CONNECTICUT STATE
COLLEGES & UNIVERSITIES
BOARD OF REGENTS FOR HIGHER EDUCATION

BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE - AGENDA (rev)
Friday April 5, 2013, 9:30 a.m. to 11:30 a.m.
61 Woodland St., Hartford, CT 06105

1. **Approval of March 7, 2013 Minutes**

2. *CONSENT CALENDAR*
   a) Academic Program Approvals
      i.   Licensure and Accreditation
           a.   Digital Media and Design (BA/BFA)
                University of Connecticut

      ii. Modification
           a.   Pathology (MS) addition of a concentration in Veterinary Anatomic Pathology
                University of Connecticut

3. **Models for Contextualized Learning (guests: Capital Workforce Partners)**

4. **INFORMATION ITEM**
   a) NESSC Proficiency Endorsement

5. **UPDATES**
   a) Educator Preparation Advisory Committee (EPAC)
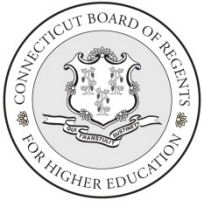
CT BOARD OF REGENTS FOR HIGHER EDUCATION

ACADEMIC & STUDENT AFFAIRS COMMITTEE

Meeting – March 8, 2013
9:30 a.m. – 61 Woodland Street, Hartford

<u>MINUTES</u>

Regents Present:	Merle Harris (Chair), Naomi Cohen, Lawrence DeNardis (by conf.), Nick Donofrio (by conf.), Michael Fraser (by conf.)
Regents Absent:	Yvette Melendez, Catherine Smith
Staff Present:	Elsa Núñez (by conf.), Braden Hosch, Maureen McClay, Nancy Melnicsak,
Other Attendees:	Stephen Adair (FAC/CCSU), Shirley Adams (COSC), Donna Crum (Middlesex Hospital) Steven Minkler (MXCC), Judy Wallace (Middlesex CC), Michael Rooke (TXCC) (by conf)

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

1. **Minutes** of the January 11, 2013 meeting were **moved by Mr. DeNardis, seconded by Ms. Cohen.** There was a request for amendment to the minutes by Dr. Adair in regard to his input at that meeting. Item 7 was amended as follows:
   - add the following sentence within the first paragraph: *Dr. Adair remarked he had met with the Academic Council, noted their views and reasons that a standing committee was not necessary at this time, and requested that the recommendation for a TAP standing committee be withdrawn so that the steering committee could review the matter.*
   - add the words "at least" to the following sentence in the last paragraph: *Dr. Adair mentioned the steering committee would be meeting <u>at least</u> one more time to complete rubrics with Dr. Hosch noting their charge term did not expire until April 1.*

   Mr. DeNardis and Ms. Cohen amended the motion and the revised minutes were unanimously approved.

2. **Consent Agenda.** Chair Harris asked Dr. Núñez for a general explanation of Academic Program Terminations and she noted that terminations are based on lack of activity and enrollments and a thorough analysis had been done by Dr. Hosch. In response to a question from Ms. Cohen re students left in the program, Dr. Núñez explained that the NEASC policy for "teach out" ensures institutions provide a viable pathway to completion.

   On a motion by Mr. Donofrio, seconded by Mr. DeNardis, the Consent Calendar was adopted unanimously. Consent items included recommendations for the following 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 of Middlesex Community College's A.S. in Technology Studies: Computer Engineering Technology Option. This program was due to go before the Advisory Committee on Accreditation and that meeting was cancelled. It was tabled until the ACA process can be completed.

b) Honorary Degrees. Adoption was moved by Mr. Donofrio and seconded by Ms. Cohen. With comments by Mr. DeNardis the posthumous honorary degree nomination from CCSU was pulled to be considered separately as an exception. **The other six nominations were then approved for recommendation to the full board by unanimous vote.**
The exception for the posthumous honorary degree was then **moved by Mr. DeNardis, seconded by Mr. Donofrio, with comments that it was well-deserved. It was unanimously approved.**
Mr. DeNardis asked that the Committee be notified of final awarding of the degrees.

c) Databases and Studies. After brief discussion and by request of Ms. Cohen, the item was slightly amended to include the statement "in a manner consistent with state and federal laws and regulations" to the first two "Resolved" paragraphs. **The item was moved by Mr. DeNardis, seconded by Mr. Donofrio and unanimously approved.**

d) Assessment Policy. The item was **moved by Mr. Donofrio and seconded by Ms. Cohen**. Dr. Hosch provided explanation of the item. There was discussion regarding reporting to the Board on the assessment studies. An amendment was made to add an additional "Resolve" to state: "Resolved that management will provide an annual report to the Board on assessment reports received from the institutions."

