BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE - AGENDA - REVISED
Friday March 8, 2013, 9:30 a.m. to 11:30 a.m.
61 Woodland St., Hartford, CT 06105

1. **Approval of January 11, 2013 Minutes**

2. *CONSENT CALENDAR*
   a) Academic Program Approvals
      i. Terminations
         a. Customer Service-Marketing Certificate (Housatonic CC)
         b. Word-Information Processor Certificate (Housatonic CC)
         c. Accounting for Small Business Certificate (Housatonic CC)
         d. Special Subjects, Fields or Instructional Areas - K-12 (Remedial Reading/Remedial Language Arts) Graduate Teaching Certificate (Eastern CSU)
         e. Communication Certificate (Tunxis CC)
         f. Community Health Worker Certificate (Quinebaug Valley CC)
         g. Aviation Maintenance – AS (Quinebaug Valley CC)
         h. Arts Entrepreneur Certificate (Quinebaug Valley CC)
         i. Wastewater Certificate (Naugatuck Valley CC)

      ii. Modification
         a. BA/BS Liberal Studies (Southern CSU)
         b. AS Radiologic Technology (Middlesex CC)

3. **ACTION ITEMS**
   a) Academic program approvals
      ▪ Licensure & Accreditation
         (i) Technology Studies (AS) - Computer Engineering Technology Option (Middlesex CC)
   b) Honorary Degrees
   c) Databases and Studies
   d) Assessment Policy
   e) Policy for Academic Honors for Community Colleges

4. **INFORMATION ITEM**
   a) Undergraduate Minor in Astrobiology (Central CT State University)

5. **UPDATES**
   a) Public Act 12-40
   b) Transfer Articulation Policy
   c) Multi-State Collaborative for measuring learning outcomes
   d) Assessment of Higher Education Learning Outcomes (AHELO)
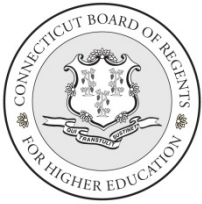
CT BOARD OF REGENTS FOR HIGHER EDUCATION

ACADEMIC & STUDENT AFFAIRS COMMITTEE

Meeting – January 11, 2013
9:30 a.m. – 61 Woodland Street, Hartford

<u>MINUTES</u>

Regents Present: Merle Harris (Chair), Naomi Cohen, Lawrence DeNardis, Nick Donofrio, Michael Fraser (by conf.), Alex Tettey

Regents Absent: Yvette Melendez, Catherine Smith

Staff Present: David Levinson (by conf.), Elsa Núñez (by conf.), Braden Hosch
Gayle Barrett, Pamela Coleman, Maureen McClay, Nancy Melnicsak, Linda Perfetto, Terri Raimondi

Other Attendees: Stephen Adair (FAC/CCSU), Shirley Adams (COSC), Patricia Bouffard (NCCC), Carl Lovitt (CCSU), Sandra Palmer (NVCC), Michael Rooke (TXCC),

Chair Merle Harris called the meeting to order at 9:45 a.m.

1. **Minutes** of the December 7, 2012 meeting were moved by Mr. Tettey, seconded by Mr. DeNardis and approved unanimously.

There was motion to move item 7 to the beginning of the agenda to accommodate invited speakers. Moved by Mr. DeNardis, seconded by Mr. Tettey, unanimously approved.

7. TAP Core Competencies Steering Committee. Chair Harris gave brief overview of previous discussion noting the Faculty Advisory Committee had recommended the TAP Core Competencies Steering Committee become a standing committee and also stated the initial charge of the committee. She introduced Dr. Stephen Adair, Chair of the FAC. Dr. Adair remarked he had met with the Academic Council and noted their views and good reasons that a standing committee was not necessary at this time. However, he also head that review by a formal committee could be beneficial. The sub-committee from the Academic Council was introduced. Dr.Carl Lovitt mentioned the Council had reviewed and discussed the issue at great length and shared views for continuing a standing committee. The consensus reasoning re the committee was:
*   It had fulfilled its charge
*   It was primarily faculty with expertise for core competencies – not necessarily the right faculty for curricular decisions
*   There were concerns re what would be, in effect, a system-wide curricular committee which is unprecedented

He also noted, however, they could possibly revisit if and when pathways committees' work was done.

Dr. Sandra Palmer agreed with Dr. Lovitt's review but wanted to thank committee for the superb job they did – all were very grateful for the good work that was done. However, the work now was ready to go in a different direction.

With consenting discussion, Dr. Harris stated the Board would continue as originally planned but would continue to monitor and institute changes if necessary. Dr. Adair mentioned the steering committee would be meeting one more time to complete rubrics with Dr. Hosch noting their charge term did not expire until April 1. Mr. Donofrio again added the Board's thanks for their good work.

Return to agenda order.

2. **Consent Agenda was unanimously approved with a motion by Ms. Cohen, seconded by Mr. Donofrio.** Consent items included recommendations for the following approvals:
   - Accreditation – Environmental Studies (BA) *[University of Connecticut]*
   - Licensure & Accreditation – Financial Management (BS) *[University of Connecticut]*
   - Program Modification – Languages, Literatures and Cultures (MA and Ph.D.) name change to Literatures, Cultures and Languages *[University of Connecticut]*

Action Items

3. **Issues related to the Transfer and Articulation Policy (TAP).** Chair Harris mentioned the updates just discussed but noted resolution was needed on the issues of campus ratification, extension of the timeline and financial resources.
   - Dr. Harris stated May 31 was the original timeline date with the legislature passing the date of July 1, 2013 for completion. Implementation was planned for Fall, 2014. Discussion noted the original timeline was a good one in order to comply with legislation. It was agreed the timeline would stay in place.
   - The question of financial resources was discussed and if management of curriculum should be on local campuses. Money for curriculum design is with campuses and it was noted the Board should not direct campuses on use. The discussion was suspended with the notation that final decisions should be by management at both levels.
   - Dr. Harris summarized the discussion re the resolution to adopt the TAP Framework and the Core Competencies Steering Committee and thanked the Steering Committee for their wonderful work and the Faculty Advisory Committee for their input and help in clarifying and revising the resolution. There were comments regarding the lack of clarity when the work was first begun. There was also discussion on the outcome of campus ratifications. Dr. Adair noted eleven have voted so far – ten favorably, one unfavorably.
     Board members voted unanimously to approve the motion recommending approval by the full Board to accept the Framework (moved by Ms. Cohen, seconded by Mr. Donofrio).

4. **Academic Honors Policy (Community Colleges).**
   A motion to revise the Academic Honors Policy of the Community Colleges as recommended was made by Mr. Donofrio, seconded by Mr. Tettey.
   Discussion: Dr. Hosch noted the existing policies are separate for the community colleges and state universities. The Academic Deans of the Community Colleges have recommended revisions. He introduced Dean Rooke who noted they had worked with the Deans of Students to modify the policies regarding semester honors. They had had an ongoing discussion for over a year and it was unanimously felt that the change was strongly needed in order to create more parity between full-time and part-time students. Regent DeNardis asked questions regarding implementation and Regent Donofrio asked if the group had looked at policies outside Connecticut. Further discussion clarified the change was for semester honors only, there would be no change to graduation honors. In response to questions, Nancy Melnicsak, the Director of Student & Academic Information

Systems, noted the change would necessitate system-wide changes and modification including Banner IT systems. The idea was generally supported but more information was requested including more exact implementation information and additional information on other states' policies. Ms. Cohen noted the need to move forward in time for the next academic year. **A motion to table was made by Ms. Cohen, seconded by Mr. Donofrio, unanimously approved.**
A question ensued on the CSU semester honors. Each university has its own policy. Board members asked for information to be provided on all policies with the possibility of discussing the issue for future development of a single policy manual. Dr. Hosch would pursue acquiring the information.

Updates

5. **Progress on program review**. Dr. Hosch distributed a draft report on completions and gave an overview. He will provide the Academic Council with the completions of their institutions for their review and discussion for future determinations. He noted our institutions were participating in the Kansas Study survey and the Delaware Study survey but results were not due till next Fall. Discussion followed, noting at this point that individual campuses each have their own program review process.

6. **Directory Information Policy.** Dr. Hosch provided a summary of the issues and noted there have been discussions at Academic Council and with IT. Current practices are now being looked at and information being collected. The CSUs now have separate policies and the CCs have a single policy. Dr. Hosch noted the issue will need to come to the ASA Committee for action after more information is obtained. There was a request that further research also be done outside Connecticut.

