



**BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

**AGENDA revised**

**Friday, November 8, 2013 – 9:30 a.m.**

**61 Woodland Street, Hartford, CT 06105**

**3<sup>rd</sup> Floor Board Conference Room**

1. Approval of Minutes – October 1, 2013

**CONSENT CALENDAR**

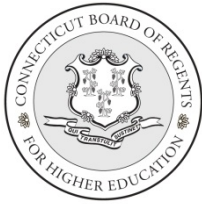
2. Termination of Existing Academic Program
  - a. Liberal Arts & Sciences: Computer Science Concentration (A.A.) – Housatonic CC
  - b. Computer Information Systems: Web Development Option (A.S.) – Housatonic CC
  - c. Computer Information Systems: Business Information Systems Option (A.S.) – Housatonic CC
  - d. Business Office Technology: Medical Secretary Certificate (C2) – Quinebaug Valley CC
  - e. Business Office Technology: Office Skills Certificate (C2) – Quinebaug Valley CC
  - f. Business Office Technology: Secretarial Certificate (C2) – Quinebaug Valley CC
  - g. Business Office Technology: Administrative Office Management (A.S.) – Quinebaug Valley CC

**ACTION ITEMS**

3. Endowed Chair Appointment – Robert C. Vance Endowed Chair in Communication – Central CSU
4. Nanotechnology Center – New Center of Excellence – Southern CSU
5. Five-year Review and Reauthorizations – Centers of Excellence
  - a. Biotechnology Institute – Central CSU
  - b. East Asian Studies Center – Central CSU
  - c. Institute for Technology and Business Development – Central CSU
  - d. Church Farm Center for Arts & Sciences – Eastern CSU
  - e. Center for the Study of Culture and Values – Western CSU
6. Licensure of New Programs
  - a. Interpersonal and Organizational Communications (A.A.) – Manchester CC
7. Extension of Ed.D in Nursing – Southern CSU and Western CSU

**INFORMATION ITEMS**

8. Updates
  - a. Safety Assessment and Security Consulting Services
9. Other business



# CT BOARD OF REGENTS FOR HIGHER EDUCATION

## ACADEMIC & STUDENT AFFAIRS COMMITTEE

Meeting – October 1, 2013  
2:00 p.m. – 39 Woodland Street, Hartford

### MINUTES - DRAFT

- Regents Present: Merle Harris (Chair), Naomi Cohen (by conf.), Nick Donofrio (by conf.), Yvette Melendez
- Regents Absent: Lawrence DeNardis, Catherine Smith
- Staff Present: Braden Hosch, Maureen McClay, Nancy Melnicsak
- Other Attendees: Carla Adams (MCC), Shirley Adams (COSC), Mary Ann Affleck (CCC), Susan Bartollini (MCC), Paul Creech (CCC), Pam Cooke (Htfd. Hospital), Pamela Edington (NCC), Gena Glickman (MCC), Sharon Gusky (NWCCC), Connie Hotchkiss (NWCCC), Marcia Jehnings (MCC), Carl Lovitt (CSCU), Steve Minkler (MXCC), Sandra Palmer (MCC), Michelle Tipton (MCC), Nora Uricchio (Htfd. Hospital)

Chair Merle Harris called the meeting to order at 2:04 p.m. She announced the departure of Braden Hosch, Interim Academic & Student Affairs Director and Director of Policy & Research, commending his work and dedication.

In order to accommodate speakers' schedules, it was moved to change the order of the agenda (motion by Y. Melendez, seconded by N. Cohen). With a quorum then present the vote was unanimously approved.

4.e. Licensure of an M.S. in STEM Education – Central Connecticut State University. **Motion to approve by N. Cohen, seconded by Y. Melendez.**

Dr. Lovitt described the program, noting no new faculty or resources were required. It had been reviewed favorably by the Department of Education for certified teachers. There were no other similar programs in the state at this time and it served an important need. In answer to inquiries, it was stated those teaching in the math, sciences or technology areas would be most likely to take the program and that new marketing staff would be aggressively marketing the program. Regent Failla remarked it was an important initiative. **The vote was unanimously approved.**

1. Approval of Minutes from September 11, 2013. **Motion for approval by N. Donofrio, seconded by N. Cohen and unanimously approved.**

CONSENT AGENDA. The Consent Agenda was **moved for adoption by N. Donofrio, seconded by N. Cohen and unanimously approved.**

Consent items included:

2. Termination of Existing Academic Program
  - a. Fine Arts: Studio Art (Option-A) – Quinebaug Valley Community College
  - b. Natural Science (MS) – Central Connecticut State University

c. Technology and Engineering Education (MS) – Central Connecticut State University

3. Program Modifications

- a. Paraprofessional Educator (undergraduate certificate) name change – Charter Oak State College
- b. Early Childhood Education (BGS), addition of concentration – Eastern CSU

ACTION ITEMS

4. Licensure of New Programs

- a. Health Information Management (AS) – Capital Community College
- b. Health Information Management (AS) -- Middlesex Community College
- c. Health Information Management (AS) – Northwestern CT Community College

The three HIM programs were considered together – **moved by N. Donofrio, seconded by Y. Melendez.**

Dr. Hosch introduced the programs, noting all three were developed in response to grant opportunities. Capital and Northwestern were in response to a grant from CWEALF; Middlesex was part of the Health Life/Science grant. He commended the collaborative work the colleges did developing a common curriculum with some choice involved. Staff review of the proposals indicated they met minimum requirements of the planning and quality assessments.

*Dean Affleck (Capital CC)* noted the area of specialization and that it complemented the Department of Labor non-credit certificate program. It develops a pathway from the certificate to the Associate's degree to a B.S. degree at Charter Oak State College. The programs were in response to the Workforce Policy Allied Health Report and the expectation of an increase in needs over the next decade. The state-wide Advisory Board also helped in the development. *Dean Minkler (Middlesex CC)* added he agreed with all the comments and noted they also worked with the community in the development. *Director Hotchkiss (Northwestern CT CC)* also noted their program was building on an existing relationship. In response to a general question from Regent Cohen about how to know when there were too many programs, Dr. Hosch noted they had looked intensely at these programs which originally had been eight different ones. In response to an inquiry from Regent Donofrio, he advised that any further programs would require more scrutiny. Regent Melendez agreed noting, particularly in this field, the workforce and labor market was expected to be very different in upcoming years. Chair Harris suggested that the Allied Health Policy Board address the committee at a future meeting on the broad picture. **The motion was voted and unanimously approved.**

Dean Affleck asked the committee about the program approval process noting that if the review for need and program duplication could be accomplished at concept paper stage, it may save the institutions considerable time and work necessary for full development. Chair Harris said the process will be looked at. She also observed that grant opportunities should consider these issues before submission and be thought out more fully before application and asked for input from the academic officers.

- d. Radiologic Science (AS) – Manchester Community College. **A motion to approve was made by N. Cohen, seconded by N. Donofrio.**

Dr. Hosch introduced the program noting the college worked with Hartford Hospital and significant courses will be at Hartford Hospital. There are several similar programs in the state, most at other community colleges. He mentioned the concern that Capital Community College, who has one of the programs, is much closer to Hartford Hospital. President Glickman (MCC) introduced Dean Palmer and Director Jehnings both from MCC and the directors of the program from Hartford Hospital. She noted MCC's ongoing relationship with Hartford Hospital and that Allied Health programs were one of the target areas. They would not be adding students at this point as they are already part of the hospital program that is ending. Director Jehnings explained that the hospital based program would need to close or join another program. She described further the number of students and noted the college's Advisory Committee had been supportive. The directors from Hartford Hospital added they had been working with MCC for the last few years and when the hospital decided to no longer sponsor the program they wanted to develop it at MCC.

Chair Harris mentioned the need for students to earn associate degrees by 2015. There was a question regarding the concerns at Capital CC and President Nieves noted they had voiced their concerns but would not stand in the way. Chair Harris also questioned the geography noting Capital students would be better served at Hartford Hospital. President Glickman said there were a variety of clinical sites and Capital also had sites across the river. Regent Melendez said she would be abstaining from voting (she worked at Hartford Hospital) but mentioned other factors than location, including service lines of the hospital and opportunities that exist. President Nieves noted that working together as the colleges did for the HIM programs would be more deliberate in addressing needs. Chair Harris mentioned if similar programs were coming forward that discussion for collaboration should start now. There was some further discussion and the vote was then taken. **It was approved by majority** (Cohen-yes, Donofrio-yes, Harris-yes, Melendez-abstain).

e. [See above – moved to first on agenda]

5. Licensure and Accreditation of New Programs

- a. Electronic Health Records Specialist Certificate – Manchester CC. **A motion to approve was made by N. Donofrio, seconded by Y. Melendez.**

Dr. Hosch introduced stating it was a short certificate program. President Glickman presented staff for the program, Susan Bartollini and Carla Adams, noting there was excitement about the certificate as it was going through approvals at the college level. This was front-line medical administrative support for the 21<sup>st</sup> century with a hands-on design curriculum. Interested employers found it met a need for quality assurance. It also could ladder into a medical office program or other opportunities. In response to a question it was stated all courses could move into a degree program. Regent Donofrio asked if students are counseled regarding pathways. They are told about all opportunities to continue their education but it was mentioned some students are part of the retraining for displaced workers. **The motion was voted and unanimously approved.**

- b. Group Exercise Instructor (Undergraduate Certificate) – Norwalk CC. **A motion to approve was made by N. Donofrio, seconded by Y. Melendez.**

Dr. Hosch introduced the program noting it had been affirmed by the Academic Council. Dean Edington gave details remarking the need and trends for more group-based and affordable training. They partnered with the community and used a number of additional venues. This is the only certificate program of its kind in the state and students will be eligible for the national exam. In response to a question it was noted the expectation is that students for this program would be from gyms and other training venues. Regent Melendez mentioned the demand around wellness and exercise sciences becoming more professional.

