



BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE

AGENDA - Final

Friday, December 6, 2013 – 9:30 a.m.

61 Woodland Street, Hartford, CT 06105

3rd Floor Board Conference Room

1. Approval of Minutes – November 8, 2013

CONSENT CALENDAR

2. Termination of Existing Academic Programs
 - a. Recreation and Leisure Studies – A.S. and Cert. (Norwalk CC)
3. Modifications of Programs
 - a. Computer Networking – name change (Naugatuck Valley CC)
 - b. Reinstatement of program – Natural Science – MS (Central CSU)
 - c. Termination – Natural Science-Science Education Specialization – MS (Central CSU)

ACTION ITEMS

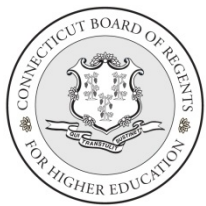
4. Licensure of New Programs
 - a. Biotechnology – A.S. (Capital CC)
5. Accreditation of Existing Program
 - a. Nursing Education – Ed.D. (Southern CSU and Western CSU)
6. Proposal for Adjunct Faculty Teaching Award

DISCUSSION

7. Remediation Plans – final documents

INFORMATION ITEMS

8. Below-Threshold Program notification
 - a. 9-credit Graduate Certificates in History (American, European or non-Western) – Southern CT State University
9. Other business



CT BOARD OF REGENTS FOR HIGHER EDUCATION

ACADEMIC & STUDENT AFFAIRS COMMITTEE

Meeting – November 8, 2013
2:00 p.m. – 39 Woodland Street, Hartford

MINUTES DRAFT

- Regents Present: Merle Harris (Chair), Eugene Bell, Naomi Cohen, Lawrence DeNardis, Sarah, Green
- Regents Absent: Nick Donofrio, Tom Failla, Catherine Smith
- Staff Present: David Levinson, Elsa Nunez, Ted Yungclas, Aynsley Diamond, Maureen McClay, Nancy Melnicsak, Arthur Poole
- Other Attendees: Shirley Adams (COSC), Missy Alexander, (WCSU), Christine Broadbridge (SCSU), Matthew Enjalran (SCSU), Rhona Free (ECSU), Gena Glickman (MCC), Marianne Kennedy (SCSU), Carl Lovitt (CSCU), Jamicia Lackey (BOR/GWCC), Michael Rooke (TXCC), Rebecca Townsend (MCC)

Chair Merle Harris called the meeting to order at 9:39 a.m.

1. Minutes of October 1, 2013 – it was amended to include Tom Failla as attending by conference call. **A motion to approve as amended was made by N. Cohen, seconded by L. DeNardis and unanimously approved.**

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

Consent items included:

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

Chair Harris mentioned comments conveyed by Regent Donofrio who was unable to be present noting the importance of institutions using advisory committees for terminations as well as new programs in order to ensure there is no longer a need for those being discontinued.

ACTION ITEMS

3. Endowed Chair Appointment – Robert C. Vance Endowed Chair in Communication – Central CSU. Dr. Yungclas presented the item and introduced Provost Carl Lovitt. Dr. Lovitt provided background and spoke about the nominee, Susan Campbell, giving her bio and noting she would be a real asset to the program. Regent DeNardis asked about the responsibilities. Dr. Lovitt mentioned those listed in

the staff report and noted Ms. Campbell would be a resource for the community and for lectures. Regent Cohen then brought up the general fact of whether nominations should come to the Board once the Endowed Chair itself is approved. There was general discussion on policy and if the campuses should fill the positions on their own. Regent DeNardis noted he thought the extra approval a good idea. The subject was held for future discussion, including discussion on the campus process. **With a motion to approve by N. Cohen, seconded by L. DeNardis, the Chair appointment was unanimously approved.**

4. Nanotechnology Center – New Center of Excellence – Southern CSU – **A motion to approve by N. Cohen, seconded by L. DeNardis.** Discussion: Dr. Yungclas introduced the program and Provost Marianne Kennedy, who introduced Dr. Christine Broadbridge and Dr. Matthew Enjalran. Dr. Kennedy provided a general description pointing out this was a shared State University Center housed at Southern. Funding was in place from grants and some university support. Part of the charge is to generate revenue and it will eventually be self-supporting. Dr. Broadbridge offered further background noting the Governor’s original study calling for a research center and she was pleased Southern was bringing it to fruition for the Connecticut State Universities. Regents asked for an explanation of what nanotechnology does as well as what are future expectations. Dr. Broadbridge envisions industry partners, some they have already been talking to and they expect to have several in a few years. Dr. Kennedy also noted the building has excellent space for labs. In answer to another question it was noted the Center would be used by all students within the ConnSCU system as well as the broader community – it is not just for SCSU students. The programs already have ties with the other CSU’s and they are building ties with the Community Colleges. It was also noted the industry-wide advisory committee already provides relationships and those relationships will expand.
The vote was taken and unanimously approved.
5. Five-year Review and Reauthorizations – Centers of Excellence. Chair Harris introduced the item and the five Centers up for review.
 - a. Biotechnology Institute – Central CSU. Provost Lovitt provided a summary mentioning some of the programs and noting they raise their own funds. The programs are aligned with an emphasis on STEM. There was a question of the number of students involved noting it was approximately 60 a year. In response to a request for more specific numbers, Dr. Lovitt stated they would be provided in the annual report. Regent Bell asked about percentage of students who obtained employment but those statistics were not available. Discussion included how that data would be helpful in determining impact and student outcomes. Arthur Poole of BOR staff noted the five-year review format does not ask for data and outcomes but that the form can be revised to include that in the future. It was generally agreed by the Regents to have that information included and was also mentioned they would like more information on how students are benefitting. **The vote was taken and unanimously approved.**
 - b. East Asian Studies Center – Central CSU – The motion was moved by E. Bell and seconded by N. Cohen. Dr. Lovitt reviewed the report noting this was one of three cultural centers on campus and encompassed wide-ranging activities. It provided welcome and mentoring and a lot of outreach to the Asian-American community as well as promoting academic success. The cultural centers were primarily funded by the institution. **The vote was taken and unanimously approved.**
 - c. Institute for Technology and Business Development – Central CSU. Dr. Lovitt reviewed the description noting it was closely aligned with Continuing Education and self-supporting. It was expected the activities would increase. Regent DeNardis noted it could be seen as a model for its business outreach and training. It was moved by N. Cohen, seconded by L. DeNardis. **The vote was unanimously approved.**