8. **Other Updates. Campus Security.** Dr. Levinson noted a safety audit was being pursued. Good information and a preliminary review had already been provided by ECSU's Public Safety Director. There are large variances among two-year colleges across the country with 46% with armed security. It was noted that The International Association of Campus Law Enforcement Administrators (IACLEA) was located right in West Hartford, CT and they had stated they can provide a complete review of all campuses at a cost of $10,509 for the system in an acceptable timeframe (a few months). There are other agencies that can provide similar reviews and an RFP would be proposed. There were questions on the scope of services for the RFP. Information would be obtained from the CSUs police chiefs who have developed good scope. It was thought after the review is completed, campuses can move ahead individually as there would be different needs. Resource allocation would also signify.

There was no other business. Chair Harris noted there was the possibility that the February 1 meeting may be cancelled because of the short timeframe, the absence of some members, the fact the full Board will only be meeting in March, and the Office of Higher Education's Advisory Committee on Accreditation's meeting scheduled for after the February 1 ASA meeting.

Adjournment

There was a motion to adjourn by Mr. Fraser, seconded by Mr. DeNardis and unanimously approved.

ITEM
Termination of a program in Customer Service/Marketing leading to an undergraduate certificate (C2) at Housatonic Community College

RECOMMENDED MOTION FOR FULL BOARD
RESOLVED: That the Board of Regents for Higher Education approve at the request of the institution the termination of a program in Customer Service/Marketing leading to an undergraduate certificate at Housatonic Community College, with a phase out period until July 1, 2014

BACKGROUND
Housatonic Community College has requested to terminate a program in Customer Service/Marketing leading to an 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
In its regular review of program, the Business Department determined that this certificate does not provide sufficient courses in customer service and related topics to be effective for job employment. The Associate in Science degree, Customer Service/Marketing, Business Administration Option (EB55) is a more relevant and appropriate program for students seeking employment in this field.

	2007-08	2008-09	2009-10	2010-11	2011-12
Fall enrollment	0	0	1	1	1
Completions		0	0	0	0

Similar certificate programs continue to be offered at Middlesex Community College and Three Rivers Community College.

RESOURCES
No resources are required to make this change.

02/13/13 – ConnSCU Academic Council
03/08/13 – BOR-Academic and Student Affairs Committee

ITEM
Termination of a program in Business Office Technology: Word/Information Processor leading to an undergraduate certificate (C2) at Housatonic Community College

RECOMMENDED MOTION FOR FULL BOARD
RESOLVED: That the Board of Regents for Higher Education approve at the request of the institution the termination of a program in Business Office Technology: Word/Information Processor leading to an undergraduate certificate at Housatonic Community College

BACKGROUND
Housatonic Community College has requested to terminate a program in Business Office Technology: Word/Information Processor leading to an 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
Word processing departments no longer exist in medium to large companies. In its regular review of programs, the Business Department determined that this certificate no longer offered students a viable program that would lead to employment opportunities..

	2007-08	2008-09	2009-10	2010-11	2011-12
Fall enrollment	0	0	0	0	0
Completions	2	1	0	0	1

Other business office technology word processing certificate programs at community colleges (Asnuntuck, Gateway, Naugatuck Valley, and Three Rivers) have either been terminated or are phasing out for similar reasons.

RESOURCES
No resources are required to make this change.

02/13/13 – ConnSCU Academic Council
03/08/13 – BOR-Academic and Student Affairs Committee

ITEM
Termination of a program in Accounting for Small Business leading to an undergraduate certificate (C2) at Housatonic Community College

RECOMMENDED MOTION FOR FULL BOARD
RESOLVED: That the Board of Regents for Higher Education approve at the request of the institution the termination of a program in Accounting for Small Business leading to an undergraduate certificate at Housatonic Community College, with a phase out period until July 1, 2014

BACKGROUND
Housatonic Community College has requested to terminate a program in Accounting for Small Business leading to an 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
In its regular review of programs, the Business Department determined there were insufficient courses in the Accounting for Small Businesses Certificate to provide students with a solid basis for employment in the accounting field. The Associate in Science degree, Accounting for Small Business Option (EA61) will more effectively provide graduates with career and job placement opportunities in the field of accounting and bookkeeping for the small business owner.

	2007-08	2008-09	2009-10	2010-11	2011-12
Fall enrollment	0	0	0	0	4
Completions				1	2

Presently there are four (4) students in the Certificate program. These students have been contacted and are being transferred, with their concurrence, to the Associate in Science Degree. The students have already starting working on the requirements for the Associate Degree program and the Business department faculty will continue to advise them toward graduation.

Nine other community colleges offer certificate programs in accounting areas, including Gateway and Norwalk in the southern areas of the state.

RESOURCES
No resources are required to make this change.

02/13/13 – ConnSCU Academic Council
03/08/13 – BOR-Academic and Student Affairs Committee

ITEM
Termination of a program in Special Subjects, Fields or Instructional Areas - K-12 (Remedial Reading/Remedial Language Arts) leading to a graduate teaching certificate at Eastern Connecticut State University

RECOMMENDED MOTION FOR FULL BOARD
RESOLVED: That the Board of Regents for Higher Education approve at the request of the institution the termination of a program in Special Subjects, Fields or Instructional Areas - K-12 (Remedial Reading/Remedial Language Arts) leading to a graduate teaching certificate at Eastern Connecticut State University

BACKGROUND
Eastern Connecticut State University has requested to terminate a program in Special Subjects, Fields or Instructional Areas - K-12 (Remedial Reading/Remedial Language Arts) leading to a graduate teaching certificate. Termination of an academic program must receive approval from the Board of Regents, following the policy for academic program approval adopted in January 2012.

RATIONALE
This program has only one student enrolled and is currently finishing it out. Also, the faculty members with expertise in this area are no longer with the university.

Other programs are approved at Central Connecticut State University, Southern Connecticut State University, the University of Bridgeport, and the University of Connecticut, Storrs Campus.

RESOURCES
No resources are required to make this change.

02/13/13 – ConnSCU Academic Council
03/08/13 – BOR-Academic and Student Affairs Committee

ITEM
Termination of a program in Communication leading to an undergraduate certificate (C2) at Tunxis Community College

RECOMMENDED MOTION FOR FULL BOARD
RESOLVED: That the Board of Regents for Higher Education approve at the request of the institution the termination of a program in Communication leading to an undergraduate certificate (C2) at Tunxis Community College, with a phase out period until July 1, 2014

BACKGROUND
Tunxis Community College has requested to terminate a program in Communication leading to an 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
Interest in the Tunxis Communication Certificate has declined over a number of years and it has become apparent that the certificate does not assist students in securing employment in the field of communication. First, although broadcast and sound engineer positions presently require only an A.S degree, Tunxis does not have the necessary production equipment or studio facility to offer such a program. Students who wish to develop their skills in engineering positions, video production or broadcast journalism would be better served to attend either Manchester or Middlesex Community College which have the necessary resources including production equipment and studio space. Second, the U.S. Bureau of Labor Statistics' Occupational Outlook Handbook reports that communication positions such as public relations managers, editors, including film and video editors, interpreters, and technical writers require a minimum of a bachelor's degree. Students who plan to pursue a bachelor's degree through transfer would be better served to matriculate in the College's Liberal Arts & Sciences or General Studies degree programs.

	2007-08	2008-09	2009-10	2010-11	2011-12
Fall enrollment	13	21	12	10	8
Completions	2	0	5	2	0

With the exception of BMK 230 Advertising and Promotion, all courses will continue to be available to students. Students who have already enrolled can either take BMK 245 Integrated Marketing Communications or substitute a number of relevant courses, such as COM 211, COM 201, NMC 220 for BMK 230 so that they can obtain the Certificate in Communication.

RESOURCES
No resources are required to make this change.

02/13/13 – ConnSCU Academic Council
03/08/13 – BOR-Academic and Student Affairs Committee

ITEM
Termination of a Community Health Care Worker program leading to an undergraduate certificate (C2) at Quinebaug Valley Community College

RECOMMENDED MOTION FOR FULL BOARD
RESOLVED: That the Board of Regents for Higher Education approve at the request of the institution the termination of a Community Health Care Worker program leading to an undergraduate certificate (C2) at Quinebaug Valley Community College, with a phase out period until July 1, 2014

BACKGROUND
Quinebaug Valley Community College has requested to terminate a Community Health Care Worker program leading to an 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
Enrollments have been insufficient to justify continuation of this program. Most students interested in this field pursue the AS in Medical Assisting at Quinebaug Valley Community College. The degree program boasts headcount enrollments of 170-180 students in recent years.

