BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE
AGENDA
Thursday, December 18, 2014 – 1:00 p.m.
61 Woodland Street, Hartford, CT   06105
3ʳᵈ Floor Board Conference Room

1. Approval of Minutes – December 5, 2014

2. **CONSENT ITEMS**
   a. Modifications
      i. Resolution amendment to reinstate Industrial Technology program and approve reorganization of new program in Manufacturing Management – BS – CCSU
   b. Suspensions
      i. Health Administration – M.S. – WCSU
      ii. Teaching – M.A. – WCSU

ACTION ITEMS
3. New Programs
   a. Paramedic Studies – AS – Housatonic CC
   b. CIS-Mobile Application Developer Option – Capital CC

4. Tabled Item
   a. Health Care Science – AS – Quinebaug Valley CC

5. Renaming the School of Arts and Sciences as the College of Liberal Arts and Social Sciences – Central CSU

6. Policy Amendments
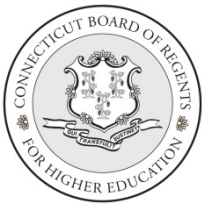   a. Student Code of Conduct Policy Regarding Hearing Process

INFORMATION ITEMS
7. UPDATES
   a. Report – Financial Literacy and PA 14-217 [Arthur Poole]
   b. Report – Dual Enrollment – Credentialing Teachers [Robin Golden]

8. OTHER BUSINESS

CT BOARD OF REGENTS FOR HIGHER EDUCATION

ACADEMIC & STUDENT AFFAIRS COMMITTEE

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

<u>MINUTES</u>

Regents Present: Merle Harris, Stephen Adair, Eugene Bell, Naomi Cohen, Lawrence DeNardis, Craig Lappen

Regents Absent: Catherine Smith

Staff Present: David Levinson, Elsa Nunez, Candace Barrington, Corby Coperthwaite, William Gammell, Duncan Harris, Shelly Jewell, Maureen McClay, Stacey Musulin, Meg Niewinski, Linda Perfetto, Arthur Poole, Wendy Robicheau, Ernestine Weaver, Sarah White, Karen Wosczyna-Birch

Other Attendees: Cathryn Addy (TxCC), Michael Alfano (CCSU), Jayne Battye (QVCC), Ann Branchini (TRCC), Carol Brutza (GCC), Linda Clark (CCSU), Carlee Drummer (QVCC), David England (TxCC), Rhona Free (ECSU), Janet Hayes (GCC), Stephen Hegedus (SCSU), Ray Hughes (CCC), Mary Ellen Jukoski (TRCC), Marianne Kennedy (SCSU), Allyson Kinney (GCC), Mark Kosinski (GCC), Kate Miller (MxCC), Hannelore Moeckel-Rieke (NCC), James Mulrooney (CCSU), Michael Rooke (TxCC), Karl Schoen-Rene (GCC), Malik Sitou (GCC), Mark Vesligau (QVCC), Stacy Walker (GWCC), David Welsh (TxCC)

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

1. Minutes of October 2, 2014 – **A motion to approve was made by N. Cohen, seconded by C. Lappen and unanimously approved.**

<u>Consent Items</u> – There were no changes. **A motion to approve by L. DeNardis seconded by N. Cohen and unanimously approved.** Consent items approved were:
2. Termination
    a. Technical Writing Certificate – Three Rivers CC

3. Modification
    a. Therapeutic Recreation Certificate – Middlesex CC
    b. Human Services – A.S. – Quinebaug Valley CC

<u>Action Items</u>
4. Student Advisory Committee's Resolution on Undocumented Students.   Chair Harris introduced the item and introduced Regent Sarah Greco from the Student Advisory Committee. Ms. Greco provided background and reasons for the resolution. Discussion ensued, noting the legal opinion obtained by the Board observed that the BOR does not have authority to award aid without prior legislative action. It was also noted the Faculty Advisory Committee was pursuing a legislative change by getting commitment from each of the institutions and presenting to legislators. Regent DeNardis asked if a financial aid impact analysis had been done. It was mentioned one type of analysis had been done a

year ago indicating virtually no impact but a more pertinent analysis was still needed. Stacey Musulin from the System Office Financial Aid Department spoke citing potential problems and the need for further analysis. David Welsh, Financial Aid Director at Tunxis CC also mentioned the issue of financial strains with the number of currently eligible students exceeding the amount of dollars available. Regents discussed further with the suggestion to postpone in order to obtain more information on financial impact . **N. Cohen moved to table, C. Lappen seconded. It was approved by majority to table, with one abstention by Regent Bell.**

5. New Programs
   a. Biotechnology Certificate – Middlesex CC. **A motion to approve was made by C. Lappen, seconded by N. Cohen**. Chair Harris introduced Kate Miller from Middlesex. Ms. Miller described the background and need for the program. Dr. Levinson also commended the program. **The vote was taken and unanimously approved.**
   b. Data Security Specialist – AS – Gateway CC. **A motion to approve by N. Cohen, seconded by L. DeNardis**. Dean Mark Kosinski introduced his team from Gateway. They described the process and the needs of business for both new programs. There were questions for this program and others regarding general education credit and transfer pathways. Chair Harris asked that the Chief Academic Officers discuss and ensure a way to meet standards of transfer. There was further discussion on transfer track and career track with a suggestion to change resolution language. Regent DeNardis also asked about adjunct use. **An amendment to the resolution to add the words "career-track" before "program" was made by N. Cohen, seconded by C. Lappen and unanimously approved. The final resolution was then voted and unanimously approved.**
   c. Mobile Application Development – AS – Gateway CC. A **motion to approve by C. Lappen, seconded by L. DeNardis with the same amendment as the previous program, adding the words "career-track".** Dean Kosinski and Gateway's team offered some additional information. **The vote was taken and unanimously approved.**
   d. COT's Engineering Science/STEM Certificate – Quinebaug Valley CC. **There was a motion to approve by C. Lappen, seconded by L. DeNardis.** Chair Harris introduced Dean Jayne Battye and Professor Mark Vesligaj from Quinebaug Valley to discuss both COT Certificates. Prof. Vesligaj provided background of the COT programs at QVCC, extolling the partnership and its success and provided details of each proposed program. **The vote was taken and unanimously approved.**
   e. COT's Technology Studies/STEM Certificate – Quinebaug Valley CC. Prof. Vesligaj described the differences in the programs. **The vote was taken and unanimously approved.**
   f. Health Care Science – AS – Quinebaug Valley CC. Dean Battye described the background, process and need. There were some questions. The Committee talked about confusion regarding transfer. After further discussion, it was moved to table for better clarification in background materials regarding transfer. **The motion to table was made by N. Cohen, seconded by L. DeNardis and unanimously approved.** It was noted it could return for the next meeting.
   g. Graphic Design – AS – Three Rivers CC. **A motion to approve by C. Lappen, seconded by L. DeNardis.** Chair Harris introduced Dean Ann Branchini who provided background and details. The question of language in the resolution again was noted and **Regent Cohen moved to amend the resolution to include the "career-track" words, seconded by C. Lappen. The amendment was approved unanimously and the final motion was voted and also unanimously approved.**
   h. Accelerated Advanced Manufacturing Machining Certificate – Tunxis CC. **There was a motion to approve by N. Cohen, seconded by L. DeNardis.** Dean Michael Rooke introduced his colleague, David England. Dean Rooke introduced the program and Mr.

England provided background on the partnership with the company. They spoke about the great need and other information and also mentioned the use of adjuncts with no need for new faculty. **The vote was taken and unanimously approved.**

6. Old Business
   a. Interdisciplinary Peace Studies and Conflict Resolution Certificate – Gateway CC. **A motion to approve by C. Lappen, seconded by E. Bell.** Dean Mark Kosinski introduced the team from Gateway CC. He remarked on the changes addressing the Board's concerns from last time, noting the title change to "Interdisciplinary Peace, Collaboration, and Conflict". They spoke about the need for a practical, skill-based certificate program also noting it was TAP compliant, and a service-learning course. Prof. Moeckel-Rieke from Norwalk CC added they are also working on a similar certificate and the need. Regent DeNardis noted the changes, mentioning the title change did meet his prior concern. A previous student then spoke about giving life skills for everyday life and work. Regent DeNardis added comments, again noting his concern the program might be misrepresented to employers. He hoped it would be publicized as geared more to the community and not seen as a global peacekeeping program. Representatives from Gateway assured the community-based focus of the program. **The vote was taken and unanimously approved.**

7. TAP
   a. College of Technology (COT) – Technology Pathway. Dr. Candace Barrington, Co-TAP Manager mentioned that they have worked on 16 pathways since the beginning of the semester. She distributed a handout on the TAP work noting the COT fits the spirit of TAP. Dr. Karen Wosczyna-Birch provided full background on the COT and introduced her colleague, Prof. Jim Mulrooney from CCSU who added comments on the seamless work being done together. Regent Cohen had some questions on language that were addressed. **The vote was taken and unanimously approved.**

8. Policy Amendments
   a. Sexual Misconduct Reporting, Support Services and Processes Policy. **There was a motion to approve by N. Cohen, seconded by L. DeNardis.** Counsel Ernestine Weaver described the amendments and the need for them, noting each of the changes, including the title. She also mentioned they had been sent to all campuses for comments. **The vote was taken and unanimously approved.**
   b. Student Code of Conduct Policy regarding Hearing Process. The motion to approve was by N. Cohen, seconded by L. DeNardis. Ms. Weaver provided explanation of the changes. Regent Cohen had questions on review language. After discussion is was decided language needed to be revised. **A motion to table was made by N. Cohen, seconded by L. DeNardis and unanimously approved.** It was also noted the previous approved amendments on the Sexual Misconduct Policy would be held until this policy amendment was approved and both would be brought to the full BOR at the same time.
   c. Policy on FERPA and Directory Information. Ms. Weaver provided a detailed explanation. She added a request to add one more item to the list for Charter Oak State College to add emails. Discussion followed. **L. Denardis moved to approve the policy with the additional language, seconded by E. Bell and unanimously approved.**

Information items 9. and 10. were noted.

11. Updates
   a. Status Report on NCATE and Library Science program at SCSU. Chair Harris introduced President Papazian and Dean Stephen Hegedus. President Papazian provided information on the reaccreditation letter recently received from the State Department of Education. . She also referenced the excellent NCATE report. She noted they had never lost accreditation as reported in the media. She remarked they were working very closely with the State

Department of Education. Dean Hegedus added they continued to make significant progress addressing issues related to assessment of the advanced program The state will be returning in March to review the system that has been put in place. They also spoke about future plans.

Reporting on the Library Science program they noted SCSU is applying for candidacy to the American Library Association in June next year. They are in the process of revising the program and will come back to the ASA Committee in April for approval. If plans go well, approval from the ALA will come in 2017.

b. CSCU Accreditation Schedule. Chair Harris pointed out the accreditation schedule document provided for information purposes.
c. Grants Report. Chair Harris noted that the report would also be given to the full Board and because of the lateness would not be necessary for the Committee to review. Director Shelly Jewell gave very brief remarks and confirmed the report would be given to the full Board.

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 12:00 p.m.

ITEM

That the resolution adopted by the Board of Regents for Higher Education on June 18 2014 changing the name of a program in Industrial Technology specializing in Manufacturing or Environmental and Occupational Safety to Manufacturing Management be amended approving a new degree program in Manufacturing Management within which a student may specialize in Manufacturing or Environmental and Occupational Safety while retaining the existing program in Industrial Technology

BACKGROUND

<u>Summary</u>

The program proposal supporting the board resolution of June 18, 2014 reads as follows:
STAFF REPORT   ACADEMIC & STUDENT AFFAIRS COMMITTEE

If·program·modification·is·concurrent·with·discontinuation·of·related·program(s),·please·list·for·such·program(s):¶
Program·Discontinued:·**Industrial·Technology,·Specializations·in·Manufacturing·and·Environmental·&·Occupational·
Safety**····CIP:···**15.0612**···DHE#·(if·available):·**00071**···Accreditation·Date:··**July·2007**··¶
Phase·Out·Period··**Spring·2014**·····Date·of·Program·Termination·**Fall·2016**¤

The staff report supporting the board resolution of June 18, 2014 reads as follows.

ITEM¶
Modification·of·a·program·in·**Industrial·Technology·specializing·in·Manufacturing·or·
Environmental·and·Occupational·Safety**·to·**Manufacturing·Management**·leading·to·a·
Bachelor·of·Science·degree·at·Central·Connecticut·State·University.¶

The process used and the wording of both documents led to an unintended consequence. The Manufacturing Management program was in fact established, but the Industrial Technology Degree was terminated. The actual desired outcomes are as follows:

(1) Remove the specializations Manufacturing and Environmental and Occupational Safety out from under the auspices of the Industrial Technology Degree, but retain the Industrial Technology Degree. The <u>Industrial Technology Degree</u> will continue as a viable program of study for students and will continue to be one of the four articulated technological pathways available to students under the Connecticut College of Technology: Engineering Technology, <u>Industrial Technology</u>, Technology Education, and Bimolecular Sciences

(2) Establish a new degree program in Manufacturing Management with options available for specialization in Manufacturing or Environmental and Occupational Safety. [Note: Specializations are not assigned program codes but simply recorded with the associated degree program.] The Manufacturing Management program will maintain the transfer academic standards of the Engineering Technology pathway, one of the four articulated technological pathways available to students under the Connecticut College of Technology: Engineering Technology, Industrial Technology, Technology Education, and Bimolecular Sciences.

Staff at the Board of Regents has consulted with the Office of Higher Education on how best to correct this situation. It was advised that a new or amended board resolution is required. As such an amendment to the June 18, 2004 board resolution concerning these two programs is being requested.

Need for the Programs

Manufacturing supports an estimated 17.2 million jobs in the United States—about one in six private-sector jobs. Nearly 12 million Americans (or 9 percent of the workforce) are employed directly in manufacturing.

More than 600,000 manufacturing jobs go unfilled because workers don't have the right skills—this skills gap threatens U.S. competitiveness.

The current trends in manufacturing indicate a shortage of skilled labor in the Manufacturing sector. Connecticut Manufacturers are struggling to hire qualified workers.

