



CONNECTICUT STATE  
COLLEGES & UNIVERSITIES

BOARD OF REGENTS FOR HIGHER EDUCATION

**BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE - AGENDA**

**Friday May 3, 2013, 9:30 a.m. to 11:30 a.m.**

**61 Woodland St., Hartford, CT 06105**

**1. Approval of April 5, 2013 Minutes**

**CONSENT CALENDAR**

**2. Academic Program Approvals**

a) Terminations

- i. Animation and Video Arts (AS)  
Northwestern Connecticut Community College
- ii. General Science (BS)  
Central Connecticut State University
- iii. Computer Services (AS) with an Option in Applications  
Quinebaug Valley Community College

b) Program Modifications

- i. Administrative Support (C2) to offer the program at the Danbury Center  
Naugatuck Valley Community College
- ii. Business Management (C2) to offer the program at the Danbury Center  
Naugatuck Valley Community College
- iii. Business Management (AS) to offer the program at the Danbury Center  
Naugatuck Valley Community College
- iv. General Studies (AS) to offer the program at the Danbury Center  
Naugatuck Valley Community College
- v. Political Science (MS) to substantially modify an existing concentration in Public Policy  
and Administration to a concentration in Urban Affairs and Public Policy  
Southern Connecticut State University
- vi. Computer Services (AS) with an Option in Technical Support to substantially modify the  
curriculum  
Quinebaug Valley Community College

**ACTION ITEMS**

**3. Academic Program Approvals**

a) Licensure and accreditation

- i. Technology Studies (AS) - Computer Engineering Technology Option  
Middlesex Community College

**4. Honorary Degree – Three Rivers Community College**

**5. Community College Developmental Education Placement Policy**

**6. Faculty Awards**

- Board of Regents Research Awards
- Board of Regents Scholarly Excellence Awards
- Board of Regents Teaching Awards

**DISCUSSION ITEMS**

**7. Notice Period for Campus Academic Administrators**

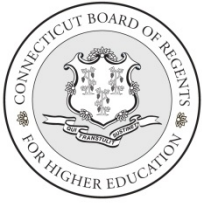
**8. Committee Charge**

**INFORMATION ITEMS**

**9. Non-substantive changes to programs in:**

- a. Health Information Management Technology Coding Specialist (C2) minor curricular modification  
Quinebaug Valley Community College
- b. Nanotechnology (9 credit graduate certificate – not reportable in IPEDS)  
Southern Connecticut State University

**10. Update on Enrollment Management Project with Maguire Assoc.**



# CT BOARD OF REGENTS FOR HIGHER EDUCATION

## ACADEMIC & STUDENT AFFAIRS COMMITTEE

Meeting – April 5, 2013  
9:30 a.m. – 61 Woodland Street, Hartford

### MINUTES

- Regents Present: Merle Harris (Chair), Eugene Bell, Naomi Cohen (by conf.), Lawrence DeNardis (by conf.), Nick Donofrio, Michael Fraser (by conf.)
- Regents Absent: Yvette Melendez, Catherine Smith
- Staff Present: Elsa Núñez, Braden Hosch, Maureen McClay
- Other Attendees: Shirley Adams (COSC), Jim Boucher (Capital Workforce Partners), Jim Farnham (Farnham Associates), Sharon O’Meara (Hartford Foundation for Public Giving)

Chair Merle Harris called the meeting to order at 9:35 a.m. She introduced and welcomed the new student regent, Mr. Eugene Bell.

- 1. Minutes** of the March 7, 2013 meeting were **moved by Mr. Donofrio, seconded by Mr. DeNardis and unanimously approved.**
- 2. Consent Agenda.** The Consent Agenda was **moved for adoption by Mr. Donofrio, seconded by Mr. DeNardis and unanimously approved.**

Consent items included:

- Licensure and Accreditation - Digital Media and Design (BA/BFA) - University of Connecticut
  - Modification - Pathology (MS) addition of a concentration in Veterinary Anatomic Pathology - University of Connecticut
- 3. Models for Contextualized Learning.** Dr. Hosch introduced the presenters from the Capital Region Adult Literacy Partnership, noting their invitation had been suggested by Dennis Murphy and their work being done in connection with PA 12-40 – Jim Farnham of Farnham Associates, Jim Boucher of Capital Workforce Partners and Sharon O’Meara of the Hartford Foundation for Public Giving. Their presentation included a hand-out of the powerpoint presentation and a “White Paper on Contextualized Models for Delivering Adult Literacy Services...” There was some discussion following and a notation by Dr. Hosch that the group would be invited to do a similar presentation/discussion for the Academic Council.

**4. Information Item** – NESSC Proficiency Endorsement. Dr. Hosch gave a brief overview, noting this was an administrative endorsement by President Austin.

## **5. Updates**

- **Maguire Project.** Dr. Hosch noted the hand-out and the status so far of the enrollment management project. It was noted there was a news article in the CT Post. It was mentioned Maguire was doing marketing research also. In response to a question, the timeline was expected to be about 18 months with deliverables throughout the process. Outcomes would include strategies for campuses to better target and attract students and retain to graduation. Mr. Donofrio mentioned the “E to E” strategy – enrollment to employment. An alumni survey was also planned.
- **Educator Preparation Advisory Committee (EPAC).** Dr. Nunez presented an update, noting the legislation passed last spring establishing the committee. The committee includes over 50 participants. Dr. Nunez represents President Austin as co-chair with Commissioner Pryor of the Department of Education. A report is expected to be adopted at the next meeting in mid-April and Dr. Nunez will then share with this committee. They expect another year’s work on the five principles identified by the EPA Committee. Highlights include
  - “continuum” – following teachers after graduation through their first few years of teaching;
  - “partnership” – colleges and universities working with superintendents of schools;
  - “cooperating teacher” – a concept that has a mentor or role model as supervisor (this has become a burden on teachers and a question of compensation or reduction of load is being examined);
  - “assessment” – assessing not only teachers but conditions.

They expect to begin seeing elements of assessment next year. The ongoing work is also expected to include subcommittees of faculty and teachers.

There was no other business.

## **Adjournment**

**There was a motion to adjourn by Mr. Donofrio, seconded by Mr. Bell, and unanimously approved.** The meeting adjourned at 11:08 a.m.

**ITEM**

Termination of a program in Animation and Video Arts leading to an Associate of Science (AS) degree at Northwestern Connecticut Community College

**RECOMMENDED MOTION FOR FULL BOARD**

RESOLVED: That the Board of Regents for Higher Education approve at the request of the institution to terminate a program in Animation and Video Arts leading to an Associate of Science (AS) degree at Northwestern Connecticut Community College, with a phase out period until July 1, 2014

**BACKGROUND**

Northwestern Connecticut Community College has requested to terminate a program in Animation and Video Arts leading to an Associate of Science (AS) 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**

Following retirement of a full-time faculty member with expertise in the area, the College determined that that a digital media concentration was a more appropriate concentration for a two-year program than animation. 3D Animation electives are most effectively offered after a student has a solid foundation in fine art as well as introductory and intermediate coursework in the digital arts. Additionally, Student portfolios in the animation area lacked sophistication as the 3D animation topics were too advanced for many students. Finally, enrollment in upper-level animation and video electives has been very low. It appears that very few students continue to upper level coursework even though it appears that there are adequate numbers enrolled in the program, and completions are low.

	2008-09	2009-10	2010-11	2011-12	2012-13
Fall enrollment	16	19	16	10	16
Completions	0	0	2	2	

Similar degree programs continue to be offered at Naugatuck Valley Community College in Digital Arts Technology: Graphics/Animation Option. Naugatuck Valley Community College and Post University offer undergraduate certificates in similar fields, and the Art Institute of Connecticut has an application for a bachelor's program under consideration.

**RESOURCES**

No resources are required to make this change.

04/10/13 – ConnSCU Academic Council

05/03/13 – BOR-Academic and Student Affairs Committee

**ITEM**

Termination of a program in General Science leading to a Bachelor of Science (B.S.) degree at Central Connecticut State University

**RECOMMENDED MOTION FOR FULL BOARD**

RESOLVED: That the Board of Regents for Higher Education approve at the request of the institution to terminate a program in General Science leading to a Bachelor of Science (B.S.) degree at Central Connecticut State University, with an extended phase out period until July 1, 2018

**BACKGROUND**

Central Connecticut State University has requested to terminate a program in General Science leading to a Bachelor of Science (B.S.). Termination of an academic program must receive approval from the Board of Regents, following the policy for academic program approval adopted in January 2012. By regulation, a phase out period may last for only two years (10a-34-3(d)) with two additional years at the discretion of the President, although this regulation is somewhat anachronistic since the former Board of Governors for Higher Education did not require terminations to be approved at the level of the state coordinating board.

