	DBA	Nova Southeastern Univ
Wilkinson	Laurence	ACC	Financial Accounting	MBA	Columbia University		

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

		101					
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Connecticut Board of Regents for Higher Education

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

Institution	Charter Oak State College	9.3.2014
Proposed Program	Business Administration major	

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)	9	200		15		
New Students (first time matriculating)	9	21	9	25	9	25
Continuing (students progressing to credential)			16	195	20	220
Headcount Enrollment	18	221	25	235	29	245
Total Estimated FTE per Year	128.5		142.5		151.5	

currently we have 262 business concentration students

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)	\$71,010	\$82,845	\$197,250	\$927,075	\$228,810	\$966,525
Program-Specific Fees	\$4,968	\$11,592	\$13,800	\$129,720	\$16,008	\$135,240
Other Rev. (Annotate in text box below)	\$4,500		\$33,000		\$41,100	
Total Annual Program Revenue	\$174,915		\$1,300,845		\$1,387,683	

PROJECTED Expenditures*	Year 1		Year 2		Year 3	
	Number (as applicable)	Expenditure	Number	Expenditure	Number	Expenditure
Administration (Chair or Coordinator)						
Faculty (Full-time, total for program)						
Faculty (Part-time -total for program)		\$65,109		\$473,246		\$530,519
Support Staff						
Library Resources Program						
Equipment (List as needed)						
Other (e.g. student services)						
Estimated Indirect Cost (e.g. student services, operations, maintenance)		\$109,449		\$114,919		\$120,665
Total ESTIMATED Expenditures		\$174,558		\$588,165		\$651,184

* 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:. Program specific fee is the student services fee of \$184 per fall, spring, and summer. Other is the tech fee of \$50 per semester.

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

Connecticut Board of Regents for Higher Education

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

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a new program

October 16, 2014

RESOLVED: That the Board of Regents for Higher Education approve a new major in Psychology, changing the current Concentration to a Major, leading to a Bachelor of Science degree at Charter Oak State College.

A True Copy:

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

ITEM

Modification of Bachelor of Science or Bachelor of Arts with a concentration in Psychology to a major in Psychology. Seeking both licensure and accreditation.

BACKGROUND

Summary: Charter Oak State College has had a Psychology concentration within its General Studies major for over 35 years. This change is an outgrowth of the College's strategic planning process, the recommendations of the Social and Behavioral Core-Faculty, and the recommendations from its students. In addition, it is in alignment with the DHE decision that Charter Oak should develop majors, not continue to develop concentrations as part of its general studies degree. Most students don't understand that a concentration is not a major since our concentrations have a minimum of 36 credits.

Need for the Program

The Bureau of Labor Statistics job outlook projects employment growth of 53% for industrial organizational psychologists, 12% for psychologists, 11% for clinical, counseling and school psychologists and 11% for all other positions in psychology over the next 10 years. The Bureau of Labor Statistics job outlook also projects and increased demand for psychologists in the health care industry over the same period. Changing the psychology concentration to a major would give students a competitive advantage in the employment selection process, and in graduate school selection.

Curriculum

Two courses were added to the curriculum: psychology statistics course and a history and systems course. In addition, the major was restructured to more clearly delineate the elective credits so students would receive a depth in one area of study. (Before it said a cohesive program of study.) The curriculum allows for easy transfer. We have articulation agreements with all of the community colleges.

Students

The program is designed for adult students. Students must have 9 credits to come to Charter Oak. Students can begin at the start of any of the 8 week terms (six starts a year). Students are advised by professional advisors and by the business faculty on the Social and Behavioral Science Committee. Currently we have 133 students in the concentration. Last fall we had 118.

Faculty

The college only uses part time faculty. The Psychology Faculty approved the changes in the curriculum and approved the change to a major. I have attached a list of the faculty who will be teaching in the degree program. All hold the required degrees and have gone through the hiring process, faculty orientation, and data security training.

Learning Resources

All the courses are online developed using the BlackBoard platform. There is an online orientation for all students, 24/7 help desk, online library, online tutoring, online advising, and online book store.

Facilities

Non needed

Program Discontinuation

Once the program is approved, we will target a spring 2015 start. We will give the students the option of completing the concentration or moving to the major.

Fiscal Note

The only expense is the development of the two new courses.

Review of Documents:

- a) Campus Review: Social and Behavioral Science Committee and Academic Council
- b) Campus Budget and Finance: Proposal approved by CFO
- c) Campus President: Proposal approved by President, Ed Klonoski
- d) Academic Council:
- e) System Office

Accreditation:

Charter Oak is accredited by NEASC. Charter Oak comes up for our 10 year review in fall 2016. This program doesn't need to go to NEASC for a substantive change per e-mail from NEASC on August 18, 2014.

8/13/2014 – ConnSCU Academic Council

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

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

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Date of Submission to BOR Office: 9.3.2014	
Most Recent NEASC Institutional Accreditation Action and Date: 5 year review 2012		
Program Characteristics Name of Program: Major in Psychology Degree: Title of Award (e.g. Master of Arts) Bachelor's Certificate: (specify type and level) Anticipated Program Initiation Date: Spring 2015 Anticipated Date of First Graduation: Summer 2015 Modality of Program: On ground <input checked="" type="checkbox"/> Online <input type="checkbox"/> Combined <input type="checkbox"/> 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: 21 # Cr of Electives in the Field: 15 # 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: 33	
Type of Approval Action Being Sought: Licensure OR <input checked="" type="checkbox"/> Licensure and Accreditation Suggested CIP Code No. (optional) Title of CIP Code		
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: Concentration in Psychology CIP: DHE# (if available): Accreditation Date: NA Phase Out Period Date of Program Termination When last student in concentration has graduated or selected major		
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program:		
Other Program Accreditation: <ul style="list-style-type: none"> • 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: (As applicable, the documentation in this request should address the standards of the identified accrediting body or licensing agency)		
Institutional Contact for this Proposal: Shirley M Adams	Title: Provost	Tel.: 860-515-3836 e-mail: sadams@charteroak.edu

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

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

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

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

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

Alignment of Program with Institutional Mission, Role and Scope

(Please provide objective and concise statements)

Charter Oak State College's (COSC) is proposing a new major which really is a modification of its Psychology concentration to a major. This change is an outgrowth of the College's strategic planning process, the recommendations from the Social and Behavioral Science Committee core-faculty, and the recommendations from its students. In addition, it is in alignment with the DHE decision that COSC should develop majors, not concentrations as a part of the college's general studies degree. Most students do not understand that the concentration is not a major so by moving the Psychology concentration to a major, it will end the confusion and make it easier for Charter Oak to market the program.

The major will require adding two additional courses. The major will still allow students to transfer in courses and have prior learning assessed through tests and portfolio.

The program doesn't need to go through the NEASC substantive change process per e-mail from NEASC dated 8/18/2014.

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 Bureau of Labor Statistics job outlook projects employment growth of 53% for industrial-organizational psychologist, 12% for psychologist, 11% for clinical, counseling, and school psychologist and 11% for all other positions in psychology over the next ten years. The Bureau of Labor Statistics job outlook also projects an increase demand for psychologist in the health care industry over the same period. Changing the Psychology concentration to a major would give students a competitive advantage in the employment selection process.

Psychologist, Job Outlook: <http://www.bls.gov/ooh/life-physical-and-social-science/psychologists.htm#tab-6>

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

A move from a Psychology concentration to a major will not require any additional resources beyond the development of two new courses. The current psychology concentration has an extensive list of courses that are currently being offered. The program will continue to use the expertise of the faculty members that are currently teaching the courses and staff that are supporting the administration of the 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)*

COSC already has transfer agreements in place with CT community colleges as well as community colleges in other states. COSC also participates in TAP.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

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

The following institutions have similar programs: Central Connecticut State University, Eastern Connecticut State University, Southern Connecticut State University and Western Connecticut State University. The differences in the curriculum and mode of delivery are significant enough to avoid duplication. Our major is totally online.

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

The Bureau of Labor Statistics occupation outlook presents a broad range of employment opportunities that COSC graduates can pursue with entry-level experience and a Bachelor's degree in the field of Psychology. Students graduating with a major in psychology can select employment occupations such as industrial-organizational psychologist, psychologist, clinical, counseling, and school psychologist.

Psychologist, Job Outlook: <http://www.bls.gov/ooh/life-physical-and-social-science/psychologists.htm#tab-6>

Cost Effectiveness and Availability of Adequate Resources

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

Since the changes from the concentration to the major are minimal, there will be minimal budget implications to modify the current psychology concentration to a major. The budget implication consists of hiring faculty members to develop the PSY 2XX Statistics in Psychology and PSY XXX History of Systems courses. Faculty hired to develop a course receive \$2,180. Tuition for a 3 credit course is \$789. Faculty are paid per student to teach. Therefore if 10 students enroll, the tuition will total \$7890. The instructor would be paid approximately \$3000 for teaching the course. Therefore, the college will recoup its development cost the first time the course is offered. If additional course sections and faculty are needed, student tuition covers the cost.

There will be no new marketing costs, because there is already money in the marketing budget to market the psychology concentration.

There may be a slight uptick in enrollment, but it will not create a need for additional support staff or services.

Even though students will be required to take one extra course, it will not exceed the 120 credit degree requirement.

No additional administrative resources, library holdings, specialized equipment, etc. will be required.

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

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

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)*

Psychology Program Description

Psychology is the science of behavior. It covers the behavior of humans, normal and abnormal, and across the life span. The field is concerned with the development of principles of behavior and the application of those principles to individuals, society, and the institutions of government, business, and mental health.