An expected surge in exports could help create up to five million U.S. jobs by 2020, according to a report released by the Boston Consulting Group: "While the return of jobs to U.S. shores, also referred to as insourcing and on-shoring, is still a relatively new phenomenon, several large manufacturers have recently announced plans to expand or move production to the country."

The *manufacturing* management focus of the Manufacturing Management program distinguishes this degree from the *technology* management focus of the existing Industrial Technology Degree. CCSU has provided evidence of a need for both programs.

Students who earn a Bachelor of Science degree in Manufacturing Management will have a broad background in manufacturing and will be able to fill a number of jobs. Students are prepared for careers in areas such as:

- Production System Design
- Quality and Lean Management
- Automated Systems and Control
- Materials Management
- Manufacturing Process Planning
- Project Development

The Industrial Technology program is accredited by the Association of Technology, Management, and Applied Engineering - ATMAE (formally National Association of Industrial Technology- NAIT). CCSU reports that currently, 95% the industrial technology program graduates are working as full-time employees in a wide range of companies including Pratt Whitney, Sikorski, Hamilton Sunstrand, Tyco Healthcare, and Bobcat of CT. Students are prepared for careers in areas such as:

- Manufacturing Engineering
- Quality Engineering
- Sales Engineering
- Project Management
- Procurement
- Operations

<u>Curriculum</u>

Manufacturing Management

Central Connecticut State University

1615 Stanley Street
New Britain, Connecticut 06050-4010

Name: _____

I.D.# _____

Department of
Manufacturing & Construction Management
Effective 25 August 2014

B.S. MANUFACTURING MANAGEMENT

Entry: Fall [ ]   Spring [ ]   Transfer Cr. [ ]

Major Requirements

General Education (45-49 credits)

Study Area I - Arts and Humanities (9)

Literature Elective	3
Arts & Humanities Elective	3
Arts & Humanities Elective	3

Study Area II - Social Sciences (9)

ECON 201	3
History Elective	3
Social Sciences Elective	3

Study Area III - Behavioral Sciences (6)

PSY 112	3
Behavioral Science Elective	3

Study Area IV - Natural Scientific (7)

PHYS 111 w/lab	3
CHEM 161/162 w/lab	4

Skill Area I - Communication Skills (6)

ENG 110*	3
ENGR 290	3

Skill Area II - Mathematical (6)

STAT 104	3
MATH 115	3

Skill Area III - Foreign Language (0-3)

3 sequential years of one foreign language at the high school level
Passed the foreign language exam.
Completed 112 or 114 foreign language courses
Completed above 112 or 114 foreign language course Demonstration of native proficiency in a language other than English

Skill Area IV - Univ. Requirements (2-3)

PE 144 Fitness/Wellness Venture	2

Core Requirements (45 credits)

AC 210	Industrial Accounting	3
CET 113	Intro to Info Proc	3
MGT 295	Fundamentals of Management	3
MKT 295	Fundamentals of Marketing	3
MM 121	Mechanical CAD	3
MM 216	Manufacturing Processes	3
MM 360	Production Systems	3
MM 366	Purchasing and Supply Chain	3
MM 390	Lean Operations Management	3
TM 120	Intro to Technology Mgt	3
TM 190	Global Quality Mgmt Systems	3
TM 310	EH&S	3
TM 362	Leading Project Teams	3
TM 401	Senior Seminar and Internship	3
TM 464	Six Sigma Quality	3
		45

Six credits designated "international"
met: [ ] YES   [ ] NO

First Year Experience requirement
met: [ ] YES   [ ] NO

Double counting Restriction - Of the courses taken in the major and minor/concentration, a total of two courses may be counted to fulfill the Study Areas portion of the general education program.

RESIDENCY REQUIREMENTS: A minimum of 30 credits at CCSU with 15 credits in the Major and 9 credits in the Minor or Concentration (total 24 in Major).

NOTE: Elegibility for high honors requires the student to earn 62 credits in residence at CCSU.

Directed Technology Electives (12 credits)

Precision Manufacturing Option

MM 226	Principles of CNC	3
MM 236	Tool Design	3
MM 324	Fluid Power	3
TM 480	Industrial Robots	3

OR

EH&S Option

CM 335	Construction Safety	3
TM 411	Industrial Hygiene	3
TM 414	Accident Investigation	3
TM 456	Hazardous Material Management	3

Recommended Free Electives (to complete required 120)

SET 490	International Field Studies	3
TM 490	Advanced Six Sigma	3
		3
		3
		3
		3
		3
		3

Total 30

Industrial Technology

Central Connecticut State University

1615 Stanley Street
New Britain, Connecticut 06050-4010

Department of
Manufacturing & Construction Management
Effective: Spring 2014

Name: _____

I.D.# _____

BS - Industrial Technology, Technology Management Concentration

	Fall	Spring	Transfer Cr.
Entry:			

Major Requirements

General Education (45-49 credits)

Study Area I - *Arts and Humanities (9)*

	Literature Elective	3
	Arts/Humanities Elective	3
	Arts/Humanities Elective	3

Study Area II - *Social Sciences (9)*

	Social Sciences Elective	3
	ECON 201	3
	History Elective	3

Study Area III - *Behavioral Sciences (6)*

	PSY 112	3
	Behavioral Science Elective	3

Study Area IV - *Natural Scientific (7)*

	CHEM 161 w/lab CHEM 162	4
	PHYS 111 w/lab	3

Skill Area I - *Communication Skills (6)*

	ENG 110*	3
	COMM 140	3

Skill Area II - *Mathematical (6)*

	STAT 104*	3
	MATH 115*	3

Skill Area III - *Foreign Language (0-3)*

	3 sequential years of one foreign language at the high school level
	Passed the foreign language exam
	Completed 112 or 114 foreign language courses
	Completed above 112 or 114 foreign language course
	Demonstration of native proficiency in a language other than English

Skill Area IV - *Univ. Requirements (2-3)*

	PE 144	2

Business Requirements (24 credits)

	AC 210	Industrial Accounting	3
	ENG 403	Technical Writing	3
	MGT 295	Intro-Mgt. & Org. Behavior	3
	MKT 295	Intro to Marketing	3
	TM 190	Global Quality Mgmt Systems	3
	TM 310	Environment, Health & Safety	3
	TM 362	Leading Project Teams	3
	TM 401	Industrial Internship	3

Six credit designated "international"

met: ☐ YES   ☐ NO

First Year Experience requirement

met: ☐ YES   ☐ NO

Assessment Exam Taken

met: ☐ YES   ☐ NO

Specialization Requirements (39 credits)

Technical and Management courses selected in consultation with, and approved by, advisor. At least one half of the credits must be at the 300 or 400 level.

Electives required to complete 122 (10-14 credits)

DOUBLE COUNTING RESTRICTION: Of the courses taken in the major and minor/concentration, a total of two courses may be counted to fulfill the Study Areas portion of the general education program.

RESIDENCY REQUIREMENTS: A minimum of 30 credits at CCSU with 15 credits in the Major and 9 credits in the Minor or Concentration (total 24 in Major).

HIGH HONORS: Elegibility for high honors requires the student to earn 62 credits in residence at CCSU.

PLACEMENT EXAM: A placement exam is required prior to taking any course marked with an *.

Students

	Industrial Technology Enrollment														
	Fall 2011			**Fall 2011**			**Fall 2012**			**Fall 2013**			**Fall 2014**		
	FT	PT	TOT	FT	PT	TOT	FT	PT	TOT	FT	PT	TOT	FT	PT	TOT
Headcount	136	57	193	142	68	210	142	67	209	149	66	215	134	62	196
FTE	126.2	21.7	147.9	132.9	26.1	159.0	131.0	26.7	157.7	139.9	26.0	165.9	126.6	26.0	152.6

	Industrial Technology Graduates Academic Year				
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
BA	52	49	56	56	66

Faculty

The full-time faculty members for Manufacturing Management are, Dr. Mario Emiliani, Dr. Paul Resetarits, Dr. Eric Kirby, Dr. Haoyu Wang, and Dr. Ravindra Thamma. All of the faculty members hold PhDs and have extensive industrial and academic experience in their respective areas.

Learning Resources

No additional resources are needed; there are currently ample resources to support both curriculums.

Facilities

No additional facilities are needed; there are currently ample resources to support both curriculums.

Fiscal Note

PROJECTED Program Revenue	Year 1		Year 2	
	Full Time at $8706	Part Time at $378	Full Time at $8706	Part Time at $378
Tuition *(Do not include internal transfers)*	$17,412	$4,158	$82,826	$5,292
Program-Specific Fees	$0	$0	$0	$0
Other Rev. *(Annotate in text box below)*	$0		$0	
Total Annual Program Revenue	$21,570		$88,118	

Review of Documents:

Campus Review
Campus Budget and Finance
Campus President
Academic Council
System Office

Accreditation:

Most Recent NEASC Institutional Accreditation Action and Date: 5th Year Report, 2013   Also Accreditation received from the Association of Technology Management and Applied Engineering (ATMAE) 2006 with recent reaccreditation visit in March 2014 yielding a recommendation for continuing accreditation.

12/18/2014 – Academic & Student Affairs Committee

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Reinstatement of a Program

January 15, 2015

RESOLVED: That the resolution adopted by the Board of Regents for Higher Education on June 18 2014, *"That the Board of Regents for Higher Education approve modification changing the name of a program in Industrial Technology specializing in Manufacturing or Environmental and Occupational Safety to Manufacturing Management leading to a Bachelor of Science degree at Central Connecticut State University"*

Be amended to read:
"That the Board of Regents for Higher Education approve a new degree program in Manufacturing Management within which a student may specialize in Manufacturing or Environmental and Occupational Safety while retaining the existing program in Industrial Technology; both leading to a Bachelor of Science degree at Central Connecticut State University"

A True Copy:

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

ITEM
Masters of Health Administration (MHA) suspended beginning in January 2014.

BACKGROUND
Summary
While there are seven (7) students in the program, no full time tenure-track faculty member was dedicated to the oversight of it when it was suspended.

Rationale
Staffing patterns need to be analyzed and the program's relevance and viability must be determined.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Suspension of a Program

January 15, 2015

RESOLVED: That the Board of Regents for Higher Education approve at the request of the institution to suspend the Masters of Health Administration (MHA) program at Western Connecticut State University for a period of not more than three years. The program must be reactivated or fully terminated by January 15, 2018.

A True Copy:

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
APPLICATION FOR SUSPENSION OF EXISTING PROGRAM (Public Higher Education Institutions)

SECTION 1: GENERAL INFORMATION	
Institution: WESTERN CONNECTICUT STATE UNIVERSITY	Date of Submission to BOR Office: 12/02/14

Program: MHA   CIP: 51.0701   DHE# (if available): 01896   Accreditation Date: 11/18/86
Date program will be reinstated or deleted (one, two, or three years maximum):

Program Characteristics
Name of Program: MASTERS OF HEALTH ADMINISTRATION
Degree: Title of Award *(e.g. Master of Arts)*   **MHA**
Certificate: *(specify type and level)* **N/A**
Modality of Program: X On ground   Online   Combined

Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: ANCELL SCHOOL OF BUSINESS – WESTSIDE CAMPUS

Institutional Contact for this Proposal: JANE GATES	Title: PROVOST	Tel.: 203-837-8400 e-mail: GATESJ@WCSU.EDU

BOR REVIEW STATUS *(For Office Use Only - please leave blank)*
BOR Sequence Number (to be assigned):
Date of Approval:

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM SUSPENSION
Narrative *Low enrollment. Program revision.*
Phase Out/Teach Out Strategy *Please describe how the institution will ensure that students currently enrolled will be provided opportunities to complete the program. Provide quantitative information as needed (e.g. enrollments, any special resources needed, etc.)*

WCSU Deactivation / Reactivation Form

Type of request:

◉ Degree and/or Major Deactivation Form

○ Degree and/or Major Reactivation Form

School
ANCELL SCHOOL OF BUSINESS

Department
MANAGEMENT

Date Submitted
10/27/14

Effective Date
05/31/14

Degree Title and CIP Code
MASTERS OF HEALTH ADMINISTRATION - 51.0701

Rationale
Low enrollment. The program averages 20 to 25 students per year. Currently teaching out the program

Note: Include the reason why the department made the decision

Name (President or VP for Academic Affairs):
JANE GATES

Signature (President or VP for Academic Affairs):

Date
11.05.14

Aspire.

www.wcsu.edu

ITEM
Master of Arts in Teaching (MAT) suspended beginning in September 2014.

BACKGROUND
Summary
Three (3) students were enrolled in the program when it was suspended.

Rationale
The expense to run the program requires a cohort of, at a minimum, ten (10) students. Redesign is required.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Suspension of a Program

January 15, 2015

RESOLVED: That the Board of Regents for Higher Education approve at the request of the institution to suspend the Master of Arts in Teaching (MAT) program at Western Connecticut State University for a period of not more than three years. The program must be reactivated or fully terminated by January 15, 2018.

A True Copy:

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
APPLICATION FOR SUSPENSION OF EXISTING PROGRAM (Public Higher Education Institutions)

SECTION 1: GENERAL INFORMATION	
Institution: WESTERN CONNECTICUT STATE UNIVERSITY	Date of Submission to BOR Office: 12/02/14

Program: MAT   CIP: 13.1206   DHE# (if available): 14768   Accreditation Date: 10/21/09 Date program will be reinstated or deleted (one, two, or three years maximum):   2 YEARS

Program Characteristics Name of Program: MASTERS OF ARTS IN TEACHING Degree: Title of Award *(e.g. Master of Arts)* **MAT** Certificate: *(specify type and level)* **N/A** Modality of Program: X On ground   Online   Combined

Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: SCHOOL OF PROFESSIONAL STUDIES – MIDTOWN CAMPUS

Institutional Contact for this Proposal: JANE GATES	Title: PROVOST	Tel.: 203-837-8400 e-mail: GATESJ@WCSU.EDU

BOR REVIEW STATUS *(For Office Use Only - please leave blank)*
BOR Sequence Number (to be assigned):
Date of Approval:

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM SUSPENSION
Narrative *The current cohort has fallen to under five candidates. We have a recruitment plan to revise the program and to enroll 25 students for a new cohort in spring 2016.*
Phase Out/Teach Out Strategy *Please describe how the institution will ensure that students currently enrolled will be provided opportunities to complete the program. Provide quantitative information as needed (e.g. enrollments, any special resources needed, etc.)*

WCSU Deactivation / Reactivation Form

Type of request:

⊙ Degree and/or Major Deactivation Form
◯ Degree and/or Major Reactivation Form

School

SCHOOL OF PROFESSIONAL STUDIES

Department

EDUCATION AND EDUCATIONAL PSYCHOLOGY

Date Submitted

10/21/14

Effective Date

08/01/15

Degree Title and CIP Code

MASTER OF ARTS IN TEACHING

Rationale

The current cohort has fallen to under five candidates. We have a recruitment plan to revise the program and to enroll 25 students for a new cohort in spring 2016.