There was a question concerning the outcome of collecting the individual reports. Dr. Hosch noted that with minimal staff in the Academic Affairs office that only collection of the reports can be done at this time. Dr. Harris mentioned that NEASC teams look at all the information. Dr. Núñez commented that accountability connected to assessment had not been done well as a system but was improved with NEASC's help and the TAP planning and core competencies assessment. At this point program review processes at the institutions was inconsistent and not provided to the system office. However, if System Office staff increased more could be done

in the future. In the meantime, NEASC fifth and tenth year reports provide monitoring. The Committee noted they will re-address reporting in the future.

Mr. Donofrio moved the amended resolution, seconded by Ms. Cohen. The amended resolution unanimously adopted.

e) Policy for Academic Honors for Community Colleges. Chair Harris mentioned the previous discussion issues on this item. By unanimous vote, with a motion from Ms. Cohen, seconded by Mr. Donofrio, it was removed from the table. Dean Michael Rooke then offered additional information stating they had researched the questions previously asked by the Board, re-examining the effect on students in their final semester if the final term did not coincide with an increment of 12 credits. After reexamination by all 24 academic and student affairs officers, it was noted that this would not significantly create an issue. Students in such a situation would be close to graduation and eligible for graduation honors; semester honors would not be as significant as previous semesters. They also researched other institutions, including all the State Universities, the University of Connection, SUNY Rockland Community College, SUNY Geneseo, and Springfield Technical Community College. They found that there was a great amount of commonality with most having blocks of 12 credits. This proposed policy was much more consistent with the other institutions. With no further discussion, **Mr. DeNardis moved the recommendation of the resolution, seconded by Mr. Donofrio and unanimously approved.**

4. **Information Item**. Dr. Harris noted the information item-the Undergraduate Minor in Astrobiology at CCSU.

5. **Updates**
   - Public Act 12-40
     Dr. Hosch reported staff from the System Office with Senator Bye have been having meetings with each of the Community Colleges. Logistics are being arranged by the 4 C's (the CC's union). Attendance has been robust and the meetings have been going well. The Regional Strategies groups have also been moving forward. Proposals for the lowest remediation groups have been developed – many are very resource intensive. Discussions going forward will include costs and achievable plans. Staff will also be looking at the CUNY system model. Other levels of the remediation program are continuing to be worked on – establishing common outcomes and developing curricular experiences without mandating a specific model. This Fall will begin implementation. Additionally, a meeting was held with other community partners, including businesses, adult education, etc. There will be follow-up meetings with that group including a forum with all the remediation teams. Staff will also be looking at old policies regarding Accuplacer and the need for more formal guidance for using multiple measures. Mr. DeNardis commented on the cost effectiveness of pursuing more online methods. Dr. Hosch noted some institutions are using Kahn Academy.

   - Transfer and Articulation Policy
     Dr. Hosch stated that ratification at all institutions was completed with 15 out of 17 ratifying. BOR legal counsel is reviewing the course to be followed for the two

institutions that did not ratify. The TAP Pathways committees are moving ahead. They are at present developing a "shell" transfer degree with each pathway then evolving what is best for each. The expectation for the stated timeline is a number of them will be in place with the others on track.

- Multi-State Collaborative
  Dr. Hosch provided an overview of the eight-state collaborative formed beginning with Massachusetts. Connecticut is participating in the pilot. Dr. Hosch attended the initial meeting in Denver with one representative from the CSU's (the representative invited from the CC's missed because of a snowstorm). The program is closely aligned with TAP and could be very useful, providing external peer review. The three will meet soon with additional interested faculty recommended from the institutions. The Collaborative is pursuing outside funding for the project (e.g. Lumina, others).

