



CONNECTICUT STATE
COLLEGES & UNIVERSITIES

BOARD OF REGENTS FOR HIGHER EDUCATION

BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE - AGENDA

Friday September 7, 2012, 9:30 a.m. to 11:30 a.m. -- 39 Woodland St., Hartford, CT 06105

1. Approval of Minutes

ACTION ITEMS

2. Plan to Redirect Consolidation Savings to Campuses

3. New Mission Statement for Middlesex Community College

4. Academic Program Approvals

• Program Modifications

- AS in General Studies to be offered at Meriden Location [*Middlesex CC*]
- AS in Technology Studies Option in Manufacturing Machine Technology to be offered at Meriden Location [*Middlesex CC*]

DISCUSSION ITEM

5. Planning Assessment Criteria for Licensure of New Programs

INFORMATION ITEMS

6. Non-Substantive Changes

- Undergraduate Certificate (C1) – Long Term Care Certificates for Direct Care Workers [*COSC*]
- Undergraduate Certificate (C1) – Long Term Care Certificates for Direct Care Workers-Specialty Skills in Elder Care [*COSC*]
- BS – Biochemistry – Modification to make two tracks in program [*CCSU*]
- BS – Chemistry – Modification to make two tracks in program [*CCSU*]
- Post-Master's Certificate (12 credits) – School-Based Marriage and Family Therapy [*CCSU*]
- Option in Special Education with concentration in Autism (12 credits) – MS in Education [*WCSU*]

7. Transfer and Articulation Policy (TAP) Update

8. Remedial/Developmental Education Update

9. Legislative Update

10. Adjournment

CT Board of Regents

ACADEMIC & STUDENT AFFAIRS COMMITTEE MEETING

Regular Meeting – June 1, 2012
9:30 a.m. at 39 Woodland Street, Hartford

MINUTES

Regents Present: Merle Harris (Chair), Naomi Cohen (via conference), Lawrence DeNardis, Nicholas Donofrio

Regents Absent: Michael Fraser, Rene Lerer, Yvette Melendez, Alex Tettey, Catherine Smith

Staff Present: Braden Hosch, Elsa Nunez, Tom Clark, Jill Ferraiolo (via conference) Pamela Coleman, Maureen McClay

Invited Guests: Pamela Edington (NCC), DonnaJean Fredeen (SCS&), Steven Minkler (MxCC), Michael Rooke (TxCC)

Other attendees: Dana Wilkie (COSC), Kurt Oster (Pieper Memorial Veterinary Center)

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

Nick Donofrio moved to change the order of the agenda, seconded by Naomi Cohen: item 5(c) – Legislative Update - to be addressed first.

Legislative Update Legislative Report by Ms. Ferraiolo distributed. Ms. Ferraiolo noted the report will be finalized after the special legislative session to be held on June 12. She noted full report could be read and reviewed several bills of particular interest.

Academic Program Approvals. It was noted that approvals at this committee meeting would be contingent on approvals at the Advisory Committee on Accreditation to be held at the Office of Higher Education on June 7.

Licensure and Accreditation

Norwalk Community College – Braden Hosch noted planning and quality assessments had been conducted on all three programs and that they had received affirmation from the ConnSCU Academic Council. Provost Pamela Edington introduced and clarified the three proposed certificate programs, noting an Advisory Board had recommended and approved each.

Smartphone App Development – intended to upgrade current curriculum and for those in field to upgrade skills. Will also be offered online. No other such programs being offered at present.

Digital Journalism – also intended for those already in field to upgrade skills.

Film & Television Production – the college already has a film studio and have been in the field for a long time. No additional resources or faculty will be needed. This program also intended to upgrade skills of people already in the field.

Motion to approve all three programs moved by Nick Donofrio; seconded by Larry DeNardis - unanimously approved.

Middlesex Community College – *Veterinary Technology* – Dr. Hosch noted quality assessment completed and that only one other program in the state offered in the Winsted area at Northwestern CT Community College. Dean Steven Minkler expounded on program noting it had been in development for some time and that it was recommended by a veterinary hospital (Pieper Memorial Veterinary Center) who will partner with the college - the hospital's facility will be used as a lab and will also sponsor internships. Dean Minkler introduced Kurt

Oster from Pieper who offered additional information. Dean Minkler noted the Center was already working with the college in a Veterinary Assistant program and the collaboration was well established. It was requested a waiver allowing 69 credits for the program be established. A resolution, amended with the waiver notation, was moved by Nick Donofrio, seconded by Larry DeNardis and unanimously approved.

Program Modifications

Southern CSU – *Professional Science Masters track in Chemistry* - Braden Hosch noted an M.S. in Applied Physics program was previously approved by the Board in December 2011, and this proposal asks for a similar track. He introduced Dean DonnaJean Fredeen to provide background. Dean Fredeen said they had determined the need and been working on the Professional Science Masters track for some time. The program would help those who stay in a laboratory as well as the workforce needs of the state. Motion by Naomi Cohen, seconded by Larry DeNardis. Unanimously approved.

University of Connecticut – Braden Hosch noted both UConn program modifications were fairly routine and had previously been approved by the UConn Board.