	2007-08	2008-09	2009-10	2010-11	2011-12
Fall enrollment		1	0	0	0
Completions		1	0	0	1

Medical assisting certificate programs are offered at Capital, Northwestern Connecticut, and Norwalk Community Colleges.

RESOURCES
No resources are required to make this change.

02/13/13 – ConnSCU Academic Council
03/08/13 – BOR-Academic and Student Affairs Committee

ITEM
Termination of a program in Aviation Maintenance leading to an Associate of Science (A.S.)
degree at Quinebaug Valley Community College

RECOMMENDED MOTION FOR FULL BOARD
RESOLVED: That the Board of Regents for Higher Education approve at the request of the
institution the termination of a program in Aviation Maintenance leading to an
Associate of Science (A.S.) degree at Quinebaug Valley Community College,
with a phase out period until July 1, 2014

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

RATIONALE
Enrollments have been insufficient to justify continuation of this program. One student was
enrolled in fall 2012. Accommodations will be made to allow the student to complete the
program through the phase out period.

	2007-08	2008-09	2009-10	2010-11	2011-12
Fall enrollment	1	1	3	2	1
Completions	1	1	1	0	0

Aviation maintenance programs leading to the associate's degree are also offered at Gateway
Community College, Housatonic Community College, and Three Rivers Community College.

RESOURCES
No resources are required to make this change.

02/13/13 – ConnSCU Academic Council
03/08/13 – BOR-Academic and Student Affairs Committee

ITEM
Termination of an Arts Entrepreneur program leading to an undergraduate certificate (C2) at Quinebaug Valley Community College

RECOMMENDED MOTION FOR FULL BOARD
RESOLVED: That the Board of Regents for Higher Education approve at the request of the institution the termination of an Arts Entrepreneur program leading to an undergraduate certificate (C2) at Quinebaug Valley Community College, with a phase out period until July 1, 2013

BACKGROUND
Quinebaug Valley Community College has requested to terminate an Arts Entrepreneur program leading to an 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
This program was approved in 2006, but enrollments have been insufficient to justify continuation of this program.

	2007-08	2008-09	2009-10	2010-11	2011-12
Fall enrollment	0	0	0	0	0
Completions	0	1	1	0	0

There are no other programs of this sort in the state.

RESOURCES
No resources are required to make this change.

02/13/13 – ConnSCU Academic Council
03/08/13 – BOR-Academic and Student Affairs Committee

ITEM
Termination of a program in Wastewater leading to an undergraduate certificate (C2) at Naugatuck Valley Community College

RECOMMENDED MOTION FOR FULL BOARD
RESOLVED: That the Board of Regents for Higher Education approve at the request of the institution the termination of a program in Wastewater leading to an undergraduate certificate (C2) at Naugatuck Valley Community College, with a phase out period until July 1, 2013

BACKGROUND
Naugatuck Valley Community College has requested to terminate a program in Wastewater leading to an 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
This program has been largely inactive at Naugatuck Valley and across the community colleges. No certificates in Wastewater have been awarded at Naugatuck Valley or any other community college in the past decade.

	2007-08	2008-09	2009-10	2010-11	2011-12
Fall enrollment	0	0	0	0	1
Completions	0	0	0	0	0

RESOURCES
No resources are required to make this change.

02/13/13 – ConnSCU Academic Council
03/08/13 – BOR-Academic and Student Affairs Committee

ITEM
Modification of a program in Liberal Studies leading to a Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degree to become a program in Interdisciplinary Studies leading to the Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degree and a program in General Studies leading to the Bachelor of Arts (B.A.) degree at Southern Connecticut State University

RECOMMENDED MOTION FOR FULL BOARD
RESOLVED: That the Board of Regents for Higher Education approve a modification of a program in Liberal Studies leading to a Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degree to become a program in Interdisciplinary Studies leading to the Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degree and a program in General Studies leading to the Bachelor of Arts (B.A.) degree at Southern Connecticut State University

BACKGROUND
Southern Connecticut State University has requested to modify the curriculum of its program in Liberal Studies leading to a Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degree to become a program in Interdisciplinary Studies leading to the Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degree and a program in General Studies leading to the Bachelor of Arts (B.A.) degree. Modifications of undergraduate degree programs of more than 15 credits and changes in degree program names require approval by the Board of Regents, pursuant to 10a-34-3(c) of the regulations.

RATIONALE
Southern Connecticut State University's Liberal Studies program, like many programs in the United States, has attracted not only highly-motivated independent learners but also students whose academic history has exhibited some challenges. In various cases GPAs may be too low to gain entrance to their major of choice, students may not be able to pass a "gateway" course (often math-based) or other required course in their major of choice, and students may have changed institutions and/or majors several times without making decisive progress toward a degree.

In the past ten years, SCSU's Liberal Studies Program has attracted more and more of the latter types of students, to the point that neither student population is well-served by the existing program. The proposed changes will create separate degree programs for these two student populations in order to better meet the needs of both. The Interdisciplinary Studies degree will be highly customized by students to develop an intentional combination of several minors or construct their own areas of study. The general studies degree program will focus on serving returning students who with directed advising and guidance will construct a degree completion program that equips students with skills and strategies that will increase their employability and level of civic contribution after graduation.

DESCRIPTION
The Interdisciplinary Studies B.A./B.S. degree program will support students who wish to combine several minors and/or or construct their own areas of study in order to pursue self-defined interests that are not fully served by SCSU's existing majors. The Liberal Studies

Program Coordinator, Academic Advising Coordinator, and IDS 401W faculty members will operate from the assumption that Interdisciplinary Studies students can, with supportive academic advising and IDS 401W capstone seminar, develop into rigorous, innovative, and independent problem-solvers who will be competitive in a global economy.

<u>The General Studies B.A. degree program</u> will support students who are experiencing difficulty finishing their degree for one or more reasons: they are returning to SCSU after an extended absence during which their general education and major requirements have undergone significant changes; they have been unable to achieve the GPA needed for one or more majors of choice; they have been unable to pass a "gateway" course in their major of choice after several attempts. The Liberal Studies Program Coordinator, Academic Advising Coordinator, and IDS 401W faculty members will operate from the assumption that many General Studies students can, with careful academic advising and a structured IDS 401W capstone seminar experience, achieve a level of academic performance that merits a bachelor's degree and equips students with skills and strategies that will increase their employability and level of civic contribution after graduation.

Curriculum

Structure for the Interdisciplinary Studies BA and BS programs
Students with a GPA of 2.0 or higher will be eligible for the BA or BS in Interdisciplinary Studies. To graduate, students must

- Complete a minimum of 120 credits
- Maintain a 2.0 or higher overall GPA and a 2.0 GPA in each minor
- Satisfy all AUR or LEP requirements for the BA or BS degree (depending upon which general education program they were admitted under)
- Satisfy requirements for two (BA) or three (BS) areas based on existing 18-credit university minor requirements (or self-designed 18-credit interdisciplinary minors). Students may not select more than one minor from the same discipline.
- Gain approval for self-designed interdisciplinary minor(s) from the Liberal Studies Program Coordinator and Liberal Studies Academic Advising Coordinator* prior to completion of more than 9 credits in the proposed minor and completion of more than 60 credits overall (75 credits for transfer students)
- In some cases a faculty member from a related academic discipline serving on the Liberal Studies Committee or invited to serve as an ad hoc consultant to the LBS committee may approve a self-designed minor.
- Complete at least 36 credits at the 300 level or higher
- Complete IDS 401W: Capstone Seminar in Interdisciplinary Studies*

*with the approval of the LBS Coordinator, students may substitute a 300- or 400-level writing intensive (W) or tier 3 LEP capstone course in one of their minor areas for IDS 401W. This course will be in addition to the required 18cr in the minor area.

Structure for the General Studies B.A.
Students with 60 credits or more and a GPA of 2.0 or higher will be eligible for the BA in General Studies. To graduate, students must

- Complete a minimum of 120 credits
- Maintain a 2.0 or higher GPA
- Satisfy all AUR or LEP requirements for the BA or BS degree (depending upon which general education program they were admitted under)
- Gain approval for an identified 24 credit area of themed concentration in their coursework with the Liberal Studies Program Coordinator and Liberal Studies Academic Advising Coordinator*, of which 15 credits must be at the 300 level or higher, and maintain a 2.0 or higher GPA in the theme
- In some cases a faculty member from a related discipline serving on the Liberal Studies Committee or invited to serve as ad hoc consultant to the LBS committee may approve a theme.
- Complete at least 36 credits at the 300 or 400 level
- Complete IDS 401W: Capstone Seminar in Interdisciplinary Studies**

** Students 25 years of age or older, with a minimum of five years' paid work experience in subject areas taught at SCSU and additional substantive non-paid learning experiences such as volunteer activities and non-credit training, may apply for an IDS 401W exemption from the Liberal Studies Program Coordinator and Liberal Studies Academic Advising Coordinator. To earn an exemption, students will need to provide documentation of their experience and make a 5-10pp. written argument that demonstrates proficiency in writing and supports their claim of IDS 401W-equivalent learning outcomes. IDS 401W exemptions will carry no course credit.

