



BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE

AGENDA

Friday April 13, 2012, 9:30 a.m. to 11:30 a.m. -- 39 Woodland St., Hartford, CT 06105

1. Approval of Minutes*

ACTION ITEMS

2. Approval of Nominations for Honorary Degrees*

3. Academic Program Approvals*

a) New Programs

Licensure and Accreditation

-A.S. Degree and UG Certificate (C2) Programs in E-Commerce, *Three Rivers Community College*

-A.S. Degree Program in Sport and Leisure Management, *Three Rivers Community College*

-UG Certificate Program (C2) in Women's Studies (Online), *Three Rivers Community College*

-UG Certificate Program in Speech Language Pathology Studies (Online), *Charter Oak State College*

Accreditation

-B.S. Degree Program in Labor Relations and Human Resource Management, *Eastern Connecticut State University*

Licensure Only

-B.S. Degree Program in Health Information Management, *Charter Oak State College*

4. Continuation of Manchester Community College as the Sponsor and Management Entity for the Great Path Academy Inter-District Magnet High School*

INFORMATION ITEMS

5. Program Modifications Not Requiring BOR Action**

-Modification of the Bachelor of Music to Create an Option in Audio and Music Production, *Western Connecticut State University*

DISCUSSION ITEMS

6. Discussion Items

- a) Discussion of Academic Program Review Criteria
- b) Discussion of Sexual Harassment Policies and Climate Study
- c) Discussion on Issue of Tenure for Academic Administrators
- d) Legislative Update

7. Adjourn

* Information Attached

** Below-Threshold Program Approval Items - Documentation on File and Available on BOR Member Request

CONNECTICUT BOARD OF REGENTS
MEETING OF THE
ACADEMIC & STUDENT AFFAIRS COMMITTEE

REGULAR MEETING – MINUTES
9:30 a.m. – Friday, March 2, 2012

CSU System Office
Boardroom 123
Hartford, CT

Regents Present: Merle Harris, Chair (via conference), Naomi Cohen, Larry DeNardis, Alex Tetley, Jr., Yvette Melendez

Regents Absent: Nicholas Donofrio, Michael Fraser, René Lerer, Catherine Smith

Provosts, VPs, Deans Present Shirley Adams, (COSC), DonnaJean Fredeen for Marianne Kennedy (SCSU), Rhona Free (ECSU), Carl Lovitt (CCSU), Michael Rooke (TXCC)

Others from Colleges Maureen McDonnell (ECSU)

CSUS/CCC Staff Present: Louise Feroe, Germán Bermúdez, Gail Coppage, Maureen McClay

Naomi Cohen w/Chair Merle Harris by conference call, called the meeting to order at 9:45 a.m. and noted a quorum was present.

Louise Feroe introduced new support staff for Academic Affairs – Maureen McClay.

ACTION ITEMS

1. Approval of Nominations for Honorary Doctoral Degrees

- Dr. Feroe noted approval of honorary degrees this year would be approved under former policies still in place. Five nominations were submitted: Manchester CC, Middlesex CC, Three Rivers CC, Eastern CSU and Charter Oak SC.
- Charter Oak's nominee was submitted as an exception. The exception was discussed and approved by the Committee.
- The slate of nominees, with duly noted exception, was approved unanimously with a motion by Merle Harris and a second by Larry DeNardis.
 - o Honorary Degree Awards for 2012
 - Manchester Community College – Timothy Devanney
 - Middlesex Community College – Hugh Cox
 - Three Rivers Community College – Norman Birk
 - Eastern CT State University – Dr. Michael S. Roth
 - Charter Oak State College – Doris G. Cassidy

2. Approval of BOR Policy for the Nomination of Honorary Degree Recipients

- Discussion ensued on the proposed policy document including the issuing of doctoral degrees by Community Colleges, the addition of "Doctor of Technology" and "Doctor of Engineering" degrees, the awarding of presidential medals, the identification of candidates at the institutions and the oversight and consultation with the Presidents.
- A motion to send final draft as amended to BOR made by Larry DeNardis, seconded by Alex Tetley. Unanimously approved.

3. Academic Program Approvals

- Discussion to add item to the agenda under (b), “Expansion of Community College Manufacturing Program”. Motion was approved.
- (a) New Degree Programs
 - o Discussion of first item –Accreditation of BS in Civil Engineering at CCSU. Dr. Lovitt offered explanation and description. Motion to approve accreditation by Larry DeNardis, seconded by Alex Tettesy. Unanimously approved.
 - o Discussion of three items for Licensure and Accreditation – AS Computer Game Design at MCC; BS Robotics & Mechantronics Eng. Tech. at CCSU; BA in Women’s and Gender Studies at ECSU. General discussion of meaning of “no additional cost”, noting some additional administrative costs, reconfiguring of programs; accommodating courses without hiring new faculty. It was noted it should be encouraged for future submissions to provide full cost information and explanations of “no cost” conditions. All three Licensure and Accreditation items were approved.
- (b) Modifications to Existing Programs
 - o Special added item – “Expansion of Community College Manufacturing Program”. Gail Coppage gave full explanation re state grants for additional manufacturing programs at three community colleges – Housatonic CC, Naugatuck Valley CC and Quinebaug Valley CC, plus an expansion of Asnuntuck CC’s program. The three programs will be modeled on Asnuntuck’s. Time is critical for approval of program in order for students to be able to apply for financial aid (deadline is March 15) in order for the timely start-up of the programs in the Fall 2012 semester.
 - o UConn’s new Ph.D. on Learning Leadership & Educational Policy. The previous education administrative program will integrate into new program. The field is orienting toward leadership. All program modification items were unanimously approved with a motion by Alex Tettesy and a second by Larry DeNardis.
- Additional discussion ensued on the volume of information for program approvals and if a summary or template could be developed. It was decided that presently, while in the early stages, the committee would continue to receive full information in order to more fully learn about the programs and the process. At a late date, it would be determined if a template, or more concise structure should be developed.

INFORMATION ITEMS

4. Program Modifications Not Requiring BOR Actions

- It was noted the list of items were included for information purposes as required by the BOR academic approval process but did not necessitate board action.
- Dr. Bermudez explained to the committee that any academic program proposal that results in substantial questions or issues upon staff or Academic Council review are always fully resolved before the item is presented to the BOR committee.

DISCUSSION ITEMS

5. Overview of Current Program Review Policies at BOR Institutions and Discussion of Oversight and Review by the BOR

- Dr. Feroe noted that Dr. Bermudez had labored intensely on the project of Academic Program Review processes to mesh the various institutional processes in a coherent and meaningful way. Dr. Bermudez gave a full explanation of the summary sheet. Discussion followed. Issues include union contracts, use of faculty, reassigning employees. In addition compliance with regional standards (NEASC) an important issue. Issues to be addressed include requirements, policies and special concerns. Areas of further discussion are whether to have program review be more discriminating than new program

approval, the use of more judicious criteria in the elimination or enhancement of programs when needed, and the linkages of program review with accountability.

- Timeline was discussed with a goal of May for submission to full BOR. Items for committee include Dr. Bermudez's recommendation points included in the handouts, the further development of the review parameters with input from committee, and the invitation of comments from the institutions.

6. Briefing on Current Pending Legislation Concerning Academic Issues

- a) Transfer Bill – proposed legislation asks for 30 credits in order to be transferred between/among institutions. It is not inconsistent with proposed policies being developed by BOR. In response to question, it was noted that present legislation of transfer credits was based on an articulation agreement between the Community Colleges and UConn's School of Business. The bill also specifies Liberal Arts & Sciences. It was pointed out that the BOR policy referred to competencies while the bill calls for a list of courses that will transfer. Dr. Feroe will email to committee members further information on bill. Naomi Cohen mentioned that some Regents could talk to the legislative chairs to determine intent of bill and how it coincides with BOR's plans.
- b) Remediation Bill
Noted that testing is not predictive of success; bill is seriously problematic. Dr. Feroe noted the legislative chairs goals included:
 - Ensure that the "almost there" students not be kept out of general education courses but instead be given the option to take these courses with more time on task in order to succeed;
 - Consider ways in which remedial students do not have to pay for multiple classes (noted were the computer-aided or online courses or approaches that can be accomplished at own pace);
 - The need to work with K-12 system for college readiness;
 - That High Schools, through the P-20 Council, develop an early information system in order to provide real pathways to college readiness by graduation.

Bill needs work but legislative chairs have asked for language suggestions. Dr. Feroe and staff will prepare language and email to the Committee for input.

7. Adjournment

Naomi Cohen adjourned meeting at 12:00 p.m.

ITEM

Approval of Nominations for Honorary Degrees

RECOMMENDED MOTION FOR FULL BOARD

That the nominees for an honorary degree, as presented below, 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 candidates below have been recommended by the college or university president and approved by the Academic & Student Affairs Committee for conferral of an honorary degree at commencement.

ANALYSIS

Honorary Degree Nominations for 2012 Commencements:

Western CT State University**Ronald Bruder**

Ronald Bruder, has founded companies in real estate, and in the oil, medical technology, and travel industries. In 1977, he founded The Brookhill Group which owns and manages properties throughout the US. A decade ago, Mr. Bruder founded the Education For Employment (EFE) Foundation to promote programs to reduce chronically high youth unemployment in the Middle East and North Africa. EFE currently has offices in Washington, New York and Madrid, and has formed collaborative partnerships with businesses, universities, nonprofit organizations and government agencies in the United States and abroad. Fundamental to EFE's success on the ground has been its establishment of a network of semi-autonomous affiliates in Egypt, Jordan, Morocco, Yemen, Palestine and Tunisia.

Outside of his work for EFE, Mr. Bruder has served on Amnesty International's Presidential Advisory Council and on the Board of Directors of Lighthouse International, which enables visually challenged individuals to lead full and productive lives. Mr. Bruder was recognized for his contributions to global equity and stability as the 2007 recipient of the Americans for Informed Democracy "Innovator in Coexistence" award. He also received the 2010 Amy and Tony Polak Distinguished Advocate Award, presented by the Anne Frank Center USA. A senior fellow of the Foreign Policy Association, Bruder has published articles in the New York Times, Huffington Post and other national media, and his work with EFE has been featured by the Financial Times, Fortune Small Business, Forbes, the Christian Science Monitor as well as PBS and Discovery Channel programs.

In 2011, Mr. Bruder was named one of Time Magazine's "100 most influential people in the world." Mr. Bruder has a BA in Economics (Adelphi University), an MBA in Finance (New York University) and a post-Masters degree in Accounting & Taxation (Iona College). He currently lives in New York.

Central CT State University**Carol A. Ammon**

Carol A. Ammon, a 1973 graduate of CCSU in Biology, began her career as an Associate Scientist at E.I. DuPont de Nemours and Company, rising through positions of increasing responsibility to become first, President of the generic pharmaceutical business division of DuPont Merck Pharmaceutical Company, and then, President of the US Pharmaceuticals Division of DuPont Merck. In 1997 she led a management team that formed Endo Pharmaceuticals, Inc. As their CEO, Ms. Ammon presided for ten years over a company that grew to over a thousand employees with a net sales of over a billion dollars.

Ms. Ammon has been the recipient of many honors and recognitions, including the "Young Entrepreneur of the Year in Health Sciences" in Philadelphia in 2003, the CEO of the Year in 2004 by the Eastern Technology Council, and the Paradigm Award in 2005, the Philadelphia region's most prestigious award for business women. Under her leadership Endo Pharmaceuticals was also recognized in 2004 as Company of the Year by the Eastern Technology Council. Since her retirement from Endo in 2007, Ms. Ammon has remained active as an adjunct professor at the University of Delaware and as a member of several executive boards. She also established the Carol A. Ammon Foundation which provides support for education and healthcare initiatives.

In recognition of her unprecedented generosity to Central CT State University to support student scholarships, the university formally named the Carol A. Ammon School of Arts and Sciences in her honor.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions) - 01/20/12

SECTION 1: GENERAL INFORMATION

Institution: Three Rivers Community College	Date of Submission to BOR Office (Form): 03-14-2012
Most Recent NEASC Institutional Accreditation Action and Date: 2002 Last Accreditation, 2007 Fifth Yr. Interim Report, reaccreditation renewal scheduled 2012	
Program Characteristics Name of Program: E-Commerce Degree: Title of Award: Associate in Science Anticipated Program Initiation Date: August 2012 Anticipated Date of First Graduation: May 2014 Modality of Program: On ground Online X Combined Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 60-62	Program Credit Distribution # Cr in Program Core Courses: 16 # Cr of Electives in the Field: # Cr of Free Electives: # Cr Special Requirements (include internship, etc.): 23-24 # Cr General Education Requirements: 21-22 Total # Cr in the Program (sum of all #Cr above): 60-62 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 57
Type of Approval Action Being Sought: Licensure and Accreditation	
BOR Approved CIP Code No. 520208 Title of CIP Code: E-Commerce/Electronic Commerce	
Institution's Unit and Location Offering the Program: Business Dept.; Main Campus	
Institutional Contact for this Proposal: Ann Z. Branchini	Title: Academic Dean Tel.: (860) 383-5204 e-mail: Abranchini@trcc.commnet.edu

SECTION 2: PROGRAM PLANNING ASSESSMENT

Alignment of Program with Institutional Mission, Role and Scope

The proposed program supports the College's goals and mission. The program includes courses in general education, business/management, and computer science. With the employment opportunities in the state and nationwide, this new degree program will bring more students to the College—increasing FTE and headcount. The E-Commerce Associate Degree will provide a strong basic foundation in electronic commerce and a broad background in general education. The degree will serve those citizens of Southeastern Connecticut who aspire to obtain entry-level careers in e-commerce as well as in specialized online jobs in sales and technology. The degree will introduce students to a broad range of courses required for basic performance in e-commerce. The curriculum is designed to produce graduates ready to function in e-commerce positions with the competencies, skills, and attitudes necessary for success in the workplace. It forms the basis for continued career growth and life-long learning as a professional or for the student who desires to continue his or her education in a baccalaureate program.