Note: Include the reason why the department made the decision

Name (President or VP for Academic Affairs):

JANE GATES

Signature (President or VP for Academic Affairs):

[signature]

Date

10.27.14

Aspire.

www.wcsu.edu

ITEM
Application for a new Paramedic Studies Associate in Science Degree program at Housatonic Community College.

BACKGROUND
This Associate in Science Degree program is a collaborative effort between the Bridgeport Emergency Medicine Institute and Housatonic Community College. It provides a pathway for graduates of the Bridgeport Emergency Medicine Institute who have passed the National Registry for Paramedics to obtain their Associate in Science Degree from Housatonic Community College so that they can then move into a four-year program or a registered nursing program.

Summary
The Bridgeport Emergency Medicine Institute graduates approximately 25 students every year who are eligible to take the National Registry of Emergency Medical Technicians exam to become licensed Paramedics in the State of CT. Although the University of the State of New York, Regents Research Fund National College Credit Recommendation Service (National CCRS) has verified that this program is the equivalent of 38 college credits, there is currently no pathway for these students to move these credits into a college degree. This proposal provides that pathway for movement into an Associate Degree of Science

Need for the Program
CT has an unfulfilled demand for Paramedics. CT may be eliminating the AEMT (Advanced Emergency Medical Technician) level, which leaves no other level than Basic Life Support. Prospects for employment of Paramedic graduates seeking employment in CT are excellent. All services in this area continue to be hungry for entry level competent Paramedics. Many parts of the State are underserved, and elimination of the AEMT provider will cause that condition to worsen. According to the Bureau of Labor Statistics, demand for Paramedics is projected to grow 23% by the year 2022. This is partly due to an aging population, and partly due to a new model of healthcare, called "Mobile Intensive Healthcare or Community Paramedicine." Since the advent of the Affordable Care Act, the emphasis has shifted to patient outcomes, especially the "Triple Aim": lowered costs, improved patient experience and improved outcomes. Large grants are being awarded for innovation in health care that meets the Triple Aim. Recently the availability of one billion dollars in seed money was announced in May, 2014 by the Centers for Medicare and Medicaid Services to investigate alternative models of healthcare; one of these areas is in the delivery of emergency and home health care. In this model, paramedics are dispatched to patients' homes to assess the necessity of a visit via ambulance to the emergency room. If the condition is found to be not life-threatening, as the majority of 911 calls for emergency assistance are, the Paramedic can deliver care at the home or transport the patient to the correct facility: to an immediate-care clinic, a psychiatric facility, etc. For every trip to the emergency room that is avoided, thousands of dollars are saved. Current salaries for Paramedics vary in the state from about $20 to 28 per hour, with the Bridgeport area paying the highest. According to the third edition of the Health Occupations & Technology publication, produced by

(continued next page)

the Connecticut Area Health Education Centers, the demand for Paramedics is expected to grow much faster than the average for all occupations through 2014, as full-time paid EMTs and Paramedics replace unpaid volunteers. This publication estimates the average annual salary for paramedics to be $33,737. In addition to ambulance services, many Paramedics obtain employment in city fire departments, which offer full-time hours and good benefits.

Curriculum

All Paramedic clinical training is done at the Bridgeport Emergency Medicine Institute (BEMI) located at Bridgeport Hospital and related sites. Paramedic courses at the Bridgeport Emergency Medicine Institute have been assessed by the University of the State of New York, Regents Research Fund National College Credit Recommendation Service (National CCRS).

An Emergency Medical Technician (EMT) or Advanced Emergency Medical Technician (AEMT) certification is required for entry into the Paramedic Program. Candidates for the Paramedic Program must have and maintain their EMT or A-EMT Certification and must apply to and be accepted into the program at the Bridgeport Emergency Medicine Institute.

Students may take their EMT and Paramedic courses before, during or after the non-clinical pre-requisites taken at Housatonic Community College. Provided they have also successfully completed their Paramedic courses and passed their licensure exam with the National Registry of Emergency Medical Technicians, students can apply for the Associates in Science in Paramedic Studies following completion of the non-clinical courses offered at HCC.

Students

Housatonic Community College serves a large number of students preparing for careers in allied health in both credit and non-credit areas. Students may begin their education in the non-credit program at BEMI and then elect to continue on their career ladder through the A.S. degree in Paramedic Studies. Graduates of BEMI from 1995 and later, when the program which was accredited in 2014 was substantively in place, are eligible for the Associate Degree, provided the Paramedic has maintained licensure.

The Paramedic Studies program is designed to offer a professional pathway for graduates of the Bridgeport Emergency Medicine Institute who have passed the National Registry as Paramedics to obtain their Associate in Science Degree from Housatonic Community College so that they can then move into a four-year program in one of the Allied Health programs within the ConnCSU system. Another option will be to apply the Paramedic Studies credits to the core curriculum of the BS in General Studies at Charter Oak College.

Faculty

Since the number of students in this program would be no more than 25 in any given year, the amount of time needed to administer this academic program would be minimal. The pre-nursing advisor who is currently working closely with Bridgeport Hospital School of Nursing would add administration of this program and advising of these students to existing duties.

The courses offered at HCC are part of our current core curriculum, and so no new faculty will be required.

Learning Resources
No new resources at HCC are required.

Facilities
The courses in this program taught at HCC will require no additional facilities, as they are already part of our core curriculum.

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

Accreditation: The Bridgeport Hospital Emergency Medicine Institute is accredited through the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

Note about College Credit Certification: University of the State of New York, Regents Research Fund National College Credit Recommendation Service (National CCRS) has verified that this program is the equivalent of 38 college credits. Charter Oak State College accepts these credits as verified by NCCRS, as long as BEMI continues to maintain its college credit recommendation with NCCRS.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Licensure of a New Program

January 15, 2015

RESOLVED: That the Board of Regents for Higher Education license a program titled Paramedic Studies leading to an Associate in Science (A.S.) degree at Housatonic Community College for a period of three years until January 15, 2018.

A True Copy:

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 1: GENERAL INFORMATION	
Institution: Housatonic Community College	Date of Submission to BOR Office:

Most Recent NEASC Institutional Accreditation Action and Date: September 20, 2012: continued accreditation.

Program Characteristics	Program Credit Distribution
Name of Program: Paramedic Studies Degree: Title of Award *(e.g. Master of Arts)* **Associates in Science** Certificate: *(specify type and level)* Anticipated Program Initiation Date: Fall 2015 Anticipated Date of First Graduation: Spring 2016 Modality of Program: On ground Online Combined X If "Combined", % of fully online courses? Up to 50% Total # Cr the Institution Requires to Award the Credential *(i.e. include program credits, GenEd, other)*: 61	# Cr in Program Core Courses: 19 # Cr of Electives in the Field: 9 # Cr of Free Electives: 3 # Cr Special Requirements *(include internship, etc.)*: 30 <u>Total # Cr in the Program</u> *(sum of all #Cr above)*: 61 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 31

Type of Approval Action Being Sought: Licensure OR   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: 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: Math-Science, Main Campus

Other Program Accreditation: - If seeking specialized/professional/other accreditation, name of agency and intended year of review: The Bridgeport Emergency Medicine Institute received accreditation from the Committee on Accreditation for the Emergency Medical Services Professions (COAEMSP) in March of 2014. The site visit was in November of 2013 and no issues were cited.   - 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)* The Bridgeport Emergency Medicine Institute prepares students to take the licensure exam with the National Registry of Emergency Medical Technicians for the Paramedic designation.

Institutional Contact for this Proposal: Sandra Barnes	Title: Professor	Tel.: 203-332-5107 e-mail: Sbarnes@hcc.commnet.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)

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[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.

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

Alignment of Program with Institutional Mission, Role and Scope

(Please provide objective and concise statements)

This Associate in Science Degree program is a collaborative effort between the Bridgeport Emergency Medicine Institute and Housatonic Community College. It provides a pathway for graduates of the Bridgeport Emergency Medicine Institute who have passed the National Registry for Paramedics to obtain their Associate in Science Degree from Housatonic Community College so that they can then move into a four-year program or a registered nursing program.

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 Bridgeport Emergency Medicine Institute graduates approximately 25 students every year who are eligible to take the National Registry of Emergency Medical Technicians exam to become licensed Paramedics in the State of CT. Although the University of the State of New York, Regents Research Fund National College Credit Recommendation Service (National CCRS) has verified that this program is the equivalent of 38 college credits, there is currently no pathway for these students to move these credits into a college degree. This proposal provides that pathway into an Associate Degree of Science.

- 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? It is modeled on the partnership which already exists between Housatonic Community College and Bridgeport Hospital School of Nursing, in which 33 credits are taken at HCC and 33 are transferred in from BHSN, following graduation from the nursing school and a passing grade on the NCLEX exam for Registered Nurses. Candidates are then able to apply for the Associates Degree in Nursing at HCC. This will continue the partnership of clinical training at Bridgeport Hospital and non-clinical core courses at HCC for a different group of healthcare professionals who seek a pathway into a degree-granting program and possible transfer into a four-year college or other advanced training.

- Please describe any transfer agreements with other institutions under the BOR that will become instituted as a result of the approval of this program *(Please highlight details in the Quality Assessment portion of this application, as appropriate)* Current transfer agreements should remain valid. No new transfer agreements are currently anticipated.

- Please indicate what similar programs exist in other institutions within your constituent unit [2], and how unnecessary duplication is being avoided. Capital Community College has an Associate in Science Degree in Paramedic Studies, but the geographic population being served at Capital, located in Hartford, is outside the geographic service area of Housatonic Community College and the Bridgeport Emergency Medicine Institute, located at Bridgeport Hospital.

- Please provide a description/analysis of employment prospects for graduates of this proposed program. CT has an unfulfilled demand for Paramedics. CT may be eliminating the AEMT (Advanced Emergency Medical Technician) level, which leaves no other level than Basic Life Support. Prospects for employment of Paramedic graduates seeking employment in CT are excellent. All services in this area continue to be hungry for entry level competent Paramedics. Many parts of the State are underserved, and elimination of the AEMT provider will cause that condition to worsen. According to the Bureau of Labor Statistics, demand for Paramedics is projected to grow 23% by the year 2022. This is partly due to an aging population, and partly due to a new model of healthcare, called "Mobile Intensive Healthcare or Community Paramedicine." Since the advent of the Affordable Care Act, the emphasis has shifted to patient outcomes, especially the "Triple Aim": lowered costs, improved patient experience and improved outcomes. Large grants are being awarded for innovation in health care that meets the Triple Aim. Recently the availability of one billion dollars in seed money was announced in May, 2014 by the Centers for Medicare and Medicaid Services to investigate alternative models of healthcare; one of these areas is in the delivery of emergency and home health care. In this model, paramedics are dispatched to patients' homes to assess the necessity of a visit via ambulance to the emergency room. If the condition is found to be not life-threatening, as the majority of 911 calls for emergency assistance are, the Paramedic can deliver care at the home or transport the patient to the correct facility: to an immediate-care clinic, a psychiatric facility, etc. For every trip to the emergency room that is avoided, thousands of dollars are saved. Current salaries for Paramedics vary in the state from about $20 to 28 per hour, with the Bridgeport area paying the highest. According to the third edition of the

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

Health Occupations & Technology publication, produced by the Connecticut Area Health Education Centers, the demand for Paramedics is expected to grow much faster than the average for all occupations through 2014, as full-time paid EMTs and Paramedics replace unpaid volunteers. This publication estimates the average annual salary for paramedics to be $33,737. In addition to ambulance services, many Paramedics obtain employment in city fire departments, which offer full-time hours and good benefits.

Cost Effectiveness and Availability of Adequate Resources

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

No new costs are anticipated in the creation and delivery of this program; Bridgeport Emergency Medicine Institute would bear the costs of training their paramedic students and preparing them for the National Registry exam; Housatonic Community College would teach the non-clinical college courses, all of which are currently offered several times each year. No new instructors or courses are required for this program at Housatonic Community College.

SECTION 3: PROGRAM QUALITY ASSESSMENT

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

1.   Students will be able to pass the National Registry of Emergency Medical Technicians exam and be licensed to work as Paramedics in the State of CT. Assessment methodology would be number of students taking and passing this exam.

2.   Students will be able to think critically and draw reasonable inferences from facts and ideas. Assessment methodology would be the tools embedded in the individual college courses to measure student mastery.

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)*

 Since the number of students in this program would be no more than 25 in any given year, the amount of time needed to administer this academic program would be minimal. The pre-nursing advisor who is currently working closely with Bridgeport Hospital School of Nursing would add administration of this program and advising of these students to existing duties.

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

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

What percentage of the credits in the program will they teach? 50%, or 28 to 32 credits of the 58 to 62.

What percent of credits in the program will be taught by adjunct faculty? Same proportion as regular HCC student body.

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program. Masters Degree in area of instruction.

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 new resources at HCC are required.

