

# CT BOARD OF REGENTS FOR HIGHER EDUCATION

## AGENDA – REGULAR MEETING

10:00 a.m., Thursday, October 17, 2013

Regents Boardroom, 61 Woodland Street, Hartford, CT

1. Call to Order
  2. Roll Call and Declaration of Quorum
  3. Remarks - Board of Regents Acting Chair, Yvette Meléndez
  4. Student Advisory Committee
  5. Remarks - Board of Regents President, Dr. Gregory W. Gray
  6. Approval of Previous Meeting Minutes
  7. **Consent Agenda**  
**Academic Program Approvals**
    - a. Terminations
      - (a) Fine Arts: Studio Art (Option-A) – Quinebaug Valley Community College 1
      - (b) Natural Science (MS) – Central Connecticut State University 2
      - (c) Technology and Engineering Education (MS) – Central Connecticut State University 3
    - b. Licensure
      - a. Health Information Management (AS) – Capital Community College 4
      - b. Health Information Management (AS) – Northwestern CT Community College 10
      - c. Health Information Management (AS) -- Middlesex Community College 16
      - d. Radiologic Science (AS) – Manchester Community College 22
      - e. STEM Education (MS) – Central Connecticut State University 31
    - c. Licensure and Accreditation
      - a. Electronic Health Records Specialist Certificate (Manchester CC) 37
      - b. Group Exercise Instructor (Undergraduate Certificate) – Norwalk CC 42
    - d. Program Modifications
      - a. Paraprofessional Educator (undergraduate certificate) name change – Charter Oak 48
      - b. Early Childhood Education (BGS), addition of concentration – Eastern CSU 49
  8. **Academic & Student Affairs Committee – Dr. Merle Harris, Committee Chair**
  9. **Administration Committee, Naomi Cohen, Committee Chair**  
*Pending action at 10/11/13 Administration Committee meeting*
    - a) Policy regarding BOR Interim Appointments 54
    - b) BOR Affirmative Action Policy Statement 56
  10. **Finance Committee – Matt Fleury, Committee Chair**
    - a) Use of CSUS 2020 funds to purchase property at 156 Windham Street, 160 Windham Street and 393 Prospect Street, Willimantic – Eastern CSU 60
    - b) Naming of the Werth Center for Coastal and Marine Studies – Southern CSU 63
    - c) Transfer of custody and control of approximately 17.75 acres of unimproved land to CT Department of Transportation – Central CSU 73
-

**11. Audit Committee – Craig Lappen, Committee Chair****12. Special Committees****a) Strategic Planning - Rene Lerer, Committee Chair****b) Information Technology – Nicholas Donofrio, Committee Chair**

- i. Design, Implementation Operational Management and Assurance/Compliance of the Information Security Program for the Board of Regents of Higher Education

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**13. Executive Session****14. Executive Committee – Yvette Meléndez, Committee Chair****15. Adjourn**

Opportunity to Address the Board  
Students followed by  
Faculty & Staff

**ITEM**

Termination of a program in Fine Arts, with an Option in Studio Art, leading to the Associate of Science (A.S.) degree at Quinebaug Valley Community College

**RECOMMENDED MOTION FOR FULL BOARD**

RESOLVED: That the Board of Regents for Higher Education approve at the request of the institution to terminate a program Fine Arts, with an Option in Studio Art, leading to the Associate of Science (A.S.) degree at Quinebaug Valley Community College

**BACKGROUND**

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

**RATIONALE**

QVCC has decided to terminate this degree program with an option in Studio Art due to low enrollment: A total of 2 students were in the program last year. Students have been switched to fine arts.

The Studio Art degree is redundant as it is identical to the parent Fine Arts degree. it can be terminated immediately.

**RESOURCES**

No resources are required to make this change.

10/01/13 – BOR-Academic and Student Affairs Committee

10.17/13 – Board of Regents

**ITEM**

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

**RECOMMENDED MOTION FOR FULL BOARD**

RESOLVED: That the Board of Regents for Higher Education approve at the request of the institution to terminate a program in Natural Science leading to a Master of Science (M.S.) degree at Central Connecticut State University, with a phase out period until August 31, 2015

**BACKGROUND**

Central Connecticut State University has requested to terminate a program in Natural Science leading to a Master of Science (M.S.) degree. Termination of an academic program must receive approval from the Board of Regents, following the policy for academic program approval adopted in January 2012.

**RATIONALE**

The M.S. in Natural Science and the M.S. in Technology and Engineering Education will merge to create a new STEM Education program in an effort to increase enrollment and be offer more relevant programs to certified teachers. Both programs currently prepare in-service teachers in their respective content areas. The creation of a new M.S. in STEM Education for Certified Teachers will enhance teachers' knowledge in and application of the STEM areas (Science, Technology, Engineering, and Mathematics). Graduates of the program will be able to prepare their K-12 students in public and private schools in the STEM practices needed for the future workforce and career opportunities.

*Fall Headcount Enrollment and Completions*

	2009-10	2010-11	2011-12	2012-13	2013-14
Fall enrollment	20	9	8	6	5
Completions	9	7	3	4	--

**TEACH-OUT STRATEGY**

Students currently enrolled in the MS Natural Science program will be able to complete their program; they will be allowed to take courses in their current program as long as they are available. If necessary they will substitute STEM courses offered in the new M.S. in STEM Education program for those that are listed on their planned programs of study. No special resources will be needed to accommodate them.

**RESOURCES**

No resources are required to make this change.

04/10/13 – ConnSCU Academic Council

10/01/13 – BOR-Academic and Student Affairs Committee

10/11/13 – Board of Regents

**ITEM**

Termination of a program in Technology and Engineering Education leading to a Master of Science (M.S.) degree at Central Connecticut State University

**RECOMMENDED MOTION FOR FULL BOARD**

RESOLVED: That the Board of Regents for Higher Education approve at the request of the institution to terminate a program in Technology and Engineering Education leading to a Master of Science (M.S.) degree at Central Connecticut State University, with a phase out period until August 31, 2015

**BACKGROUND**

Central Connecticut State University has requested to terminate a program in Technology and Engineering Education leading to a Master of Science (M.S.) degree. Termination of an academic program must receive approval from the Board of Regents, following the policy for academic program approval adopted in January 2012.

**RATIONALE**

The M.S. in Natural Science and the M.S. in Technology and Engineering Education will merge to create a new STEM Education program in an effort to increase enrollment and be offer more relevant programs to certified teachers. Both programs currently prepare in-service teachers in their respective content areas. The creation of a new M.S. in STEM Education for Certified Teachers will enhance teachers' knowledge in and application of the STEM areas (Science, Technology, Engineering, and Mathematics). Graduates of the program will be able to prepare their K-12 students in public and private schools in the STEM practices needed for the future workforce and career opportunities.

*Fall Headcount Enrollment and Completions*

	2009-10	2010-11	2011-12	2012-13	2013-14
Fall enrollment	18	10	12	13	15
Completions	9	8	5	6	--

**TEACH OUT STRATEGY**

Students currently enrolled in the MS Technology and Engineering Education program will be able to complete their program; they will be allowed to take courses in their current program as long as they are available. If necessary they will substitute STEM courses offered in the new M.S. in STEM Education program for those that are listed on their planned programs of study. Students will still be able to take comprehensive examinations but may elect to do the special project capstone of STEM 595 No special resources will be needed to accommodate them.

**RESOURCES**

No resources are required to make this change.

04/10/13 – ConnSCU Academic Council

10/01/13 – BOR-Academic and Student Affairs Committee

10/17/13 – Board of Regents

**ITEM**

Licensure of a program in Health Information Management leading to an Associate of Science (A.S.) degree at Capital Community College

**RECOMMENDED MOTION FOR FULL BOARD**

RESOLVED: That the Board of Regents for Higher Education license a program in Health Information Management leading to an Associate of Science (A.S.) degree at Capital Community College for a period of three years until October 31, 2016

**BACKGROUND**

Capital Community College has applied for licensure of a program in Health Information Management leading to an Associate of Science (A.S.) degree. The College currently offers 17 programs in health care and allied health fields, including a program in Medical Assisting which already offers some of the foundational courses for Health Information Management.

The proposed program was developed in conjunction with other colleges in the state and development and the first two years of implementation are supported in part by a grant from Connecticut Women's Educational and Legal Fund (CWEALF). The program curriculum has been aligned with proposed programs advanced by Middlesex Community College and Northwestern Connecticut Community College, and the curriculum fully transfers into the bachelor's program in Health Information Management at Charter Oak State College.

Degree programs offered by public institutions in Connecticut must receive approval to operate through licensure by the Board of Regents and must receive accreditation from the Board of Regents to confer degrees (CGS 10a-35a).

Staff review of the proposal has determined that the program is consistent with the standards for planning and quality set forth in the Connecticut Regulations for Licensure and Accreditation of Institutions and Programs of Higher Learning, as required by Board policy.

04/10/13 – ConnSCU Academic Council  
10/01/13 – BOR-Academic and Student Affairs Committee  
10/17/13 – Board of Regents

## PLANNING ASSESSMENT

### Conformance with institutional mission

The program is consistent with the College's mission and fits within the scope of the College's other offerings in allied health fields.

### Need

The CT Department of Labor projects the number of Medical Records and Health Information Technicians will increase from 1,420 in 2010 to 1,641 in 2020, an increase of 22 positions each year; the annual number of openings is projected at 50 due to growth and net replacement. In 2012, the median salary of current workers in this field was \$39,600, the 25<sup>th</sup> percentile was \$32,000, and the 10<sup>th</sup> percentile is \$27,100 ([Careerinfonet.org](http://Careerinfonet.org), SOC = 29.2071).

However, the real intent of the program is to offer the first two years of a bachelor's program that would lead to a career as a Medical and Health Services Manager, for which the educational requirements are a bachelor's degree. The CT Dept. of Labor projects an additional 195 openings in this occupation each year due to growth and net replacement.

### Unnecessary duplication of programs

Programs in these fields exist at present only at the certificate level. Studies of the Connecticut health care workforce project increase educational demands for workers in these fields. Only one program currently exists at the associate's level, and only one completion was awarded in 2011-12.

### Completions in Related Fields 2012-13

Institution Name	Health Information/Medical Records Technology/Technician		Medical Insurance Coding Specialist/Coder		Total
	UG Certificate	Associate's degree	UG Certificate	Associate's degree	
Manchester CC	-	-	15	-	15
Goodwin College	-	-	9	-	9
Tunxis CC	-	-	7	-	7
Charter Oak SC	-	-	4	-	4
Northwestern CT CC	-	-	3	-	3
Quinebaug Valley CC	-	-	3	-	3
Lincoln College of NE	1	1	-	-	2
Total	1	1	41	-	43

### Cost effectiveness

The College anticipates revenue in the first year of \$78,081 increasing to \$160,209 in the second year and decreasing to \$147,744 in the third. One grant-funded full-time faculty member will teach in the program; there will also be a full-time administrator, grant-funded for the first two years. Expenses are projected in the first year at \$48,480, decreasing to \$39,371 in the second, and increasing to \$122,810 in the third when the program administrator is no longer grant funded.

These revenue and cost estimates are based upon what appear to be reasonable enrollment projections. In the first year, the college expects 23 students (13 FTE) to enroll, 41 students (23.6 FTE) in the second year, and 41 students (34 FTE) in the third.

#### Availability of adequate resources

The College anticipates no new full-time faculty would be hired, but one would be grant-funded and administrator salary and benefits would be supported for the first two years. By the time the administrator salary is no longer covered by external funds in Year 3, program revenue would be sufficient to offset expenses, assuming enrollment projections are met.

### **QUALITY ASSESSMENT DESCRIPTION**

#### Purpose and Objectives

The proposed associate in science degree and certificate in Health Information Management will both prepare graduates for immediate entry into the workplace and also provide a fully articulated pathway from the certificate to the associate degree to the baccalaureate programs at Charter Oak State College. A similar bachelor's concentration is under development at Eastern Connecticut State University.

Health information management career pathways can vary widely by both job and setting. Graduates could code medical records or manage entire health information divisions in government agencies and healthcare facilities. The American Health Information Management Association website offers a comprehensive map of the career trajectories in the field ranging from entry to senior levels in: 1) compliance/risk management, 2) education/communications, 3) informatics/data analysis, 4) IT/Infrastructure, 5) operations (medical records administration), and 6) revenue management (coding and billing)

#### Learning outcomes

Graduates of the program will be able to:

1. Apply principles as they relate to healthcare privacy, confidentiality, legal and ethical issues.
2. Interpret and apply health information policies and procedures to ensure compliance with federal, state and accreditation agency requirements.
3. Employ computer-based health information systems while managing existing paper-based health information systems utilizing EMR software.
4. Compare and contrast reimbursement methodologies and procedure-based payment systems such as Resource based Relative Value (RBRV) and Evaluation and Management and Ambulatory Payment Classification (APC).
5. Evaluate and audit patient records and assign numeric codes for each diagnosis and procedure.
6. Apply coding knowledge utilizing coding guidelines from ICD-9-CM, ICD-10, CPT-4 and HCPCS.
7. Interpret diagnostic based perspective payment groups such as DRG; recognize the Systematized Nomenclature of Medicine (SNOMED).
8. Utilize medical coding software and clinical classification systems as they relate to the human body and disease processes.



9. Identify and discuss healthcare delivery fundamentals and the technology used to gather healthcare information in a variety of settings.
10. Utilize appropriate terminology including abbreviations related to pathological conditions, diagnostic procedures, surgical interventions, and therapeutic procedures.

#### Admission

Admission to the program requires admission to the college, which by regulation is a high school diploma or its equivalent. Additionally, students must demonstrate readiness for college level work as required by course pre-requisites

#### Enrollment Projections

The College projects an enrollment of 21 (12 FTE) during its first year and anticipates an increase to 41 (24 FTE) students during its third year.

	First Term Yr 1		First Term Yr 2		First Term Yr 3	
	FT	PT	FT	PT	FT	PT
Internal Transfers	2	2	1	1	1	1
New Students	8	11	9	12	10	10
Continuing	0	0	8	10	7	9
Total Headcount	10	13	18	23	18	20
Total Estimated FTE per Year	13.2		23.6		22.4	

#### Administration

The program coordinator will have the rank of assistant professor with the minimum qualifications of a master's degree in health information management or a related field from a HIM program accredited by CAHIIM, certification as a Registered Health Information Administrator (RHIA), and one to four years of experience which includes one to two years of experience in the supervision of the work of others. The individual will have a load of 15 contact/credit hours with one release (nine hours a week) for administration.

#### Curriculum

The program's curriculum is aligned across the three colleges proposing the program. The total number of credits require for the degree is 64-65, with 18-19 credits in program core courses, 12 credits in related courses, 9 credits of program electives, and 25 credits of general education.

The College plans to seek accreditation from the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) and will evaluate the program based on their program assessment system. Their assessment system considers graduation rates, student performance on certification examinations, job placement and employer satisfaction.