- d. Church Farm Center for Arts & Sciences – Eastern CSU. President Nunez gave background on the Center noting it stemmed from a gift from the Zaring family, including the property, house and money for renovation. Provost Free remarked on the several programs provided each semester, the different classes that used it for class and research projects and the additional community programs that used it. It was a host organization for an endowed chair that had not been filled in recent years – noting in answer to a question that most applicants were interested in their own research and the university was looking for support for general undergraduate research. **The vote was unanimously approved.**
 - e. Center for the Study of Culture and Values – Western CSU. The motion was made by N. Cohen, seconded by E. Bell. Dean Alexander reported the Center was reviewed and evaluated over the summer and has undergone redirection. Although recent chairs had been outstanding, they were not sustainable and in the future they hoped to endow the course rather than a chair. There was a Greek community in the area with students and community supporting lectures. WCSU hoped to also create opportunities for students, including study abroad scholarships. The funding donor has approved the restructuring plan. **The vote was unanimously approved.**
6. Licensure of New Programs
- a. Interpersonal and Organizational Communications (A.A.) – Manchester CC. The motion was moved by N. Cohen, seconded by E. Bell. Dr. Yungclas introduced the program and President Glickman. President Glickman gave a brief description and introduced Dr. Townsend who presented the proposal noting the work was done with national organizations and mentioning that present courses in communication had not been tied together in any coherent way. In response to a question, it was stated that this program was not at present at other Community Colleges as a full program. Chair Harris asked how it fits the communication pathway under TAP. She noted that in future she would like all new programs to incorporate this information. General discussion ensued on transfer with Chair Harris mentioning the need to communicate clearly to students. **The vote was taken and unanimously approved.**
7. Extension of Ed.D in Nursing – Southern CSU and Western CSU. The motion was made by N. Cohen, seconded by L. DeNardis. Dr. Yungclas described the need for the extension. **The vote was unanimously approved.**

INFORMATION ITEMS

2. Updates

- a. Safety Assessment and Security Consulting Services. Dr. Yungclas provided an update on the status noting Ahmed Beermann-Ahmed from the BOR staff was overseeing the project. The RFP had been reviewed by the selection committee with six finalists being interviewed. The final two were reviewed by Attorney Weaver and references checked. The firm chosen was Elert & Associates. Funds had been identified and the contract had final approval by the Attorney General's office and had just been received at the end of October. The kick-off meeting was scheduled for that day (November 8). In response to a question on final cost of contract and scope of services, the information was to be emailed later.

Adjournment

There was no other business. **A motion to adjourn was made by N. Cohen, seconded by L. DeNardis and unanimously approved.** The meeting adjourned at 11:15 a.m.

ITEM

Termination of a program in Recreation and Leisure Studies-Therapeutic Option and Leadership Option leading to an Associate of Science (AS) degree and the Recreation and Leisure Studies undergraduate certificate (C2) at Norwalk Community College.

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve at the request of the institution to terminate a program in Recreation and Leisure Studies-Therapeutic Option and Leadership Option leading to an Associate of Science (AS) degree and the Recreation and Leisure Studies undergraduate certificate (C2) at Norwalk Community College.

BACKGROUND

Norwalk Community College has requested to terminate a program in Recreation and Leisure Studies-Therapeutic Option and Leadership Option leading to an Associate of Science (AS) degree and the Recreation and Leisure Studies undergraduate certificate (C2). Termination of an academic program must receive approval from the Board of Regents, following the policy for academic program approval adopted in January 2012.

RATIONALE

NCC has decided to terminate the degree and certificate programs due to low and declining enrollment and repeatedly cancelled courses due to low enrollment. There is a limited job market and students are better served by completing a Liberal Arts and Sciences transfer program and seeking a degree in recreation or related studies on a four-year level. Pertinent employers are seeking candidates with at least a Bachelor's degree.

PHASE OUT/TEACH OUT STRATEGY

Students currently in the program will be contacted individually and advised as to the sequence of courses needed to complete their degree or certificate. New students will no longer be allowed to enter the program. All program classes needed will be completed during the spring 2014 semester bringing most certificate students to completion. Others will be able to finish other degree requirements at a pace convenient for them.

RESOURCES

No resources are required to make this change.

ITEM

Modification of a program in Microcomputer Networking Specialist leading to an undergraduate certificate at Naugatuck Valley Community College to change the name to Computer Networking

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve modification of a program in Microcomputer Networking Specialist leading to an undergraduate certificate at Naugatuck Valley Community College to change the name to Computer Networking

BACKGROUND

Naugatuck Valley Community College has requested that the name of its Microcomputer Networking Specialist program leading to an undergraduate certificate be changed to a Computer Networking program. This change is requested to align the program with current industry terms. A program review of the Computer Information Systems Technology and associated certifications was completed and determined “Micro Computers” is no longer effective terminology and is outdated. It is advised that current terminology of “computer” is current with industry terms.

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

RATIONALE

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

ITEM

Reinstatement of a program in Natural Science leading to a Master of Science (B.S.) degree at Central Connecticut State University

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve at the request of the institution reinstatement of a program in Natural Science leading to a Master of Science (M.S.) degree at Central Connecticut State University

BACKGROUND

Central Connecticut State University recently requested termination of a program in Natural Science leading to a Master of Science (M.S.) degree in order to merge that into a new STEM Education program. They were approved in October 2013. The termination, however, should have been requested only for the Natural Science-Science Education Specialization. The MS in Natural Science has two other viable specializations in Physics and Earth Sciences that should not have been terminated. With reinstatement of the Natural Science program, termination of just the Science Education Specialization will be requested.

RATIONALE

The M.S. in Natural Science-Science Education specialization and the M.S. in Technology and Engineering Education recently merged to create a new STEM Education program in an effort to increase enrollment and offer more relevant programs to certified teachers. Both programs currently prepare in-service teachers in their respective content areas. The creation of a new M.S. in STEM Education for Certified Teachers will enhance teachers' knowledge in and application of the STEM areas (Science, Technology, Engineering, and Mathematics). Graduates of the program will be able to prepare their K-12 students in public and private schools in the STEM practices needed for the future workforce and career opportunities. The MS in Natural Science will retain two other viable specializations in Physics and Earth Sciences.

Fall Headcount Enrollment and Completions

	2009-10	2010-11	2011-12	2012-13	2013-14
Fall enrollment	20	9	8	6	5
Completions	9	7	3	4	--

RESOURCES

No resources are required to make this change.