Students who graduate with a concentration in Psychology will be able to:

1. Apply, evaluate, and analyze different domains of psychology. This includes, but is not limited to, such domains as cognitive, behavioral, physiological, humanistic, socio-cultural, and psychodynamic;
2. Solve problems by applying previous knowledge to a new problem, and distinguish between pseudoscience and scientific findings;
3. Write about psychological topics with clarity and logical organization;
4. Synthesize information from primary and secondary sources;
5. Understand psychological phenomena both systematically and empirically;
6. Use qualitative and quantitative research methodologies, including statistical reasoning, research design, and evaluation of data;
7. Apply psychological perspectives to a research area: memory, learning, personality, perception, and psychopathology; and
8. Synthesize learning of the concentration through a research paper, project, portfolio, or practicum.

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)*

Administration of the program is the responsibility of the Academic Dean, Dr. Emily Lewis. In addition, faculty from the Social and Behavioral Science committee assist with oversight of the degree and academic advising. Professional advisors have the main responsibility for advising the students.

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

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

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

What percent of credits in the program will be taught by adjunct faculty? 100%

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program Master's degree

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

None needed

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

Curriculum

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

Course Number and Name ³	L.O. #	Pre- Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
PSY 101 Psychology	1		3			
PSY 2XX Statistics in Psychology	2,6,5	MAT 105	3			
PSY XXX History & Systems	2		3			
PSY 410 Research Methods	6,3,5		3			
Choose Two (2) of the following areas of psychology: PSY 320 Cognitive Psychology PSY 450 Introduction to Neuropsychology PSY 322 Learning and Memory PSY 248 Adolescent Psychology	1,7,3		6			
Choose One (1) of the following: PSY 321 Social Psychology PSY 334 Personality PSY 336 Abnormal Psychology	1,7,3		3			
PSY 499 Capstone	1,3,7,8,4		3			
Core Course Prerequisites				Elective Courses in the Field		
MAT 105 Statistics			3	Electives: Select at least one grouping: Life Span: PSY 236 Lifespan Dev. PSY 248 Adolescent Psy. PSY 301Psy of Play Social/Behavioral PSY 336Abnormal Psy. PSY 334 Psy. of Personality PSY321 Social Psy PSY 333 Social Psy. and Dev. Cognition and Learning PSY 320 Cognitive Psy. PSY322 Learning and Mem.	1,7,3	15

³ 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 NEW PROGRAM APPROVAL (Public Higher Education Institutions) - 01/20/12

		PSY 335 Psy. of Exc. Child				
		Other courses: PSY 319 Psychology of Gender PSY 306: Industrial/Organizational Psychology				
Total Other Credits Required to Issue Credential			81			

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

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

last_name	first_name	course	crs_title	MA	MA Institution	PH.D	Doctorate Institution
Cruz St Juste	Marisol	PSY 248	Adolescent Psychology	MA	Canyon College		
Cruz St Juste	Marisol	PSY 320	Cognitive Psychology	MA	Canyon College		
Doninger	Lauren	PSY 454	Psychology of Addiction	MA	Central CT State University	EDD	Johnson & Wales Univ.
Farquharson	Patrice	PSY 301	Psychology of Play	MS	Southern CT State Univ.	EDD	Nova Southeastern Univ.
Gannon	Kathleen	PSY 236	Lifespan Development	MS	University of Rochester		
Grier-Rogers	Aleesha	PSY 499	Psychology Capstone	MA	University of Hartford	PSYD	University of Hartford
Krampitz	Susan	PSY 301	Psychology of Play	MS	Western CT State Univ.		
Lauria	Peggy	PSY 322	Learning & Memory	MA	University of Hartford	PSYD	University of Hartford
Lauria	Peggy	PSY 334	Psychology of Personality	MA	University of Hartford	PSYD	University of Hartford
Lauria	Peggy	PSY 336	Abnormal Psychology	MA	University of Hartford	PSYD	University of Hartford
Lauria	Peggy	PSY 499	Psychology Capstone	MA	University of Hartford	PSYD	University of Hartford
Revell	Tara	PSY 306	Industrial/Organizational Psychol	MED	Northern Arizona University	PHD	Arizona State University
Revell	Tara	PSY 319	Psychology of Gender	MED	Northern Arizona University	PHD	Arizona State University
Schaff	Jennie	PSY 335	Psychology of Exceptional Children	MSPT	Simmons College	PHD	George Mason University
Sellers	Hannah	PSY 335	Psychology of Exceptional Children	MA	Fayetteville State University		
Starenko	Michael	PSY	Social Psych & Deviance	MA	University of Chicago		

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

		333					
Tarner	Nina	PSY 410	Research Methods for Behav Sciences	MS	Shippensburg U of Pennsylvania	PHD	Kansas State University
Wessinger	Christopher	PSY 101	Psychology			PHD	University of Cal., Davis
Wessinger	Christopher	PSY 450	Introduction to Neuropsychology			PHD	University of Cal. , Davis
Wilkie	Dana	PSY 321	Social Psychology	MA	Fairfield University	EDD	Nova Southeastern Univ.

Connecticut Board of Regents for Higher Education

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

Institution	Charter Oak State College	Date	9.2.2014
Proposed Program	Psychology Major		

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)	8	90		10		
New Students (first time matriculating)	8	20	8	20	10	25
Continuing (students progressing to credential)			6	105	10	110
Headcount Enrollment	16	110	14	135	20	135
Total Estimated FTE per Year	71		81.5		87.5	

currently we have 133 students in concentration

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)	\$63,120	\$78,900	\$110,460	\$493,125	\$157,800	\$532,575
Program-Specific Fees	\$4,416	\$11,040	\$7,728	\$69,000	\$11,040	\$74,520
Other Rev. (Annotate in text box below)	\$4,200		\$20,850		\$23,250	
Total Annual Program Revenue	\$161,676		\$701,163		\$799,185	

PROJECTED Expenditures*	Year 1		Year 2		Year 3	
	Number (as applicable)	Expenditure	Number	Expenditure	Number	Expenditure
Administration (Chair or Coordinator)						
Faculty (Full-time, total for program)						
Faculty (Part-time -total for program)		\$60,260		\$268,157		\$304,313
Support Staff						
Library Resources Program						
Equipment (List as needed)						
Other (e.g. student services)						
Estimated Indirect Cost (e.g. student services, operations, maintenance)		\$109,449		\$114,919		\$120,665
Total ESTIMATED Expenditures		\$169,709		\$383,076		\$424,978

* 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: Program specific fee is the student services fee of \$184 per fall, spring, and summer. Other revenue is the tech fee of \$50 per semester.

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

Connecticut Board of Regents for Higher Education

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

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

October 16, 2014

RESOLVED: That the Board of Regents for Higher Education approve licensure of a program in Applied Behavior Analysis leading to a Master of Science (M.S.) degree at Western Connecticut State University for a period of three years until October 31, 2017.

A True Copy:

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

ITEM

Licensure of a program in Applied Behavior Analysis leading to a Master of Science (M.S.) degree at Western Connecticut State University. Licensure and accreditation of a program in Applied Behavior Analysis through CAEP in 2019.

BACKGROUNDSummary

In 2012, Western Connecticut State University began a program in Applied Behavior Analysis (ABA) to prepare candidates to have an empirical approach for discovering environmental variables that reliably influence socially acceptable behaviors and provide conceptually systematic interventions.

The current program provides two tracks leading to eligibility to take the Board Certified assistant Behavior Analyst (BCaBA) certification examination. Candidates currently complete these courses as a cohort with an average of 25 enrollees.

In 2016, the Behavior Analyst Certification Board will implement a new Master's degree requirement that will contain the sequence of required ABA courses. According to the new BCBA degree regulations, candidates need a minimum of a master's degree from an accredited university that was (a) conferred in behavior analysis, education, or psychology, or (b) conferred in a degree program in which the candidate completed a BACB approved course sequence. Therefore this proposal for a new graduate degree is critical in order to maintain our current certification status and enrollment trends. We will continue to maintain our certificate only program for those candidates who already possess a Master's degree in education or psychology.

Need for the Program

The region and nation are facing a growing crisis with 1 in 68 children now diagnosed across the autism spectrum. As students along the spectrum age and exit the school systems, the community will need certified specialists to design transitions and environments to meet their needs.

Furthermore, the field of Applied Behavior Analysis is also used in substance abuse programs, prison programs, gerontology, and prevention programs, as well as business management. Currently, there are only 341 Board Certified Behavior Analysts in Connecticut, and this number will be inadequate to meet the surge in demand for ABA services.

Curriculum

The graduate ABA Program defined: The *Masters in Science Applied Behavior Analysis Program* consists of 30 credits, 19 of those credits meet the requirements for a certificate as a **Board Certified Behavior Analyst**. The program includes 11 credits in further graduate level coursework on assistive technology, grant writing, research in applied Behavior analysis, and a culminating capstone project.

Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs
Program Core Courses			
EPY 641 Applied Behavior Analysis I	4		4
EPY 642 Applied Behavior Analysis II	4	EPY 641	4
EPY 643 Applied Behavior Analysis III	4	EPY 642	4
EPY 644 Applied Behavior Analysis IV	4	EPY 643	4
EPY 645 Applied Behavior Analysis V	4	EPY 644	3
EPY 651 Assistive Technology for Applied Behavior Analysis	1	EPY 641 & 642	3

EPY 652 Grant writing for Applied Behavior Analysis	2	EPY 641 & 642	2
EPY 653 Capstone Project in Applied Behavior Analysis		EPY 641, 642, 643, 644, 645, 651, 652 & 654	3
EPY 654 Research in Applied Behavior Analysis	3	EPY 641 & 642	3

Learning Outcomes:

1. Use assistive technology to promote the skills of speaking, reading, writing and listening with individuals with developmental disabilities who require behavioral modifications.
2. Prepare and submit a competitive grant proposal to a public or private organization.
3. Evaluate research for utility in the practice of diagnosing and treating individuals with developmental disabilities or behavior modification needs.
4. Demonstrate knowledge and expertise in all areas of the Behavior Analyst Task List- Fourth Edition http://www.bacb.com/Downloadfiles/TaskList/BACB_Fourth_Edition_Task_List.pdf.

WCSU just completed a legacy NCATE visit focused on continuous improvement. We will continue our efforts in continuous improvement as we move to our new accrediting body, CAEP.

Students

Each cohort will consist of 25 part-time students. New cohorts will enter each year and complete the program in an academic year plus two summer sessions. The projection assumes no attrition as students move as a cohort through the program.

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)	0	50	0	0	0	0
New Students (first time matriculating)	0	60	0	60	0	60
Continuing (students progressing to credential)	0	0	0	60	0	60
Headcount Enrollment	0	110	0	120	0	120
Total Estimated FTE	28.75		50.42		46.25	

Faculty

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Janet Burke, Professor	Ed.D. in Curriculum & Instruction, Wayne State University	Autism, Applied Behavior Analysis	Coordinator of Applied Behavior Analysis
Kathryn Campbell, Professor	Ph.D. School Psychology, Teachers College, Columbia University	Psychology	
John Caruso, Professor	Ph.D. Supervision & Curriculum,	Curriculum/Technology	Teach Grant Writing/Assistive Tech

	University of Connecticut		
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Learning Resources

It is not anticipated that there will be a need for additional special resources to support the Master of Science (M.S.) in Applied Behavior Analysis.

Facilities

It is not anticipated that there will be a need for additional facilities to support the Master of Science (M.S.) in Applied Behavior Analysis.

Fiscal Note

PROJECTED Program Revenue	Year 1		Year 2		Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition (Not including internal transfers)		\$557,815		\$780,127		\$765,674
Program-Specific Fees						
Other Revenue						
Total Annual Program Revenue	\$557,815		\$780,127		\$765,674	

PROJECTED Expenditures	Year 1		Year 2		Year 3	
	Number (as applicable)	Expenditure	Number	Expenditure	Number	Expenditure
Administration (Chair or Coordinator)		\$43,418		\$45,589		\$47,858
Faculty (Full-time, total for program)	1	\$188,143	2	\$281,130	2	\$295,186
Faculty (Part-time, total for program)		\$68,751		\$78,937		\$68,751
Total Estimated Expenditures		\$300,312		\$405,656		\$411,805

Review of Documents:

- a) Campus Review
Approved by Western Connecticut State University Senate May 7, 2014
Approved by Western Connecticut State University Graduate Council May 12, 2014
- b) Campus Budget and Finance
Approved by Western Connecticut State University Planning and Budget Committee May 12, 2014
- c) Campus President or Designee
Approved by Provost May 27, 2014
- d) Academic Council
Approved by the Academic Council September 10, 2014
- e) System Office

Accreditation:

The accreditation of the program in Applied Behavior Analysis would be through CAEP in 2019.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions)

SECTION 1: GENERAL INFORMATION

Institution: Western Connecticut State University	Date of Submission to BOR Office: 9/4/14
Most Recent NEASC Institutional Accreditation Action and Date: NEASC Report of Self-study and Site Visit (9/29-10/02/13) issued on 6/4/14	
Program Characteristics Name of Program: Applied Behavior Analysis Degree: Title of Award (e.g. Master of Arts) Master of Science Certificate: (specify type and level) Certificate of Completion Anticipated Program Initiation Date: August 25, 2014 Anticipated Date of First Graduation: Summer 2015 Modality of Program: On ground <input checked="" type="checkbox"/> Online <input type="checkbox"/> Combined <input type="checkbox"/> If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 30	Program Credit Distribution # Cr in Program Core Courses: 30 # Cr of Electives in the Field: # Cr of Free Electives: # Cr Special Requirements (include internship, etc.): <u>Total # Cr in the Program</u> (sum of all #Cr above): 30 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution:
Type of Approval Action Being Sought: Licensure OR <input checked="" 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: 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 Professional Studies, Online delivery of program	
Program Accreditation: <ul style="list-style-type: none"> If seeking specialized/professional/other accreditation, name of agency and intended year of review: CAEP 2019 If program prepares graduates eligibility to state/professional license, please identify Board Certified Behavior Analyst (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. Janet Burke	Title: Professor Tel.: 203 837 8508 e-mail: burkej@wcsu.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.

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

Alignment of Program with Institutional Mission, Role and Scope

(Please provide objective and concise statements)

The following describes the alignment of the *Applied Behavior Analysis* program with the WCSU mission, role, and scope:

In 2012, Western Connecticut State University began a program in Applied Behavior Analysis (ABA) to prepare candidates to have an empirical approach for discovering environmental variables that reliably influence socially acceptable behaviors and provide conceptually systematic interventions. Applied Behavior Analysis is widely used with the population on the autism spectrum and increasingly in other fields such as criminal justice, health care, and social work.

The current program provides two tracks leading to eligibility to take the Board Certified assistant Behavior Analyst (BCaBA) certification examination. Candidates may choose either (1) the 16-credit track that leads to the Board Certified Assistant Behavior Analyst (BCaBA) Certificate or (2) the 19-credit track that prepares them to sit for the Board Certified Assistant Behavior Analyst (BCaBA) Certificate. Candidates currently complete these courses as a cohort with an average of 25 enrollees. The Behavior Analyst Certification Board has approved all courses.

In 2016, the Behavior Analyst Certification Board will implement a new Master's degree requirement that will contain the sequence of required ABA courses. According to the new BCBA degree regulations, candidates need a minimum of a master's degree from an accredited university that was (a) conferred in behavior analysis, education, or psychology, or (b) conferred in a degree program in which the candidate completed a BACB approved course sequence. Therefore this proposal for a new graduate degree is critical in order to maintain our current certification status and enrollment trends. The proposed 30-credit program would embed 19 credits of existing ABA courses with an additional 11 credits focusing on research and assistive technology. Candidates would also have the option of enrolling in a practicum at the beginning of their degree program to expedite their eligibility to sit for the certification examination. We will continue to maintain our certificate only program for those candidates who already possess a Master's degree in education or psychology.

It is projected that there will continue to be a need for this new degree for the coming decade. On March 27, 2014, The Centers for Disease Control and Prevention reported that the number of children identified with autism has surged across America in the past two years. Currently 1 in 68 children are diagnosed along the spectrum, with more boys identified than girls. Liz Fields, President of Autism Speaks, responding to this recent report, urged community stakeholders to develop a comprehensive strategy to address this growing national crisis.

Further, demand for the proposed program extends well beyond the field of autism. Applied Behavior Analysis is also used in myriad fields to analyze behavior and to design research-based interventions. The methods of applied Behavior analysis are used in substance abuse programs, prison programs, gerontology, and prevention programs, as well as business management.

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 region and nation are facing a growing crisis with 1 in 68 children now diagnosed across the spectrum. As students along the spectrum age and exit the school systems, the community will need certified specialists to design transitions and environments to meet their needs.

Furthermore, the field of Applied Behavior Analysis is also used in substance abuse programs, prison programs, gerontology, and prevention programs, as well as business management. Graduates of this program will be able to contribute to meeting the needs of these disparate

populations. Currently, there are only 341 Board Certified Behavior Analysts in Connecticut, and this number will be inadequate to meet the surge in demand for ABA services.

- 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 proposed graduate degree in Applied Behavior Analysis is building on the current certificate program, which contains a 19-credit sequence. This core foundation allows the university to build upon current curricular offerings and faculty as well as library resources, limiting the revenue needed for start-up costs. Costs will also be limited regarding faculty work load since both the proposed Master's degree and certification program students will be in the same certification sequence courses cohorts. The proposed program also offers a unique degree that may contribute to the Transform CScU 2020 initiative as it provides a degree and certificate in a highly employable specialization.

The proposed program also aligns with the University's strategic planning goals in the following ways:

University Strategic Planning Goal #3. Diverse University Community: Further develop an environment that values and affirms the unique contributions of Western's many constituent populations, recognizes the learning opportunities that differences can create, and strengthens connections among our various community members.

- This program prepares graduates to work with populations with developmental disabilities and behavior modification needs.

University Strategic Planning Goal #4. Range of Quality Academic Programs: Offer a range of quality academic programs, including featured signature programs that together educate a diverse student population and meet the needs of the state and region within the context of a global environment.

- Applied Behavior Analysis is a growing field with a strong demand for trained professionals. The centers for disease control estimates 1 in 68 children have an autism spectrum disorder. Graduates of this program will fill the shortage of qualified autism specialists.

University Strategic Planning Goal #5. Enriching and Supportive Student-focused Environment: Foster a holistic approach to intellectual and social growth and development that prepares students to be productive citizens of the state of Connecticut and the world by developing their knowledge, experience, and critical thinking and by fostering life-long learning characterized by intellectual curiosity, imagination, and creativity.