*Course Requirements*

Course Number and Name	Cr Hrs.
<b>Program Core Courses</b>	<b>18-19</b>
HIM 101 Medical Terminology <sup>1</sup>	3
HIM 102 Introduction to Healthcare Systems	3
HIM 201 Health Information Management Principles	4
ONE course in electronic medical records chosen from:	3
HIM 155 Fundamentals of Clinical Informatics & Electronic Medical Records	
MED 216 Electronic Medical Records Management	
ONE course in introductory medical coding chosen from:	2-3
HIM 205 Medical Coding I	
MED 115 Medical Coding and Billing	
ONE course in advanced medical coding chosen from:	3
HIM 206 Medical Coding II	
MED 215 Advanced Medical Coding	
<b>Other Related/Special Requirements</b>	<b>12</b>
MED 112 Medical Insurance and Billing	3
MED 250 Principles of Pharmacology	3
ONE course in computer applications chosen from:	3
CSA 105 Introduction to Software Applications	
CSC 101 Introduction to Computers	
ONE course in ethics chosen from:	3
PHL 112 Medical Ethics	
PHL 256 Legal & Ethical Issues in HIM	
MED 170 Law and Ethics for Health Professionals	
<b>Directed Electives (Nine Credits)</b>	<b>9</b>
Nine credits chosen from (HIM, MED, BMG, BBG, CSA, CSC, ENG, MAT, BIO, HIS) Based on Pathway	
<b>General Education</b>	<b>25</b>
ENG 101 English Composition	3
ENG 102 Literature and Composition	3
Humanities or Art Elective	3
PSY 111 General Psychology	3
ONE course in biology chosen from:	4
BIO 110 Principles of the Human Body with Lab	
BIO 115 Human Biology with Lab	
MAT 167 Statistics	3
Social Science Elective	3
COM 173 Public Speaking	3
<b>Total</b>	<b>64-65</b>

<sup>1</sup> Cross-listed as MED 125 Medical Terminology and BOT 180 Medical Terminology

Resource Support

The resources required for this program will include allocation for new faculty, laboratory equipment and new software, and new library resources.

*Faculty*

One new faculty member will join the current full-time medical assistant program faculty member who will also teach courses in the HIM program.

*Equipment/Software*

The College already has computer and science labs, including an HIM lab, for delivery of the program. No additional computer equipment is required to run the HIM program.

Software	Cost
Software License and Professional Services Cost	\$17,280
Monthly Hosting Fee (\$2,500)*	\$27,500
Total	\$44,780

\* Based on 11 months for the first year

*Library Resources*

The total estimated cost of library resources to supplement the Health Information Management Associate in Science degree program is \$3,700 (excluding shipping and processing fees). Due to the field's rapidly changing content (and to meet CAHIIM accreditation standards), updated editions of 75% of these titles will need to be acquired annually – costing the institution approximately \$2,775 per year. Updated editions of the remaining 25% will need to be acquired every 5 years – costing the institution approximately \$925.00.

**ITEM**

Licensure of a program in Health Information Management leading to an Associate of Science (A.S.) degree at Northwestern Connecticut Community College

**RECOMMENDED MOTION FOR FULL BOARD**

RESOLVED: That the Board of Regents for Higher Education license a program in Health Information Management leading to an Associate of Science (A.S.) degree at Northwestern Connecticut Community College for a period of three years until October 31, 2016

**BACKGROUND**

Northwestern Community College has applied for licensure of a program in Health Information Management leading to an Associate of Science (A.S.) degree. The College currently offers seven degree programs and six certificate programs in health care and allied health fields, including a program in Medical Assisting which already offers some of the foundational courses for Health Information Management.

The proposed program was developed in conjunction with other colleges in the state and development and the first two years of implementation are supported in part by a grant from Connecticut Women's Educational and Legal Fund (CWEALF). The program curriculum has been aligned with proposed programs advanced by Capital Community College and Middlesex Community College, and the curriculum fully transfers into the bachelor's program in Health Information Management at Charter Oak State College.

Degree programs offered by public institutions in Connecticut must receive approval to operate through licensure by the Board of Regents and must receive accreditation from the Board of Regents to confer degrees (CGS 10a-35a).

Staff review of the proposal has determined that the program is consistent with the standards for planning and quality set forth in the Connecticut Regulations for Licensure and Accreditation of Institutions and Programs of Higher Learning, as required by Board policy.

08/14/13 – ConnSCU Academic Council  
10/01/13 – BOR-Academic and Student Affairs Committee  
10/17/13 – Board of Regents

## PLANNING ASSESSMENT

### Conformance with institutional mission

The program is consistent with the College's mission and fits within the scope of the College's other offerings in allied health fields.

### Need

The CT Department of Labor projects the number of Medical Records and Health Information Technicians will increase from 1,420 in 2010 to 1,641 in 2020, an increase of 22 positions each year; the annual number of openings is projected at 50 due to growth and net replacement. In 2012, the median salary of current workers in this field was \$39,600, the 25<sup>th</sup> percentile was \$32,000, and the 10<sup>th</sup> percentile is \$27,100 ([Careerinfonet.org](http://Careerinfonet.org), SOC = 29.2071).

However, the real intent of the program is to offer the first two years of a bachelor's program that would lead to a career as a Medical and Health Services Manager, for which the educational requirements are a bachelor's degree. The CT Dept. of Labor projects an additional 195 openings in this occupation each year due to growth and net replacement.

### Unnecessary duplication of programs

Programs in these fields exist at present only at the certificate level. Studies of the Connecticut health care workforce project increase educational demands for workers in these fields. Only one program currently exists at the associate's level, and only one completion was awarded in 2011-12.

### Completions in Related Fields 2012-13

Institution Name	Health Information/Medical Records Technology/Technician		Medical Insurance Coding Specialist/Coder		Total
	UG Certificate	Associate's degree	UG Certificate	Associate's degree	
Manchester CC	-	-	15	-	15
Goodwin College	-	-	9	-	9
Tunxis CC	-	-	7	-	7
Charter Oak SC	-	-	4	-	4
Northwestern CT CC	-	-	3	-	3
Quinebaug Valley CC	-	-	3	-	3
Lincoln College of NE	1	1	-	-	2
Total	1	1	41	-	43

### Cost effectiveness

The College anticipates revenue in the first year of \$50,714 increasing to \$106,130 in the second year and decreasing to \$100,388 in the third. An existing full-time administrator will serve as program coordinator at 0.10 FTE. Expenses are projected in the first year at \$20,524, decreasing to \$19,599 in the second, and staying flat in the third.

These revenue and cost estimates are based upon what appear to be reasonable enrollment projections. In the first year, the college expects 23 students (13 FTE) to enroll, 41 students (23.6 FTE) in the second year, and 41 students (34 FTE) in the third.

Availability of adequate resources

The College anticipates no new full-time faculty would be needed because of existing faculty resources in the Medical Assisting Program; the cost attributed to the full-time administrator (0.1 FTE) is \$5,832 annually, with no inflationary adjustment. Costs for two part-time faculty each year are estimated to cost \$16,824, with no inflationary adjustment. Costs for library resources will be \$3,700 in the first year and \$2,775 annually thereafter. Availability of adequate resources is dependent upon meeting enrollment projections.

**QUALITY ASSESSMENT  
DESCRIPTION**Purpose and Objectives

The proposed associate in science degree and certificate in Health Information Management will both prepare graduates for immediate entry into the workplace and also provide a fully articulated pathway from the certificate to the associate degree to the baccalaureate programs at Charter Oak State College. A similar bachelor's concentration is under development at Eastern Connecticut State University.

Health information management career pathways can vary widely by both job and setting. Graduates could code medical records or manage entire health information divisions in government agencies and healthcare facilities. The American Health Information Management Association website offers a comprehensive map of the career trajectories in the field ranging from entry to senior levels in: 1) compliance/risk management, 2) education/communications, 3) informatics/data analysis, 4) IT/Infrastructure, 5) operations (medical records administration), and 6) revenue management (coding and billing)

Learning outcomes

Graduates of the program will be able to:

1. Apply principles as they relate to healthcare privacy, confidentiality, legal and ethical issues.
2. Interpret and apply health information policies and procedures to ensure compliance with federal, state and accreditation agency requirements.
3. Employ computer-based health information systems while managing existing paper-based health information systems utilizing EMR software.
4. Compare and contrast reimbursement methodologies and procedure-based payment systems such as Resource based Relative Value (RBRV) and Evaluation and Management and Ambulatory Payment Classification (APC).
5. Evaluate and audit patient records and assign numeric codes for each diagnosis and procedure.
6. Apply coding knowledge utilizing coding guidelines from ICD-9-CM, ICD-10, CPT-4 and HCPCS.
7. Interpret diagnostic based perspective payment groups such as DRG; recognize the Systematized Nomenclature of Medicine (SNOMED).
8. Utilize medical coding software and clinical classification systems as they relate to the human body and disease processes.
9. Identify and discuss healthcare delivery fundamentals and the technology used to gather healthcare information in a variety of settings.

10. Utilize appropriate terminology including abbreviations related to pathological conditions, diagnostic procedures, surgical interventions, and therapeutic procedures.

#### Admission

Admission to the program requires admission to the college, which by regulation is a high school diploma or its equivalent. Additionally, students must demonstrate readiness for college level work as required by course pre-requisites

#### Enrollment Projections

The College projects an enrollment of 21 (12 FTE) during its first year and anticipates an increase to 41 (24 FTE) students during its third year.

	First Term Yr 1		First Term Yr 2		First Term Yr 3	
	FT	PT	FT	PT	FT	PT
Internal Transfers	2	2	1	1	1	1
New Students	8	11	9	12	10	10
Continuing	0	0	8	10	7	9
Total Headcount	10	13	18	23	18	20
Total Estimated FTE per Year	13.2		23.6		22.4	

#### Administration

The program coordinator will have the minimum qualifications of a master's degree in health information management or a related field from a HIM program accredited by CAHIIM, certification as a Registered Health Information Administrator (RHIA), and one to four years of experience which includes one to two years of experience in the supervision of the work of others. The individual will have a load of 15 contact/credit hours with one release (nine hours a week) for administration.

#### Curriculum

The program's curriculum is aligned across the three colleges proposing the program. The total number of credits required for the degree is 64-65, with 18-19 credits in program core courses, 12 credits in related courses, 9 credits of program electives, and 25 credits of general education.

The College plans to seek accreditation from the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) and will evaluate the program based on their program assessment system. Their assessment system considers graduation rates, student performance on certification examinations, job placement and employer satisfaction.

*Course Requirements*

Course Number and Name	Cr Hrs.
<b>Program Core Courses</b>	<b>18-19</b>
HIM 101 Medical Terminology <sup>1</sup>	3
HIM 102 Introduction to Healthcare Systems	3
HIM 201 Health Information Management Principles	4
ONE course in electronic medical records chosen from:	3
HIM 155 Fundamentals of Clinical Informatics & Electronic Medical Records	
MED 216 Electronic Medical Records Management	
ONE course in introductory medical coding chosen from:	2-3
HIM 205 Medical Coding I	
MED 115 Medical Coding and Billing	
ONE course in advanced medical coding chosen from:	3
HIM 206 Medical Coding II	
MED 215 Advanced Medical Coding	
<b>Other Related/Special Requirements</b>	<b>12</b>
MED 112 Medical Insurance and Billing	3
MED 250 Principles of Pharmacology	3
ONE course in computer applications chosen from:	3
CSA 105 Introduction to Software Applications	
CSC 101 Introduction to Computers	
ONE course in ethics chosen from:	3
PHL 112 Medical Ethics	
PHL 256 Legal & Ethical Issues in HIM	
MED 170 Law and Ethics for Health Professionals	
<b>Directed Electives (Nine Credits)</b>	<b>9</b>
Nine credits chosen from (HIM, MED, BMG, BBG, CSA, CSC, ENG, MAT, BIO, HIS) Based on Pathway	
<b>General Education</b>	<b>25</b>
ENG 101 English Composition	3
ENG 102 Literature and Composition	3
Humanities or Art Elective	3
PSY 111 General Psychology	3
ONE course in biology chosen from:	4
BIO 110 Principles of the Human Body with Lab	
BIO 115 Human Biology with Lab	
MAT 167 Statistics	3
Social Science Elective	3
COM 173 Public Speaking	3
<b>Total</b>	<b>64-65</b>

<sup>1</sup> Cross-listed as MED 125 Medical Terminology and BOT 180 Medical Terminology



Resource Support

The resources required for this program will include allocation for new faculty, laboratory equipment and new software, and new library resources.

*Faculty*

The program coordinator is a full-time faculty member and will teach in the program:

Jane O'Grady, Assistant Professor  
Ed.D., St Joseph's College of Maine  
Other qualifying credentials: RN, CMA, CPC, EMR/EHR

Adjunct faculty must be qualified through professional preparation and experience, scholarship and/or teaching competencies and practice experience. Adjunct faculty must have a master's degree in Health Information Management or a related field.

*Equipment/Software*

The College has sufficient physical and computer resources to deliver the program.

*Library Resources*

The total estimated cost of library resources to supplement the Health Information Management Associate in Science degree program is \$3,700 (excluding shipping and processing fees). Due to the field's rapidly changing content (and to meet CAHIIM accreditation standards), updated editions of 75% of these titles will need to be acquired annually – costing the institution approximately \$2,775 per year. Updated editions of the remaining 25% will need to be acquired every 5 years – costing the institution approximately \$925.00.

**ITEM**

Licensure of a program in Health Information Management leading to an Associate of Science (A.S.) degree at Middlesex Community College

**RECOMMENDED MOTION FOR FULL BOARD**

RESOLVED: That the Board of Regents for Higher Education license a program in Health Information Management leading to an Associate of Science (A.S.) degree at Middlesex Community College for a period of three years until October 31, 2016

**BACKGROUND**

Middlesex College has applied for licensure of a program in Health Information Management leading to an Associate of Science (A.S.) degree. The College currently offers four degree programs and four certificate programs in health care and allied health fields.

The proposed program was developed as part of a Trade Adjustment Assistance Community College & Career Training (TAACCCT) to develop health and life sciences programs at community colleges in the state. The program curriculum has been aligned with proposed programs advanced by Capital Community College and Middlesex Community College, and the curriculum fully transfers into the bachelor's program in Health Information Management at Charter Oak State College.

Degree programs offered by public institutions in Connecticut must receive approval to operate through licensure by the Board of Regents and must receive accreditation from the Board of Regents to confer degrees (CGS 10a-35a).

Staff review of the proposal has determined that the program is consistent with the standards for planning and quality set forth in the Connecticut Regulations for Licensure and Accreditation of Institutions and Programs of Higher Learning, as required by Board policy.

08/14/13 – ConnSCU Academic Council

10/01/13 – BOR-Academic and Student Affairs Committee

10/17/13 – Board of Regents

## PLANNING ASSESSMENT

### Conformance with institutional mission

The program is consistent with the College's mission and fits within the scope of the College's other offerings in allied health fields.

### Need

The CT Department of Labor projects the number of Medical Records and Health Information Technicians will increase from 1,420 in 2010 to 1,641 in 2020, an increase of 22 positions each year; the annual number of openings is projected at 50 due to growth and net replacement. In 2012, the median salary of current workers in this field was \$39,600, the 25<sup>th</sup> percentile was \$32,000, and the 10<sup>th</sup> percentile is \$27,100 ([Careerinfonet.org](http://Careerinfonet.org), SOC = 29.2071).

However, the real intent of the program is to offer the first two years of a bachelor's program that would lead to a career as a Medical and Health Services Manager, for which the educational requirements are a bachelor's degree. The CT Dept. of Labor projects an additional 195 openings in this occupation each year due to growth and net replacement.