- Assessment of Higher Education Learning Outcomes (AHELO)
  Dr. Hosch noted the project began in 2009 and SCSU participated from Connecticut. AHELO was an international study with the final report being presented in Paris. Dr. Hosch was invited to be one of the United States participants by the U.S. Department of Education. Funding is through a SHEEO grant (State Higher Education Executive Officers Association).

There was no other business. Chair Harris mentioned the ongoing discussions regarding campus security and the legislative hearing on the topic the day before. She noted an rfp was being developed for an assessment of all our institutions. She would request an update for the next meeting.

Adjournment

There was a motion to adjourn by Ms. Cohen, seconded by Mr. Donofrio and unanimously approved. The meeting adjourned at 11:03 a.m.

ITEM
Licensure and accreditation of program in Digital Media and Design, leading to the Bachelor of Arts (B.A.) degree or Bachelor of Fine Arts (B.F.A.) degree at the University of Connecticut

RECOMMENDED MOTION FOR FULL BOARD
RESOLVED: That the Board of Regents for Higher Education license and accredit a program in Digital Media and Design, leading to the Bachelor of Arts (B.A.) degree or Bachelor of Fine Arts (B.F.A.) degree at the University of Connecticut for a period of time concurrent with institutional accreditation

BACKGROUND
The University of Connecticut (UConn) has applied for licensure and accreditation of program in Digital Media and Design leading to the Bachelor of Arts (B.A.) degree or the Bachelor of Fine Arts (B.F.A.) degree to be housed in its School of Fine Arts (SFA). The program is interdisciplinary in nature and brings together coursework from a number of departments to deliver the program. The University has a well-established and far-reaching array of undergraduate offerings.

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 April 4, 2013 and will forward a recommendation to the Board of Regents. Action from the BOR-ASA is contingent upon a favorable recommendation from ACA.

PLANNING ASSESSMENT

Conformance with institutional mission
The program is consistent with the College's mission and complements other undergraduate
offerings of the University.

Need
The University cites statistics from the Career Builder's Supply & Demand Portal as evidence of
need, including 17,166 workers employed in the digital space (creative, business, technology,
science). The Department of Labor projects 8% annual growth through 2020; 2010 median pay is
$58,510. Career Builder reports 2,501 Job Postings (available positions in Connecticut) being
advertised during that same time period (Career Builder also reports a higher median wage of
about $75,000 annually). In spring 2013, ESPN alon had postings for 37 positions in digital
median on its web site.

A wide range of market statistics about growth of digital video and internet use also support the
need for professionals with these credentials, including

•   1 billion Facebook users
•   604 million mobile users
•   More than 42 million web pages and 9 million apps
•   Youtube records 800 million users with 4 billion views per day
•   Twitter has 500 million total users
•   Google has 400 million registered users with 135 million active daily

Unnecessary duplication of programs
The program falls in the category of digital communication and media/multimedia (CIP
09.0702). No programs in this category exist at the bachelor's level in the state. Several
community colleges have associate's degree programs that could serve as feeders for the
program. A somewhat similar program exists at Central Connecticut State University leading to a
B.A. in Graphic/Information Design (CIP code 50.0401 – a design and applied arts category) that
has graduated 19-37 students a year in recent years.

Cost effectiveness
The University estimates the program will cost $1.7 million to operate ($1.3 million are for
faculty). The undergraduate degree programs in Digital Media & Design will be fully supported
by the so-called "Ledger 2" funds, consisting of General Fund or Student Tuition Fund monies.
While future offerings in Digital Media & Design through Certificate programs may be fee-
funded, the undergraduate degree program entire budget is based on Ledger 2 monies.

Availability of adequate resources
A review of proposed funding and expenses as well as the overall financial health of the
University indicate that financial resources to support the program are available.

QUALITY ASSESSMENT
DESCRIPTION

<u>Purpose and Objectives</u>
With this new major, the University of Connecticut seeks to expand its national leadership role in the field of Digital Media and Design (DMD) through an active agenda of education, experiential learning and research. The DMD curriculum will emphasize digital media as a tool of analysis and communication, the innovative technologies that give voice to digital media for personal, creative and commercial communications, and digital design as a multi-dimensional career path in: Entertainment and Art, STEM (Science, Technology, Engineering and Mathematics), Business, and the Digital Humanities/Digital Social Sciences. By establishing the Department of Digital Media and Design (DMD) at the Storrs and Stamford Campuses, the University of Connecticut has enhanced its ability to accomplish these priorities. The DMD cutting-edge major will meet the needs of students, as well as the community of regional and national corporations who are actively seeking highly accomplished employees in the digital space.