New capstone course for both degrees
 IDS 401W: Capstone Seminar in Interdisciplinary Studies
Neither student population currently has a substantive capstone experiences. The IDS 401W Capstone Seminar is designed to provide Interdisciplinary Studies and General Studies students with a methodological framework and structured research experience that shows them how to bring together their disparate areas of study to formulate original lines of inquiry, research complex problems, and propose solutions. The final project may be a written proposal, or it may be a product/deliverable in the public service, educational, technological, multi-media, fine arts, or entrepreneurial domains; all final projects will include an accompanying self-evaluation essay. Students will be encouraged to develop projects that will allow them to transition into a specific post-graduation career path. IDS 401W will include a public presentation of final work. IDS 401W will be open to students in other degree programs with the permission of the Liberal Studies Program Coordinator and Liberal Studies Academic Advising Coordinator.

ITEM
Modification of a program in Radiologic Technology leading to an Associate of Arts (A.S.) degree at Middlesex Community College to change program credit distribution and curriculum

RECOMMENDED MOTION FOR FULL BOARD
RESOLVED: That the Board of Regents for Higher Education approve a modification of a program in Radiologic Technology leading to an Associate of Arts (A.S.) degree at Middlesex Community College to change program credit distribution and curriculum

BACKGROUND
Middlesex Community College has requested to modify the curriculum of its program in Radiologic Technology leading to an Associate of Arts (A.S.) degree. The changes are proposed to meet requirements from the program accreditor. Modifications of undergraduate degree programs of more than 15 credits require approval by the Board of Regents, pursuant to 10a-34-3(c) of the regulations.

RATIONALE
The program is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT) which is the only agency recognized by the United States Department of Education (USDE) for the accreditation of traditional and distance delivery educational programs in radiography, radiation therapy, magnetic resonance, and medical dosimetry. The most recent site visit was September 2007 with a previous accreditation status of 8 years.

After review of the requested interim report, the continuing accreditation status of the associate degree radiography program sponsored by Middlesex was reduced to a period of six years. The committee cited the areas of concern based on the program's compliance with Standards One and Four (primarily around supervision in clinical settings), joint sponsorship of the program with Middlesex Hospital, and new guidelines for calculating clinical capacity. Program modifications proposed here address those concerns.

Mission and Purposes
The primary objective of the Radiography Program is to provide students with the necessary academic and clinical knowledge to function as competent Radiographers, who are eligible to achieve A.R.R.T. certification and gain employment in the community and region. Students must pursue the program full-time during the day. Graduates of the program are eligible to take the national certification examination for the radiography technologist. Upon passing the examination, the graduates become eligible to work as licensed radiography technologists in the United States and Canada. Of particular note is that, depending on the country, students may also work internationally as well. Several students have exercised this option.

Curriculum
The AS degree program in Radiologic Technology provides students with the knowledge and skill set necessary for certification and entry-level practice as Registered Technologists in Radiography. Students in this program will complete a total of 69 credits. 42 credits will be in

core Radiography courses, 24 credits will supply the necessary foundation in math, physics, communication, and human structure and function. Three additional general education credits will be taken to fulfill the degree requirement. Students will participate in supervised clinical education rotations at approved radiology facilities to obtain the required clinical competency. Students must have a minimum 2.5 GPA for admission and must maintain grade of C for all program courses with the exception of Bio 211 and Bio 212 which are a C+. Upon completion of all program requirements, students will be eligible for certification by the American Registry of Radiologic Technologists (ARRT) and state licensure.

Existing Curriculum

Program Prerequisites		Credits
None		

First Summer (Summer 1) – 5 credits

ENG*101	Composition	3
RAD* 106	Orientation to Radiography I	1
RAD* 107	Radiographic Procedures I	1

First Semester (Fall 1) – 14 credits

BIO* 211	Human Anatomy & Physiology I	4
MAT* 137	Intermediate Algebra	3
	Social Science Elective	3
RAD* 108	Orientation to Radiography II	1
RAD* 109	Patient Care I	1
RAD* 195	Radiographic Procedures II	2

Second Semester (Spring 1) – 14 credits

PSY* 111	General Psychology I	3
BIO* 212	Human Anatomy & Physiology II	4
CSC* 101	Intro to Computers	3
RAD* 110	Orientation to Radiography III	1
RAD* 111	Patient Care II	1
RAD* 196	Radiographic Procedures III	2

Second Summer (Summer 2) – 7 credits

RAD* 207	Radiographic Procedures IV	3
RAD* 208	Radiographic Exposure I	3
RAD* 293	Clinical Education I	1

Third Semester (Fall 2) – 13 credits

RAD* 209	Methods of Patient Care	3
RAD* 210	Radiographic Procedures V	3
RAD* 211	Radiographic Quality Control	3
RAD* 212	Radiographic Exposure II	3
RAD* 294	Clinical Education II	1

Fourth Semester (Spring 2) – 12 credits

RAD* 213	Analysis of Radiographic Quality	3
RAD* 214	Special Procedures & Pathology	3
RAD* 222	Radiobiology & Protection	3
RAD* 295	Clinical Education III	3

Third Summer (Summer 3) – 3 credits

RAD* 296	Applied Radiography	3

Modified Curriculum

Admissions Prerequisites – 7 (10) credits

BIO* 211	Human Anatomy & Physiology I	4
	Computer Proficiency Skills:	3
	Intro to Computers (CSC* 101), or equivalent course, or passing score on computer proficiency test	
ENG*101	Composition	3

Program Prerequisites – 4 credits

BIO* 212	Human Anatomy & Physiology II	4

First Summer (Summer 1)

None

First Semester (Fall 1) – 16 credits

PHY* 110	Introductory Physics	4
MED* 125	Medical Terminology	3
	Humanities/Fine Arts Elective	3
RAD* 105	Radiography Anatomy & Procedures I	3
RAD* 109	Methods of Patient Care I	1
RAD* 171	Radiographic Clinical Practicum I	2

Second Semester (Spring 1) – 14 credits

PSY* 111	General Psychology I	3
RAD* 172	Radiographic Clinical Practicum II	2
RAD* 204	Radiography Anatomy & Procedures II	3
RAD* 209	Methods of Patient Care II	3
RAD* 219	Radiographic Equipment & Image Production	3

Second Summer (Summer 2) – 7 credits

RAD* 200	Radiographic Physics & Diagnostic Imaging Modalities	3
RAD* 240	Radiographic Clinical Practicum III	4

Third Semester (Fall 2) – 15 credits

MAT* 137	Intermediate Algebra	3
RAD* 206	Quality Assurance	3
RAD* 215	Radiographic Pathology	3
RAD* 222	Radiobiology & Protection	3
RAD* 241	Radiographic Clinical Practicum IV	3

Fourth Semester (Spring 2) – 6 credits

RAD* 271	Advanced Clinical Internship	6

ITEM
Licensure and accreditation of a program in Technology Studies leading to an Associate of Science (A.S.) degree with an Option in Computer Engineering Technology at Middlesex Community College

RECOMMENDED MOTION FOR FULL BOARD
RESOLVED: That the Board of Regents for Higher Education license and accredit a program in Technology Studies leading to an Associate of Science (A.S.) degree with an Option in Computer Engineering Technology for a period of time concurrent with institutional accreditation

BACKGROUND
Middlesex Community College (MXCC) has applied for licensure and accreditation of a program in Technology Studies leading to an Associate of Science (A.S.) degree with an option in Computer Engineering Technology. The College is currently accredited to award the A.S. degree in Technology Studies with no option, with an option in Engineering Technology, and with an option in Manufacturing Machine Technology. The proposed option in Computer Engineering Technology is 23 credits and requires separate accreditation. The College has requested simultaneous licensure and accreditation of the program.

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-34). Undergraduate options of greater than 15 credits require licensure as new programs, pursuant to the Connecticut Regulations for Licensure and Accreditation of Institutions and Programs of Higher Learning (10a-34-2(j)).