- Graduates of the program will contribute to the state of Connecticut through their services in the field of intervention.
- Applied Behavior Analysis requires continuing education credits and exams to maintain certification even after the students graduate.

University Strategic Planning Goal #6. Affordability: Deliver outstanding value to students through effective management of the university and the provision of student financial assistance, thereby maintaining the affordability and access of a mid-sized public university while creating the quality experience of the best private institutions.

- Offering this program online provides flexibility and affordability to interested students.
- Please describe any transfer agreements with other institutions under the BOR that will become instituted as a result of the approval of this program (Please highlight details in the Quality Assessment portion of this application, as appropriate) **Not Applicable**
- Please indicate what similar programs exist in other institutions within your constituent unit, and how unnecessary duplication is being avoided

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.

Southern Connecticut State University offers a similar program face-to-face, but the proposed program would be offered 100% online. This would provide a national market for the program.

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

Autism is the fastest growing serious disability in the United States with 1 in 42 boys diagnosed along the spectrum (Autism Speaks, 2014). According to the US Department of Education, autism is projected to continue to grow at 10-17% annually indicating demand for specialists in the near future (University of Wisconsin, 2014). Therefore, there is a growing need for board-certified professionals in behavior analysis who can work or consult in schools, early intervention programs, day programs, residential settings and home-based programs. There are several fields that they could enter in addition to education such as weight loss training, addiction programs, or other disability areas. This field is a shortage area and has high levels of employment with starting salaries of \$90,000. The Association of Professional Behavior Analysts published results of a survey of their membership (<http://www.apbahome.net/survey-report-johnston.pdf>) and found the following:

- 97.5% were working professionally, with 80% full-time, 15% part-time by choice, and 2.5% part-time and seeking full-time employment.
- Approximately 28% of BCBAs reported income from both employment and self-employment salaries above \$40,000, 27% above \$60,000, 18% above \$80,000, and 15% above \$100,000.

Cost Effectiveness and Availability of Adequate Resources

(Please provide a one-paragraph narrative on the attached MSExcel Resource and Cost Projection Analysis) Revenue Estimates assume:

This proposal is cost effective for the following reasons:

1. Each cohort will consist of 25 part-time students.
2. New cohorts will enter each year and complete the program in an academic year plus two summer sessions.
3. The projection assumes no attrition as students move as a cohort through the program.
4. See attached budget summary

Institution: *Western Connecticut State University*

Date *September 4, 2014*

Proposed Program *MSED Applied Behavior Analysis*

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)	0	50	0	0	0	0
New Students (first time matriculating)	0	60	0	60	0	60
Continuing (students progressing to credential)	0	0	0	60	0	60
Headcount Enrollment	0	110	0	120	0	120
Total Estimated FTE per Year	28.75		50.42		46.25	

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

5

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

PROJECTED Program Revenue	Year1		Year2		Year3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition (Do not include internal transfers)		\$557,815		\$780,127		\$765,674
Program-Specific Fees						
Other Rev. (Annotate in text box below)						
Total Annual Program Revenue	\$557,815		\$780,127		\$765,674	

PROJECTED Expenditures*	Year1		Year2		Year3	
	Number (as applicable)	Expenditure	Number	Expenditure	Number	Expenditure
Administration (Chair or Coordinator)		\$43,418		\$45,589		\$47,868
Faculty (Full-time, total for program)	1	\$188,143	2	\$281,130	2	\$295,186
Faculty (Part-time -total for program)		\$68,751		\$78,937		\$68,751
Support Staff						
Library Resources Program						
Equipment (List as needed)						
Other (e.g. student services)						
Estimated Indirect Cost (e.g. student services, operations, maintenance)						
Total ESTIMATED Expenditures		\$300,312		\$405,656		\$411,805

* 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."

Does not include other program fees (general fee, registration fee) or indirect cost estimate.

FTE equals average Fall/Spring.

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**

SECTION 3: PROGRAM QUALITY ASSESSMENT

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

1. **Use assistive technology to promote the skills of speaking, reading, writing and listening with individuals with developmental disabilities who require behavioral modifications.**
2. **Prepare and submit a competitive grant proposal to a public or private organization.**
3. **Evaluate research for utility in the practice of diagnosing and treating individuals with developmental disabilities or behavior modification needs.**
4. **Demonstrate knowledge and expertise in all areas of the Behavior Analyst Task List-Fourth Edition**

http://www.bacb.com/Downloadfiles/TaskList/BACB_Fourth_Edition_Task_List.pdf.

WCSU just completed a legacy NCATE visit focused on continuous improvement. We will continue our efforts in continuous improvement as we move to our new accrediting body, CAEP.

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)

- **Dr. Janet Burke, ABA Program Coordinator**

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

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

- **One new faculty member is needed. The new hire must hold a BCBA-D certification.**

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

- **The new hire will teach 56% of credits in this program.**

What percent of credits in the program will be taught by adjunct faculty? **N/A**

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

- **The minimal qualification is a terminal degree.**

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

- **No special resources are required.**

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 FORMA¹ BUDGET - RESOURCES AND EXPENDITURE PROJECTIONS

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. # ²	Pre- Requisite	Cr Hrs
Program Core Courses			
EPY 641 Applied Behavior Analysis I**	4		4
EPY 642 Applied Behavior Analysis II**	4	EPY 641	4
EPY 643 Applied Behavior Analysis III**	4	EPY 642	4
EPY 644 Applied Behavior Analysis IV**	4	EPY 643	4
EPY 645 Applied Behavior Analysis V**	4	EPY 644	3
EPY 651 Assistive Technology for Applied Behavior Analysis **	1	EPY 641 & 642	3
EPY 652 Grant Writing for Applied Behavior Analysis **	2	EPY 641 & 642	2
EPY 653 Capstone Project in Applied Behavior Analysis**		EPY 641, 642, 643, 644, 645, 651, 652, & 654	3
EPY 654 Research in Applied Behavior Analysis**	3	EPY 641 & 642	3

The graduate ABA Program Defined: The *Masters in Science Applied Behavior Analysis* program consists of 30 credits, 19 of those credits meet the requirements for a certificate as a **Board Certified Behavior Analyst**. The program includes 11 credits in further graduate level coursework on assistive technology, grant writing, research in applied Behavior analysis, and a culminating capstone project.

² From the Learning Outcomes enumerated list provided at the beginning of Section 3 of this application

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.

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

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

[illegible]

Connecticut Board of Regents for Higher Education

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

REFERENCES

Autism Speaks (2014). *Facts about autism*. Retrieved from: <http://www.autismspeaks.org/what-autism/facts-about-autism>

University of Wisconsin-Platteville. (2014). FAQs on autism. Retrieved from: <http://www.uwplatt.edu/continuing/faq-autism>

ITEM

Continuation of the Center for Teaching Excellence and Leadership Development 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 Teaching Excellence and Leadership Development at Central Connecticut State University until December 31, 2021

BACKGROUND

The Center for Teaching Excellence and Leadership Development at Central Connecticut State University was established March 5, 2004 (BR 04-11), and was last reauthorized for continuation October 8, 2009 (BR 09-056) until December 31, 2014 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’ recently adopted Academic Program Review Policy, the review period for Centers and Institutes has been extended from five to seven years. Campus presidents review this report and then forward a recommendation for continuation.

President Jack Miller has recommended that the authorization for the Center for Teaching Excellence and Leadership Development be continued.

RATIONALE

The mission of the Center for Teaching Excellence and Leadership Development is to facilitate faculty members achieving the full potential as teachers and scholars so that they can effectively and creatively support student learning.

PRINCIPAL ACTIVITIES/ACCOMPLISHMENTS

Inactive due to understaffing, the Center was reorganized in 2011 and became very active in June 2013; under the leadership of a full-time professor with three credit hours of course relief per term. Highlighted faculty development activities are: Course Design Symposium: On Ground and Online at CCSU (February 2014), Creative Arts Faculty Workshop (March 2014) and Evaluating Your Student Evaluations (April 2014). Attendance at these activities included 72 faculty members and administrators. Additionally the Center conducted workshops at the campus Second Annual Faculty Day (April 2014) which had an attendance of more than 70. In collaboration with the campus’ Instructional Design and Resource Center and the dean of graduate studies, the Center secured a \$13,000 Innovation Grant to fund the training of 10 faculty members in standards for effective online courses.

In January 2015, the expanded, redesigned role of Center director/administrator with 15 official hours a week will be implemented and the Board of Advisors will become more active. It is anticipated, subsequently, that the Center’s activities will be enlarged. The new organization of the Center will include an ungraded, redesigned website to serve as an online resource for faculty members wherein they would catch up on faculty news, trends in teaching and view a calendar of events.

BUDGET

Summary of Revenues and Expenses					
	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014
Beginning Balance			\$0.00	(\$338)	\$1,063
Total Revenues			\$10,100	\$12,751	\$20,367
Total Expenses			\$10,438	\$11,350	\$19,297
Revenues Less Expenses			(\$338)	\$1,063	\$2,133
Ending Balance			(\$338)	\$1,063	\$2,133

Summary of Projected Revenues and Expenses					
	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
Beginning Balance	\$2,133	\$2,133	\$2,133	\$2,133	\$2,133
Total Revenues	\$25,327	\$25,327	\$25,327	\$25,327	\$25,327
Total Expenses	\$25,327	\$25,327	\$25,327	\$25,327	\$25,327
Revenues Less Expenses	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Ending Balance	\$2,133	\$2,133	\$2,133	\$2,133	\$2,133

The Center's projected revenue is derived from institutional support, chiefly the salary for an adjunct faculty member.