The DMD Department's Digital Media and Design major, while housed in the School of Fine Arts (SFA), is trans-disciplinary and draws its instructional capacity (and student body) from faculty composed of a core group in the School of Fine Arts faculty who work collaboratively with colleagues from across the university, to provide a broad education in digital media and design. The new Departments curriculum will leverage some preexisting SFA courses in theory, design, and history with newly created digital media courses. For the DMD to fully realize the potential of digital media – which is a convergence of digital art, science, technology, and business – it will be imperative that the new Department craft collaborations through curricular offerings from across the university.

Graduates with a degree in Digital Media and Design will be well positioned to continue their studies in a variety of academic disciplines, like Architecture, Biosciences, Engineering, Medical, and Pharmaceutical. Students will also be well positioned for employment in areas like Film, Television, Marketing, and Advertising.

Within the concentrations of 2D Animation, 3D Animation and Visualization, Digital Game Design, and Interactive Media every student graduating with either a BA or BFA in Digital Media and Design should be able to demonstrate a proficiency in certain skills or knowledge application within the field. These include:

1. Foundational understanding of digital and social media principles and concepts within the Creative, Business, Technology and Humanities/Social Sciences digital spaces;
2. Ability to build a basic web-site;
3. Ability to create a basic interactive experience;
4. Ability to create a basic digital game concept;
5. Ability to create complete works in both 2D and 3D animation systems;
6. Ability to develop a marketing and promotions program for digital and social media;
7. Ability to ideate original concepts within your area of concentration, communicate the principles and structures of that concept in prose and visuals through storyboarding/animatics/data presentation, execute a development plan, and produce the artifacts necessary to demonstrate the original concept.

The metrics used to analyze mastery of these expected outcomes within individual courses will be developed by the DMD and allied faculty. The methods of assessment of mastery of these learning outcomes may include achievement of individual project goals, completion of individual or group projects at a level in consonance with the expectations of a faculty member or a non-university entity for which the student(s) has (have) been working, and demonstrated knowledge by ability to create digital artifacts in real-time on tests. Finally, job placement upon graduation will be a relevant metric gauging success of our programs while being useful for program promotion and recruiting.

Administration
The Digital Media and Design (DMD) BA and BFA majors will be administered through the Department of Digital Media and Design, located within the Schools of Fine Arts and Business. The Department Head, Professor Tim Hunter, and the Digital Media Center's Administrative Coordinator will be responsible for the academic and operational activities of the department and its majors.

Admission
Undergraduates who are admitted to UConn will be eligible to pursue the program in Digital Media and Design.

Enrollment Projections
It is anticipated that the Digital Media and Design degree program in Storrs will accept up to 60 freshman annually and, owing to supplemental admissions into the program, graduate 60 annually. It is further anticipated that almost all of these students will graduate in four years. The reason for this somewhat rapid graduation rate (when measured against national graduation rate averages, which can be up to six and even seven years for an undergraduate degree) is the intense employment demands, which make rapid graduation very desirable.

As the Stamford-based Digital Media and Design program comes online, a like number of graduates from the Stamford campus would be possible given an additional investment in faculty, facilities and program promotion.

Curriculum
Undergraduate degrees in Digital Media and Design may take one of two forms: A Bachelor of Arts (BA), or a Bachelor of Fine Arts (BFA). Both of these degrees have the same fundamental goal: to provide a foundational understanding of and facility with the spectrum of Digital Media and Design skills and applications. Their core requirements are virtually identical, the difference between the two degrees being that the BFA contains an additional requirement of familiarity with "making disciplines" across the Fine Arts, notably Art and Drama, that is not required for the BA. The BA curriculum allows for more flexibility for a student to incorporate individual concentration design, including courses offered in the College of Liberal Arts and Sciences, or the Schools of Engineering or Business.

The common core courses for both the BA and BFA are Digital Foundation, Animation Lab, Digital Anthropology, Visible Language, participation in an experiential learning Student Agency, and a Drama course, The Director in the Theater.