### Unnecessary duplication of programs

Programs in these fields exist at present only at the certificate level. Studies of the Connecticut health care workforce project increase educational demands for workers in these fields. Only one program currently exists at the associate's level, and only one completion was awarded in 2011-12.

### Completions in Related Fields 2012-13

Institution Name	Health Information/Medical Records Technology/Technician		Medical Insurance Coding Specialist/Coder		Total
	UG Certificate	Associate's degree	UG Certificate	Associate's degree	
Manchester CC	-	-	15	-	15
Goodwin College	-	-	9	-	9
Tunxis CC	-	-	7	-	7
Charter Oak SC	-	-	4	-	4
Northwestern CT CC	-	-	3	-	3
Quinebaug Valley CC	-	-	3	-	3
Lincoln College of NE	1	1	-	-	2
Total	1	1	41	-	43

### Cost effectiveness

The College anticipates revenue in the first year of \$21,384 increasing to \$98,161 in the second year and \$129,870 in the third. Total expenses are projected in the first year at \$12,300, increasing to \$455,072 in the second, and \$48,958 in the third.

These revenue and cost estimates are based upon what appear to be reasonable enrollment projections. In the first year, the college expects 23 students (13 FTE) to enroll, 41 students (23.6 FTE) in the second year, and 41 students (34 FTE) in the third.

Availability of adequate resources

The College anticipates some costs would be incurred but they would be supported by tuition revenue. Release time will be given to a full-time faculty member to administer the program; costs to cover this release are budgeted at \$6,500 in the first year, \$13,752 in the second, and \$14,441 in the third. Adjunct faculty costs will be nothing in the first year, but increase to \$23,000 - \$24,000 in the second and third years. Supplies and library resources represent annual expenses of \$2,500 – \$3,500 annually. Indirect costs are estimated at \$3,250 - \$6,950 a year. Availability of adequate resources is dependent upon meeting enrollment projections.

**QUALITY ASSESSMENT  
DESCRIPTION**Purpose and Objectives

The proposed associate in science degree and certificate in Health Information Management will both prepare graduates for immediate entry into the workplace and also provide a fully articulated pathway from the certificate to the associate degree to the baccalaureate programs at Charter Oak State College. A similar bachelor's concentration is under development at Eastern Connecticut State University.

Health information management career pathways can vary widely by both job and setting. Graduates could code medical records or manage entire health information divisions in government agencies and healthcare facilities. The American Health Information Management Association website offers a comprehensive map of the career trajectories in the field ranging from entry to senior levels in: 1) compliance/risk management, 2) education/communications, 3) informatics/data analysis, 4) IT/Infrastructure, 5) operations (medical records administration), and 6) revenue management (coding and billing)

Learning outcomes

Graduates of the program will be able to:

1. Apply principles as they relate to healthcare privacy, confidentiality, legal and ethical issues.
2. Interpret and apply health information policies and procedures to ensure compliance with federal, state and accreditation agency requirements.
3. Employ computer-based health information systems while managing existing paper-based health information systems utilizing EMR software.
4. Compare and contrast reimbursement methodologies and procedure-based payment systems such as Resource based Relative Value (RBRV) and Evaluation and Management and Ambulatory Payment Classification (APC).
5. Evaluate and audit patient records and assign numeric codes for each diagnosis and procedure.
6. Apply coding knowledge utilizing coding guidelines from ICD-9-CM, ICD-10, CPT-4 and HCPCS.
7. Interpret diagnostic based perspective payment groups such as DRG; recognize the Systematized Nomenclature of Medicine (SNOMED).
8. Utilize medical coding software and clinical classification systems as they relate to the human body and disease processes.

9. Identify and discuss healthcare delivery fundamentals and the technology used to gather healthcare information in a variety of settings.
10. Utilize appropriate terminology including abbreviations related to pathological conditions, diagnostic procedures, surgical interventions, and therapeutic procedures.

#### Admission

Admission to the program requires admission to the college, which by regulation is a high school diploma or its equivalent. Additionally, students must demonstrate readiness for college level work as required by course pre-requisites

#### Enrollment Projections

The College projects an enrollment of 21 (12 FTE) during its first year and anticipates an increase to 41 (24 FTE) students during its third year.

	First Term Yr 1		First Term Yr 2		First Term Yr 3	
	FT	PT	FT	PT	FT	PT
Internal Transfers	5	1	2	1	3	1
New Students	6	6	7	6	10	4
Continuing	0	0	9	5	12	8
Total Headcount	11	7	18	12	25	13
Total Estimated FTE per Year	16.3		27.0		34.8	

#### Administration

Professor Donna Hylton will coordinate the program. She is the Program Coordinator for the Information Systems degree program, serves as faculty advisor to the College's Computer Club, was co-chair of the College's NEASC Self-Study Committee, and has extensive experience in curriculum development. The program coordinator will receive 3 credits of release time in the first year and 6 and subsequent years.

#### Curriculum

The program's curriculum is aligned across the three colleges proposing the program. The total number of credits require for the degree is 64-65, with 18-19 credits in program core courses, 12 credits in related courses, 9 credits of program electives, and 25 credits of general education.

The College plans to seek accreditation from the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) and will evaluate the program based on their program assessment system. Their assessment system considers graduation rates, student performance on certification examinations, job placement and employer satisfaction.

*Course Requirements*

Course Number and Name	Cr Hrs.
<b>Program Core Courses</b>	<b>18-19</b>
HIM 101 Medical Terminology <sup>1</sup>	3
HIM 102 Introduction to Healthcare Systems	3
HIM 201 Health Information Management Principles	4
ONE course in electronic medical records chosen from:	3
HIM 155 Fundamentals of Clinical Informatics & Electronic Medical Records	
MED 216 Electronic Medical Records Management	
ONE course in introductory medical coding chosen from:	2-3
HIM 205 Medical Coding I	
MED 115 Medical Coding and Billing	
ONE course in advanced medical coding chosen from:	3
HIM 206 Medical Coding II	
MED 215 Advanced Medical Coding	
<b>Other Related/Special Requirements</b>	<b>12</b>
MED 112 Medical Insurance and Billing	3
MED 250 Principles of Pharmacology	3
ONE course in computer applications chosen from:	3
CSA 105 Introduction to Software Applications	
CSC 101 Introduction to Computers	
ONE course in ethics chosen from:	3
PHL 112 Medical Ethics	
PHL 256 Legal & Ethical Issues in HIM	
MED 170 Law and Ethics for Health Professionals	
<b>Directed Electives (Nine Credits)</b>	<b>9</b>
Nine credits chosen from (HIM, MED, BMG, BBG, CSA, CSC, ENG, MAT, BIO, HIS) Based on Pathway	
<b>General Education</b>	<b>25</b>
ENG 101 English Composition	3
ENG 102 Literature and Composition	3
Humanities or Art Elective	3
PSY 111 General Psychology	3
ONE course in biology chosen from:	4
BIO 110 Principles of the Human Body with Lab	
BIO 115 Human Biology with Lab	
MAT 167 Statistics	3
Social Science Elective	3
COM 173 Public Speaking	3
<b>Total</b>	<b>64-65</b>

<sup>1</sup> Cross-listed as MED 125 Medical Terminology and BOT 180 Medical Terminology

**Resource Support**

The resources required for this program will include allocation for new faculty, laboratory equipment and new software, and new library resources.

***Faculty***

The program coordinator is a full-time faculty member and will teach in the program:

Donna Hylton, Professor, Program Coordinator for Information Systems degree program  
M.S. in Computer Information Technology, Central Connecticut State University  
Specializations: MIS

Adjunct faculty hired to teach in the program must have a master's degree in appropriate discipline; national certifications preferred.

***Equipment/Software***

The College has sufficient physical and computer resources to deliver the program.

**ITEM**

Licensure of a program in Radiologic Science leading to an Associate of Science (A.S.) degree at Manchester Community College

**MOTION FOR FULL BOARD**

RESOLVED: That the Board of Regents for Higher Education license a program in Radiologic Science leading to an Associate of Science (A.S.) degree at Manchester Community College for a period of three years until October 31, 2016

**BACKGROUND**

Manchester Community College has applied for licensure of a program in Radiologic Science leading to an Associate of Science (A.S.) degree. The College currently offers six degree programs and seven certificate programs in health care and allied health fields.

The proposed program was developed as part of a Trade Adjustment Assistance Community College & Career Training (TAACCCT) to develop health and life sciences programs at community colleges in the state and represents a collaboration with Hartford Hospital in moving its accredited program in Radiologic Technology to a higher education institution. Hartford Hospital has a pre-existing relationship with Manchester Community College, and will provide clinical placement sites for students in the program.

Degree programs offered by public institutions in Connecticut must receive approval to operate through licensure by the Board of Regents and must receive accreditation from the Board of Regents to confer degrees (CGS 10a-35a).

Staff review of the proposal has determined that the program is consistent with the standards for planning and quality set forth in the Connecticut Regulations for Licensure and Accreditation of Institutions and Programs of Higher Learning, as required by Board policy.

06/12/13 – ConnSCU Academic Council

10/01/13 – BOR-Academic and Student Affairs Committee

10/17/13 – Board of Regents



## PLANNING ASSESSMENT

### Conformance with institutional mission

The program is consistent with the College's mission and fits within the scope of the College's other offerings in allied health fields.

### Need

The CT Department of Labor projects the number of Radiologic Technologists and Technicians will increase from 2,409 in 2010 to 2,985 in 2020, an increase of 58 positions each year; the annual number of openings is projected at 95 due to growth and net replacement. In 2012, the median salary of current workers in this field in Connecticut was \$62,400, the 25<sup>th</sup> percentile was \$53,600, and the 10<sup>th</sup> percentile is \$47,900 ([Careerinfonet.org](http://Careerinfonet.org), SOC = 29.2039).

### Unnecessary duplication of programs

Five related program exist in Connecticut at the Associate's degree level at Capital Community College, Middlesex Community College, Gateway Community College, Naugatuck Valley Community College, and St. Vincent's College.

### *Associate's Degree Completions in Radiography-Related Fields*

Program	Institution	2008-09	2009-10	2010-11	2011-12	2012-13
Radiography	Gateway	17	23	18	21	17
	St. Vincent's College	14	16	14	13	16
Radiologic Technology	Capital	16	17	14	19	14
	Middlesex	12	15	13	12	8
	Naugatuck Valley	18	17	17	13	13
Radiation Therapy	Gateway	7	7	5	8	4
Grand Total		84	95	81	86	72

Capital Community College is 1.2 miles from Hartford Hospital where clinical placements would be conducted for students in the proposed program at Manchester Community College. Conversely, students at Capital Community College are placed in part at Manchester Memorial Hospital. Capital Community College expressed some concern with the availability of clinical sites, and Manchester Community College has responded with the information provided in the appendix.

### Cost effectiveness

The College anticipates revenue in the first year of \$189,760 increasing to \$367,780 in the second and subsequent years. One grant-funded full-time faculty member will teach in the program; there will also be a full-time administrator, grant-funded for the first two years. Expenses are projected in the first year at \$206,439, increasing to \$244,144 in the second and subsequent years.

These revenue and cost estimates are based upon what appear to be ambitious enrollment projections, although such enrollments may be feasible given the program's history at Hartford Hospital. The College projects an enrollment of 65 students (45 FTE) during its first year and anticipates an increase to 85 (65 FTE) students during its second and subsequent years.

Availability of adequate resources

The program will be funded by Manchester Community College with some initial funding available through the Health and Life Sciences Initiative Grant. Students would pay tuition and fees to the college and the college would pay Hartford Hospital and other clinical sites per the usual contracts for clinical training. The college would also support administrative functions of the program.

**QUALITY ASSESSMENT  
DESCRIPTION**Purpose and Objectives

The proposed Radiography and Radiologic Science Program will provide students with the necessary academic and clinical knowledge to function as competent radiographers and radiation therapists, who are eligible to achieve A.R.R.T. certification and gain employment in the community and region. The program will have tracks in radiography and radiation therapy and must be pursued full-time during the day. Graduates of the program will be eligible to take the national certification examination for Radiography or Radiation Therapy. Upon passing the examination, the graduates will be eligible to work as licensed Radiographer or Radiation Therapist in the United States and Canada.

Hartford Hospital has had a certificate program for many decades, but approached Manchester Community College approximately two years ago to develop a program that would lead to an associate's degree, as required for certification through the AART beginning in 2015. Manchester Community College's existing expertise and experience in allied health education will provide for easy transfer the program from the hospital to the college. Students would fulfill general education, science and specialty courses at the college and continue clinical competency training through Hartford Hospital and other existing clinical sites, including Midstate Medical Center, CCMC, and Jefferson Radiology

Learning outcomes

Upon completion of the Radiation Therapy tract of the program, graduates will:

1. Provide the profession and the community with trained qualified therapists.
2. Be competent in radiation therapy knowledge that promotes critical thinking, problem solving and communication skills.
3. Demonstrate quality patient care skills including professionalism and ethical behaviors as specified in the ARRT Code of Ethics.
4. Possess the skills necessary to be competent entry level Radiation Therapy professionals.

Upon completion of the Radiography tract of the program, graduates will:

1. Obtain certification as Radiographers by passing the American Registry of Radiologic Technologists certification exam on the 1st attempt.
2. Be competent in the performance of entry-level radiographic procedures.
3. Exhibit the ethical and professional behaviors appropriate of a health care professional.
4. Communicate professionally when interacting with patients, families and medical professionals.

5. Integrate critical thinking and problem solving skills into the performance of radiographic procedures
6. Possess the skills in current imaging procedures and technology that are necessary to gain employment in the field of Radiography.

Hartford Hospital's Radiography program is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT) and has the primary mission of providing students with the necessary academic and clinical knowledge to function as competent practitioners who are eligible to achieve national certification and gain employment in the community and region. Upon certification, graduates are eligible for state licensure in many states. JRCERT requires extensive reporting and assessment of the outcomes of the program. The College will pursue this accreditation upon transfer of the program.

#### Admission

Admission to the program is selective, based upon previous educational attainment in high school or college and requires a separate application and interview with an admissions committee. Students must have a minimum 2.5 GPA for admission and must maintain a 2.5 GPA in core courses and 3.0 in clinical courses. Upon completion of all program requirements, students will be eligible for certification by the American Registry of Radiologic Technologists (ARRT) and state licensure.

#### Enrollment Projections

The College projects an enrollment of 65 (45 FTE) during its first year and anticipates an increase to 85 (65 FTE) students during its second and subsequent years.

	First Term Yr 1		First Term Yr 2		First Term Yr 3	
	FT	PT	FT	PT	FT	PT
Internal Transfers	5	10	5	5	5	5
New Students	20	30	20	30	20	30
Continuing	0	0	20	5	20	5
Total Headcount	25	40	45	40	45	40
Total Estimated FTE per Year	45		65		65	

#### Administration

The programs will retain their directors as employed by Hartford Hospital during the transition of the programs to the college. During the 2013-2014 academic year, there will be no first year students, and only the second year students will be completing the program under the Hartford Hospital accreditation. The radiography program director is currently Pamela M. Cooke, M.Ed.,R.T.(R)(M). Pam holds a Master of Education degree from Cambridge College, a Bachelor of Science degree from the University of Hartford, and is certified by the American Registry of Radiologic Technologists in Radiography with advanced certification in Mammography. She has been employed for 23 years by Hartford Hospital and has served as Director of the Radiography Program since 1993.