Addressing Identified Needs

CT workforce needs and/or the wellbeing of CT society/communities

Many technical fields in the State of Connecticut are in need of entry-level workers. Combining basic computer abilities with exposure to management principles would give students the opportunity to advance into supervisory positions. The curricula in this degree program will prepare students to analyze the economy to help business predict where it's heading and how they can prepare. Other skills include how to set up and maintain a website for business, marketing and sales purposes. An Associate Degree in E-Commerce, could lead to a career as a webmaster, telecommunications specialist, or a computer support specialist. According to the Connecticut Department of Labor, the occupation of Computer Support Specialist is one of the fastest growing occupations in the State of Connecticut. This occupational group ranked number 9 on Connecticut's Top 13 Occupations 2006-2016 List. The Connecticut Department of Labor is projecting a 9.3% increase in employment opportunities in Connecticut through the year 2016. The list the most significant source of post-secondary education or training as an Associate Degree.

Use of institutional strengths, distinctiveness and location

The E-Commerce degree program will blend business and computer science courses to address the needs of the emerging field of E-

commerce. Business courses in the program include coursework in accounting, business software, business law, marketing, and management. Computer Science courses include coursework in business system development, information security, operating systems, programming, databases, and Web e-commerce. Three Rivers Community College's Business and Computer Sciences Departments have collaborated on the development of this new degree program. Various fulltime and part time faculty from both departments will teach the courses. All courses listed in the degree are already being offered at the College at this time. Therefore, no additional courses will have to be created or added to the course schedule. The College has state of the art computer labs in its new facility to accommodate the computer science courses.

Transfer agreements within BOR

The E-Commerce degree would transfer into a variety of different baccalaureate programs in the Connecticut University System including: Eastern Connecticut State University (Business Information Systems; Computer Science; Business Administration), Western Connecticut State University (Management; Management Information Systems), Southern Connecticut State University (Management; Management Information Systems; Computer Information Systems)' Central Connecticut State University (Management; Management Information Systems; Graphic Information Design; Industrial Technology; Graphics Technology; Networking Technology; Technology Management).

Avoiding duplication

As of Spring 2010 semester, a degree in Business Administration with an E-Commerce Option is being offered at Tunxis Community College. There wouldn't be a duplication of efforts since Tunxis Community College and Three Rivers Community College draw students from different regions within the state.

Employment prospects for graduates with an Associate's Degree

An Associate's Degree in E-Commerce, could lead to a career as a webmaster, telecommunications specialist, or a computer support specialist. According to the Connecticut Department of Labor, the occupation of Computer Support Specialist is one of the fastest growing occupations in the State of Connecticut. This occupational group ranked number 9 on Connecticut's Top 13 Occupations 2006-2016 List. (See table next page.) The Connecticut Department of Labor is projecting a 9.3% increase in employment opportunities in Connecticut through the year 2016. They list the most significant source of post-secondary education or training as an Associate's Degree.

Employment prospects for graduates with a Bachelor's Degree

The United States Department of Labor, Bureau of Labor Statistics (BLS), reports that the overall employment of computer network, systems, and database administrators is projected to increase by 30 percent from 2008 to 2018, much faster than the average for all occupations. In addition, this occupation will add 286,600 new jobs over that period.

Projections data from the National Employment Matrix					
Occupational Title	Median Earnings 2008	Employment 2008	Projected 2018	Change, 2008-18	
				Number	% Change
Computer network, systems, and database administrators (Overall)		961,200	1,247,800	286,600	30%
<i>Database administrators</i>	<i>\$69,740</i>	<i>120,400</i>	<i>144,700</i>	<i>24,400</i>	<i>20%</i>
<i>Network and computer systems administrators</i>	<i>\$66,310</i>	<i>339,500</i>	<i>418,400</i>	<i>78,900</i>	<i>23%</i>
<i>Network systems and data communications analysts</i>	<i>\$71,100</i>	<i>292,000</i>	<i>447,800</i>	<i>155,800</i>	<i>53%</i>
<i>All other computer specialists</i>	<i>\$43,450</i>	<i>209,300</i>	<i>236,800</i>	<i>27,500</i>	<i>13%</i>

Computer network, systems, and database administrators are employed in a wide range of industries. Substantial numbers of these workers were also employed in telecommunications companies, financial firms and insurance providers, business management organizations, schools, and government agencies. About 7 percent were self-employed.

State of Connecticut's Top #13 Occupations 2006-2016							
Ranking	Occupation	Employment		Annual Openings 2006-2016			Education
		2006	2016	Total	Growth	Growth Rate	
#2	Computer Systems Analysts	9,631	11,579	450	195	20.2%	B.S.
#3	Computer and Information Systems Managers	4,625	5,091	122	47	10.1%	B.S.
#9	Computer Support Specialists	7,629	8,338	307	71	9.3%	A.S.

SECTION 3: PROGRAM QUALITY ASSESSMENT

Learning Outcomes - L.O.

E-Commerce provides a wide variety of computer classes for both professional development and academic advancement. Courses help students enhance their job skills, as well as provide transferrable credits to a four-year institution. Courses are available at a variety of times, day and night. Representative courses include Principles of Accounting I, Business Software Applications, Business Law I, Principles of Management, Principles of Marketing, Intro to Programming, Database I, Web Development & Design I, Web E-Commerce, Information Security, a Business or Computer Science elective and an Internship. Students will have an understanding of:

1. The use of current accounting systems and procedures
2. The Microsoft Suite application software; fundamental concepts underlying the current database technology; and Web Design and Development concepts
3. Fundamental legal principles and their applications to business transactions and to individual rights and obligations
4. Fundamental principles of management and business operations
5. Marketing research and consumer behavior in the formulation of marketing strategies
6. Computer design, programming, information processing and algorithmic problem solving
7. The essentials of electronic commerce including electronic purchase order and invoicing, electronic commerce security, electronic payment systems, and basic network security.

Program Administration

The person directly responsible for administration of the program is required to have a Master's Degree and will be titled the Program Coordinator of the E-Commerce Degree program. Personnel responsible for administration of the program are as follows:

- Richard Bennett, Associate Professor, Tenured; Chair of the Business Department; B.S. University of Akron College of Business; J.D. University of Akron School of Law
- Betti Gladue, Associate Professor, Tenured, [Program Coordinator]; M.S. Eastern Connecticut State University – Organizational Management
- Larry Flick, Associate Professor, Tenured; MBA - California State University
- Allan Anderson, Assistant Professor; MS - Computer Science - Purdue University

Betti Gladue is positioned to take on the role for overseeing the new E-Commerce program. As the program coordinator she would be responsible for the day-to-day operations of the program. She is currently the program coordinator for the Business Information Systems program; has a Master's Degree in Organizational Management; and many years of professional experience relating to business and technology. All other faculty in the program have a Master's Degree in Business Administration, Computer Science or a related field. The staff support for the Business Information Systems degree program is adequate in its present form. No new expenses will be incurred.

Faculty

No new full-time faculty will be required to teach in the program. Approximately 40% of the credits will be taught by adjunct faculty. Minimal qualifications of adjunct faculty is a Master's degree in a related field

Special Resources

Existing resources within the College will be used, no additional funding is needed. The proposed curriculum consists entirely of courses currently offered at the college. There exists credit course capacity across the fulltime faculty and existing adjunct faculty currently teaching courses at the college. Aspects related to Resource Centers and Libraries share the same capabilities as all other degree programs at the College. Library support for the E-Commerce degree program is adequate.

RESOURCE SUMMARY

PROJECTED ENROLLMENT

Internal Transfers: Estimate: Part Time: 10 Fulltime: 15 (Will continue to promote to increase enrollment.)

New Students: Estimate: 30 (Will continue to promote to increase enrollment.)

NEW REVENUES

- Tuition & Extension Fund:
- Net increase in enrollment (new students) (30 x \$3,406 = \$102,180)
Based on Academic Year – Fulltime Tuition
 - For full-time students, indicate the current annual FT tuition rate.
(15 x \$3,406 = \$51,090) Based on Academic Year – Fulltime Tuition
 - For part-time students indicate current rate per credit and average number of credits per year per PT student.
(10 x \$1,354 = \$15,120) Based Two, 6 Credit-Hr. Semesters

Other New Revenues: Once the degree program is approved, the College will pursue grants and/or contracts with private or governmental entities.

NEW EXPENDITURES

Faculty & Support: Betti Gladue, the prospective program coordinator and lead faculty member for E-Commerce program has a Master's Degree in Organizational Management and many years of professional experience in Business Office Technology and Business Information Systems.
Betti Gladue, Associate Professor
MS Organizational Management - Eastern Connecticut State University
Larry Flick, Associate Professor
MBA - California State University at Hayward
Allan Anderson, Assistant Professor
MS Computer Science - Purdue University
All existing staff supports the E-Commerce program, no new staff expenses will be incurred

Library: Library support for the E-Commerce degree program is adequate. No new expenses will be incurred.
Equipment: Equipment and staff support for the E-Commerce degree program is adequate. No new expenses will be incurred.

Other: Currently all Three Rivers Community College's Business Programs are accredited by the Association of Collegiate Business Schools and Programs (ACBSP). The proposed program will not cause the College any additional accreditation expenses. Once the program is available for two years it will be eligible for accreditation.

Curriculum

Course Number and Name	L.O. # ¹	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
ACC* K111 Principles of Acctg.I	1	ENG* K101 eligibility and MAT* K137 eligibility	4	BBG* K294 Internship	1-7	3-4
BBG* K115 Business Software Apps.	2	ENG* K100 eligibility and MAT* K095 eligibility	3	-OR Bus. Elective -OR computer science elective (CSC*/CST*)		
BBG* K231 Business Law I	3		3	CSC* K108 Intro to Programming	6	4
BMG* K202 Principles of Mgmt.	4	ENG* K101 eligibility	3	CSC* K233 Database I	2	4
BMK* K201 Principles of Marketing	5	ENG* K101 eligibility	3	CST* K153 Web Development. & Design I	2	4
				CST* K253 Web E-Commerce	7	4
				CST* K275 Information Security	7	4
Total Other Credits Required to Issue Credential (e.g. GenEd/Liberal Arts Core/Liberal Ed Program): 21-22						

Program Outline

The E-Commerce program entails 39-40 of Related Course requirements from the business and computer science disciplines. Nine credits from the English discipline; three from First Year Experience; three from the social science discipline, three from the math discipline, and three/four from the natural science department.