The common choices for Areas of Concentration for both the BA and BFA are Introduction to Web Design, Introduction to Motion Graphics, and 3D Animation

Bachelor of Fine Arts (BFA) in Digital Media and Design – 79 credits

Number	Title	Credits
Common Courses		
DMD 1000	Digital Foundation	3
DMD 1030	Animation Lab	3
ART 1030	Drawing I	3
DMD 2010	Digital Anthropology	3
ART 2010	Design Process	3
DMD 3050	Visible Language	3
DMD 3090	Student Agency (two-semesters, 3 cr. each)	6
DMD 4015	Degree Exhibition (two-semesters, 1 cr. each)	2
DMD 4025	Portfolio and Professional Development	2
DMD 4081	Internship and/or DMD 4075 Senior Project	6
DRAM 4711W	The Director in the Theatre	3
	Subtotal	37
Intro to Area of Concentration, 6 credits from		
DMD 1070	Introduction to Web Design	3
DMD 2200	Introduction to Motion Graphics	3
DMD 2300	3D Animation I	3
DMD 2500	Introduction to Digital Game Design	3
DMD 4240	Compositing for Visual Effects	3
3 credits selected from:		
ART 2010	Life Drawing	3
ART 2210	Illustration	3
ART 2410	Photography	3
ART 2510	Printmaking	3
ART 2610	Sculpture	3
Area of Concentration - 21 credits		
2000-level or higher courses within area of concentration: 2D, 3D, Interactive Media Design, Digital Game Design		21
Related Group: 12 credits		
1000/2000/3000-level courses in related group outside DMD, within: Art and Art History, CLAS: Communications, Digital Humanities, Digital Social Sciences, Digital English; School of Business: Marketing and/or Accounting; Sciences; Engineering/Computer Science:		12

Bachelor of Arts (BA) in Digital Media and Design – 59 credits

Number	Title	Credits
Common Courses (21 credits)		
DMD 1000	Digital Foundation	3
DMD 1030	Animation Lab	3
DMD 2010	Digital Anthropology	3
DMD 3050	Visible Language	3
DMD 3090	Student Agency (two-semesters, 3 cr. each)	6
DRAM 4711W	The Director in the Theatre	3
	Subtotal	37
Intro to Area of Concentration, 6 Credits from		
DMD 1070	Introduction to Web Design	3
DMD 2200	Introduction to Motion Graphics	3
DMD 2300	3D Animation I	3
DMD 2500	Introduction to Digital Game Design	3

RESOURCE SUPPORT

Faculty

Faculty members teaching in the program hold appointments in other departments. All faculty hold terminal degrees. See appendix for departmental affiliations and degrees.

Library and Learning Resources

The university does not anticipate that additional library resources will be required to deliver this academic program.

Facilities and Equipment

The digital media program, as the name implies, is heavily dependent on technology for teaching, research and experiential learning opportunities for students. The Digital Media and Design department is spread through a few spaces across the Storrs campus.

Currently at Storrs the faculty and staff have offices in the School of Business, School of Fine Arts, and Bishop Center. There are 3 computer labs, two in the new Bishop Center space and one in the Art Building room 228. The department is building upon its server cluster for video rendering. Lastly, the students have access to a number of video and audio technologies used in a number of classes for projects and experiential learning.

A Digital Media lab also exists at the Stamford campus, housed within the School of Business' Stamford Learning Accelerator.

Computer Labs. It is the eventual goal for the department to require students to come prepared with appropriate laptop technology and be able to access centrally hosted software and virtual services. While the department grows though, we have needed to outfit 3 computer labs at Storrs, as well as one in Stamford. The 3 Storrs labs combined have 35 Apple computers and 17 PC computers. All the machines are at an advanced configuration level due the extreme demands that video and animation software place on them. In addition to the lab machines themselves, the classrooms have high performance video projectors and high definition media servers for use in teaching projection design topics. One of the labs is also outfitted with a Smart board and a color laser printer. The Stamford Digital Media Lab has 19 Apple computer stations, advanced configuration levels, large format video monitor, a Smartboard and laser printer.