The Radiation Therapy program director is Nora Uricchio, M.Ed.,R.T.(R)(T). Nora holds a master of Education degree from Cambridge College and is certified by the American Registry of Radiologic Technologist in Radiography and Radiation Therapy. She has been employed for

25 years by Hartford Hospital and has served as Director of the Radiography Program since 1996. Additionally there are part time faculty, clinical coordinators and clinical faculty who support the programs.

Once the program is transferred to the college, the college would search for a full-time program director of Radiologic Science and additional part time faculty as needed to support the program using the same structure as is currently used to support the other accredited health careers programs at the college.

### Curriculum

The Radiologic Science A.S. degree program will provide students with the knowledge and skill set necessary for certification and entry-level practice as Registered Technologists in Radiography or Radiation Therapy. Students in this program will complete a total of 64 credits. 40 credits will be in core Radiography courses, 18 credits will supply the necessary foundation in math, physics, English communication, and human structure and function. Six additional general education credits will be taken to fulfill the degree requirement. Students will participate in supervised clinical education rotations at approved radiology facilities to obtain the required clinical competency.

### Course Requirements

Course Number and Name	Credits
<b>Radiography Track Core Courses</b>	<b>40</b>
RAD* 118 Patient Care in Radiography I	1
RAD* 119 Patient Care in Radiography II	2
RAD* 116 Radiographic Imaging I	3
RAD* 107 Radiologic Procedures I	3
RAD* 222 Radiation Biology & Protection	2
RAD* 197 Clinical Radiology I	1
RAD* 126 Radiographic Imaging II	2
RAD* 195 Radiologic Procedures II	3
RAD* 198 Clinical Radiology II	1
RAD* 136 Radiographic Imaging III	2
RAD* 196 Radiologic Procedures III	2
RAD* 255 Medical Radiation Physics I	2
RAD* 257 Medical Radiation Physics II	2
RAD* 199 Clinical Radiology III	1
RAD* 207 Radiographic Procedures IV	2
RAD* 297 Clinical Radiology IV	2
RAD* 217 Radiology Seminar	2
RAD* 100 Introduction to Radiography	1
RAD* 220 Advanced Imaging Procedures I	2
RAD* 221 Advanced Imaging Procedures II	2
RAD* 260 Radiographic Pathology	2
<b>Radiation Therapy Track Courses</b>	
RAD* 118 Patient Care in Radiography I	1
RAD* 119 Patient Care in Radiography II	2
Principles and Practice of Radiation Therapy I	2

Foundations of Radiation Therapy	1
RAD* 222 Radiation Biology & Protection	2
Clinical Radiation Therapy I	1
Principles and Practice of Radiation Therapy II	2
Fundamentals of Radiation Therapy	1
Clinical Radiation Therapy II	1
Radiation Therapy Imaging	2
Radiation Therapy Operation	2
RAD* 255 Medical Radiation Physics I	2
Treatment Planning I	2
Clinical Radiation Therapy III	1
Oncologic Pathology	2
Clinical Radiation Therapy IV	2
Principles and Practice of Radiation Therapy III	2
Treatment Planning II	1
Clinical Radiation Oncology I	2
Clinical Radiation Oncology II	2
Computer Application in Radiation Therapy, Radiation Therapy Physics, Principles and Practice of Radiation Therapy IV, Seminars in Radiation Therapy	7
<b>Core Course Prerequisites Common to Both Tracks</b>	<b>24</b>
ENG* 101 English Composition	3
COM* 173 Public Speaking	3
MAT* 138 Intermediate Algebra/MAT* 186 Precalculus	3
BIO* 211 Human Anatomy and Physiology I	4
BIO* 212 Human Anatomy and Physiology II	4
HLT* XXX Medical Terminology	1
PSY* 111 General Psychology	3
ART* XXX Art Elective	3
<b>Total Credits</b>	<b>64</b>

### Resource Support

The resources required for this program will include allocation for new faculty, laboratory equipment and new software, and new library resources.

### *Faculty*

At least one full time program coordinator will be hired for the program in Year 2, after the transition of the program to the college is complete. Initially the Health and Life Science Initiative Grant will support this position.

Full-time faculty (employed by Hartford Hospital) will teach 35% of core program credits in the first year of the program, after the transition to the college, the program director will teach approximately 30% of the courses in the program. The remaining credits in the program are taught by full- and part-time MCC faculty. The ratio of full to part time faculty will vary with each semester.

Adjunct faculty teaching the core Radiography and Radiation Therapy courses, minimally have certification in Radiologic Technology and at least 2 years full-time professional experience working in their respective fields. The college requires a Master's degree or equivalent, exceptions may be made if the faculty member has experience and expertise in a specific clinical specialty area.

Faculty teaching in the program will be:

Pamela Cooke, Program Director (full-time)  
M.Ed. Cambridge College  
ARRT Certification  
22 years teaching experience, 19 years as program director

Nancy Benusis, Didactic/Clinical Instructor (part-time)  
Currently pursuing B.S. through Charter Oak College  
R.T.R. Certification (ARRT)  
ARRT Certification  
27 years teaching experience

Marinella Russell, Clinical Instructor (part-time)  
R.T.R. Certification (ARRT)  
ARRT Certification  
18 years teaching experience  
Clinical instruction

Gerald Ceniglio, Didactic/Clinical Coordinator (full time)  
B.S Cambridge College  
ARRT certification  
17 years in Math and physics instructor

Elizabeth Quental, Clinical instructor  
A.S Gateway Community College  
ARRT certification  
10 years clinical instruction

Nora Uricchio, Program Director (full-time)  
M.Ed. Cambridge College  
ARRT Certification  
22 years teaching experience  
17 years as program director

#### *Equipment/Software*

The following resources are available on the Hartford Hospital campus. These resources would be available to the college for use during the transition of the program. Agreements to continue to use these spaces and equipment will be negotiated after program approval.

One dedicated classroom with two computers, a printer, a projector and whiteboard, a non-energized diagnostic radiographic unit, a non-energized mammography unit, a variety of tissue-equivalent imaging phantoms, numerous film/screen and computed radiography image receptors, one anatomical torso model, one fully articulated human skeleton and a variety of individual bones.

For the Radiation Therapy students, there is a virtual environment in Radiation Therapy at the hospital which houses a computerized treatment planning system. The program is fortunate to have use of the radiographic equipment in Hartford Hospital's Radiology Department for labs and simulations.

The college will use existing classroom and laboratory space at the college in addition to the above mentioned spaces to accommodate the program.

*Library Resources*

A library collection of Radiographic Imaging books will be needed.

**APPENDIX**Clinical education settings

Program / Clinical Location	Town
Capital Community College	
ECHN Evergreen Imaging Center	South Windsor, CT
Jefferson X-Ray Group – Avon	Avon, CT
Jefferson X-Ray Group – West Hartford	West Hartford, CT
Jefferson X-Ray Group – Wethersfield	Wethersfield, CT
Manchester Memorial Hospital	Manchester, CT
Rockville General Hospital	Vernon, CT
Saint Francis Hospital and Medical Center	Hartford, CT
Hartford Hospital	
Connecticut Children's Medical Center	Hartford, CT
Connecticut Children's Medical Center – Glastonbury Satellite Office	Glastonbury, CT
Hartford Hospital	Hartford, CT
Jefferson Radiologic, P.C.	Hartford, CT
MidState Medical Center	Meriden, CT
Middlesex Community College	
Middlesex Hospital Outpatient Center	Middletown, CT
Middlesex Hospital-Middlesex Medical Center	Marlborough, CT
Middlesex Medical Center, Shoreline	Essex, CT
Orthopedic Associates of Middletown	Middletown, CT
Radiology Associates of Middletown, P.C.	Guilford, CT



**ITEM**

Licensure of a program in Science, Technology, Engineering, and Mathematics (STEM) Education leading to a Master of Science (M.S.) degree at Central Connecticut State University

**RECOMMENDED MOTION FOR FULL BOARD**

RESOLVED: That the Board of Regents for Higher Education license a program in Science, Technology, Engineering, and Mathematics (STEM) Education leading to a Master of Science (M.S.) degree at Central Connecticut State University for a period of three years until October 31, 2016

**BACKGROUND**

Central Connecticut State University (CCSU) has applied for licensure of a program in Science, Technology, Engineering, and Mathematics (STEM) Education leading to a Master of Science (M.S.) degree. The University currently offers 14 master's programs in education and nine master's programs in STEM fields. The proposed program will actually replace two existing programs – a M.S. in Natural Science and a M.S. in Technology & Engineering Education, which will be terminated in conjunction with acceptance of this proposal.

Degree programs offered by public institutions in Connecticut must receive approval to operate through licensure by the Board of Regents and must receive accreditation from the Board of Regents to confer degrees (CGS 10a-35a).

Staff review of the proposal has determined that the program is consistent with the standards for planning and quality set forth in the Connecticut Regulations for Licensure and Accreditation of Institutions and Programs of Higher Learning, as required by Board policy.

05/08/13 – ConnSCU Academic Council

10/01/13 – BOR-Academic and Student Affairs Committee

10/17/13 – Board of Regents

**PLANNING ASSESSMENT**Conformance with institutional mission

The program is consistent with the College's mission and fits within the scope of the College's other offerings in education and STEM fields.

Need

The CT Department of Education identifies teachers in STEM fields as shortage areas on an annual basis. Better preparation of qualified teachers in these areas is a critical state need.

Unnecessary duplication of programs

Eastern Connecticut State University and Southern Connecticut State University both offer programs in Science Education at the master's level. The ongoing shortage of teachers in these fields, plus the replacement of the two legacy programs in Natural Science and Technology and Engineering Education with the new STEM Education program suggests addition of the proposed program would not constitute unnecessary duplication.

Institution	Program	2008-09	2009-10	2010-11	2011-12	2012-13
CCSU	Natural Science	10	9	7	3	4
	Technology & Eng. Educ.	3	9	8	5	6
ECSU	Science Education	2	3	2	1	0
SCSU	Science Education	6	10	8	7	5

Cost effectiveness

The College anticipates revenue in the first year of \$31,861 increasing to \$36,607 in the second year and \$42,067 in the third. These students, however would be those typically enrolling the programs in Natural Science and Technology and Engineering Education that are being phased out. Faculty costs, however, will remain constant, and no new net costs would be incurred. Assuming the enrollments in the legacy programs can be maintained or increased, the program is anticipated to be revenue/cost neutral.

Availability of adequate resources

The College anticipates no new full-time faculty would be hired and does not indicate new equipment or facilities would be required to launch the program.

## QUALITY ASSESSMENT DESCRIPTION

### Purpose and Objectives

The proposed master's program in STEM Education will provide K-12 teachers with the skills necessary to move away from the traditional way of teaching discrete subjects towards a more comprehensive way of addressing the science, engineering, and mathematics disciplines. They will demonstrate these STEM skills and practices by applying them to real world and community or school problems and issues as they examine and focus on strategies to develop possible solutions based on research and analysis. Likewise, the master's candidate will learn how to integrate each component into the K-12 curriculum to provide their students with creative and innovative problem solving and applications. As the K-12 teachers acquire the skills and practices of STEM, they will learn to use them in their instruction to prepare their students for college skills and career readiness.

The newly released 2013 draft of the Next Generation Science Standards (NGSS) gives a statement about college and career readiness (CCR) as based on the National Research Council's A Framework for K-12 Science Education (2012). A group of experts in the scientific disciplines, science education, and workforce readiness met to develop this draft. They took into account the Common Core State Standards (CCSS) in Mathematics and ELA/Literacy and acknowledged the unique nature of science and its role in the future of our economy and society.

In-service teachers/students graduating with a Master's degree in STEM at CCSU will enhance their abilities to deliver trans-disciplinary curriculum to K-12 students in order to meet the challenge of preparing youth for future workforce skills. As is the case with Master's degrees in general, the STEM degree would not lead to cross-endorsement certification through the State Department of Education.

### *Learning outcomes*

Graduates of the program will be able to:

1. Integrate and apply the practices of scientists and engineers into curriculum, instruction, and assessment for use in the classroom
2. Demonstrate understanding and application of the role of inquiry in curriculum, instruction, and assessment
3. Integrate the crosscutting concepts of STEM into curriculum, instruction, and assessment
4. Apply disciplinary core ideas of STEM into curriculum, instruction, and assessment for use in the classroom
5. Construct a research plan and carry out independent research on a STEM topic

### Admission

The MS STEM Program for certified teachers is open to PK-12 certified teachers who hold a bachelor's degree from a regionally accredited institution of higher education. Applicants must have a minimum undergraduate GPA of 2.70 on a 4.00 point scale (where A is 4.00), or its equivalent, and be in good standing (3.00 GPA) in all post-baccalaureate course work. Teachers who do not teach one or more of the STEM disciplines (science, technology education, engineering education, or math) may be required to take additional content courses.

Enrollment Projections

The College projects an enrollment of 12 (9.3 FTE) during its first year and anticipates an increase to 29 (15.8 FTE) students during its third year.

	First Term Yr 1		First Term Yr 2		First Term Yr 3	
	FT	PT	FT	PT	FT	PT
Internal Transfers	0	0	0	0	0	0
New Students	2	10	2	8	0	7
Continuing	0	0	2	10	2	18
Total Headcount	2	10	4	18	4	25
Total Estimated FTE per Year	9.33		13.5		15.8	

Administration

Marsha Bednarski, Professor of Science Education, Arts and Sciences, will co-coordinate the program with James Delaura, Professor and chair of the Department of Technology and Engineering Education. Dr. Bednarski presently receives 3 FTE load credits for coordination of science education and the MS in Natural Science and anticipates receiving the same 3 credits of release time; no additional load credits will be needed. Similarly, no additional load credits will be requested by the co-coordinator, the department chair of the Department of Technology and Engineering Education, who presently receives load credit for chairing the department per University contract. Students will be assigned advisers from each of the departments (Physics and Earth Sciences and Technology and Engineering Education), coordinated by Dr. Bednarski and Dr. Delaura.

Curriculum

There are twenty-four core courses, two electives, and a Capstone course. Courses are sequenced in a three year cycle. (See appendix A.)

As a trans-disciplinary program, all courses address and align with National and/or CT state content standards in each discipline: Science, Technology, Engineering, and Math, and the Common Core for Mathematics.

Courses in STEM Education attempt to transform the typical teacher-centered classroom that focuses on the discrete teaching of individual subjects, by encouraging a curriculum and classroom instruction that is driven by problem-solving, discovery, exploratory learning, and requires active engagement in a situation that involves all disciplines in order to find its solution. The courses in the program cumulatively include the eight practices of science and engineering outlined in the Framework of K-12 Science Education (2012) and the most recent Technology Education Standards. Math and Engineering skills and practices are also included in these science and engineering practices and are used as a way of addressing problem-solving, discovery, exploratory learning, and active engagement in situations to form solutions. Teachers will demonstrate their active engagement by applying these skills and practices in their classrooms in the development of curriculum, instruction, and assessment focused on current issues, both in the world and in their own communities. This will be particularly evident in in their special project capstone when their action research projects will need to be focused on real classroom issues that involve their students. The teachers will be required to apply the STEM principles into their classrooms, starting with a problem statement, implementing an intervention, and studying its effects.