Languages, Literatures and Cultures – consolidation into a single program of Comparative Literature, French, German, Italian and Spanish leading to M.A. and Ph.D. Moved by Nick Donofrio, seconded by Larry DeNardis; unanimously approved.

Teaching Certificate leading to M.A. in Education – to be offered at additional campus (Avery Point). Moved by Nick Donofrio, seconded by Larry DeNardis; unanimously approved.

Non-Substantive Changes

For information only, a new post-baccalaureate certificate program in *Energy and Environmental Law* (12 credits), approved by the UConn Board.

Terminations

Tunxis CC - *Drug and Alcohol Recovery Counselor (A.S.)* and *Criminal Justice-Drug and Alcohol Treatment Option (A.S.)*. Dean Michael Rooke noted three determinations in terminating the programs – 1) enrollment; 2) expense, and 3) changes in field. Programs have struggled for several years to get students into internships as a major part of the program. Additionally, employment opportunities in the field have diminished significantly. He indicated the termination process will phase out over four years. All students now in pipeline will complete the program. Comments noted that four years is a “generous teach-out” period. Resolution, amended to include phase-out language, was moved by Nick Donofrio, seconded by Larry DeNardis; unanimously approved.

Other Business

Chair Merle Harris introduced the proposed search for a Director of Academic Programs and Student Services. A draft job posting was distributed. Vice President for Human Resources, Steven Weinberger, reviewed the description and noted the need to include student services as well as academics in the position. It would be advertised broadly and regents were encouraged to make available to any appropriate candidates. There were suggestions for minor changes which would be included in the final version. Mr. Weinberger noted the process of review would include naming a search committee to screen resumes, do initial phone interview and reference checking. In-person interview will include Board of Regent participation.

Program Inventory Cleanup

Dr. Hosch noted he had worked with institutional research staff and chief academic officers on campuses to review and reconcile current degree and certificate offerings, accumulating a list of significant discrepancies which was also reviewed by the Academic Council. He noted that by the Board taking this one-time action to reconcile program offerings, he will then be able to produce an accurate list of actual programs some time during the summer. An annual reconciliation will take place in the future as well as a requirement for more concrete documentation from the institutions in order to keep the list in good order. The resolution was moved with an amendment allowing adjustments to be made before the June Board of Regents meeting. Moved by Nick Donofrio, seconded by Larry DeNardis; unanimously approved.

Campus Climate Report

Dr. Nunez reported she had visited the four CSU campuses and Dr. Levinson had visited six of the 12 Community College campuses. Their findings were recorded in the distributed report. She reiterated they met with the faculty senates, the student governments, HR personnel and an open forum for all staff and students. All had policies and procedures in place including policies for specific incidents (e.g. sexual harassment). There was general community satisfaction with responses to complaints. Issues to be addressed include strengthening communication, more training and timing of offerings for new employees, and systemic

assessment and reporting function. She noted that this was an important issue on the campuses. The issue would continue to be worked on with the Academic and Student Affairs Councils. Present Board policies and best practices from outside institutions would be examined.

Discussion items

- a) Planning assessment criteria for program approval
Braden Hosch distributed talking points, noting five items – 1) conformance with institution's role and mission; 2) need for the program; 3) unnecessary duplication of existing programs; 4) cost effectiveness; and 5) availability of adequate resources.

Next steps would include going back to the Academic Council, obtaining models, and reviewing again with the Academic & Student Affairs Committee.

- b) Program review parameters – it was noted some elements were very good, however, others need more parameters. Dr. Hosch will bring issue to the Academic Council and then it will be reviewed by ASA Committee.

It was determined the September meeting will be devoted to program review and assessment.

Adjournment

The meeting was adjourned at 11:45 a.m. with a motion by Larry DeNardis, seconded by Naomi Cohen and unanimously approved.

ITEM

Plan to Redirect Consolidation Savings to Campuses

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED, That the Board of Regents for Higher Education approves the plan to redirect consolidation savings back to campuses by providing access to funding for full-time positions identified by the President.

BACKGROUND

The higher education governance consolidation that formed the Board of Regents for Higher Education resulted in savings above the \$4.3 million identified in the reorganization proposal. These savings are to be redirected to the campuses for the purpose of hiring full-time faculty and direct student support services (e.g. counselors, advisors, retention specialists). The Board approved the plan to redirect a portion of this savings toward sixteen positions at the state universities and seven positions at the community colleges at its meeting on June 21, 2012 and requested that approval of the plan to redirect savings to additional positions be deferred to fall 2012.

Institutions submitted requests for additional positions to the President. Position requests were reviewed in the context of institutional needs, cross-campus collaboration, state priorities for workforce development, and ratios of students to full-time faculty and staff.

The resulting plan to redirect consolidation savings to hire full-time faculty and direct student support services staff identifies an additional twenty-one positions at the community colleges and three positions at the state universities, for a total of 24 positions in addition to the 23 positions approved in June, for a total of 47 new positions across the campuses. All institutions that submitted a request received approval for at least one position.

Institutions may access funding to make a “temporary or emergency hire” to fill a position in 2012-13, but it is expected that a robust search for a permanent hire will be conducted in each case. Once an offer has been made to a candidate for one these positions, institutions shall notify the Chief Financial Officer, who will then transfer the funding for that position to the institution. The CFO shall also be notified of any planned “temporary or emergency” hires in order to make the requisite funding available.