GENERAL EDUCATION

ENG K101	Composition	3
COM K173	Speech Communication	3
GRA K155	Advertising Design	3
IDS K105	First Year Experience	3
MAT 137 or higher	Intermediate Algebra	3
XXX K***	Social Science Elective	3
XXX K***	Natural Science Elective	3-4

BUSINESS CORE

ACC K111	Prin. of Accounting I	4
BBG K115	Business Software Apps	3
BBG K231	Business Law I	3
BMG K202	Prin. of Management	3
BMK K201	Prin. of Marketing	3

SPECIALIZATION

BBG K294	Business Internship OR	3-4
XXX K***	Business Elective OR	
XXX K***	Computer Science Elective (CSC or CST)	
CSC K108	Intro. to Programming	4
CSC K233	Database I	4
CST K153	Web Development & Design I	4
CST K253	Web E-Commerce	4
CST K275	Information Security	4
	GRAND TOTAL	60-62

¹ From the Learning Outcomes enumerated list provided at the beginning of Section 3 of this application

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions) - 01/20/12

Full-Time Faculty Teaching in this Program

Faculty Name	Title	Status	Area of Specialization/Pertinent Experience	Institution of Highest Degree
Betti Gladue	Professor, Business Information Systems Program Coordinator	Full Time	M.S. Organizational Management	Eastern Connecticut State University
Larry Flick	Associate Professor Business Administration Program Coordinator	Full Time	M.B.A Management	California State University at Hayward
Allan Anderson	Associate Professor Computer Science	Full Time	M.S. Computer Science	Perdue University

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions) - 01/20/12

SECTION 1: GENERAL INFORMATION

Institution: Three Rivers Community College	Date of Submission to BOR Office (Form): 03-12-2012	
Most Recent NEASC Institutional Accreditation Action and Date: 2002 Last Accreditation, 2007 Fifth Yr. Interim Report, reaccreditation renewal scheduled 2012		
Program Characteristics Name of Program: <i>E-Commerce Certificate</i> Certificate: <i>(specify type and level)</i> Undergraduate Certificate Anticipated Program Initiation Date: August 2012 Anticipated Date of First Graduation: May 2013 Modality of Program: On ground Online X Combined Total # Cr the Institution Requires to Award the Credential (<i>i.e. include program credits, GenEd, other</i>): 29	Program Credit Distribution # Cr in Program Core Courses: 13 # Cr of Electives in the Field: # Cr of Free Electives: # Cr Special Requirements (<i>include internship, etc.</i>): 16 <u>Total # Cr in the Program</u> (<i>sum of all #Cr above</i>): 29 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 29	
Type of Approval Action Being Sought: Licensure and Accreditation		
BOR Assigned CIP Code No. 520208 Title of CIP Code: E-Commerce/Electronic Commerce		
Institution's Unit and Location Offering the Program: Business Dept.; Main Campus		
Institutional Contact for this Proposal: Ann Z. Branchini	Title: Academic Dean	Tel.: (860) 383-5204 e-mail: Abranchini@trcc.comnet.edu

SECTION 2: PROGRAM PLANNING ASSESSMENT (To be Used for BOR Review Only)

Alignment of Program with Institutional Mission, Role and Scope
 As the community college serving Southeastern Connecticut, Three Rivers has a strong role in preparing students for careers in the business/computer field. The proposed certificate program supplements Three Rivers Community College degree programs in E-Commerce and fulfills a need for students and the local industry. Students deciding to continue for the Associate in Science Degree in E-Commerce will find all courses taken in this certificate program acceptable for the Associate's Degree at Three Rivers Community College. The certificate is comprised of a compilation of business and computer courses and is designed for entry-level business professionals, as well as those returning to the workforce, the opportunity to enhance their skills, increase their employability, and advance in their careers. To keep pace with changes in the workplace, this program will provide hands-on experience with the latest industry standard software applications in the Microsoft software applications suite, web development, database management, information security, introduction to programming and Web e-commerce. It is designed to be completed on either a part-time or fulltime basis with the ability to accomplish this in just one academic year if desired.

Addressing Identified Needs

CT workforce needs and/or the wellbeing of CT society/communities
 Computer Support Specialists employment is expected to increase faster than the average for all occupations through 2014. ("Faster than the Average" is defined as an increase of 18% - 26% as stated in the U.S. DOL website.) They predict that this job growth will continue to increase as it is driven by the ongoing expansion of computer system design and related services industry. According to the Connecticut Department of Labor's publication, Connecticut's Industries and Occupations, Computer Support Specialist positions will continue to increase as they are projecting a 15% increase in employment opportunities in Connecticut through the year 2012. The E-Commerce degree program will blend business and computer science courses to address the needs of the emerging field of E-commerce. Business courses in the program include coursework in accounting, business software, business law, marketing, and management. Computer Science courses include coursework in business system development, information security, operating systems, programming, databases, and Web e-commerce.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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Use of institutional strengths, distinctiveness and location

Three Rivers Community College's Business and Computer Sciences Departments have collaborated on the development of this new degree program. Various fulltime and part time faculty from both departments will teach the courses. All courses listed in the degree are already being offered at the College at this time. Therefore, no additional courses will have to be created or added to the course schedule. The College has state of the art computer labs in its new facility to accommodate the computer science courses.

Transfer agreements within BOR

This certificate would complement the E-commerce degree program providing an avenue for those seeking a certificate and a pathway for those that would like to continue on to their Associate Degree and even Bachelor's Degree.

Avoiding duplication

The program does not duplicate existing programs in our system or other institutions in the College's service region.

Employment prospects

Please provide a description/analysis of employment prospects for graduates of this proposed program. This certificate will prepare students for entry-level computer support/business positions in industry. It will also be an avenue for students who are currently working in the industry to upgrade their skills and knowledge in the business/computer related fields. The information listed below regarding the occupation of Computer Support Specialist was taken from the U.S. Department of Labor's website.

A number of companies are becoming more flexible about requiring a college degree for support positions. However, *certification* and practical experience demonstrating these skills will be essential for applicants without a degree. The completion of a certification training program, offered by a variety of vendors and product makers, may help some people to qualify for entry-level positions. Relevant computer experience may substitute for formal education.

Beginning computer support specialists usually work for organizations that deal directly with customers or in-house users. Then they may advance into more responsible positions in which they use what they have learned from customers to improve the design and efficiency of future products. Job promotions usually depend more on performance than on formal education. Eventually, some computer support specialists become applications developers, designing products rather than assisting users. Computer support specialists at hardware and software companies often enjoy great upward mobility; advancement sometimes comes within months of one's initial employment.

Cost Effectiveness and Availability of Adequate Resources

There is no additional cost to the College in adding this newly proposed certificate. All courses are currently being offered during the fall and spring semesters.

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SECTION 3: PROGRAM QUALITY ASSESSMENT

Learning Outcomes - L.O.

1. To prepare students to go on to wide-ranging careers in business or computer science as well as e-commerce entrepreneurship.
2. To provide students with technical skills in computer literacy, Internet marketing and e-commerce, Internet security, website development, business law, database technology, and Internet business model, including a well-rounded understanding of business.
3. To design, develop, and implement business and computer-related programs to solve various data processing problems using the current programming language.

Program Administration

Betti Gladue is positioned to take on the role for overseeing the new E-Commerce certificate. As the program coordinator she would be responsible for the day-to-day operations of the program. She is currently the program coordinator for the Business Information Systems program; has a Master's Degree in Organizational Management; and many years of professional experience relating to business and technology. All other faculty in the program have a Master's Degree in Business Administration, Computer Science or a related field. The staff support for the Business Information Systems degree program is adequate. No new expenses will be incurred.

Faculty

No new full-time faculty will be required to teach in the program and all courses will be taught by these faculty.

Special Resources

There is no additional cost to the College in adding this newly proposed certificate

Curriculum

Course Number and Name	L.O. # ¹	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
ACC* K111 Principles of Accounting I	2	ENG* K101 eligibility and MAT* K137 eligibility	4	CST* K153 Web Development & Design I	3	4
BBG* K115 Business Software Apps.	3	ENG* K100 eligibility and MAT* K095 eligibility	3	CSC* K233 Database I	3	4
BBG* K231 Business Law I	2	None	3	CSC* K108 Intro to Programming	3	4
BMK* K201 Principles of Marketing	2	ENG* K101 eligibility	3	CST* K253 Web E-Commerce	3	4

Full-Time Faculty Teaching in this Program

Faculty Name	Title	Status	Area of Specialization/Pertinent Experience	Institution of Highest Degree
Betti Gladue	Professor, Business Information Systems Program Coordinator	Full Time	M.S. Organizational Management	Eastern Connecticut State University
Larry Flick	Associate Professor Business Administration Program Coordinator	Full Time	M.B.A Management	California State University at Hayward
Allan Anderson	Associate Professor Computer Science	Full Time	M.S. Computer Science	Perdue University

¹ From the Learning Outcomes enumerated list provided at the beginning of Section 3 of this application

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SECTION 1: GENERAL INFORMATION

Institution: Three Rivers Community College	Date of Submission to BOR Office: February 7, 2012	
Most Recent NEASC Institutional Accreditation Action and Date: 2002 Last Accreditation, 2007 Fifth Yr. Interim Report, reaccreditation renewal scheduled 2012		
Program Characteristics Name of Program: Sports and Leisure Management Degree: Title of Award: Associate in Science Anticipated Program Initiation Date: August 2012 Anticipated Date of First Graduation: May 2014 Modality of Program: On ground Online X Combined Total # Cr the Institution Requires to Award the Credential (<i>i.e. include program credits, GenEd, other</i>): 61	Program Credit Distribution # Cr in Program Core Courses: 21 # Cr of Electives in the Field: 3 # Cr Special Requirements (<i>include internship, etc.</i>): 15 # Cr General Education Requirements: 22 <u>Total # Cr in the Program</u> (<i>sum of all #Cr above</i>): 61 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 61	
Type of Approval Action Being Sought: Licensure and Accreditation		
BOR Assigned CIP Code No. 310504 Title of CIP Code: Sports and Fitness Administration/Management		
Institution's Unit and Location Offering the Program: Science Dept., Main Campus		
Institutional Contact for this Proposal: Ann Z. Branchini	Title: Academic Dean	Tel.: (860) 383-5204 e-mail: abranchini@trcc.commnet.edu

SECTION 2: PROGRAM PLANNING ASSESSMENT

Alignment of Program with Institutional Mission, Role and Scope

Three Rivers Community College continues to be a leader in creating opportunities to gain degrees in growing fields that help to support health and wellbeing of the surrounding communities. The student graduating from the Sports and Leisure Management program will possess a well-rounded education that is affordable and offers many opportunities for employment. Eastern Connecticut offers many opportunities in tourism, recreation and sport. The Sport and Leisure Management program will provide knowledge in areas of recreational management, fitness, facility design and management, accounting, and risk management.

Addressing Identified Needs

CT workforce needs and/or the wellbeing of CT society/communities

The Sport and Leisure Management program is a good fit for the changing economic landscape Southeastern Connecticut. Many people and communities are turning to parks, recreation departments and local attractions to spend their leisure time. Fitness centers, community activities and recreational areas are a refuge during these periods. Due to the large number of baby boomers and the incidence of childhood obesity, there is a great need for well-educated, creative and fiscally responsible people to manage the growing leisure population and dwindling resources. Healthy, active pursuits promote health, decrease stress, and encourage well-being.

Using institutional strength, distinctive character, and/or location

The Sport and Leisure Management degree program combines the coursework of Exercise Science, Recreation and Business to address the financial and managerial needs in the areas of fitness, wellness and recreation. The coursework centers on the management of programs and financial issues associate with sport, fitness centers, medical rehabilitation, athletic departments and recreation departments in the public and private sectors.

Transfer agreements with BOR institutions

The Sport and Leisure Management degree would transfer to different baccalaureate programs within the Connecticut University system (please see below). We are currently pursuing articulation agreements for the Exercise Science degree program and pursue agreements for the Sport and Leisure Management program.

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Avoiding duplication

The University of Connecticut offers a Bachelor of Science in Social Science of Sport with a concentration in Sports Management. Eastern Connecticut offers a Bachelor of Science in Sport and Leisure Management. There are currently no community colleges in the state that offer an Associate in Science degree for Sport and Leisure Management.

Employment prospects for graduates

Employment opportunities for graduates could include, athletic directors, professional sport management, recreation directors, fitness center owner/manager, and a variety of management opportunities in the tourism field. The U.S. Department of Labor website states that the employment opportunities for fitness and recreation specialists is expected to increase "faster than average", 29 percent over the 2008-18 decade. The numbers of jobs are expected to grow because people are spending time and money on fitness and more businesses are recognizing the benefits of health and wellness programs for their employees.

Projections data from the National Employment Matrix

Occupational Title	SOC Code	Employment, 2008	Projected Employment, 2018	Change, 2008-18	
				Number	Percent
Fitness trainers and aerobics instructors	39-9031	261,100	337,900	76,800	29

NOTE: Data in this table are rounded. See the discussion of the employment projections table in the *Handbook* introductory chapter on [Occupational Information Included in the Handbook](#).

Cost Effectiveness and Availability of Adequate Resources

There is no additional cost to the College in adding the proposed Sport and Leisure Management degree program. There no need for additional courses, all of the courses in the proposed program are currently being taught by existing faculty.

Connecticut Board of Regents for Higher Education

APPLICATION FOR NEW PROGRAM APPROVAL PRO FORMA ¹ BUDGET - RESOURCES AND EXPENDITURE PROJECTIONS

Institution Three Rivers
Community College
Proposed Program Sport and Leisure
Management

Date 2/17/2012

PROJECTED Enrollment	First Term Year 1		First Term Year 2		First Term Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers (from other programs)	3	8	5	12	10	15
New Students (first time matriculating)	8	8	15	15	25	25
Continuing (students progressing to credential)	1	1	5	5	7	7
Headcount Enrollment	12	17	25	32	42	47
Total Estimated FTE per Year						

PROJECTED Program Revenue	Year 1		Year 2		Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition (Do not include internal transfers)	\$41,880	\$23,018	\$87,250	\$43,328	\$146,580	\$63,638
Program-Specific Fees	\$0	\$0	\$0	\$0	\$0	\$0
Other Rev. (Annotate in text box below)						
Total Annual Program Revenue	\$64,898		\$130,578		\$210,218	

PROJECTED Expenditures*	Year 1		Year 2		Year 3	
	Number (as applicable)	Expenditure	Number	Expenditure	Number	Expenditure
Administration (Chair or Coordinator)	0	\$0	0	\$0	0	\$0
Faculty (Full-time, total for program)	0	\$0	0	\$0	0	\$0
Faculty (Part-time -total for program)	0	\$0	0	\$0	0	\$0
Support Staff	0	\$0	0	\$0	0	\$0
Library Resources Program	0	\$0	0	\$0	0	\$0
Equipment (List as needed)	0	\$0	0	\$0	0	\$0
Other (e.g. student services)	0	\$0	0	\$0	0	\$0
Estimated Indirect Cost (e.g. student services, operations, maintenance)	0	\$0	0	\$0	0	\$0
Total ESTIMATED Expenditures		\$0		\$0		\$0

* Note: Capital outlay costs, institutional spending for research and service, etc. can be excluded.