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.

The program will be considered by the statewide Advisory Committee for Accreditation (ACA) on March 7, 2013 and will forward a recommendation to the Board of Regents. Action from the BOR-ASA is contingent upon a favorable recommendation from ACA.

01/09/13 – ConnSCU Academic Council
03/08/13 – BOR-Academic and Student Affairs Committee

PLANNING ASSESSMENT

Conformance with institutional mission
The program is consistent with the College's mission and fits within an existing degree program

Need
This program is designed for transfer into a bachelor's program in computer information technology. The number of individuals with strong credentials in computer science and computer engineering fields has consistently not met the number of available openings identified by the Connecticut Department of Labor.

Unnecessary duplication of programs
Specializations in associate's degree programs are not uniformly tracked or consistently categorized. Full associate's degree programs in Computer Engineering Technology are offered at Gateway Community College, Manchester Community College, and the University of Hartford. Computer Engineering programs are offered at the bachelor's level at Central Connecticut State University, Fairfield University, Trinity College, the University of Bridgeport, the University of Connecticut, the University of Hartford, and the University of New Haven.

Cost effectiveness
The College anticipates revenue in the first year of $78,940, increasing to $113,590 in the second year and $146,680 in the third. This income would more than offset an initial cost of $47,323 in the first year, $58,596 in the second year, and $58,316 in the third.

These revenue and cost estimates, however, rely on enrollment projections that are likely overly optimistic with 35 students (25 FTE) in the first year, 73 students (52.5 FTE) in the second year, and 105 students (72.5 FTE) in the third. Historical enrollments in the College's Technology Studies programs. This level of enrollment would place the program in the top half of the most popular programs in the first year of operation and rank #6 in enrollment by the third year of operation in comparison to 2012 program headcount enrollment.

Headcount Enrollment in Current Technology Studies Programs at Middlesex Community College

Technology Studies Programs	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
TechStds:Mnfg Machine Tech (FF22)		3	5	7	21
Technology Studies (FF11)		13	12	13	14
Tech Stds: Eng Technology Opt. (FF12)				1	2
Total		16	17	21	37

Availability of adequate resources
The College anticipates no new full-time faculty would be necessary to launch this program. Additional costs for adjuncts would be incurred, and the College has budgeted $25,000 for equipment in the first year, $20,000 in the second, and $10,000 in the third. Additional information appears in the pro forma budget.

QUALITY ASSESSMENT
DESCRIPTION

Purpose and Objectives

The program prepares students for transfer to institutions with bachelor's degree programs in Computer Engineering Technology, Industrial Technology, Networking Technology, or other related fields, or for entry into computer-based industry positions. This is a hands-on, technically oriented program. The specific program objectives include:

1. Provide students with a background in the application of electric circuits, computer programming, associated software applications, computer hardware, computer networking, and engineering standards to the building, testing, operation, and maintenance of computer systems and associated software systems.
2. Provide students with the ability to apply science, engineering, and mathematical analysis in solving computer engineering technology problems.
3. Prepare students to take the industry-based certification exams.
4. Develop students' ability to apply written, oral, and graphical communication in both technical and non-technical environments and to identify and use appropriate technical literature.
5. Develop students' ability to learn new concepts and techniques as required for continuing professional development.

Admission

The target audience for this program includes both full and part time students with an interest in pursuing a career as a systems administrator, network administrator, software developer, programmer, systems analyst, support specialist, or a profession in other computer related areas. Successful completion of the program allows students to enter their junior year in the Computer Engineering Technology Program at Central Connecticut State University. Consultation with the Program Coordinator is strongly recommended if students wish to transfer to other related programs or other institutions.

Enrollment Projections

The College projects an enrollment of 35 (25 FTE) during its first year and anticipates an increase to 105 (72.5 FTE) students during its third year.

	First Term Yr 1		First Term Yr 2		First Term Yr 3	
	FT	PT	FT	PT	FT	PT
Internal Transfers	5	5	5	5	5	5
New Students	10	15	15	20	20	25
Continuing	0	0	12	16	15	35
Total Headcount	15	20	32	41	40	65
Total Estimated FTE per Year	25		52.5		72.5	

Administration
The full-time faculty member directly involved with the proposed program is Dr. Lin Lin (also the author of this proposal). Dr. Lin holds a Ph.D. degree from the Electrical and Computer Engineering Department at the University of Connecticut. She has taught in the Information Systems and Management Information Systems program at MxCC since 2010. She also taught at MCC from 2008 to 2010. She had extensive industry engineering work experience for many years before she became a faculty member in the Connecticut Community College system.

Curriculum
The Technology Studies: Computer Engineering Technology Option A.S. degree program provides students with a background in the application of electric circuits, computer programming, associated software applications, computer hardware, computer networking, and engineering standards to the building, testing, operation, and maintenance of computer systems and associated software systems. The program also provides students with the ability to apply science, engineering, and mathematical analysis in solving computer engineering technology problems.

To accomplish above, the program requires 23 credits of program core courses and 16 credits of related courses including mathematics and physics. Students also need to take 24 credits in liberal arts to complete the degree. Students must meet the residency requirement (15 credits) and complete program requirements with a minimum GPA of 2.0 to graduate.

Required Courses

Curricular Requirement / Course Number and Title	Credits
Program Core Courses	**23**
CSC*101 Introduction to Computers	3
CSC*105 Programming Logic	3
CSC*220 Object Oriented Programming Using Java	3
CST*141 Computer Hardware*	4
CST*231 Data Communication and Networking	3
EGR*111 Introduction to Engineering	3
EGR*221 Introduction to Electric Circuit Analysis*	4
Other Related/Special Requirements	**16**
PHY*121 General Physics I	4
PHY*122 General Physics II	4
MAT*168 Elementary Statistics and Probability I	4
MAT*254 Calculus I	4
Core Course Prerequisites	**8**
MAT* 186 Precalculus	4
MAT* 173 College Algebra with Technology	4
General Education	**24**

New Courses
CST* 141: Computer Hardware

This hands-on course covers essential skills on how to install, upgrade, repair, configure, troubleshoot, optimize, and maintain a personal computer's hardware and peripherals. Topics include power supplies, motherboards, processors, memory, hard drives, I/O devices, and multimedia devices. This course also prepares students for the CompTIA's 2009 A+ Essentials and A+ Practical Application Certification exams. Four hours of lecture/laboratory per week. 4 credits

EGR* 221: Introduction to Electric Circuit Analysis

This course covers basic concepts, theorems, laws, methods of analysis, and application examples in DC and AC circuits. Topics include resistance, capacitance, inductance, operational amplifiers, Ohm's Law, Kirchhoff's Laws, Thevenin's and Norton's Theorems, Nodal and loop analysis, first and second order transient circuits, steady-state analysis, and polyphase circuits. Laboratory experiments involve using simulation software and using instruments for circuit building and testing. Four hours of lecture/laboratory per week. Prerequisite: EGR*111 and MAT*254. 4 credits

<div align="center">Resource Support</div>

The resources required for this program will include allocation for new laboratory equipment and new software. The need for additional adjunct faculty is anticipated. Relevant grants will be pursued. Otherwise, funding for these items will come from the college's usual operating and capital budgets.

The new program shares many of MxCC's existing Information Systems/Management Information Systems program curriculum, faculty, and technology resources. Much of the technology (computer labs and software) is already in place.

Faculty
Dr. Lin Lin in the IS/MIS program will be the Program Coordinator of the proposed program. She has a strong background in the Computer and Electrical Engineering field.

Three additional full-time faculty members (Assistant Prof. Hubert Godin, Prof. Donna Hylton, and Prof. Mark Busa) will teach a number of core courses. Including Dr. Lin, the four FT faculty will teach about 80% credits in the program, and the other 20% will be taught by adjunct faculty. There are several adjuncts that currently teach core courses such as Introduction to Computers and Data Communication and Networking. Additional adjunct faculty may need to be hired. All adjuncts will hold master's degrees in their respective areas of specialization or a combination of a bachelor's degree and professionally recognized certifications. Working professionals who bring their field experience to the coursework to create a richer learning environment for students are preferred.

Facilities and Library Resources
The program will require some additional laboratory equipment and new software. Some additional library resources will be required.