Regent Donofrio asked about licensure rules in Connecticut. It was mentioned licensure was not required for individuals to work as group exercise instructors, but Dr. Hosch would look into the question more fully. **The vote was taken and unanimously approved.**

INFORMATION ITEMS. Dr. Hosch stated that a full update on the Maguire enrollment project would be given at the upcoming Board of Regents meeting.

### **Adjournment**

There was no other business. **A motion to adjourn was made by N. Donofrio, seconded by Y. Melendez and unanimously approved.** The meeting adjourned at 3:25 p.m.

**ITEM**

Termination of a program in LAS: Computer Science Concentration leading to the Associate of Arts (A.A.) degree at Housatonic Community College

**RECOMMENDED MOTION FOR FULL BOARD**

**RESOLVED:** That the Board of Regents for Higher Education approve at the request of the institution to terminate a program LAS: Computer Science Concentration leading to the Associate of Arts (A.A.) degree at Housatonic Community College

**BACKGROUND**

Housatonic Community College has requested to terminate a program in LAS: Computer Science Concentration leading to the Associate of Arts (A.A.) degree. Termination of an academic program must receive approval from the Board of Regents, following the policy for academic program approval adopted in January 2012.

**RATIONALE**

HCC has decided to terminate this degree program with a Computer Science concentration after a program review by the business department. This program does not offer enough courses in computer science for job employment or sufficient courses to enable students to enter a bachelor degree program in computer science.

**PHASE OUT/TEACH OUT STRATEGY**

All students have been provided with correspondence concerning the termination of this program. They have also been given information about the following programs: Computer Information Systems (parent program) and Computer Information Systems: Computer Science Option. These programs will better serve students when seeking job employment opportunities or the ability to enter a bachelor degree program with computer science skills when they receive their Associate in Science degree.

All students have been given, and will continue to be given, full academic advising. A few students will be able to graduate in the LAS: Computer Science concentration and have been advised for the fall 2013 and spring 2014 courses.

**RESOURCES**

No resources are required to make this change.

**ITEM**

Termination of a program in Computer Information Systems, with a Web Development Option, leading to the Associate of Science (A.S.) degree at Housatonic Community College

**RECOMMENDED MOTION FOR FULL BOARD**

RESOLVED: That the Board of Regents for Higher Education approve at the request of the institution to terminate a program Computer Information Systems with an Option in Web Development leading to the Associate of Science (A.S.) degree at Housatonic Community College

**BACKGROUND**

Housatonic Community College has requested to terminate a program in Computer Information Systems with an Option in Web Development, leading to the Associate of Science (A.S.) degree. Termination of an academic program must receive approval from the Board of Regents, following the policy for academic program approval adopted in January 2012.

**RATIONALE**

HCC has decided to terminate this degree program with an option in Web Development due to low enrollment. Presently there are 9 students in the program. In the process of the CIS program review, the HCC's business department feels that the CIS Computer Information Systems (parent program) and a new option Computer Information Systems: Computer Science Option will provide our students with the computer science application courses, programming courses, and technology courses required for job employment as well as the ability to enter a bachelor degree program in the computer science arena.

**PHASE OUT/TEACH OUT STRATEGY**

All students have been provided with correspondence concerning the termination of this program. Two students will graduate in the CIS: Web Development Option degree program and the other seven have been given information about the CIS (parent program) and the CIS: Computer Science option program. All students have also been given and will continue to be given full academic advising.

**RESOURCES**

No resources are required to make this change.

**ITEM**

Termination of a program in Computer Information Systems, with a Business Information Systems Option, leading to the Associate of Science (A.S.) degree at Housatonic Community College

**RECOMMENDED MOTION FOR FULL BOARD**

**RESOLVED:** That the Board of Regents for Higher Education approve at the request of the institution to terminate a program Computer Information Systems with an Option in Business Information Systems leading to the Associate of Science (A.S.) degree at Housatonic Community College

**BACKGROUND**

Housatonic Community College has requested to terminate a program in Computer Information Systems with an Option in Business Information Systems, leading to the Associate of Science (A.S.) degree. Termination of an academic program must receive approval from the Board of Regents, following the policy for academic program approval adopted in January 2012.

**RATIONALE**

HCC has decided to terminate this degree program with an option in Business Information Systems due to low enrollment. Presently there are two students in the program. Students will be able to enter the Business Administration program or the Computer Information Systems program. Either of these programs will better provide job employment as well as allow entrance into a bachelor degree program.

**PHASE OUT/TEACH OUT STRATEGY**

All students have been provided with correspondence concerning the termination of this program. They have been provided information about the Business Administration program and the Computer Information Systems program. All students have also been given, and will continue to be given, full academic advising.

**RESOURCES**

No resources are required to make this change.

**ITEM**

Termination of a certificate program in Business Office Technology: Medical Secretary leading to an undergraduate certificate (C2) at Quinebaug Valley Community College.

**RECOMMENDED MOTION FOR FULL BOARD**

**RESOLVED:** That the Board of Regents for Higher Education approve at the request of the institution to terminate a program Business Office Technology: Medical Secretary, leading to an undergraduate certificate at Quinebaug Valley Community College

**BACKGROUND**

Quinebaug Valley Community College has requested to terminate a program in Business Office Technology: Medical Secretary, leading to an undergraduate certificate. Termination of an academic program must receive approval from the Board of Regents, following the policy for academic program approval adopted in January 2012.

**RATIONALE**

QVCC has decided to terminate this degree program due to low graduation rates and enrollment. Since Fall 2010, enrollment has decreased from 15 to 0 enrolled in Spring 2013. Graduation rates have been continuously low ranging from 0 to 4 in the last six semesters.

**PHASE OUT/TEACH OUT STRATEGY**

The program coordinator will contact all enrolled students for advising. Program classes required for graduation will be offered for the next two years as needed. If students are unable to complete the requirements in that time, reasonable substitutions will be made. Some students may be advised to change to a different program.

**RESOURCES**

No resources are required to make this change.



**ITEM**

Termination of a certificate program in Business Office Technology: Office Skills leading to an undergraduate certificate (C2) at Quinebaug Valley Community College.

**RECOMMENDED MOTION FOR FULL BOARD**

**RESOLVED:** That the Board of Regents for Higher Education approve at the request of the institution to terminate a program Business Office Technology: Office Skills, leading to an undergraduate certificate at Quinebaug Valley Community College

**BACKGROUND**

Quinebaug Valley Community College has requested to terminate a program in Business Office Technology: Office Skills, leading to an undergraduate certificate. Termination of an academic program must receive approval from the Board of Regents, following the policy for academic program approval adopted in January 2012.

**RATIONALE**

QVCC has decided to terminate this degree program due to low enrollment and graduation rates. Since Fall 2010, there has been only four enrollments and three graduates. There have been zero enrollments in the last three semesters.

**PHASE OUT/TEACH OUT STRATEGY**

The program coordinator will contact all enrolled students for advising. Program classes required for graduation will be offered for the next two years as needed. If students are unable to complete the requirements in that time, reasonable substitutions will be made. Some students may be advised to change to a different program.

**RESOURCES**

No resources are required to make this change.

**ITEM**

Termination of a certificate program in Business Office Technology: Secretarial leading to an undergraduate certificate (C2) at Quinebaug Valley Community College.

**RECOMMENDED MOTION FOR FULL BOARD**

**RESOLVED:** That the Board of Regents for Higher Education approve at the request of the institution to terminate a program Business Office Technology: Secretarial, leading to an undergraduate certificate at Quinebaug Valley Community College

**BACKGROUND**

Quinebaug Valley Community College has requested to terminate a program in Business Office Technology: Secretarial, leading to an undergraduate certificate. Termination of an academic program must receive approval from the Board of Regents, following the policy for academic program approval adopted in January 2012.

**RATIONALE**

QVCC has decided to terminate this degree program due to low enrollment and graduation rates. Since Fall 2010 there has been only a single enrollment for most semesters (with 2 in Fall 2010 and 0 in Spring 2013). There have been only four graduates in the past six semesters.

**PHASE OUT/TEACH OUT STRATEGY**

The program coordinator will contact all enrolled students for advising. Program classes required for graduation will be offered for the next two years as needed. If students are unable to complete the requirements in that time, reasonable substitutions will be made. Some students may be advised to change to a different program.

**RESOURCES**

No resources are required to make this change.

**ITEM**

Termination of a program in Business Office Technology: Administrative Office Management, leading to the Associate of Science (A.S.) degree at Quinebaug Valley Community College

**RECOMMENDED MOTION FOR FULL BOARD**

**RESOLVED:** That the Board of Regents for Higher Education approve at the request of the institution to terminate a program Business Office Technology: Administrative Office Management, leading to the Associate of Science (A.S.) degree at Quinebaug Valley Community College

**BACKGROUND**

Quinebaug Valley Community College has requested to terminate a program in Business Office Technology: Administrative Office Management, leading to the Associate of Science (A.S.) degree. Termination of an academic program must receive approval from the Board of Regents, following the policy for academic program approval adopted in January 2012.

**RATIONALE**

QVCC has decided to terminate this degree program due to low graduation rates. Although enrollment has remained in the mid-twenties since Fall 2010, each semester, there has been only a single graduate (except spring 2012 there were two).