¹ This PRO FORMA budget provides reasonable assurance that the program can be established and is sustainable. Some assumptions and/or formulaic methodology may be used and annotated in the text box.

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SECTION 3: PROGRAM QUALITY ASSESSMENT

Learning Outcomes - L.O.

1. The student will demonstrate an understanding of management issues and trends in the sport and exercise field
2. The student will understand the connection between various management functions and the coordination of agency resources, programs and services
3. The student will be able to apply the concept areas related to the personnel process, including candidate recruitment, candidate selection, orientation, training and development and performance appraisal
4. The student will demonstrate a mastery of the basic principles, concepts and terminology of today's marketing strategy
5. The student will develop an awareness of the importance of marketing in today's competitive, consumer-oriented society
6. Students will understand the importance of societal issues of computer security risks, privacy risks, identity theft and technological impacts on our culture
7. The student is will demonstrate knowledge of the history and principles governing business law in the United States.
8. The student will be able to evaluate target populations to further understand the needs and options of a variety of participants.
9. The student will have knowledge of the concept of activities of daily living and its importance in the overall health of the individual.
10. The student will analyze the developmental characteristics for each life stage that are the most relevant to the design and delivery of leisure and recreation service.
11. The student will identify key aspects of facility and equipment maintenance and cleaning, implement appropriate maintenance and cleaning schedules.
12. The student will evaluate various strategies for effectively scheduling of facilities and programs.
13. The student will identify common areas of potential litigation in the strength and conditioning facility.
14. The student will demonstrate knowledge and application of inventory (cost flows; periodic; perpetual) accounting and reporting.

Program Administration

Heidi Zenie will be the program coordinator. She has an Associate in Science Degree in Recreation, a Bachelors Degree in Physical Education/Athletic Training and a Master of Science in Education. Heidi's FTE load in the fall semester is 1.53* or 23 workload units, this includes .2 for a non Exercise Science course (IDS*K105). Her FTE load in the spring semester is 1.4* or 21 workload units. *some of the FTE load includes overload assignments.

Faculty

No new full-time faculty members will be needed for the program. Adjunct faculty will teach 5% of the credits in the program. Adjunct faculty are required to have earned a minimum of an MS degree in Exercise Science.

Special Resources

No special resources needed.

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Curriculum

Course Number and Name	L.O. # ¹	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
HPE*K105 Intro to Fitness and Training	8	ENG* K101 eligibility	3	ACC* K111 Principles of Accounting	14	4
HPE*K130 Weight Training and Fitness	10	ENG* K002 and/or ENG* K012 (based on placement) and MAT* K075	3	BBG* K115 Business Software Apps	6	3
HPE*K232 First Aid and Sports Injury	11,13	ENG* K101 eligibility	2	BBG* K231 Business Law I	7	3
HPE*K245 Programming and Presc. I	9, 10	HPE* K105	4	BMK* K201 Principles of Marketing	5	3
HPE*K246 Programming and Presc. II	9, 10	HPE* K245	3	BMG* K202 Principles of Mgmt.	2,4	3
RLS*K101 Intro to Rec. & Leisure Services	12	ENG* K101 eligibility	3			
RLS*K218 Organ. & Admin. of Sport	1,3,13,14	RLS* K101	3			
Core Course Prerequisites				Elective Courses in the Field		
See above				Fine Arts Elective		
Total Other Credits Required to Issue Credential (e.g. GenEd/Liberal Arts Core/Liberal Ed Program) 22						

Program Outline

The Sport and Leisure Management requires certification in First Aid and CPR/AED. All students are required to participate in a field experience which requires assisting, planning and implementing recreational activities.

¹ From the Learning Outcomes enumerated list provided at the beginning of Section 3 of this application

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Full-Time Faculty Teaching in this Program

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Heidi Zenie Acting Program Coordinator/lecturer	M.S. Education	Exercise Science	Full -time
Ann McNamara Professor	M.S. Registered Dietician	Health/Nutrition	Full -time
Richard Bennett, Assoc. Prof.	BSIM, JD	Business Law & Management	Full Time
Arthur Braza, Prof.	BS, BA, MBA	Accounting	Full -time
Irene Clampet	AA, BA, MBA	Marketing	Full -time
Larry Flick	BS, MBA	Management	Full -time
Betti Gladue	BA, MS	Computers apps and Communication	Full -time
G. Kent Harding	BS, MSEE, MBA	Management	Full -time
Ed Muenzner	AA, BS, MSAT, CPA	Accounting	Full -time

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SECTION 1: GENERAL INFORMATION

Institution: Three Rivers Community College	Date of Submission to BOR Office (Form): 03-12-2012	
Most Recent NEASC Institutional Accreditation Action and Date: 2002 Last Accreditation, 2007 Fifth Yr. Interim Report, reaccreditation renewal scheduled 2012		
Program Characteristics Name of Program: Women's Studies Certificate Certificate: Undergraduate Certificate Anticipated Program Initiation Date: August 2012 Anticipated Date of First Graduation: May 2013 Modality of Program: On ground Online X Combined Total # Cr the Institution Requires to Award the Credential (<i>i.e.</i> include program credits, GenEd, other): 24	Program Credit Distribution # Cr in Program Core Courses: 12 # Cr of Electives in the Field: # Cr Special Requirements (<i>include internship, etc.</i>): # General Education - 12 <u>Total # Cr in the Program</u> (<i>sum of all #Cr above</i>): 24 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 18	
Type of Approval Action Being Sought: Licensure and Accreditation		
BOR Assigned CIP Code 050207 Title of CIP Code: Women's Studies		
Institution's Unit and Location Offering the Program: Humanities Dept.; Main Campus		
Institutional Contact for this Proposal: Ann Z. Branchini	Title: Academic Dean	Tel.: (860) 383-5204 e-mail: Abranchini@trcc.comnet.edu

SECTION 2: PROGRAM PLANNING ASSESSMENT

Alignment of Program with Institutional Mission, Role and Scope

The purpose of this Certificate is to prepare students for transferring into four-year institutions to pursue a major or a minor in Women's Studies. This Certificate is also designed for students who are interested in working in various private and non-profit sectors. These jobs may include working in domestic violence or welfare rights advocacy, public and community service, non-profit organization work, family counseling, sexual assault counseling, health care, public policy work, human resources, teaching, law, and public relations.

The Women's Studies Certificate offers these opportunities that support the Mission:

Offers post-secondary educational opportunities: To accomplish this component, students must be offered new and varied options for study, which includes adding more opportunities, for example, certificate and degree programs that meet the changing needs of our students. The Women's Studies Certificate Program meets this need.

Encourages lifelong learning: Women's Studies courses specifically emphasize an interactive learning process from a feminist pedagogical approach, which puts students in the driver's seat in their learning process. When students feel connected to and nurtured in their own learning, they take ownership of it (or "claim it," as Adrienne Rich states) and are therefore more likely to embrace learning throughout their lives.

Provides a well-rounded and rewarding educational experience with an emphasis on critical thinking, effective communication, and the College's institutional values: The courses in this Certificate have been selected carefully to ensure that students learn about themselves and the world from an interdisciplinary perspective, which includes an "appreciation of the natural and social sciences, humanities, technology and the arts." The specific courses offered within this Program meet general education requirements by incorporating course outcomes that focus on critical thinking and effective communication. This Certificate also focuses on community engagement through service learning projects that "engage students and community members to become active and responsible," as well as help them develop leadership skills.

Helps students achieve their goals: Many students come into college without knowing what their interests are and where they want to go with their education. Students who enter community colleges are unique in that many also enter from a marginalized position without recognizing the forces that have shaped their lives. In women's studies, students learn how to identify these forces and how they have shaped their own lives. This ability to name the problems is transformational and empowers students to take charge of their lives. It is really important to note as well that within this type of certificate program,

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students will be given more personal attention to their needs through mentoring, which can help them identify and then reach their goals. In women's studies—because the subjects they learn about are so intimately connected to their experiences—students also have the opportunity to take their personal interests and tailor them into an academic focus.

Addressing Identified Needs

There are many organizations in Norwich and surrounding areas that need students educated in women's studies who have the knowledge required to understand the unique needs of those in crisis and/or who need general support in society. These institutions include, but are not limited to, Madonna Place (combats child abuse and promotes strong families); Sexual Assault Crisis Center of Eastern CT (New London and Willimantic); Women's Center of South East CT; Planned Parenthood; Katie Blair House (transitional program for homeless women); Habitat for Humanity; Mystic Area Shelter and Hospitality; Thames River Family Program (residential community for formerly homeless female-headed families); Youth Pride, Inc. (programming and support for LGBTQ youth ages 13-23); True Colors (works with other social service agencies and in community to meet the needs of LGBT youth); Girl Scouts of CT.

Using the strengths of the institution, its distinctive character, and/or location?

Three Rivers Community College in the last few years has seen an unprecedented surge in enrollment due to the downturn in the economy and the new campus. Currently, we offer 34 associate degrees and 43 certificate programs, none of which are related to or consist of courses specific to a women's studies degree/certificate. We, here at Three Rivers, have the expertise to bring this focus into our College by delivering this type of a certificate program with courses run by faculty who are experts in the field of women's studies and other disciplines that focus on social, political, and historical issues that affect woman. We also have a strong service learning program on campus directed by a Vista Volunteer to support students' work in the community. Further, since there are no institutions that offer women's studies courses or certificate programs/degrees in Norwich and surrounding areas (where most of our students reside), this certificate will give them access to explore the dynamic and growing field of women's and gender studies. Three Rivers Community College, by offering this Certificate to our students, will also be delivering a service to our community by preparing students to do work that supports the health of their communities, whether they complete the certificate and enter the workforce or by transferring into four-year institutions for further education.

Transfer agreements with institutions under the BOR

This proposal is whole heartedly supported by program chairs and directors across the state in their women's and gender [and sexuality] studies programs. (Janet Hagen has met with most of them directly, and if not in person, via email.) Unanimously, they believe that students' attainment of a certificate from our College will develop a pathway for them to transfer into their programs. As listed below, our course WMS 105, Gender in the Everyday World, transfers directly into all four Connecticut state university colleges, University of Connecticut, St. Joseph's, and University of Rhode Island, meeting their core requirement introductory course in their major/minor degree programs. Work-out plans for articulations are in the planning stages, pending final approval of this Certificate.

Recent communication with Rhona Free, Academic Affairs; Cid Carmen, Dean of Arts and Sciences; and Maureen McDonnell, English and Women's Studies, has resulted in a meeting on 24 February 2012 to discuss an articulation agreement with ECSU.

Avoiding duplication

This certificate program does not duplicate any certificate, associate, or bachelor degree programs in Connecticut and there are no other undergraduate women's studies certificate programs in the state of Connecticut; however, as noted previously, there are women's and gender [sexuality] studies programs in all of the major institutions, and therefore the Certificate Program opens a *pathway* for students to follow into further study at four-year institutions.

Further clarification/reiteration:

- a. The proposed Certificate Program is comprised of courses that are designed to lay the groundwork for students to transfer into four-year institutions to further their education and scholarship in women studies.
- b. Credits for this Program may be applied to most degree programs within the Connecticut Community College system.
- c. Within and outside of the Connecticut college state system, most four-year institutions offer majors and/or minors,

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graduate degrees, and certificates in Women's Studies:

1. Public four-year institutions in CT and RI:

- Eastern Connecticut State University: Women's Studies Minor (Major is being proposed)
- Central Connecticut State University: Women, Gender, and Sexuality Studies Minor
- Western Connecticut State University: Women's Studies Minor
- Southern Connecticut State University: Women's Studies Minor and Master of Arts
- University of Connecticut: Women's Studies Minor, Graduate Degree, and Graduate Certificate Program
- University of Rhode Island: Women's Studies Major, Minor, and Graduate Certificate Program

2. Private four-year institutions

- Trinity College Hartford: Women, Gender, and Sexuality Major
- Wesleyan University: Feminist, Gender, and Sexuality Studies Major
- Rhode Island College: Women's Studies Bachelor of Arts and Minor
- Providence College: Women's Studies Major and Minor
- Connecticut College: Gender and Women's Studies Major and Minor
- St. Joseph's College, Women's Studies Major

WMS 105, Gender in the Everyday World, transfers directly into these programs meeting the requirements of their introductory women's and gender studies courses required for their minors/majors in women's studies:

University of Connecticut

WMS*K105 equivalent to WS 105, Gender in the Everyday Life

Western Connecticut State University

WMS*K105 equivalent to WS 200, Introduction to Women's Studies

Southern Connecticut State University

WMS*K105 equivalent to WMS 100, Dynamics of Sex, Race, and Class

Central Connecticut State University

WMS*K105 equivalent to WGSS 200, Introduction to Women, Gender, and Sexuality Studies

Eastern Connecticut State University

WMS*K105 equivalent to WST 260 Introduction to Women's Studies

St. Joseph's College

WMS*K105 equivalent to WMST 120, Women in Society

Rhode Island University System

University of Rhode Island

WMS*K105 equivalent to WMS 150, Introduction to Women's Studies

Employment prospects for graduates

This Certificate is designed for students who are interested in working in various private and non-profit sectors. These jobs may include working in domestic violence or welfare rights advocacy, public and community service, non-profit organization work, family counseling, sexual assault counseling, health care, public policy work, human resources, teaching, law, and public relations.