**RATIONALE**

The BS in General Science has three specializations: General Science (Teaching Certificate), Physical Science, and Environmental Interpretation. In all three specializations enrollments and completions are low. For the teaching certificate specialization, the absence of a middle school teacher education program in the School of Education and Professional Studies limits options for students in the General Science major. Students who major in biology, chemistry, earth science, and physics can still obtain a general science certification by completing a minor in General Science or a cross endorsement (taking the Praxis Test in General Science). Students who pursue specializations in Physical Science and Environmental Interpretation have been limited in the type of job they could obtain since this degree is too general. Students could improve their skills if they pursue a degree from one of the major science disciplines such as biology, chemistry, earth science, or physics and/or choose a minor in a major science content area.

	2008-09	2009-10	2010-11	2011-12	2012-13
Fall enrollment	20	24	25	12	11
Completions	4	2	8	3	

No other degree programs at this level are offered in the state, although several other institutions, including SCSU and UCONN offer teacher certification programs in this area.

**RESOURCES**

No resources are required to make this change.

04/10/13 – ConnSCU Academic Council

05/03/13 – BOR-Academic and Student Affairs Committee

**ITEM**

Termination of a program in Computer Services leading to an Associate of Science (A.S.) degree with an Option in Applications 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 to terminate a program in Computer Services leading to an Associate of Science (A.S.) degree with an Option in Applications at Quinebaug Valley Community College, with a phase out period until July 1, 2013

**BACKGROUND**

Quinebaug Valley Community College has requested to terminate a program in Computer Services leading to an Associate of Science (A.S.) degree with an Option in Applications. Termination of an academic program must receive approval from the Board of Regents, following the policy for academic program approval adopted in January 2012. This resolution terminates only the Option in Applications. Other options for the degree remain in effect.

**RATIONALE**

This proposal for discontinuation of the Applications Option is accompanied by a proposal to modify an existing program option, which will be more relevant to the needs of employers. The Option in Applications will no longer be available after June 30, 2013.

	2008-09	2009-10	2010-11	2011-12	2012-13
Fall enrollment*	--	--	--	--	--
Completions	0	0	0	0	

\* No enrollments are attributed to the option; all are attributed to the main Computer services degree.

**RESOURCES**

No resources are required to make this change.

04/10/13 – ConnSCU Academic Council

05/03/13 – BOR-Academic and Student Affairs Committee

**ITEM**

Modification of a program in Administrative Support leading to an undergraduate certificate (C2) at Naugatuck Valley Community College to be offered at the Danbury Center

**RECOMMENDED MOTION FOR FULL BOARD**

RESOLVED: That the Board of Regents for Higher Education approve modification of a program in Administrative Support leading to an undergraduate certificate (C2) at Naugatuck Valley Community College to be offered at an additional location at the Danbury Center

**BACKGROUND**

Naugatuck Valley Community College has requested to modify its currently accredited program in Administrative Support leading to an undergraduate certificate (C2) at Naugatuck Valley Community College (NVCC) to be offered at the Danbury Center, 183 Main Street, Danbury, Connecticut.

The Connecticut Regulations for Licensure and Accreditation of Institutions and Programs of Higher Learning stipulate that modification of accredited programs, including operation of a program at additional locations, receive Board approval (§10a-34-3(c)). Management review of the modification prospectus has determined that the program remains consistent with the standards for quality set forth in the Regulations for off-campus instruction (10a-34-23).

**RATIONALE**

This location has been the primary driver of enrollment for NVCC and the College will lease additional space to support planned growth. Allowing students to complete 50% or more of this program at the Danbury Center will both better serve students as well as contribute to program viability.

*Naugatuck Valley Community College Fall Headcount 2008-2012*

Institution	Fall					Change	
	2008	2009	2010	2011	2012	1-year	4-year
Main Campus	6,128	6,336	6,572	6,560	6,482	-1.2%	5.8%
Danbury Center	0	389	623	801	937	17.0%	--
Total	6,128	6,725	7,195	7,361	7,419	0.8%	21.1%
<b>Program</b>							
Enrollment	0	0	0	0	0	--	--
Completions	0	0	0	1		--	--

04/10/13 – ConnSCU Academic Council

05/03/13 – BOR-Academic and Student Affairs Committee



**ITEM**

Modification of a program in Business Management leading to an undergraduate certificate (C2) at Naugatuck Valley Community College to be offered at the Danbury Center

**RECOMMENDED MOTION FOR FULL BOARD**

RESOLVED: That the Board of Regents for Higher Education approve modification of a program in Business Management leading to an undergraduate certificate (C2) at Naugatuck Valley Community College to be offered at an additional location at the Danbury Center

**BACKGROUND**

Naugatuck Valley Community College has requested to modify its currently accredited program in Business Management leading to an undergraduate certificate (C2) at Naugatuck Valley Community College (NVCC) to be offered at the Danbury Center, 183 Main Street, Danbury, Connecticut.

The Connecticut Regulations for Licensure and Accreditation of Institutions and Programs of Higher Learning stipulate that modification of accredited programs, including operation of a program at additional locations, receive Board approval (§10a-34-3(c)). Management review of the modification prospectus has determined that the program remains consistent with the standards for quality set forth in the Regulations for off-campus instruction (10a-34-23).

**RATIONALE**

This location has been the primary driver of enrollment for NVCC and the College will lease additional space to support planned growth. Allowing students to complete 50% or more of this program at the Danbury Center will both better serve students as well as contribute to program viability.

*Naugatuck Valley Community College Fall Headcount 2008-2012*

Institution	Fall					Change	
	2008	2009	2010	2011	2012	1-year	4-year
Main Campus	6,128	6,336	6,572	6,560	6,482	-1.2%	5.8%
Danbury Center	0	389	623	801	937	17.0%	--
Total	6,128	6,725	7,195	7,361	7,419	0.8%	21.1%
Program							
Enrollment	7	6	5	6	2	-66.7%	-71.4%
Completions*	3	52	51	69		--	--

\* Increase in completions likely results from conferral of certificates to students in the associate's degree program in Business Management.

04/10/13 – ConnSCU Academic Council

05/03/13 – BOR-Academic and Student Affairs Committee

**ITEM**

Modification of a program in Business Management leading to an Associate of Science (AS) degree at Naugatuck Valley Community College to be offered at the Danbury Center

**RECOMMENDED MOTION FOR FULL BOARD**

RESOLVED: That the Board of Regents for Higher Education approve modification of a program in Business Management leading to an Associate of Science (AS) degree at Naugatuck Valley Community College to be offered at an additional location at the Danbury Center

**BACKGROUND**

Naugatuck Valley Community College has requested to modify its currently accredited program in Business Management leading to an Associate of Science (AS) degree at Naugatuck Valley Community College (NVCC) to be offered at the Danbury Center, 183 Main Street, Danbury, Connecticut.

The Connecticut Regulations for Licensure and Accreditation of Institutions and Programs of Higher Learning stipulate that modification of accredited programs, including operation of a program at additional locations, receive Board approval (§10a-34-3(c)). Management review of the modification prospectus has determined that the program remains consistent with the standards for quality set forth in the Regulations for off-campus instruction (10a-34-23).

**RATIONALE**

This location has been the primary driver of enrollment for NVCC and the College will lease additional space to support planned growth. Allowing students to complete 50% or more of this program at the Danbury Center will both better serve students as well as contribute to program viability.