ITEM

Termination of a program in Natural Science-Science Education Specialization leading to a Master of Science (B.S.) degree at Central Connecticut State University

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve at the request of the institution to terminate a program in Natural Science-Science Education Specialization leading to a Master of Science (M.S.) degree at Central Connecticut State University, with a phase out period until August 31, 2015

BACKGROUND

Central Connecticut State University has requested to terminate a program in Natural Science-Science Education Specialization leading to a Master of Science (M.S.) degree. Termination of an academic program must receive approval from the Board of Regents, following the policy for academic program approval adopted in January 2012.

RATIONALE

The M.S. in Natural Science-Science Education specialization and the M.S. in Technology and Engineering Education recently merged to create a new STEM Education program in an effort to increase enrollment and offer more relevant programs to certified teachers. Both programs currently prepare in-service teachers in their respective content areas. The creation of a new M.S. in STEM Education for Certified Teachers will enhance teachers' knowledge in and application of the STEM areas (Science, Technology, Engineering, and Mathematics). Graduates of the program will be able to prepare their K-12 students in public and private schools in the STEM practices needed for the future workforce and career opportunities. The MS in Natural Science will retain two other viable specializations in Physics and Earth Sciences.

Fall Headcount Enrollment and Completions

	2009-10	2010-11	2011-12	2012-13	2013-14
Fall enrollment	20	9	8	6	5
Completions	9	7	3	4	--

TEACH-OUT STRATEGY

Students currently enrolled in the MS Natural Science-Science Education Specialization program will be able to complete their program; they will be allowed to take courses in their current program as long as they are available. If necessary they will substitute STEM courses offered in the new M.S. in STEM Education program for those that are listed on their planned programs of study. No special resources will be needed to accommodate them.

RESOURCES

No resources are required to make this change.

ITEM

Licensure of a program in Biotechnology leading to an Associate of Science (A.S.) degree at Capital Community College

MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education license a program in Biotechnology leading to an Associate of Science (A.S.) degree at Capital Community College

BACKGROUND

Capital Community College has applied for license of a program in Biotechnology leading to an Associate of Science (A.S.) degree. The College currently offers technical programs in Architectural Engineering Technology, Radiology Technology and Computer Support Specialist, as well as programs in the healthcare field. There are no programs that meet the needs of an individual seeking training in biotechnology. The program will prepare graduates for immediate employment in entry level jobs in the biotechnology industry. Graduates of the program will acquire hands-on skills in cutting-edge techniques, technologies, and equipment used for research involving molecular biology, DNA cloning, bioinformatics, next generation DNA sequencing, synthetic biology, recombinant protein expression, protein purification, and the generation of monoclonal antibodies. Graduates will also acquire knowledge in laboratory procedures such as experimental design and trouble-shooting, participate in laboratory meetings by presenting relevant experimental findings, and document lab activities in a laboratory notebook. The program will prepare students for enrollment into the Biomedical Sciences: Biotechnology Specialization baccalaureate degree program at Central Connecticut State University.

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

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

10/9/2013 – ConnSCU Academic Council

12/6/2013 – BOR Academic & Student Affairs Committee

PLANNING ASSESSMENT

Conformance with institutional mission

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

Need

The Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2012-13 Edition*, Biological Technicians, on the Internet at <http://www.bls.gov/ooh/life-physical-and-social-science/biological-technicians.htm> forecasts a 14% increase in biological technician jobs between 2010 and 2020. This projection is in line with the 16.1% reported by the Connecticut Department of Labor at Connecticut Labor Market Information, Connecticut Department of Labor, Biomedical/Biotechnology (SDC#: 1109b) http://www1.ctdol.state.ct.us/TEPS/SupplyDemand_ClusterDetail2.aspx?sCode=1109b

Recently, the Board of Regents and a consortium of ConnSCU colleges received a U.S. Department of Labor Employment and Training Administration grant to fund the Connecticut Health and Life Sciences (HL-SCI) Career Initiative to support the development of programs that train veterans, Trade Adjustment Assistance (TAA)-impacted, dislocated and under-employed workers for jobs in the biomedical industry cluster. These funds supported the development of the curriculum for the Biotechnology program at CCC. The proposed program not only meets the goals of the HL-SCI grant but will also provide skilled workers for this growing industry. There are a number of national initiatives aimed at developing skilled workers in the growing biomedical industry cluster to meet the projected employment demands.

Unnecessary duplication of programs

Constituent Units include the Connecticut Community College System, the Connecticut State University System, Charter Oak State College, and the University of Connecticut.

Middlesex Community College in Middletown, Connecticut currently offers an associate degree in Biotechnology with tracks in Forensic Science and Biotechnology. The proposed program at Capital Community College will focus on genomics and bioinformatics. In addition, because most students at Capital Community College rely on public transportation, it would be a challenge for them to attend classes in Middletown. Therefore, the biotechnology program at Capital Community College will provide convenient geographic access to Hartford-based students.

The College of Technology offers a Biomolecular Science Option on its Technological Studies Option which functions primarily as a transfer pathway to Central Connecticut State University, offering neither internships nor a specific required core in biotechnology.

Cost effectiveness

The College anticipates revenue in the first year of \$31,560 increasing to \$79,496 in the second year and \$119,928 in the third. Projected estimated expenditures include faculty, support staff, lab supplies and equipment and library resources (see “Resources”). Estimated expenditures the first year are \$92,577, the second year \$72,499 and the third year \$77,426.

College-allocated capital bond funds will finance the expenditures for new laboratory equipment. Tuition revenues/fees will fund the salary of a laboratory technician and finance general laboratory supplies. In order to enhance term enrollments, Capital Community College will actively promote the Biotechnology program through ad campaigns and HL-SCI grant-funded recruiting. Because the Biotechnology program includes many existing courses, some efficiency will be created as enrollment in these courses are expected to increase as enrollment in the Biotechnology Program increases. The formation of a fully operational biotechnology laboratory will enable the production of some of the laboratory reagents, which will in turn decrease the costs of supplying reagents for existing basic science laboratories.

Availability of adequate resources

Beyond the hiring of a laboratory technician and financing the general laboratory supplies, this program will not require additional resources.

QUALITY ASSESSMENT DESCRIPTION

Purpose and Objectives

The proposed 62-credit Associate in Science in Biotechnology helps Capital Community College accomplish its mission and fulfill components of its approved Strategic Plan. Capital Community College advances this mission by offering associate degrees, certificates and workforce training that prepares individuals for careers and for transfer into baccalaureate programs.