SAVINGS-FUNDED POSITIONS

Community College	Full-Time Faculty/Staff Position
Asnuntuck	Chemistry and Physics Faculty Member
Capital	Student Advising Counselor
Gateway	CSU Transfer Specialist Hospitality Faculty Member (collaboration with SCSU)
Housatonic	Art Faculty Member Computer Science/Computer Technology Faculty Member Psychology Faculty Member
Manchester	Biology/Polysomnography Faculty Member Coordinator, Transfer and Degree Completion Advising Neurodiagnostic Technology Faculty Member
Middlesex	Computer Engineering Technology Faculty Member (collaboration with CCSU) Director of Center for Sustainability and Technology
Naugatuck Valley	Physical Therapy Assistant Program Faculty Member Surgical Technology Faculty Member
Northwestern	Nursing Faculty Member
Norwalk	Nursing Faculty Member
Quinebaug Valley	Retention Specialist
Three Rivers	Engineering Faculty Member (collaboration with CCSU) Transfer Counselor
Tunxis	Criminal Justice Faculty Member (collaboration with CCSU) Director of Advising, Counseling and Student Retention
State University	Position
Central	Criminology Faculty Member (collaboration with Tunxis)
Eastern	Health Care Informatics Faculty Member
Southern	Business Administration Faculty Member (Hospitality Management) (Collaboration with Gateway)

ITEM

Change of mission at Middlesex Community College

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED, That the Board of Regents for Higher Education approves the mission statement from Middlesex Community College proposed by the College.

BACKGROUND

Middlesex Community College is seeking approval of a new mission statement. The mission statement would change

FROM:

Middlesex Community College believes that a college education should be available to everyone. It is committed to providing excellence in teaching as well as personal support in developing the genius of each student. The educational goal of the college is to promote understanding, learning, ethics, and self-discipline by encouraging critical thinking. Faculty and staff are dedicated to helping students achieve their academic, professional and career potentials. This support is a continual process that recognizes student diversity in both background and learning ability.

TO:

In all it does, Middlesex Community College strives to be the college of its community. By providing high quality, affordable, and accessible education to a diverse population, the college enhances the strengths of individuals through degree, certificate, and lifelong learning programs that lead to university transfer, employment, and an enriched awareness of our shared responsibilities as global citizens.

The College reviewed its mission statement as part of its 10-year self-study process for NEASC. The proposed mission statement emerged from an extensive all-College review process on two different professional days, with a committee to work on language between meetings. At the end of the process, there was agreement across the College about the language of the new mission statement.

The Board of Regents for Higher Education holds statutory responsibility for review and approval of mission statements of public institutions in the state under [Connecticut General Statutes 10a-6\(a\)\(7\)](#), as amended by Public Act 11-48. The proposed mission statement is consistent with NEASC [Standard One: Mission and Purposes](#) and [Section 10a-34-10](#) of the Connecticut Administrative Code about purposes and objectives of the institution.

ITEM

Modification of a program in General Studies leading to the Associate of Science (A.S.) degree at Middlesex Community College to be offered at a location in Meriden

MOTION TO BE CONSIDERED FOR FULL BOARD

RESOLVED, That the Board of Regents for Higher Education approve a modification to a program in general studies leading to the associate of science (A.S.) degree at Middlesex Community College to be offered at 55 West Main Street in Meriden, Connecticut.

BACKGROUND

Middlesex Community College has requested approval to offer 50% or more of its current program in general studies leading to the associate of science (A.S.) degree at its Meriden campus located at 55 West Main Street in Meriden, Connecticut. The change to offer half or more of a degree program at a site other than the main campus requires approval of the full Board of Regents (10a-34-2(1)). The New England Association of Schools and Colleges Commission on Institutions of Higher Education (NEASC-CIHE) will consider this proposal as a substantive change and will review it pending approval from the Board of Regents as the state authorizing entity.

Section 10a-34-23 of the Connecticut Regulations for Licensure and Accreditation of Institutions and Programs of Higher Learning require off-campus instruction to

- a) be consistent with overall institutional purposes, have the same admission standards as programs on the main campus,
- b) be coordinated by qualified faculty,
- c) maintain the same quality standards as programs on the main campus,
- d) consist of curricula from approved programs,
- e) deliver instruction using qualified staff, and
- f) provide adequate access to facilities, equipment, library resources, academic advising, and other necessary instructional support services.

Staff review of the proposed program indicates it will meet the standards for quality set forth in the Connecticut Regulations for Licensure and Accreditation of Institutions and Programs of Higher Learning.

RATIONALE

The goal of this substantive change proposal is to offer students matriculated in the general studies degree program at Middlesex Community College the opportunity to earn 50% or more of the required credits through courses held at our satellite instructional site in the city of Meriden, Connecticut.

The Meriden Center is located at 55 West Main St. in downtown Meriden and rents several floors of this facility from the State of Connecticut. The College recently

obtained the remainder of the first floor space which will allow more classes to be offered and office space for additional staff to be provided.

Approximately 20% of the college's total tuition revenue is earned at the Meriden Center. The Meriden Center has been the fastest growing area of the college. Given that the College is investing in this location by adding more space and more courses, enrollment and revenue are expected to increase.