*Naugatuck Valley Community College Fall Headcount 2008-2012*

Institution	Fall					Change	
	2008	2009	2010	2011	2012	1-year	4-year
Main Campus	6,128	6,336	6,572	6,560	6,482	-1.2%	5.8%
Danbury Center	0	389	623	801	937	17.0%	--
Total	6,128	6,725	7,195	7,361	7,419	0.8%	21.1%
Program							
Enrollment	318	318	331	300	340	13.3%	6.9%
Completions	0	0	44	43		--	--

04/10/13 – ConnSCU Academic Council

05/03/13 – BOR-Academic and Student Affairs Committee

**ITEM**

Modification of a program in General Studies leading to an Associate of Science (AS) degree at Naugatuck Valley Community College to be offered at the Danbury Center

**RECOMMENDED MOTION FOR FULL BOARD**

RESOLVED: That the Board of Regents for Higher Education approve modification of a program in General Studies leading to an Associate of Science (AS) degree at Naugatuck Valley Community College to be offered at an additional location at the Danbury Center

**BACKGROUND**

Naugatuck Valley Community College has requested to modify its currently accredited program in General Studies leading to an Associate of Science (AS) degree at Naugatuck Valley Community College (NVCC) to be offered at the Danbury Center, 183 Main Street, Danbury, Connecticut.

The Connecticut Regulations for Licensure and Accreditation of Institutions and Programs of Higher Learning stipulate that modification of accredited programs, including operation of a program at additional locations, receive Board approval (§10a-34-3(c)). Management review of the modification prospectus has determined that the program remains consistent with the standards for quality set forth in the Regulations for off-campus instruction (10a-34-23).

**RATIONALE**

This location has been the primary driver of enrollment for NVCC and the College will lease additional space to support planned growth. Allowing students to complete 50% or more of this program at the Danbury Center will both better serve students.

*Naugatuck Valley Community College Fall Headcount 2008-2012*

Institution	Fall					Change	
	2008	2009	2010	2011	2012	1-year	4-year
Main Campus	6,128	6,336	6,572	6,560	6,482	-1.2%	5.8%
Danbury Center	0	389	623	801	937	17.0%	--
Total	6,128	6,725	7,195	7,361	7,419	0.8%	21.1%
Program							
Enrollment	1,590	1,901	2,289	2,447	2,467	-0.8%	55.2%
Completions	86	107	146	187		--	--

04/10/13 – ConnSCU Academic Council

05/03/13 – BOR-Academic and Student Affairs Committee

**ITEM**

Modification of a program in Political Science leading to a Master of Science (M.S.) degree at Southern Connecticut State University to replace a concentration in Public Policy and Administration with a concentration in Urban Affairs and Public Policy

**RECOMMENDED MOTION FOR FULL BOARD**

RESOLVED: That the Board of Regents for Higher Education approve modification of a program in Political Science leading to a Master of Science (M.S.) degree at Southern Connecticut State University to replace a concentration in Public Policy and Administration with a concentration in Urban Affairs and Public Policy

**BACKGROUND**

Southern Connecticut State University has requested to modify its currently accredited program in Political Science leading to a Master of Science (M.S.) degree to replace a concentration in Public Policy and Administration with a concentration in Urban Affairs and Public Policy. Courses in the new concentration will have a more urban and professional focus.

The Connecticut Regulations for Licensure and Accreditation of Institutions and Programs of Higher Learning stipulate that modification of accredited programs, including change of a program name curricular modification in excess of 12 graduate credits, receive Board approval (§10a-34-3(c)). Management review of the modification prospectus has determined that the program remains consistent with the standards for quality set forth in the Regulations.

**RATIONALE**

The new concentration makes use of the University's role as an urban university through ties with various internships, residents, and city leaders. The internship program, at both the graduate and undergraduate levels, currently serves the state legislature and numerous state and local government agencies. The concentration as proposed would be an excellent base to expand internship service to students and government. Connecticut Department of Labor data indicates a projected growth of about 5 percent in the demand for people in urban public service positions between 2008 and 2018.

*Program Enrollment and Completions*

Political Science (MS)	2009-10	2010-11	2011-12	2012-13
Fall Enrollment	16	15	14	12
Completions	4	7	9	--

Includes all concentrations

Master's degree programs in political science are available at the University of Connecticut and Yale University; specific concentrations are not tracked at the graduate level.

## Concentration curriculum

Requirement	Course Description	Credits
<b>Required course:</b>		<b>3</b>
PSC 501	Research Methods	3
<b>Two courses chosen from:</b>		<b>6</b>
PSC 512	Public Organization and Management	3
PSC 519	U.S. Public Policy	3
PSC 525	Federal Bureaucracy	3
PSC 527	Seminar in Public Policy	3
<b>Two courses chosen from:</b>		<b>6</b>
PSC 552	Urban Politics	3
PSC 555	City Planning	3
PSC 556	Urban Policy Analysis	3
PSC 557	Seminar in Urban Affairs	3
PSC 589	Metropolitan Government	3
<b>Capstone / Thesis*</b>		<b>3</b>
PSC 591	Masters' Thesis	3
PSC 600	Independent Study	3
Concentration Total		<b>18</b>

\* Students will take PSC 591 if they choose the thesis as their capstone experience; students whose capstone is a "special project" will take PSC 600.

04/10/13 – ConnSCU Academic Council

05/03/13 – BOR-Academic and Student Affairs Committee

**ITEM**

Modification of a program in Computer Services leading to an Associate of Science (A.S.) degree with an Option in Technical Support at Quinebaug Valley Community College to modify the curriculum and change the name of the Option to IT Support Services

**RECOMMENDED MOTION FOR FULL BOARD**

RESOLVED: That the Board of Regents for Higher Education approve modification of a program in Computer Services leading to an Associate of Science (A.S.) degree with an Option in Technical Support at Quinebaug Valley Community College to modify the curriculum and change the name of the Option to IT Support Services

**BACKGROUND**

Quinebaug Valley Community College has requested to modify its currently accredited program in Computer Services leading to an Associate of Science (A.S.) degree with an Option in Technical Support to modify the curriculum and change the name of the Option to IT Support Services. The proposal to modify this Option is accompanied by a request to terminate another Option in Applications.

The Connecticut Regulations for Licensure and Accreditation of Institutions and Programs of Higher Learning stipulate that modification of accredited programs, including change of a program name curricular modification in excess of 15 undergraduate credits, receive Board approval (§10a-34-3(c)). Management review of the modification prospectus has determined that the program remains consistent with the standards for quality set forth in the Regulations.

**RATIONALE**

This proposed modification seeks to update curriculum from the existing two options in order to make the student more marketable in the current industry environment. This proposal seeks to eliminate the current software applications option with the curriculum necessary to provide the skills needed in the workplace. In addition, it is intended to help maximize enrollments in all program courses under the Computer Services major.

*Program Enrollment and Completions*

Political Science (MS)	2009-10	2010-11	2011-12	2012-13
Fall Enrollment*	32	25	25	21
Completions	0	0	0	--

\* Options are not identified in the enrollment database

**CURRICULUM**

Requirement	Credits
<b>Program Core Courses</b>	<b>32</b>
BOT137 Office Word Processing Applications	3
CSA135 Spreadsheet Applications	3
CSC106 Structured Programming	3
CST130 Network Essentials	3
CST140 Introduction to Computer Hardware	3
CST150 Web Design and Development I	4
CST237 SysAdmin I – Client Server	3
CST265 Networking with Linux	4
CST270 Network Security Fundamentals	3
CSC295 Cooperative Education/Work Experience	3
<b>Other Related/Special Requirements</b>	<b>24-25</b>
ENG101 Composition	3
ENG202 Technical Writing	3
COM171 Fundamentals of Human Communication	
OR	
COM176 Business and Professional Communication	3
Humanities elective	3
MAT137 Intermediate Algebra OR higher-level Mathematics	3
ANT105 Introduction to Cultural Anthropology OR HSE213 Conflict Resolution	3
IS135 Principles of Problem Solving	3
Science elective	3-4
<b>Elective Courses in the Field</b>	<b>6-7</b>
Computer graphics elective	3
Technical elective	3-4
<b>Total</b>	<b>62-64</b>

04/10/13 – ConnSCU Academic Council

05/03/13 – BOR-Academic and Student Affairs Committee

**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 May 2, 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 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<sup>1</sup>

The College anticipates revenue in the first year of \$33,090 increasing to \$86,034 in the second year and \$112,506 in the third. This income would more than offset an initial cost of \$31,323 in the first year, \$60,896 in the second year, and \$54,066 in the third.