Cost Effectiveness and Availability of Adequate Resources

No new coursework is required for this Certificate. All of the above courses are routinely offered as part of existing degree programs. No additional resources or costs will be required to implement this Certificate (faculty, staff, library, or equipment).

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SECTION 3: PROGRAM QUALITY ASSESSMENT

Learning Outcomes - L.O.

1. Explain how women's positions are socially constructed through social identity locations (such as race/ethnicity, class, age, sexuality, abilities, etc.) and other social, cultural, and historical experiences and how these locations and experiences impact women's lives
2. Demonstrate strong written and oral communication skills by formulating and articulating ideas, developing positions, actively listening, and engaging in constructive dialogue on the topic of gender and women's issues
3. Identify and explain what career options and degree programs are available to women's studies majors and minors.
4. Demonstrate awareness of the importance of civic engagement by engaging in projects that promote the empowerment of women and girls

Program Administration

Associate Professor Janet M. Hagen has a M.A. from St. Cloud State University in American Literature and Postcolonial Feminist Studies; she has also done extensive work in a Ph.D. program at University of Rhode Island in feminist theory and postcolonial literature, with an emphasis on Caribbean women writers and feminist geography. Her women's studies teaching and curriculum development credentials (URI Women's Studies Program) include an appointment as a (women's studies) lecturer, the development and implementation of two new 300-level women's studies courses, the development and implementation of women's studies courses in Talent Development (a summer program that serves the needs of disadvantaged students), the development and implementation of paired courses funded by a National Science Foundation Grant to elicit women's interest in information technology fields, and over 11 years teaching part time women's studies courses. Developed and implemented WMS 105 at TRCC, Gender in the Everyday World, which has run successful for three semesters. Her FTE load is 4/4 with an additional required 270 hours of additional responsibilities (20%).

Faculty

No new full time faculty are needed to teach in this program. Adjunct faculty will teach 12.5% of the credits. Adjuncts must have a minimum of a Masters level degree.

Special Resources

No additional resources or costs will be required to implement this Certificate (faculty, staff, library, or equipment).

PROJECTED Enrollment	First Term Year 1		First Term Year 2		First Term Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers (<i>from other programs</i>)	4	2	4	2	4	4
New Students (<i>first time matriculating</i>)	4	6	4	3	6	6
Continuing (<i>students progressing to credential</i>)						
Headcount Enrollment	8	8	8	5	10	10

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Curriculum

Course Number and Name	L.O. # ¹	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
WMS* K105 Gender in the Everyday World	1-4	ENG* K101 eligibility.	3	SOC* K278 Community Research	1,2,4	3
ENG* K261 Women Writers Across Cultures	1,2	ENG* K102	3	ENG*K101 Composition	2	3
**SOC* K211 Sociology of Gender	1,2	Any 100-level ANT,ECN,HIS,POL, PSY, or SOC course	3	ENG*K102 Literature and Composition	2	3
ART* K204 History of Women in the Arts	1,2	ENG* K101 and any 100-level Humanities, HIS, or ANT course	3	SOC*K103 Social Problems	1,2	3
Total Core Credits			12			
Total Other Credits Required to Issue Credential (e.g. GenEd/Liberal Arts Core/Liberal Ed Program)						12

Program Outline

The Women's Studies Certificate entails 24 credits of general education requirements from a range of disciplines. The program is open to all incoming and existing students and has no special admission requirements or capstone courses. As part of the 24 credits, students will be required to go out into the community as mandated in the Community Research course, which will be arranged by students working closely with the professor and Vista Volunteer.

Full-Time Faculty Teaching in this Program

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Chantal Krcmar , Assistant Professor of Sociology	B.A., Barnard College, Columbia University; M.A., University of Connecticut	Sociology: gender, social justice, service learning	Full Time
Steven Neufeld , Assistant Professor of Sociology and International Studies	B.A., Brown University; PhD Northwestern	Sociology and International Relations; social justice	Full Time
Janet Hagen , Associate Professor of English and Women's Studies	B.S., Minnesota State University; M.A., St. Cloud State University	Women's issues, local and global; feminist theory; Caribbean women writers; postcolonial literature and feminist geography	Full Time

¹ From the Learning Outcomes enumerated list provided at the beginning of Section 3 of this application

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions) - 01/20/12

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Date of Submission to BOR Office: 3/7/2012	
Most Recent NEASC Institutional Accreditation Action and Date: November 21, 2011		
Program Characteristics Name of Program: Speech Language Pathology Assistant Studies Degree: Title of Award (e.g. Master of Arts) Certificate Certificate: (specify type and level) Undergraduate Anticipated Program Initiation Date: Fall 2012 Anticipated Date of First Graduation: May 2015 Modality of Program: X Online Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 21	Program Credit Distribution # Cr in Program Core Courses: 18 # Cr of Electives in the Field: # Cr of Free Electives: # Cr Special Requirements (include internship, etc.): 3 <u>Total # Cr in the Program</u> (sum of all #Cr above): From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 21	
BOR Assigned CIP Code No. 51.0816 Title of CIP Code: Speech-Language Pathology Assistant (Year 2010)		
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: Online		
Institutional Contact for this Proposal: Dr. Dana Wilkie	Title: Academic Dean	Tel.: 860-515-3835 e-mail: dwilkie@charteroak.edu

SECTION 2: PROGRAM PLANNING ASSESSMENT

Alignment of Program with Institutional Mission, Role and Scope

The objective of this undergraduate certificate is specifically designed to train adults as a speech and language pathology assistant. It was developed at the request of CREC. Coursework is designed to assist students in mastering the skills required to address the language, communication, social/emotional and creative needs of school age children. In order to meet the American Speech Language-Hearing Association (ASHA) suggested guidelines, the students must have an earned the minimum of an A.S. degree by the time they complete this certificate program.

Addressing Identified Needs

In the state of CT, the increased demand for Speech Language Pathology Assistants will grow. According to the Bureau of Labor Statistics, it is projected that by 2018, there will be a projected 1,660 jobs available in CT. This figure estimates at about an 11% increase in positions from 2008 to 2018.

Charter Oak State College's statutory mission is to "develop and implement programs to improve opportunities in higher education through alternative modes of services, including but not limited to guidance and information services, registration and validation services, examination and degree granting services, technological delivery systems, and projects of research and development." The College has developed expertise through more than thirty-nine years of experience in each of these areas. In addition, Charter Oak has been offering online courses since 1990. This has allowed over 12,000 individuals to earn undergraduate degrees that would not otherwise have completed a college degree, often because of family, job, or financial responsibilities. In fulfilling its mission to provide flexible approaches to higher education, Charter Oak State College recognizes that learning takes place in many forms. The College is one of only a few institutions around the country that has successfully developed an alternative to the traditional higher education model. As a nontraditional college, Charter Oak offers no face-to-face instruction; instead it is recognized as a key provider of innovative distance learning programs that for more than thirty-nine years has afforded adults the opportunity to earn undergraduate degrees through a combination of online courses, award of credit for courses taken at other colleges and universities, independent guided study, and a rigorous process of testing and assessment. In providing its students with the opportunity to earn degrees that are equivalent in quality and rigor to those earned at other accredited institutions of higher education, Charter Oak collaborates with and complements the missions of other Connecticut colleges and universities. Currently, Charter Oak State College awards four degrees: the Associate in Arts, the Associate in Science, the Bachelor of Arts, and the Bachelor of Science. In addition, the College offers a number of credit certificate programs that can be applied towards the Charter Oak bachelor degrees. The College does not

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offer any majors. In 2010, the College adopted a new vision statement--*Charter Oak State College: A dynamic community of online learners advancing the nation's workforce one graduate at a time.*

Transfer Agreements:

After a discussion with the Faculty from the Communications department at SCSU, the credits may not be 100% transferable to SCSU's B.S. Pre-Professional program in Communication Disorders. SCSU curriculum currently integrates graduate level courses into the B.S. curriculum and the COSC courses may not be taught with the same level of depth as SCSU

Similar programs exist in other institutions:

Manchester Community College offers an A.S. degree in Disability Specialist Program as an option for Speech Language Pathology Assistant.

Target Population:

The target population would be paraprofessionals, high school graduates, tutors, however because COSC courses are offered online, the mere convenience of them allows teachers, reading specialists, and even parents to take a course of their choosing. The MCC program only allows for students to attend who are in the Manchester area. It also has a restricted number of credits that can be allocated for the SLPA certificate. COSC allows the entire state of CT access to the SLPA Studies certificate as well as unlimited course development. There are currently 7 courses ready for the COSC online format with several more in the design stage. Of these 7 COSC courses, two are not offered at MCC, Literacy with a Language Focus, and Language and literacy in Autism. It is important to note that approximately three years ago, Michael Herzog, Chancellor of the CT Community College System, spoke to CREC regarding the MCC SLPA program. At that time he asked why it was only available at MCC and wanted it made available throughout CT. He recommended CREC contact COSC to begin discussions regarding the possibility of putting this on line .

Employment Prospects:

To serve a growing and more diverse client base and an expanding scope of practice, more service providers are needed. In an era of heightened demand for cost efficiency, some tasks may be more appropriate for support personnel than for professional-level providers. The use of assistants may allow ASHA-certified speech-language pathologists to focus more on professional-level clinical services (i.e., those that require ongoing clinical judgment) rather than on routine day-to-day operational activities. According to the Occupational Outlook Handbook, 2010-11 edition, employment of speech-language pathologists is expected to grow by 19 percent from 2008 to 2018, faster than the average for all occupations. As the members of the baby-boom generation continue to age, the possibility of neurological disorders and associated speech, language, and swallowing impairments increases. Medical advances also are improving the survival rate of premature infants and trauma and stroke victims, who then need assessment and sometimes treatment.

Cost Effectiveness and Availability of Adequate Resources

Effective 11/5/2012, Charter Oak and CREC (Capitol Region Education Council) signed an agreement to develop an online SLPA certificate as an alternative way for students to earn a SLPA certificate. The curriculum was developed by CREC and was reviewed at CREC's request for credit by COSC as part of the CCAP (Connecticut Credit Assessment Program) review process. At the culmination of that review, it was determined that 3 credits be awarded for each course resulting in the development of 7 courses for a total of 21 credits. CREC gave Charter Oak exclusive right to offer the courses online for COSC credit. CREC owns all rights to the courses and the intellectual property. In this agreement, Charter Oak provided the instructional design support for the course development and agrees to pay the course developer \$2,068 per course to transition each course to the online format. Charter Oak hired the adjunct instructors to teach the courses in consultation with CREC. Charter Oak and CREC will share revenue from the enrollment after all expenditures are paid out.

Connecticut Board of Regents for Higher Education

APPLICATION FOR NEW PROGRAM APPROVAL PRO FORMA ¹ BUDGET - RESOURCES AND EXPENDITURE PROJECTIONS

<i>Institution</i>	Charter Oak State College	<i>Date</i>	3/1/2012
	Certificate		
	Speech Language Pathology Assistant Studies		
<i>Proposed Program</i>			

PROJECTED Enrollment	First Term Year 1		First Term Year 2		First Term Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers <i>(from other programs)</i>		0		0		0
New Students <i>(first time matriculating)</i>		10		10		10
Continuing <i>(students progressing to credential)</i>		0		10		20
Headcount Enrollment	0	10	0	20	0	30
Total Estimated FTE per Year						

PROJECTED Program Revenue	Year 1		Year 2		Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition <i>(Do not include internal transfers)</i>		\$14,160		\$21,240		\$28,320
Program-Specific Fees		\$0		\$0		\$0
Other Rev. <i>(Annotate in text box below)</i>						
Total Annual Program Revenue		\$14,160		\$21,240		\$28,320

PROJECTED Expenditures*	Year 1		Year 2		Year 3	
	Number <i>(as applicable)</i>	Expenditure	Number	Expenditure	Number	Expenditure
Administration <i>(Chair or Coordinator)</i>						
Faculty <i>(Full-time, total for program)</i>						
Faculty <i>(Part-time -total for program)</i>		\$4,332		\$6,498		\$8,664
Support Staff						
Library Resources Program						
Equipment <i>(List as needed)</i>						
Other (e.g. student services) Course developments at \$2068.00 each	2 course developments	\$4,136	2 course developments	\$4,136	3 course developments	\$6,204
Estimated Indirect Cost <i>(e.g. student services, operations, maintenance)</i>						
Total ESTIMATED Expenditures		\$8,468		\$10,634		\$14,868

* Note: Capital outlay costs, institutional spending for research and service, etc. can be excluded.