Although the number of students seeking instruction at the Meriden Center has fluctuated over the past 10 years, the numbers indicate that students are increasingly interested in taking courses at the Meriden Center location. Because of the nature of the Meriden student population, typically minority (58%) and economically disadvantaged, they frequently cannot afford automobile transportation; public transportation requires 1.5 hours of travel time. By having the Meriden Center designated as an additional instructional location at which students can complete their degree programs, the college will be contributing to the growth of individual students as well as to the growth of Meriden and the surrounding communities by providing these communities with an educated citizenry and workforce.

REVIEW OF STANDARDS FOR OFF-CAMPUS INSTRUCTION

Institutional Purpose

The AS in general studies is the College's most popular degree program, with 42% of all degree completions in 2011-12 in this major. Offering the program at the Meriden Center is consistent with the purposes and objective of the institution.

Admission Standards

Admission standards for this program are the same as at the main campus.

Program Coordination

Management responsibility for the Center has been consolidated under the Academic Dean. The Meriden Center also has a full-time director.

Quality of Instruction

The same academic unit that administers the program on the primary campus is responsible for faculty selection and course approval.

Curricula

Curricula for the program offered at the Meriden Center are the same as those at the main campus. Given the broad scope of a general studies degree, not all courses offered at the main campus will be offered at the Meriden location. The Meriden Center director and the academic dean will work with the division chairs to develop an appropriate schedule of courses that will allow both day and evening students to complete their degree programs in a timely way. The number of course sections will increase by 10-15 per semester.

Faculty

Both full-time and adjunct faculty teach at the Meriden Center, with a typical schedule of over 60 credit-bearing courses each semester. There is no difference in qualifications for teaching either at Meriden or the main campus in Middletown, and the college has always ensured that full-time faculty are engaged in teaching and co-curricular life at the Meriden Center. Offering additional course sections will increase the need for adjunct faculty resources.

Access to Facilities, Equipment, Library Resources, and Other Services

Nearly 3,000 square feet of leased space in the Meriden building have been added. The college will now occupy almost all of the first floor, providing faculty, staff, and students with street-level presence and remodeled spaces such as offices, a Community Room, Learning Lab, and Computer Lab. Renovations are being made from the college's fund balance.

The MxCC library is linked to numerous online databases that allow students to access material from any computer. This, coupled with an excellent city library located only a short walk from the Meriden Center, provides a significant body of resources. The college occupies two complete floors and last year obtained a section of the ground floor.

The number of full-time employees assigned to the Meriden Center has doubled from three to six. All six are existing employees at the College. Three were hired specifically to work at Meriden as their primary work site. Since January 1, 2012, two staff and one faculty member were moved to Meriden as their primary work site. Thus, no new full-time staff resources are needed. Two part-time educational assistant Master Tutors will be employed in the renovated Meriden Center Learning Lab.

Analysis of staff functions per FTE enrolled student suggests that assignment of an additional 1.5 FTE staff member would bring student-staff ratios in line with those on the main campus. Nevertheless, planned levels appear adequate but should be monitored closely to ensure appropriate services are delivered to Meriden Center student populations – groups characterized in the application as more at-risk of not graduating than those on the main campus.

RESOURCES

The College estimates additional expenses of \$215,858 and additional revenue of \$231,360.

Appendix:Additional Revenues and Resources Related to Meriden Center Expansion (FY 2013):**Expenses**

\$ 66,348	Rent and Utilities for Additional Space
\$124,740	Adjunct Faculty (24 sections per year: 72 credit hours @ \$1,386/credit, plus 25% fringe)
\$ 17,770	Master Tutors (\$21.54/hr x 11 hrs/wk x 30 weeks x 2 employees, plus 25% fringe)
\$ 1,000	Additional Office Supplies, Copying, Incidentals
\$ 1,000	Housekeeping
\$ 5,000	Library Program (physical acquisitions, extensions to online databases, etc.)
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\$215,858	Total

Revenues

\$231,360 *Tuition and Fees: \$482 per student (3 credit classes)

\$15,502 Net

*The revenue estimate does not account for the possibility of students on tuition waiver, duplicated headcount, or students taking in excess of 12 credits per semester (fees are charged on a sliding scale)

08/14/12 – ConnSCU-Academic Council

09/07/12 – BOR-Academic and Student Affairs Committee

ITEM

Modification of a program in technology studies with an option in manufacturing machine technology leading to the associate of science (A.S.) degree at Middlesex Community College to be offered at a location in Meriden

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED, That the Board of Regents for Higher Education approve a modification to a program in technology studies with an option in manufacturing machine technology leading to the associate of science (A.S.) degree at Middlesex Community College to be offered at 55 West Main Street in Meriden, Connecticut.

BACKGROUND

Middlesex Community College has requested approval to offer 50% or more of its current program in technology studies with an option in manufacturing machine technology leading to the Associate of Science (A.S.) degree at its Meriden campus located at 55 West Main Street in Meriden, Connecticut. The change to offer half or more of a degree program at a site other than the main campus requires approval of the full Board of Regents (10a-34-2(1)). The New England Association of Schools and Colleges Commission on Institutions of Higher Education (NEASC-CIHE) will consider this proposal as a substantive change and will review it pending approval from the Board of Regents as the state authorizing entity.