*Course Requirements*

Course Number and Name	Credits
<b>Program Core Courses</b>	<b>24</b>
STEM 501: Applying Mathematical Concepts	3
STEM 506: Problem-Based Learning in STEM	3
STEM 517: Robotics Applications for STEM	3
STEM 520: STEM Practices in the Physical Sciences	3
STEM 521: Engineering Design in STEM Education	3
STEM 530: STEM Practices in the Earth/Space Sciences	3
STEM 540: STEM Practices in the Life Sciences	3
STEM 598: Research in STEM Education	3
<b>Elective Courses in the Field</b>	
Any 500 level Science, Technology Education, Engineering Education, or Math course OR SCI 580: Special Topics	3
<b>Other Related/Special Requirements</b>	
500 level Math content course as approved by adviser	3
<b>Capstone</b>	
STEM 595: Action Research in STEM Education	3
<b>Total</b>	<b>33</b>

Resource Support

The resources required for this program will include allocation for new faculty, laboratory equipment and new software, and new library resources.

*Faculty*

Current full-time faculty teaching in the program will be:

Marsha Bednarski, Professor, Coordinator of Science Education  
Ph.D., University of Connecticut  
Specializations: Science Education, K-12

James Delaura, Professor, Dept. Chair Technology and Engineering Education  
Ed.D., University of Northern Colorado  
Specializations: Technology & Engineering Education K-12

Patrick Foster, Professor  
Ph.D., University of Missouri  
Specializations: Technology & Engineering Education K-12

Shelly Jones, Assistant Professor

Ph.D., Illinois State University  
Specializations: Mathematics Education

David Sianez, Associate Professor  
Ph.D., Virginia Polytechnic Institute and State University  
Specializations: Technology & Engineering Education K-12

Michele Dischino, Associate Professor  
Ph.D., University of Pennsylvania  
Specializations: Bioengineering

Jeff Thomas, Assistant Professor  
Ph.D., Teachers College, Columbia University  
Specializations: Science Education, 6-12

Wendy Ku, Adjunct Professor  
Ph.D., The Ohio State University  
Specializations: Engineering Design

*Equipment/Software and Library Resources*

No additional resources will be needed for this program. Current resources used for the M.S. in Natural Science: Science Education and the M.S. in Technology Education will be used in the new STEM Education program.

**ITEM**

Licensure and accreditation of an Electronic Health Records Specialist program leading to an undergraduate certificate (21 credits) at Manchester Community College

**RECOMMENDED MOTION FOR FULL BOARD**

RESOLVED: That the Board of Regents for Higher Education license and accredit an Electronic Health Records Specialist program leading to an undergraduate certificate at Manchester Community College for a period of time concurrent with institutional accreditation

**Background**

Manchester Community College has applied for licensure and accreditation of an Electronic Health Records Specialist program leading to an undergraduate certificate (21 credits). The College currently offers six degree programs and seven certificate programs in health care and allied health fields. The proposed program provides training for entry-level positions as a medical records or health information technician and provides a strong and transparent educational ladder to the College's Business Office Technology associate's degree programs.

The proposed program was developed as part of a Trade Adjustment Assistance Community College & Career Training (TAACCCT) to develop health and life sciences programs at community colleges in the state.

Degree and certificate programs offered by public institutions in Connecticut must receive approval to operate through licensure by the Board of Regents and must receive accreditation from the Board of Regents to confer degrees (CGS 10a-35a).

Staff review of the proposal has determined that the program is consistent with the standards for planning and quality set forth in the Connecticut Regulations for Licensure and Accreditation of Institutions and Programs of Higher Learning, as required by Board policy.

09/18/13 – ConnSCU Academic Council

10/01/13 – BOR-Academic and Student Affairs Committee

10/17/13 – Board of Regents

**PLANNING ASSESSMENT**Conformance with institutional mission

The program is consistent with the College's mission and fits within the scope of the College's other offerings in allied health fields.

Need

The CT Department of Labor projects the number of Medical Records and Health Information Technicians will increase from 1,420 in 2010 to 1,641 in 2020, an increase of 22 positions each year; the annual number of openings is projected at 50 due to growth and net replacement. In 2012, the median salary of current workers in this field was \$39,600, the 25<sup>th</sup> percentile was \$32,000, and the 10<sup>th</sup> percentile is \$27,100 ([Careerinfonet.org](http://Careerinfonet.org), SOC = 29.2071).

Unnecessary duplication of programs

Programs in these fields exist at present only at the certificate level. Studies of the Connecticut health care workforce project increase educational demands for workers in these fields. Only one program currently exists at the associate's level, and only one completion was awarded in 2011-12.

Completions in Related Fields 2012-13

Institution Name	Health Information/Medical Records Technology/Technician		Medical Insurance Coding Specialist/Coder		Total
	UG Certificate	Associate's degree	UG Certificate	Associate's degree	
Manchester CC	-	-	15	-	15
Goodwin College	-	-	9	-	9
Tunxis CC	-	-	7	-	7
Charter Oak SC	-	-	4	-	4
Northwestern CT CC	-	-	3	-	3
Quinebaug Valley CC	-	-	3	-	3
Lincoln College of NE	1	1	-	-	2
Total	1	1	41	-	43

Cost effectiveness

The College anticipates no new full-time faculty would be hired, but would reassign a full-time faculty member to administer the program at 0.10 FTE, costing \$6,000 in the first year. Six workload units for instruction delivered by part-time faculty would cost \$8,412 in the first year. Indirect costs are budgeted as \$6,975 (\$930/FTE) in the first year. Costs are estimated to increase 5% annually.

Availability of adequate resources

The College anticipates revenue in the first year of \$28,550 increasing to \$76,340 in the second year and decreasing to \$85,960 in the third. Expenses are projected in the first year at \$21,387, increasing to \$33,732 and \$39,139 in the third.

These revenue and cost estimates are based upon what appear to be reasonable enrollment projections. In the first year, the college expects 15 students (10 FTE) to enroll, 35 students (22.5 FTE) in the second year, and 40 students (25 FTE) in the third.



## QUALITY ASSESSMENT DESCRIPTION

### Purpose and Objectives

The Electronic Health Records Specialist certificate is a streamlined hands-on program designed for quick entry into the workforce. The total number of credits required for certificate completion is 21. Seven courses are required and a one-year timeframe is estimated for program completion. Upon completion of the program, students will work with MCC's Career Services for job placement.

An entry-level Electronic Health Records Specialist works in the medical office, clinic, or information services/medical records division(s) of a hospital. Local industry research with employers has indicated that health information support positions are in demand and hard to fill due to a lack of trained applicants. These include but are not limited to the following job titles: Health Information Technician, Medical Records Technician, Medical Records Clerk, HIM Associate, Release of Information Coordinator, Data Quality Specialist, and Data Integrity Specialist. The primary role of this employee is to maintain, collect, analyze and secure health information. Upon completion of this certificate, graduates elect to take a national credentialing exam to become a Certified Electronic Health Record Specialist (CEHRS) via National Health Career Association (NHA).

### Learning outcomes

Graduates of this program will:

1. Demonstrate advanced keyboarding speed and accuracy using industry accepted methods
2. Demonstrate competency in the use of standard medical office equipment including bar code and scanning devices
3. Use the common features and functions of specialized EHR applications
4. Review electronic health records for timeliness, completeness, accuracy, and appropriateness of health data
5. Protect health information for confidentiality, authorized release of information, and data security
6. Demonstrate professionalism and positive work habits necessary for success in today's medical office

### Admission

Admission to the program requires admission to the college, which by regulation is a high school diploma or its equivalent. To meet prerequisites for some of the 200-level courses, students must demonstrate eligibility for English 101.

### Enrollment Projections

The College projects an enrollment of 21 (12 FTE) during its first year and anticipates an increase to 41 (24 FTE) students during its third year.

*Projected Enrollment*

	First Term Yr 1		First Term Yr 2		First Term Yr 3	
	FT	PT	FT	PT	FT	PT
Internal Transfers	0	5	0	5	0	5
New Students	5	5	5	10	5	15
Continuing	0	0	5	10	5	10
Total Headcount	5	10	10	25	10	30
Total Estimated FTE per Year	10		22.5		20	

Administration

The Co-Chairs of the Information Management Technology Department will be responsible for the administration of the program under the direction of the two Division Directors (Math, Science and Health Careers Division and the Business, Engineering and Technology Division). This would be done through the re-assigned time allotted to Department Chairs.

Curriculum

The coursework involved in this certificate includes a wide variety of exams, quizzes and projects. This hands-on certificate utilizes a computer lab for 15 out of 21 credits. Students will demonstrate proficiency through hands-on labs, software simulations, integrated projects and course capstones.

*Course Requirements*

Program Core Courses	Credits
BOT 111 Keyboarding for Info Pro I	3
BOT 112 Keyboarding for Info Pro II	3
BOT 180 Medical Terminology	3
BOT 181 Medical Coding I	3
BOT 282 Medical Admin Procedures	3
BOT 288 Medical Practice Management Software Apps	3
BOT 291 Electronic Medical Records	3
<b>Total</b>	<b>21</b>

Resource Support

This certificate will be accomplished with minimal cost. No new full-time resources are required. The costs involved with this program include hiring part-time faculty to teach one additional course and the addition of part-time staff support to expand the Business Office Technology independent lab hours. A license to use a virtual EHR software simulation as part of the course work will be highly beneficial to students and will cost approximately \$1600 per year. The students participating in the certificate will be full or part-time and will take approximately 10 credits each semester for two semesters. The certificate is targeted to training students for placement in directly into entry-level positions in the workforce in 2 semesters.

*Faculty*

About two-thirds of courses will be taught by adjunct faculty. All adjunct faculty members hold a master's degree or equivalent. Full-time faculty teaching in the program will be:

Carla Adams, Assistant Professor, Business Office Technology and Co-Department Chair, Information Management Technology Department  
M.S., Suffolk University  
Specializations: Computer Applications: Office and Productivity Speech Recognition  
Business Etiquette Office Communication and Management Keyboarding

Susan Barzottini, Associate Professor and Co-Department Chair, Information Management Technology Department  
M.B.A., University of Connecticut  
Specializations: Application Development System Design Business Requirements Analysis IT/IS Operations and Management Project Management Financial Accounting  
Business Communications

*Equipment/Software*

The American Health Information Management Association (AHIMA) has created a Virtual Lab which is an Internet-based software lab for health information management (HIM) education. It features multiple software applications and lab lessons specifically designed for educational purposes. One full-year subscription of the Virtual Lab for an institution with 1-40 students costs \$1,650. Students would be required to purchase individual access codes for an additional cost. The annual subscription to the Virtual Lab, post-grant, would be absorbed by the Division budget. There will be no additional special resources for the program.

*Library Resources*

The total estimated cost of library resources to supplement the Health Information Management Associate in Science degree program is \$3,700 (excluding shipping and processing fees). Due to the field's rapidly changing content (and to meet CAHIIM accreditation standards), updated editions of 75% of these titles will need to be acquired annually – costing the institution approximately \$2,775 per year. Updated editions of the remaining 25% will need to be acquired every 5 years – costing the institution approximately \$925.00.

**ITEM**

Licensure and accreditation of a Group Exercise Instructor program leading to an undergraduate certificate (30 credits) at Norwalk Community College

**RECOMMENDED MOTION FOR FULL BOARD**

RESOLVED: That the Board of Regents for Higher Education license and accredit a Group Exercise Instructor program leading to an undergraduate certificate at Norwalk Community College for a period of time concurrent with institutional accreditation

**BACKGROUND**

Norwalk Community College (NCC) has applied for licensure and accreditation of a Group Exercise Instructor program leading to an undergraduate certificate (30 credits). The College currently offers associate's degree programs in Exercise Science as well Recreation and Leisure Studies, plus a certificate in Recreation and Leisure Studies. The proposed program will prepare the student for the American College of Sports Medicine (ACSM) Group Exercise Instructor Certification, which is not eligible for state or professional licensure.

Degree and certificate programs offered by public institutions in Connecticut must receive approval to operate through licensure by the Board of Regents and must receive accreditation from the Board of Regents to confer degrees (CGS 10a-35a).

Staff review of the proposal has determined that the program is consistent with the standards for planning and quality set forth in the Connecticut Regulations for Licensure and Accreditation of Institutions and Programs of Higher Learning, as required by Board policy.

09/18/13 – ConnSCU Academic Council  
10/01/13 – BOR-Academic and Student Affairs Committee  
10/17/13 – Board of Regents

**PLANNING ASSESSMENT**Conformance with institutional mission

The program is consistent with the College's mission and fits within the scope of the College's other offerings in allied health fields.

Need

The CT Department of Labor projects the number of Fitness Trainer and Aerobics Instructors will increase from 4,060 in 2010 to 4,889 in 2020, an increase of 83 positions each year; the annual number of openings is projected at 148 due to growth and net replacement, making it one of Connecticut's so-called "hot jobs." In 2012, the median salary of current workers in this field was \$37,900, the 25<sup>th</sup> percentile was \$22,600, and the 10<sup>th</sup> percentile is \$18,800

([Careerinfonet.org](http://Careerinfonet.org), SOC = 39.9031).

Unnecessary duplication of programs

Only two programs at collegiate institutions exist in the state.

*Completions in Related Fields 2012-13*

Program	College	2008-09	2009-10	2010-11	2011-12	2012-13
Fitness	Gateway	0	0	0	1	2
Specialist	Manchester	0	0	0	1	3
	Total	0	0	0	2	5

Branford Hall Career Institute and the National Personal Training Institute offer certificate programs, although completions are not readily available and clearly do not meet demand.

Cost effectiveness

The College anticipates no new full-time faculty would be hired, but part-time costs would be \$5,700 a year and increase to \$11,500 in subsequent years. Library and equipment are estimated at \$500 to \$1,150 to supplement budgets for the existing Exercise Science program.

Availability of adequate resources

The College anticipates revenue in the first year of \$40,600 increasing to \$78,800 in the second year and decreasing to \$103,600 in the third. Expenses are projected in the first year at \$6,200, increasing to \$12,300 and \$12,650 in the third.

These revenue and cost estimates are based upon what appear to be ambitious enrollment projections. In the first year, the college expects 25 students to enroll, 70 students in the second year, and 95 students in the third.

## QUALITY ASSESSMENT DESCRIPTION

### Purpose and Objectives

The Group Exercise Instructor Certificate at Norwalk Community College is designed to provide fundamental and theoretical knowledge as well as practical skills necessary to assume the role of a group exercise instructor in commercial or clinical exercise settings. The certificate will integrate up-to-date guidelines and recommendations into the curriculum to meet specific job tasks of a group exercise instructor, including but not limited to: class design, leadership and motivation, general exercise testing and prescription and studio management. Graduates of the certificate will demonstrate sound communication skills, life-long learning, safe and effective exercise programming and compassion for those they work with. This certificate will also prepare the student for the American College of Sports Medicine's Group Exercise Instructor Certification Exam.

This certificate program is closely associated with the Exercise Science degree program at the College. The only courses unique to the Group Exercise Instructor Certificate are HPE 212 Group Exercise Instruction I and HPE 213 Group Exercise Instruction II. This will allow for those students interested in pursuing careers as a health-fitness professional to also enter the workforce as a group exercise instructor with the addition of the two aforementioned courses. Similarly, core and elective curriculum for this certificate are closely aligned with the requirements of other associate degree programs in allied health that are already offered at the College.