Annotations:

Formula for Faculty expenditure: \$216.60 per student per 3 credit course.

Year 1, two courses will be taught with 10 students each for a total of 20 enrollments. x \$216.60 = \$4,332

Year 2, three courses will be taught with 10 students each for at total of 30 enrollments. x \$216.60 = \$6,498

Year 3, four courses courses will be taught with 10 students each for at total of 40 enrollments. x \$216.60 = \$8,664

As a joint program between CREC and COSC, revenue will be split between both organizations after all direct development costs are covered.

¹ This PRO FORMA budget provides reasonable assurance that the program can be established and is sustainable. Some assumptions and/or formulaic methodology may be used and annotated in the text box.

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SECTION 3: PROGRAM QUALITY ASSESSMENT

Learning Outcomes - L.O.

1. Explain and demonstrate an understanding of normal speech, language, and communication development
2. Demonstrate an understanding of physiological and functional speech/language and hearing disorders
3. Document evidence-based intervention techniques to evoke and sustain communication behaviors
4. Recognize vital behavior and environmental factors that can potentially support or erode the efficacy of treatment.
5. Comprehend and advocate for the SLPA's role on a multidisciplinary team within a comprehensive service delivery system
6. Employ best practices with regard to establishing and sustaining a culturally linguistically responsive environment
7. Demonstrate proficiency in all technical skills of a speech-language pathology assistant

Program Administration The current academic dean will act as the program administrator.

Faculty No new faculty will be hired for this program. All courses are taught by an adjunct faculty. The minimal qualifications to teach within this program will be an earned Master's degree and five years experience as a Speech Language Pathologist. The lead instructor will be Julie Giaccone, a CREC employee, who also is the MCC instructor for their A.S. degree program. There are many CREC employees that also teach are nearby colleges or universities. Recruitment and supervision policies will be implemented and monitored by COSC and the course instructor(s).

Special Resources None

Curriculum *(All courses are online courses)*

Course Number and Name	L.O. # ¹	Pre-Req.	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Requirements		
Introduction to Language and Communication Development	1, 2		3	Practicum Experience		3
Speech Disorders & Interventions	2, 7		3			
Language Disorders & Interventions	3, 7		3			
Language & Literacy Development and Interventions	4		3			
Language & Communication Development in Autism	4		3			
Speech & Language Pathology Practicum	5, 6		3			

Program Outline

The 21 credit certificate program will be open to paraprofessionals, high school graduates, and tutors interesting in pursuing a career as a Speech Language Pathology Assistant. There are no specific admissions requirements. A required practicum will consist of 150 hours. The practicum experience must have an on-site, licensed and certified Speech Language Pathologist who has current CCC's (Clinic Certificate of Competence). The practicum experience is designed in such a way that the SLPA student will initially receive 100% supervision as the student shadows the SLP, begins to interact with the students, and participate in the delivery of intervention / specially designed instruction. There is a gradual role release as the SLPA student begins to deliver intervention / specially designed instruction as the SLP observes. The SLP is required to supply the chosen methodology/ specially designed instruction for the SLPA. The SLPA is not allowed to choose the type of methodology used. COSC will use a Specially Designed Instruction Plan for this. Once the SLPA has the chosen methodology to be used for the students he/she will be working with, the SLPA can then design lesson plans (that are approved by the SLP) with the chosen methodology embedded in it. For example, if the speech pathologist's specially designed instruction plan (which is typically written once per grading period per student) for "Julie Student" indicates a deficit in phonology and dictates a Broad Based Phonological Approach, the SLPA student can then use that methodology to write weekly lesson plans for small group instruction, in class integrated instruction, etc. As the SLPA student reaches the middle of the 150 hours, the level of direct supervision decreases (at the supervising SLP discretion) to 40-50% direct supervision, 20% indirect supervision. As the SLPA student is ¾ through the practicum, the level of direct supervision should be able to be weaned back to 30% direct

¹ From the Learning Outcomes enumerated list provided at the beginning of Section 3 of this application

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supervision, 20% indirect supervision. Towards the end of the practicum experience, supervision of the SLPA student should be nearing the equivalency of the speech language pathology assistant who has completed the program and is employed, i.e., 10% direct supervision and 20% indirect supervision. Again this is at the site based SLP supervisors discretion.

Faculty (Adjunct)

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/Pertinent Experience
Julie Giaccone, Speech and Language Pathologist, CREC (Capital Region Education Council)	M.S. ,C.C.C-SLP	Speech and Language Pathology

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APPLICATION FOR ACREDITATION OF A LICENSED PROGRAM (Public Higher Education Institutions) - 01/20/12

SECTION 1: GENERAL INFORMATION

Institution: Eastern Connecticut State University	Date of Submission to BOR Office:	
Most Recent NEASC Institutional Accreditation Action and Date:		
Program Characteristics Name of Program: Labor Relations and Human Resource Management Degree: Title of Award Bachelor of Science Date of Program Initiation: Fall 2010 Anticipated Date of First Graduation: Spring 2014 Modality of Program: X On ground Total # Cr the Institution Requires to Award the Credential (<i>i.e. include program credits, GenEd, other</i>): 120	Program Credit Distribution # Cr in Program Core Courses: 9 # Cr of Electives in the Field: 33 # Cr of Free Electives: 0 # Cr Special Requirements (<i>include internship, etc.</i>): 3 <u>Total # Cr in the Program</u> (<i>sum of all #Cr above</i>): 45 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 42	
CIP Code No. 521004	Title of CIP Code Labor Relations and Human Resources Management	DHE # 14839
Institution's Unit and Location Offering the Program: School of Education and Professional Studies and School of Arts and Sciences; Main campus		
Institutional Contact for this Proposal: Jennifer L Brown	Title: Associate Professor	Tel.: 860-465-0661 e-mail: brownje@easternct.edu

SECTION 2: UPDATE OF PROGRAM CHANGES AND ENROLLMENTS

Program Outline

Overview

The Labor Relations and Human Resource Management (LRHRM) major at Eastern Connecticut State University requires that students take courses from at least four existing major programs, with at least two offered by academic departments housed in the School of Education and Professional Studies and at least two offered by departments housed in the School of Arts and Sciences. Students completing the LRHRM major take courses in statistics, economics, business, history, psychology, anthropology, geography, and sociology. They graduate with an understanding of the sociological and historical contexts of work, the geographic forces that influence the location and flow of employment, the psychological principles most relevant in the workplace and the economic forces affecting wages and employment. They study labor, principles of human resources management, and the implications of diversity in the workplace. As a major that prepares students for a clearly defined set of careers, this program is unique in requiring such deep exposure to the liberal arts.

Students in the Labor Relations and Human Resource Management major are prepared to pursue careers in human resource management, personnel, union administration, labor relations, recruitment and placement, compensation and benefit analysis, equal employment and affirmative action, job analysis, and training. This major program also provides preparation for students who wish to pursue careers in economic and social policy research, analysis, and advocacy. The program is ideal for students who wish to pursue graduate degrees in human resource management, labor studies, employment law, and labor and industrial relations.

An important feature of the proposed LRHRM program is that, because it is inherently interdisciplinary, it takes advantage of existing faculty expertise and courses. There are no LRHRM faculty members and only one LRHRM course (LRHRM 490 Internship in Labor Relations and Human Resource Management). All of the faculty and courses (except LRHRM 490) are housed in existing departments and programs. This program spreads students across a wide range of courses, exposing them to many different faculty and disciplinary perspectives on work and the employment relationship.

A Labor Relations and Human Resource Management coordinator is responsible for managing the program; this includes publicizing the program, scheduling courses in consultation with affected faculty members and department chairs, recruitment of students, student advising and facilitating the activities of the LRHRM Program Advisory Committee.

The LRHRM Program Advisory Committee is composed of faculty members who teach courses included in the LRHRM major or affected department chairs. The committee is responsible for curriculum planning and assessment of the LRHRM program. The Committee has five

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APPLICATION FOR ACREDITATION OF A LICENSED PROGRAM (Public Higher Education Institutions) - 01/20/12

members including the LRHRM program coordinator. Members serve 3-year, renewable terms and are nominated by the current Committee and approved by the Vice President for Academic Affairs. Current members of the LRHRM Program Advisory Committee are:

Jennifer L Brown, Associate Professor, Department of Economics (Program Coordinator)
Peter Bachiochi, Professor, Department of Psychology
Wendi Everton, Professor and Chair, Department of Psychology
Kpoti Kitissou, Visiting Assistant Professor, Department of Economics
Elizabeth Scott, Professor, Department of Business Administration

Program Requirements

The Labor Relations and Human Resource Management Program (LRHRM) offers an opportunity for students to learn about the economic, legal, historical and institutional context of work in the United States and around the world. Students take courses totaling at least 45 credits from a variety of departments. The selection of elective courses allows students to shape their programs of study to their particular interests.

I. Pre-requisites for LRHRM courses

ECO 200 Principles of Macroeconomics
ECO 201 Principles of Microeconomics
PSY 100 General Psychology
ECO 215 Statistics for Economics and Business (or another Statistics course)
BUS 230 Business and Society

II. Courses applied to the *Labor Relations and Human Resource Management* major (45 credits)

LRHRM majors must complete at least 45 credits of coursework from the courses listed below and complete the specified minimum number of credits within each cluster of courses.

Economics: 9 credits (3 courses)

ECO 329 Political Economy of Labor Relations (satisfies the University Writing-Intensive Course requirement)
ECO 301 Intermediate Microeconomic Analysis
ECO 330 Labor Economics

Business Administration (Human Resource Management): 9 credits (3 courses) minimum

BUS 234 Supervision and Training
BUS 310 Contemporary Issues in Employment Law
BUS 330 Industrial Labor Relations
BUS 331 Organizational Behavior
BUS 333 Human Resource Management
BUS 366 Lean Production Management
BUS 433 Methods of Human Resource Management Development

Psychology: 9 credits (3 courses) minimum

PSY 303 Industrial and Organizational Psychology
PSY 304 Job Satisfaction and Motivation
PSY 305 Leadership in Organizations
PSY 403 Seminar in Diversity at Work
PSY 404 Measuring Work Behavior

Other disciplines: 9 credits (3 courses) minimum

GEO 228 Historical Geography of the U.S.
GEO 337 Economic Geography
SOC 275 The Sociology of Globalization
SOC 358 Sociology of Labor
SWK 310 Alternative Dispute Resolution
ANT 363 Women and Work
HIS 313 The Gilded Age to World War I
HIS 317 Women and Family in Western Society

Internship:

LRHRM 490 Internship in Labor Relations and Human Resource Management (3 – 6 credits)
Three credits of LRHRM 490 may be applied to the 45 credits required for the LRHRM major. If the internship is taken for 6 credits, 3 may be applied to the LRHRM major and the remaining 3 will apply to the 120 credits required for

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graduation.

In addition to these program requirements, students in the LRHRM program complete an LRHRM student portfolio. This portfolio is used by the program advisory committee as a component of program assessment.

Curricular and Other Program Changes None

Compliance with Special Requirements Given at the time of Program Licensure N/A

Other Narrative Background to be Considered Since Licensure Approval

Participation in New England Regional Student Program: Since approval of the initial program proposal, the LRHRM program at Eastern Connecticut State University has been included in the list of programs that qualify for the New England Regional Students Program (NERSP). The availability of this program at Eastern provides students from Maine, Massachusetts, Vermont and New Hampshire an opportunity to enroll at Eastern at the reduced NERSP rate. (See: <http://nutmeg.easternct.edu/admissions/documents/NERegionalPostcard11.pdf>)

Learning Outcomes - L.O. (Please list up to seven of the most important student learning outcomes for the program, and any changes introduced)

1. Students will demonstrate the ability to critically evaluate issues related to work and the employment relationship and discuss these topics in both historic and contemporary contexts, in the U.S. and globally.
2. Students will acquire knowledge of the current context of work in the U.S. They will demonstrate understanding of economic, business, sociological and psychological theories and evidence about labor and the workplace.
3. Students will demonstrate understanding of the history of work and the employment relationship in the U.S. and in other countries and will be able to assess theories of social stratification as they relate to work and employment.
4. Students will demonstrate understanding of institutional dynamics and social and cultural factors related to work.
5. Students will acquire quantitative or methodological skills appropriate to Labor Relations and Human Resource Management and they will demonstrate the ability to communicate orally and in writing at a professional level.
6. Students will acquire knowledge and professional skills that prepare them for employment in human resource management, personnel, union administration including an understanding of the legal and institutional context of work in the U.S.