Learning outcomes

Upon completion of the Biotechnology program, graduates will:

1. Apply standard operating procedures to plan and conduct research experiments in a biotechnology laboratory with strict adherence to safety guidelines/procedures.
2. Evaluate the biotechnology techniques that are utilized in original research literature and communicate their significance using the appropriate scientific terminology.
3. Apply core concepts of cellular and molecular biology, biochemistry, microbiology, and molecular genetics to plan and conduct laboratory experiments.
4. Demonstrate an understanding of the ethical principles of biotechnology research.
5. Interpret basic knowledge of chemistry and mathematics for the preparation of solutions, buffers and culture media.
6. Acquire scientific data using biotechnology methods and employ database, statistical and presentation software to analyze, interpret and represent scientific data graphically and verbally.
7. Apply the knowledge and critical evaluation skills necessary to perform technical procedures involved in the generation and purification of recombinant proteins, including protein isolation/purification, immunoblotting and ELISA.

8. Apply the knowledge and critical evaluation skills required to successfully create and functionally test a DNA construct and troubleshooting techniques, including DNA extraction and quantification, polymerase chain reaction, molecular cloning, agarose gel electrophoresis, and bacterial transformation

Assessment

The faculty will utilize a variety of capstone projects to evaluate hands-on skills, knowledge, experience, and confidence at the completion of the program. In order to assess students' ability to conduct a research experiment, they will be required to synthesize a functional DNA construct and purify a recombinant protein. To allow for evaluation of oral communication skills, students will formally communicate their research project in presentation that demonstrates their comprehension of the core concepts as well as the ethical principles associated with biotechnology. Students will be expected to communicate their work using the appropriate scientific terminology. For evaluation of scientific literacy, students will write a report based on research that demonstrates their ability to identify and critically evaluate pertinent scientific literature and to organize and report scientific findings using standard scientific publication formatting. The projects will be assessed by biotechnology faculty and advisory group members. Aggregate data on student success with these projects will serve as the program assessment. These assessment measures will be refined as needed based on on-going discussion with faculty and the Biotechnology Advisory Committee.

Enrollment Projections

The College projects an enrollment of 13 (8 FTE) during its first year and anticipates an increase to 24 (15.2 FTE) students during its second year and 38 (22.82 FTE) its third year.

	First Term Yr 1		First Term Yr 2		First Term Yr 3	
	FT	PT	FT	PT	FT	PT
Internal Transfers	2	1	0	0	0	0
New Students	5	5	8	6	9	10
Continuing	0	0	6	4	10	9
Total Headcount	7	6	14	10	19	19
Total Estimated FTE per Year	8		15.2		22.8	

Administration

The Program Coordinator will have the rank of Assistant Professor with the minimum qualifications of a Master's degree in a biological discipline, strong cellular/molecular biology and biochemistry expertise as evidenced by 4 to 6 years of teaching experience. Candidates with experience managing laboratories, research projects or biotechnology businesses will be preferred. The individual will have a load of 15 contact/credit hours with one release (nine hours per week) for administrative functions.

Curriculum

Course Number and Name	L.O.#	Pre-Requisites	Cr Hrs.	Course Number and Name	L.O. #	Cr Hrs.
Program Core Courses				Other Related/Special Requirements		
BIO XXX Basic Techniques in Biotechnology*	1,3,4,5,6,7,8		4			
BIO XXX Advanced Techniques in Biotechnology*	1,3,4,6,7,8	BIOXXX Basic Techniques in Biotechnology	4	CHE 122 General Chemistry II	5	4
BIO XXX Internship in Biotechnology*	1,6,7,8	BIOXXX Basic Techniques in Biotechnology; BIOXXX Advanced Techniques in Biotechnology	4/3			
BIO XXX Synthetic Biology*	3,6,7,8	BIO 121 General Biology I; CHE121 General Chemistry I	4			
BIO XXX Seminar in Biotechnology	2,4,6	BIO 121 General Biology I; CHE121 General Chemistry I	2		6	
		TOTAL	18		TOTAL	4
Core Course Prerequisites				Directed Electives (Student Chooses 10/11 cr. based on Pathway-related advising)		
BIOXXX Basic Techniques in Biotechnology			4	CHE 213 Organic Chemistry		4
BIOXXX Advanced Techniques in Biotechnology			4	PHY 121 General Physics I		4
BIO 121 General Biology I			4	Arts/Hum. Elective		3
CHE 121 General Chemistry I			4	Historical Knowledge Elective		3

Total Other Credits Required to Issue Credential				
BIO 121 General Biology I				4
Mat 172 College Algebra or MAT 137 (or higher)				3
ENG 101 Composition				3
ENG 102 Literature and Composition				3
Arts/Humanities Elective				3
Social Science Electives				6
MAT 167 Principles of Statistics				3
CHE 121 General Chemistry				4
Total Credits				29
			Total General Education Credits:	29
			Total Degree Credits:	61/62
<u>Course Descriptions for New Courses</u>				
<p>Course Title: Basic Techniques in Biotechnology Course #: BIO*XXX</p> <p>Course Description: This 4-credit course provides training in the basic skills needed by a biotechnologist. Biotechnology is one of the fastest growing industries in the nation, with a high demand for entry-level workers. A biotechnologist requires hands-on skills in diverse techniques from disciplines such as chemistry, biology, immunology, and genetics. Such basic skills include accurate pipetting, preparation of solutions, growth of bacteria, basic microscopy, preparation of DNA, agarose gel electrophoresis, and PCR amplification of DNA.</p> <p>4 Credits</p>				
<p>Course Title: Advanced Techniques in Biotechnology Course #: BIO*XXX</p> <p>Course Description: This 4-credit course provides training in the advanced skills needed by a biotechnologist. Biotechnology is one of the fastest growing industries in the nation, with a high demand for entry-level workers. A biotechnologist requires hands-on skills in diverse techniques from disciplines such as chemistry, biology, immunology, and genetics. Such advanced skills include ELISA assays, protein identification and purification, visible and UV spectrophotometry, DNA cloning, and recombinant protein expression.</p>				

4 Credits

Course Title: Internship in Biotechnology Course #: BIO*XXX

Course Description: This course provides real world experience in biotechnology for students in their final semester of the Biotechnology program. Students will be placed in laboratories where cutting edge techniques are used in order to become familiar with these techniques and the way they are used.

4 Credits

Course Title: Synthetic Biology Course #: BIO*XXX

Course Description: The study of synthetic biology combines principles of biology, genetics and chemistry, to engineer cells to do useful things. In this multidisciplinary course, students will work in small groups to identify and conduct experiments to solve an outstanding problem with biotechnological or societal impact. Students will apply their knowledge of bacterial and eukaryotic regulatory processes as they manipulate biological parts to generate more complex systems. Applications of synthetic biology include engineering of tissues and cells, gene therapy, biologically-derived drugs, biomaterials, biosensors, and alternative fuels.