The certificate program will act as a terminal certificate that will lead to group fitness employment for graduates. Based on their own merits, and articulation agreements existing with other colleges, individual courses would transfer accordingly. Since there are currently no Group Exercise Instructor Certificate Programs offered at four-year institutions in the state of Connecticut, there is the possibility of four-year students to reverse matriculate to the College for Group Exercise Instructor training. Additionally, any individual interested in sitting for the ACSM Group Exercise Instructor Certification who meets the admissions requirements of the College can enroll in the certificate program as a preparatory for the certification exam.

All students who successfully complete the Group Exercise Instructor Certificate will be strongly advised to sit for the American College of Sports Medicine (ACSM) Group Exercise Instructor Certificate. This exam will be taken at the student's cost and will act as a capstone assessment for the program curriculum. .

### *Learning outcomes*

Graduates of this program will:

1. Demonstrate an understanding of related exercise physiology, kinesiology and nutrition related to the group exercise setting.
2. Demonstrate entry level knowledge and skills necessary for safe and appropriate health screenings and exercise assessments.
3. Display sound knowledge and skills needed for group exercise class design and delivery with a variety of populations.
4. Practice sound, prudent, and ethical functions necessary in accordance with the legal and professional scope of the Group Exercise Instructor.

5. Develop leadership, interpersonal and communication skills necessary to be an effective professional in this career path.
6. Effect continuous improvement of the profession by actively pursuing career development and maintenance of certifications.

### Admission

This certificate program will be offered with open admissions. All students interested in completing the Group Exercise Certificate will apply and complete the general admissions requirements at NCC. To start taking courses in the certificate program, the student must be eligible for ENG 101 Composition, successfully completed ENG 101 or have a college level English completed at another institution with credits officially transferred to NCC. All students enrolled in the certificate program will be required to obtain CPR certification with AED prior to enrolling in the HPE 213 Group Exercise Instruction II course. The cost of CPR/ AED training will be the responsibility of the student. Minimum requirements for certification include American Red Cross or American Heart Association CPR/AED for the adult, unless specified otherwise by the field placement agency.

### Enrollment Projections

The College projects an enrollment of 21 (12 FTE) during its first year and anticipates an increase to 41 (24 FTE) students during its third year.

### *Projected Enrollment*

	First Term Yr 1		First Term Yr 2		First Term Yr 3	
	FT	PT	FT	PT	FT	PT
Internal Transfers	5	10	10	15	15	15
New Students	5	5	10	10	10	10
Continuing	0	0	10	15	20	25
Total Headcount	10	15	30	40	45	50
Total Estimated FTE per Year	15		43.3		61.7	

### Administration

Paul M. Gallo will be the primary faculty at NCC, who will oversee the daily operations of the Group Exercise Instructor Certificate, including program assessment, course scheduling, faculty staffing, internship coordination, student recruitment and academic advisement. Paul has been the Director of Exercise Science and Wellness at NCC since July of 2004. He is a certified and licensed NATABOC Athletic Trainer, ACSM Clinical Exercise Specialist, ACSM Health Fitness Specialist and NSCA Certified Strength and Conditioning Specialist. He has his Master of Art in Exercise Physiology from Adelphi University and Bachelor of Science in Athletic Training and Kinesiology from the State University of New York at Cortland College. Paul is also expected to graduate with his doctoral degree in Applied Physiology from Teacher's College Columbia University in May of 2014. With over 10 years of experience in teaching, program development and assessment, advisement and facility management, Paul is an excellent candidate for coordination of the Group Exercise Instructor Certificate Program. Paul is required to teach a total of three credits per semester. He does expect to sit for the ACSM Group Instructor Exercise Certification Exam prior to the anticipated start of this certificate program, which is fall 2014.

There will be a minimum of one Exercise Science Community Advisory Board meeting per academic year to review the Group Exercise Instructor Certification curriculum and program assessment. The Exercise Science Advisory Board is made up of Clinical Exercise Physiologists, Health-Fitness and Group Exercise Professionals, local employers, faculty from NCC and local four-year institutions, strength and conditioning specialists, internship supervisors, physical therapists, NCC alumni and one NCC Exercise Science Student. The Exercise Science Advisory Board will be responsible for continual assessment of the Group Exercise Instructor Certificate Program and will also make sure the curriculum is up-to-date, in accordance with guidelines and recommendations and continually meeting workforce needs. With the qualifications of the Exercise Science Advisory Board Members (see attached), there is no need to form a separate advisory board for this certificate program. Additionally, faculty who teach the certificate courses will meet with the program coordinator semester-by-semester to review the program assessment.

### Curriculum

The coursework involved in this certificate includes a wide variety of exams, quizzes and projects. This hands-on certificate utilizes a computer lab for 15 out of 21 credits. Students will demonstrate proficiency through hands-on labs, software simulations, integrated projects and course capstones.

### Course Requirements

Course Number and Name	Credits
<b>Program Core Courses</b>	<b>23</b>
HPE 105 Introduction to Exercise Science	3
HPE 232 First Aid and Sport Injury	2
HPE 212 Group Exercise Instruction I	4
HPE 213 Group Exercise Instruction II	4
HPE 245 Programming and Prescription I	4
ENG 101 Composition	3
PSY 111 General Psychology 1 or SOC 101 Principles of Sociology	3
<b>Elective Courses in the Field</b>	<b>6</b>
BIO 111 Introduction to Nutrition	3
BMK 105 Principles of Marketing	3
<b>Other Related/Special Requirements</b>	<b>1</b>
TWO HPE Physical Activity Courses	1/2
<b>Total</b>	<b>30</b>

### Resource Support

The start-up of this certificate program will require minimal cost with regard to equipment, facilities and faculty support. The Group Exercise Instructor Certification will be based out of the Pitney Bowes Foundation Wellness Center which currently houses the Exercise Science



Program, Physical Activity Courses and Athletic Coaching course at the College. Courses for this certificate will be taught by fulltime and adjunct Exercise Science and Wellness Department faculty who have the appropriate qualifications. The equipment needs are already met within the established Exercise Science and Wellness inventory. With the projected enrollment and tuition revenue and minimal cost associated with this certificate program it is anticipated to be extremely cost effective.

#### *Faculty*

About two-thirds of courses will be taught by full-time faculty in the Exercise Science Program, as part of their regular teaching requirements. These individuals include the Program Director for Exercise Science, Paul Gallo and the new Exercise Science Faculty Member (as of fall 2013) Nicole Hafner, both of whom are qualified to teach any of the HPE courses in the Group Exercise Instructor Certificate Program. Other courses will be taught by Exercise Science and Physical Activity adjunct faculty who are currently employed at NCC and qualified to teach such courses. Other qualified adjunct professors will be hired, if needed. Currently there are no plans to hire additional full or part-time faculty for this certificate program.

#### *Equipment/Software*

The Group Exercise Instructor Certification will be housed in the Pitney Bowes Foundation Wellness Center, located on the ground floor of the LEED Certified Center for Health, Science and Wellness, which was completed in 2011. This facility also houses the Exercise Science Program, Physical Activity Courses and Athletic Coaching course at NCC. This facility provides state-of-the-art laboratories and studios that are realistic to actual group exercise settings and equipment that is similar to local university/ college wellness centers and commercial facilities. The Exercise Science Laboratory (room H007), which also acts as a classroom, and the two group exercise studios (rooms H004 and H005) will be the primary locations for this certificate program. Additional equipment and room space will not be needed for this certificate program, thus not adding to overhead expenses.

#### *Library Resources*

The Baker Library at NCC has a wide-variety of print textbooks, evidence-based journals and electronic journals related to the disciplines of Exercise Physiology, Biology, Anatomy, Kinesiology, Health-Fitness and Rehabilitation. The library also offers inter-library loans and e-reserve through the BlackBoard Learn system. All Program Certificate Textbooks will be on reserve at the library and students enrolled in the Group Exercise Instructor Certificate will be required to complete a library orientation and database training session, similar to the students in the Exercise Science Program.

Currently, there is a library liaison assigned to the Exercise Science Program, who will also act as the liaison for the Group Exercise Instructor Certificate. Through collaborations with the library liaison, a web-based Exercise Science Library subject guide is currently available to all students in the Exercise Science Program. This self-guide will be modified to also include the Group Exercise Instructor Certificate students, pending approval of the proposed curriculum.

**ITEM**

Modification of a Special Education Paraprofessional program leading to an undergraduate certificate at Charter Oak State College to change the name to Paraprofessional Educator

**RECOMMENDED MOTION FOR FULL BOARD**

RESOLVED: That the Board of Regents for Higher Education approve modification of a Special Education Paraprofessional program leading to an undergraduate certificate at Charter Oak State College to change the name to Paraprofessional Educator

**BACKGROUND**

Charter Oak State College has requested that the name of its Special Education Paraprofessional program leading to an undergraduate certificate be changed to a Paraprofessional Educator program. This change is requested to more accurately reflect the content of the courses as well as the intent of the course of study.

The Board's program approval policy adopted in January 2012 sets forth an intent for consistency with the Connecticut Regulations for Licensure and Accreditation of Institutions and Programs of Higher Learning. These regulations stipulate that modification of accredited programs, including name changes, require approval by the Board of Regents (10a-34-3(c)).

**RATIONALE**

The Special Education Paraprofessional course of study of five three-credit courses was designed for paraprofessionals who work in a variety of public and private educational settings, including, but not limited to kindergarten classes, general education elementary and secondary programs, special education classrooms and special education schools. Because of the variety of possible settings that a paraprofessional might work in, the courses were developed to include strategies on how to work with students with and without disabilities. The title which included special education was to ensure that potential students would understand that the courses included special education topics as well as general education topics.

The program name "Special Education Paraprofessional," however, has narrowed the number of interested students, as they read the title as only for paraprofessionals who wish to be special education paraprofessionals and does not comprehensively describe program scope and content.

09/18/13 – ConnSCU Academic Council  
10/01/13 – BOR-Academic and Student Affairs Committee  
10/17/13 – Board of Regents

**ITEM**

Modification of a program in General Studies leading to the Bachelor of General Studies (B.G.S.) degree at Eastern Connecticut State University to license and accredit a separate program in Early Childhood Education leading to the Bachelor of General Studies (B.G.S.) degree

**RECOMMENDED MOTION FOR FULL BOARD**

**RESOLVED:** That the Board of Regents for Higher Education approve modification of a program in General Studies leading to the Bachelor of General Studies (B.G.S.) degree at Eastern Connecticut State University to license and accredit a separate program in Early Childhood Education leading to the Bachelor of General Studies (B.G.S.) degree for a period of time to coincide with institutional accreditation

**BACKGROUND**

Eastern Connecticut State University has requested that the program in General Studies leading to the Bachelor of General Studies (B.G.S.) degree have a major field added for Early Childhood Education. The program would not lead to teacher certification, but has been reviewed by the Connecticut Department of Education and approved under Connecticut General Statutes 10-16p (2). The University would separately maintain its existing program in Early Childhood Education leading to the Bachelor of Science (B.S.) degree that does prepare graduates for certification in the field.

Connecticut General Statutes 10-16p (2) sets additional education requirements for individuals who have primary responsibility for a classroom of children in early childhood education programs accepting state funds or for spaces associated with such program's child day care program or school readiness program. Over time, an increasing proportion of these employees must have certification pursuant to section 10-145b with an endorsement in early childhood education or early childhood special education OR have completed and associate's or bachelor's program approved by the Board of Regents for Higher Education and the State Department of Education (SDE).

Degree and certificate programs offered by public institutions in Connecticut must receive approval to operate through licensure by the Board of Regents and must receive accreditation from the Board of Regents to confer formal awards (CGS 10a-35a).

Staff review of the proposal has determined that the program is consistent with the standards for planning and quality set forth in the Connecticut Regulations for Licensure and Accreditation of Institutions and Programs of Higher Learning, as required by Board policy.

09/18/13 – Academic Council

10/01/13 – BOR-Academic and Student Affairs Committee

10/17/13 – Board of Regents

**RATIONALE**

Connecticut General Statutes 10-16p (2) sets additional education requirements for individuals who have primary responsibility for a classroom of children in early childhood education programs accepting state funds or for spaces associated with such program's child day care program or school readiness program. Over time, an increasing proportion of these employees must have certification pursuant to section 10-145b with an endorsement in early childhood education or early childhood special education OR have completed an associate's or bachelor's program approved by the Board of Regents for Higher Education and SDE.

As reported to the Academic and Student Affairs Committee in June 2013, SDE conducted a review of programs at Eastern Connecticut State University as well as several community colleges. While modifications of the existing curriculum for community college programs were nonsubstantive, the addition of a curricular track in the general studies degree program for early childhood education as well as the need to track individuals completing it prompts the need to license and accredit the program.

The B.G.S. provides a flexible curriculum for completing a four year college degree for students who are currently in the workforce. The program offers a high quality education in a variety of formats that accommodate the needs of students who have more complex work and family lives than traditional college students. This includes the offering of online, evening, weekend, and off-campus courses. In addition, the B.G.S. program has a long tradition of establishing seamless articulation plans with community colleges, and thus the program will enhance the professional competence of those who currently work, or wish to work, with children from birth to age 5. It will also provide a pathways for those seeking to earn the Early Childhood Teacher Credential (ECTC) awarded by SDE.

The B.G.S. in Early Childhood Education is designed to meet the following goals:

1. To help meet state and national mandates that teachers in early childhood education programs hold four year degrees in the coming years.
2. To create a model of collaboration among higher education institutions, including articulation agreements with all state community colleges and the development of joint courses and programs with Charter Oak College, so that state resources and personnel can be used more efficiently and effectively.
3. To provide an option for in-service or pre-service professionals who hold associate's degree from community colleges in early childhood education to complete their four year degree in minimum time.
4. To meet all requirements and standards of the t Early Childhood Teacher Credential program developed by the State Department of Education.
5. To meet all requirements and standards for earning a Bachelor of General Studies program at Eastern.
6. To provide teacher preparation that has a measurable impact on the competencies and knowledge of birth to three teachers as well as the school readiness of the children they work with.

**CURRENT ENROLLMENTS AND COMPLETIONS***General Studies (B.G.S.) Fall Headcount and Completions*

	2008-09	2009-10	2010-1	2011-12	2012-13
Fall Headcount Enrollment	NA	181	176	194	212
Completions	101	116	113	130	155

Source: CSU IR Repository for Fall Headcount, BOR State Completions Database for IPEDS submission

**CURRICULUM**

The program is designed for students to complete the B.G.S. in early childhood education after completion of an associate's degree. Twenty-four credits of early childhood coursework will be transferred into the program. Most early childhood courses from community colleges have common numbers and content and have been reviewed for NAEYC accreditation. For this reason, graduates of these institutions can automatically transfer in all early childhood coursework, with a grade of C or higher, without needing a review of syllabi by Eastern faculty. Similarly, all required courses offered by Charter Oak—listed in the program outline—will also be transferred without requiring a syllabus review. Students transferring from two year institutions outside the state will be asked to submit syllabi and course work to demonstrate their completion of required Level-A coursework and mastery of the competencies related to these courses. Approximately 24 general education requirements will also be transferred into our program. We will assist community college advisors in recommending courses that will meet ECSU's Liberal Arts Core.