SECTION 3: ENROLLMENT, CREDENTIALLING AND FINANCIAL CONSIDERATIONS

Program Resources and Cost Estimates

Timing of program approval prevented student declaration of the LRHRM major in Year 1. There were no revenues or expenditures in the first year after program licensing. In Year 2 administrative expenditures were for program planning and student recruitment. Five students declared the major. In Year 3 additional new and transfer students declared the major. Administrative costs decreased slightly with program development completed. As enrollment grows administrative costs are expected to increase to \$10,000 annually but other costs will remain level except for faculty payments for supervision of internships beginning in Year 4. Faculty compensation for this purpose will be approximately \$750 per senior student in each year.

CT Board of Regents for Higher Education

ACCREDITATION OF A LICENSED PROGRAM - RESOURCES AND COST ESTIMATES 1/20/12 Form

Institution
Licensed Program

Eastern Connecticut State University
Management

Date

18-Feb-12

ACTUAL Enrollment	First Term Year 1		First Term Year 2		First Term Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers	0	0	1		2	
New Students	0	0	3	1	6	
Returning Students	0	0			3	1
ACTUAL Headcount Enrollment	0	0	4	1	11	1
ACTUAL FTE per Year	0		4.25		11.25	
PROJECTED FTE (at Licensing)	6		22		40	
ACTUAL-PROJECTED	-6		-17.75		-28.75	
Size of First Credentialed Group			Date of Award of First Credential		May-13	

Estimated Program Revenue	Year 1		Year 2		Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition (Do not include internal transfers)			\$19,326	\$1,746	\$57,978	\$1,746
Mandatory Fees not Program-Related						
Program Specific Fees						
Other Rev. (Annotate in text box below)						
ACTUAL Program Revenue	\$0		\$21,072		\$59,724	
PROJECTED Rev. (at Licensing)	\$14,630		\$62,012		\$124,024	
Dif. ACTUAL-PROJECTED	-\$14,630		-\$40,940		-\$64,300	

Estimated Expenditures*	Year 1		Year 2		Year 3	
	Number (as applicable)	Expenditure	Number	Expenditure	Number	Expenditure
Administration (Chair or Coordinator)		\$0	1/10 faculty member	\$10,000	1/12 faculty member	\$8,333
Faculty (full-time, total for program)					1/4 faculty member	\$25,000
Faculty (Total for program)					1/3 for admin + instr.	
Support Staff					1/40 secretarial staff	\$2,000
Library Resources Program						
Equipment (List if needed)						
Other (e.g. student services)						
Estimated Indirect Cost (e.g. student services, operations, maintenance)						
Total Annual Expenditures		\$0		\$10,000		\$35,333

* Note: Capital outlay costs, institutional spending for research and service, etc. can be excluded.

Please provide any necessary annotations: Revenue calculations for all years are based on the figure of \$6,442 in revenue per new full-time student and \$291 per credit hour per part-time student, with each part-time student taking one 3-credit course per semester. Costs are for all students. Faculty costs are for supervision of Internships and total Faculty includes faculty costs for program administration and for instruction. Projected enrollments:
 Year 1: 3 internal transfer FT, 2 internal transfer PT, 2 new FT, 2 new PT. Year 2: 11 internal transfer FT, 6 internal transfer PT, 8 new FT, 6 new PT.
 Year 3: 19 internal transfer FT, 10 internal transfer PT, 16 new FT, 12 new PT.

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SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Date of Submission to BOR Office: 2/24/2012
Most Recent NEASC Institutional Accreditation Action and Date: November 21, 2011	
Program Characteristics Name of Program: Health Information Management Degree: Title of Award B.S. Anticipated Program Initiation Date: Fall 2012 Anticipated Date of First Graduation: Fall 2014 Modality of Program: X Online Total # Cr the Institution Requires to Award the Credential (<i>i.e. include program credits, GenEd, other</i>): 121	Program Credit Distribution # Cr in Program Core Courses: 37 # Cr of Electives in the Field: 39 # Cr of Free Electives: 12 # Cr Special Requirements (<i>include internship, etc.</i>): 33 (total Gen Eds 42) Total # Cr in the Program : 121 From "Total # Cr in the Program" above 76 are from existing courses (will develop 15 new courses)
Type of Approval Action Being Sought: X Licensure	
BOR Assigned CIP No. 51.0706 Title of CIP Code - Health Information/Medical Records Administrator; CIP 2010	
Institution's Unit and Location Offering the Program: Charter Oak State College Online	
Other Program Accreditation and Professional License Eligibility: Commission on Accreditation of Health Informatics and Information Management - Intended year of accreditation will be Fall 2014. CAHIIM standards at http://www.cahiim.org/Files-Standards/2012_HIM_Bacc_Standrds_elec.pdf Graduates will be eligible to the Registered Health Information Administrator (RHIA) licensure, a national license	
Institutional Contact for this Proposal: Dr. Dana Wilkie	Title: Academic Dean
	Tel.: 860-515-3835 e-mail: dwilkie@charteroak.edu

SECTION 2: PROGRAM PLANNING ASSESSMENT (To be Used for BOR Review Only)

Alignment of Program with Institutional Mission, Role and Scope

Charter Oak State College's statutory mission is to "develop and implement programs to improve opportunities in higher education through alternative modes of services, including but not limited to guidance and information services, registration and validation services, examination and degree granting services, technological delivery systems, and projects of research and development." The College has developed expertise through more than thirty-nine years of experience in each of these areas. In addition, Charter Oak has been offering online courses since 1990. This has allowed over 12,000 individuals to earn undergraduate degrees that would not otherwise have completed a college degree, often because of family, job, or financial responsibilities. This degree addresses the needs of the state's workforce and meets the needs of the adult who needs the flexibility of online learning and ease of transfer. (More information under "strengths of the institution")

Addressing Identified Needs

- How does the program address CT workforce needs and/or the wellbeing of CT society/communities?

Charter Oak State College currently fulfills its mission to provide "diverse and alternative opportunities for adults to earn degrees" through the associate and bachelor's degree programs in a variety of disciplines. As part of its long-range planning, the College has recognized the need to expand the range of its degree offerings to include majors in order to fully address its statutory mission for a workforce that continues to require more education, and a workforce that is requiring more job-specific skills. In addition, the student body at Charter Oak has changed. Students are coming with fewer credits, selecting the subject area concentrations over the individualized or liberal studies concentrations, and more students are coming to gain new skills so that they can get a job, not just advance in their current job. And more and more they are competing in the job market against younger students who have a subject area major. In response to these identified needs, Charter Oak State College began exploring the development of a major five years ago. The decision to focus its initial major offering on health information management was based on needs assessments conducted by Charter Oak State College and by the Allied Health Workforce Board and CWEALF and on interviews with health care professionals.

Employment Trends/Prospects:

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Nationally:

The healthcare is the nation's second largest employer and, as an employer, it continues to be economic downturn resistant. President Barack Obama has also named this sector as "one of his three pillars of the future of the US economy". With the mandatory adoption of the electronic health records (EHR) by January 2014, health information management (HIM) professionals' role will expand. HIM professionals will need to keep up with the current computer and internet technologies and also with the new legislative HITECH (Health Information Technology for Economic and Clinical Health ACT, 2009) requirements. In addition, as the use of healthcare data become increasingly employed in quality management, medical research, and evidence-based medicine, HIM professionals will cross boundaries with health information technology (HIT) to ensure completeness, accuracy, security, and availability of healthcare data.

According to the Bureau of Labor Statistics Occupational Outlook Handbook 2010-2011 edition, the growth record for HIM and HIT jobs is 20% against 16% for medical and health service managers and 16.8% for all other similar industry executives. This pace will be further catalyzed by the implementation of EHR technology as government estimates the need for an additional requirement of 50,000 trained workforce by January 2014. Currently, even though there is funding available to develop college programs to train HIT and HIM professionals, it is estimated that these training programs will not even meet 50% of the demand.

State-wide:

During the 2003 legislative session, the General Assembly established the Connecticut Allied Health Workforce Policy Board to monitor data and trends in allied health and develop recommendations for new programs. In the Connecticut Department of Public Health's State Information Technology Plan, it noted, "transforming the health care system through the use of health IT/IHE will impact all organizations, healthcare providers, and healthcare consumers. Training programs for clinical, operational and technical staffs will be required as the Plan is implemented." Results of a survey of hospital administrators reported in the Plan indicates that 71% feel that a well-trained IT staff was a barrier to adoption of Electronic Health Records (EHR) and Health Information Exchange (HIE) and 78.6% said formalized education and training programs will be helpful or mandatory in promotion of EHR and HIE. Consistent with these results, the Bureau of Labor Statistics estimated that employment in HIT/HIM will increase by 20% in 2018. (Taken from our grant proposal)

In 2011, the Allied Health Workforce Policy conducted a study that demonstrated that the state had a shortage of trained people in health information technology and health information management. As a result they worked with the Connecticut Department of Higher Education and Connecticut Department of Public Health to develop an RFP to encourage colleges to develop programs. Charter Oak had also contracted with the Melior Group to conduct a program needs study. One of the major areas identified for growth was health information technology/management.

Meeting these short term and long term challenges will ensure that the state, and the nation, has a skilled and knowledgeable pool of HIM personnel for Connecticut's 1,308 primary care providers, 29 acute care hospitals, nine rehabilitative and specialty hospitals and other health care agencies and institutions.

Charter Oak recognizes that HIM is a new field and that the degrees in this area have a variety of foci, including business, coding, information technology, and computer science. The program being proposed by Charter Oak is based on the CAHIM guidelines and the input from its advisory committee and consultant.

Utilizing Institutional Strengths:

Charter Oak State College's statutory mission is to "develop and implement programs to improve opportunities in higher education through alternative modes of services, including but not limited to guidance and information services, registration and validation services, examination and degree granting services, technological delivery systems, and projects of research and development." The College has developed expertise through more than thirty-nine years of experience in each of these areas. In addition, Charter Oak has been offering online courses since 1990. This has allowed over 12,000 individuals to earn undergraduate degrees that would not otherwise have completed a college degree, often because of family, job, or financial responsibilities.

In fulfilling its mission to provide flexible approaches to higher education, Charter Oak State College recognizes that learning

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takes place in many forms. The College is one of only a few institutions around the country that has successfully developed an alternative to the traditional higher education model. As a nontraditional college, Charter Oak offers no face-to-face instruction; instead it is recognized as a key provider of innovative distance learning programs that for more than thirty-nine years has afforded adults the opportunity to earn undergraduate degrees through a combination of online courses, award of credit for courses taken at other colleges and universities, independent guided study, and a rigorous process of testing and assessment. In providing its students with the opportunity to earn degrees that are equivalent in quality and rigor to those earned at other accredited institutions of higher education, Charter Oak collaborates with and complements the missions of other Connecticut colleges and universities.

Currently, Charter Oak State College awards four degrees: the Associate in Arts, the Associate in Science, the Bachelor of Arts, and the Bachelor of Science. In addition, the College offers a number of credit certificate programs that can be applied towards the bachelor degrees. The College does not offer any majors. In 2010, the College adopted a new vision statement-- *Charter Oak State College: A dynamic community of online learners advancing the nation's workforce one graduate at a time.*

At the same time, Charter Oak contracted with the Melior Group to assist the College in finding new program growth areas. One of the top areas was health information management. Concurrently, the state of Connecticut's Workforce Competitiveness Board was also conducting a study of allied health needs in the state—health information technology and health information management were defined as two of the top areas of need. In addition, the study pointed out the need for their to be career ladders within the allied health field. Since Charter Oak's mission has always been to serve the needs of adults in Connecticut, offering a major in Health Information Management made sense.

This degree fits the non-traditional character of Charter Oak State College by allowing flexibility in the way credits can be earned. The program is consistent with the statutory "to confer such certificates and degrees as are appropriate to programs of postsecondary and higher learning and in accordance with the recommendations of the board's faculty of consulting examiners on the basis of examinations and other forms of validation and evaluation of learning, including transfer credit" (Subsection (e) (1) of Sec. 10a-143 of the Connecticut General Statutes). Offering limited majors is an appropriate progression in Charter Oak State College's evolution. It allows the College to expand its efforts to serve working adult students who want and need a flexible program format. In developing its first major, Charter Oak is responding to Connecticut's need for a state of the art knowledge-based workforce.

The move to offering majors is in line with the mission of Charter Oak State College to "provide diverse and alternative opportunities for adults to earn degrees." Further its mission states it "validates learning acquired through examinations independent study, work experience, non-collegiate sponsored instruction, technology mediated learning, and traditional study.

The proposed major in health information management builds on the Colleges experience and expertise in providing course and concentrations in Health Care Administration, Health Studies, Information Systems Studies, Business Administration and Organizational Leadership and non-credit health related courses; its successful online advising and mentoring process; and its assessment program for prior college-level learning. During the past five years, 373 students have graduated with these concentrations.