4 Credits

Course Title: Seminar in Biotechnology Course #: BIO*XXX

Course Description:

A weekly seminar and discussion course focusing on the most recent developments in biotechnology. Professionals of the pharmaceutical, biotechnology and related industries will also be invited to present and lead discussions.

2 Credits

Program Outline

The Associate in Science Degree in Biotechnology contains a total of 61/62 credits: 29 credits of which apply to CCC general education requirements; 18 credits of Biotechnology core courses including an internship, 10/11 credits of directed electives and 4 credits of foundational science. The admission requirement is the readiness for college-level work as required by course pre-requisites.

Resources

Library Collections: To thoroughly support the proposed Biotechnology curricula, library resources need to be purchased in the following subject areas: the biotechnology industry; biotechnology ethics; biotechnology techniques, technologies, and equipment; DNA cloning and sequencing; bioinformatics; and synthetic biology as well as protocol and procedures in a biotechnology laboratory setting (including safety and security). The Capital Community College Library currently maintains resources in the related fields of biology, microbiology, and chemistry, (specifically cell biology, genetics, and cell culture).

Research Databases: Pricing based on FTE, approximately \$500 annually

Books/ e-Books: Initial Cost: Approximately \$2500.00

Lab Equipment: Lab equipment will be required for the Basic Techniques in Biotechnology, Advanced Techniques in Biotechnology, and Synthetic Biology courses. The total estimated cost of lab equipment is approximately \$59,067.

Lab Supplies: Lab supplies will be required for *Basic Techniques in Biotechnology*, *Synthetic Biology* and *Advanced Techniques in Biotechnolog*. The total estimated cost of lab supplies is approximately \$8320 for both courses.

Software: Cost – N/A [\$0]. Dedicated software to operate the bioinformatics component of the Biotechnology program is not required because we plan to utilize the federally-funded national resource for biotechnology and biomedical research, National Center for Biotechnology Information (NCBI).

Faculty

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

Faculty teaching in the program will be:

Henry Furneaux, current faculty member, Laboratory Head, Sloan Kettering Institute, Associate Professor, University of Connecticut Medical School
PhD in Biochemistry
University of Aberdeen

Janet Frost, current faculty member, Professor, Capital Community College
PhD in Biochemistry
University of Connecticut

ITEM

Accreditation of a program in Nursing Education leading to the Doctor of Education (Ed. D.) degree at Southern Connecticut State University and Western Connecticut State University

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education accredit a program in Nursing Education leading to the Doctor of Education (Ed. D.) degree at Southern Connecticut State University and Western Connecticut State University for a period of time concurrent with institutional accreditation

BACKGROUND

In 2011, the Connecticut Board of Regents licensed a program in Nursing Education leading to the Doctor of Education (Ed. D.) degree at Southern Connecticut State University (SCSU) and Western Connecticut State University (WCSU). The program represents a collaborative effort as demonstrated through the joint development of the curriculum by the faculty of both institutions; the curriculum is the same and faculty is shared. Students may enroll at either university and faculty from both universities will instruct the courses online.

Degree and certificate programs offered by public institutions in Connecticut must receive approval to operate through licensure by the Board of Regents and must receive accreditation from the Board of Regents to confer awards (CGS 10a-34).

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

DESCRIPTION

Purposes and Objectives

The overall purpose of this program is to prepare individuals for the faculty role in nursing education.

Students complete the major course work on-line. Students must maintain a GPA of 3.0 while in the program. The 51- credit program consists of five major components, listed in the required sequence:

- 1) *Foundations of Teaching in Higher Education* (9 credits)
- 2) *Specialization in Nursing Education* (9 credits)
- 3) *Leadership in Nursing Education* (9 credits)
- 4) *Research Methods* (12 credits)
- 5) *Dissertation Phase* (12 credits)

Other Program Requirements

Residency 1, Residency 2, Residency 3

In addition to the many learning opportunities embedded in courses that will facilitate student-faculty interaction, three program residencies provide students with intensive learning experiences and face to face interactions with program faculty and students. These non-credit bearing residencies take place prior to the programs start in August of the first year, after the first full year of study in June, and at the completion of the second full year prior to starting the Dissertation process in August. The residencies are held on the SCSU or WCSU campuses.

Comprehensive Exams

Students must successfully complete the Comprehensive Examinations in Wintersession II to progress to the Research Methods courses. The three comprehensive exam questions are designed to assess students' mastery of the content included in the Foundations of Teaching in Higher Education, the Specialization in Nursing Education and the Leadership in Nursing Education components.

Educational Practicum

Students are required to complete an educational practicum (8 hours/week for 15 weeks = 120 hours). The practicum is a part of the course requirements in the Doctoral Synthesis Course (NUR 808). The purpose of the practicum is for students to apply what they have learned in the three major program components before they progress to the Dissertation Phase. Practicums are held in nursing programs which offer a baccalaureate degree or above in nursing.

Dissertation

Students are required to complete and successfully defend a research-focused dissertation in the area of nursing education.

Administration

The program is housed in the two nursing departments at SCSU and WCSU. The nursing department at Western sits in the School of Professional Studies, while at Southern, the nursing department is within the School of Health and Human Services. Administrative oversight for the program is the responsibility of the Dean of the School of Health and Human Services at SCSU, and the Division of Graduate Studies at WCSU, while program review is the responsibility of the Division of Graduate Studies at WCSU and the Graduate School at SCSU.

A Program Coordinator has overall responsibility for administering the program, including recruitment, admission and retention efforts, and serves as the liaison between the two Departments of Nursing at SCSU and WCSU.

Program evaluation is completed on both campuses at five year intervals. Program effectiveness is assessed by requiring students to develop a portfolio of work produced over the course of the doctoral program.