*Learning Outcomes*

Graduates of the program will:

1. Describe, assess, and apply in their classroom practice important developmental characteristics of preschool aged children, including advanced areas of play development, social and emotional growth, thinking and learning, and dual language development.
2. Describe multiple family influences on development, including culture and socioeconomic status, and apply this knowledge to establishing positive relationships and communication with family members and planning culturally sensitive experiences in the classroom.
3. Identify multiple methods of assessment of young children, including advanced formative, curriculum-embedded methods and approaches to analyzing and applying classroom assessment data.
4. Discuss and implement effective teaching approaches to support learning and development, including advanced techniques in scaffolding play, enhancing language and literacy for dual language learners, and reflecting on one's own teaching and the outcomes of classroom practices.
5. Demonstrate and apply advanced knowledge in all disciplines, acquired through a liberal arts course of study, to the design of a challenging and culturally responsive curriculum.
6. Describe and acquire the knowledge, skills, and dispositions required to become a committed and ethical professional, including advanced competencies in leadership, advocacy, and the formation of partnerships with families and community agencies.

7. Discuss and apply knowledge of policies and practices in human services, including an advanced understanding of the political, social, and community contexts in which early education programs exist.

*Required Courses*

Course Number and Name	Credits
<b>Associate's Level Courses</b>	<b>15</b>
Introduction to Early Childhood Education	3
Early Language and Literacy Development	3
Science and Math for Young Children	3
Creative Experiences or Music and Movement	3
Intro to Exceptional Children	3
<b>Program Core Courses</b>	<b>24-25</b>
Child Development (CC or Charter Oak)	3
ECE 261:Methods & Techniques: Infant/Toddler Care (Charter Oak only)	3
ECE 315 Play and Social Development	
or	
PSY 301 Psychology of Play (Charter Oak)	3-4
ECE 380 Leadership in Early Care and Education	
or	
Advanced Leadership in EC Programs (Charter Oak)	3
ECE 390: Advanced Topics in Social and Emotional Development	3
ECE 410: Families, Culture, and Child Development	3
ECE 450: Advanced Topics in Cognitive Development	3
ECE 470: Supporting Dual Language Learners in Early Childhood Education	3
<b>Elective Courses in the Field</b>	<b>15</b>
SWK 311 The Social Environ. and Human Behavior	3
SWK 312 Human Behavior in the Social Environment	3
SWK 325 Social Welfare Policy	3
PSY 305 Leadership in Organizations	3
PSY 320 Theories of Personality	3
<b>Other Related/Special Requirements</b>	<b>12</b>
Student Teaching/Clinical Experiences	6
ECE 399: Culminating Practicum and Capstone Course (Charter Oak only)	6
<b>Liberal Arts Curriculum</b>	<b>46</b>
<b>Free Electives</b>	<b>8</b>
<b>Total</b>	<b>120-21</b>

**RESOURCES**

No additional resources are needed. Existing full-time faculty or part-time faculty at Eastern will teach the single section of specialized coursework that students will complete each semester and in the summer. Additional credits are in existing courses in the Liberal Arts Core (LAC) or will be transferred in. The number of students expected to enroll in this program will not require additional sections of LAC courses.

*Faculty*

ECSU has faculty, curriculum, and resources to support existing undergraduate and graduate Early Childhood Education Certification and non-certification programs. This proposed B.G.S. modification uses these existing resources as well as existing expertise and resources available at other ConnSCU schools to provide in-service and pre-service teachers who have an Associate's Degree with a flexible option for earning the Early Childhood Teaching Credential.

*Library*

No additional library resources are needed.

**ITEM**

The Board of Regents for Higher Education amends its “Human Resources Policies for Management and Confidential Professional Employees” to address certain terms and conditions of employment associated with interim appointments made by the Board.

**BACKGROUND**

A revision to the “Human Resources Policies” has been prepared to address certain terms and conditions of employment associated with interim appointments made by the Board of Regents; specifically, whether an interim appointee will be permitted to apply and compete for a permanent appointment to the position in question.

**ANALYSIS**

Under its enabling legislation, Connecticut General Statutes, Title 10a, Chapter 185, the Board of Regents is charged with the duty to appoint a President of the Board along with the Presidents of all seventeen ConnSCU institutions. From time to time, the need to make interim appointments to these positions presents itself and, when that occurs, the responsibility to do so devolves upon the Board as well. For the purpose of enhancing organizational clarity, such interim appointments should carry with them a determination as to whether the interim appointee will be permitted to apply and compete for a permanent appointment to the position in questions. Based upon experience, this determination should be based on a case by case basis and, with respect to the appointment of campus Presidents, a recommendation from the Board President would be made and considered.

**RECOMMENDATION**

That the Board of Regents approves an amendment to Article 5, Section 5.7 of its “Human Resources Policies” to address certain terms and conditions of employment associated with interim appointments made by the Board; specifically, whether an interim appointee will be permitted to apply and compete for a permanent appointment to the position in question.



**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

**INTERIM APPOINTMENTS OF THE PRESIDENT OF THE BOARD OF REGENTS AND  
PRESIDENTS OF ConnSCU CAMPUSES**

October 17, 2013

WHEREAS, Under its enabling legislation, Connecticut General Statutes, Title 10a, Chapter 185, the Board of Regents is charged with the duty to appoint a President of the Board along with the Presidents of all seventeen ConnSCU institutions; and

WHEREAS, On occasion, the Board makes interim appointments to the positions referenced above; and

WHEREAS, To enhance organizational clarity, such interim appointments should include a determination as to whether the interim appointee will be permitted to apply and compete for a permanent appointment to the position in questions; and

WHEREAS, the recommendation of the Board President as to this condition will be made and considered in connection with the appointment of ConnSCU campus Presidents; therefore, be it

RESOLVED, that Section 5.7 of the “Human Resources Policies for Management and Confidential Employees of the Board of Regents of Higher Education” is hereby amended by adding thereto the following paragraph, effective immediately:

Interim appointments of the President of the Board of Regents, University Presidents, and College Presidents, will contain a case by case determination as to whether the interim appointee will be permitted to apply and compete for a permanent appointment to the position in question. For interim appointments of University Presidents and College Presidents, a recommendation as to this condition shall be made by the President of the Board of Regents and considered by the Board.

A True Copy:

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Erin A. Fitzgerald, Secretary  
CT Board of Regents for Higher Education

**STAFF REPORT ADMINISTRATION COMMITTEE****ITEM**

The Board of Regents for Higher Education adopts an “Affirmative Action Policy Statement”.

**BACKGROUND**

This Affirmative Action Policy Statement has been prepared as required by section 46a-68 of the Connecticut General Statute which requires that all state agencies with 25 or more employees create an affirmation plan in accordance with Commission on Human Rights and Opportunities regulations. CHRO regulations require that affirmation action plans contain a policy statement.

**ANALYSIS**

The Board of Regents for Higher Education has developed and submitted for approval two affirmation action plans since the organization’s inception. The organization has been cognizant of providing a workplace free from discrimination, and has been compliant with affirmative action and equal opportunity. However, despite adherence to the practices and policies of its predecessor boards, the Board of Regents must formally adopt its own statement of policy in compliance with Connecticut State Agency Regulation 46a-68-33. The Policy Statement is necessary to formalize its commitment to maintaining a work environment free from influence or prejudicial behavior and sexual harassment and a workplace in which all terms, conditions, privileges and benefits are administered in an equitable manner.

**RECOMMENDATION**

That the Board of Regents for Higher Education in compliance with the provisions of Section 46a-68-33 approve the attached resolution to adopt and implement the “Affirmative Action Policy”.

10/11/13- Administration Committee

10/15/13 – Board of Regents

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

**STATEMENT OF AFFIRMATIVE ACTION**

October 17, 2013

WHEREAS, Section 46a-68 of the Connecticut General Statutes requires each state agency, department, board and commission with twenty-five, or more, full-time employees shall develop and implement, in cooperation with the Commission on Human Rights and Opportunities, an affirmative action plan that commits the agency, department, board or commission to a program of affirmative action and equal employment opportunity in all aspects of personnel and administration, and

WHEREAS, Section 46a-68-33 of the Connecticut Agency Regulations required that each affirmative action plan contain a policy statement; and

WHEREAS, The Commission on Human Rights and Opportunities has twice approved the proposed Statement of Affirmative Action; and

WHEREAS, The Board of Regents has established a process to create and adopt policy; therefore, be it

RESOLVED, That the Board of Regents adopts the attached “Board of Regents for Higher Education; Affirmative Action Policy Statement” effective immediately.

A True Copy:

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Erin A. Fitzgerald, Secretary of the  
CT Board of Regents for Higher Education

## BOARD OF REGENTS FOR HIGHER EDUCATION AFFIRMATIVE ACTION POLICY STATEMENT

As the statewide policy making authority for public higher education in Connecticut, the Board of Regents for Higher Education is committed to leading, by example, in the areas of equal employment opportunity and affirmative action. Additionally, the Board of Regents has been charged by state statutes (specifically Connecticut General Statutes 10a-10 and 10a-11) to promote representative racial and ethnic diversity among the students, faculty, administrators and staff at public institutions of higher education. The Board of Regents for Higher Education's policies also ~~advances~~advance compliance with the Americans with Disabilities Act at all Connecticut state colleges and universities. Equal employment opportunity and affirmative action are essential to achieving higher education's twin goals of academic excellence and equity.

The Board of Regents for Higher Education recognizes that affirmative action is positive action undertaken with diligence and conviction to:

Overcome any remaining effects of past practices, policies or barriers to equal employment opportunity, and;

Achieve the full and fair participation of all protected class members found to be underutilized in the workplace, or adversely impacted by policies or practices.

The Board of Regents for Higher Education deems equal employment opportunity to be the employment of individuals without consideration of race, color, sex, religious creed, marital status, national origin, ancestry, intellectual disability, past or present history of mental disability, learning disability, physical disability, age, gender identity and expression or sexual orientation. The Board will not request or require genetic information ~~form~~from job applicants or employees, or otherwise discriminate against any person in employment conditions on the basis of genetic information. Additionally, the ~~Department~~Board of Regents for Higher Education will not unlawfully discriminate against persons with a prior criminal conviction. Equal opportunity is the purpose and goal of affirmative action.

It is the policy of the Board of Regents for Higher Education to administer all personnel policies in manners that insure that there is no discrimination based upon race, color, sex, religious creed, marital status, national origin, ancestry, intellectual disability, past or present history of mental disability, learning disability, physical disability, age, genetic information, gender identity and expression or sexual orientation. The Board's personnel policies involve employment applications, job qualifications, job specifications, recruitment practices, job structuring, orientation, training, counseling, grievance procedures, evaluation procedures, layoffs and terminations. To ensure the full and fair participation of protected group members in the employment process the Human Resources/Employee Relations Office shall be consulted and shall monitor the complete employment process. In addition, the Affirmative Action Officer/Designee has sign off responsibilities in all aspects of the staff recruitment and selection process.

The Board of Regents for Higher Education recognizes the hiring difficulties experienced by ~~the physically disabled~~ persons with disabilities and by many older persons. If necessary, the Board shall establish program goals within the Affirmative Action Plan for action eliminating hiring barriers and actively recruiting members from these groups, to overcome any remaining effects of past discrimination against these groups and to achieve full and fair participation of such persons in the workforce.

The Board of Regents for Higher Education shall explore alternative approaches wherever personnel practices have a negative impact on protected classes and establish procedures for the extra effort deemed necessary to assure that the recruitment and hiring of protected group members reflect their availability in the job market. To this end, the Board of Regents for Higher Education shall continuously review its personnel policies and procedures to ensure that barriers that unnecessarily exclude protected classes and practices that have a discriminatory impact are identified and eliminated. Recognizing that there are residual effects of past discrimination, the Board of Regents for Higher Education pledges not only to provide services in a fair and impartial manner, but also establish, through this policy, affirmative action and equal opportunity as immediate and necessary Board objectives.

The Board of Regents for Higher Education is committed to maintaining a work environment free from influence or prejudicial behavior and sexual harassment and a workplace in which all terms, conditions, privileges and benefits are administered in an equitable manner.

President, Dr. Gregory W. Gray, the Chief Executive Officer for the Board of Regents for Higher Education, is committed to successfully implementing the Affirmative Action Plan within timetables set forth. The President assures that all employees, especially managers and professionals, understand the policies and their responsibilities for implementing such and take positive steps to ensure compliance with the plan, policy and procedures.

Leah Glende, is the appointed Affirmative Action Officer for the Board of Regents for Higher Education. The Affirmative Action Plan is available to all members of the workforce through the Human Resources/Employee Relations Office which is located at 61 Woodland Street, Hartford, CT 06105. Ms. Glende can be reached by telephone at (860) 723-0794 and email at [glendel@ct.edu](mailto:glendel@ct.edu).

Federal and State constitutional provisions, laws, regulations, guidelines and executive orders that prohibit or outlaw discrimination, that identify each class of protected persons and that require and regulate the development of the Affirmative Action Program are attached.

\_\_\_\_\_  
Dr. Gregory W. Gray  
President

\_\_\_\_\_  
Date

**ITEM**

Use of CSUS 2020 funds to purchase property at 156 Windham Street, 160 Windham Street, and 393 Prospect Street, Willimantic for Eastern Connecticut State University

**BACKGROUND**

The CSUS 2020 Land and Property Acquisition Program provides funding for the acquisition of properties strategic to the attainment of university campus planning goals. Land and buildings considered for purchase are located adjacent to or near the universities in varying zoning districts.

Funding became available in two fiscal years: \$4,250,190 in FY 2009 and \$3 million in FY 2013. Of the \$7,250,190 in CSUS 2020 funding allocated for property purchases, \$3,155,221 was expended for the purchase of 190 White Street for Western Connecticut State University. A balance of \$4,094,969 is available for purchases at the other three campuses. Central and Southern each has a potential future purchase on the list. Eastern's request is \$515,000. If all three purchases were completed, an estimated \$2,085,000 would remain in the CSUS 2020 property acquisition account.

**ANALYSIS**

Eastern's 2008 Master Plan calls for acquisition of adjacent residential parcels along campus boundaries. The strategy has enabled the university to establish a street presence and expand the otherwise landlocked campus footprint as opportunities allow. Owners of 156 Windham Street, 160 Windham Street and 393 Prospect Street expressed interest in selling their residential properties to the State for Eastern's use. At the BOR's request, the Department of Administrative Service obtained property appraisals and negotiated purchase prices for the subject parcels. The purchase prices are as follows:

156 Windham Street	\$170,000
160 Windham Street	\$130,000
<u>393 Prospect Street</u>	<u>\$215,000</u>
Total	\$515,000

Normally, the purchase of only one property would be requested. However, due to the low purchase price of the three parcels, the critical need to secure them for campus needs, the availability of funds for this and upcoming acquisitions (Central and Southern) and the fact that in excess of \$2 million remain in the CSUS 2020 property purchase account following acquisitions at the four universities, the purchase of all three is recommended.

**PRESIDENT'S RECOMMENDATION**

Approve the use of CSUS 2020 funds for the purchase of 156 Windham Street, 160 Windham Street and 393 Prospect Street for Eastern Connecticut State University at a total cost of \$515,000, subject to review by the State Properties Review Board and the Attorney General.