**PHASE OUT/TEACH OUT STRATEGY**

The program coordinator will contact all enrolled students for advising. Program classes required for graduation will be offered for the next two years as needed. If students are unable to complete the requirements in that time, reasonable substitutions will be made. Some students may be advised to change to a different program (Business Management, for example).

**RESOURCES**

No resources are required to make this change.

**ITEM**

Designation of Ms. Susan Campbell to fill the Robert C. Vance Endowed Chair in Journalism and Mass Communication at Central Connecticut State University

**RECOMMENDED MOTION FOR FULL BOARD**

- WHEREAS Through Board Resolution #03-11, the former Board of Trustees for the Connecticut State University System established the Robert C. Vance Chair in Journalism and Mass Communication at Central Connecticut State University, and
- WHEREAS President Jack W. Miller of Central Connecticut State University, upon consultation with the Search Committee, the Chair of the Department of Communications, the Dean of the Carol A. Ammon School of Arts and Sciences, and the CCSU Provost, has recommended that the endowed chair be filled by Ms. Susan Campbell, and
- WHEREAS Ms. Campbell has been formally trained as a journalist, has taught mass communication courses for more than a decade, is a former reporter, has worked through the transition from a print media organization to a convergent one that uses multiple platforms to construct and convey messages using many different media, and also brings a unique blend of experiences that will support CCSU's institutional commitment to community engagement, and
- WHEREAS Ms. Campbell will be responsible for teaching; working with faculty, students and media professionals to conduct research, develop curricula, and promote collaborative interactions among academia and the private sector; provide opportunities for students and faculty to conduct research and develop innovative approaches to complex issues; conduct outreach activities that will benefit CCSU, its students and the greater New Britain community, therefore be it
- RESOLVED That the Board of Trustees for the Connecticut State University System designates Ms. Susan Campbell to fill the Robert C. Vance Chair in Journalism and Mass Communication at Central Connecticut State University for spring 2014 and fall 2014.

**BACKGROUND**

Central Connecticut State University has requested that Ms. Susan Campbell be named to fill the Robert C. Vance Chair in Journalism and Mass Communication at Central Connecticut State University. The Board of Regents may appoint individuals to Endowed Chairs following the policy and procedures approved by the former Board of Trustees under Board Resolution #03-11.

While Section 10a-20a of the Connecticut General Statutes provides for matching funds through the Endowed Chair Investment Fund, appropriations have not been directed to this fund in several years, and more recently established Endowed Chairs, including the Robert C. Vance Chair in Journalism and Mass Communication at Central Connecticut State University, are not supported by this state fund but only by the endowment of the specific donor(s) establishing the Endowed Chair.

**RATIONALE**

The incumbent of the this Endowed Chair would work with faculty, students and area professional in the fields of journalism and mass communication to conduct research and promote collaboration interactions between the university and the private sector; develop innovative approaches to complex issues facing the discipline; and perform research, consultation and management development seminars for professionals and practitioners.

Ms. Susan Campbell is a formally trained journalist and she has taught mass communication courses for more than ten years. As a former reporter for *The Hartford Courant*, she worked through the transition from a print media organization to a convergent one that uses multiple platforms to construct and convey messages using many different media. Ms. Campbell received the 2010 Connecticut Book Award for her memoir, *Dating Jesus: Fundamentalism, Feminism, and the American Girl* and she has served as a guest host for NPR's "Where We Live."

Ms. Campbell will bring a unique blend of experiences that will support CCSU's institutional commitment to community engagement. She has developed an organization to facilitate community engagement and discussion of current issues at the Charter Oak Cultural Center in Hartford. Her work with the Partnership for Strong Communities is well aligned with the University's efforts to end homelessness in New Britain.


As the Vance Chair, Professor Campbell's responsibilities would consist of:

- Teaching one course spring 2014 and one course fall 2014
- Working with the faculty, students, and area media professional to conduct research, develop curricula, and promote collaborative interactions among academia and the private sector
- Providing opportunities for students and faculty to conduct research and develop innovative approaches to complex issues such as First Amendment law, the media as a teaching tool, ethics and morality in the media, and the impact of stereotypes portrayed in television entertainment on modern society
- Conducting outreach activities such as a public lecture, conference development, internship placement, and act as a guest lecturer in other classes in the journalism and communications programs

The term of the appointment would be for the spring 2014 and fall 2014 semester.

**M E M O R A N D U M****Via Facsimile**

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

**FROM:** Jack Miller   
President, CCSU

**DATE:** October 25, 2013

**SUBJECT:** Recommendation to Appoint Susan Campbell to the Robert C. Vance Endowed Chair

I am writing to request approval from the Connecticut Board of Regents for Higher Education to appoint Susan Campbell to the Robert C. Vance Endowed Chair in Journalism and Mass Communication at Central Connecticut State University for spring 2014 and fall 2014. This half-time appointment will be at the rank of Associate Professor for a salary of \$40,000. This proposed appointment, which has my full support, has been reviewed and recommended by the search committee, the Chair of the Department of Communication, the Dean of the Carol A. Ammon School of Arts and Sciences, and the CCSU Provost.

Ms. Campbell has been formally trained as a journalist, and she has taught mass communication courses for more than a decade at Manchester Community College. As a former reporter for *The Hartford Courant*, she worked through the transition from a print media organization to a convergent one that uses multiple platforms to construct and convey messages using many different media. Ms. Campbell received the 2010 Connecticut Book Award for her memoir, *Dating Jesus: Fundamentalism, Feminism, and the American Girl* and she has served as a guest host for NPR's "Where We Live."

We believe that Ms. Campbell also brings a unique blend of experiences that will support CCSU's institutional commitment to community engagement. She has developed an organization to facilitate community engagement and discussion of current issues at the Charter Oak Cultural Center in Hartford. Her work with the Partnership for Strong Communities is well aligned with the University's efforts to end homelessness in New Britain.

As the Vance Chair, Professor Campbell's responsibilities would consist of

- Teaching one course spring 2014 and one course fall 2014;
- Working with the faculty, students, and area media professionals to conduct research, develop curricula, and promote collaborative interactions among academia and the private sector;
- Providing opportunities for students and faculty to conduct research and develop innovative approaches to complex issues such as First Amendment law, the media as a

teaching tool, ethics and morality in the media, and the impact of stereotypes portrayed in television entertainment on modern society;

- Conducting outreach activities such as a public lecture, conference development, internship placement, and act as a guest lecturer in other classes in the journalism and communication programs.

I have attached a copy of Ms. Campbell's résumé for your review. Thank you for considering this recommendation, which I would appreciate your forwarding to the Board of Regents for approval.

/cm  
Attachment

# Susan Campbell

104 Hughes St.  
East Haven, CT 06512  
860-916-8451  
slcampbell417@gmail.com

## Education:

Master's of religious studies, Hartford (Conn.) Seminary, 2001.  
Bachelor of science in journalism, University of Maryland, 1981.

## Work experience:

July 2012 to the present – Communications/development consultant at Partnership for Strong Communities in Hartford (website: pschousing.org)

August 2012 to the present – Monthly columnist at the website, Connecticut Health Investigative Team (c-hit.org)

September 2012 to March 2013 – Weekly columnist for New Haven Register, Middletown Press, and Torrington Register Citizen.

February 1986 to May 2012 – Staff writer at Hartford (Conn.) Courant, with a focus on politics and religion. Columnist since 1990. My column about the shootings at Connecticut's lottery headquarters in March 1998 was part of The Courant's Pulitzer Prize for breaking-news the following year.

2002 to the present – Adjunct communication professor at Manchester (Conn.) Community College. I have taught journalism ethics, mass communication, and news writing classes.

2009 to the present – On-air regular commentator/news contributor to WNPR radio station, including guest hosting for "Where We Live," a locally-produced news/talk show, and appearances as a regular guest on "The Colin McEnroe Show."

2011 to the present – Teacher of a non-fiction writing workshop at Mark Twain House & Museum in Hartford, Conn.

1998 to the present – Leader of various workshops at Wesleyan University, Abilene Christian University, Lipscomb University, University of Connecticut, and University of Hartford.

1983 to 1986 – Staff writer for the Wichita (Kan.) Eagle-Beacon (now the Eagle), with a focus on breaking news and features.



1981 to 1983 – Staff writer for the Joplin (Mo.) Globe, with a focus on breaking news, police news, and features.

**Other writing:**

Memoir, "Dating Jesus: Fundamentalism, Feminism, and the American Girl," published by Beacon Press in 2009, and awarded the 2010 Connecticut Book Award for memoirs.

Contributor to "Make Mine a Double: Why Women Like Us Like to Drink (Or Not)," to be published the fall of 2011 by University Press of New England, and yes, I understand your concern, but I'm the "not" in the title.

Co-author, "Connecticut Curiosities," 2002, Globe-Pequot Press.

Biographer, "Tempest-Tossed: The Spirit of Isabella Beecher Hooker," a biography of the early American feminist, to be published by Wesleyan University Press in Spring 2014.

Occasional blogger for Women's Media Center, [www.sexyorsexism.org](http://www.sexyorsexism.org)

**Other media:**

Appearances on CBS' "Sunday Morning" and BBC, local news show "Face the State," as well as Hartford area media such as radio stations WWUH, WNPR, WHUS, WTIC, and WDRC

Co-created and currently maintain a blog, "Hot Dogma!" at <http://hot-dogma.com>

On Twitter at [campbells1](https://twitter.com/campbells1)

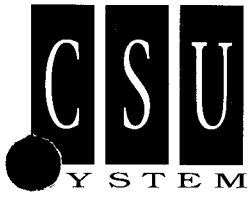
**Volunteer work:**

Includes but is not limited to Connecticut Food Bank (East Haven); Charter Oak Cultural Center (Hartford), Burns Elementary School (Hartford); Mercy Housing and Shelter (Hartford); South Park Inn (Hartford); Immaculate Conception Shelter and Housing Corp. (Hartford), and Columbus House (New Haven)

On the board of Connecticut Coalition to End Homelessness.