Curriculum

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

Course Number and Name	L.O. # [3]	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				**Other Related/Special Requirements**		
English 101		*	3			
Math 104 (or higher)		*	3			
Psychology 111		Eng 101	3			
Biology 105		*	4			
English 102		Eng 101, "C" min.	3			
Psychology 201		Psy 111	3			
Core Course Prerequisites				**Elective Courses in the Field**		
* SAT scores or placement into English 101 and Math 137, or successful completion of developmental courses leading up to these courses.				Fine Arts Elective (200-Level)	Eng 101	3
				Social Science Elective (200-Level)	Eng 101	3
				Humanities Elective (200-Level)	Eng 102	3
				Open Elective		3
Total Other Credits Required to Issue Credential *30 credits transferred in from Bridgeport Emergency Medicine Institute that constitute successful completion of the Paramedic coursework at BEMI and passing grade on the national Registry of Emergency Medical Technicians for the Paramedic Licensure.*						

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

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

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

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
All Humanities Instructors			
All Behavioral Sciences Instructors			
All Biological Science Instructors			
All Fine Arts Instructors			
All Mathematics Instructors			
All Social Science Instructors			
All Developmental Studies Instructors, if developmental courses are required.			
All Computer Science/Business Instructors			

APPROVAL

Departmental: _____ Date: _____
                          (Chairperson's Signature)

Curriculum: _____ Date: _____
                          (Chairperson's Signature)

Paramedic Studies
Associate in Science Degree

This Associate in Science Degree program is a collaborative effort between the Bridgeport Emergency Medicine Institute and Housatonic Community College. It provides a pathway for graduates of the Bridgeport Emergency Medicine Institute who have passed the National Registry as Paramedics to obtain their Associate in Science Degree from Housatonic Community College so that they can then move into a four-year program or a registered nursing program. Graduates of BEMI from 1995 and later, when the program which was accredited in 2014 was substantively in place, are eligible for the Associate Degree, provided the Paramedic has maintained licensure.

Outcomes:

- Graduate from Bridgeport Emergency Medicine Institute
- Pass the National Registry for Paramedic status
- Complete the general education courses in satisfaction of the associate degree requirements

Admission to the Program:

An Emergency Medical Technician (EMT) or Advanced Emergency Medical Technician (AEMT) certification is required for entry into the Paramedic Program. Candidates for the Paramedic Program must have and maintain their EMT or A-EMT Certification and must apply to and be accepted into the program at the Bridgeport Emergency Medicine Institute. All Paramedic clinical training is done at the Bridgeport Emergency Medicine Institute located at Bridgeport Hospital and related sites.

Students may take their EMT and Paramedic courses before, during or after the non-clinical pre-requisites taken at Housatonic Community College. Following completion of the courses below, students can apply for the Associates in Science in Paramedic Studies, provided they have also successfully completed their Paramedic courses and passed their licensure exam with the National Registry of Emergency Medical Technicians.

Suggested Sequence of Courses:

Fall Semester		
ENG*E101	Composition	3
MAT*E137 (or higher)[2]	Intermediate Algebra	3
PSY*E111	General Psychology I	3
BIO*E105	Introduction to Biology	4
Open Elective[2]		3
Total for Fall Semester		**16**
Spring Semester		
ENG*E102	Literature and Composition	3
Fine Arts Elective[1] (200 Level)		3

PSY*E201	Lifespan Development	3
Social Science Elective[2] (200 Level)		3
Humanities Elective[2] (200 Level)		3
Total for Spring Semester		**15**
Total Non-Paramedic Credits		**31**
Paramedic Courses taken at the Bridgeport Emergency Medicine Institute[3]		30
Total Credits		**61**

[1] Suggest ART*E250, Digital Photography I.

[2] Consult advisor for appropriate choices.

[3] Paramedic courses at the Bridgeport Emergency Medicine Institute have been assessed by the University of the State of New York, Regents Research Fund National College Credit Recommendation Service (National CCRS).

Note: For degree completion the student must complete the Computer Literacy Requirement.

Connecticut Board of Regents for Higher Education
APPLICATION FOR NEW PROGRAM APPROVAL PRO FORMA [1] BUDGET - RESOURCES AND EXPENDITURE PROJECTIONS

Institution	Housatonic Community College	*Date* 12-Nov-14
Proposed Program	Paramedic Studies	

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)*						
New Students *(first time matriculating)*		10		10		10
Continuing *(students progressing to credential)*				10		20
Headcount Enrollment	0	10	0	20	0	30
Total Estimated FTE per Year	10 for two semesters		20 for two semesters		30 for two semesters	

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)*		$19,640		$39,280		$58,920
Program-Specific Fees						
Other Rev. *(Annotate in text box below)*						
Total Annual Program Revenue	$19,640		$39,280		$58,920	

Since these students will have completed their Paramedic training as a condition of graduation with the Associate's Degree, the assumption was that they would already be working in their field, and could only attend college part-time. Cost for six credits per student would be $982; if students attended in fall and spring, each student would pay $1964 per year.

PROJECTED Expenditures*	Year 1		Year 2		Year 3	
	Number *(as applicable)*	Expenditure	Number	Expenditure	Number	Expenditure
Administration *(Chair or Coordinator)*	n/a	$1,426	n/a	$1,426	n/a	$1,426
Faculty *(Full-time, total for program)*	n/a	$0	n/a	$0	n/a	$0
Faculty *(Part-time -total for program)*	n/a	$11,405	n/a	$22,810	n/a	$34,215
Support Staff	n/a	$0	n/a	$0	n/a	$0
Library Resources Program	n/a	$0	n/a	$0	n/a	$0
Equipment *(List as needed)*	n/a	$0	n/a	$0	n/a	$0
Other (e.g. student services)	n/a	$0	n/a	$0	n/a	$0
Estimated Indirect Cost *(e.g. student services, operations, maintanance)*	n/a	$300	n/a	$300	n/a	$300
Total ESTIMATED Expenditures		$13,131		$24,536		$35,941

* 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: One 3-credit course costs $7128 maximum for an adjunct professor (including all benefits).   Based on 4/5 of one course for 20 students (2 classes per student, 10 students per semester), one course averages 25 students), the cost for these students alone would be $11,405. ($7128 X 2 for fall & spring, X .8 = $11,405.) Ten to thirty students per year can easily be absorbed into our usual schedule . Only graduates of the Bridgeport Emergency Medicine Institute will be eligible to work towards this degree, and the BEMI graduates about 25 Paramedics per year. No additional faculty, support personnel, equipment, etc. is needed.   The Pre-Nursing Advisor will add these students to her regular advisory duties, estimated at 1/5 of her advising contract , which is the equivalent of one three-credit course (7,128 x .2 = $1,426).

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

ITEM
Licensure of a new Mobile Application Developer degree option and certificate program at Capital Community College for a period of three years.

BACKGROUND
<u>Summary</u>
The proposed Associate in Science, Computer & Information Systems Mobile Application Developer Option and Mobile Application Developer Certificate will prepare graduates for both entry-level employment in the information technology industry, and for transfer to baccalaureate programs in Information Technology/Information Systems. The Mobile Application Developer degree option and certificate program are being developed as part of CCC's participation in the Northeast Resiliency Consortium - a US Department of Labor Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant.

<u>Need for the Program</u>
As part of the Northeast Resiliency Consortium, CCC partnered with our local workforce investment board to evaluate workforce needs within the information technology industry. Through this evaluation, the Mobile Application Developer career area was identified as an emerging occupation for which additional training programs are needed. The TAACCCT grant objective is to create programs that train Trade Adjustment Assistance (TAA)-impacted workers, veterans, the unemployed and underemployed workers for current and emerging jobs. The proposed degree and certificate programs meet the goals of the TAACCCT grant, in both developing highly skilled workers for the information technology industry, and in providing a menu of educational options, from a certificate to an associate degree and potential transfer to a bachelor degree.

<u>Curriculum</u>
Core Courses
CSC*105 Programming Logic
CST*150 Web Design and Development I
CST*201 Introduction to MIS (new)
CSC*231 Database Design I (new)
CSC*220 Object Oriented Programming with Java OR
CSC*247 Game Development with C++
CSC*250 System Analysis and Design
CSC*262 Programming Mobile I (new)
CSC*263 Programming Mobile II (new)
CSC*xxx Programming Mobile III (new)

Learning Outcomes
1. Identify and perform all stages of the Systems Development Lifecycle (SDLC) model to develop software applications
2. Successfully code, compile, execute, and debug programs in various programming languages
3. Design mobile applications for iPhone/iPad and Android platforms
4. Develop mobile applications that securely communicate with external devices and servers

5. Apply effective web design principles to design and develop web pages using HTML and CSS
6. Apply responsive web design techniques to create web sites optimized for mobile devices
7. Apply the principles of user-centered design to create easy to use and intuitive web sites and mobile applications

Students

Through CCC's participation in the Northeast Resiliency Consortium, CCC will receive funding for a Recruitment & Retention Coordinator and Veterans Services Coordinator to support program recruitment. Through these efforts and others, CCC projects an enrollment of 18 students in the degree program in the first year the program is offered.

PROJECTED Enrollment	First Term Year 1		First Term Year 2		First Term Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers *(from other programs)*	5	4	4	4	4	4
New Students *(first time matriculating)*	5	4	6	4	8	6
Continuing *(students progressing to credential)*			9	7	9	14
Headcount Enrollment	10	8	19	15	21	24

Faculty

No new faculty will be hired for the Mobile Application Developer degree option and certificate program. All program courses will be taught by incumbent faculty.

Learning Resources

CCC will purchase mobile devices (tablets, smartphones) for students to use throughout various classes in the degree program to install and test their projects. Students will also have resources available in the library and Academic Success Center.

Facilities

CCC will be able to use existing computer laboratories to teach all the proposed courses in the degree and certificate programs. This includes a dedicated Mac lab for the Apple iOS development courses. There are no additional software costs, as open-source software and freeware are available for all the courses in the proposed curriculum.

Fiscal Note

The initial startup costs will be subsidized by the grant. Through the grant, CCC will receive funding for new equipment/software and instruction for the first two years of the proposed degree program.

> **Projected YEAR 3 Expenditures**
> Part-time Faculty - 2 x $4,200 = $8,400
> Equipment = $1,000
> **Total Expenditures** $9,400

There are no major cost implications of implementing the proposed program due to the utilization of existing faculty and Program Coordinator and minimal equipment costs.

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

11/12/2014 – ConnSCU Academic Council
12/18/2014 – BOR-Academic and Student Affairs Committee

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Licensure of a New Program

January 15, 2015

RESOLVED: That the Board of Regents for Higher Education license a program titled Mobile Application Developer leading to a Certificate and Mobile Application Developer Option in the Computer & Information Systems Associate in Science (A.S.) degree at Capital Community College for a period of three years until January 15, 2018.

A True Copy:

_____

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

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

SECTION 1: GENERAL INFORMATION	
Institution: Capital Community College	Date of Submission to BOR Office:

Most Recent NEASC Institutional Accreditation Action and Date: Ten Year Accreditation, 2016

Program Characteristics	Program Credit Distribution
Name of Program: **Computer & Information Systems Mobile Application Developer Option**	# Cr in Program Core Courses: **27Cr Terminal**; **27Cr Transfer**; **24Cr Certificate**
Degree: Title of Award *(e.g. Master of Arts)* **Associate in Science, Computer & Information Systems Mobile Application Developer Option**	# Cr of Electives in the Field: **0Cr Terminal; 0 Cr Transfer; 0Cr Certificate**
Certificate: *(specify type and level)* **Mobile Application Developer**	# Cr of Free Electives: **0Cr Terminal; 0 Cr Transfer; 0 Cr Certificate**
Anticipated Program Initiation Date: **Fall, 2015**	# Cr Special Requirements *(include internship, etc.)*:**9Cr Terminal; 10Cr Transfer; 0 Cr Certificate**
Anticipated Date of First Graduation: **Spring**, 2017	Total # Cr in the Program*(sum of all #Cr above)*: **36Cr Terminal; 37Cr Transfer; 24Cr Certificate**
Modality of Program: On ground Online **x** Combined	From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **27Cr Terminal; 28Cr Transfer; 15Cr Certificate**
If "Combined", % of fully online courses? **50%**	
Total # Cr the Institution Requires to Award the Credential *(i.e. include program credits, GenEd, other)*: **60-61Cr Terminal;61-62Cr Transfer, 24Cr Certificate**	

Type of Approval Action Being Sought: Licensure OR   Licensure and Accreditation
Suggested CIP Code No. *(optional)*   Title of CIP Code   CIP Year: 2000   or 2010

If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program:
Program Discontinued: CIP: DHE# (if available):   Accreditation Date:
Phase Out Period   Date of Program Termination

Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: 950 Main St., Hartford, CT

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:

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

Institutional Contact for this Proposal: Raymond Hughes	Title: Interim Dean of Academic Affairs	Tel.: (860) 906-5011 e-mail: chughes@capitalcc.edu

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[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.

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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 proposed Associate in Science, Computer & Information Systems Mobile Application Developer Option and Mobile Application Developer Certificate align with Capital Community College's mission to offer associate degrees and certificates that prepare individuals for careers and for transfer into baccalaureate programs. The proposed programs will prepare graduates for both entry-level employment in the information technology industry, and for transfer to baccalaureate programs in Information Technology/Information Systems.

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 Mobile Application Developer degree option and certificate program are being developed as part of CCC's participation in the Northeast Resiliency Consortium - a US Department of Labor Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant. As part of this grant, CCC partnered with our local workforce investment board to evaluate workforce needs within the information technology industry. Through this evaluation, Mobile Application Developers was identified as an emerging occupation for which additional training programs are needed. The TAACCCT grant objective is to create programs that train Trade Adjustment Assistance (TAA)-impacted workers, veterans, the unemployed and under-employed workers for current and emerging jobs. The proposed degree and certificate programs meet the goals of the TAACCCT grant, in both developing highly skilled workers for the information technology industry, and in providing a menu of educational options, from a certificate to an associate degree and potential transfer to a bachelor degree. The TAACCT grant provides funding to support many facets of the proposed program, including instruction, prior-learning assessment, retention, internships and job placement services.