These revenue and cost estimates, however, rely on enrollment projections that are more realistic than initial estimates.<sup>1</sup> In the first year, the college expects 20 students (15 FTE) to enroll, 34 students (25.5 FTE) in the second year, and 40 students (30 FTE) in the third. Historical enrollments in the College's Technology Studies programs, suggest these enrollment levels would be aggressive but not unachievable.

### Headcount Enrollment in Current Technology Studies Programs at MCC

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. Program revenues are forecast to exceed expenses in the first three years. Additional information appears in the pro forma budget. That said, the College has a deficit of \$440, 107 in FY 12 and the deficit for FY 13 is projected at \$378,459. This variance is largely a result of lower tuition and fee revenue than forecast (-\$136,769) and lower state appropriations (-\$296,345).

<sup>1</sup> Enrollment projections and resulting revenue have been revised since the March 2013 staff report was issued.

## 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
<b>Total Headcount</b>	<b>15</b>	<b>20</b>	<b>32</b>	<b>41</b>	<b>40</b>	<b>65</b>
<b>Total Estimated FTE per Year</b>	<b>25</b>		<b>52.5</b>		<b>72.5</b>	

### 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
<b>Program Core Courses</b>	<b>23</b>
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
<b>Other Related/Special Requirements</b>	<b>16</b>
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
<b>Core Course Prerequisites</b>	<b>8</b>
MAT* 186 Precalculus	4
MAT* 173 College Algebra with Technology	4
<b>General Education</b>	<b>24</b>

*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

Resource Support

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**

<b>PROJECTED Enrollment</b>	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 ( <i>from other programs</i> )	5	5	4	4	3	3
New Students ( <i>first time matriculating</i> )	5	5	7	7	10	10
Continuing ( <i>students progressing to credential</i> )	0	0	6	6	7	7
Headcount Enrollment	10	10	17	17	20	20
<b>Total Estimated FTE per Year</b>	15		25.5		30	
<b>PROJECTED Program Revenue</b>	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* ( <i>Do not include internal transfers</i> )	\$18,770	\$14,320	\$48,802	\$37,232	\$63,818	\$48,688
Program-Specific Fees						
Other Rev. ( <i>Annotate in text box below</i> )						
<b>Total Annual Program Revenue</b>	\$33,090		\$86,034		\$112,506	

\*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

<b>PROJECTED Expenditures*</b>	Year 1		Year 2		Year 3	
	Number ( <i>as applicable</i> )	Expenditure	Number	Expenditure	Number	Expenditure
Administration ( <i>Chair or Coordinator</i> )	3 WLU** to cover release for Level I Program Coordinator	\$5,941		\$6,119		\$6,303
Faculty ( <i>Full-time, total for program</i> )	re-allocation	\$0		\$0		\$0
Faculty ( <i>Part-time -total for program</i> )	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 ( <i>List as needed</i> )	Required new hardware & software, etc	\$10,000		\$25,000		\$10,000
Other (e.g. student services)	Consumable supplies	\$1,000		\$1,250		\$1,500
Estimated Indirect Cost ( <i>e.g. student services, operations, maintenance</i> )	calculated at \$100 per FTE per year	\$1,500		\$2,550		\$3,000
<b>Total ESTIMATED Expenditures</b>		\$31,323		\$60,896		\$54,066

**ITEM**

Approval of Nomination for Honorary Degree

**RECOMMENDED MOTION FOR FULL BOARD**

RESOLVED, That the nominee for an honorary degree for Three Rivers Community College be approved according to the guidelines in the Board policies presently in effect granting honorary degrees to honor a person for unusual and exemplary accomplishments and to advance the work and reputation of the Connecticut State Colleges and Universities

**BACKGROUND**

Granting of Honorary Degrees will be conferred at commencements. Identification of recipients is under the supervision of the presidents, with approval of the Academic & Student Affairs Committee and confirmation of the Board of Regents. The candidate below has been recommended by the college president for conferral of an honorary degree at commencement.

**ANALYSIS**

Honorary Degree Nomination for 2013 Commencements:

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College	RECIPIENT	Commencement Date
Three Rivers Community College	Janet K. Lewis	June 1, 2013

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**Three Rivers Community College**

**Janet K. Lewis**

Three Rivers Community College nominates Janet K. Lewis for an honorary degree to be given at the College Commencement on June 1, 2013.

Janet Lewis has served the Three Rivers Community College and their students for many years. From 1987 to 1997 Janet Lewis worked at Connecticut Atomic Power Company and is currently working in the Human Resource Division at Millstone Power Station, part of the Dominion corporation. She serves as coordinator of the Nuclear Scholarship Program with the College. Throughout her career at Dominion she has been very involved in the Scholarship and Intern Program. Ms. Lewis recognizes the quality of students, faculty and staff at Three Rivers and is impressed at how they all work together to ensure the success of the program. She states, "It is always a pleasure when Dominion employs a TRCC graduate."

As a longtime friend of Three Rivers, Ms. Lewis has worked with James R. Sherrard, Professor of Nuclear Engineering Technology, and has been an active member of the TRCC Nuclear Advisory Board for years. She is a strong advocate for the Nuclear Intern/ Coop Student Program with Dominion, from funding support to employment after graduation. Millstone and Three Rivers Community College have offered full scholarships for graduating high school students interested in a two year Nuclear Engineering Technology Degree. The Nuclear Intern/Coop Student program scholarship covers full tuition, cost of books and fees for the two-year degree. In addition, students receive a monthly stipend during the academic year and a well-paid internship at Millstone Power Station. These scholarships help align the college graduate with workforce needs, resulting in gainful employment. Ms. Lewis continues to support these educational programs allowing many of our high school student's access to an excellent education and employment after graduation. This is a model of an educational solution to meet the varied needs of business and industry.

Ms. Lewis' role as a leader, communicator, and team player extends into her community with work in local organizations. She was a United Way Representative, worked at a local animal rehabilitation farm, helped in food pantries, and assists a Girl Scout Troop sewing quilts for the elderly in a nearby nursing home. She also finds time to explore painting with encaustic medium (beeswax and resin), a particular passion of hers. Three Rivers CC highly recommends Janet Lewis as a recipient of their 2013 Honorary Associate's Degree.

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05/03/2013 – Academic & Student Affairs Committee

05/26/2013 – Board of Regents

**ITEM**

Suspension of Community College Policy for Assessment of Skills and Competencies of Entering Students

**RECOMMENDED MOTION FOR FULL BOARD**

WHEREAS Public Act 12-40 requires public institutions to determine readiness for college level courses, intensive college readiness programs, or a semester of remedial support by means of multiple commonly accepted measures of skill level by Fall 2014, and

WHEREAS The Community College Policy 3.19 Policy for Assessment of Skills and Competencies of Entering Students requires use of the Accuplacer and sets specific cut scores for placement, be it

RESOLVED That the Board of Regents for Higher Education suspend Policy 3.19 Policy for Assessment of Skills and Competencies of Entering Students to allow institutions to develop, test, and refine a range of placement methods that will allow for compliance with Public Act 12-40, and be it further

RESOLVED That the President or his designee will conduct a study of placement methods and outcomes to identify guidelines for a placement policy that uses multiple measures and may provide for consistent placements across institutions. The President will report on the findings of this study no later than December 2015.

**BACKGROUND**

Public Act 12-40 An Act Concerning College Readiness and Completion requires use of multiple commonly accepted measures of skill level to evaluate college readiness and to place students into college-level courses as well as those below the college-level. A single Accuplacer cutoff score is insufficient to meet this requirement, and institutions have begun experimentation with alternative means of placement. This resolution suspends the policy of the former Community College Board of Trustees requiring placement using Accuplacer in order to authorize and encourage institutional experimentation with additional placement methods that will optimize student success.

Because there is some value in a consistent level of competency for any given placement level, the resolution calls for a report to be submitted to the Board no later than December 2015 to examine how placement standards may re-converge following this period of experimentation and analysis.



**COMMUNITY COLLEGE BOARD OF TRUSTEES POLICY**[3.19 Assessment – Entering Students](#)

## ASSESSMENT OF SKILLS AND COMPETENCIES OF ENTERING STUDENTS

Consistent with its statutory mandate and mission, the Board of Trustees of Community-Technical Colleges has endorsed and promoted a host of system planning efforts rooted in recognition of

- the need to extend to an increasingly diverse student clientele access to educational opportunity
- the need to provide a wide variety of instructional and student support services to assist students to achieve their objectives
- the need to enhance the quality of Community College system programs and services.