**Honors:**

In addition to the Pulitzer committee, my work has been recognized by the National Women's Political Caucus, New England Associated Press News Executives, the Society for Professional Journalists, the American Association of Sunday and Feature Editors, the National Society of Newspaper Columnists, and the Sunday Magazine Editors Association.



RESOLUTION  
 establishing  
 THE ROBERT C. VANCE CHAIR  
 IN JOURNALISM AND MASS COMMUNICATION  
 at  
 CENTRAL CONNECTICUT STATE UNIVERSITY  
 March 7, 2003

WHEREAS, Central Connecticut State University and Robert C. Vance Charitable Foundation have joined together to create a permanent legacy that will benefit the citizens of this state for generations to come, and

WHEREAS, Robert C. Vance was a widely respected journalist who served as editor and publisher of The Herald in New Britain from 1951 to 1959, and

WHEREAS, Mr. Vance was close confidant of President Herbert D. Welte and a staunch supporter of the Teachers College of Connecticut through his devoted service on its Citizens' Committee, and

WHEREAS, The Robert C. Vance Charitable Foundation has pledged \$1,400,000 to the CCSU Foundation, Inc. for the purpose of establishing an endowed chair in journalism and mass communication, and

WHEREAS, The Robert C. Vance Charitable Foundation has generously supported the prestigious Robert C. Vance Lecture Series which has brought speakers of national and international renown to Central Connecticut State University including Presidents George Bush, Jimmy Carter and Gerald Ford, Benjamin Bradlee, William Buckley, President F.W. deKlerk, Ambassador Jeane Kirkpatrick, Secretary of State Henry Kissinger, Senator George McGovern, Senator George Mitchell, Prime Minister Brian Mulroney, Chancellor Helmut Schmidt, Commissioner Francis T. Vincent, President Lech Walesa, Lord Harold Wilson, and Bob Woodward, therefore be it

RESOLVED, That the Board of Trustees for the Connecticut State University System in recognition of the Robert C. Vance Foundation's commitment of \$1,400,000 to Central Connecticut State University hereby establishes an endowed chair in journalism and mass communication at Central Connecticut State University to be known now and hereafter as the Robert C. Vance Endowed Chair in Journalism and Mass Communication.

A Certified True Copy:

\_\_\_\_\_  
 William J. Cibes, Jr., Chancellor

**ITEM**

Establishing the Robert C. Vance Endowed Chair in Journalism and Mass Communication at Central Connecticut State University

**BACKGROUND**

Robert C. Vance was a widely respected journalist who served as editor and publisher of The Herald in New Britain from 1951 to 1959, and was a staunch supporter of the Teachers College of Connecticut through his devoted service on its Citizens' Committee. The Robert C. Vance Charitable Foundation has generously supported the prestigious Robert C. Vance Lecture Series that has brought speakers of national and international renown to Central Connecticut State University. The Robert C. Vance Charitable Foundation has pledged \$1,400,000 to the CCSU Foundation, Inc. for the purpose of establishing an endowed chair in journalism and mass communication.

**ANALYSIS**

The president of Central Connecticut State University has indicated that the university remains committed to a real world orientation in the classroom and strives to maintain a responsible relationship with the community to enhance the common good. The incumbent of this Endowed Chair would work with faculty, students and area professionals in the fields of journalism and mass communication to conduct research and promote collaborative interactions between the university and the private sector; develop innovative approaches to complex issues facing the discipline; and perform research, consultation and management development seminars for professionals and practitioners.

Appropriate Board policy for establishing the Endowed Chair has been followed. Central has elected to utilize the state endowment matching funds program that provides for a 1:2 match instead of applying for the 1:1 match through the Endowed Chair Investment Fund program administered by the Department of Higher Education.

**CHANCELLOR'S RECOMMENDATION**

Approve the establishment of the Robert C. Vance Endowed Chair in Journalism and Mass Communication at Central Connecticut State University

**ITEM**

Connecticut State Colleges & Universities (ConnSCU) Center for Nanotechnology at Southern Connecticut State University – a multi-institutional center with a central-HUB at Southern and regional-HUBS at Central Connecticut State University, Eastern Connecticut State University and Western Connecticut State University.

**RECOMMENDED MOTION FOR FULL BOARD**

WHEREAS Section 10a-25h(a) of the Connecticut General Statutes provides that Board of Regents for Higher Education acting as the board of trustees for constituent units is authorized to establish and administer centers to be known as Connecticut higher education centers of excellence, and

WHEREAS The Connecticut State University Board of Trustees Resolution #01-87 provides a policy and procedures to establish Connecticut higher education centers of excellence, and

WHEREAS Centers of excellence established under these procedures are to go out of existence on December 31 five years after their inception unless action to the contrary is taken by the Board, therefore be it

RESOLVED: That the Board of Regents for Higher Education establishes the Connecticut State Colleges & Universities (ConnSCU) Center for Nanotechnology at Southern Connecticut State University – a multi-institutional center with a central-HUB at Southern and regional-HUBS at Central Connecticut State University, Eastern Connecticut State University and Western Connecticut State University; to exist until December 31, 2018, unless approved for continuance pursuant to Board policy

**BACKGROUND**

Southern Connecticut State University has requested that the Board of Regents establish a Connecticut State Colleges & Universities (ConnSCU) Center for Nanotechnology as allowed under CGS 10a-25h and through procedures established by the former CSU Board of Trustees (BR#01-87).

Staff review of the proposal indicates it is consistent with the statutory definition of a center of excellence as well as the missions of both ConnSCU and SCSU. As required by Board policy, the materials provided by the University make a case for need, identify objectives and faculty resources, present a plan for financial support, and outline an evaluation and assessment plan. In establishing the new Center, SCSU will build upon existing physical infrastructure, faculty expertise, academic programs on campus and the other CSU institutions; and current research collaborations with Yale University, the University of Connecticut and the community colleges. The plan for sufficient financial support of the center includes grant funds from federal and private sources.

## **RATIONALE**

### Need

Nanotechnology is a subfield of materials science that explores and exploits the unique properties of materials when manipulated at the nanometer (atomic and molecular) scale – fertile territory for new discoveries in fundamental science and for the development of novel applications. Advances in nanotechnology have the potential to influence many fields of science and engineering as well as many sectors of society (e.g. agriculture, energy and environment, information technology, medicine).

At the turn of the century, two reports to state authorities advocated that Connecticut become well prepared to compete in the developing field of nanotechnology poised to play a major role in shaping the future. In response to the reports' call for action and subsequent legislative acts, Southern envisions the ConnSCU Center for Nanotechnology as functioning at the interface of education, research, workforce training and outreach and service to the state. The Center has been designed to be multi-institutional, physically located in the Physics Department at SCSU and serving as the central-HUB and supporting regional-HUBS at CCSU, ECSU and WCSU to maximize the impact of the Center on the research and education across the ConnSCU system.

Building upon previous research collaborations, work in developing curricula, research expertise and experience in community outreach/educational activities for materials science and nanoscience, the Center will become a resource for all STEM disciplines within ConnSCU, promoting interdisciplinary research and education; and serving as a venue for outreach to the general public and the business community.

### Objectives

The objectives for the proposed Center are listed in a chart at the end of this report. They have been aligned in support of its goals:

1. Serve as a state-of-the-art instrumentation and techniques center for characterization, fabrication, and analysis studies of micro- and nano-scale structures;
2. Serve as a locus for faculty and student learning, research, and research training in materials science and nanotechnology;
3. Work with CEMS to provide a nexus for interdisciplinary science studies;
4. Provide academic – corporate collaboration and internship opportunities for students and faculty;
5. Work with CEMS to facilitate STEM recruitment, retention and public literacy initiatives; and
6. Support nanotechnology regional-HUBS at CCSU, ECSU, and WCSU

A number of activities/events will be undertaken to accomplish the objectives. These activities/events include those derived from lessons learned and collaborations with closely aligned research centers, including the Center for Research on Interface Structures and Phenomena (a collaboration between Yale University and Southern), the Yale Center for Nanoscience and Quantum Engineering, the Institute of Material Science at the University of Connecticut and Southern's Center for Excellence in Mathematics and Science (CEMS).

Appropriately, the objectives serve as the basis for the Center's assessment and evaluation plan which calls for annual process evaluations and outcome evaluations, discussed succinctly in the chart.

### Faculty and Staff Involvement

#### *Administration*

The Inaugural Director of the Center will be Dr. Christine Broadbridge, a faculty member in the Physics Department for 13 years and its chairperson since 2008. She holds a doctorate in materials science engineering from Brown University and has conducted research in advanced methods for nanocharacterization. She has previously established grant-funded facilities supporting undergraduate research at Trinity College and Southern. An Inaugural Facilities Manager, part of the Center's leadership structure, is to be named later. Physics department faculty members, Dr. Todd Schwendemann and Dr. Matthew Enjalran have been identified as the best candidates to fill this role. Dr. Karen Birch, Coordinator of the Connecticut College of Technology will be the Inaugural Administrative Liaison, providing the leadership with advice on the administration and operations of the Center to insure that the Center maximizes its impact on the ConnSCU system. The director, facilities manager and administrative liaison will also be charged with the responsibilities of identifying and securing additional funds to support the Center. The Center will establish an Advisory Board to provide broad input on the needs of the communities served. Advisory Board membership will include representative from the four CSU campuses, Yale University, the University of Connecticut, the Community Colleges and representatives from local industry. Southern's Provost and Dean of Arts and Science will provide administrative oversight of the Center.