Admission Requirements

Specific requirements for admission to the Ed.D. in Nursing Education are as follows:

- A. Graduate School Application and fee. Application should be made to the Graduate School of the respective institutions where they wish to be matriculated (WCSU or SCSU)
- B. Masters' degree in nursing, with an overall GPA of at least 3.0, from a regionally accredited university
- C. Official transcripts of all prior undergraduate and graduate coursework
- D. Current RN and/or APRN license
- E. Submission of MAT or GRE scores taken within the last five years (requirement waived if MSN GPA is greater than or equal to a 3.4)
- F. CV or Resume. The CV/Resume (five page limit) should highlight professional experiences, service, scholarship, awards, publications, certifications, and presentations should be included. Continuing Education in the last five years is pertinent
- G. Personal or Phone Interview- applicants who are considered finalists may be required to participate in a personal, phone or video-conference interview with a member of the Ed.D. Program Committee
- H. Three letters of reference: Letters of reference should focus on academic and professional abilities. At least one letter is preferred to be from an academic source
- I. For international students, a score of at least 550 (paper), 213 (computer), or 80 (internet) on the TOEFL exam

J. Personal Statement describing the following (limited to three pages)

- 1) reasons for seeking admission to the Ed.D. in Nursing Education Program
- 2) professional goals
- 3) research interests related to the scholarship of teaching and learning
- 4) potential contributions to nursing education
- 5) discussion of experiences in previous graduate work

Curricular and Other Program Changes

An admission criteria change was implemented in Spring 2012 after reviewing the candidates for application. The Ed.D. Committee made the decision that the GRE/MAT would be waived for applicants with a cumulative GPA of 3.5 or higher in their Master's degree program in Nursing. This has been the only major programmatic change implemented since the program inception.

A Doctoral Role Synthesis Practicum Evaluation Tool was developed and is currently in the process of being implemented in NUR 808 Doctoral Synthesis. The tool will be used to assess student success in meeting course/practicum learning outcomes.

A standard format was adopted for the courses and modules in the program. This has allowed both students and faculty to concentrate on learning and teaching and avoided undue attention to the online format encountered each semester.

There have been a few changes in the faculty eligible to teach in the program or serve on Dissertation Committees due to faculty hires and resignations. The current list of eligible SCSU and WCSU faculty are listed below:

SCSU	WCSU
Dr. Barbara Aronson	Dr. Ellen Abate
Dr. Lisa Rebesch	Dr. Laurel Halloran
Dr. Cynthia O'Sullivan	Dr. Joan Palladino
Dr. Bernadette Madara	Dr. Joan Palladino
Dr. Susan Westrick	Dr. Barbara Piscopo
Dr. Kimberly Lacey	Dr. Carol Avery
Dr. Elizabeth Ercolano*	Dr. Catherine Rice
Dr. Marianne Davidson	Dr. Daryle Brown
Dr. Mary Ann Glendon	Dr. Jeanette Lupinacci *
Dr. Elaine Martin*	
Dr. Cheryl Resha*	
Dr. Antoinette Towle*	

*indicates new hire

indicates additional faculty member *

Enrollment

The two universities began enrolling the first students for the fall 2012 semester. The program admits students in cohorts of 25, once every other year and distributes students evenly between the universities.

The original cohort was 14 and the universities are actively recruiting for cohort #2 and plan to enroll 25 students. The universities have actively recruited on line and at nursing education conferences such as the NLN. They have permission to recruit for the online program in 32 states.

The universities are preparing for cohort 1 to enter the dissertation phase of the program. In order to prepare for this they are looking at different professional development opportunities for faculty. They are also utilizing the resources of the two Ed.D. programs at both WCSU and SCSU to provide guidance in developing policies and procedures.

The Ed.D. program continues to model the National League for Nursing Nurse Educator Competencies as indicated in the original application.

ACTUAL 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	NA	NA	NA	NA	NA	NA
New Students	NA	17	NA	0	NA	NA
Returning Students	NA	NA	NA	14	NA	NA
ACTUAL Headcount Enrollment	0	17	0	0	0	0
ACTUAL FTE per Year						
PROJECTED FTE (at Licensing)						
ACTUAL-PROJECTED			0		0	
Size of First Credentialed Group	Presently 14		Date of Award of First Credential		Anticipated Spring 2015	

Curriculum

The curriculum addresses the expectations of the nursing faculty role and is based on the NLN Core Competencies for Nurse Educators with Task Statements. The eight competencies and related task statements are: 1) facilitating learning, 2) facilitating learner development and socialization, 3) using assessment and evaluation strategies, 4) participating in curriculum design and evaluation of program outcomes, 5) functioning as a change agent and leader, 6) pursuing continuous quality improvement in the nurse educator role, 7) engaging in scholarship, and 8) functioning within the educational environment.

The 51 credit proposed program consists of 5 major components in the following sequence:

Foundations of Teaching in Higher Education (9 credits)

- Ethical/Legal, Political and Social Issues Affecting Higher Education
- Theories of Teaching and Learning in Adult and Higher Education
- Methods of Teaching and Evaluation

Specialization in Nursing Education (9 credits)

- Curriculum Development, Implementation, and Evaluation in Nursing
- Nursing Faculty Role in Higher Education
- Classroom, Clinical Teaching and Evaluation in Nursing Education

Leadership in Nursing Education (9 credits)

- Leadership Theories and Concepts
- Leadership in Nursing Education
- Doctoral Synthesis

Science of Nursing Education Research (12 credits)

- State of the Science of Nursing Education Research
- Quantitative Methods in Nursing Education Research
- Qualitative Methods in Nursing Education Research
- Statistical Analysis in Educational Research

Dissertation Phase (12 credits)

- Dissertation Seminar
- Dissertation Advisement I
- Dissertation Advisement II
- Dissertation Advisement III
- Ongoing Dissertation Advisement

A practicum experience is embedded in the Doctoral Synthesis course. All of the courses in the curriculum are new, and syllabi have been provided to the evaluation team for review.

Learning Outcomes

1. Synthesize concepts & theories from nursing, higher education, and related disciplines as a foundation to enact the nurse educator role.
2. Demonstrate expertise in designing, implementing, evaluating, and improving nursing education to reflect trends in higher education, healthcare, and nursing practice.
3. Use knowledge of ethical, social, global, cultural, political, and economic issues affecting nursing education to provide effective leadership.
4. Contribute to the advancement of the science of nursing education through intellectual inquiry and creative scholarship.
5. Provide professional leadership to affect change in nursing education through service to the profession.
6. Function collaboratively in the faculty role within a community of scholars

No changes were introduced since program approval

RESOURCE SUPPORT

Southern and Western Connecticut State Universities are offering the program collaboratively in an effort to combine resources, including faculty and library. Both institutions have committed to reallocation of resources and the implementation of differential tuition structures to enhance revenues, as well as the use of federal grants. A planning assessment was conducted by the Department of Higher Education in accordance with Section 10a-34-4(e) of the Connecticut Regulations for Licensure and Accreditation of Programs and Institutions of Higher Learning.

Faculty

Faculty members for both institutions Ed. D. Nursing Education program are listed above

Library and Learning Resources

WCSU and SCSU provide library resources through their campus based library, their online resources, and their shared resources through the Connecticut State University Online Library System (CONSULS), which allows students and faculty to have access to the collections at all four of the CSU libraries and the Connecticut State Library.