PRO FORMA BUDGET

PROJECTED Enrollment	First Term Year 1		First Term Year 2		First Term Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers (from other programs)	5	5	5	5	5	5
New Students (first time matriculating)	10	15	15	20	20	25
Continuing (students progressing to credential)	0	0	12	16	15	35
Headcount Enrollment	15	20	32	41	40	65
Total Estimated FTE/Year	25		52.5		72.5	

PROJECTED Revenue	Year 1 (2013-14)		Year 2 (2014-15)		Year 3 (2015-16)	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition* (Do not include internal transfers)	$35,980	$42,960	$56,310	$57,280	$75,080	$71,600
Program-Specific Fees						
Other Rev. (Annotate in text box below)						
Total Annual Program Revenue	$78,940		$113,590		$146,680	

*Tuition is calculated using 2012-13 rates as follows. Full time: in-state, $1877/semester ($1799 fee + $78 Lab fee) for two semesters; Part time: in-state, 9 credits, $1432/semester ($1354 fee + $78 Lab fee) for two semesters

PROJECTED Expenditures*	Year 1		Year 2		Year 3	
	Number (as applicable)	Expenditure	Number	Expenditure	Number	Expenditure
Administration (Chair or Coordinator)	3 WLU** to cover release for Level I Prog. Coordinator	$5,941		$6,119		$6,303
Faculty (Full-time, total for program)	re-allocation	$0		$0		$0
Faculty (Part-time -total for program)	6 WLU**	$11,882	12 WLU	$24,477	15 WLU	$31,514
Support Staff	no additional	$0		$0		$0
Library Resources Program		$1,000		$1,500		$1,750
Equipment (List as needed)	Required new hardware & software, etc	$25,000		$20,000		$10,000
Other (e.g. student services)	Consumable suppl.	$1,000		$1,250		$1,500
Estimated Indirect Cost (e.g. student services, operations, maintanance)	calculated at $100 per FTE per year	$2,500		$5,250		$7,250
Total ESTIMATED Expenditures		$47,323		$58,596		$58,316

* Note: Capital outlay costs, institutional spending for research and service, etc. can be excluded. ** *$1435/WLU plus 38% fringe, with annual 3% inflation adjustment*

ITEM
Authorization of BOR President or his or her designee to collect records, maintain databases, and conduct studies and research to serve the interests of the state, including execution of MOUs to engage in data sharing with state, federal, and other agencies

RECOMMENDED MOTION FOR FULL BOARD
WHEREAS, in accordance with Section 10a-1a(a) of the Connecticut General Statutes, the Board of Regents is the governing body for the Connecticut Community Colleges, Connecticut State Universities, and Charter Oak State College; and

WHEREAS, in accordance with Section 10a-6(d) of the Connecticut General Statutes, the Board of Regents is required to request and receive, or be provided electronic access to data, reports and other information from the constituent units of the state system of higher education that is necessary for the board to carry out its responsibilities pursuant to Section 10a-6 of the Connecticut General Statutes; and

WHEREAS, in accordance with Section 10a-6(a) of the Connecticut General Statutes, the Board of Regents is required to develop and maintain a central higher education information system and establish definitions and data requirements for the state system of higher education; and undertake such studies and other activities as will best serve the higher educational interests of the state; and

WHEREAS, Section 10a-1b of the Connecticut General Statutes provides that the BOR President is chief executive officer of the BOR who shall have responsibility for implementing the policies and directives of the board and any additional responsibilities as the board may prescribe; administer, coordinate and supervise activities of the Board in accordance with the policies set by the Board; and, may enter into such contractual agreements as may be necessary for the discharge of his duties, be it

RESOLVED, That the Board of Regents for Higher Education authorize the President of the Board, or his or her designee, to collect any and all educational, financial, and other records from institutions governed by the Board and maintain these records securely in a central higher education system, and be it further

RESOLVED, That the Board of Regents for Higher Education authorize the President of the Board, or his or her designee, to examine, compile, and analyze these records and other information to prepare studies and reports to meet statutory and regulatory requirements or to serve the higher educational interests of the state, and be it further

RESOLVED, That the Board of Regents for Higher Education authorize the President of the Board to execute the Memoranda of Understanding to share data in a manner consistent with state and federal laws with state, federal, and other agencies in the execution of such studies and reports.

BACKGROUND
The Board of Regents holds broad responsibilities for governance of the community colleges, state universities and Charter Oak State College as well as responsibilities for establishing policies and guidelines for the state's system of public higher education. These responsibilities include the preparation of studies and reports to meet various statutory and regulatory requirements as well as to serve the higher educational interests of the state. This resolution authorizes the BOR President as the Board's chief executive officer to collect and securely store data from institutions, analyze these data, and release reports. It also authorizes the BOR President to enter into data sharing agreements consistent with state and federal laws to execute these reports.

RATIONALE
The statute places these responsibilities for data collection and analysis with the Board, but the actual execution of activities such as collecting and storing data, data analysis, cross-agency data sharing, and report production requires delegation to the BOR President and staff employed by the President. Beyond maintenance of a centralized information technology system, this resolution will authorize the BOR president and his or her staff to prepare and release reports. For instance, it will allow for tracking students across multiple institutions to monitor the effectiveness of the Board's transfer and articulation policy and the requirements of Public Act 12-31 as well as to monitor the success of efforts to address various initiatives and legal requirements such as progress on the Board's strategic plan and efforts to meet the requirements of Public Act 12-40.

Recent regulatory changes related to the Family Educational Rights and Privacy Act (FERPA), require specific data sharing agreements for protection of personally identifiable data and the sharing of such data for designated purposes. The resolution authorizes the BOR President as the chief executive officer of the Board to enter into such agreements. Such agreements are needed to meet statutory requirements such as the legislative report cards prepared by CETC under CGS 31-3bb and reports on employment of graduates required by CGS 10a-6b(c). They are also needed to monitor success on the Board's strategic plan as well as to conduct and optimize normal operations.

This item was reviewed by the Information Technology Committee on February 25, 2013 and approved unanimously. It is forwarded to the ASA Committee for review and recommendation before proceeding to the full board.

02/25/13 – BOR Information Technology Committee
03/08/13 – BOR-Academic and Student Affairs Committee

ITEM
Resolution concerning the assessment of student learning

RECOMMENDED MOTION FOR FULL BOARD
WHEREAS, in accordance with Section 10a-1(a) of the Connecticut General Statutes, the Board of Regents for Higher Education is the governing body for the Connecticut Community Colleges, Connecticut State Universities, and Charter Oak State College, and

WHEREAS, the Board has adopted a mission that includes providing rigorous programs and a strategic goal to graduate more students with the knowledge and skills to achieve their life and career goals, and

WHEREAS, the Board has adopted a Transfer and Articulation policy that establishes a general education core based on student competencies, and

WHEREAS, in accordance with the New England Association of Schools and Colleges (NEASC) Standard for Accreditation 3.2, the governing board is ultimately responsible for the institution's quality and integrity, and

WHEREAS, assessment of student learning is an integral component of NEASC standards for the academic program in providing useful information for improving student experiences and learning, as well as assuring that the level of student achievement is appropriate for the degree awarded, be it

RESOLVED that the Connecticut State University Trustees Resolution concerning Assessment of Student Learning for Educational Improvement (BR #05-38) is rescinded, and be it further

RESOLVED that the Connecticut State Colleges and Universities will assess student learning in a manner consistent with NEASC Standards, standards of program-specific accreditors and groups, and disciplinary expectations, with faculty having a leading role to develop and implement plans for the assessment of learning for educational improvement, and be it further

RESOLVED that the President of each college and university shall submit to the BOR President no later than September 1 of each year a report that updates the institution's most recent 5- or 10-year report to NEASC; the format of this report shall be determined by the BOR President and shall be a format consistent with periodic reporting to NEASC.

BACKGROUND
The Former CSU Board of Trustees adopted an assessment policy in 2005 that required submission of annual reports about assessment activities in June of each year. The first reports were not required until June 2008. Formats were changed almost every year, and provided little valuable information to the Board or to the institution. Having a policy about assessment, however, serves several purposes: 1) emphasizing the importance to the Board of measuring student learning and using the results to improve, 2) providing a regular and expected cycle of reporting results, and 3) demonstrating to NEASC Board oversight over important processes.

In 2012, state universities were asked to provide an update of the E-Series forms they most recently submitted to NEASC in a 5-year report or 10-year self-study. The policy will allow for continuation of this format but also flexibility in adapting to changes that NEASC may institute.