#### *Other faculty and staff*

ConnSCU faculty members from various disciplines will have access to the Center's facilities for research, the development of coursework, and professional development. Students across ConnSCU will be impacted by the Center via coursework and participation in research programs. Additionally, the Center will develop research facilities and programs that facilitate interdisciplinary interactions between community college and CSU faculty and students.

### Budget

Principally, revenue to support the Center comes from a federal grant and a private gift. Funds from a National Science Foundation grant and a Werth Family Foundation gift will be annually budgeted for undergraduate, graduate and teacher fellowships, and materials/supplies/instrument maintenance. Initially \$103,885 will be allocated for these purposes. Other revenue includes institutional support and membership and instrument use fees. Operational funds from Southern totaling \$29,525 for the first year will include 3-credits of release time for the administrative director, summer support for the lab manager, a part-time technician and funding for equipment and supplies. Fees generated by the Center will be used to support the part-time technician and to purchase consumable materials and supplies.

*Five-Year Revenues and Expenses*

BUDGET CATEGORIES	Year 1 (FY14)	Year 2 (FY15)	Year 3 (FY16)	Year 4 (FY17)	Year 5 (FY18)	TOTAL
<b>REVENUE</b>						
1. Gifts/Grant Support <sup>a</sup>	\$103,885	\$103,885	\$113,885	\$118,885	\$123,885	<b>\$564,425</b>
2. General Fund <sup>b</sup>						
3. Operating Fund <sup>c</sup>	\$29,525	\$28,628	\$27,307	\$26,055	\$25,021	<b>\$136,536</b>
4. Other Revenue <sup>d</sup>	\$9,150	\$14,052	\$20,911	\$26,678	\$36,954	<b>\$107,745</b>
5. <b>TOTAL REVENUE</b> (lines 1-4)	<b>\$142,560</b>	<b>\$146,565</b>	<b>\$162,103</b>	<b>\$171,618</b>	<b>\$185,860</b>	<b>\$808,706</b>
<b>EXPENSES</b>						
1. Personnel <sup>e</sup>	\$73,785	\$74,382	\$74,996	\$75,630	\$76,283	<b>\$375,076</b>
2. Fringe Benefits	\$6,900	\$7,483	\$7,707	\$7,938	\$8,177	<b>\$38,205</b>
3. Travel						
4. Equipment & Supplies	\$61,875	\$64,700	\$79,400	\$88,050	\$101,400	<b>\$395,525</b>
5. Contractual						
6. Construction <sup>f</sup>						
7. Other						
8. Total Direct Costs (lines 1-8)	\$142,560	\$146,565	\$162,103	\$171,618	\$185,860	<b>\$808,706</b>
9. Indirect Costs <sup>g</sup>						
10. <b>TOTAL COSTS</b> (lines 8-9)	<b>\$142,560</b>	<b>\$146,565</b>	<b>\$162,103</b>	<b>\$171,618</b>	<b>\$185,860</b>	<b>\$808,706</b>
<b>NET</b>						
1. <b>TOTAL REVENUE - TOTAL COSTS</b> surplus / (deficit)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	<b>\$0.00</b>
2. <b>OPERATIONAL BALANCE</b> from previous year	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	<b>\$0.00</b>

## NOTES:

- Include and break out revenues from foundations and gift/nonoperational revenues from other sources. Provide description in Budget Narrative.
- Include revenues for support of Center/Institute from block grant (e.g. Reassigned time for faculty supported on block grant)
- Include revenues for support of Center/Institute from operating funds (e.g. tuition and fees).
- Other revenue includes operating revenue (fees charged to participants, event fees, etc.) and/or other sources not listed above. Provide description in Budget Narrative.
- Include breakout and costs for faculty reassigned time and costs for other personnel. Provide detail and FTE estimate in proposal narrative on faculty and staff involvement.
- Include breakout and costs for new construction and costs for renovation or upgrade of existing facility/space.
- Estimate costs for facilities use, utilities consumption, etc.

*Assessment and Evaluation Plan*

<b>Center’s Objectives</b>					
1. Center will provide research opportunities at the undergraduate and graduate (MS) levels	2. The Center will facilitate development of coursework in nanotechnology and its applications for use at the undergraduate, graduate (masters) levels and for non-science majors.	3. The Center will develop research facilities and programs facilitating interdisciplinary interactions between ConnSCU faculty and students.	4. The Center will provide coursework and professional development opportunities for K-12, CT Community Colleges, and CSU educators.	5. The Center will establish research facilities supporting education, research and research training in nanotechnology and materials science.	6. The Center will establish a ConnSCU Advisory Board on Nanotechnology to offer resources that will aid in Connecticut’s Workforce Competitiveness (e.g., coursework, certification programs, use of laboratory facilities)
<b>Evaluation and Reporting Procedures</b>					
<p>Process and outcome evaluations will be employed in determining the success of the Center in achieving its objectives. The process evaluation will include a review of the activities outlined under each strategy (goal) to determine if activities/events were implemented as originally planned, i.e., number, timing, etc. and the quality of the activities and events. The outcome evaluation will assess the impact of the strategies and related activities to enhance the science education of undergraduate and graduate students, current and future science educators, and the understanding, appreciation and interest in science for K-12 students and the general public.</p> <p>Annual assessments will be conducted by the Center’s management and submitted with revenue statements through the university’s reporting processes in the form of an annual report to the Dean of Arts and Sciences and the Provost of the University. The Dean and Provost will conduct site visits and their recommendations will be incorporated with the annual self-assessment into the Center’s continuous improvement plan.</p> <p>An initial 5-year (sunset) review will be conducted according to the CSU Guidelines for Academic Centers and Institutes. If approved for continuance, the Center will continue to conduct intensive 5-year reviews.</p>					



**ITEM**

Continuation of the Biotechnology Institute at Central Connecticut State University

**RECOMMENDED MOTION FOR FULL BOARD**

RESOLVED: That the Board of Regents for Higher Education approve continuation of the Biotechnology Institute at Central Connecticut State University until December 31, 2018

**BACKGROUND**

The Biotechnology Institute at Central Connecticut State University was established May 8, 2003 (BR 03-32) and was last reauthorized for continuation October 8, 2008 (BR 08-54) until December 31, 2013 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.

President Miller has recommended that the authorization for the Biotechnology Institute be continued.

**RATIONALE**

The Biotechnology Institute was established to facilitate productive interactions with area biotechnology companies to enhance academic, research and outreach activities in the biomolecular sciences. These interactions have resulted in CCSU faculty improving their capacities to maintain curricular programs that are modern, relevant and responsive to the needs of local industries. Consequently, the companies have increased awareness of CCSU programs and of their graduates as local workforce resources. Moreover, the interactions afford CCSU the wherewithal to increase community outreach efforts designed to recruit and prepare middle and high school students for future educational and career opportunities in the biomolecular sciences.

In achieving its stated objectives, recent accomplishments include:

- Fund-raising drive conducted with alumni, netting \$5,000
- Continuation/expansion of outreach programs for middle and high school students
- Increased employment opportunities for graduates with strong placements at Protein Sciences and Bristol-Myers and developing contacts at the new Jackson Lab being constructed at the UConn Health Center

Evaluations of the Institute's progress have been centered upon its placement of students which has been deemed highly successful despite the difficult economy. The Institute also has a highly successful track record of placing its students into graduate programs. The outreach programs have a strong history with many students benefitting from their program experiences. The Institute recognizes a need to work harder to maintain its contacts with management of local firms. To that end, it plans to offer a forum to present students' research next spring.

In its five-year review, the Institute anticipates acquiring sufficient revenue, primarily from gifts/grants, over the course of the next five years to continue its self-supporting status.

**BUDGET**

<b>Summary of Revenues and Expenses</b>					
	<b>FY 2009</b>	<b>FY 2010</b>	<b>FY 2011</b>	<b>FY 2012</b>	<b>FY 2013</b>
<b>Beginning Balance</b>		\$13,232.08	\$8,286.15	\$9,430.46	\$11,971.83
<b>Total Revenues</b>	\$6,632.13	\$6,110.07	\$12,826.00	\$6,315.00	\$1,184.00
<b>Total Expenses</b>	\$1,854.90	\$11,056.00	\$11,681.69	\$3,773.63	
<b>Revenues Less Expenses</b>	\$4,777.23	(\$4,945.93)	\$1,144.31	\$2,541.37	
<b>Ending Balance</b>	\$13,232.08	\$8,286.15	\$9,430.46	\$11,971.83	

<b>Summary of Projected Revenues and Expenses</b>					
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>
<b>Beginning Balance</b>		\$4,500	\$9,000	\$13,500	\$18,000
<b>Total Revenues</b>	\$8,500	\$8,500	\$8,500	\$8,500	\$8,500
<b>Total Expenses</b>	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000
<b>Revenues Less Expenses</b>	\$4,500	\$4,500	\$4,500	\$4,500	\$4,500
<b>Ending Balance</b>	\$4,500	\$9,000	\$13,500	\$18,000	\$22,500

**ITEM**

Continuation of the East Asian Studies Center at Central Connecticut State University

**RECOMMENDED MOTION FOR FULL BOARD**

RESOLVED: That the Board of Regents for Higher Education approve continuation of the East Asian Studies Center at Central Connecticut State University until December 31, 2018

**BACKGROUND**

The East Asian Studies at Central Connecticut State University was originally established as the China Resource Center February 6, 1998 (BR 98-09), continued and renamed the East Asian Studies Center November 6, 2003 (BR 03-61), and was last reauthorized for continuation October 8, 2008 (BR 08-55) until December 31, 2013 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.