Accordingly and within this context, the board of trustees approves the following recommendations for implementation of a systemwide program for assessment of the skills and competencies of students who enter a Community College:

1. The Accuplacer computerized adaptive test shall be used for purposes of assessment placing of entering Community College students.
2. Each college shall use, at a minimum, the reading comprehension, sentence skills and the algebra sections of the test.
  - a. In order for students to place into ENG\* 101 Composition, a minimum score of 88 on Accuplacer Sentence Skills and a minimum score of 83 on Accuplacer English Comprehension must be attained. Students may challenge the outcome of these specific tests by requesting an essay prompt. The prompt will require the student to read, summarize, and respond to a text. It will be scored using the New Jersey rubric.
  - b. An alternative method to place into ENG\* 101 Composition will be a score of 450 or higher on the SAT Verbal or SAT Essay, or a score of 21 or higher on the ACT English portion or a score of 47 or higher on the ACT English and Reading portions.
  - c. All students will begin the Accuplacer Math test with the Elementary Algebra subtest. An Arithmetic score should be available adaptively, for students placing below MAT\* 095, to allow selection into an array of developmental courses, which are configured differently at different colleges.
  - d. To place out of developmental courses into Intermediate Algebra, the minimum Elementary Algebra score will be in the band between 54 and 66.
  - e. An alternative method of placement into Intermediate Algebra will be a score between 500-549 on the SAT Math section, or a score of 18-21 on the ACT Math test.
  - f. Placement out of Intermediate Algebra into some, but not all, higher-level courses will require a score of 40 or higher on the College Level math portion of Accuplacer.
  - g. An alternative method of placement out of Intermediate Algebra will be a score of 550 or higher on the Math section of the SAT, or a score of 22 or higher on the

ACT Math test. These scores would place students into some, but not all, courses above Intermediate Algebra in the system.

3. Students seeking Ability to Benefit (ATB) in order to qualify for Federal financial assistance shall be tested, at a minimum, in the reading comprehension, sentence skills, and arithmetic sections of the Accuplacer test.
4. The Chancellor is authorized to develop an alternative assessment program to pilot the validity of testing instruments such as certain state tests to be used for student academic assessment at the point of entry to a Community College. Colleges designated to participate in an alternative assessment program will be required to follow the standards established for the program and to report the research findings for systemwide use.
5. Students with previous college-level English and/or Mathematics credits with a grade of C (2.0) or better will be exempt from placement testing in that specific discipline, except in situations where specialized accreditation or licensure standards pertain, or in situations where the prior credit is not relevant to the student's program of study.
6. Resources shall be made available to assist colleges in implementation of the testing program and for appropriate research studies.
7. Working towards common standards and sequences of courses across the system, each college will establish prerequisites at the developmental level for those college-level courses which require writing, reading, and mathematics.
8. All courses offered at the developmental level (courses with an initial number of "0" whose credits do not count towards graduation) must be pre-collegiate, defined as part of a sequence of courses which lead to college-level work. Courses deemed to be basic skills which are not pre-collegiate, as defined in this section, cannot be offered as part of the developmental sequence.
9. Consistent with these prerequisites, entering students who need courses at the developmental level will be strongly advised by the college to enroll during their first year of matriculation in the necessary developmental English and Mathematics courses.

(Adopted May 16, 1988; amended May 16, 2005;  
amended May 19, 2008; amended May 23, 2011;  
amended June 20, 2011)

## **PUBLIC ACT NO. 12-40**

### [AN ACT CONCERNING COLLEGE READINESS AND COMPLETION.](#)

Be it enacted by the Senate and House of Representatives in General Assembly convened:

Section 1. (NEW) (Effective July 1, 2012) (a) For purposes of sections 1 to 3, inclusive, of this act: (1) "Connecticut's P-20 Council" means the state-wide council of educators, business leaders and civic officials formed by Executive Order Number 2A by Governor M. Jodi Rell in 2009 to build stronger ties among educators and policymakers at all levels of education in this state, from preschool to graduate school; and (2) "public institution of higher education" means those constituent units identified in subdivisions (2) and (3) of section 10a-1 of the general statutes.

(b) Not later than the start of the fall semester of 2014 and for each semester thereafter, if a public institution of higher education determines, by use of multiple commonly accepted

measures of skill level, that a student is likely to succeed in college level work with supplemental support, the public institution of higher education shall offer such student remedial support that is embedded with the corresponding entry level course in a college level program. Such embedded support shall be offered during the same semester as and in conjunction with the entry level course for purposes of providing the student with supplemental support in the entry level course.

(c) Not later than the start of the fall semester of 2014 and for each semester thereafter, if a public institution of higher education determines, by use of multiple commonly accepted measures of skill level, that a student is below the skill level required for success in college level work, the public institution of higher education shall offer such student the opportunity to participate in an intensive college readiness program before the start of the next semester. Such student shall complete such intensive college readiness program prior to receiving embedded remedial support, as provided in subsection (b) of this section. The Board of Regents for Higher Education, in consultation with Connecticut's P-20 Council and the faculty advisory committee to the Board of Regents for Higher Education, shall develop options for an intensive college readiness program.

(d) Not later than the start of the fall semester of 2014 and for each semester thereafter, no public institution of higher education shall offer any remedial support, including remedial courses, that is not embedded with the corresponding entry level course, as required pursuant to subsection (b) of this section, or offered as part of an intensive college readiness program, except such institution may offer a student a maximum of one semester of remedial support that is not embedded, provided (1) such support is intended to advance such student toward earning a degree, and (2) the program of remedial support is approved by the Board of Regents for Higher Education.

(e) Not later than the start of the fall semester of 2014, the Board of Regents for Higher Education, in consultation with Connecticut's P-20 Council, shall report, in accordance with the provisions of section 11-4a of the general statutes, to the joint standing committee of the General Assembly having cognizance of matters relating to higher education regarding (1) its recommendations concerning the successful transition of adults returning to or first enrolling in a higher education program at a public institution of higher education after spending time in the workforce, and (2) the application of the provisions of sections 1 to 3, inclusive, of this act to each higher education program for hearing impaired or deaf students offered by a public institution of higher education.

Sec. 2. (NEW) (Effective July 1, 2012) Not later than the start of the fall semester of 2016 and for each semester thereafter, each public high school and public institution of higher education shall complete curricular alignment to enable the successful completion of the high school mathematics and language arts curricula, as described in Connecticut's Common Core State Standards adopted by the State Board of Education, to be the indicator of readiness for college level work. A public institution of higher education may use available evaluation instruments to assess adults, who are returning to or first enrolling in a higher education program at a public institution of higher education after spending time in the workforce, for readiness for college level work.

Sec. 3. (NEW) (Effective July 1, 2012) Not later than the start of the school year commencing July 1, 2014, and for each school year thereafter, the Board of Regents for Higher Education, in consultation with Connecticut's P-20 Council, as defined in subsection (a) of section 1 of this act, shall ensure that each public institution of higher education works with the Department of Education and the local and regional school districts to (1) use available evaluation methods for early assessment of the potential for college readiness of each student enrolled in the eighth and tenth grades in a public school, and (2) share the results of such assessment with such student, such student's parents or legal guardian and the public school in which such student is enrolled.