Innovation Lab. The new Storrs Bishop Center space also has a small lab for students and faculty to work on cutting edge experiential learning projects. This lab is outfitted with multiple computers, projectors, and plasma screens. It is this space that is used to house a number of the video cameras, audio components, and other items used by the agency classes and other digital projects.

Render Farm. 2D and 3D animation and video compositing rely heavily on high performance computers to "render" video. The creation of images from computer models can be extremely demanding on systems. Our current cluster consists of 15 Dell Server nodes, as well as aging Angstrom rendering farms that were donated from a corporate partner. We have recently added a modular expandable GPU based high performance compute system that will greatly enhance our ability to offer rendering for student projects, research, outreach, and experiential learning. In addition, our labs serve as backup nodes that can be used during off hours.

Via fiber connections, the Stamford Digital Media lab can access the Storrs based render facility for remote render needs in Stamford.

Faculty

Departmental Faculty, Faculty Joint-Appointments (proposed), and Staff

Departmental Faculty:
- Tim Hunter - Department Head and Director, Digital Media Center
- Mike Vertefeuille – Associate Department Head, Extensions Instructor: Technology Systems Integration and Development, Technology and Operations Management
- Samantha Olschan - In-Res appt.: 2D Motion Graphics, Student Agency, History of DM
- Perry Harovas - In-Res appt.: 3D Animation, DM Ideation, DM Production
- Search Underway- Assistant Professor, Game Design and Development
- Search Underway- Assistant Professor, History and Anthropology of Digital Culture
- Search Underway- Assistant Professor, Interaction Design
- Search Underway- Assistant Professor-In-Residence, Digital Graphic Design/Marketing
- Matthew Worwood: Adjunct Faculty, Game Design and Development
- Andrew Bacon: Adjunct Faculty, Web Design
- William Congdon: Adjunct Faculty, Student Agency

Staff Appointments

       Stacy Webb – Digital Media Center Administrative Coordinator

Proposed Joint Appointments:
- Michael Anania - SFA, Department of Dramatic Arts: PhotoShop Design
- Roger Travis - CLAS, Department of LCL: Digital Humanities
- Anke Finger - CLAS, Department of LCL: Media Studies
- Kristine Nowack - CLAS, Department of Communication Science (Head): Computer Media and Human Computer Interaction
- James Watt - CLAS, Professor Emeritus, Department of Communication Sciences: Game Design and Construction
- Mark Hamilton - CLAS, Department of Communication Sciences: Human Communications
- Alex Wang - CLAS (Stamford Campus) - Department of Communication Sciences: Digital Marketing and Perception
- Robin Coulter - Business, Department of Marketing (Head): Marketing
- Susan Spiggle - Business, Department of Marketing: Digital Marketing and Student Agency
- Tom Peters - Engineering, Department of Computer Science: Visualization
- Aggelos Kiayias – Engineering, Department of Computer Science: Visualization
- Horea Ilias - Engineering, Department of Mechanical Engineering: Interactive Technology
- Tim Gifford – CHIP: 3D Visualization

ITEM
Modification to a program in Pathobiology leading to the Master of Science (M.S.) degree to add a concentration in Veterinary Anatomic Pathology at the University of Connecticut

RECOMMENDED MOTION FOR FULL BOARD
RESOLVED: That the Board of Regents for Higher Education approve a modification of a program in Pathology leading to the Master of Science (M.S.) degree to add a concentration in Veterinary Anatomic Pathology at the University of Connecticut

BACKGROUND
The University of Connecticut (UConn) has requested to modify its exiting program in Pathology leading to the Master of Science (M.S.) degree to add a concentration in Veterinary Anatomic Pathology. The program will continue to be housed in the College of Agriculture and Natural Resources.

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

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.

RATIONALE
This program modification (1) recognizes the Veterinary Anatomic Pathology curricular content as distinct from the University's standard two-year Master's degree programs and distinct from the two-year Master's program in Pathobiology, (2) meets a requirement for 36 months instruction to qualify for certification by the American College of Veterinary Pathologists, and (3) satisfies the degree reporting requirements of the Graduate School.

The curriculum of this residency/graduate program will include coursework specific to the Veterinary Anatomic Pathology area of concentration and is only open to students who have obtained a doctorate in veterinary medicine, or its equivalent, and therefore is particular to the combined program. Students enrolling in this program commit to a 3-year (36-month) course of study concentrating in veterinary anatomic pathology within the Graduate curriculum. The combined program of residency training in veterinary anatomic pathology and graduate education offered by UConn's Department of Pathobiology and Veterinary Science (PVS) is one of the oldest continuing programs of its kind in the country, established over 40 years ago.