The programs were collaboratively developed by CCC faculty and local employers serving on CCC's Information Technology Advisory Council. The employers provided extensive input into the knowledge and skills they seek in graduates to succeed in their organizations. This input was fully incorporated into the curriculum via degree and course learning outcomes. The companies/organizations participating on the advisory council include Cigna, COCC, Computer Sciences Corporation, CT Department of Information Technology, New Wave Industries, TAB Computers Inc., The Hartford and Travelers.

The employment projections in the software development sector look bright for students completing the proposed program. Nationally, the two most relevant occupations to the proposed programs are Software Development, Applications and Web Developers. On the national level, the US Department of Labor, Bureau of Statistics forecasts a 22% increase in software development jobs and a 20% increase in Web Developer jobs between 2012 and 2022 (Table 1)[2].

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[2] Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2014-15 Edition, Software Developers, on the Internet at http://www.bls.gov/ooh/computer-and-information-technology/software-developers.htm (visited March 11, 2014).
Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2014-15 Edition*, Web Developers,
on the Internet at http://www.bls.gov/ooh/computer-and-information-technology/web-developers.htm (visited March 11, *2014*).

Table 1. National Employment Trends for Software Developers and Web Developers:

Occupations	Estimated Employment 2012	Employment Change 2012-22	Job Outlook, 2012-2022	Average Annual Wages	Entry-Level Education
Software Developers	1,018,000	222,600	22%	$93,350	Bachelor's degree
Web Developers	141,400	28,500	20%	$62,500	Associate's degree

Connecticut Department of Labor statistics also point to a need for the program. Within the state of CT, the two most relevant occupations to the proposed programs are Computer Software Engineers, Applications and Computer Programmers. The CT Department of Labor projects a 1.9%average annual growth rate for Computer Software Engineers, Applications (Table 2)[3] and 0.6% average annual growth rate for Computer Programmers (Table 3).[5]

Table 2. CT 2010 – 2020 Occupational Employment Projections - Computer Software Engineers, Applications

Region	Employment		Average Annual Growth Rate	Average Annual Job Openings	Education Level
	2010	2020			
State of Connecticut	6,420	7,790	1.9%	204	Bachelor's degree

Table 3. CT 2010 – 2020 Occupational Employment Projections –Computer Programmers

Region	Employment		Average Annual Growth Rate	Average Annual Job Openings	Education Level
	2010	2020			
State of Connecticut	4,490	4,800	0.6%	136	Bachelor's degree

Additional labor projections provided by Capital Workforce Partners using Economic Modeling Specialist Int. (EMSI) Occupational Analysis data shows the employment projections for Web Developers in the state of CT[4]. EMSI forecasts a 20% increase in Web Developer jobs within the state of CT between 2012 and 2022.

Table 4. Economic Modeling Specialist Int. (EMSI) Occupational Analysis June 2014 – Web Developer – State of CT

Occupations	Estimated Employment 2012	Employment Change 2012-22	Job Outlook, 2012-2022	Average Annual Wages	Entry-Level Education	Openings (3-months between 4/2014 – 6/2014)
Web Developers	1,881	2,219	18%	$62,302	Associate's degree	25

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[3]Connecticut Labor Market Information, Connecticut Department of Labor, Computer Software Engineers, Applications: http://www1.ctdol.state.ct.us/jcc/profile.asp?sstrOccupationCode=151031 ; Computer Programmers: http://www1.ctdol.state.ct.us/jcc/profile.asp?sstrOccupationCode=151021; (visited March 21, 2014).
[4]Economic Modeling Specialist Int. (EMSI) occupational analysis June 2014; collects labor market information from 90 sources.

The supply of skilled workers to fill these openings is approximated by the number of program completers in 2010/2011. The supply for Computer Software Engineers, Applications and Computer Programmers is shown in Table 5 and Table 6.[5]

Table 5. CT 2010 – 2011 Program Completers – Computer Software Engineering

Program	Secondary Education	Post/Cert	Associate Degree	Bachelor Degree	Graduate Degree	Total
Computer Software Engineering	0	0	0	1	16	17

Table 6. CT 2010 – 2011 Program Completers – Computer Programming Related Programs

Program	Secondary Education	Post/Cert	Associate Degree	Bachelor Degree	Graduate Degree	Total
Computer Programming, Other	0	0	0	4	0	4
Computer Programming, Specific Applications	0	3	0	5	0	8
Computer Programming/ Programmer, General	0	2	3	0	0	5
Web Page, Digital/Multimedia & Information Resources Design	0	0	0	20	0	20
					Total	37

The CT Department of Labor projects 204 annual job openings for Computer Software Engineers, Applications and 136 annual job openings for Computer Programmers. The corresponding annual supply for those occupations (based on 2010/2011) is 17 and 37. This clearly projects a shortage of workers in these occupations across the state.

The US DOL specifies a Bachelor's degree for the minimum educational requirement for software developers and an Associate's degree as the minimum educational requirement for Web Developers. The CT DOL specifies a Bachelor's degree for the minimum educational level for Computer Software Engineers and Computer Programmers.

The proposed degree and certificate programs provide students the technical skills for each occupational area discussed. These occupational areas contain significant overlap in the required knowledge, required skills and work environment. While some of the occupational areas specify a Bachelor's degree as the minimum level of education is specified, feedback from our Information Technology Advisory Council is that students completing an A.S. with a robust internship experience or a certificate with prior work experience will be employable, albeit at lower salaries. Employers stated a primary consideration in choosing candidates is whether or not the applicants possess the technical skill, knowledge and practical experience required for success in the position. Employers agreed that students who acquire the program learning outcomes will possess the background and skill needed for entry-level employment.

The proposed degree option is designed to serve both students interested in immediate entry-level employment, and students interested in transfer to a baccalaureate institution. Students interested in seeking entry-level employment will be advised to take BBG *294 – Business Internship their final semester, to obtain critical industry experience required for job placement.

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[5]Connecticut Labor Market Information, Connecticut Department of Labor, Computer Engineering (SDC#: 1101c): http://www1.ctdol.state.ct.us/TEPS/SupplyDemand_ClusterDetail2.aspx?sCode=1101c ; Computer Support and Programming (SDC#: 1506): http://www1.ctdol.state.ct.us/TEPS/SupplyDemand_ClusterDetail2.aspx?sCode=1506 (visited March 21, 2014).

Students planning for transfer will be advised to take ACC* 115 Financial Accounting.

- 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 degree and certificate programs will leverage many strengths of the institution to produce highly-skilled graduates for the information technology industry. Existing faculty within the Computer and Information Systems degree program will teach all of the new mobile application courses. Through CCC's participation in the Northeast Resiliency Consortium, the college has additional staffing and resources to market the new programs, recruit students, institute prior-learning assessments, develop internship opportunities and support job placement.

The Mobile Applications Developer Option A.S. degree would be the first of its kind in CT. The program will provide a new option for students interested in careers in the information technology industry. Through TAAACCT funding, the program will also attract TAA workers and veterans who may possess prior experience and background they can leverage for success in the program.

To support and speed-up program completion for students with related prior knowledge and experience, prior learning assessments (PLA) have been developed for introductory courses in the degree and certificate programs. This was designed for TAA workers and veterans, but will be available for all students.

Additionally as part of the TAAACCT grant, CCC has developed a non-credit Mobile Applications Developer Certificate for which 12 students are currently enrolled. Students completing the non-credit certificate will be able to continue in either the proposed degree or certificate 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)*

CCC is in early discussion with Charter Oak State College to create a transfer pathway for students completing the Mobile Application Developer degree option. Students will transfer into Charter Oak and enroll in the Information Studies Concentration.

- Please indicate what similar programs exist in other institutions within your constituent unit [6], and how unnecessary duplication is being avoided

Norwalk Community College has a similar certificate program in mobile application development, named Smartphone Application Development. There is no duplication, because Norwalk Community College's service area is distinct from Capital Community College's.

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

The proposed Mobile Application Developer degree option will provide graduates with the technical skills for entry-level jobs such as Entry-Level Mobile Application Developer, iOS Developer and Android Developer.

Graduates will fill positions in numerous industries such as HealthCare, Finance, IT Consulting, IT Services and Media. These industries are all well-represented within Greater Hartford, CCC's service area.

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

The demand for workers skilled in mobile application development is expected to increase within the state and nationally as detailed above. As previously illustrated in Table 1, Table 2, Table 3 and Table 4, the job prospects for Software Developers, Web Developers, Computer Software Engineers, Applications and Computer Programmers are good.

Cost Effectiveness and Availability of Adequate Resources

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

See Attached Pro-Forma Budget

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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)*

1. Identify and perform all stages of the Systems Development Lifecycle (SDLC) model to develop software applications (Courses: Introduction to MIS, Object Oriented Prog with Java or Game Development with C++, System Analysis and Design, Database Design I, Business Internship.)
2. Successfully code, compile, execute, and debug programs in various programming languages (Courses: Programming Logic, Object Oriented Prog with Java or Game Development with C++, Programming Mobile I)
3. Design mobile applications for iPhone/iPad and Android platforms (Programming Mobile I, Programming Mobile II, Programming Mobile III, Business Internship)
4. Develop mobile applications that securely communicate with external devices and servers (Courses: Programming Mobile III)
5. Apply effective web design principles to design and develop web pages using HTML and CSS (Courses: Web Design and Development I)
6. Apply responsive web design techniques to create web sites optimized for mobile devices (Web Design and Development I, Programming Mobile I, Business Internship)
7. Apply the principles of user-centered design to create easy to use and intuitive web sites and mobile applications (Courses: Introduction to MIS, System Analysis and Design, Programming Mobile Devices II, Programming Mobile Devices III and Business Internship)

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 Program Coordinator will have the rank of Assistant Professor with the minimum qualifications of a Master's degree in Information Technology field, expertise in mobile application development, work experience in the information technology field, and teaching experience. The individual will have a load of 15 contact/credit hours with one release (nine hours per week) for administrative functions. (Three teaching contact hours are equivalent to nine non-teaching hours.)

CCC currently employs a Program Coordinator for the Computer & Information Systems degree. The Mobile Application Developer will be a new option under this degree program, and as such it will be coordinated by the existing 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? *Existing faculty members will teach courses in the Mobile Application Developer programs.*

What percentage of the credits in the program will they teach? *The existing faculty will teach 100% of the discipline-specific courses.*

What percent of credits in the program will be taught by adjunct faculty? *Adjunct faculty will be added as necessary to accommodate additional sections due to increased program enrollment.*

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program: *Adjunct faculty will be required to have a minimum of a Master's degree in an information technology field, mobile application development expertise, as well as teaching and work experience.*

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

Lab Equipment

CCC will be able to use existing computer laboratories to teach all the proposed courses in the degree and certificate programs. This includes a dedicated Mac lab for the Apple iOS development courses. There are no additional software costs, as open-source software and freeware are available for all the courses in the proposed curriculum.

Mobile Devices

CCC will purchase mobile devices (tablets, smartphones) for students to use throughout various classes in the degree program to install and test their projects. In the first two years of the degree program, this expense will be covered through the TAAACT grant. Following the grant period, CCC anticipates an annual expense of $1,000 for equipment.

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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)

Degree Option

Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
CSC* 105 Programming Logic**	2		3	ACC* 115 Financial Accounting **OR** BBG* 294 Business Internship		3/4
CST* 150 Web Design and Development I**	5,6		3	BBG* 202 Principles of Management OR BMK*201 Principles of Marketing		3
CST* 201 Introduction to MIS** new	1,7		3	COM* 173 Public Speaking **OR** BBG* 210 Business Communications		3
CSC* 231 Database Design I** new	1		3			
CSC* 220 Object Oriented Prog with Java **OR** CSC* 247 Game Development with C++	1,2	CSC* 105	3			
CSC* 250 System Analysis and Design	1,7	CSC* 105	3			
CSC* 262 Programming Mobile I** new	2,3,6	CSC* 105	3			
CSC* 263 Programming Mobile II** new	3,7	CSC* 262	3			
CSC*xxx Programming Mobile III** new	3,4,7	CSC* 263	3			
Core Course Prerequisites			27	Elective Courses in the Field		9/10
General Education Courses						
ENG* 101 Composition			3			
MAT* 137 Intermediate Algebra OR Higher			3			
ENG* 102 Composition and Literature			3			
____ Social Science Elective			6			
____ Science Elective			3/4			
_____Fine Arts Elective			3			
____ Humanities Elective			3			
Total Other Credits Required to Issue Credential*(e.g. GenEd/Liberal Arts Core/Liberal Ed Program)*						24/25

Certificate

Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				**Other Related/Special Requirements**		
CSC* 105 Programming Logic	2		3			
CST* 150 Web Design and Development I**	5,6		3			
CSC* 231 Database Design I** new	1		3			
CSC* 220 Object Oriented Prog with Java **OR** CSC* 247 Game Development with C++	1,2	CSC* 105	3			
CSC* 250 System Analysis and Design	1,7	CSC* 105	3			
CSC* 262 Programming Mobile I** new	2,3,6	CSC* 105	3			
CSC* 263 Programming Mobile II** new	3,7	CSC* 262	3			
CSC*xxx Programming Mobile III** new	3,4,7	CSC* 263	3			
Core Course Prerequisites			**24**	**Elective Courses in the Field**		**0**
Total Other Credits Required to Issue Credential*(e.g. GenEd/Liberal Arts Core/Liberal Ed Program)*						**0**

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

See above – Curriculum

New Course Descriptions

SUBJECT AREA AND COURSE NUMBER: CSC* 262
COURSE TITLE: Programming Mobile Devices I
CREDITS: 3
COURSE CATALOG DESCRIPTION:
Students will be introduced to the various platforms and applications in use on mobile devices. Platforms include Apple iOS, Android OS, and others as appropriate. Students will design, code, test, install and debug mobile apps on each platform using specialized software development environments.
PREREQUISITE: CSC* 105

SUBJECT AREA AND COURSE NUMBER:CSC* 263
COURSE TITLE: Programming Mobile Devices II
CREDITS: 3
COURSE CATALOG DESCRIPTION:
Students will expand their knowledge of Apple iOS and Android programming. Students will develop native mobile apps using Java for the Android platform and Objective-C for the Apple iOS platform. Students will learn the respective user interface

components and create sophisticated user interfaces.
PREREQUISITE: CSC* 262

SUBJECT AREA AND COURSE NUMBER:CSC* xxx
COURSE TITLE: Programming Mobile Devices III
COURSE CATALOG DESCRIPTION:
The final course in the mobile device programming sequence teaches students to create mobile apps that securely communicate with external devices and services, such as web servers, cloud services, database servers and business-to-business apps.
PREREQUISITE: CSC* 263

SUBJECT AREA AND COURSE NUMBER:CST* 201
COURSE TITLE: Intro to Management Information Systems
COURSE CATALOG DESCRIPTION:
This course provides the background necessary for understanding the role of information systems in organizations and for using computer tools and technology in solving business problems. Topics include organization and technical foundations of information systems, theory of design of information, database, and network systems, e-commerce and supply chain systems, and information network security management. Microsoft Excel, Access, PowerPoint and Project are used to demonstrate selected topics.