Approved May 31, 2012

**ITEM**

Board of Regents Teaching Awards, Board of Regents Research Awards, and Board of Regents Scholarly Excellence Awards

**RECOMMENDED MOTION FOR FULL BOARD**

**WHEREAS** The Connecticut State University Trustees Research Awards were established by CSU Board Resolution #06-06 to recognize faculty who are doing research/creative activities of exceptional promise subsequently named the Norton Mezvinsky Trustees' Research Awards by CSU Board Resolution #09-72, and

**WHEREAS** The Connecticut State University Trustees Teaching Awards were established to recognize junior faculty who are engaged in teaching practice and collegial interactions resulting in the educational improvement of university programs by CSU Board Resolution #07-09, and

**WHEREAS** An ad hoc committee of senior campus administrators and faculty members identified by the Faculty Advisory Committee reviewed these awards in April 2013 and made recommendations about the future of the awards, be it

**RESOLVED** That the Norton Mezvinsky Trustees' Research Awards be renamed Board of Regents Research Awards, and that five awards continue to be granted annually among the state universities: one award of \$1,000 to a faculty member from each of the state universities and a single award of \$1,000 to the individual who best exemplifies high-quality research/creative achievement, and be it further

**RESOLVED** That Board of Regents Scholarly Excellence Awards be established to recognize faculty at the community colleges who conduct similar work befitting the community college mission, and that thirteen awards be granted annually among the community colleges: one award of \$1,000 to a faculty member from each of the community colleges and a single award of \$1,000 to the individual who best exemplifies high-quality scholarly excellence, and be it further

**RESOLVED** That the Connecticut State University Trustees Teaching Awards be renamed Board of Regents Teaching Awards, and that the awards be extended to the community colleges so that eighteen awards be granted annually: one award of \$1,000 to a faculty member from each of the state universities and community colleges and a single award of \$1,000 to the individual who best exemplifies high quality teaching among the state universities and a single award of \$1,000 to the individual who best exemplifies high quality teaching among the community colleges, and be it further

**RESOLVED** That the President of the Board of Regents is authorized to develop guidelines to implement this policy, and be it further

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

**BACKGROUND**

The former Board of Trustees for the Connecticut State Universities established research and teaching awards to recognize excellence among full-time faculty in these areas. The Connecticut State University Trustees Research Awards were established by CSU Board Resolution #06-06 to recognize faculty who are doing research/creative activities of exceptional promise subsequently named the Norton Mezvinsky Trustees' Research Awards by CSU Board Resolution #09-72. The Connecticut State University Trustees Teaching Awards were established to recognize junior faculty who are engaged in teaching practice and collegial interactions resulting in the educational improvement of university programs by CSU Board Resolution #07-09.

The Board of Regents acting as the CSU Board of Trustees pursuant to CGS 10a-88 conferred these awards in May 2012. The Academic and Student Affairs Committee requested that these awards be studied to determine how they could be extended to include the other institutions governed by the Board. In April 2013 an ad hoc committee of senior campus administrators and faculty members identified by the Faculty Advisory Committee reviewed these awards, and made the following recommendations:

1. The current Research Award that is given at the four CSU campuses should remain as is.
2. However, we believe it should be renamed the Board of Regents Research Award.
3. A parallel award called the Scholarly Excellence Award should be established for the community colleges so that similar work befitting the community college mission could be recognized. The monetary amount should be the same as that of the Research Award.
4. The Board of Regents Teaching Award, utilizing the same criteria for selection, should be expanded to include community college faculty. We agreed that this award would still be for those at the Assistant or Associate Professor rank.
5. Over the next year, we would encourage the Board to develop a teaching award to recognize adjunct faculty that would be able to be awarded in the spring of 2014. The thought is that there would be one, perhaps two, awards systemwide, not one per college.
6. Individual institutions should continue to recognize faculty excellence in teaching or research in the ways appropriate to each campus.
7. Finally, at some point in time, the Board may want to expand the number of awards given if there is an inclination to raise the money privately to support them.

**Members of the Ad Hoc Committee**

Cathryn Addy, President, Tunxis Community College (co-chair)

James Schmotter, President, Western Connecticut State University\*

Mark Kosinski, Academic Dean, Gateway Community College

Carl Lovitt, Provost, Central Connecticut State University

Terry Cassidy, Associate Professor of English, Tunxis Community College

Elizabeth Cowles, Professor of Biology, Eastern Connecticut State University

Bonnie Edelen, Associate Professor of Nursing, Capital Community College

Kathy Martin-Troy, Professor of Biomolecular Sciences, Central Connecticut State University\*

\* Unable to attend meeting.

**CSU RESEARCH AWARD AND TEACHING AWARD RESOLUTIONS**

[CSU Board Resolution #06-06](#)

[CSU Board Resolution #07-09](#)

[CSU Board Resolution #09-72](#)



RESOLUTION

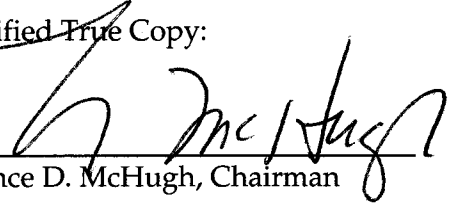
concerning

THE ESTABLISHMENT OF THE TRUSTEES RESEARCH AWARDS

January 27, 2006

- WHEREAS, The Board of Trustees of the Connecticut State University system is committed to promoting an environment that supports and recognizes faculty scholarly activities in their academic fields, and
- WHEREAS, The Board wishes to stimulate and recognize research and creative achievements and to emphasize their integral role in the academic mission of the CSU System, therefore be it
- RESOLVED, That the Trustees Research Awards be established to recognize faculty who are doing research/creative activities of exceptional promise, and be it further
- RESOLVED, That the CSU Board of Trustees will grant five awards annually: one award of \$1,000 to a faculty member from each of the CSU universities and a single award of \$1,000 to the individual who best exemplifies high-quality research/creative achievement in the CSU System, and be it further
- RESOLVED, That the Chancellor of the Connecticut State University system is authorized to develop guidelines to implement this policy.

A Certified True Copy:

  
\_\_\_\_\_  
Lawrence D. McHugh, Chairman

**Connecticut State University System  
Trustees Research Awards**

**General Information**

This award is given to recognize faculty who are doing research work of exceptional promise.

**Eligibility**

Assistant and associate professors in tenure-track or tenure positions.

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

**Nominations**

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

Nominees are expected to demonstrate substantive contributions/achievements and scholarly activities in their academic field of study during the last five years by submitting evidence of scholarly research and/or creative work accomplishments.

**Number of Awards**

There will be a total of five awards granted by the CSU Board of Trustees: one award of \$1,000 to each of the CSU universities and a single award of \$1,000 to the individual who best exemplified high quality research in the CSU System.

**Source of Nominations**

Nominations may originate from: Deans, Directors and Departments/Program Heads, administrators, award committees, individual faculty members. All nominations should be coordinated through the appropriate academic unit (e.g., Dean's departmental or program office)

**Selection Process**

For the University Award

Each university will determine a process for reviewing and recommending one appropriate candidate for consideration for the University Award. Once a candidate has been identified, the nomination will be submitted to the Trustees for their final selection.

A university may determine that there are no nominations sufficiently compelling to recommend for the award on a given year.



For the CSU System Award

The CSU System Award will be selected from the four University Award nominees submitted. These nominations will be reviewed by a committee composed of CSU Professors. After reviewing the nominations, the committee will forward its recommendation to the Trustees for their final selection

**Timeline:**

February:	Call for Nominations
March:	Review of nominations by campuses
April:	Campuses forward recommendations to System Office CSU Professors Committee reviews nominations and sends recommendation to the Board of Trustees
May:	Board of Trustees selects winners

# Connecticut State University System

## 2006 RESEARCH AWARDS NOMINATIONS COVERSHEET

Nominee Name: \_\_\_\_\_

Nominee Title: \_\_\_\_\_

Department: \_\_\_\_\_

University: \_\_\_\_\_

Please attach the following information, numbering each section, using this page as the title page.

- 1) Describe the nominee's engagement in research and its relationship and significance to the field (limit to one single-spaced typed page, using a reasonable typeface).
- 2) Provide a full curriculum vitae.
- 3) Provide the following information for the last **five** years. Please indicate items that have been subjected to external evaluation. Use an asterisk to identify those publications or proposals where nominee is the senior author or the principal investigator.
  - a. List publications, papers, etc., of peer recognition:
    1. Articles in refereed journals (include volume, issue, page numbers)
    2. Abstracts and/or papers published as proceedings of professionally recognized organizations (include publisher and date)
    3. Monographs, chapters in books, non-refereed articles, etc. (give complete references)
    4. Books (include publisher and date)
    5. Production/performance (including dates, locations, audience)
    6. Exhibits (including dates, locations, audience)
    7. Other
  - b. List grants, contracts, fellowships, etc., for the last **five** years. Include dates, dollar amount, duration and source for each.
  - c. Provide evidence of national and international involvement and recognition. Give dates and complete information for the last **five** years.
  - d. Submit one copy of one or two (only) of major works (or photographs where appropriate), which form the basis of the nomination. Quality and significance are germane here.
- 3) Person preparing nominee's credentials:

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_
- 4) Dean/Department Head: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Please send original plus 10 copies of the nomination and supportive materials to: *CSU Trustees Research Awards, Office of the Vice President.*

**ITEM**

Establishment of the Trustees Research Awards for the Connecticut State University system.