President Miller has recommended that the authorization for the East Asian Studies Center be continued.

**RATIONALE**

The mission of the East Asian Studies Center is to promote, support and enhance academic success and excellence among Asian and Asian American students at CCSU. Its establishment was prompted by the increasing prominence of Asia in the global society and the growing community of Asians in Connecticut. An overwhelming majority of Asian American and Asian students have achieved a high GPA in recent years. However, during that time, a small percentage of Asian American and Asian students have withdrawn from the university; and feedback from active students have cited lack of a welcoming, inclusive, informed and sensitive campus as well as opportunities for scholarship, academic development and leadership on campus as possible reasons. The Center aspires to achieve 100 percent of Asian American and Asian students remaining at CCSU and graduating with outstanding academic records. Moreover, the Center hopes to capitalize on its highest achieving students as role models for other Asian as well as other CCSU students, and to forge a strong and safe academic community for all students by building community leadership while promoting social understanding between the diverse racial and ethnic groups on campus and the larger community.

The Center has implemented a large array of programs, activities and services for Asian students often in collaborations with other campus organizations to achieve its goals and objectives; including mentoring, orientations, networking, advisement and cultural excursions. Likewise, a number of assessments are utilized to determine the extent to which goals and objectives have been achieved; including a database of students' academic performance, mentor logs, participant feedback, focus groups and event attendance. The Center recognizes that it has experienced limited success in its goal to expand extensive, informal and formal ties and partnerships with scholars, universities, corporations, and organizations in Asia whose mission and/or interests complement those of CCSU; and its desire to secure grants and/or funding to support academic scholarships and internships. An Advisory Board has been established to guide and support the

Center, specifically in these areas. Additionally the Center plans to work collaboratively with the campus' Africana Center and Latino/Caribbean Center to jointly plan and implement a combined social/cultural event and other activities to impact their mutual interests and concerns.

The Center is supported by operating funds from the university, which are expected to increase by \$1,500 annually over the course of the next five years.

## BUDGET

<b>Summary of Revenues and Expenses</b>					
	<b>FY 2009</b>	<b>FY 2010</b>	<b>FY 2011</b>	<b>FY 2012</b>	<b>FY 2013</b>
<b>Beginning Balance</b>					
<b>Total Revenues</b>					
<b>Total Expenses</b>					
<b>Revenues Less Expenses</b>					
<b>Ending Balance</b>					

<b>Summary of Projected Revenues and Expenses</b>					
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>
<b>Beginning Balance</b>	\$0	\$0	\$0	\$0	\$0
<b>Total Revenues</b>	\$13,883	\$15,383	\$16,883	\$18,383	\$19,883
<b>Total Expenses</b>	\$13,883	\$15,383	\$16,883	\$18,383	\$19,883
<b>Revenues Less Expenses</b>	\$0	\$0	\$0	\$0	\$0
<b>Ending Balance</b>	\$0	\$0	\$0	\$0	\$0

**ITEM**

Continuation of the Institute for Technology and Business Development at Central Connecticut State University

**RECOMMENDED MOTION FOR FULL BOARD**

RESOLVED: That the Board of Regents for Higher Education approve continuation of the Institute for Technology and Business Development at Central Connecticut State University until December 31, 2018

**BACKGROUND**

The Institute for Technology and Business Development at Central Connecticut State University was originally established as the Institute for Industrial and Engineering Technology July 23, 1993 (BR 93-60), continued October 1, 1998 (BR 98-59), given its current name in October 2002, continued November 6, 2003 (BR 03-62), and was last reauthorized for continuation October 8, 2008 (BR 08-56) until December 31, 2013 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.

President Miller has recommended that the authorization for the Institute for Technology and Business Development be continued.

**RATIONALE**

The Institute's predecessor was an outgrowth of a report entitled the "Manufacturing Technology Deployment Study – Increasing Deployment of Manufacturing Technology in Connecticut" commissioned by the General Assembly. The report concluded the state needed supportive resources from higher education. CCSU was given a \$4.3M grant by the state in 1993 to buy a downtown New Britain building to address the five needs identified by the report. Since that time, the Institute has continued to support the identified needs by molding itself to address companies' needs. In its current configuration, ITBD focuses on four core areas: (1) Workforce Development Training, (2) Business Services/Advisory in Incubation, (3) Conferencing, and (4) Aligning with CCSU's Continuing Education program in Institutional Advancement to offer Corporate weekly workforce institutes and open enrollment programs using CCSU faculty.

ITBD has received a number of awards and recognitions as a quality service provider to multiple industries across the state. According to its own assessments, the Institute has launched over 80 new businesses, provided workforce training to thousands of individuals and improved the state's economy and its competitiveness. Additionally, ITBD has provided a venue where CCSU faculty and students can gain access to the business community for experiential and applied learning. Additionally, Institute activities have led to successful scholarship opportunities for students.

The Institute is self-supporting - its revenues are all generated from fees collected from training programs, conference center room rental, catering, and monthly rent from start-up businesses and tenants. The budget is projected to remain at break-even over the course of the next five years,

as expenses absorb operational net income projected to be \$1.3M in FY2014 and growing to \$2.0M in FY2018.

### BUDGET

<b>Summary of Revenues and Expenses</b>					
	<b>FY 2009</b>	<b>FY 2010</b>	<b>FY 2011</b>	<b>FY 2012</b>	<b>FY 2013</b>
<b>Beginning Balance</b>	\$578,000	\$745,000	\$871,000	\$1,020,000	\$924,000
<b>Total Revenues</b>	\$2,002,000	\$1,800,000	\$1,926,000	\$1,395,000	\$1,145,000
<b>Total Expenses</b>	\$1,841,000	\$1,674,000	\$1,777,000	\$1,491,000	\$1,252,000
<b>Revenues Less Expenses</b>	\$161,000	\$126,000	\$149,000	(\$96,000)	(\$107,000)
<b>Ending Balance</b>	\$745,000	\$871,000	\$1,020,000	\$924,000	\$817,000

<b>Summary of Projected Revenues and Expenses</b>					
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>
<b>Beginning Balance</b>					
<b>Total Revenues</b>	\$1,300,000	\$1,500,000	\$1,700,000	\$1,800,000	\$2,000,000
<b>Total Expenses</b>	\$1,300,000	\$1,500,000	\$1,700,000	\$1,800,000	\$2,000,000
<b>Revenues Less Expenses</b>	\$0	\$0	\$0	\$0	\$0
<b>Ending Balance</b>	\$0	\$0	\$0	\$0	\$0

**ITEM**

Continuation of the Church Farms Center for the Arts and Sciences at Eastern Connecticut State University

**RECOMMENDED MOTION FOR FULL BOARD**

RESOLVED: That the Board of Regents for Higher Education approve continuation of the Church Farm Center for the Arts and Sciences at Eastern Connecticut State University until December 31, 2018

**BACKGROUND**

The Church Farm Center for the Arts and Sciences at Eastern Connecticut State University was established March 10, 2008 (BR 08-07) until December 31, 2013 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.

President Nunez has recommended that the authorization for the Church Farm Center for the Arts and Sciences be continued.

**RATIONALE**

The Church Farm property in Ashford, CT was donated by Dorothy Church Zaring and Joseph Zaring to the ECSU foundation, Inc. with the donors' request that it be devoted to creative university, community, state and regional involvement in the arts and humanities, environmental sciences and ecology, and a range of other community and life-long learning activities and events. The mission of the Center for the Arts and Sciences is to integrate art, the humanities, environmental science and ecology into the University and local communities by providing a site for student and faculty research, a wide range of formal learning experiences for Eastern students and members of the broader community, and a venue for cultural activities.

Each semester since Fall 2008, a minimum of two programs have been offered including art exhibits, jazz concerts, theatrical productions, programs for children, and lectures related to ecology and environmental science. ECSU faculty and students have conducted research at the site related to wildlife habitat and restoration, invasive species, animal behavior and hydrology. The Center has integrated Church Farm into the Ashford community through programs attended by local residents and by providing a venue for local organizations to hold events. The Center has also created a web site that provides a digital library of documents related to Church Farm.

Assessments indicate that the Center has been successful offering programming at the site and in promoting its usage as a field site for faculty and student research, other learning activities and creative/cultural activities. However, the Center has not succeeded in filling the endowed chair linked to the facility. Until that goal can be achieved, an existing faculty member in the Department of Biology will take responsibility for some of the intended activities of the endowed chair; primarily, promotion and support of undergraduate research at the farm, and leadership in the scheduling, planning and conduct of events related to Biology at the Center; thus expanding the activities at the Center.

The Center expects that most of its funding over the course of the next five years will come from gifts and grants.