Charter Oak has hired a consultant to help develop the program and to ensure that the program meets CAHIIM standards. The consultant has a Ph.D. in Biology, Post graduate work in Biology, M.S. in Computer Information Systems and in Management Information Systems, and a M.S. in Health Information Management. He is also certified as: Professional in Health Information and Management Systems, Professional in Health Information Technology, Electronic Health Record Specialist, Medical Administrative Specialist, Allied Health Instructor, Clinical Medical Assistant, Registered Medical Assistant, Electrocardiography, and Phlebotomy. In addition, he has Comptia certifications in A+, N+, Linus+, i-Net, Server., and Security+ and is a Microsoft certified professional and systems administrator. His work was shared with an advisory committee of local health care professionals from Hartford Hospital, Charlotte Hungerford Physicians Group, CT Department of Public Health, and Masonicare who made minor recommendations which were adopted.

As courses are developed, they will go through our review process for both pedagogy and content. The first time they are taught, they will be monitored. Each time they are taught, they will be evaluated by students. Minimally, every 5 years, they

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will undergo a total review.

Transfer agreements

The major is designed so that all of the courses are available through Charter Oak while still allowing for the liberal transfer credit policy that is a hallmark of Charter Oak's mission. In addition, Charter Oak is working with Capital Community College, Norwalk Community College, Northwestern Community College, and Eastern Connecticut State University as part of a grant process for funding from the Connecticut Department of Higher Education and Department of Public Health, and the Office of Workforce Competiveness to ensure that the HIT program being developed by the community colleges will transfer to Charter Oak and to Eastern. Although this grant has not received funding yet, the program designed by Charter Oak should allow for this flexibility. Charter Oak, as part of the development process, reviewed HIT and HIM programs at numerous colleges nation-wide to ensure flexibility of transfer from a variety of two and four year programs. Charter Oak also has the ability to evaluate non-credit HIT and HIM programs to determine if courses offered are equivalent to the courses offered in its degree.

Similar programs

Currently, Eastern Connecticut State University offers a minor in Health Care Informatics within its Business Information Systems major. Eastern has been a part of the grant application with Charter Oak State College and the community colleges listed above.

Cost Effectiveness and Availability of Adequate Resources

Charter Oak estimates 30 new part time students in term 2, fall 2012, and then 30 new students each year thereafter. Charter Oak will hire a full time program director who will also teach in the program. The program director will report to the Dean of Undergraduate programs. The program director will be responsible for hiring and evaluating the faculty, ensuring the quality of the program, leading the CAHIM accreditation process, working with the advisory committee to ensure that the curriculum stays current and is meeting workforce needs, and teaching at least one course per year. In addition, the College will pay for the development of the new courses needed for the program. Since this is a new program and since the College has no full time faculty, the start-up costs are significant. However, the development costs will be recovered if there is a minimum average of 12 students per course. Based on the projected enrollment of 30 new students each semester, including summer, and taking two courses in each semester and one in the summer, it will take two years to break even on the director's salary and recoup initial marketing costs. Money has been set aside to cover the costs of starting the program and for accreditation.

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APPLICATION FOR NEW PROGRAM APPROVAL PRO FORMA ¹ BUDGET - RESOURCES AND EXPENDITURE PROJECTIONS

<i>Institution</i>	Charter Oak State College	<i>Date</i>	1/30/20112
<i>Proposed Program</i>	<u>Health Information Management</u>		

PROJECTED Enrollment	First Term Year 1		First Term Year 2		First Term Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers <i>(from other programs)</i>						
New Students <i>(first time matriculating)</i>		30		60		90
Continuing <i>(students progressing to credential)</i>						
Headcount Enrollment	0	30	0	60	0	90
Total Estimated FTE per Year	12		24		36	

PROJECTED Program Revenue	Year 1		Year 2		Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition <i>(Do not include internal transfers)</i>		\$138,537		\$285,318		\$440,424
Program-Specific Fees						
Other Rev. <i>(Annotate in text box below)</i>	\$18,729		\$36,197		\$54,698	
Total Annual Program Revenue	\$157,266		\$321,515		\$495,122	

PROJECTED Expenditures*	Year 1		Year 2		Year 3	
	Number <i>(as applicable)</i>	Expenditure	Number	Expenditure	Number	Expenditure
Administration <i>(Chair or Coordinator)</i>	1	\$102,059		\$106,550		\$111,238
Faculty <i>(Full-time, total for program)</i>						
Faculty <i>(Part-time -total for program)</i>	6	\$33,212		\$102,626		\$154,008
Support Staff						\$83,400
Library Resources Program		\$5,000				
Equipment <i>(List as needed)</i>						
Other <i>(e.g. student services) course development*</i>		\$15,500		\$15,500		\$5,170
Estimated Indirect Cost <i>(e.g. student services, operations, maintenance)</i>						
Total ESTIMATED Expenditures		\$155,771		\$224,676		\$353,816

* Note: Capital outlay costs, institutional spending for research and service, etc. can be excluded.

Annotations: Cost of course development may be covered by a grant. Administration and faculty salaries have benefits built in.

¹ This PRO FORMA budget provides reasonable assurance that the program can be established and is sustainable. Some assumptions and/or formulaic methodology may be used and annotated in the text box.

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SECTION 3: PROGRAM QUALITY ASSESSMENT

Learning Outcomes - L.O.

1. Develop, maintain, and enforce organizational policies, procedures and guidelines for the management of health information and health information technology systems and identify, filter and interpret health information for internal and external healthcare customers and consumers.
2. Manage, maintains, update, modify and purge healthcare data in accordance with organizational policies and state-specific Statute of Limitation and ensure compliance with state, federal, and accrediting organizations laws, regulations and standards.
3. Ensure confidentiality, privacy and availability of health information; design and implement information security measures; and develop and conduct information security trainings.
4. Use ICD-10-CM and CPT-4 coding schemes for reimbursement of Physician- and/or institution/facility-based healthcare services and summarize, synthesize and present health information to the management for strategic, tactical, and operational planning.
5. Manage human resources, create job descriptions, undertake recruitments, conduct trainings, and monitor and evaluate health information professionals' productivity.
6. Develop data models, data dictionary, data warehouses, and data mining tools and techniques.
7. Manage financial resources; prepare capital and operation budgets and balance sheets, and perform cost/benefit analysis and actively participate in licensing, accreditation, and certification processes of the organization.

Charter Oak will seek accreditation from CAHIM (Commission on Accreditation for Health Informatics and Information Management). Each learning outcome has been developed upon the 6 CAHIM Learning Domains in relationship to Register Health Information Administrator (RHIA) licensure exam. The program will be positioned to seek and achieve CAHIM accreditation based on the established program learning outcomes.

Assessment Methods:

1. Ensuring students complete an applied research project within the HIM 499 Capstone Course.
2. Measuring the success rate of graduates of the program through an alumni survey six months and 12 months after degree completion.
3. Measuring employment rate of graduates

Program Administration The FTE load of the administrator/faculty member will be to teach the 3 credit Capstone course (HIM 499). Pending program approval, the time frame for hiring the HIM Program Coordinator will be to invite nominations for applications beginning late February. Review of resumes will late April. Interviews for the HIM Program Coordinator will take place the beginning of late May. Again, pending program approval, it will be expected to hire the HIM Program Coordinator by late June with an expected start date by beginning August.

Qualifications: Master's degree in health-related field; Current RHIT or RHIA; Experience with CAHIM accreditation; Three to five years' teaching experience, preferably in an online environment; Effective communication skills; Ability to motivate and manage a team at a distance; Excellent organization skills and attention to detail

Responsibilities include: Managing faculty, including hiring, assigning, mentoring, developing, and evaluating; Providing direction, coordination, oversight, and evaluation of the curriculum; Developing and managing articulation agreements; Outreach to the health care community; Attaining and maintaining accreditation at state and professional association levels; Assessment of program goals, including student learning outcomes; Working with admissions and academic counselors to ensure student success; Teaching the capstone course.

Faculty 1 F/T Administrator/Faculty Member will be hired and will teach 5% of the credits in the program. Adjunct faculty will teach the remainder of credits. Adjunct faculty are Master's required, Ph.D preferred

Special Resources Charter Oak will be increasing library resources to include subscriptions to additional allied health journals, the Journal of AHIMA (American Health Information Management Association), Health Informatics Journal, the Journal of Health & Medical Informatics, and the Journal of Health Informatics in Developing Countries. Funds have been set aside to increase library resources.

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Curriculum (New Courses are marked with an asterisk. All courses are online courses)

Course Number and Name	L.O. # ¹	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Foundation Courses				Major Courses		
BIO 130 Human Biology*	4		4	HCA 101 Health Care Systems and Admin	2	3
ITE 1XX Intro to Computers	2		3	HCA 115 Health Information Management	1	3
HCA 105 Medical Terminology	2		3	BIO 2XX Pathophysiology*	4	3
HIM 2XX Reimbursement Methodologies	7		3	HIM 2XX Health Information Systems	1	3
HCA 211 Health Care Finance	7	ACC 101	3	HIM 2XX Medical Vocabularies and Classification Systems	4	3
BIO 2XX Anatomy and Physiology*	4	BIO 130	3	HIM 3XX Health Statistics*	6	3
HIM 2XX Medical Coding and Billing	2		3	HIM 3XX Electronic Health Records and Health Information Exchange	4	3
HCA 350 Transcultural Competency in HCA	7		3	HCA 301 Contemporary Ethical Issues in HCA*	3	3
HIM 3XX Health Care Organization & Management	7		3	HIM 3XX Health Information Privacy and Security	3	3
HCA 311 Health Care Economics*	7		3	HIM 4XX Health Care Research and Quality	6	3
MGT 450 or 451 Leadership	5		3	MGT 460 Project Management	7	3
MGT 461 Human Resources	5		3	HIM 4XX Health Care Data Base Design and Development	6	3
				HIM 499 Health Information Management Capstone	5	3
Major Course Prerequisites				Elective Courses in the Field		
MAT 105 Statistics			3	Recommended: HIT courses; Accounting; Public Health		12
HIM 3XX Health Statistics			--			
General Education Courses (includes those with * above)						
ENG 101 Composition 1			3	COM 101 Speech	3	
ENG 102 Composition 2			3	U.S. Hist/Amer Gov	3	
IDS 101 Cornerstone			3	PSY 101 Psychology	3	
Non Western Literature/Fine Arts			3	Global Gerontology or Beh Science	3	
Total Other Credits Required to Issue Credential (e.g. GenEd/Liberal Arts Core/Liberal Ed Program)						30
Program Outline						
Total number of credits for the degree is 121. Students must have at least 9 college credits with a 2.0 to matriculate at Charter Oak State College. Charter Oak requires the Cornerstone course and Capstone course for all students. The major is designed for ease of transfer from associate degree programs. Students will have an option of doing an internship or project as their Capstone.						

Qualifications of Full Time Faculty Teaching and Administering the Program:

Master's degree in health-related field, Ph.D preferred; Current RHIT or RHIA; Experience with CAHIIM accreditation; Three to five years' teaching experience, preferably in an online environment; Effective communication skills; Ability to motivate and manage a team at a distance; Excellent organization skills and attention to detail.

¹ From the Learning Outcomes enumerated list provided at the beginning of Section 3 of this application

ITEM:

Ratification of the contract between Hartford Public Schools (HPS) and Manchester Community College (MCC), the host college of Great Path Academy, which sponsors and manages Great Path Academy (GPA), a middle college high school located on the campus of MCC.

RECOMMENDED MOTION FOR FULL BOARD

The Board of Regents resolves that Manchester Community College, the host college, continue to sponsor and manage Great Path Academy.

BACKGROUND

The Board of Trustees of Community-Technical Colleges on behalf of Manchester Community College (“Board” or “Board of Trustees” or “College”) is the sponsor of Great Path Academy (“GPA”), an inter-district magnet high school established that was established under Connecticut General Statutes (“C.G.S.”) 10-264l.

Great Path Academy is a separate legal entity established under Section 10-264l of the Connecticut General Statutes. Public Act 04-213 amended C.G.S. 10-264l to permit the Board of Trustees of Community-Technical Colleges, on behalf of Manchester Community College, to sponsor and apply for funding to construct and operate an inter-district magnet school.

Effective July 1, 2004, the Board of Trustees assumed responsibility from the Manchester Board of Education, as the sponsor of GPA. The Manchester Board of Education had been the sponsor since the school’s inception in 2002.

ANALYSIS

The current contract for management services for GPA which expires June 30, 2012, is between the management entity and the Board of Trustees of the Community and Technical Colleges. At the May 2011 meeting of the Board, the Board of Trustees for the Community and Technical Colleges resolved that:

“The Chancellor is authorized to issue notification as to not exercising the option for renewal of said agreement, in order that a Request for Proposals process be opened, with new contract language, to begin with the school year 2012-2013, for a contract period not to exceed five years.”

The new contract for services for the management of Great Path Academy is between Manchester Community College, the host college, and Hartford Public School, the management entity. Given that Manchester Community College is the host college and responsible for the management of Great Path Academy, the request for ratification of the contract between the college and the management entity provides clarity that the college is responsible for managing and operating Great Path Academy.