ITEM

Continuation of the David Morris Roth Center for Connecticut Studies at Eastern Connecticut State University

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve continuation of the David Morris Roth Center for Connecticut Studies at Eastern Connecticut State University until December 31, 2021

BACKGROUND

The David Morris Roth Center for Connecticut Studies at Eastern Connecticut State University was established November 14, 1986 (BR 86-167), and was last reauthorized for continuation October 8, 2009 (BR 09-058) until December 31, 2014 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. Campus presidents review this report and then forward a recommendation for continuation. Per the Board of Regents' recently adopted Academic Program Review Policy, the review period for Centers and Institutes has been extended from five to seven years.

President Elsa M. Nunez has recommended that authorization for the David Morris Roth Center for Connecticut Studies be continued.

RATIONALE

The mission of the David Morris Roth Center for Connecticut Studies is to foster quality instruction and research on the state's history, culture and genealogy; with a focus upon Windham, Tolland and New London counties. The Center's non-circulating collection includes primary and secondary materials on all aspects of the state's development. A program of seminars, conferences, plays, public lectures, and workshops promotes the Center's collection and activities.

The Center was established by David Morris Roth, professor of History from 1962 until his death on December 13, 1986; and initially authorized by a resolution of the CSU Board of Trustees in November 1986, renaming the Center in his honor. The Center was formally dedicated in May 1987.

PRINCIPAL ACTIVITIES/ACCOMPLISHMENTS

The Center continues to add to its collection of bibliographies, monographs, dissertations, town and local histories, publications, town records and historical textbooks. Notably, archives from Windham/Willimantic and the Mansfield Club were recently added. The Center's current director, Dr. Barbara M. Tucker has had several recent publications; and others are either being reviewed or are being developed, including a book examining the industrial development of the state through an analysis of its architectural history, a project sponsored by the Connecticut Trust for Historical Preservation.

In addition to establishing a dedicated website, the Center has participated in a national (COPLAC) distance learning project on Native American Studies and recently began to

collaborate with Eastern's Communication and Performance Arts departments to research, write and perform a play on the state's response to World War I.

STUDENT/FACULTY/COMMUNITY IMPACT

A student worker is assigned to assist the Center director each term. Several of these students have subsequently pursued graduate work in history, archives or information technology and others have elected to become teachers. A large part of the Center's activities involves research; faculty members have participated in the Center's activities and have sought the Center's assistance with their own project. Participating students have gained valuable experience from the Center's research projects, with several having their work published, performed or acknowledged as having significantly contributed to a Center project.

The Center continues to work with the public. Its phone service answers inquiries not only from local residents but responses to questions from as far away as California. Residents often research their family's history. Examples of community involvement include a group of high school students recently using the Center's material to complete a project on local history, and a local resident conducting research for a book on the poor residing in Willimantic.

BUDGET

Summary of Revenues and Expenses					
	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014
Beginning Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Revenues	\$53,956	\$54,734	\$57,730	\$68,395	\$76,133
Total Expenses	\$53,956	\$54,734	\$57,730	\$68,395	\$76,133
Revenues Less Expenses	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Ending Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Summary of Projected Revenues and Expenses					
	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
Beginning Balance					
Total Revenues	\$83,181	\$87,290	\$91,604	\$96,133	\$100,893
Total Expenses	\$83,181	\$87,290	\$91,604	\$96,133	\$100,893
Revenues Less Expenses	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Ending Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

The Center is fully funded by the institution – personnel costs are primarily for the salary and fringe benefits for the Director and salaries for student employees. Grant funds support the Center's special projects.

ITEM

Continuation of the Center for Communication Disorders at Southern Connecticut State University

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve continuation of the Center for Communication Disorders at Southern Connecticut State until December 31, 2021

BACKGROUND

The Center for Communication Disorders at Southern Connecticut State University was initially established in 1955 and was last reauthorized for continuation October 8, 2009 (BR 09-058) until December 31, 2014 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. Campus presidents review this report and then forward a recommendation for continuation. Per the Board of Regents' recently adopted Academic Program Review Policy, the review period for Centers and Institutes has been extended from five to seven years.

President Mary A. Papazian has recommended that authorization for the Center for Communication Disorders be continued.

RATIONALE

The mission of the Center for Communication Disorders is to provide a variety of family-inclusive speech, language, hearing and advocacy services for children and adults with communication disorders in the culturally and economically diverse communities of the Greater New Haven area and its surrounding counties. As an integral component of the Department of Communication Disorders, the Center serves as a required clinical training venue for undergraduate and graduate students. The Center's clinical services are provided by graduate students under the supervision of licensed and certified faculty and clinical instructors.

PRINCIPAL ACTIVITIES/ACCOMPLISHMENTS

On average, approximately 220 individual clients are seen each academic term. The Center provided 2,523 hours of audio logical services and 23,304 hours of Speech-Language Pathology services from fall 2009 through summer 2014. The Center recently instituted an innovative summer language/literacy camp serving children aged 5 to 10 who experience language-based reading impairments. A Central Auditory Processing Disorders diagnostic clinic was reinstituted and the Adult Neurogenic (stroke) clinic was expanded to serve a greater number of individuals with a wide array of acquired neurologically based communication impairments. The Center collaborated with four departmental faculty members and their student researchers engaged in clinically based research.

Pursuant to its goals, the Center has established target criteria within its assessment and evaluation plan. Each of the criteria was met or exceeded during the most recent evaluation period, lessons learned were articulated and actions taken to continue and/or improve goal attainment.

STUDENT/FACULTY/COMMUNITY IMPACT

All departmental undergraduate students (n=170) completed a minimum of 25 hours of direct observation of clinical speech-language pathology and audiology clinical services at Center. The department admitted 199 graduate students from fall 2009 through fall 2013 and all completed 80 to 150 hours of clinical practica. From 2010 to 2014, 94% of graduate students completed their course of study and all who sought employment were successful, mostly in Connecticut. Over the course of the past five years, the Center has provided evaluation and treatment services totaling more than 2,500 hours in audiology and more than 23,000 hours in speech-language pathology to members of the university and greater New Haven communities. More than 95% of the Center's clients have expressed satisfaction with services received (ratings of "strongly agree" or "agree" in response to survey questions). Additionally, more than 90% of students have expressed satisfaction with their practicum experience.

BUDGET

Summary of Revenues and Expenses					
	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014
Beginning Balance	\$333,914	\$368,056	\$396,082	\$409,679	\$335,428
Total Revenues	\$97,857	\$137,983	\$149,490	\$108,855	\$96,953
Total Expenses	\$63,715	\$109,956	\$135,893	\$183,106	\$216,708
Revenues Less Expenses	\$34,142	\$28,027	\$13,597	(\$74,251)	(\$119,755)
Ending Balance	\$368,056	\$396,082	\$409,679	\$335,428	\$215,673

Summary of Projected Revenues and Expenses					
	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
Beginning Balance	\$335,428	\$352,257	\$370,457	\$392,257	\$414,057
Total Revenues	\$115,000	\$120,000	\$130,000	\$140,000	\$150,000
Total Expenses	\$98,171	\$101,800	\$108,200	\$118,200	\$128,500
Revenues Less Expenses	\$16,829	\$18,200	\$21,800	\$21,800	\$21,500
Ending Balance	\$352,257	\$370,457	\$392,257	\$414,057	\$435,557

The Center is self-sustaining through its client revenue. The accrued revenue is being held in reserve in anticipation of major expenditures in capital equipment associated with the development of new clinical facilities as part of the planned redevelopment and relocation of the School of Health and Human Services building.

ITEM

Continuation of the Center for Excellence in Autism Spectrum Disorders at Southern Connecticut State University

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve continuation of the Center for Excellence in Autism Spectrum Disorders at Southern Connecticut State University until December 31, 2021

BACKGROUND

The Center for Excellence in Autism Spectrum Disorders at Southern Connecticut State University was established December 10, 2009 (BR 09-80) by the CSU Board of Trustees, which set its sunset date as December 31, 2014. 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. Campus presidents review this report and then forward a recommendation for continuation. Per the Board of Regents’ recently adopted Academic Program Review Policy, the review period for Centers and Institutes has been extended from five to seven years.

President Mary A. Papazian has recommended that authorization for the Center for Excellence in Autism Spectrum Disorders be continued.

RATIONALE

The mission of the Center for Excellence in Autism Spectrum Disorders is to serve as a resource and collaborative partner by developing, validating, and delivering effective, innovative training, services, and technical assistance to teachers, other school-based personnel, families, and community service providers in the use of evidence-based practices for individuals ages 3 – 21 with autism spectrum disorders in Connecticut.

The Center consists of three divisions – Training, Research and Outreach. Goals and objectives for the Center and each division have been specified by the Center’s staff in consultation with internal and external advisory boards. Programs and activities have been developed to achieve those goals and objectives.