RATIONALE
The policy:

- Continues to require annual reports from universities about assessment and extends the policy to the colleges
- Changes the due date of the report from June 1 to Sept. 1 to allow more time to analyze data collected at the end of the academic year
- Emphasizes the alignment of reports to BOR with NEASC standards but allows for flexibility as NEASC changes its format, with the intent that annual attention to assessment will ease burden for five-year and ten-year reports to NEASC while also strengthening the process to close the assessment loop
- Preserves a phrase from the former CSU Board's resolution that "faculty will develop and implement plans for the assessment of learning for educational improvement."

02/13/13 – ConnSCU Academic Council
03/08/13 – BOR-Academic and Student Affairs Committee

ITEM
Revision of the academic honors policy for community colleges

RECOMMENDED MOTION FOR CONSIDERATION BY THE BOARD

WHEREAS,   the Deans of Students and the academic officers of the community colleges have unanimously recommended revision of the policy on honors, be it

RESOLVED   that the Community College Board of Trustees policy 3.21 Honors – Semester and Graduation is rescinded, and be it further

RESOLVED   that the policy for Honors – Semester and Graduation stand as below:

Honors - Semester and Graduation

Semester Honors

1. Full-time students who are matriculated in a certificate or degree program and who successfully complete 12 or more credits of work in a semester with a grade point average of 3.4 or higher shall be recognized by having their names placed on a Dean's List.
2. Part-time students who are matriculated in a certificate or degree program are also eligible for such recognition when they have completed 12 or more credits of work with a cumulative grade point average of 3.4 or higher. They may be subsequently recognized at the completion of an additional 12 or more credits of work with a cumulative grade point average of 3.4 or higher, and at successive intervals of 12 credits.
3. A course Withdrawal or Incomplete shall make the student ineligible for Dean's List recognition that semester. Upon completion of the Incomplete, the student may be recognized retroactively.
4. Students who are in a probationary status are not eligible for Dean's List recognition, even if their cumulative grade point average might otherwise make them eligible.

Graduation Honors

Students with exemplary academic performance shall be recognized at graduation with the following designations, either in Latin or English, as the college may choose:
- Summa Cum Laude/Highest Honors for students with a 3.9 – 4.0 grade point average
- Magna Cum Laude/High Honors for students with a 3.7 – 3.89 grade point average
- Cum Laude/Honors for students with a 3.4 – 3.69 grade point average

Students with an Incomplete may become eligible retroactively for graduation honors upon completion of the course requirements, and recognition shall appear on the transcript, provided that the student has earned the required grade point average.

Grades received for developmental courses may be used to determine eligibility for semester honors. However, they cannot be used to determine eligibility for graduation honors.
ISSUES FROM JANUARY MEETING

This policy was presented at at the January ASA Committee meeting. Regents had questions about.

1. The effect of the policy on students in their final semester if the final term did not coincide with an increment of 12 credits
2. The structure of policies from institutions outside Connecticut
3. The administrative burden/cost of implementing the policy
4. Semester honors policies at the state universities

BACKGROUND AND RATIONALE

The current policy on semester hours allows for community college students taking just three credits to be eligible for honors. Additionally, the current policy allows for students on probationary status simultaneously to be on the Dean's List. The revisions proposed by the community college deans of students and chief academic officers:

1. require that part-time students must have completed 12 credits before being eligible for Dean's List honors, making their minimum credit threshold equivalent to that for full-time students, and
2. prevent a student who is on probationary status eligible from being simultaneously placed on the Dean's List

Effectively, the policy for semester honors will change

FROM:
There shall be a Dean's List of students, both full-time and part-time, who earn a semester grade point average of 3.4 or higher. Part-time students who pursue three credits or more in a semester shall be eligible for semester honors. A course Withdrawal or Incomplete shall make the student ineligible for Dean's List recognition that semester. Upon completion of the Incomplete, the student may be recognized retroactively.

TO:
1. Full-time students who are matriculated in a certificate or degree program and who successfully complete 12 or more credits of work in a semester with a grade point average of 3.4 or higher shall be recognized by having their names placed on a Dean's List.
2. Part-time students who are matriculated in a certificate or degree program are also eligible for such recognition when they have completed 12 or more credits of work with a cumulative grade point average of 3.4 or higher. They may be subsequently recognized at the completion of an additional 12 or more credits of work with a cumulative grade point average of 3.4 or higher, and at successive intervals of 12 credits.
3. A course Withdrawal or Incomplete shall make the student ineligible for Dean's List recognition that semester. Upon completion of the Incomplete, the student may be recognized retroactively.
4. Students who are in a probationary status are not eligible for Dean's List recognition, even if their cumulative grade point average might otherwise make them eligible.

The graduation honors policy remains unchanged.

The state universities and Charter Oak State College share similar GPA thresholds for graduation Honors but have different requirements by campus for credits completed at the institution to qualify. The state universities have different policies for semester honors at each campus. Charter Oak State College does not confer semester honors.

THE EFFECT OF THE POLICY ON STUDENTS IN THEIR FINAL SEMESTER IF THE FINAL TERM DID NOT COINCIDE WITH AN INCREMENT OF 12 CREDITS

The question raised by the board members at their January meeting was presented to all twenty-four academic and student affairs officers for the community colleges, to consider whether a part-time student in their final semester at the college would be inconvenienced by not being eligible for dean's list honors if they had not accumulated another twelve-credits in their final semester. It was agreed that such students wouldn't be eligible for dean's list recognition, but it was not believed that this would significantly create an issue for students either. A student in a 60+ credit associates degree would be eligible at least 5 times for dean's list honors, i.e. at the 12, 24, 36, 48 and 60 credit mark. If a student were taking only 1-2 courses per semester, there would be many semesters in which a student would not be eligible, due to their not having accumulated another complete block of 12 credits.

This could also be just as true for a FT student who, nearing the completion of their degree requirements, only needs 1-2 more courses to graduate, and as such would not be eligible in their last semester for dean's list honors.

Both deans' councils did not feel that this would be problematic for students, and since the students would be graduating anyway in their final semester, receiving dean's list honors would not be as significant to them as it had been during their previous semesters.

THE ADMINISTRATIVE BURDEN/COST OF IMPLEMENTING THE POLICY

The chairs of both the academic and student affairs officers' councils met with the Banner Student Team, who would be responsible for implementing this policy change should it be approved. It was agreed that to program this policy into the Banner academic standing processes, that are run at the end of every semester, would be possible, though a significant undertaking. It was estimated that to research the programming required and test it would take 2-3 months and would likely be completed and ready for implementation in December 2013. The team agreed to begin researching how this could be programmed. This proposal was also shared with the Registrar's Council within the community college system for their input, as this process would most likely be handled within each Registrar's Office.

THE STRUCTURE OF POLICIES AT INSTITUTIONS OUTSIDE OF CONNECTICUT

A sampling of institutions from surrounding states was taken to assess their semester honors or dean's list policies. The institutions reviewed were:

    SUNY Geneseo
    SUNY Rockland Community College
    Springfield Technical Community College

SUNY Geneseo

A student will be named to the Dean's List for a fall or spring semester if, during that semester, the student has

- carried 12 or more hours in courses earning quality points;
- received no final grades of D, E, U, or F;
- received no grade of I (Incomplete) in any course; and
- attained a semester's grade point average of 3.50 or above.

The Dean of the College will notify students who have been named to the Dean's List. A student who qualifies for the Dean's List in a given semester with a grade point average of 4.00 will also be named to the President's List. Students named to the President's List receive a letter of commendation from the President of the College. Please note that these lists are not compiled for Summer Sessions or Intersession.

http://www.geneseo.edu/dean_office/dean_list_president_list

SUNY Rockland Community College

Both full and part-time students are eligible for the Dean's List. All courses and grades used in the Dean's List calculations must have been completed at SUNY Rockland. Physical Education or credit equivalent courses are never included in the definition of full-time student or credit equivalent semesters and are not included in the GPA calculation.

Full-time students must complete 12 or more credits in a semester with a semester grade point average of 3.25 or higher.

Part-time students must have a grade point average of 3.25 or higher for each full-time equivalent semester of study. For Dean's List purposes, a full-time equivalent semester is based on a minimum of 12 consecutive credits. Once a Dean's List notation is given, a new set of calculations is started for the next full-time equivalent semester.