Section 10a-34-23 of the Connecticut Regulations for Licensure and Accreditation of Institutions and Programs of Higher Learning require off-campus instruction to

- a) be consistent with overall institutional purposes, have the same admission standards as programs on the main campus,
- b) be coordinated by qualified faculty,
- c) maintain the same quality standards as programs on the main campus,
- d) consist of curricula from approved programs,
- e) deliver instruction using qualified staff, and
- f) provide adequate access to facilities, equipment, library resources, academic advising, and other necessary instructional support services.

Staff review of the proposed program indicates it will meet the standards for quality set forth in the Connecticut Regulations for Licensure and Accreditation of Institutions and Programs of Higher Learning.

RATIONALE

The goal of this substantive change proposal is to offer students matriculated in the technology studies: machine manufacturing option program at Middlesex Community College the opportunity to earn 50% or more of the required credits through courses held at a satellite instructional site in the city of Meriden, Connecticut.

The Meriden Center is located at 55 West Main St. in downtown Meriden and rents several floors of this facility from the State of Connecticut. The College recently obtained the remainder of the first floor space which will allow more classes to be offered and office space for additional staff to be provided. A Precision Manufacturing Institute (PMI) lab is located 1.5 miles from the Meriden Center at 34 Maynard St. The PMI Lab is where the hands-on courses in this program are located, but presently students must complete their general education core by taking courses at both the Meriden Center and the main campus in Middletown. Upon approval of this modification, students will be able to take most, if not all, of their degree requirements in Meriden.

Approximately 20% of the college's total tuition revenue is earned at the Meriden Center. The Meriden Center has been the fastest growing area of the college. Given that the College is investing in this location by adding more space and more courses, enrollment and revenue are expected to increase.

Although the number of students seeking instruction at the Meriden Center has fluctuated over the past 10 years, the numbers indicate that students are increasingly interested in taking courses at the Meriden Center location. Because of the nature of the Meriden student population, typically minority (58%) and economically disadvantaged, they frequently cannot afford automobile transportation; public transportation requires 1.5 hours of travel time. By having the Meriden Center designated as an additional instructional location at which students can complete their degree programs, the college will be contributing to the growth of individual students as well as to the growth of Meriden and the surrounding communities by providing these communities with an educated citizenry and workforce.

REVIEW OF STANDARDS FOR OFF-CAMPUS INSTRUCTION

Institutional Purpose

The AS in technology studies is not currently a popular degree program at the college – there were zero completions in the degree program across all options, including the option in manufacturing machine technology. The program, however, addresses an identified state workforce need, and offering the program at the Meriden Center is consistent with the purposes and objective of the institution.

Admission Standards

Admission standards for this program are the same as at the main campus.

Program Coordination

Management responsibility for the Center has been consolidated under the Academic Dean. The Meriden Center also has a full-time director.

Quality of Instruction

The same academic unit that administers the program on the primary campus is responsible for faculty selection and course approval.

Curricula

Curricula for the program offered at the Meriden Center are the same as those at the main campus. Given the broad scope of a general studies degree, not all courses offered at the main campus will be offered at the Meriden location. The Meriden Center director and the academic dean will work with the division chairs to develop an appropriate schedule of courses that will allow both day and evening students to complete their degree programs in a timely way. The number of course sections will increase by 10-15 per semester.

Faculty

Both full-time and adjunct faculty teach at the Meriden Center, with a typical schedule of over 60 credit-bearing courses each semester. There is no difference in qualifications for teaching either at Meriden or the main campus in Middletown, and the college has always ensured that full-time faculty are engaged in teaching and co-curricular life at the Meriden Center. Offering additional course sections will increase the need for adjunct faculty resources.

Access to Facilities, Equipment, Library Resources, and Other Services

Nearly 3,000 square feet of leased space in the Meriden building have been added. The college will now occupy almost all of the first floor, providing faculty, staff, and students with street-level presence and remodeled spaces such as offices, a Community Room, Learning Lab, and Computer Lab. Renovations are being made from the college's fund balance.

The MxCC library is linked to numerous online databases that allow students to access material from any computer. This, coupled with an excellent city library located only a short walk from the Meriden Center, provides a significant body of resources. The college occupies two complete floors and last year obtained a section of the ground floor.

The number of full-time employees assigned to the Meriden Center has doubled from three to six. All six are existing employees at the College. Three were hired specifically to work at Meriden as their primary work site. Since January 1, 2012, two staff and one faculty member were moved to Meriden as their primary work site. Thus, no new full-time staff resources are needed. Two part-time educational assistant Master Tutors will be employed in the renovated Meriden Center Learning Lab.

Analysis of staff functions per FTE enrolled student suggests that assignment of an additional 1.5 FTE staff member would bring student-staff ratios in line with those on the main campus. Nevertheless, planned levels appear adequate but should be monitored closely to ensure appropriate services are delivered to Meriden Center student populations – groups characterized in the application as more at-risk of not graduating than those on the main campus.

RESOURCES

The College estimates additional expenses of \$215,858 and additional revenue of \$231,360.