Facilities and Equipment

The program is delivered primarily online with periodic meetings on ground. Both Universities have the ability to host real-time live web conferencing for synchronous learning experiences. The first synchronous activity will be held during the first winter-session for student presentations. The summer following their first year began with a three-day on-ground residency. During the fall of year two, students participated in 4 synchronous activities. The second summer ended with the second three-day on-ground experience. Year three is dedicated to dissertation advisement.

Despite a smaller cohort than projected for the first year, initial net results approximated the original forecast for Year 1, due to lower costs. At year end, the two schools reviewed operating results, agreed to certain adjustments and to make a modest transfer of funds from Southern to Western. With the adjustments and transfer, the schools will have the same rate of return.

The chart below shows the initial Year 1 projection, the program's Year 1 results, and then shows a revised projection for Years 2 – 5. The revised projection incorporates the impact of the smaller initial cohort on years 2 and 3 but forecasts a second cohort of 25 students starting in year 3. It also captures adjustments to tuition rates, based on the actual FY14 rate and revised expectations about salary and benefit levels. Results remain favorable over the five –year period.

SOUTHERN CONNECTICUT STATE UNIVERSITY and WESTERN CONNECTICUT STATE UNIVERSITY Ed.D. in NURSING Education Program RESOURCE SUMMARY at 9/27/13								
Institution:	Southern Connecticut State University and Western Connecticut State University							
Program:	Ed.D. in NURSING Education Program							
	Original Projection	Actual	Variance	Revised Projection	Revised Projection	Revised Projection	Revised Projection	
	Year 1	Year 1	Year 1	Year 2	Year 3	Year 4	Year 5	
PROJECTED ENROLLMENT	2012-2013	2012-2013	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
Cohort 1	25	17	(8)	14	14	0	0	
Cohort 2					25	25	25	
Cohort 3							25	
TOTAL ENROLLMENT	25	17	(8)	14	39	25	50	
	Year 1	Year 1	Year 1	Year 2	Year 3	Year 4	Year 5	
REVENUES	2012-2013	2012-2013	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
Extension Fund (Part Time Tuition)	406,725	253,800	(152,925)	321,038	608,271	602,156	776,481	
Tuition Set-Aside	-	(11,843)	(11,843)	(24,381)	(38,081)	(27,500)	(40,000)	
Other Sources	4,375	32,490	28,115	30,000	30,000	30,000	30,000	
TOTAL NEW REVENUES	411,100	274,447	(136,653)	326,657	600,190	604,656	766,481	
	Year 1	Year 1	Year 1	Year 2	Year 3	Year 4	Year 5	
EXPENDITURES	2012-2013	2012-2013	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
Full Time Faculty	92,926	59,958	(32,968)	63,000	197,170	203,086	209,178	
Full Time Support Staff	80,000	0	(80,000)	0	63,041	63,598	64,172	
Teaching Adjunct Faculty	10,152	88,300	78,148	92,715	83,700	11,094	114,240	
Non-Teaching Adj Program Coordinator	20,304	15,650	(4,654)	20,916	21,540	22,188	22,848	
Fringe Benefits	83,908	47,607	(36,301)	52,989	109,635	119,986	164,175	
Total Personnel	287,290	211,515	(75,775)	229,620	475,086	419,952	574,613	
Other Expenses	20,100	7,904	(12,196)	23,600	23,600	23,600	23,600	
Overhead (@ 20% of PS expenses)	61,478	14,160	(47,318)	35,326	73,090	59,993	82,088	
Equipment	2,500	0	(2,500)	2,500	2,500	2,500	2,500	
TOTAL NEW EXPENDITURES	\$ 371,368	\$ 233,579	\$ (137,789)	\$ 291,046	\$ 574,276	\$ 506,045	\$ 682,801	
Annual Surplus / (Deficit)	\$ 39,732	\$ 40,868	\$ 1,136	\$ 35,611	\$ 25,914	\$ 98,611	\$ 83,680	
Cumulative Change	\$ 39,732	\$ 40,868	\$ 1,136	\$ 76,479	\$ 102,393	\$ 201,004	\$ 284,684	

ITEM

Establishment of the Board of Regents Adjunct Faculty Teaching Awards

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education establish the Board of Regents Adjunct Faculty Teaching Awards

BACKGROUND

In April 2013 an ad hoc committee of senior ConnSCU campus administrators and faculty members identified by the Faculty Advisory Committee reviewed faculty awards previously established by the CSU Board of Trustees. Among its recommendations, subsequently adopted by a Resolution passed by the Board on May 16, 2013 was the following:

RESOLVED That the President of the Board of Regents develop a proposal for a teaching award to recognize adjunct faculty that would be able to be awarded in the spring of 2014.

Pursuant to the Board's Resolution, staff members have developed a proposal for the establishment of guidelines for The Board of Regents Adjunct Faculty Teaching Awards, based upon those recently established for The Board of Regents Faculty Teaching Awards. The final draft of the proposal follow edits by the former Interim Director of Academic Affairs, the Principal Academic Affairs Officer and the Academic Council.

The proposal is attached.

PROPOSAL

GUIDELINES:

THE BOARD OF REGENTS ADJUNCT FACULTY TEACHING AWARDS

General Information

These guidelines are established to implement the Resolution adopted by the Board of Regents on May 16, 2013 regarding the establishment of Board of Regents Awards.

The awards are given to recognize part-time faculty who have distinguished themselves as outstanding teachers with a track record of increasing student learning and promoting instructional improvements for their programs/departments.

Eligibility

Adjunct faculty members who have taught in the ConnSCU system for at least six semesters

Recipients of an award will not be eligible for reconsideration for the award for three years

Nominees for an award must be eligible for continued appointment in the following academic year

Criteria

Nominations should be based on evidence of outstanding teaching and implementing instructional improvement as characterized by:

- a) Exceptional teaching skills/effective pedagogy
- b) Innovative/creative instructional delivery
- c) Impact on student learning
- d) Instructional improvements/collegial collaborations

Nominations

Nominators, supporters, and nominees are expected to submit strong, persuasive evidence of contributions to teaching and learning:

- explicitly in providing students with instruction of the highest quality,
- challenging students and stimulating their intellectual growth,
- communicating high expectations, and

- being accessible to students and responding to their needs, interests and problems

Department and programs are encouraged to nominate worthy candidates among women, faculty of color and members of other groups historically underrepresented in their discipline.

Number of Awards

There will be two awards granted annually by the Board of Regents of \$1,000 each to adjunct faculty members from ConnSCU institutions who best exemplify high quality teaching.