### BUDGET

<b>Summary of Revenues and Expenses</b>					
	<b>FY 2009</b>	<b>FY 2010</b>	<b>FY 2011</b>	<b>FY 2012</b>	<b>FY 2013</b>
<b>Beginning Balance</b>		\$46	\$381	\$470	\$1,123
<b>Total Revenues</b>	\$3,000	\$3,700	\$4,400	\$5,100	\$5,791
<b>Total Expenses</b>	\$2,954	\$3,365	\$3,311	\$4,447	\$5,648
<b>Revenues Less Expenses</b>	\$46	\$335	\$89	\$653	\$143
<b>Ending Balance</b>	\$46	\$381	\$470	\$1,123	\$1,266

<b>Summary of Projected Revenues and Expenses</b>					
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>
<b>Beginning Balance</b>		\$0	\$0	\$0	\$0
<b>Total Revenues</b>	\$6,489	\$18,731	\$21,395	\$23,542	\$26,438
<b>Total Expenses</b>	\$6,849	\$18,731	\$21,395	\$23,542	\$26,438
<b>Revenues Less Expenses</b>	\$0	\$0	\$0	\$0	\$0
<b>Ending Balance</b>	\$0	\$0	\$0	\$0	\$0



**ITEM**

Continuation of the Center for the Study of Culture and Values at Western Connecticut State University

**RECOMMENDED MOTION FOR FULL BOARD**

RESOLVED: That the Board of Regents for Higher Education approve continuation of the Center for the Study of Culture and Values at Western Connecticut State University until December 31, 2018

**BACKGROUND**

The Center for the Study of Culture and Values at Western Connecticut State University was established March 7, 2003 (BR 03-09), and was last reauthorized for continuation October 8, 2008 (BR 08-57) until December 31, 2013 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.

President Schmotter has recommended that the authorization for the Center for the Study of Culture and Values be continued.

**RATIONALE**

The mission of the Center for the Study of Culture and Values is to expand opportunities and enrich discourse in the university and community related to culture, values and issues of choice in history and contemporary life; and to support teaching, research and scholarship on topics related to the significance of culture and values in shaping our civilization. The Center is also charged with promoting the examination of ethnical, moral and legal codes and their effect upon patterns of social, professional and business practices.

The Center was established through a generous gift from the Macricostas Family Foundation, in part to support the original plan to establish an endowed chair in Modern Greek and Hellenic Studies. That plan has been modified due to insufficient matching funds and investment fields. Instead, the Center will continue its endowed lecture series and establish endowed courses with public lectures, drawing from the strong Hellenic Studies program at nearby Yale University.

In recent years, the Center has engaged two visiting faculty members for Spring 2012 and Spring 2013, respectively under the auspices of its endowed chair. Hereafter, an endowed course will be employed to promote connections between local Greek/Hellenic studies scholars and the greater Danbury community. The Center's endowed lecture series has been well attended by students, faculty and members of the broader community. The themes have alternated between a focus on culture and a focus on entrepreneurship. The Center has also brought to campus theatrical productions of Greek Classics and sponsored cultural excursions relevant to Greek history.

The Center anticipates endowment fund yields in the range of \$34K to \$36K annually to support its activities over the course of the next five years.

**BUDGET**

<b>Summary of Revenues and Expenses</b>					
	<b>FY 2009</b>	<b>FY 2010</b>	<b>FY 2011</b>	<b>FY 2012</b>	<b>FY 2013</b>
<b>Beginning Balance</b>		\$0.00	\$3,233.54	\$4,190.36	\$4,190.36
<b>Total Revenues</b>	\$23,590.57	\$4,883.54	\$1,324.32	\$42,602.09	\$102,495.01
<b>Total Expenses</b>	\$23,590.57	\$1,650.00	\$367.50	\$42,602.09	\$102,494.45
<b>Revenues Less Expenses</b>	\$0.00	\$3,233.54	\$956.82	\$0.00	\$0.56
<b>Ending Balance</b>	\$0.00	\$3,233.54	\$4,190.36	\$4,190.36	\$4,190.92

<b>Summary of Projected Revenues and Expenses</b>					
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>
<b>Beginning Balance</b>		\$3,735	\$7,470	\$11,205	\$14,823
<b>Total Revenues</b>	\$34,000	\$34,000	\$34,000	\$34,000	\$34,000
<b>Total Expenses</b>	\$30,265	\$30,265	\$30,265	\$30,382	\$30,382
<b>Revenues Less Expenses</b>	\$3,735	\$3,735	\$3,735	\$3,618	\$3,618
<b>Ending Balance</b>	\$3,735	\$7,470	\$11,205	\$14,823	\$18,441

**ITEM**

Licensure of a program in Interpersonal and Organizational Communication leading to an Associate of Arts (A.A.) degree at Manchester Community College

**MOTION FOR FULL BOARD**

RESOLVED: That the Board of Regents for Higher Education license a program in Interpersonal and Organizational Communication leading to an Associate of Arts (A.A.) degree at Manchester Community College

**BACKGROUND**

Manchester Community College has applied for licensure of a program in Interpersonal and Organizational Communication leading to an Associate of Arts (A.A.) degree. The College currently offers a program in radio and television communication but nothing in interpersonal communication.

The proposed program was developed to address the need of students who desire to pursue the study of human communication at the A.A. degree level. Advisors report that students seeking transfer to the University of Connecticut, Central Connecticut State University and Eastern Connecticut State University find that the A.S. degree does not always transfer to baccalaureate of art degree institutions. This program will facilitate current and future students seeking an Associate's degree to transfer to baccalaureate-degree granting schools.

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

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

## PLANNING ASSESSMENT

### Conformance with institutional mission

The program is consistent with the College's mission and fits within the scope of the College's other offerings in communication.

### Need

The 2011 State of Connecticut Civic Health Index (<http://ncoc.net/CTCHI>), the White House Open Government initiative (<http://www.whitehouse.gov/open>), the American Association of Colleges and Universities (AAC&U), and Congress and have all promoted the importance of communicating in interpersonal and group/team settings in ways that promote public goods rather than destroy the civic fabric.

The Civic Health Index specifically highlights the importance of engagement, social connectedness, and equity. The White House Open Government directive (<http://www.whitehouse.gov/open/documents/open-government-directive>) instructs federal agencies to increase and make easier opportunities for participation and collaboration with the public in decision-making. College curriculum that improves the public's capacity for this kind of involvement is one step toward changing the "civic achievement gap" (<http://www.civicyouth.org/circle-working-paper-51-the-civic-achievement-gap/>) the country faces.

The National Task Force on Civic Learning and Democratic Engagement's report, published by the AAC&U is entitled "A National Call to Action. A Crucible Moment: College Learning & Democracy's Future" ([http://www.aacu.org/civic\\_learning/crucible/](http://www.aacu.org/civic_learning/crucible/)).

The United States has recently seen legislation honoring the memory of Christina-Taylor Green by encouraging schools to teach civic education and civil discourse in public schools, H.RES.181 (<http://thomas.loc.gov/cgi-bin/query/z?c112:H.RES.181>) designed to strengthen civic discourse and promote that through schools shows the country's resolution to strive toward better ways of communicating with each other as an alternative to violence.

The discipline of Communication has studied the importance of the study of interpersonal, organizational, human communication ([http://www.natcom.org/uploadedFiles/Content/Research/Chairs\\_Corner/pdf%20-%2010%20-%20Morreale%20Pearson.pdf](http://www.natcom.org/uploadedFiles/Content/Research/Chairs_Corner/pdf%20-%2010%20-%20Morreale%20Pearson.pdf)).

The Federal Department of Labor indicates that communication knowledge and skills are required of several kinds of jobs including professional, service, support, and sales.

### Unnecessary duplication of programs

Currently there is a Communication A.S. degree which prepares students for employment in television as reporters, production assistants, camera operators and video editors; in radio, as on-air personnel and copywriters; in journalism, as reporters and feature writers; and in public relations, as entry-level employees. The proposed Interpersonal and Organizational Communication program focuses on human interaction rather than communication production

and broadcast skills and is designed to prepare students to transfer to B.A. Communication degrees.

Among the Connecticut Community Colleges, there are no comparable programs to the proposed Associate in Arts in Interpersonal and Organizational Communication. Programs like this exist in other states, however. Middlesex Community College and Norwalk Community College both offer A.A. degrees designed as transfer degrees, but they do not have specific focuses on human interaction. Other schools have distinct courses in the program, but nothing explicitly linking them together: Norwalk Community College has Gender and Communication; Capital Community College has Social Media in Contemporary Society; Gateway Community College has a Fundamentals of Human Communication, Naugatuck Community College has Introduction to Communication, Interpersonal Communication, and Intercultural Communication.

The state universities have programs similar to it, and successful students would be able to transfer to those programs. Among the Connecticut State Universities (CSU):

- \* Central has a Communication Degree with an Organizational Communication emphasis area (and Public Relations and Promotions).
- \* Eastern has a Public Relations emphasis.
- \* Southern has an Interpersonal and Relational Communication specialization and a separate Organizational Communication specialization.
- \* Western has a: Communication Studies program [featuring 4 areas; 1) Rhetoric, Language and Public Address, 2) Relational Communication, 3) Media Studies, and 4) Media Production] and a Relational Communication program.

Among private institutions, the University of Hartford has a similar offering. The Connecticut State Universities and the University of Connecticut both have similar programs. This program could serve as the first two years of these other programs.

#### Cost effectiveness

See attached spreadsheet for program enrollment, revenue, and expense projections.

#### Availability of adequate resources

The proposed program will not require additional resources beyond hiring adjunct instructors to teach new courses. The college has already begun to offer two of the new courses as Communication electives, and has seen full enrollments in these sections. There are no new equipment or facility cost implications.