Appendix:Additional Revenues and Resources Related to Meriden Center Expansion (FY 2013):**Expenses**

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Revenues

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*The revenue estimate does not account for the possibility of students on tuition waiver, duplicated headcount, or students taking in excess of 12 credits per semester (fees are charged on a sliding scale)

08/14/12 – ConnSCU-Academic Council

09/07/12 – BOR-Academic and Student Affairs Committee

ITEM

Discussion of Planning Assessment Criteria for Licensure of New Programs

BACKGROUND

The Regulations for Licensure and Accreditation for Institutions and Programs of Higher Learning require new program proposals from public institutions to undergo a “planning assessment” that requires a review of the program’s conformance with the institution’s role and mission; need for the program; unnecessary duplication of existing programs; cost effectiveness; and availability of adequate resources ([10a-34-4\(e\)](#)). In addition, the program approval process approved by the Board of Regents in January 2012 stipulates:

The BOR Office conducts a Planning Assessment Review in consideration of: a) how the program addresses Connecticut workforce needs and/or the social and economic wellbeing of the state, including employment prospects for program graduates/completers; b) potential for transfer agreements or transfer programs; c) all pro forma budgetary and cost considerations and projections. (Process details 2.2)

At the June 1, 2012, Dr. Braden Hosch, Director of Policy and Research and Interim Director of Academic and Student Affairs, presented an overview of the issues related to the planning assessment phase of the program approval process. Material from this report is reprinted below

Issues Related to Planning Assessment Phase of the Program Approval Process

This document provides an overview of issues related to conducting the planning assessment required for licensure of higher education programs in Connecticut as outlined in state regulations and the policy for review of programs and approval of programs approved by the Board of Regents for Higher Education in January 2012. Because this planning assessment is conducted by staff of the Board of Regents, guidance to staff about philosophy, rigor, and priorities will be important to shape how this review is conducted in a consistent and meaningful fashion.

Scope of Planning Assessment

The Connecticut Regulations for Licensure and Accreditation of Institutions and Programs of Higher Learning require the President of the Board of Regents through staff to conduct a planning assessment of programs proposed by public institutions prior to examining the quality of the proposed program. This planning assessment reviews the proposal in regard to

- conformance with the institution’s role and mission;
- need for the program;
- unnecessary duplication of existing programs;
- cost effectiveness; and
- availability of adequate resources ([10a-34-4\(e\)](#))

The policy adopted by the Board requires adherence to the regulations and additionally requires Board of Regents staff to consider

- how the program addresses Connecticut workforce needs and/or the social and economic wellbeing of the state, including employment prospects for program graduates/completers;
- potential for transfer agreements or transfer programs;
- all pro forma budgetary and cost considerations and projections.

There is significant but not complete overlap between these two statements

Conformance with institutional mission

- Typically evaluates a program's award level (associate's, bachelor's, master's, doctoral) in context of institutional mission and statutory authorization.
 - e.g. doctoral degrees at CSUs required statutory changes
- Rarely evaluates offerings by content
 - Disciplines well outside of the current portfolio do draw more scrutiny
 - e.g. addition of CCSU's engineering program in early 2000s

Need for the program

- Typically demonstrated by evidence provided by the institution;
 - Provides useful local information and
 - Lack of consistent measures for a baseline poses difficulties for evaluation
- Evaluation would benefit from a consistent data source, such as the Occupational Supply Demand System (OSDS) <http://www.occsupplydemand.org/>.
 - Limitations of this system include demand projections made with data from 2008 and completions data from a year behind current available.

Unnecessary duplication of programs

- Duplication of other programs in the state is the easiest criterion to evaluate empirically
- Necessary vs. unnecessary duplication is largely subjective and includes broader expectations about
 - Customer service, convenience, and drive time
 - Availability of online programs and alternatives

Cost Effectiveness

- Typically viewed in terms of supplied budget and enrollment forecasts that includes examination of anticipated revenue and expenses
 - Often overestimates enrollment and revenues
 - Growing practices for simultaneous licensure and accreditation remove leverage to check if enrollment targets have been met
 - Underestimates
 - direct costs (course sections in other departments)
 - indirect costs by providing no estimate or modeling
 - marginal costs \neq average costs, but neither do they equal zero

Example:

ConnSCU Education and Related (E&R) Spending per FTE Student (FY 2010-11)

	Instruction		All Other		Total E&R
Connecticut Community Colleges	\$5,198	45.6%	\$6,201	54.4%	\$11,399
Connecticut State Universities	\$6,769	45.3%	\$8,178	54.7%	\$14,947

(E&R Expenses represent spending on services required to deliver the educational mission and corresponding overhead but exclude spending on student aid, auxiliary, research, public service, and overhead attributable to those functions)

Current program approval budgeting practices address almost exclusively the costs for instruction without reference to other costs.

Availability of Adequate Resources

- Typically analyzed in terms of existing facilities, faculty, support structures and cash reserves, but method of analysis is rarely consistent.
- Questions for consideration:
 - What level of cash reserves should be used to launch programs?
 - Should institutions be encouraged to start programs as minors to attract a population of students and minimize risk?
 - What level of full-time faculty is required to ensure departures do not gut programs?