Source of Nominations

Nominations may originate from: Deans, Directors, Department/Program Heads, administrators, award committees, individual or group of faculty members, and individual or group of students. All nominations should be coordinated through the appropriate academic unit (e.g. Dean's departmental or program office). A complete nomination process will consist of:

- 1) Cover letter
- 2) Letter of nomination by nominator(s) of no more than two typed pages expressing the basis for the nomination – relating nominee's teaching to the awards' criteria
- 3) Nominee's reflective statement presenting teaching philosophy and supporting evidence to substantiate the Letter of nomination of no more than five typed pages
- 4) Letter of support from 1 to 3 colleagues and/or students to complement the Letter of nomination. One typed page each

Selection Process

Each institution will determine a process for reviewing all nominations and subsequently recommending one candidate for consideration for the Adjunct Faculty Teaching Awards. The institution's selection process should be centered on the award's criteria. For this purpose, the chief academic officer will form an appropriate review committee.

An institution may determine that there are no nominations sufficiently compelling to recommend for the award in a given year.

Once a candidate has been identified, the president will submit the nomination to the Board of Regents, via the Office of Provost and Senior Vice President for Academic and Student Affairs for the final selection.

The institutional nominations will be reviewed by a committee composed of previous recipients of the Adjunct Faculty Teaching Award. For 2013-14 only, the selection committee will be comprised of at least three senior faculty members identified by the institutional presidents. After reviewing the nominations, the committee will forward its recommendations to the Board of Regents, via the Office of Provost and Senior Vice President for Academic and Student Affairs for the final selections.

Publicity

The President of the Board of Regents will work with the ConnSCU presidents to ensure that maximum visibility is given to the awards through local and statewide print and electronic media.

Awards Timeline

Each year, the Provost and Senior Vice President for Academic and Student Affairs will issue a call for nominations and establish and inform the ConnSCU community of a specific awards' timeline:

December	Call for nominations
January	Nominations due at each campus
January	Review of nominations by campuses
February	Campuses forward recommendations and support materials to System Office
February	System Award selection committee reviews recommendations and submits System Award recommendations to the System Office
February	Academic Affairs Committee of the Board of Regents reviews recommendations and make final its endorsements for the final selections
March	Board of Regents makes final selections
April – May	Campuses conduct Recognition Ceremony

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

SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION¹

Institution: Southern CT State University	Date of Submission to BOR Office: October 1, 2013
Most Recent NEASC Institutional Accreditation Action and Date: June 2012 – reaffirmation until 2022	
Characteristics of Below-Threshold Offering Name of Offering: HIS Type of Offering (e.g. Grad Certificate, Minor, Option) certificate Anticipated Initiation Date: Fall 2013 Anticipated Date of First Completion (if applicable): Spring 2014 Modality of Program: On ground Online X Combined If "Combined", % of fully online courses? 30%	Credit Distribution of the Offering # Cr in Core Courses: 0 # Cr of Electives: 9 # Cr of Other: 0 # Cr Special Requirements (e.g. internship): 0 Total # Cr the Institution Requires to Award the Credential 9
Suggested CIP Code No. (if applicable)	Title of CIP Code
CIP Year: 2000 or 2010	
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: School of Arts & Sciences, History, Engleman C205	
<p>Description of Offering, Context and Justification <i>(Please provide a concise description of the proposed offering and learning objectives, including a list a list of courses if necessary for clarity. In one paragraph, please address need and anticipated benefits of the offering)</i></p> <p>Proposal to create a 9-credit Certificate in History (American, European or non-Western)</p> <p>Description of Offering, Context and Justification</p> <p>Currently, the Graduate History Program has no certificates. In November 2012, we invited 20 former students (all current CT social studies teacher) to a Roundtable Discussion on the value of our program & the opportunities to grow our program. When we surveyed these participants there was great support for developing a non-Western certificate. Most graduate students gravitate to American history as their major field, but find in their teaching that the increased interest in globalization requires that they incorporate a more global approach in their curriculum. We would like to give former (and current) students the opportunity to distinguish themselves by completing a 9-credit certificate in non-Western history. In addition, we have been approached about creating a 9-credit certificate in American history for international teachers (from Asia and Eastern Europe) attending Southern for other programs (e.g., TESOL). Finally, as there are three fields of history and a domestic and international audience that would be served by a 9-credit certificate, we propose to create three certificates each of 9-credits in American, European, or non-Western history.</p> <p>The coursework for the 9-credit certificate is not only already part of graduate course rotation and graduate course offerings, but also conforms to the learning outcomes generated by the program faculty.</p> <p>Learning Outcomes:</p> <p style="padding-left: 20px;">a. Conduct historical research</p> <p>Assessment: all graduate history courses include some element of historical research through reviews of secondary source material, analyses of primary source material, historiographical essays, and/or traditional</p>	

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

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

research papers.

b. Demonstrate an understanding of historiography and its relevance to the study of history

Assessment: through exams, papers, and class discussions students must demonstrate their understanding of historiography and its relevance to the study of history.

c. Develop historical arguments and debates

Assessment: all history graduate courses include some discussion and writing assignments in which students are asked both to present and to develop their own historical arguments within the context of current (or past) debates.

d. Effectively present orally, and in written format, historical information, arguments, and debates in the form of presentations, book reviews, bibliographic essays, research papers, prospectuses, and theses

Assessment: all history graduate courses include paper writing in which students must demonstrate their ability to present historical information as well as articulate complex historical arguments and the main concepts of historical debates. All history graduate courses include at least one formal presentation if not weekly presentations.

e. Demonstrate critical thinking skills as utilized in items a-d

Assessment: ALL course assignments

f. Effectively utilize Chicago style (including note and bibliographic citations)

Assessment: With the exception of book reviews and most weekly response papers, all writing assignments in graduate courses require the use of Chicago Style citation format.

Note: With the exception of the thesis courses, all our graduate course offerings are available for certificate students based on our course rotation schedule.

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

Since the 9-credit certificate coursework will draw from the existing course offerings and rotation schedule, there is no added financial element for creating a 9-credit certificate. All the resources are in place and there is adequate room for certificate students in our existing courses.

Institutional Contact for this Proposal: Dr. Marianne Kennedy

Title: Interim Provost
and Vice President for
Academic Affairs

Tel.: (203) 392-5350
e-mail: kennedym4@southernct.edu

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

BOR Sequence Number (to be assigned):

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

Title of CIP Code

Log of BOR Steps:

Date for Inclusion in BOR-ASA Meeting Package:

Comments

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