**BACKGROUND**

Members of the Board of Trustees have expressed a desire to stimulate and recognize excellence in research and creative activities as integral components of the academic endeavor. This resolution establishes the Trustees Research Awards to accomplish the trustees' goal. Funding for this award was included in the 2005-06 budget.

**ANALYSIS**

The Trustees Research Awards are designated for junior faculty (assistant or associate professors in tenure-track or tenure positions) upon nomination by colleagues and/or departments. Nominees are expected to demonstrate substantive contributions/achievements and scholarly activities in their academic field of study during the last five years by submitting evidence of scholarly research and/or creative work accomplishments.

Each university will determine a process for reviewing and recommending one appropriate candidate for consideration for the University Award. The CSU System Award will be selected from the four University Award nominees submitted. A committee composed of CSU Professors will review these nominations.

**CHANCELLOR'S RECOMMENDATION**

Establish the Trustees Research Awards with the inaugural awards to be granted in the 2005-06 academic year in accordance with the attached guidelines.



RESOLUTION

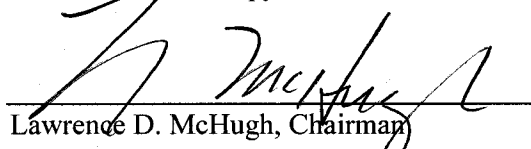
concerning

THE ESTABLISHMENT OF THE TRUSTEES TEACHING AWARDS

February 9, 2007

- WHEREAS, The Board of Trustees of the Connecticut State University System is committed to promoting an environment that supports and recognizes exemplary faculty teaching as an essential part of fulfilling the universities' missions, and
- WHEREAS, The Board wishes to stimulate and recognize the values, standards of excellence and consistent quality of practice in teaching that are worthy of attention by the university community and beyond, therefore be it
- RESOLVED, That the Trustees Teaching Awards be established to recognize junior faculty who are engaged in teaching practice and collegial interactions resulting in the educational improvement of university programs, and be it further
- RESOLVED, That the CSUS Board of Trustees will grant five awards annually: one award of \$1,000 to a faculty member from each of the universities and a single award of \$1,000 to the individual who best exemplifies high quality teaching throughout the Connecticut State University System, and be it further
- RESOLVED, That the Chancellor of the Connecticut State University System work with university Presidents to ensure maximum visibility to the awards through local and statewide print and electronic media, and be it further
- RESOLVED, That the Chancellor of the Connecticut State University System is authorized to develop guidelines to implement this policy.

A Certified True Copy:

  
Lawrence D. McHugh, Chairman

Connecticut State University System

**2006-07 Trustees Teaching Awards**

**General Information**

The awards are given to recognize faculty who have distinguished themselves as outstanding teachers for at least five years and have a minimum of two years track record of promoting instructional improvements for their programs/departments.

**Eligibility**

Assistant and Associate Professors in tenure-track or tenure positions.

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

Recipients of the award must be in good standing for continuation of contract with the university.

**Nominations**

Nominees are expected to submit evidence to demonstrate excellence and effectiveness in teaching (including the use of assessment of student learning outcomes to improve instruction) and in promoting collegial interactions at the program, department and/or school levels leading to demonstrable educational improvements for students during the last five years. Strong evidence of effectiveness is required.

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

**Number of Awards**

There will be a total of five awards granted by the CSUS Board of Trustees: one award of \$1,000 to a faculty member from each of the universities and a single award of \$1,000 to the individual who best exemplifies high quality research throughout the Connecticut State University System.

**Source of Nominations**

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

## **Selection Process**

### For the University Award

Each university will determine a process for reviewing and recommending one appropriate candidate for consideration for the University Award. For this purpose, the Vice Presidents of Academic Affairs will form an appropriate review committee.

Once a candidate has been identified, the nomination will be submitted to the Trustees for final selection.

A university may determine that there are no nominations sufficiently compelling to recommend for the award on a given year.

### For the CSUS Award

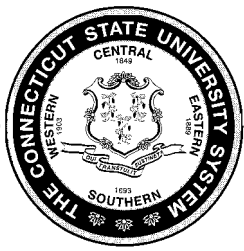
The CSUS Award will be selected from the four University Award nominees submitted. These nominations will be reviewed by a committee composed of CSU Professors. After reviewing the nominations, the committee will forward its recommendation to the Trustees for their final selection.

## **Publicity**

Per Trustees' directive, the Chancellor will work with the University Presidents to ensure that maximum visibility is given to the awards through local and statewide print and electronic media.

## **2006-07 Awards Timeline:**

- |                     |   |
|---------------------|---|
| February 2, 2007:   | Call for Nominations  |
| March 19:           | Nominations due at each campus  |
| March 20 - April 8: | Review of nominations by campuses   |
| April 9:            | Campuses forward recommendations and support materials to System Office   |
| April 10 - 16:      | CSU University Professors Committee reviews recommendations and submits System Award recommendation to the Trustees |
| April 25:           | Academic Affairs Committee of the CSUS Board of Trustees reviews recommendations and makes final selections.        |
| May 10:             | Board of Trustees approves final selections and awardees are presented with official awards at the BOT meeting.     |
| April 25, 2008:     | Awardees are recognized at the CSUS Assessment Conference   |



# Connecticut State University System

39 Woodland Street ■ Hartford, CT 06105-2337 ■ 860-493-0000 ■ www.ctstateu.edu

**BR# 09-72**

## RESOLUTION

renaming

the Trustees' Research Awards

to the

## NORTON MEZVINSKY TRUSTEES' RESEARCH AWARDS

October 8, 2009

WHEREAS, Norton Mezvinsky has devoted his entire professional life of over forty years to teaching, research and service at Central Connecticut State University and,

WHEREAS, Norton Mezvinsky stands as a model of the University Professor whose life and career have been dedicated to scholarly inquiry, intellectual debate, international collaboration, mentoring students and creating a positive, lasting impact on the world and,

WHEREAS, Norton Mezvinsky has been a leader among the CCSU Faculty and an active participant in faculty governance and,

WHEREAS, Norton Mezvinsky's scholarly research has been in pursuit of peace particularly in matters concerning the State of Israel and other entities in the Middle East, and has been characterized by an inclusiveness of the many and divergent issues of persons living in and concerned with this region of the world and,

WHEREAS, Norton Mezvinsky has been recognized by his University and the CSUS Board of Trustees as deserving the rank of Connecticut State University Professor and,

WHEREAS, Norton Mezvinsky originated the concept of the Trustees Research Awards and urged the Trustees on two separate occasions to establish such Awards and,

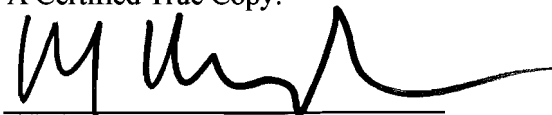
WHEREAS, Norton Mezvinsky has been a leader in organizing the efforts of his fellow CSU Professors, system-wide, in further collaborative, scholarly service to the System and,

WHEREAS, Norton Mezvinsky's fellow CSU Professors have enthusiastically endorsed the intent of this Resolution and,

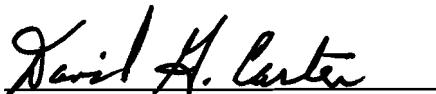
WHEREAS, Through BR#06-06 the Board of Trustees reaffirmed its commitment to support and recognize faculty doing research/creative work of exceptional promise by establishing a university-level awards competition among tenure track or tenured assistant and associate professors in good standing at each university who can demonstrate substantive contributions, achievements and scholarly activity during the previous five years, now, therefore,

BE IT RESOLVED, that the Trustees Research Awards as established through BR #06-06, hereby be renamed the Norton Mezvinsky Trustees' Research Awards commencing with the 2009-2010 academic year.

A Certified True Copy:

A handwritten signature in black ink, appearing to read 'K. Krapek', written over a horizontal line.

Karl J. Krapek, Chairman

A handwritten signature in black ink, appearing to read 'David G. Carter', written over a horizontal line.