In all cases, students will not be eligible for the Dean's List if they have an "I" (Incomplete) grade or grades lower than "C" in their full-time or full-time equivalent semester. Once grades have been finalized, students with "I" grades may qualify. The phrase "Dean's List" will appear on the transcript.

http://www.sunyrockland.edu/about/college-policies/academic-policies/academic-honors

Springfield Technical Community College

In order to recognize above-average academic performance, a Dean's List is published each Fall and Spring semester and is noted on the official transcript. Any full-time matriculating student carrying 12 college level credits or more within the semester and who earns a 3.3 quality point average is placed on the Dean's List provided that no grade is less than a "C" (2.0) or an Incomplete grade in that semester. Matriculating students carrying less than 12 college level credits in a given semester may be awarded Dean's List status in the Spring semester if they accumulate a minimum of 12 college level credits during the Fall and Spring semesters and achieve a 3.3 quality point average with no grade less than a "C" (2.0) or an Incomplete grade for that period.

http://www.stcc.edu/handbook/academicinfo.asp

For completeness, the University of Connecticut policy was also included in this review

In order to be named on the College of Liberal Arts and Sciences Dean's List students need to have achieved the following:

- Twelve or more calculable semester credits. (NOTE: January intersession grades and credits are NOT CALCULABLE).
- Rank in upper 25th percentile in School or College (including all campus locations) and a minimum semester Grade Point Average of 3.000.
- Eligible Grades: A, A-, B+, B, B-, C+, C, S, P@ (C or better), in a Pass/Fail course.
- Ineligible Grades: C-, D+, D, D-, F, U, and C-, D+, D, D-, F@ in a Pass/Fail course.

*Top Quartile figures do not include those students who met the above criteria but who had Incompletes, Absence Marks, Late Grades, or "No Show" at the time of final grade processing. These students are also not listed on the Dean's List or issued a Dean's List Letter.

A report of the list of Deans' List is sent to University Communications. Their staff notifies local newspapers as specified in advance by the UConn students.

http://www.services.clas.uconn.edu/deanslist.html

POLICIES AT STATE UNIVERSITIES

Central Connecticut State University
Dean's List

Full-time students. Dean's List recognition for a semester is granted to students who carried at least 12 academic credits, earned a 3.50 GPA and did not have any "incompletes" for the semester at the time grades were processed. Part-time matriculated students who have earned a minimum of 12 credits for the academic year, who have achieved a 3.50 cumulative average for fall and spring semesters of that school year and who have no "incompletes" listed on their record are eligible for spring semester Dean's List honors.

http://www.ccsu.edu/page.cfm?p=14574

Eastern Connecticut State University
Dean's List. Recognition for academic excellence is given at the end of each semester to fulltime matriculated students in good standing with a semester GPA of 3.50 or higher. In order to be eligible for consideration, the student must have registered for and completed at least 12 credits in letter-graded courses during the semester in question and have no "Incomplete" for the semester.

Recognition is given at the end of each semester to part-time students who have accumulated 15 credits of letter graded coursework and have earned a grade point average of 3.50 or higher. All grading rules that apply to full-time Dean's List apply to part-time Dean's List recipients.

There are two exceptions:

1. Full-time students, enrolled in student teaching or departmentally-required, University-designated, credit/no credit practica or internships, and lacking 12 credits in letter-graded

      courses, must earn a grade of CR and have a cumulative GPA of 3.50 or higher, including the semester in question, to be placed on the Dean's List.

2. Students with "Incomplete" grade(s) are evaluated for Dean's List eligibility when all of their "Incomplete" grade(s) are changed to final grades

Graduate and Undergraduate Catalog 2012-14, p. 81
http://www.easternct.edu/ecsu/docs/easterncatalog.pdf

Southern Connecticut State University
Students are recognized for their high academic achievement by being placed on the dean's list of their respective schools. In order for undergraduate students to qualify for the dean's list, students must complete 12.0 or more credits in Fall or Spring and earn a semester GPA of 3.5 or better. These requirements apply to all undergraduate students, regardless of their academic class (i.e., freshman, sophomore, junior, or senior).

2011-13 Undergraduate Catalog, p. 45
http://www.southernct.edu/academics/uploads/textWidget/wysiwyg/documents/SCSU_UG_catalog11-13.pdf

Western Connecticut State University
Dean's List

Full-time Undergraduate Students
Eligibility for dean's list each semester requires satisfactory completion of a minimum of 12 graded semester hour credits with a 3.5 semester average. Also eligible are full-time students whose minimum of 12 credits includes course work required in their programs of study that must be taken with a pass/fail option, excluding credits that do not count toward graduation, and whose semester and cumulative average is 3.5.

Part-time Undergraduate Students
An appropriate academic standard for the Dean's List for part-time undergraduate students shall be a minimum of 12 graded semester hours satisfactorily completed within one academic year (fall and spring semesters) with a grade point average for the year of 3.5. The only exception is for students whose minimum of 12 credits includes course work (a) that is required in a program of study, taken on a pass/fail basis, and (b) that does not count toward graduation. For such students, both the academic year average and the cumulative gpa must both be at least 3.5.

Undergraduate Catalog 2010-12
http://www.wcsu.edu/catalogs/undergraduate/aca_svcs.asp

01/11/13 – BOR-Academic and Student Affairs Committee
03/08/13 – BOR-Academic and Student Affairs Committee

INFORMATION ITEM

Non-substantive change to add an undergraduate minor in Astrobiology at Central Connecticut State University

INFORMATION ITEM – NO RESOLUTION IS REQUIRED

No resolution is necessary. Approval by the Board is not required, although the program is reported for informational purposes (10a-34-3(e)).

BACKGROUND

Central Connecticut State University has approved through its curriculum process a new undergraduate minor in Astrobiology, designed for students who have majors in Biology, Biomolecular Science, Chemistry, Earth Science, or Physics. New undergraduate minors of 18 credits or less qualify as nonsubstantive changes under 10a-34-2(k) of the regulations and do not require Board action.

CURRICULUM

18 credits, as follows:

Core:
        ESCI 208 Planetary Astronomy (4)
        BIO 121 General Biology I (4)
             or
        BMS 102/103 Introduction to Biomolecular Science, with lab(4)

Capstone:
        ESCI 470 Extrasolar Planets and Astrobiology (3)

The remaining 7 credits will be selected from the following pre-approved electives or other electives as approved by an advisor in the minor:
        BIO 200 General Biology III (4)
        BIO 230 Natural History (2)
        BIO 315 Microbial Ecology (4)
        BIO 405 Ecology (4)
        BIO 440 Evolution (3)
        BMS 201 Principles of Cell and Molecular Biology (4)
        BMS 316 Microbiology (4)
        CHEM 210 Organic Chemistry I (3)
        CHEM 211 Organic Chemistry I lab (1)
        CHEM 212 Organic Chemistry II (3)
        CHEM 213 Organic Chemistry II lab (1)
        ESCI 209 Stellar and Galactic Astronomy (4)
        ESCI 378 Comparative Planetology (3)
        ESCI 478 Planetary Image Analysis(3)
Note that some electives have additional prerequisites.

RATIONALE
Astrobiology is described by the NASA Astrobiology Institute (NAI) website as "the study of the origins, evolution, distribution, and future of life in the universe." As an interdisciplinary field, it requires an "integrated understanding of biological, planetary, and cosmic phenomena" including the "search for habitable environments in our Solar System and on planets around other stars" (http://astrobiology.nasa.gov/nai/education-and-outreach/astrobiology-career-path-suggestions). With the discovery of thousands of planets outside of our solar system, and improved technologies to investigate the surfaces of Mars and other bodies within our solar system, astrobiology has become a cutting-edge field that draws on the expertise of a number of scientific fields. When the first verifiable habitable planet is discovered beyond Earth, universities will be scrambling to create programs such as this. Due to the close relationships between the science departments, CCSU is poised to be at the forefront of this movement. Modeled on similar programs at the University of Kansas, Montana State University, Penn State University, Rensselaer Polytechnic Institute, and the University of Arizona, the CCSU Minor in Astrobiology will prepare science majors for graduate programs in astrobiology as well as careers in education (in both formal and informal settings). For example, the NAI website has 32 pages of current educational and career opportunities in astrobiology, not only in concert with NASA and universities, but also planetariums and museums, public school systems, and industry.

Demand Rationale:
This program will be unique to the ConnSCU system in particular and higher education in Connecticut in general. It is expected to be popular with science majors in all programs (including teacher certification education majors).

Resource Support
Faculty
The program builds on pre-existing courses in the sciences and only required the addition of one new course, that of the capstone course ESCI 470, which also can count as an elective in the Astronomy minor or an elective in the Earth Science – ESCI specialization track.

RESOURCES
No additional funding is anticipated to make these adjustments to the program.

02/13/13 – ConnSCU Academic Council
03/08/13 – BOR-Academic and Student Affairs Committee