Enrollees of this program are veterinarians who desire career development and advancement in the specialty of anatomic pathology by achieving a graduate degree (M.S. or Ph.D.) in the discipline of Pathobiology and certification in the specialty of veterinary anatomic pathology by the American College of Veterinary Pathologists (ACVP). The combined program at UConn has been designed to meet the Graduate School requirements for the Ph.D., under the Field of Study: Pathobiology, while at the same time meeting the requirements of the ACVP to qualify to sit for the annual certification examination in veterinary anatomic pathology.

Residency training programs in veterinary anatomic pathology are offered by almost all of the veterinary colleges in the United States and Canada. The combined residency/graduate program at UConn is one of only 6 programs that have been maintained by universities or research programs outside of veterinary schools; the other such programs are offered by The Johns Hopkins University School of Medicine, George Washington University School of Medicine, Harvard Medical School (through the New England Regional Primate Research Center), Wake Forest University School of Medicine, the National Institutes of Health, and the National Institute of Environmental Health Sciences.

The proposed program modification provides for a combined residency/non-thesis Masters in veterinary anatomic pathology. This institutionally recognizes the distinct learning focus of the program, its specific curricular requirements, and the student's programmatic development as a substantive and constructive means toward earning the Ph.D., or as a means to its own end when the Ph.D. is not a viable career option, while still satisfying the requirements of the Graduate School and ACVP.

No additional financial resources, faculty, or equipment are required beyond what is already available.

04/05/13 – BOR-Academic and Student Affairs Committee

CONNECTICUT STATE
COLLEGES & UNIVERSITIES
BOARD OF REGENTS FOR HIGHER EDUCATION

39 Woodland Street
Hartford, CT 06105-2337
860-493-0000
www.ctregents.org

March 26, 2013

New England Secondary School Consortium
c/o David Ruff, Coordinator
482 Congress St., Suite 500
Portland, Maine 04101

Dear Mr. Ruff:

Please be advised that the Board of Regents for Higher Education, on behalf of the Connecticut State Colleges & Universities (ConnSCU), is supportive of the efforts of the New England Secondary School Consortium (NESSC) to strengthen the preparation of the region's secondary students so that they are college ready, pursuing post-secondary study with the knowledge and skills that will lead to success and completion of a college degree. ConnSCU represents the seventeen public institutions in the state - twelve community colleges, four state universities, and one online college.

To that end, please find our system's sign-on to the NESSC Collegiate Endorsement for Proficiency-Based Graduation. Know that we are proud to join other like-minded colleges and universities in support of standards and proficiency-based learning.

Respectfully submitted,

Philip E. Austin
Interim President

Connecticut
Community
Colleges

Connecticut
State Universities

CharterOak
STATE COLLEGE

COLLEGIATE ENDORSEMENT OF PROFICIENCY-BASED HIGH SCHOOL GRADUATION

The Endorsement

In a collective effort to join other institutions of higher education and the New England Secondary School Consortium in the support of stronger academic preparation for postsecondary study, leading to increased collegiate enrollments, and higher completion rates in our degree programs, we, the undersigned college/university:

1. Endorse proficiency-based approaches to instruction, assessment, graduation, and reporting that establish universally high learning expectations and standards for all students in K–12 schools.

2. Accept a wide range of student transcripts if they meet our stated admissions requirements and provide a full and accurate presentation of what an applicant has learned and accomplished.

3. Pledge that applicants to our institutions with proficiency-based transcripts will not be disadvantaged in any way.

This endorsement recognizes that strong educational preparation benefits our students, our faculty, and our institution, and towards these ends we strongly support proficiency-based teaching practices, assessments, report cards, graduation decisions, and other strategies that can increase student preparation for higher education, modern careers, and lives of active, informed citizenship.

Agreed on This Day
March 26, 2013

CONNECTICUT STATE
COLLEGES & UNIVERSITIES
BOARD OF REGENTS FOR HIGHER EDUCATION

Philip E. Austin
Interim President