## QUALITY ASSESSMENT DESCRIPTION

### Purpose and Objectives

The proposed 60-credit Associate in Arts in Interpersonal and Organizational Communication helps Manchester Community College accomplish its mission and fulfill components of its approved Strategic Plan. Manchester Community College's mission states that the college "advances academic, economic, civic, personal and cultural growth by providing comprehensive, innovative and affordable learning opportunities to diverse populations. We are a learning-centered community committed to access, excellence and relevance." The college community has identified areas of strategic importance and the objectives needed to achieve these goals. The key areas of focus are: academic excellence, integrative learning and holistic student development, workforce development, community and civic engagement, educational partnerships, stewardship and college culture. It also addresses a need identified by the Communication Department's program review to create greater coherence among courses.

### *Learning outcomes*

Upon completion of the Interpersonal and Organizational Communication program, graduates will:

1. Explain major theories in interpersonal and organizational communication.
2. Understand how identity is negotiated, enacted, and maintained.
3. Analyze how context affects topic and style of interactions.
4. Conduct a meeting.
5. Demonstrate awareness of cultural forms, patterns, and styles of communication.

Assessment will include pre- and post- class testing, analysis of graduate job placement, alumni surveys, and other methods as necessary.

### Enrollment Projections

The College projects an enrollment of 35 (27 FTE) during its first year and anticipates an increase to 55 (42 FTE) students during its second year and 80 (52 FTE) its third year.

	First Term Yr 1		First Term Yr 2		First Term Yr 3	
	FT	PT	FT	PT	FT	PT
Internal Transfers	10	5	5	5	5	5
New Students	10	10	15	10	20	15
Continuing	0	0	10	10	20	15
<b>Total Headcount</b>	<b>20</b>	<b>15</b>	<b>30</b>	<b>25</b>	<b>45</b>	<b>35</b>
<b>Total Estimated FTE per Year</b>	<b>27</b>		<b>42</b>		<b>52</b>	

### Administration

The Communication and Humanities Department Chair, currently Prof. Robert Kagan, shall serve as the administrator of the Interpersonal and Organizational Communication A.A. degree program. Qualifications include having a Master's degree or higher in Communication. Assigned FTE would be the same for the Communication A.S. degree.

Curriculum

Course Number and Name	L.O.	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
<b>Program Core Courses</b>				<b>Other Related/Special Requirements</b>		
ENG* B101 Composition		assessment test	3	Gen Ed, PSY 111 General Psychology  OR SOC 101 Introduction to Sociology		3
COM* B100 Introduction to Communication (for majors)	1, 2, 3	ENG* B101	3	Gen Ed. COM 173 Public Speaking  OR HON COM 173 Honors Public Speaking	1, 2, 3	3
COM* B172 Interpersonal Communication	1, 2, 5	ENG* B101	3	Gen Ed., Any course that meets Knowledge of the Physical and Natural World		3
COM* B278 Group Communication	1, 3, 4	ENG* B101	3	ENG 110 Introduction to Literature		3
COM* B202 Intercultural Communication*  An introduction to the field of intercultural communication. This course studies how culture and communication interact. This course is designed to increase awareness of the cultural self and to help develop greater competence in communicating across cultural lines. Cultural privilege and power will be explored, as well as processes for mediating intercultural conflict. Finally, the course will examine models of how people learn cultural identity and develop intercultural sensitivity. Throughout the course, examples will be drawn from cultures of Europe, Asia, Africa, the Middle East and the Americas to help the student gain a global understanding of the issues involved in intercultural communication.	2, 3, 5	ENG* 101 and any 100-level Social Science course.	3	HIS 102 Western Civilization  OR HIS 122 World Civilization II  OR HIS 202 U.S. History II  OR HIS 213 U. S. Since W.W. II		3
COM* B206 Social Media*  Interpersonal relationships and community have	2, 3	For COM* B206: COM*B 100	3	ANT 105 Introduction to Cultural		3

traditionally been conceptualized as created through face-to-face interaction. However, with the advent and proliferation of new communication technologies, interpersonal relationships and communities have taken on a new face and form, transcending space and time, challenging our definitions and perceptions of what “relationships” and “community” are and can be. In this course, we will examine theories and concepts pertaining to interpersonal relationships and community, literature that applies these to new technologies, as well as literature that offers new findings and theories on the interfaces between them. We will also critically examine the role that new technologies are having on our thought processes, education, civic and social life.  OR THR* B101 Introduction to Theater		For THR* B101: ENG* B101		Anthropology		
COM* B295 Internship I	2, 3	12 completed credit hours in Communication	3	Any course in Human Thought and Expression		3-4
COM* B201 Intro, Public Relations  OR COM* B229 Creative Writing – Nonfiction	2, 3	ENG* B 101  For COM* B229: ENG* B101 with a grade of C+ or better	3	HUM 101 Introduction to Humanities  OR HUM 125 Introduction to Peace and Conflict Studies  OR any foreign language  OR any SGN course		3-4
COM* B199 Family Communication*  Communication as it functions in family systems. Students will focus on identifying, describing and analyzing patterns of communication, the development of communication norms, the role the family system plays in the organization of society. 3cr  OR COM* B101 Intro, Mass Communication	2, 4, 5	For COM* B199: COM*B 100  For COM* B101: none	3	Gen Ed, 5 MATH 109 OR higher		3
COM* B209 Gender and Communication	2, 5	ENG* B 101	3	IDS 201 Explore		3
<b>Core Course Prerequisites</b>			<b>30</b>	<b>Elective Courses in the Field</b>		<b>30</b>
<b>Total Other Credits Required to Issue Credential (e.g. GenEd/Liberal Arts Core/Liberal Ed Program)</b>						



Resource Support

There are no special resources needed for this program.

*Faculty*

There will be no new full time faculty hired to teach in this program. Adjunct faculty will be hired as enrollment needs dictate.

Faculty teaching in the program will be:

Robert Kagan, Chair  
MS Syracuse University  
Specializations: Film, Public Relations

Stephania Davis  
BA Howard University University of Maryland  
Specializations: Journalism

Albert Kim  
MS Central Connecticut State University  
Specializations: Communication, Mass Media, Broadcasting

Rebecca M. Townsend  
PH.D University of Massachusetts Amherst  
Specializations: Communication and culture; rhetoric and social interaction

Brion Van Over  
University of Massachusetts Amherst  
MA State University of New York at Albany  
Specializations: Communication, Conversation Analysis, Intercultural Communication, Interpersonal Communication, Environmental Communication

<i>Institution</i>	Manchester Community College				<i>Date</i>	10/7/2013
<i>Proposed Program</i>	Interpersonal and Organizational Communication					
<b>PROJECTED Enrollment</b>	First Term Year 1		First Term Year 2		First Term Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers ( <i>from other programs</i> )	10	5	5	5	5	5
New Students ( <i>first time matriculating</i> )	10	10	15	10	20	15
Continuing ( <i>students progressing to credential</i> )	0	0	10	10	20	15
Headcount Enrollment	20	15	30	25	45	35
<b>Total Estimated FTE per Year</b>	27		42		52	
<b>PROJECTED Program Revenue</b>	Year 1		Year 2		Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition ( <i>Do not include internal transfers</i> )	\$ 37,860.00	\$ 11,160.00	\$ 94,650.00	\$ 22,320.00	\$ 151,440.00	\$ 33,480.00
Program-Specific Fees	\$ -					
Other Rev. ( <i>Annotate in text box below</i> )	\$ -					
<b>Total Annual Program Revenue</b>	\$ 49,020.00		\$ 116,970.00		\$ 184,920.00	
<b>PROJECTED Expenditures*</b>	Year 1		Year 2		Year 3	
	Number ( <i>as applicable</i> )	Expenditure	Number	Expenditure	Number	Expenditure
Administration ( <i>Chair or Coordinator</i> )	0*					
Faculty ( <i>Full-time, total for program</i> )	0					
Faculty ( <i>Part-time -total for program</i> )	1	\$9,382	3	\$28,146	4	\$37,528
Support Staff	0					
Library Resources Program						
Equipment ( <i>List as needed</i> )	0					
Other (e.g. student services)						
Estimated Indirect Cost ( <i>e.g. student services, operations, maintenance</i> )	\$930 per student	\$32,550		\$51,150		\$74,400
<b>Total ESTIMATED Expenditures</b>		\$41,932		\$79,296		\$111,928
* Note: Capital outlay costs, institutional spending for research and service, etc. can be excluded.						
<p><i>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."</i></p> <p><b>* Interpersonal and Organizational Communication resides in the Communication Department. The department chair will not receive additional release time based on BOR approved compensation for program coordinators and chairs</b></p>						

**ITEM**

Extension of a program in Nursing Education leading to the Doctor of Education (Ed.D.) degree at Southern Connecticut State University and at Western Connecticut State University administered jointly and offered online.

**RECOMMENDED MOTION FOR FULL BOARD**

**RESOLVED:** That the Board of Regents for Higher Education extend licensure of a program in Nursing Education leading to the Doctor of Education (Ed.D.) degree at Southern Connecticut State University and at Western Connecticut State University administered jointly and offered online until February 28, 2014

**BACKGROUND**

The Nursing Education program leading to the Doctor of Education (Ed.D.) degree at Southern Connecticut State University and at Western Connecticut State University administered jointly and offered online was licensed in November 2011 for a period of two years. The original resolution reads:

That the Board of Regents for Higher Education licenses a program in Nursing Education leading to the Doctor of Education (Ed.D.) degree at Southern Connecticut State University and at Western Connecticut State University, to be administered jointly and offered online for a period of two years until November 30, 2013. Be it further resolved that the program will enroll only students from states in which both universities are authorized to operate, and be it further resolved that the program must provide to the President a report no later than September 1, 2012 on student enrollment, progress, and satisfaction at both universities in a format determined by the President.

The interim reports submitted last year reported positive outcomes. The institutions request an extension to prepare documents for consideration of accreditation.