David G. Carter, Chancellor



**DISCUSSION ITEM**

Charge/description of the Academic and Student Affairs Committee

**BACKGROUND**

Descriptions for standing committees of the Board of Regents were discussed at the March Executive Committee. The following is an excerpt from the minutes

**Committee Responsibilities** – Committee members received an additional copy of the proposed committee responsibilities paper, with Chairman Robinson noting that, absent any additional revisions, these would be finalized prior to the May meeting of the full Board.

**DRAFT DESCRIPTION FOR THE ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

The Academic and Student Affairs Committee is a standing committee of the Board. It is charged with oversight of student affairs and system academic policy including, but not limited to, program approval, academic standards and transfer policy. Actions that fall under the purview of the committee include but are not limited to:

1. Review and approve mission statements for the constituent units and role and scope statements for the individual institutions and campuses (CGS section 10a-1c and section 10a-6(7))
2. Monitor and evaluate institutional effectiveness and viability in accordance with criteria established by the board (CGS section 10a-6(5))
3. Develop criteria to ensure acceptable quality in programs and institutions and enforce standards through licensing and accreditation as well as periodic program review (CGS section 10a-6(5))
4. License and accredit institutions and new academic programs, modify existing programs, and terminate programs (CGS section 10a-6(8), 10a-35a, and the Connecticut Regulations for Licensure and Accreditation of Institutions and Programs of Higher Learning)
5. Approve administrative units that focus on research and service activities—usually called centers or institutes, including centers of excellence (CGS 10a-25j)
6. Approve new policies or amend existing policies governing academic and student life matters
7. Approve honorary professorships and other special recognition of faculty, in conjunction with the Finance and Administration Committee when such honors carry a financial impact
8. Approve conferral of honorary degrees

This description was compiled based on a review of descriptions of the former CSU Academic Affairs Committee, the former community college Committee on Academic Policies and Student Affairs (Board Policy Manual 1.1.1.2), and the responsibilities of the former Board of Governors of Higher Education. Adoption of this statement should also rescind previous committee descriptions in policies of the former boards.

Parenthetical notations refer to Connecticut General Statutes, except where noted.

**INFORMATION ITEM**

Non-substantive change to a Health Information Management Technology Coding Specialist program leading to an undergraduate certificate (C2) at Quinebaug Valley Community College

**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)). Curricular modifications total less than 15 credits.

**BACKGROUND**

This modification updates the curriculum of this program. Such adjustments are a regular practice on campuses and do not require Board approval unless they exceed 15 undergraduate credits. The changes will also allow students to complete more quickly.

The College will replace BOT\* 280 Medical Transcription and Documentation and HIM\* 254 HIMT Practicum with MED\* 216 Electronic Medical Records and MED\* Medical Insurance and Billing. Medical Transcription is an outdated process and not performed by medical coders. However, there are medical transcription modules in the Electronic Medical Records course, thus students will still be introduced to the process. MED\* 112 is being added since it is a prerequisite to MED\* 216 but also the medical coder should have some background in the billing process and thus this course will make the student much more knowledgeable in the entire process of medical billing and coding. Medical billing experience was lacking in the original HIMT: Coding certificate program and students were advised to take this course as an extra to the program. Lastly, with these course changes, it will allow students to now complete the program in two semesters, rather than three or four due to all of the courses having to be completed prior to registering for the practicum course.

**CURRICULUM**

Requirement	Credits
<b>Core Courses</b>	<b>21</b>
HIM 102 Introduction to Health Care	3
HIM 201 Health Information Management Principles	3
HIM 210 Coding I	3
HIM 211 Advanced Medical Coding	3
MED 122 Medical Insurance and Billing	3
MED 125 Medical Terminology	3
MED 216 Electronic Medical Records	3
<b>General Education Requirements</b>	<b>6</b>
ENG 101 Composition	3
BIO 110 Principles of the Human Body	3
<b>Total</b>	<b>27</b>

**INFORMATION ITEM**

Non-substantive change to add a 9-credit graduate certificate Nanotechnology at Southern 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)). Short certificates at the graduate level are not reportable in IPEDS, not eligible programs for Title IV financial aid, and not tracked.

**BACKGROUND**

The Graduate Certificate in Nanotechnology (GCNT from hereon) is a three course graduate certificate program with a prerequisite of one foundational science, technology, engineering, or mathematics (STEM) course at the advanced undergraduate or graduate level. The GCNT program will provide high quality education and training experiences in the general concepts of nanotechnology and detailed knowledge and practice in the area of characterization of nanoscale materials. The certificate program is designed to complement the undergraduate and master's programs in the Department of Physics and is closely linked with the establishment of the Connecticut State Colleges & Universities Center for Nanotechnology (ConnSCU-CN)(1) at SCSU, which has received funding from the Department of Energy (DOE), the National Science Foundation (NSF), and the State of Connecticut. The GCNT program is multi-institutional in its structure because select faculty from all four CSU campuses (Central, Eastern, Southern, and Western) are involved in the program, but the certificate will be issued by the Department of Physics at SCSU.

**CURRICULUM**

Requirement	Credits
<b>Core Courses</b>	<b>9</b>
PHY 519 - Nanotech I: Fundamentals of Nanoscience	3
PHY 521 - Nanotech II: Characterization of Nanomaterials	3
PHY 523 - Nanotech IV: Nanosystems Laboratory	3
<b>Prerequisite</b>	
Three units of an upper-division or graduate level science or engineering course that provides a foundation on select aspects of nanoscale phenomena will be a prerequisite for admission to the GCNT program.	3

**Resource Support**Faculty

The program relies upon existing faculty resources from all four state universities.

RESOURCES

SCSU has sufficient facilities or arrangements with Yale and UCONN to conduct the program. The institution is looking to upgrade these facilities and partnerships on an ongoing basis.

## **Maguire Associates Project Update**

- A system office kick-off was held on November 16. The Maguire team met with the key project team at the system office (including Dennis Murphy, Phil Austin, Braden Hosch, Colleen Flanagan Johnson).
- A meeting with system presidents was held on January 30. The Maguire team met with presidents/designees to walk through the project, answer questions, and begin to develop a relationship with campus leaders. A conference call was held the following week for presidents who were unable to make the meeting on January 30.
- A project Steering Committee was established, composed of each president and three of their appointees (institutional research and admissions or marketing or student/academic affairs). This group will help better refine the project, its methodology and approach at various points throughout the engagement.
- Campuses were asked to collect and send to Maguire existing documentation, publications, and other material in several areas (admissions/recruitment; marketing; class scheduling/programmatic offerings; budgeting; organizational structure; etc.) This material helped the Maguire project team quickly familiarize themselves with each campus, their style, approach and methodology to attracting and retaining students.
- A survey of faculty and staff was fielded in late February through mid-March to get a baseline understanding of enrollment/retention functions and processes already in place on campuses. This background information helped Maguire Associates identify the areas they wished to explore further during the regional meetings. There was roughly a 25% response rate across the 17 campuses. Maguire is in the process of creating individualized institutional reports based on the responses.
- System office and campus staff have worked together on data collection from 17 institutions for students who applied, were admitted, and later enrolled, including financial aid packaging strategies. These data have been gathered and will be sent to Maguire for analysis.
- Regional meetings were held on February 26, February 27, March 18 and March 20 at the four state universities. Maguire staff met with each institutional team separately (including admissions, marketing, financial aid, and student affairs) to talk through processes and procedures already in place, as well as to get a better understanding of where there may be room for improvement/efficiency.
- Based on feedback provided at the presidents meeting in January, Maguire is in the process of scheduling 1:1 meetings on-campus with each president. These meetings will also include a tour of the campus, and a meeting with a group of approximately 5-10 students.
- The launch of the current student survey has been rescheduled from mid-April to sometime next fall. This survey will allow us to get a better sense of students' experiences with and perceptions of system institutions. The survey was shared with the Steering Committee to get additional feedback and suggestions.

- Maguire has programmed a survey for admitted CSU students to be fielded in mid-May. The Steering Committee is currently reviewing this survey and providing Maguire with their feedback. A survey for admitted students at the community colleges and Charter Oak State College will be fielded in July.
- Maguire is compiling individualized reports (by institution) based on feedback provided in the faculty/staff questionnaire, fielded earlier this year. These reports will provide sector averages, as well as individual institution data, and a summary of the report's findings. These reports will be ready within the next six weeks.