SUBJECT AREA AND COURSE NUMBER:CSC* 231
COURSE TITLE: Database Design I
COURSE CATALOG DESCRIPTION:
Students will learn to analyze business requirements, create logical data models, convert data models into physical database designs, and implement database designs in a relational database management system. Topics such as Data Modeling, Entity-Relationship Diagrams, Database Normalization, and Structured Query Language are covered in detail. Students will gain hands-on experience designing databases and implementing databases in a relational database management system.

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

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Winchester Brown Professor Computer Information Systems	M.S. Central CT State University	Computer Hardware Software Engineering	
Seth Freeman Associate Professor, Computer Information Systems Program Coordinator, Computer Information Systems	M.S. Rensselaer Polytechnic Institute	Software Engineering Web Design and Development	Assessment Coordinator
Miah LaPierre-Dreger Professor, Computer Information Systems Chair, Business and Technology Department	M.S. Central CT State University	Computer Networking	
Michael Ligon Professor, Computer Information Systems Program Coordinator, Computer Support Specialist	M.Ed Cambridge College	Software Engineering Web Design and Development	

Connecticut Board of Regents for Higher Education
APPLICATION FOR NEW PROGRAM APPROVAL PRO FORMA [1] BUDGET - RESOURCES AND EXPENDITURE PROJECTIONS

Institution	Capital Community College	*Date* 10/24/2014
Proposed Program	Computer & Information Systems Mobile Application Developer Option	

PROJECTED Enrollment	First Term Year 1		First Term Year 2		First Term Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers *(from other programs)*	5	4	4	4	4	4
New Students *(first time matriculating)*	5	4	6	4	8	6
Continuing *(students progressing to credential)*			9	7	9	14
Headcount Enrollment	10	8	19	15	21	24
Total Estimated FTE per Year						

PROJECTED Program Revenue	Year 1		Year 2		Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition *(Do not include internal transfers)*	$8,580	$3,432	$25,740	$9,438	$29,172	$17,160
Program-Specific Fees						
Other Rev. *(Annotate in text box below)*						
Total Annual Program Revenue	$12,012		$35,178		$46,332	

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)*					2	$8,400
Support Staff						
Library Resources Program						
Equipment *(List as needed)*						$1,000
Other (e.g. student services)						
Estimated Indirect Cost *(e.g. student services, operations, maintanance)*						
Total ESTIMATED Expenditures		$0		$0		$9,400

* 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."

Through CCC's participation in the Northeast Resiliency Consortium, CCC will receive funding for a Recruitment & Retention Coordinator and Veterans Services Coordinator to support program recruitment. Through these efforts and others, CCC projects an enrollment of 18 students in the degree program in the first year the program is offered. CCC will receive funding for new equipment/software and instruction for the first two years of the proposed degree program. The grant additionally funds a Job Developer/Placement Coordinator to coordinate student internships and job placement. During and after the grant period, CCC will use existing full-time faculty and the existing Computer Information Systems Program Coordinator to teach courses and coordinate the program. Due to the utilization of existing faculty and Program Coordinator, and minimal equipment costs, there are no major cost implications as a result of implementing the proposed program.

[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.

FT Tuition FY2015 $1716

PT Tuition FY2015 $858

STAFF REPORT   **ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

ITEM
Application for new program approval for an Associate's Degree in Health Care Science at Quinebaug Valley Community College

BACKGROUND
This degree was developed based on 25 years of experience advising students in all health professions and researching the individual health professions curricular requirements for both public and private colleges and universities in Connecticut, Massachusetts, and Rhode Island.

For all health professions at the bachelors level or higher, from a BSN to physician assistant and every health profession in between, there is a basic curriculum that every student must follow to be considered for such programs.

The HC Science degree follows this required curriculum, and this was validated at the Academic Dean's Council this fall by the Deans of the CSU's, with room for students to tailor according to a health profession's specific requirement. For example, physics is required for students wishing to be a diagnostic imaging tech or a physician assistant, but it is not required by most BSN programs. This is why there is a variety of program electives.

QVCC is currently working with ECSU on a transfer pathway into their Health and Life Science Program. Additionally, upon approval of QVCC's program, Quinnipiac University will approve a transfer agreement into their Health Science Studies Degree.

Need for the Program
According to the Economic Digest from the CT DOL and CT DOECD, it is projected that the largest sector to add the most jobs over the next 10 years is the health care industry, with a projected 40,000 new jobs by 2022.

Curriculum

60-63 credits: The reason for the range of credits is that students have the ability to select from 3 & 4 credit elective courses. The range of courses is extensive to better help the student tailor their transfer to a specific program.

Students: enrollment projection

First Term Year 1		First Term Year 2		First Term Year 3	
Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
5	5	7	3	10	8
10	5	12	7	15	10
0	0	10	15	5	20
15	10	29	25	30	38

Faculty

Cheri Goretti	MA, Anna Maria College	Medical assisting and allied health, MT(ASCP), CMA(AAMA)

Cindi Brassington	MS, University of Bridgeport	Medical assisting and allied health, CMA(AAMA)
John Lewis	MS, University of Rhode Island	MT(ASCP)
Melissa Philion	PhD, Medical College of Pennsylvania	Microbiology, Genetics

Learning Resources
No additional laboratory or classroom equipment will be purchased to accommodate this program

Facilities
No change in facilities and no additional costs

Fiscal Note

	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition *(Do not include internal transfers)*	$39,433	$5010-$5815	$88,486	$22,484-$26,092	$82,040	$31,260-$36,300
Program-Specific Fees*	$4,300	$860	$9,764	$3,872	$7,650	$5,400
Other Rev. *(Annotate in text box below)*						
Total Annual Program Revenue	$49,603-$50,408		$120,498-$124,106		$126,350-131,390	

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Licensure of a New Program

January 15, 2015

RESOLVED: That the Board of Regents for Higher Education license a program titled Health Care Science leading to an Associate in Science (A.S.) degree at Quinebaug Valley Community College for a period of three years until January 15, 2018.

A True Copy:

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

SECTION 1: GENERAL INFORMATION	
Institution: Quinebaug Valley Community College	Date of Submission to BOR Office: 10/8/14

Most Recent NEASC Institutional Accreditation Action and Date: October 2011	

Program Characteristics Name of Program: Health Care Science Degree: Title of Award *(e.g. Master of Arts)* **Associate of Science** Certificate: *(specify type and level)* Anticipated Program Initiation Date: Spring 2015 Anticipated Date of First Graduation: Spring 2017 Modality of Program: On ground Online X Combined If "Combined", % of fully online courses? 10% Total # Cr the Institution Requires to Award the Credential *(i.e. include program credits, GenEd, other)*: 60-63	**Program Credit Distribution** # Cr in Program Core Courses: 30 # Cr of Electives in the Field: 6-8 # Cr of Free Electives: 0 # Cr in General Education (include internship, etc.): 24 <u>Total # Cr in the Program</u> *(sum of all #Cr above)*: 60-**63** From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **60-63**

Type of Approval Action Being Sought: Licensure OR Licensure and Accreditation Suggested CIP Code No. *(optional)* Title of CIP Code CIP Year: 2000 or 2010	

If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: none 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: Main Campus	

Other Program Accreditation: • If seeking specialized/professional/other accreditation, name of agency and intended year of review: N/A • If program prepares graduates eligibility to state/professional license, please identify: N/A *(As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)*		
Institutional Contact for this Proposal: Jayne Battye	Title: Interim Dean of Academics	Tel.: 860-932-4057 e-mail: JBattye@qvcc.commnet.edu

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

*APPLICATION FOR **NEW PROGRAM APPROVAL** (Public Higher Education Institutions) - 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)

Program Mission: The health care science degree program endeavors to carry out the Quinebaug Valley Community College mission to provide innovative education, social, and cultural opportunities in a welcoming and supportive environment. The purpose of the health care program is to provide students with a general education core, complemented with focused courses in the science, health, and mathematics necessary for admission into health care career programs.

Specifically, the program goals of the associate of science health care degree are to:
*Provide students all of the pre-requisite courses necessary to enter into a health care science degree program at a receiving institution. Since there is a trend in receiving institutions requiring a full degree as an admission requirement, this program will allow students to enter nursing and radiology technician schools without having to take additional courses in the general studies or liberal arts and sciences degrees.
* Allow student to gain the skills to meet the challenges of today's health care system.
* Expand opportunities for existing QVCC and state community college students.

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)*

According to the Economic Digest from the CT DOL and CT DOECD, it is projected that the largest sector to add the most jobs over the next 10 years is the health care industry, with a projected 40,000 new jobs by 2022. QVCC already has a medical assisting degree along with certificates in phlebotomy, medical office skills, medical coding, and patient care technician, which helps meet some of the needs of Northeast CT but with the increase in higher level health care professionals combined with an increase in students who are interested in pursuing these types of careers, the degree in Health Care Science was developed.

Students pursuing nursing or radiology technology degrees need an associate degree to apply to many programs. Specifically Hartford and Windham Hospital's Schools of Radiological Technology is now requiring applicants to have at least an associate degree. Historically, no degree program at QVCC has enabled students to focus on enough science and math courses to enter a health care career program at another college without taking extra classes and costing the students additional money and time. This program will allow the pre-nursing or pre-radiology technician to focus on science, math and health care courses in addition to the general education requirements necessary for admission to a bachelors program as a first semester junior. This will enable students to complete an associate degree and 2 years later complete a bachelor degree in a healthcare field. Diligent students in our service area will be able to complete a BS degree and bring much needed health care personnel to the Northeastern region of Connecticut.

Besides the nursing and radiology technician focus, QVCC has seen an increase in traditional aged students' goals of transferring to a four year institution to continue on in biology, biotechnology/clinical laboratory studies, pre-med, pre-dental, and/or pre-physician assistant program. The health care science degree will be the perfect transfer degree for those students.

In addition, this program aligns with ESCU's Health and Life Sciences Program and provide additional transfer degree tracks for students working towards a career in health care. With Eastern being our largest sending school, a pathway has been developed with ESCU for seamless transfer. This program will also be beneficial for students wishing to transfer to

any of the CT CSU's.

Lastly, this transfer program will align nicely with the project going forward with College Careers Pathway/ High School partnerships in which the local high schools are looking for a health career track, with a start at the community college level, and eventually have the opportunity to transfer to a four year institution to further their education in health care or a pre-medicine program.

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

  This program will utilize existing curriculum, resources and faculty. Creation of this program was initiated in response to student requests to attain all pre-requisite courses for nursing or radiology tech schools while completing an associate degree. However now with the Health and Life Science Career Initiative, this program will strengthen QVCC's partnership with ESCU.   No new courses will need to be created, but it is anticipated that this will be a popular program and require additional sections of existing courses.

- 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)*

  A transfer pathway has been developed with ESCU's Health and Life Sciences degree and one with Quinnipiac University will be formalized as soon as this degree has been approved. Transfer pathways with Rhode Island College will be initiated upon approval of the degree.
  Students in this program will be tracked and closely advised by their advisors to assist them in the transfer process to their institution of choice.

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

All 12 community colleges presently offer certificate programs in Allied Health. While this offering affords students the opportunity to complete prerequisite courses for nursing and radiology technician programs, the lack of an associate degree does not allow the student to enter many of the schools that now require the AS degree prior to admission.

Manchester Community College offers an Associate Science degree- General Studies with Allied Health concentration. While this program will also accommodate students pursuing admission into nursing or radiology technician schools, Manchester is quite a distance for students living in the northeastern corner of CT.

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

  Many graduates will apply to radiology technician or nursing programs, while others will transfer to a four year institution to pursue another health/medical career. However, with the general education, science and medical courses, graduates of this AS degree program could potentially gain employment in physician offices or a hospital setting as an entry level employee. Students also will be eligible for jobs as a laboratory assistant. In addition, the phlebotomy certificate is embedded into this program so if a student takes the correct elective courses, they can also graduate with their phlebotomy certificate and be eligible to take the national certification exam.

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

As mentioned previously, there is projected increase in the above mentioned entry level health care jobs. If a student decides he or she does not want to transfer, or does not have the required GPA to get accepted into a specific program, they will be prepared for such a position in health care.

Cost Effectiveness and Availability of Adequate Resources

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

This new degree will not cost the college in additional equipment, faculty salaries or other resources. It will allow students to obtain an associate degree where courses will provide pre-requisites for bachelor, associate degrees or certifications at receiving institutions. It is anticipated that more students will graduate from QVCC rather than just taking pre-requisite courses and transferring without graduating from QVCC. Many of these students register as pursuing a degree- such as medical assisting or general studies to qualify for FAFSA , but they do not complete the degree. This counts against QVCC as students dropping out of school. This is untrue since the student's intention has been met- to complete pre-requisite coursework. Adding this degree program will show the student's success in obtaining pre-requisite courses and obtaining an associate degree at QVCC.

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. Demonstrate knowledge and use of medical terminology.
2. Demonstrate knowledge and use of electronic health records, their management, ethical practices of confidential access and integrity of data.
3. Utilize knowledge of anatomy & physiology, chemistry, mathematics at an entry health care program level.
4. Demonstrate writing and research skills appropriate to the college level.
5. Demonstrate knowledge of medical law and ethics and their relation to health care.
6. Gain an understanding of the health care field and specific types of careers available.