PRINCIPAL ACTIVITIES/ACCOMPLISHMENTS

The Center has completed Phase 1 of 3 in establishing the Connecticut Autism Training Initiative – a program to build schools’ capacity to serve children with autism spectrum disorders. The Center has also conducted professional development services for 20 school districts – 1 or 2-day workshops focused on understanding autism spectrum disorders (ASD) and evidence based practices to address their educational challenges. The Center has developed or implemented a number of other activities including SIT for Autism – training for individual who babysit or care for children on the spectrum; Autism – a structured art education program for young adults; Quality Program Indicators – an evaluation tool to assist schools and families in assessing their programs; Annual Autism Conference, Saturday Seminar Series, Higher Education Symposium, White Papers, community events and research studies. Pre and post survey responses on evaluations of the Center’s activities indicate that there have been statistically significant changes in participants’ knowledge in identifying ASD characteristics, in using evidence-based

practices in increased communications and in other targeted focus as well. Analyses of data collected on the Center's other major activities indicate goal attainment or progress toward meeting goals and objectives.

STUDENT/FACULTY/COMMUNITY IMPACT

Students have played prominent roles in the development and implementation of Center activities. A graduate student who originally conceived and developed the SIT for Autism training program has presented at two national conferences and is developing a professional article. Other graduate students have presented at national conferences and undergraduates have conducted research and participated in other Center activities.

Growth in the community involvement can be seen in participation in the Center's annual conference. During its first year, there were 100 attendees at a one-day event and last spring, there were 500 attendees at a two-day conference.

BUDGET

Summary of Revenues and Expenses					
	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014
Beginning Balance		\$0.00	\$5,000	\$5,282	\$5,282
Total Revenues	\$18,089	\$165,247	\$160,702	\$153,039	\$94,278
Total Expenses	\$18,089	\$160,247	\$160,420	\$153,039	\$94,278
Revenues Less Expenses	\$0.00	\$5,000	\$282	\$0.00	\$0.00
Ending Balance	\$0.00	\$5,000	\$5,282	\$5,282	\$5,282

Summary of Projected Revenues and Expenses					
	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
Beginning Balance	\$5,285	\$18,664	\$35,414	\$53,614	\$73,364
Total Revenues	\$115,168	\$125,000	\$132,000	\$139,000	\$146,000
Total Expenses	\$101,789	\$108,250	\$113,800	\$119,250	\$123,800
Revenues Less Expenses	\$13,379	\$16,750	\$18,200	\$19,750	\$22,200
Ending Balance	\$18,664	\$35,414	\$53,614	\$73,364	\$95,564

The Center was launched upon the promise of a \$600,000 federal grant. However, the second half of this grant was rescinded due to budget cuts. The University contributed a total of \$135,651 in operating funds for fiscal years 2012 through 2014 to counteract, in part, the loss of these funds. It is anticipated that federal, state and private grants and the Center's revenue generating activities will sustain the Center over the course of the next five years.

ITEM

Continuation of the Meteorological Studies and Weather Center at Western Connecticut State University

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve continuation of the Meteorological Studies and Weather Center at Western Connecticut State University until December 31, 2021

BACKGROUND

The Weather Center at Western Connecticut State University was established February 6, 1981 (BR 81-28) after existing for over a decade as an instructional laboratory in Earth Science. The Center was last reauthorized for continuation October 8, 2009 (BR 09-62) until December 31, 2014 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. Campus presidents review this report and then forward a recommendation for continuation. Per the Board of Regents’ recently adopted Academic Program Review Policy, the review period for Centers and Institutes has been extended from five to seven years.

President James M. Schmutter has recommended that the authorization for the Meteorological Studies and Weather Center be continued.

RATIONALE

The mission of the Meteorological Studies and Weather Center is to provide the most accurate and up-to-date information to our clients, the public, and emergency management agencies.

PRINCIPAL ACTIVITIES/ACCOMPLISHMENTS

The focus of the Center has evolved over time; since it has contributed to the successful creation of a reputable meteorology degree and no longer needs to address the appropriate curriculum for a meteorology degree, the Center continues to serve a vital professional development function for meteorology students as well as providing opportunities for the university to form professional partnerships and promote the study of meteorology. The Center’s outreach activities, conducted along the entire educational pipeline, encourage the stimulation of interest and empowerment of students in meteorology and science, influencing their academic and career goals.

The Center’s annual Tri-State Weather Conference provides students and the public opportunities to learn about topics not normally covered in the environment of traditional undergraduate education. Approximately 2,450 students and members of the public have toured the Weather Center over the course of the past five years. A formal program for prospective students offers a tour and a shadowing day with an upperclassman of high academic standing. After-school and summer programs afford high school students the chance to learn about and participate in weather forecasting, broadcasting and different transmission mediums.

The Center is working to develop a new partnership with IBM for applied research experience that will further enhance opportunities for Western's students and faculty members; and will otherwise seek to expand support for research in meteorology.

STUDENT/FACULTY/COMMUNITY IMPACT

The Center fully engages students in all aspects of its operation including professional weather forecasting on and off camera, providing products and services to clients, providing public service activities and supporting community engagement, and interacting with scholars in the field of meteorology. Students have been successful in gaining employment or admission to graduate programs as a result of their degree and participating in Center activities.

BUDGET

Summary of Revenues and Expenses					
	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013
Beginning Balance		\$0.00	\$0.00	\$0.00	\$0.00
Total Revenues	\$73,870	\$74,519	\$79,197	\$79,397	\$79,984
Total Expenses	\$73,870	\$74,519	\$179,197	\$79,397	\$79,984
Revenues Less Expenses	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Ending Balance	\$0.00	\$0.00	\$0.00	\$0.00	

Summary of Projected Revenues and Expenses					
	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Beginning Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Revenues	\$113,051	\$118,704	\$124,639	\$130,871	\$137,414
Total Expenses	\$113,051	\$118,704	\$124,639	\$130,871	\$137,414
Revenues Less Expenses	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Ending Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

The Center is self-supporting – contracts for services with professional organizations, fundraising and fees are its sources of revenue.

ITEM

Continuation of the Institute for Financial Literacy 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 Financial Literacy at Western Connecticut State University until December 31, 2021

BACKGROUND

The Institute for Financial Literacy at Western Connecticut State University was established December 10, 2009 (BR 09-82), by the CSU Board of Trustees, which set its sunset date as December 31, 2014. 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’ recently adopted Academic Program Review Policy, the review period for Centers and Institutes has been extended from five to seven years. Campus presidents review this report and then forward a recommendation for continuation.

President James M. Schmotter has recommended that the authorization for the Institute for Financial Literacy be continued.

RATIONALE

The mission of the Institute for Financial Literacy is to provide WCSU students with the general knowledge and practical experience in the effective management of personal finances by providing skills needed to cope with the financial challenges of today’s rapidly changing world.

PRINCIPAL ACTIVITIES/ACCOMPLISHMENTS

The Institute arranged for (Student) Peer Leaders to undergo approximately 20 hours of training in the curriculum of the National Financial Educators Council; thus the students became certified by that entity to teach financial literacy. Subsequently, pairs of Peer Leaders present one-hour multimedia programs on financial matters to students. The Institute established a website to inform students and supplement their knowledge of sound financial practices. In addition to conducting workshops and modules, undertaking marketing and outreach activities, the Institute arranged for guest presentations.

STUDENT/FACULTY/COMMUNITY IMPACT

During the spring semester of 2014, the Peer Leaders made four presentations to a total of 49 students. Surveys indicate the presentations were well-received. Also during the spring semester, two guest speakers addressed a total of 38 students.

BUDGET

Summary of Revenues and Expenses					
	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014
Beginning Balance		\$13,200	\$26,400	\$39,600	\$52,800
Total Revenues	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000
Total Expenses	\$16,800	\$16,800	\$16,800	\$16,800	\$27,650
Revenues Less Expenses	\$13,200	\$13,200	\$13,200	\$13,200	\$2,350
Ending Balance	\$13,200	\$26,400	\$39,600	\$52,800	\$55,150

Summary of Projected Revenues and Expenses					
	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
Beginning Balance	\$2,350	\$4,700	\$7,050	\$9,400	\$11,750
Total Revenues	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000
Total Expenses	\$27,650	\$27,650	\$27,650	\$27,650	\$27,650
Revenues Less Expenses	\$2,350	\$2,350	\$2,350	\$2,350	\$2,350
Ending Balance	\$4,700	\$7,050	\$9,400	\$11,750	\$14,100

All revenue is generated by an annual donation from the Union Savings Bank of Danbury, CT.

ITEM

Discontinuation of the David T. Chase Free Enterprise Institute at Eastern Connecticut State University

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve discontinuation of the David T. Chase Free Enterprise Institute at Eastern Connecticut State University effective December 31, 2014

BACKGROUND

The David T. Chase Free Enterprise Institute at Eastern Connecticut State University was established April 12, 1985 (BR 85-52), and was last reauthorized for continuation October 8, 2009 (BR 09-057) until December 31, 2014 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. Campus presidents review this report and then forward a recommendation for continuation or discontinuation.

President Elsa M. Nunez has recommended discontinuation of the David T. Chase Free Enterprise Institute.

RATIONALE

The mission of the David T. Chase Free Enterprise Institute is to support the advancement of the free enterprise system. The Institute played an important role in the University’s intention to provide teaching, research and public service. The Institute conducted an annual Distinguished Lecture Series that brought nationally recognized policy and business leaders to the campus to lecture on economic and business issues. In addition to the lecture series, the Institute also supported the Distinguished Business Executive in Residence presentations and the Chase Medallion, awarded to a business professional exemplifying ethical, personal and professional success.

The Center was funded by gifts from Chase Enterprises which no longer provides funding. Activities that had been sponsored by the Institute will be continued using the institution’s Operating Funds to the extent that they meet the needs of students and faculty. These include lectures, seminars and student research projects. Eastern’s administration has determined that it is possible to organize and administer these activities without the expense of operating the Institute.