INFORMATION ITEM

Non-substantive change to add a program in long-term care for direct care workers leading to an undergraduate certificate (15 credits) at Charter Oak State College, to be offered online

BACKGROUND

Charter Oak State College has proposed a program in long-term care for direct care workers leading to an undergraduate certificate. Because this program contains only 15 undergraduate credits, it qualifies as a non-substantive change under 10a-34-2(k) of the Connecticut Regulations for Licensure and Accreditation of Institutions and Programs of Higher Learning and does not require approval by the Board.

This certificate program provides an overview of issues in aging and the main issues direct care workers will be facing. The purpose of the certificate is to enhance clinical skills of direct care providers in long term care facilities, including front line workers, receptionists, and recreation facilitators. A secondary need is to feed the health care talent pipeline providing a way for the health care providers to move into supervisory positions and/or to further their education towards advanced degrees. The content of this certificate was determined by an advisory group comprised of practitioners, employers, and educators based on surveys, focus groups, and direct committee input.

Courses developed for Certified Nursing Assistants (CNAs) and front line workers may count toward an associate of science degree or at the bachelor's level in an individualized studies concentration and some as electives within the health care administration or health studies concentration. The courses were designed to provide credit-bearing continuing education for CNAs and front line workers to help them move up the career ladder within the long term care industry and to provide them with college credits if they decide to further their education.

This certificate was designed as part of Capital Work Force Partners CNA and front line workers Advancement Initiative between the community colleges, Charter Oak State College, 1199-New England Training and Upgrading Fund, CWEALF and targeted long-term care facilities. Funding came from a variety of federal and state sources

A proposed companion certificate program also consisting of 15 undergraduate credits appears as an informational item in a subsequent staff report.

INFORMATION ITEM

Non-substantive change to add a program in long-term care for direct care workers-specialty skills in elder care leading to an undergraduate certificate (15 credits) at Charter Oak State College, to be offered online

BACKGROUND

Charter Oak State College has proposed a program in long-term care for direct care workers-specialty skills in elder care leading to an undergraduate certificate. Because this program contains only 15 undergraduate credits, it qualifies as a non-substantive change under 10a-34-2(k) of the Connecticut Regulations for Licensure and Accreditation of Institutions and Programs of Higher Learning and does not require approval by the Board.

This certificate targets specialty areas in elder care and gives an overview of health care systems and administration. The content of this certificate was determined by an advisory group comprised of practitioners, employers, and educators based on surveys, focus groups, and direct committee input. The purpose of the certificate is to enhance clinical skills of direct care providers in long term care facilities, including front line workers, receptionists, and recreation facilitators. A secondary need is to feed the health care talent pipeline providing a way for the health care providers to move into supervisory positions and/or to further their education towards advanced degrees.

Courses developed for Certified Nursing Assistants (CNAs) and front line workers may count toward an associate of science degree or at the bachelor's level in an individualized studies concentration and some as electives within the health care administration or health studies concentration. The courses were designed to provide credit-bearing continuing education for CNAs and front line workers to help them move up the career ladder within the long term care industry and to provide them with college credits if they decide to further their education.

This certificate was designed as part of Capital Work Force Partners CNA and front line workers Advancement Initiative between the community colleges, Charter Oak State College, 1199-New England Training and Upgrading Fund, CWEALF and targeted long-term care facilities. Funding came from a variety of federal and state sources

A proposed companion certificate program also consisting of 15 undergraduate credits appears as an informational item in a previous staff report.

INFORMATION ITEM

Non-substantive change to a program in biochemistry leading to a bachelor of science (B.S.) degree at Central Connecticut State University to include a general track and an American Chemical Society (ACS) track

BACKGROUND

Central Connecticut State University has proposed to modify its program in biochemistry leading to a bachelor of science (B.S.) degree to include a general track and an American Chemical Society (ACS) track. The changes are considered non-substantive and do not require approval from the Board.

The American Chemical Society (ACS) has accredited the CCSU Chemistry Department since September, 1974. The ACS “promotes excellence in chemistry education for undergraduate students through approval of baccalaureate chemistry programs. ACS-approved programs offer a broad-based and rigorous chemistry education that gives students intellectual, experimental, and communication skills to become effective scientific professionals.” ACS accredits chemistry programs (i.e., the Department of Chemistry & Biochemistry is accredited), not individual degree tracks. ACS provides guidelines to departments to allow for certification of individual student degrees.

This proposal establishes two tracks for the biochemistry program. The existing program in biochemistry will now be referred to as the general track. This track contains more biomolecular sciences and is appropriate for careers and graduate programs in more molecular biology-focused disciplines as well as for post-baccalaureate professional programs. The general track requires 56-58 credits in chemistry and biomolecular sciences.

A new ACS track will be offered as an option that parallels the ACS accredited degree in chemistry that is currently offered. It contains more chemistry and is suggested for careers and graduate programs that have more of a chemistry focus. The ACS track requires 58 credits in chemistry and biomolecular sciences.

INFORMATION ITEM

Non-substantive change to a program in chemistry leading to a bachelor of science (B.S.) degree at Central Connecticut State University to include a general track and an American Chemical Society (ACS) track

BACKGROUND

Central Connecticut State University has proposed to modify its program in chemistry leading to a bachelor of science (B.S.) degree to include a general track and an American Chemical Society (ACS) track. The changes are considered non-substantive and do not require approval from the Board.