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)*

Cheri Goretti, MT(ASCP), CMA(AAMA)f Medical Assisting and Allied Health 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? 0

What percentage of the credits in the program will they teach? N/A

What percent of credits in the program will be taught by adjunct faculty? Approximately 20%

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program: Masters degree in a healthcare related field or in the biological sciences.

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 additional laboratory or classroom equipment will be purchased to accommodate this program

Curriculum

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

Course Number and Name	L.O. # [3]	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				**General Education Core**		
MED* 125 Medical Terminology			3	ENG* 101 Composition		3
BIO* 121 General Biology I			4	MAT*137 or 186 Intermediate Algebra or Precalculus		3/4
CHE* 121 General Chemistry I			4	PSY* 111 General Psychology 1		3
CHE* 122 General Chemistry II			4	HUM* elective		3
BIO* 211 Anatomy & Physiology 1			4	SOC* 101 Principles of Sociology		3
BIO* 212 Anatomy &Physiology 2			4	CSA*105 Intro to Software Applications		3
BIO* 235 Microbiology			4	HIS* elective		3
HLT* 170 Law & Ethics for Health Care			3	ENG* 102 Literature and Composition		3
			30			24
Core Course Prerequisites				**Elective Courses in the Field (pick 2) 6-8 credits**		
				BIO* 260 Principles of Genetics		3
				BIO* 122 General Biology II		4
				HLT* 141 Techniques of Phlebotomy		4
				MAT* 167 Principles of Statistics		3
				PHY* 121 General Physics I		4
				PHY* 122 General Physics II		4
				MED* 216 Electronic Medical Records Management		3
				HLT* 103 Investigations in Health Careers		3
				PSY* 201 Life Span Development		3
				HLT* 294 Phlebotomy Practicum		3
Total Program Core Course Credits Required to Issue Credential						30-31
Total Other Credits Required to Issue Credential *(e.g. GenEd/Liberal Arts Core/Liberal Ed Program)*						24
Total Elective Courses in the field						6-8
Total Credits Required						60-63*
*The reason for the range of credits is that students have the ability to select from 3 & 4 credit elective courses. The range of courses is extensive to better help the student tailor their transfer to a specific program.						

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

For example, Genetics may be required for one program, while Physics I & II may be required for another program.

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

The associates of science health care entails 24 laboratory science credits, 24/25 credits of general education, 6 credits in health care courses and 6-8 elective credits from a list that includes additional biology and health courses. The reason for the prescriptive social sciences (PSY 111 and SOC 101) is due to the fact that almost all medical programs curricula (nursing, pre-med, pre-PA) require these specific social sciences. Students must take a minimum of 24 credits of the curriculum at QVCC as the residency requirement and must maintain a GPA of 2.5. However, since this is a transfer degree and many of the health science programs at other institutions require an overall GPA of 2.7-3.0 and/or a science GPA of 3.0 or higher, students in this program will be closely monitored and advised accordingly as they identify the programs they intend to apply for transfer.

The program will be marketed and advertised as a transfer program. All marketing materials, information on the webpage, and program open houses, will stress the fact that this is a transfer program. Currently the Health Careers Pathways Certificate is a transfer program the college has had for over 10 years and students have never been confused that this was a program that will lead to a job upon completion.

QVCC's Associate Director of Admissions is the only admissions staff who goes to the high schools to talk about our programs. She is very knowledgeable on all of the programs, specifically which are terminal degrees and which are transfer programs. Once the program is approved, I will review the degree with her and stress the fact that this is a transfer degree for students wishing to go into other areas of health care that QVCC cannot offer.

QVCC has four full time advisors in the Student Success Office. They meet with every new student who is accepted to the college. If, upon meeting with the student to review their educational goals, an advisor feels the student has selected this program in error, they will correct the error and put the student in the program they intended.

The Allied Health Department has two full time faculty members who meet with program students after their first semester. Since MED* 125 Medical Terminology is the first course most new students take within their first year of college, it is in this course that our faculty review the programs QVCC offers and what the student's interests are, along with individual academic advising and should a student be found in the Health Care Science program in error, it will be rectified at this stage.

If a student finds during their time in the Health Care Science program that they no longer want to transfer to a 4 year institution, QVCC has 5 programs that they can move into in which many of the courses they have already taken would transfer. As mentioned above, the phlebotomy program is embedded into this degree so a student can graduate with both the degree and certificate.

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

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Cheri Goretti	MA, Anna Maria College	Medical assisting and allied health, MT(ASCP), CMA(AAMA)	Medical Assisting and Allied Health Program Coordinator
Cindi Brassington	MS, University of Bridgeport	Medical assisting and allied health, CMA(AAMA)	Medical Assisting, Allied Health, Nutrition
John Lewis	MS, University of Rhode Island	MT(ASCP)	Chair, Biology Department
Melissa Philion	PhD, Medical College of Pennsylvania	Microbiology, Genetics	Microbiology, Genetics

CT Board of Regents for Higher Education
Modification of an Accredited Program <u>PRO FORMA</u> [1] BUDGET 1/20/12

Institution	QVCC	*Date* 9/30/2014
Proposed Program	Health Care Science	

PROJECTED Enrollment	First Term Year 1		First Term Year 2		First Term Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers *(from other programs)*	5	5	7	3	10	8
New Students *(first time matriculating)*	10	5	12	7	15	10
Continuing *(students progressing to credential)*	0	0	10	15	5	20
Headcount Enrollment	15	10	29	25	30	38
Total Estimated FTE per Year						

PROJECTED Program Revenue	Year 1		Year 2		Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition *(Do not include internal transfers)*	$39,433	$5010-$5815	$88,486	$22,484-$26,092	$82,040	$31,260-$36,300
Program-Specific Fees*	$4,300	$860	$9,764	$3,872	$7,650	$5,400
Other Rev. *(Annotate in text box below)*						
Total Annual Program Revenue	$49,603-$50,408		$120,498-$124,106		$126,350-131,390	

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

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

*Program Fees consists of the lab fees assigned to the biology/chemistry/physics/allied health courses. It was estimated that a full time student would take 5 lab courses each year and a part time student would take 2 each year, realizing of course , these figures are just estimates.

Part time was defined as 6-7 credits since many courses in this program are lab courses, hence the reason for the tuition range.

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

ITEM

Renaming the Carol A. Ammon School of Arts and Sciences as the Carol A. Ammon College of Liberal Arts and Social Sciences at Central Connecticut State University.

EXECUTIVE SUMMARY

During the Spring 2014 semester the departments of Biology, Chemistry, Computer Science, Mathematical Sciences, and Physics and Earth Science left the Carol A. Ammon School of Arts and Sciences to merge with the School of Engineering and Technology which was later renamed the School of Engineering, Science and Technology. The remaining departments are those in the liberal arts and social sciences. The name change requested for the school is a reflection of these developments.

ANALYSIS

 The Ammon School differs from CCSU's three other undergraduate schools in that it does not focus primarily on a particular career path but instead offers a broad, interdisciplinary education to its own students and those of the other three schools. The term "school" in higher education often designates a unit focused on a particular discipline and career trajectory, while the term "college" most often designates a unit that provides a general or liberal arts education rather than a technical or professional credential. The new Ammon School provides a combination of General Education Courses and a wide array of majors and minors typical of a college.

The Connecticut State Colleges and Universities system has in its Transform CSCU 2020 plan underlined the centrality of the liberal arts core to all of its schools and degree programs and called for its enhancement. Renaming of the Ammon School of Arts and Sciences as the Ammon College of Liberal Arts and Social Sciences underscores the commitment to provide both the core of CCSU's General Education liberal arts curriculum and a broad, multidisciplinary array of major and minor programs.

The designation "college" confers no special rights or privileges beyond those afforded to CCSU's undergraduate schools, but rather is meant to recognize and make students aware of the different programs and emphases – curricular, pedagogical, and professional- offered by the Ammon College of Liberal Arts and Social Sciences.

RESOLUTION

concerning

RENAMING THE CAROL A. AMMON SCHOOL OF ARTS AND SCIENCES AS THE CAROL A. AMMON COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES
at
CENTRAL CONNECTICUT STATE UNIVERSITY

January 17, 2015

Whereas in Spring 2014 the departments of Biology, Chemistry, Computer Science, Mathematical Sciences, and Physics and Earth Science left the Carol A. Ammon School of Arts and Sciences to merge with the School of Engineering and Technology and form a STEM School;

And whereas the departments remaining in the Ammon School—Anthropology, Art, Communication, Criminology and Criminal Justice, Design, Economics, English, Geography, History, Journalism, Modern Languages, Music, Philosophy, Political Science, Psychological Science, Sociology, and Theatre—are those in the liberal arts and social sciences;

And whereas, while the Ammon School as it is now constituted does offer students preparation for a wide variety of careers, it differs from CCSU's three other undergraduate schools in that it does not focus primarily on a particular career path or related set thereof but instead offers a broad, interdisciplinary education to its own students and those of the other three schools;

And whereas in higher education the term "school" most often designates a unit focused on a particular discipline and career trajectory or related set thereof, while the term "college" most often designates a unit that provides a general or liberal arts education rather than a technical or professional credential;

And whereas the Ammon School, more so than the other three schools, provides a combination of General Education courses and a wide array of majors and minors typical of a college;

And whereas the Connecticut State Colleges and Universities system has in its Transform CSCU 2020 plan underlined the centrality of the liberal arts core to all of its schools and degree programs and called for its enhancement;

And whereas the Ammon School has affirmed its commitment to providing this sort of education by adopting the following Mission Statement:

Building upon a rigorous curriculum in the liberal arts and social sciences, we empower students to become curious, critical, and creative thinkers and researchers who graduate with the interdisciplinary skills and knowledge necessary for 21st-century global societies. From a dedication to our individual disciplines as scholars and teachers, we offer all students, majors and those in general education classes, a multi-dimensional perspective on their worlds by guiding them through the critical foundations of knowledge that are central to preserving and influencing culture, creating an educated citizenry from which will emerge leaders for both the present and the future. (Approved May 16, 2014 by the chairs of the 17 departments in the Ammon School and by the CCSU Faculty Senate September 8, 2014)

Be it resolved that the Board of Regents for the Connecticut State Colleges and Universities authorizes the renaming of the Carol A. Ammon School of Arts and Sciences as the Carol A. Ammon College of Liberal Arts and Social Sciences (CLASS), in recognition of its newly changed membership and its central role in providing both the core of CCSU's General Education liberal arts curriculum and a broad, multidisciplinary array of major and minor programs.

Be it further resolved that the designation "college" confers no special rights or privileges beyond those afforded to CCSU's undergraduate schools, but rather is meant to recognize and make students aware of the different programs and emphases—curricular, pedagogical, and professional—offered by CLASS, to wit:
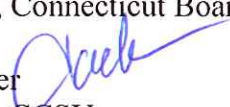
- An emphasis on the liberal arts core and its relationship to both career preparation and the general education curriculum at the heart of a university education
- An emphasis on the reading, writing, communication, and critical thinking skills important to all career paths and to the intellectual and professional flexibility required by the 21st-century global economy
- An emphasis on the importance of interdisciplinarity and multidisciplinarity
- An emphasis on citizenship and cultural awareness that at once complements and transcends professional preparation
- An emphasis on the interactive, exploratory, student-centered, open-ended pedagogy typical of the liberal arts and social sciences

A True Copy:

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

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: November 12, 2014

SUBJECT: Request to rename School of Arts and Sciences as College of Liberal Arts and Social Sciences

I am writing to request approval of the proposal from CCSU's Carol A. Ammon School of Arts and Sciences to be renamed the Carol A. Ammon College of Liberal Arts and Social Sciences. In spring 2014, all of CCSU's science departments—including math and computer science—joined the School of Engineering and Technology to form the new School of Engineering, Science, and Technology. The 17 departments[1] remaining in the School of Arts and Sciences are those in the liberal arts and social sciences.

As a result of this realignment CCSU now has three undergraduate schools with a distinct professional or disciplinary focus—the School of Business, School of Education and Professional Studies, and School of Engineering, Science, and Technology—and one with a much broader, multidisciplinary and interdisciplinary focus. The Ammon School provides both its own students and those in the other schools with a broad, interdisciplinary education in liberal studies through its majors and minors and its contribution to CCSU's General Education program. It is common practice in higher education to use the term "school" to designate a unit focused on a particular discipline and career trajectory and the term "college" to designate a unit that provides a general or liberal arts education rather than a technical or professional credential. Consequently, the Ammon School would like to change its name to the College of Liberal Arts and Social Sciences in recognition of its fundamental role in providing both the core of CCSU's General Education liberal arts curriculum and a broad, multidisciplinary array of major and minor programs. Doing so, we believe, will help elevate the status of this essential part of the university's curriculum and contribute to Transform CSCU 2020's initiative "Strengthening the Liberal Arts Core."

In May 2014, following the departure of the sciences, the Ammon School met to discuss its values and to develop mission and vision statements for the new school. At the same meeting, the School affirmed its desire to become the College of Liberal Arts and Social Sciences. At the first CCSU Faculty Senate meeting of the 2014-2015 academic year (September 8), the School presented a resolution to that effect, which was passed unanimously by the Senate.

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[1]Departments in the Proposed College of Liberal Arts and Sciences:
Anthropology, Art, Communication, Criminology and Criminal Justice, Design, Economics, English, Geography, History, Journalism, Modern Languages, Music, Philosophy, Political Science, Psychological Science, Sociology, and Theatre

Once approved and implemented, the proposed name change will have no material impact on faculty, students, graduation requirements, accreditation, or other standards. It will not confer any special rights or privileges beyond those afforded to all of CCSU's undergraduate schools. Because assessment is conducted at the level of program rather than school, the new designation will have no impact on assessment. The change is purely one of nomenclature, intended to recognize and make students aware of the importance of the Liberal Arts and Social Sciences as the heart of a university education.

If approved, the change would go into effect immediately at the start of the spring 2015 semester. Because the proposed change is intended to recognize the differences between the College of Liberal Arts and Social Sciences and CCSU's other schools, we have no plans to rename any other schools.