ITEM

Discontinuation of the Center for Financial Forensics and Information Security at Western Connecticut State University

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve discontinuation of the Center for Financial Forensics and Information Security at Western Connecticut State University effective December 31, 2014

BACKGROUND

The Center for Financial Forensics and Information Security at Western Connecticut State University was established January 28, 2005 (BR 05-02), and was reauthorized for continuation October 8, 2009 (BR 09-060) until December 31, 2014 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. Campus presidents review this report and then forward a recommendation for continuation or discontinuation.

President James M. Schmutter has recommended discontinuation of the Center for Financial Forensics and Information Security.

RATIONALE

The mission of the Center for Financial Forensics and Information Security is to be a resource center for professionals, community organizations, teaching faculty, and students in critical areas of financial forensics and information security.

There has been little activity related to this Institute in the last five years and little current faculty support. Based upon conversations with the Chair and faculty of the Accounting Department, university administrators have decided to discontinue the Center for lack of need.

ITEM

Discontinuation of the Center for Graphics Research at Western Connecticut State University

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve discontinuation of the Center for Graphics Research at Western Connecticut State University effective December 31, 2014

BACKGROUND

The Center for Graphics Research at Western Connecticut State University was established April 1, 2004 (BR 04-14), and was reauthorized for continuation October 8, 2009 (BR 09-061) until December 31, 2014 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. Campus presidents review this report and then forward a recommendation for continuation or discontinuation.

President James M. Schmutter has recommended discontinuation of the Center for Graphics Research.

RATIONALE

The mission of the Center for Graphics Research is to serve as a focus for faculty and student research in computer-based imaging and related activities in computer animation.

Following review of the Center’s Sunset Report, the university’s administration decided that the level of Center activities and accomplishments does not warrant continuation.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Establishment of a Middle College

October 16, 2014

RESOLVED: That Capital Community College continue discussions with the Hartford Public Schools Board of Education on the creation of Capital Community College Magnet Academy. Capital Community College will provide for review and approval by the System Office all contract terms and finance agreements. Upon review and approval by the System Office the formal review and approval will go back to the Academic and Student Affairs Committee and then the full Board.

A True Copy:

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

ITEM

That Capital Community College continue discussions with the Hartford Public Schools Board of Education on the creation of Capital Community College Magnet Academy. Capital Community College will provide for review and approval by the System Office all contract terms and finance agreements. Upon review and approval by the System Office the formal review and approval will go back to the Academic and Student Affairs Committee and then the full Board.

BACKGROUND

Capital Community College (CCC) proposes to be the host of the Capital Community College Magnet Academy (CCCMA); an inter-district magnet school established under the Milo Sheff vs William A. O'Neil stipulation and proposed order, dated December 13, 2013. CCC, under the Board of Regents for Higher Education (BOR), in partnership with the Hartford Public Schools Board of Education (HBOE) has shared overall responsibility of CCCMA.

CCCMA is an Early College High School serving students in the eleventh and twelfth grades. CCCMA is located on the campus of CCC, 950 Main Street, Hartford, CT 06103. CCCMA is designed with a theme of "Community Engaged Learning" which strives to encourage students to think of themselves as members of a multicultural society whose vitality and health depends upon individuals who care about the community.

CCCMA is designated as an inter-district magnet Sheff school. The purpose of an inter-district magnet school is to reduce, eliminate or prevent racial, ethnic or economic isolation of public school students, while offering a high-quality curriculum that supports educational improvement. Overall, CCCMA's goal is to provide students with personalized and innovative learning in an early college high school environment on the campus of Capital Community College, which supports students from diverse backgrounds in developing the goals, values, self-discipline, work habits, academic and life skills needed to achieve personal success and to become engaged citizens for the good of the community and society at large.

ITEM

Approval of Tenure Recommendations from Central Connecticut State University


BACKGROUND

CCSU submitted two recommendations for tenure for last January 2014. Due to the reorganization of the Academic Affairs department, they were not brought to the Board at that time. It is recommended they be approved now. The president's original memo of recommendation is attached. The full background information for each is available from the BOR Provost's office by request.



M E M O R A N D U M

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

FROM: Jack Miller 
President, CCSU

DATE: December 3, 2013

SUBJECT: January Tenure Recommendations

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

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

/cm

cc: C. Lovitt

REPORT on NEW PROGRAMS – Fall, 2014

Central Connecticut State University

Major program	Projected enrollment	Actual enrollment (9/18/14)	Budgetary impact
Master's of Business Administration	50	82	Program exceeded enrollment goals.

Eastern Connecticut State University

Major program	Projected enrollment	Actual enrollment (9/18/14)	Budgetary impact
BS Finance	32	33	Program met enrollment goals.
BS New Media Studies	13.5	6	Program has not yet met enrollment goals. It was approved by the BOR on June 18 and not marketed to students. No additional sections of coursework were added so there was no budgetary impact.
BS Health Sciences	17.5	28	Program exceeded enrollment goals.
BA Liberal Studies	21	1	Program has not yet met enrollment goals. It was approved by the BOR on June 18 and not marketed to students. This major is open only to Early Education and Elementary Education students and they will be informed of this new major option this semester. No additional sections of coursework were added so there was no budgetary impact.
BA Philosophy	8	5	Program has not yet met enrollment goals. It was approved by the BOR on June 18 and not marketed to students until late August. No additional sections of coursework were added so there was no budgetary impact.

Western Connecticut State University

Major Program	Projected Enrollment	Actual Enrollment	Budgetary Impact
Bachelor of Science in Interdisciplinary Elementary Education (Partnership for Preparation of Elementary Educators)	25	0	Program has not yet met enrollment goals. It was approved by the BOR in August and not marketed to students. No additional sections of coursework were added so there was no budgetary impact. The program will begin in Fall 2015 and recruitment has already begun for this new cohort.

Southern Connecticut State University

Major Program	Projected Enrollment Headcount (FTE)	Actual Enrollment Headcount (FTE) (9/15/2014)	Budgetary Impact
MS in Applied Physics	16 (7.9)	13 (8.0)	There is no budgetary impact since FTE enrollment goals were met.
Certificate in Accounting	10 (5.0)	9 (6.0)	Budgetary impact is positive since this program exceeded its FTE by +1
BS in Sport Studies	0 (0)	0 (0)	This program was not approved by the BOR.
BS in Sports Management	115 (115)	12 (12)	The discrepancy here is simply due to the fact that students currently in the concentration in Sports Management in Recreation and Leisure Studies have not been able to complete the paperwork required to change to the BS in Sports Management major. This should occur for all current students no later than mid-term. Students are taking classes in the major, so there is no budgetary impact in spite of the numbers.

Gateway Community College

Major Program	Projected Enrollment	Actual Enrollment 9/24/14	Budgetary Impact
Firefighter 1 & 2	25	7	The first course in this program (FTA* 101, Fundamentals of Firefighting I) has an enrollment of 20 students. Seven (7) of these students are enrolled in the Firefighter 1 & 2 program (IJ88); seven (7) are enrolled in the Fire Technology & Administration program (IF05) and six (6) are enrolled in General Studies. Total = 20
Electronic Health Records & Coding Option	10	4	According to Banner, four (4) students are enrolled in the program. However, based on individual student tracking, there is a total of 12 students pursuing this degree. Eight (8) students are coded to either the BOT Degree or Liberal Arts & Sciences but the curriculum change paperwork has not been processed to date. Total = 12

Capital Community College

Major program	Projected enrollment	Actual enrollment (9/15/14)	Budgetary impact
AS-Health Information Management (Spring 14 start)	41 First term year two target, as the program began in Spring 2014	39	Program is close to meeting targeted enrollment and continues to be grant funded.

Manchester Community College

Major Program	Projected Enrollment	Actual Enrollment (9/15/14)	Budgetary Impact
Electronic Health Records	10	19	Budget surpassed enrollment goals.
Radiology	25	19	Program has not yet met enrollment goals. It was approved by the BOR on October 17, 2013. Marketing came late. There will be no problem meeting enrollment goals in the future as it meets workforce demands in a very significant way.
Interpersonal and Organizational Communication	20	0	Program has not yet met enrollment goals. It was approved by the BOR on November 8, 2013. It was not marketed to students in a timely manner. The program name is proposed to be changed to Human Communication with the goal of capturing more students.

Middlesex Community College

Program	Projected enrollment for Fall 2014	Actual enrollment for Fall 2014 (as of 9/18/14)	Budgetary impact/Other Comments
Health Information Management (ASSOCIATE DEGREE)	18 full-time 12 part-time <i>30 total</i>	15 full-time 27 part-time <i>42 total</i>	Program significantly exceeded enrollment goals.