The American Chemical Society (ACS) has accredited the CCSU Chemistry Department since September, 1974. The ACS “promotes excellence in chemistry education for undergraduate students through approval of baccalaureate chemistry programs. ACS-approved programs offer a broad-based and rigorous chemistry education that gives students intellectual, experimental, and communication skills to become effective scientific professionals.” ACS accredits chemistry programs (i.e., the Department of Chemistry & Biochemistry is accredited), not individual degree tracks. ACS provides guidelines to departments to allow for certification of individual student degrees.

This proposal creates a non-ACS certification or “general track.” Many other Chemistry Departments (including Yale and the University of Connecticut) have two such tracks, and over half of all chemistry graduates nationwide have non-certified degrees. Creating this second, non-certified track within the University’s fully accredited department will allow its students more flexibility and increase the number of students receiving chemistry degrees. Since ACS reviews all courses, facilities, and faculty in the Department annually, the components of this new track will receive external review in the same way as the certified track.

The existing program will now be referred to as the ACS track, and will not be significantly altered except for the addition of 2 credits of undergraduate research, which also will be required in the general track. These two credits of undergraduate research are currently required for the biochemistry major. The ACS track will consist of 49 credits in chemistry and is designed to prepare students for graduate programs in chemistry and related fields.

The general track will provide students another path to a bachelor’s degree in chemistry that requires fewer credits and provides greater flexibility to the student, given the cycling of upper-level chemistry courses that can result in students having to delay graduation until the required courses are offered again. The general track will fully prepare graduates for bachelor’s level careers in chemistry and for post-baccalaureate professional programs. The general track will consist of 37 credits in chemistry.

INFORMATION ITEM

Non-substantive change to add a program in school-based marriage and family therapy leading to a post-master's certificate (12 credits) at Central Connecticut State University

BACKGROUND

Central Connecticut State University has proposed a program in school-based marriage and family therapy leading to a post-master's certificate. Because this program contains only 12 graduate credits it qualifies as a non-substantive change under 10a-34-2(k) of the Connecticut Regulations for Licensure and Accreditation of Institutions and Programs of Higher Learning, and does not require action by the Board.

The proposed post-master's certificate program in School-based Marriage and Family Therapy (MFT) is designed to provide a course of study for students with a completed MFT master's degree who wish to complete requirements for a Provisional Educator Certificate in Marriage and Family Therapy through the State of CT Department of Education. The 12 credit hour planned program of study will include existing three-credit courses, including ED 515 - School Law, MFT 592 - School-based Family Counseling, MFT 593 - School-Based Marriage and Family Therapy Practicum and Seminar I, and MFT 594 - School-Based Marriage and Family Therapy Practicum and Seminar II.

In 2007, the State of Connecticut enacted a law creating the Educator Certificate for Marriage and Family Therapists. This proposed course consolidates critical content area for school-based Marriage and Family Therapy (MFT) practice, as required by the State Department of Education (SDE) regulations for the Provisional Educator Certificate for MFT. The SDE has pre-approved courses offered at CCSU specifically developed for the certificate.

Current Master's students in the MFT program can elect to take these specialized courses as part of their Master's program. However, graduates of the MFT program may not have had these courses as part of their planned program of study. The establishment of this program will allow such post-master's students to return to CCSU to complete the course of study required by the SDE to qualify for the Educator Certificate. There is an increasing demand for this program as more schools are interested in hiring MFTs to work in their schools. The SDE has already "grand-parented" 18 students who have met course requirements for the certificate as non-matriculated students. We receive several inquiries per year. CCSU to date has the only MFT program that has obtained pre-approval for courses to meet the certification requirements by the SDE.

INFORMATION ITEM

Non-substantive change to add an option in special education with a concentration in autism spectrum to a program in education leading to a master of science (M.S.) degree at Western Connecticut State University

BACKGROUND

Western Connecticut State University has proposed the addition of an option in special education with a concentration in autism spectrum to a program in education leading to a master of science (M.S.) degree. Because this program contains no more than 12 graduate credits it qualifies as a non-substantive change under 10a-34-2(k) of the Connecticut Regulations for Licensure and Accreditation of Institutions and Programs of Higher Learning and does not require Board action.

The Special Education option with a concentration in Autism Spectrum focuses on the development of skills that allow the graduate to understand applied behavior analysis as it relates to the understanding of individuals involved in autism spectrum disabilities. Applied behavior analysis is the design, implementation, and evaluation of environmental modifications to produce socially significant improvement in those involved in the autism spectrum.

The objectives of the courses in the Autism Spectrum concentration are to introduce graduate students to scientific knowledge and related principles, established standards for evidence-based practice, introduce distinct methods of service with respect to the disability, and recognize experience and educational requirements for practice associated with applied behavior analysis. The concentration is expected to benefit Connecticut teachers by providing valuable information about practice and to support the state's growing need for teachers with expertise in understanding and addressing a disability that is increasingly impacting Connecticut school children

The Special Education option with a concentration in Autism Spectrum is but one in a series of MS in education offerings provided by the University. The concentration will be provided through the expertise of existing faculty. It requires no additional equipment or involvement from other aspects of the University. All of the course offerings have already been approved and are currently being offered. The concentration merely provides students with an alternative focus with respect to currently offered courses.