Thank you for your consideration of this proposed name change. Please let me know if you have any questions about our request.

/cm
cc: M. McClay

ITEM

The Board of Regents for Higher Education amends the "CSCU Student Code of Conduct" to update the Hearing Process for Sexual Misconduct, Sexual Intimate Partner and Domestic Violence Cases.

BACKGROUND

On March 13, 2014, the Board of Regents approved a comprehensive Student Code of Conduct ("Code"). Included in the Code was the process for conducting hearings on cases of sexual misconduct. Since that time, federal and state laws impacting sexual assault, stalking, intimate partner and domestic violence on campuses have been amended. These changes in law necessitate revisions to the Code with respect to the hearing procedures for reports of sexual misconduct, stalking and intimate partner and domestic violence. However, instead of revising the entire Code, only that limited portion affected is proposed for approval by the Board.

ANALYSIS

The Student Code of Conduct was the product of an aggressive and thorough process in which all three pre-existing Student Codes of Conduct were amalgamated into one document. All institutions now follow the same Code. As a result, the explanation and description of prohibited conduct is consistent throughout the Connecticut State Colleges and Universities (CSCU) so that behavior which is unacceptable on any one campus is unacceptable at all campuses.

One of the procedures that is consistent for all campuses is Section 1, Part E Hearing Procedures for Sexual Misconduct, Sexual Intimate Partner, Domestic Violence & Stalking. Because of the recent changes in the law, the procedures had to be revised. The most significant revision is to allow students to be "accompanied by an advisor or support person of their choice". By incorporating this language, students are able to bring attorneys to their hearings. This provision is a requirement.

Because of the way the Code is constructed it is possible to remove and replace Section I. Part E of the Code without making any other change to the Code. This should enable the institutions to quickly implement this change since it is an isolated substitution of a section of the Code.

RECOMMENDATION

That the Board of Regents for Higher Education amend the "CSCU Student Code of Conduct" by striking the current Section I ,Part E and adopting and substituting the revised hearing procedures.

12/18/2014 – BOR- Academic & Student Affairs Committee
1/15/2015 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Amendment of the CSCU Student Code of Conduct

January 15, 2015

WHEREAS,   The Board of Regents for Higher Education on March 13, 2014 adopted the Student Code of Conduct; and

WHEREAS,   Section I, Part E of the Student Code of Conduct provided for the Hearing Procedures for Sexual Misconduct, Sexual Intimate Partner and Domestic Violence cases

WHEREAS,   Due the requirements of the federal Campus Sexual Assault Violence Elimination Act, and Public Act 14-11 An Act Concerning Sexual Assault, Stalking and Intimate Partner Violence on Campus, the procedures currently described in the Student Code of Conduct Section I, Part E are not consistent with the law; therefore be it

RESOLVED,   That the Board of Regents strikes Section I, Part E "CSCU Student Code of Conduct" and adopts the Revised Hearing Procedures for Sexual Misconduct, Sexual Intimate Partner, Domestic Violence & Stalking Reports and incorporates this provision in the Student Code of Conduct as Section I, Part E.

A True Copy:

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

PART E: **HEARING PROCEDURES FOR SEXUAL MISCONDUCT, SEXUAL**
                INTIMATE PARTNER, DOMESTIC VIOLENCE & STALKING REPORTS

In addition to disciplinary procedures applicable to State University students in Section II, Community College students in Section III, or Charter Oak State College Students in Section IV, for any hearing conducted involving allegations of sexual misconduct, including sexual harassment, sexual assault, sexual exploitation, stalking and intimate partner violence the reported victim and the accused student shall each have the following rights:

1. At any meeting or proceeding, both the reported victim and accused student may be accompanied by an advisor or support person of the student's choice provided the advisor or support person does not cause a scheduled meeting or hearing to be delayed or postponed and provided an advisor or support person may not directly address the Hearing Body, question witnesses, or otherwise actively participate in the hearing process (or other proceeding or pertaining to a report of sexual misconduct);

2. The reported victim of sexual misconduct is entitled to request that disciplinary proceedings begin promptly;

3. Any hearing regarding an accusation of sexual misconduct shall (i) be fair, prompt and impartial; (ii) be conducted by a Hearing Body annually trained in issues relating to sexual misconduct (iii) use the preponderance of evidence (more likely than not) standard; (iv) shall allow both the accused student and reported victim the opportunity to present evidence and witnesses on their behalf during any disciplinary proceeding; and (v) shall provide both the accused student and the reported victim with equal access to any information that will be used during meetings and hearings.

4. In accordance with the Family Educational Rights and Privacy Act (FERPA), the accused student and the reported victim have the right to keep their identities confidential;

5. Any reported victim shall be provided written notice of the decision of the Hearing Body at the same time as the accused student, normally within one (1) business day after the conclusion of the Hearing. In accordance with the Family Educational Rights and Privacy Act (FERPA) the notice to any reported victim of sexual misconduct shall contain only the following: the name of the accused student, the violation committed, if any, and any sanction imposed against the accused student.

6. The reported victim shall have the same right to request a review of the decision of the Hearing Body (appeal rights) in the same manner and on the same basis as shall the accused student; however, if a request for review by a reported victim is determined to be properly made and if the review determines there is sufficient grounds for altering the decision of the Hearing Body, among the other actions that may be taken as set forth above, the sanction of the hearing may also be increased. Notwithstanding the foregoing, in any hearing pertaining to sexual misconduct both the reported victim and the accused student are entitled to be simultaneously provided notice of any change in the results of the hearing prior to the time when the results become final as well as to be notified when such results become final.

INFORMATION ITEM
Legislative Mandate:

PA 14-217 – Instruction in Financial Literacy

Sec. 199. (NEW) (Effective July 1, 2014) (a) The Department of Education, the Board of Regents for Higher Education, and the Board of Trustees for The University of Connecticut, in consultation with the Department of Banking, may develop a plan to provide to each student of a public high school or a constituent unit, as defined in section lOa-1 of the general statutes, instruction in financial literacy, including, but not limited to, the impact of using credit cards and debit cards. Upon development and implementation of such plan, such instruction may occur during a student's final year of high school and, for a student of a constituent unit, not later than such student's completion of his or her second semester at such constituent unit.

(b) The Department of Education, the Board of Regents for Higher Education and the Board of Trustees for The University of Connecticut, shall work with the Department of Banking to leverage any available federal, state or private funds to implement the plan developed pursuant to subsection (a) of this section.

(c) Not later than January 1, 2015, the Commissioner of Education, the president of the Board of Regents for Higher Education, the chairperson of the Board of Trustees for The University of Connecticut and the Banking Commissioner shall report to the joint standing committee of the General Assembly having cognizance of matters relating to banks on the status of the plan described in subsection (a) of this section.

REQUISITE REPORT
The Department of Education will report to Senator Carlo Leone and Representative William Tong, co-chairmen of the General Assembly's Banks Committee that:

> Prior to the enactment *o*f Public Act 14-217 Sec. 199, there had already been a plan to provide to each student of a public high school or a constituent unit instruction in financial literacy, including, but not limited to, the impact of using credit cards and debit cards. A 1997 law requires SBE to provide curriculum guides and materials to help school districts provide courses in personal financial management (CGS § 10-16b (d)(6)). The requirement took effect on October 1, 1997. A 2010 law establishing higher minimum credits for high school graduation also requires students to take at least two credits in career and life skill electives, which can include personal finance courses. The 2010 requirements apply starting with the class graduating from high school in 2018, that is, for students who were in the 4th grade in the 2009-2010 school year.

> As a result of this plan, much has been accomplished in the area of financial literacy education in the middle school and secondary level over the past eight years… There remains work to be completed under the existing plan… The consensus of the Agencies is that we should continue with the existing plan that is in place that promotes financial literacy education. Of course, the Agencies will pursue funding from appropriate sources for implementation of the plan of which we become aware.

LEGISLATIVE FORECAST

Notwithstanding the agencies' report, the possibility exists that the Connecticut General Assembly may view the expansion and standardization of financial literacy instruction across public higher education as a preferred policy alternative and the CSCU institutions may be required to implement programming beyond that which is currently being conducted. While such programming carries the risk of a negative fiscal impact to the institutions; it would have the potential for substantial benefits for student learning and their financial behaviors.

INSTITUTIONAL ACTIVITIES
The CSCU institutions currently provide some of their students with a variety of initiatives that either instruct or inform them in matters related to financial literacy – see attached chart. However, none of the institutions currently ensure and document that **each student** receives instruction in financial literacy.

12/18/14 – BOR-Academic and Student Affairs Committee

Board of Regents for Higher Education
Connecticut State Colleges and Universities
Financial Literacy

Central Connecticut State University	Eastern Connecticut State University	Southern Connecticut State University	Western Connecticut State University	Charter Oak State College
At CCSU, each fall a Financial Literacy workshop is provided to new students during Open Weekend – an element of the campus' orientation program. In collaboration with Achieve Financial Credit Union, a workshop on Financial Literacy is provided to all first-year students. A major emphasis of this workshop deals with credit cards, student loan responsibilities and paying bills. The Assistant Dean of Students works with the credit union in the design of the workshop.	ECSU incorporates Financial Literacy training in all student orientation sessions for new students. In addition to financial aid information, scholarship, on-campus employment; students are introduced to financial literacy website – www.Saltmoney,.org - an online tool that helps students navigate financing a higher education, manage debt and build money skills. Students are encouraged to use this site for financial planning and awareness.	A dedicated position – the Coordinator of Student Financial Literacy and Advising collaborates with various cross-divisional staffs to design, implement and assess financial literacy programs and financial planning services for students. This staffer offers sessions in freshman classes, in residence halls and off-campus outreach. New student orientations provides sessions covering debit/credit cards and paying back student loans. Campus has website[1] and printed publication for distribution.	A WCSU campus institute offers financial literacy education via publications, a website www.wcsuyourmoney.com and workshops conducted by trained student peer leaders. Additionally, the campus Financial Aid Office offers workshops during freshman orientation, financial aid nights in the residence halls, summer programs, grad student workshop on processing loans and responsible loan payments and outreach activities to the community including hosting College Goal Sunday for high school students.	COSC is the state's only public online degree-granting institution. Appropriately, it refers its students to a website – www.mymoney.gov wherein they access free material instructing them in financial literacy. The institution also has its own website[2] with additional information on financial literacy. Students are referred to the websites through orientation courses and campus newsletter.

Board of Regents for Higher Education
Connecticut State Colleges and Universities
Financial Literacy

Asnuntuck Community College	Capital Community College	Gateway Community College	Housatonic Community College	Manchester Community College
Embedded into the First Year Experience course are personal financial literacy lessons including the cost of education, student loans, establishing a personal budget, credit card use, credit ratings, establishing and maintain good credit. The college also offers a Personal Finance course which covers credit cards, checking accounts, taxes, interest rates, loans and budgets. Elements of financial literacy are also embedded in a number of other courses.	The college offers its students opportunities to enroll in personal finance courses in a number of areas. The Academic Division offers a Personal Finance course. Workshops covering various elements of personal finance are offered by the Financial Aid Office, the Career Services Office and Student Activities. Additionally, the Continuing Education Division incorporates a module of financial literacy into all of its workforce development programs.	The Center for Students and Families offers financial literacy workshops throughout the year. The college's Business Department offers a Personal Finance Course which includes personal budgeting, consumer credit, insurance, real estate, personal income taxes, retirements and investments.	HCC was awarded a $100K Get $mart About Your Money grant for a series of workshops about financial literacy as well as materials for the college and the Bridgeport Public Library system. Over the course of Fall 2013 thru Spring 2014, the college sponsored 16 workshop sessions that attracted a total of 647 students, faculty, staff and community members. Workshop presenters included staff from the CT Department of Banking.	The Financial Aid Office has created a program called Money "Champ$" whose goal is to increase financial aid students' financial literacy awareness, to enable them to foster good financial habits. Students learn the tools they need to effectively manage their money, identify and expand financial aid resources and be ready to face extremely important and complex financial decisions. Workshops employ a "nuts and bolts" approach to help students understand how to budget, how to use credit cards wisely, to understand student loans and related issues.

Board of Regents for Higher Education
Connecticut State Colleges and Universities
Financial Literacy

Middlesex Community College	Naugatuck Valley Community College	Northwestern Connecticut Community College	Norwalk Community College	Quinebaug Valley Community College
Plans are underway to collaborate with area banks and a credit union to develop workshops through which financial literacy instructions would be provided to students.	The First Year Experience course includes a unit of review on personal finances, paying for college and responsible financial decision-making. Business finance courses broadly focus on the role of money management, banking and consumer financing. The college also offers online programs in personal finance and related areas.	The college does not offer a financial literacy course or similar activity to its students; however, it does conduct a course, "Financial Security - The Basics", for the state Department of Administrative Services (DAS) which is open to the public for a fee.	The college offers Financial Literacy education through the Office of Financial Aide (OFA), Library and Office of Adult Learning. OFA has a Financial Coach, accessible by all students, who offers individualized financial coaching. The coach has developed and offers multiple workshops during student orientation and the First Year Seminar courses. Topics include credit, debt, budgeting, backing and savings.	The college requires students that did not take the requisite course in high school to take Personal Finance – an elective course offered in the business program. The First Year Experience at the branch site embeds a personal financial literacy component. The college publicizes several free and reputable online personal financial literacy programs.

Board of Regents for Higher Education
Connecticut State Colleges and Universities
Financial Literacy

Three Rivers Community College	Tunxis Community College
Students in the college's First Year Experience courses are presented with a module on financial literacy via the text – **Thriving in the Community College and Beyond**. Additionally, all students receiving student loans are required to attend a workshop which counsels and educates students about financial planning and responsible borrowing.	The college offers a personal finance course available to all students. This course examines personal incomes and budgets, home and consumer financing, insurance of personal assets, personal investing and retirement planning; and topics include time value of money, investments, loans and credit, cash management, taxes, life and health insurance, and estate planning. The financial aid office also provides some loan counseling through a federal financial aid website.

NOTES:

1. http://www.southernct.edu/financial-advision/
2. http://www.charteroak.edu/current/index.cfm