Middlesex Community College (continued)

Program	Projected enrollment for Fall 2014	Actual enrollment for Fall 2014 (as of 9/18/14)	Budgetary impact/Other Comments
Health Information Management (CERT)	<p>3 full-time</p> <p>10 part-time</p> <p><i>13 total</i></p>	<p>0</p> <p>(but there are between 7-10 students waiting to matriculate – see side note)</p>	<p>Program has not yet met enrollment goals.</p> <p>This certificate is a specialization under the Health Information Management associate degree program. It meets WIA & TAACCCT requirements to establish workforce certificates for specific student populations as outlined in the college’s TAACCCT Health & Life Sciences grant. There is no budget impact on the college, as all certificate courses fulfill requirements in the parent degree program.</p> <p>The BOR approved this program on June 18, 2014. However, the program code for Banner was not established until August 8; and, the U.S. Department of Education did not approve the program for federal financial aid eligibility until September 15. These delays gave the college little opportunity to formally recruit and matriculate students into the Certificate.</p> <p>In the meantime, students who are interested in the Certificate have been temporarily enrolled in the General Studies program for the purposes of student tracking and financial aid eligibility.</p>
Ophthalmic Medical Assistant (CERT)	<p>16 full-time</p> <p>(Designed as a one-semester, full-time, cohort-based program that requires a minimum of 16 students to meet budgetary imperative to match income to expenses)</p>	<p>9 full-time</p> <p>Plus 1 student who is enrolled in the program’s courses who has not matriculated into this Certificate (and will be advised to do so)</p>	<p>Program has not yet met enrollment goals, but is on track to do so.</p> <p>For the Fall 2014 semester, we are “gap-funding” this program from the college’s US Dept. of Labor Health & Life Sciences Grant Initiative. The grant is paying for two part-time lecturer contracts.</p> <p>The BOR approved this program on June 18, 2014. However, the program code for Banner was not established until August 8; and, the U.S. Department of Education did not approve the program for federal financial aid eligibility until September 15. These delays may have dampened our recruiting efforts. Despite this, we are very pleased to have recruited nine students for the program’s first cohort, which began August 30, 2014.</p>

Middlesex Community College (continued)			
Corporate Media Production (CERT)	13 part-time 10 full-time <i>23 total</i>	0	Programs have not yet met enrollment goals. These certificates are specializations within the Broadcast-Cinema associate degree program. They meet WIA & TAACCCT requirements to establish workforce certificates for specific student populations as outlined in the college's TAACCCT New Media grant. Recruiting through the college's admissions office and the DOL is ongoing. There is no budget impact on the college, as all program courses fulfill requirements in the parent degree program.
News & Sports Production (CERT)	13 part-time 10 full-time <i>23 total</i>	0	

Quinebaug Valley Community College

Major program	Projected enrollment-FT students	Actual enrollment-FT students (9/15/14)	Budgetary impact
CAD Certificate	Continuing: 5 New Students: 5 <u>Internal Transfers: 5</u> Total: 15	Continuing: 8 New Students: 0 <u>Internal Transfers: 0</u> Total: 8	Program exceeded enrollment for "Continuing" student category. "Continuing" student category per PRO FORMA BUDGET portion of the BOR's New Program Approval documentation is defined as "students progressing to credential". "New" and "Internal Transfer" student categories can / will be populated once Program / CIP code is assigned. This program was presented and approved at the June 6 th ASA committee and presented at the full board on June 18 th . CIP code not yet assigned. This new certificate program adds no additional cost to the college as we already have a CAD degree option on the books that is operational.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM - 01/20/12

SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION¹

Institution: Quinebaug Valley Community College	Date of Submission to BOR Office: April 14, 2014
Most Recent NEASC Institutional Accreditation Action and Date: October 2011	
Characteristics of Below-Threshold Offering Name of Offering: Pathway to Teaching Careers, A.A. Type of Offering (e.g. Grad Certificate, Minor, Option) Associate of Arts Anticipated Initiation Date: Update/ Revision for Fall 14 Anticipated Date of First Completion (if applicable): Fall 14 Modality of Program: X <u>On ground</u> Online Combined If "Combined", % of fully online courses?	Credit Distribution of the Offering # Cr in Core Courses: 42-51 # Cr of Electives: 9-18 # Cr of Other: # Cr Special Requirements (e.g. internship): Total # Cr the Institution Requires to Award the Credential 60
Suggested CIP Code No. (if applicable)	Title of CIP Code
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: QVCC Danielson, CT	
Description of Offering, Context and Justification <i>(Please provide a concise description of the proposed offering and learning objectives, including a list a list of courses if necessary for clarity. In one paragraph, please address need and anticipated benefits of the offering)</i> <p>Denise Walsh and Jon Andersen, co-coordinators of the Pathway to Teaching Careers degree program host annual standing committee meetings with education representatives from Eastern Connecticut State University, Three Rivers Community College, Manchester Community College. Denise and Jon meet more frequently with the ECSU Education Department and Advising Services representatives to stay abreast of changes in ECSU programming and changes coming from the State Department of Education. Based on information from these meetings, we have returned every two years to make adjustments to the curriculum. Information from meetings over the last two years informs the following proposed changes:</p> <ol style="list-style-type: none"> 1) COM* 173 Introduction to Public Speaking and the new TAP-approved COM* 101 Intro to Mass Communications should both be accepted for fulfillment of 3 out of the 6 credits required under "communication skills." 2) ENG* 114 Children's Literature should be added to list of required Humanities courses for prospective Elementary Education majors. 3) The Fine Arts requirements have been reduced from 6 to 3 at ECSU, so we are proposing that the transferable courses ART 107 or HUM 101 (which fulfills a Tier I-Fine Arts requirement) be choices for Pathway to Teaching Careers students. 4) The reduction of the Fine Arts requirement is offset by requiring 6, rather than 3 US history credits, again per recommendations of ECSU and state guidelines. 5) Increased rigor for Elementary Education majors has translated into increased math requirements for certification. We propose that elementary majors take MAT* 143 Math for Elementary Education and one other math elective above 137. 6) The minimum GPA is being moved to 2.5 to be more in line with other QVCC programs and to avoid discouraging students too early. One reason for existence for this program is to help bring more underrepresented and working class students or first generation college students into the profession; often these students need a period of adjustment before mastering student skills. 	

¹ This information report pertains to academic programs not reaching the threshold requiring Board of Regents action. Information is shared with the BOR-Academic Council and included in the BOR-Academic and Student Affairs Committee meetings. Most CSUS and COSC cases will only require the completion of Section 1. **All Community College programs require the completion of detailed course information in Section 2.**

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM - 01/20/12

Cost Effectiveness and Availability of Adequate Resources *(As applicable, please provide a one paragraph narrative addressing resources, financial aspects of the program and how it will be sustained)*

Pathway to Teaching Careers has been operating without a separate budget, so the entire cost of the program has been a course release once a semester for program coordinator. For the Fall 2014/ Spring 2015 we are requesting a program budget of 310 dollars.

Institutional Contact for this Proposal: Associate
Professor of English Jonathan Andersen

Title: Associate
Professor of English

Tel.: 860 932 4054 e-mail:
jandersen@qvc.comnet.edu

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

BOR Sequence Number (to be assigned):

Approved 2010 CIP Code No. *(if applicable)* ²

Title of CIP Code

Log of BOR Steps:

Date for Inclusion in BOR-ASA Meeting Package:

Comments

² If needed, CIP assignment will be done by BOR staff in consideration of suggested number and in consultation with academic offices at the institution and system proposing the program. For the final assignment, the 2010 CIP definitions will be used.

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SECTION 2: DETAILS OF NEW OFFERING (Community Colleges)

Curriculum

(Please provide details of the courses for the proposed offering. Mark any new courses with an asterisk * and attach descriptions. Mark any courses that are delivered fully online with a double asterisk **. Please modify this format as needed for each case)

Course Number and Name	L.O. #	Pre- Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Core Courses				Other Requirements		
EDU 104 Pathway to Teaching Careers			1	Content Area Electives		9-18
ECE 182 Child Development (for elementary emphasis)			3			
HLT 115 Current Issues in Health Education			1			
PSY 216 NrmI /Exceptional Child and Adolescent Dev		PSY 111	3			
ENG 101 Composition			3			
COM 173 Public Speaking or COM 101 Intro to Mass Communications			3			
ENG 102 Literature and Composition			3			
ENG 114 Children's Literature (for elementary ed majors)			3			
(ENG ELECTIVE ABOVE 110)			3			
ART 107 Intro Studio Art or HUM 101 Intro to Humanities			3			
MAT 143 Math for Elementary Ed (for Elementary focus)			3			
MAT 146 Math for Liberal Arts (for secondary focus)			3			
MAT ELECTIVE ABOVE 137 (for elementary and secondary focus)			3 or 4			
BIO 115 Human Bio or BIO 121 Gen. Bio 1			4			
EVS 100 Intro to Env Sci or OCE 101 Intro to Ocean or GLG 121 Intro to Physical Geology			3			
HIS 201 U.S. History I			3			
HIS 202 U.S. History II			3			
PSY 111 General Psychology I			3			
Prerequisites						
High School GED or equivalent						
QVCC GPA of 2.5 or higher						
Successful completion of MAT 137 or 137S and ENG 101 or ENG 101S						
Completion of at least 25 percent of the minimum credit requirements through coursework at QVCC						
For second degree, at least 25 percent of coursework used is second curriculum must be unique to second curriculum. Completion of a second option does not constitute a degree.						

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Total Other Credits Required to Issue Credential				
Other Details See attached				

Learning Outcomes - L.O. *(Please list up to three of the most important student learning outcomes for the offering and concisely describe assessment methodologies to be used in measuring the outcomes. If the program will seek external accreditation or qualifies the completer to opt for a professional/occupational license, please frame outcomes in attention to such requirements.)*

1. Students will demonstrate mastery of academic skills in math and English as required for teacher certification
Assessment: EDU 104 project and PRAXIS I examination
2. Students will demonstrate working knowledge of normal and exceptional child and adolescent psychology to prepare them for interaction with students on elementary and secondary level
Assessment: PSY 216 Test and Project assessment
3. Students will demonstrate mastery of conventions of research –based academic written communication
Assessment: Successful completion of ENG 101 and ENG 102