10/8/13 Finance Committee  
10/17/13 BOR

RESOLUTION

concerning

THE PURCHASE OF REAL ESTATE  
FOR  
EASTERN CONNECTICUT STATE UNIVERSITY

October 17, 2013

- WHEREAS, The owners of three (3) residential properties adjacent to Eastern Connecticut State University have offered to sell their properties to the State of Connecticut for use by Eastern Connecticut State University; and
- WHEREAS, The residential properties are located at 156 Windham Street, 160 Windham Street, and 393 Prospect Street; and
- WHEREAS, The approximate fair market value of the land and buildings are \$170,000, \$130,000, and \$215,000, respectively; and
- WHEREAS, Eastern's acquisition of 156 Windham Street, 160 Windham Street, and 393 Prospect Street is part of the University's master plan to acquire properties adjacent to the campus to establish a street presence and to allow opportunities for expansion in light of the campus' land-locked status; and
- WHEREAS, The Board of Regents recognizes the value that these parcels contribute to planning efforts at Eastern Connecticut State University; and
- WHEREAS, The purchase of the three (3) residential properties, that totals \$515,000, will be funded from the CSUS 2020 Land and Property Acquisition program ;and
- WHEREAS CSUS 2020 was funded in the amount of \$7,250,190 for University property purchases and following Eastern's acquisition of the properties described in this Resolution and deduction of funds held for property purchases by Central and Southern, the balance remaining in CSUS 2020 for property purchases will be approximately \$2,085,000;
- WHEREAS, The Board of Regents' property purchase is contingent on the approvals of the Department of Administrative Services, State Properties Review Board; and Attorney General; therefore be it
- RESOLVED, That the Board of Regents for the Connecticut State Colleges and Universities authorize the purchase of 156 Windham Street for the consideration of \$170,000, 160 Windham Street for the consideration of \$130,000, and 393 Prospect for the

consideration of \$215,000 (total purchase value of \$515,000) for Eastern Connecticut State University.

A True Copy:

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Erin A. Fitzgerald  
Secretary



**ITEM**

Naming the Center for Coastal and Marine Studies at Southern Connecticut State University in Honor of the Werth Family Foundation.

**BACKGROUND**

The Board of Regents has the sole authority to provide for the naming of facilities and programs at the Connecticut State Universities. In 2001, the former CSUS Board of Trustees adopted a Naming Policy for the Connecticut State University System in order to give private donors the opportunity to contribute endowment and other major monetary gifts to universities within the CSU System. The naming of academic programs, facilities and other capital projects provides an outstanding opportunity to honor these major contributions. The Board of Trustees revised the Trustee Recognition and Naming of Facilities and Programs Policy at their April 8, 2009 meeting.

**ANALYSIS**

Southern Connecticut State University is located centrally along the heavily urbanized Connecticut coastline proximate to a variety of diverse natural habitats. The Center for Coastal and Marine Studies (CCMS) at Southern Connecticut State University was established in 2007 by the CSU Board of Trustees and authorized to continue until December 31, 2012 (BR 07-10). The CSU "Guidelines Regarding Academic Centers and Institutes" (BR 01-47) requires each center or institution to be reviewed in its fifth year of authorization. Campus presidents review this report and then forward a recommendation for continuation. Both President Papazian and the Student & Academic Affairs Committee of the Board of Regents recommended that the authorization for CCMS be continued in 2012. The Board of Regents unanimously voted to continue the Center at their November 2012 meeting.

CCMS serves as an interdisciplinary collaboration among faculty and students to focus on coastal and marine environmental/ecological research and education along Connecticut's urbanized coast and harbors. CCMS resides in the School of Arts and Science and provides opportunities for faculty and students to participate in a variety of scholarly activities from field studies, research/student projects, seminars, conferences, presentations, papers and other publications.

Recent and on-going research conducted by or in collaboration with CCMS in such areas as oyster habitats and aquaculture, causes and remediation of chronic beach erosion, age and size of crustacean populations, mercury accumulation in bluefish and water quality monitoring have proven to be of significant importance or have demonstrated a potential to be significantly important to the well-being of the coastal and marine environment.

The Werth Family Foundation (the foundation) is a private, non-operating charitable family foundation (Woodbridge, CT) created to promote philanthropy as a family activity; building

and educating for the next generation. Since 2006, the foundation has contributed nearly \$380,000 to the Center for Coastal and Marine Studies, providing 60 Southern students with environmental research projects.

The Werth Family Foundation has generously pledged \$3 million over the next ten years to the SCSU Foundation to endow the Center for Coastal and Marine Studies. Of the \$3 million, \$787,500 will be provided to support the Center (\$78,750 annually, over ten years), with an additional \$675,000 to be provided annually to support two pilot programs: The Industry Academic Fellowship Program and Southern Summer Science Business Institute. To date, the Center has been funded almost exclusively through grants and donations; it has never been budgeted from the University's Operating Fund, thus implications to its operating budget are virtually nil.

**PRESIDENT'S RECOMMENDATION**

Approve the naming of the Center for Coastal and Marine Studies at Southern Connecticut State University in Honor of the Werth Family Foundation.

10/8/13 Finance Committee  
10/17/13 BOR

RESOLUTION

naming

THE CENTER FOR COASTAL  
AND MARINE STUDIES

at

SOUTHERN CONNECTICUT STATE UNIVERSITY

IN HONOR OF THE WERTH FAMILY FOUNDATION

October 17, 2013

WHEREAS, The Werth Family Foundation is a private, non-operating charitable family foundation created to promote philanthropy as a family activity; building and educating for the next generation, and

WHEREAS, The Werth Family Foundation possesses a strong commitment to organizations that incorporate education, health and social welfare issues as a predominant or underlying element in their programs, and continues to focus on innovative, pioneering programs, and

WHEREAS, It's strong family ties to the State of Connecticut, local communities and longstanding partnership with Southern Connecticut State University help to define the vision for the Werth Family Foundation

WHEREAS, The Werth Family Foundation wishes to fund an endowment to provide continued support for the Center for Coastal and Marine Studies,

WHEREAS, In accord with the Naming Policy for the Connecticut State University System the Board of Regents has the sole authority to provide for the naming of facilities and programs to honor those donors who contribute endowment and other major monetary gifts to universities within the CSU System; be it therefore

RESOLVED, That the Board of Regents for the Connecticut State Colleges and Universities hereby designates the Center for Coastal and Marine Studies at Southern Connecticut State University to be known now and hereafter as the Werth Center for Coastal and Marine Studies.

A True Copy:

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Erin A. Fitzgerald  
Secretary



Southern Connecticut  
State University

Mary A. Papazian, Ph.D.  
PRESIDENT

Office of the President  
Connecticut Board of Regents

OCT - 3 2013

September 18, 2013

Connecticut Board of Regents

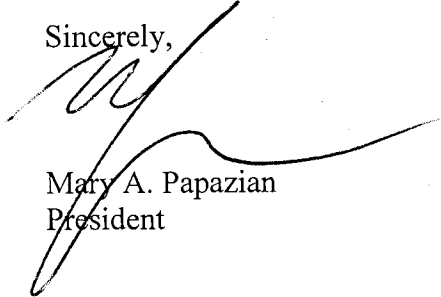
Dr. Gregory Gray  
President, Board of Regents for Higher Education  
Connecticut State Colleges and Universities  
39 Woodland Street  
Hartford, CT 06105-2237

Dear Dr. Gray:

In compliance with the *CSUS Policy on Trustee Recognition and Naming of Facilities and Programs* (Section 4.D. and 4.J.), I respectfully request the Connecticut Board of Regents approval for the naming of the Center for Coastal and Marine Studies in honor of the Werth family. I have attached the required information as denoted in the policy.

I thank you in advance for your support of this request and would be happy to answer any questions you or members of the Board of Regents might have.

Sincerely,



Mary A. Papazian  
President

Attachment

cc: R. Stamp, Vice President for Institutional Advancement  
D. McHale, Chairman, SCSU Foundation, Inc.

Request for Naming a Portion of a Facility:

A. Institution name:

Southern Connecticut State University

B. A detailed request, citing the facility or program in question, the proposed name:

In recognition of the significant gifts and commitments made by the Werth Family Foundation to the Southern Connecticut State University Foundation, the university requests approval to name the Center for Coastal and Marine Studies as the "Werth Center for Coastal and Marine Studies." The center will be located in the academic and laboratory science building currently under construction.

C. Justification:

The Werth family, through the Werth Family Foundation, has long supported the sciences at Southern, in particular the Center for Coastal and Marine Studies (CCMS). The foundation has contributed nearly \$380,000 to the center since 2006. In a gift that will boost scientific research for students and faculty, the foundation has committed to providing an additional \$3 million in support, to be paid over the next ten years. This contribution will fund a \$1.5 million endowment for the Center for Coastal and Marine Studies. An additional \$750,000 (\$75,000 each year) will be donated to the center for its annual expenses, such as equipment and for stipends to students to support their research efforts.

The university has provided the CCMS co-directors with 6 reassigned time credits per academic year. For 2012-2013, that totals close to \$12,000 in salary and benefits. Aside from those reassigned time credits (no cash), all other funds for the operation of the center have been provided by the Werth Family Foundation and other external funding sources (grants). The university does not provide any operating monies or other funding to this Center and therefore this gift does meet the BOR policy requiring that a donation be equal to or greater than 200 percent of the annual operating budget of the program.

The remaining funds from the new pledge have been earmarked for two new initiatives – the Industry Academic Fellowship Program and the Southern Summer Science Business Institute – which will combine science education and real-world/business experience through seminars, internships, and research opportunities, with stipends provided to participating Southern students and area science teachers.

D. Copy of gift contract and/or pledge agreement must be filed with the request for approval.

Attached is a letter of commitment from Pamela Werth on behalf of the Werth Family Foundation. A copy of the memorandum of understanding and the pledge agreement will be provided once finalized.

# The Werth Family Foundation

September 3, 2013

Mr. Gregg Crerar  
Associate VP of Institutional Advancement  
Southern Connecticut State University Foundation  
501 Crescent Street, Engleman A215  
New Haven, CT 06515-1355

Re: \$3,000,000 Ten-Year Pledge

Dear Gregg:

It is with great pleasure that I officially inform you that the Board of Directors of The Werth Family Foundation approved your request for a \$3,000,000 Pledge over ten years. As outlined in your proposal and in our discussions, the funds will be allocated to three specific areas.

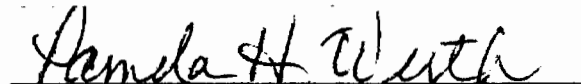
1. Endow the Werth Center for Coastal and Marine Studies
2. Annual Support for the Center for Coastal and Marine Studies
3. Funding for two Pilot Programs: Industry Academic Fellowship Program and Southern Summer Science Business Institute

Our Foundation recognizes that there is a required gift fee of 5 percent on annual gifts and 2 ½ percent on endowed gifts to the SCSU Foundation. We respectfully request that you reduce the 5% fee shown in this proposal to an overall fee of 2.5% during the length of this pledge. It is our desire to see those funds go directly toward the support of the outlined programs.

We are excited and proud to support SCSU initiatives to become a recognized center of excellence in the science disciplines and to provide students with learning opportunities that will enhance their professional development. We have been extremely pleased with our partnership and the efforts and success of the Center for Coastal and Marine Studies. We believe this new initiative will make a significant impact not only on the University and students, but also in expanding the expertise and talent pool needed to foster the next generation of scientists and business leaders in Connecticut. This is essential in providing valuable support to strengthen the New Haven business communities and Connecticut's economic base overall.

We look forward to our continued partnership with Southern Connecticut State University and wish you all the best for success in your endeavors.

Very truly yours,



Pamela H. Werth  
Vice-President and Treasurer

## Center for Coastal and Marine Studies

The Center for Coastal and Marine Studies responds to the needs of the university and the community in direct and tangible ways. The efforts of the faculty, staff and students associated with the Center focus on coastal and marine environmental/ecological research and education along Connecticut's urbanized coast and harbors. The emphasis is on applied research, including faculty-directed student research designed to address issues of local and regional importance. Ongoing student-faculty studies that are incorporated into the Center's portfolio include: distribution and concentration of heavy metals in Connecticut harbors, loss of coastal wetlands, storm impacts and beach erosion, landscape ecology, conservation biology and habitat selection and ecology of invasive species. The results of such studies are made available to resource managers and educational institutions through Center publications, contributions to peer-reviewed journals, public talks, conferences, consultations, and educational materials. The Center fosters collaborative research and pedagogical initiatives among faculty across traditional academic departments and disciplines. This interdisciplinary nature of coastal marine research provides a broad spectrum of students with opportunities to learn science by doing science.

### Endow the Werth Center for Coastal and Marine Studies

	Annual	10-Year Pledge
Werth Center for Coastal and Marine Studies	\$ 153,750	\$ 1,537,5000

### Annual Support for the Center for Coastal and Marine Studies Program

	Annual	10-Year Pledge
Center for Coastal and Marine Studies Program	\$ 78,750	\$ 787,500



## **Pilot Programs**

### **Industry Academic Fellowship Program**

The Industry Academic Fellowship Program will be designed to enhance the scientific knowledge and skills of undergraduate and graduate science students, middle school and high school educators and industry professionals. The main focus of the program is team-based interdisciplinary research through high-quality research experiences for students and teachers. A fellowship team is composed individuals with various backgrounds and interests including a faculty researcher, industry mentor, graduate and undergraduate students, and science teachers. The collaborative and interdisciplinary nature of the Industry Academic Fellowship Program encourages synergy and fosters formation of mentoring relationships among team members.

Additional benefits of the Industry Academic Fellowship Program include:

- Research teams will make use of numerous state-of-the-art teaching/research facilities at Yale and SCSU.
- Fellowship projects will be inspired by industry identified needs – teams will work collaboratively with industry to identify topics of interest.
- Industry mentors will be assigned to teams and will have the option of obtaining professional development. They may also work toward the Graduate Certificate in Nanotechnology.
- Practicing educators will gain experience in cutting edge STEM research and development and will also network with industry professionals. The effects will be multiplied as the teachers bring this information back to their classrooms.

Funding will support fellowships, a graduate assistant position, and research supplies.

### **Southern Summer Science Business Institute (S<sup>3</sup>BI)-PILOT PROGRAM**

The second pilot program – the Southern Summer Science Business Institute (S<sup>3</sup>BI) – will provide an opportunity for STEM students to understand the business of science and for business students to understand the science of business. Students will spend half of the time engaged in seminars and the other half working at area scientific businesses applying the knowledge gained from the seminars. Students engaged in research projects with science faculty will have the opportunity to spend at least one day a week in the laboratory at SCSU with the expectation that at the end of the summer they will write a reflection of how their scientific research can be turned into a business model.

Students participating in the institute will be provided summer stipends of \$5,000 as means to have students immerse in the institute and focus on the acquisition of knowledge without the distraction of outside work. The S<sup>3</sup>BI will run for 10 weeks during the summer months and students will be expected to complete an eight (8) hour workday. S<sup>3</sup>BI will rely on the expertise of the SCSU faculty in the School of Business and the School of Arts & Sciences as well as members of the science business community.

Southern faculty participating in the institute will be paid a summer salary based upon a fair calculation of their participation in S<sup>3</sup>BI in terms of credit hours in concert with the summer salary requirements of the CSU BOT/AAUP Collective Bargaining Agreement. Wherever possible, seminars that involve members of the business community will take place off-campus at the location of the participating businesses.

**Annual Support for the Industry Academic Fellowship Program  
and  
Southern Summer Science Business Institute (S<sup>3</sup>BI)**

	<b>Annual</b>	<b>10-Year Pledge</b>
<b>Industry Academic Fellowship Program (Years 1 – 5)</b>	\$ 67,500	\$ 337,500
<b>Southern Summer Science Business Institute (Years 6 – 10)</b>	\$ 67,500	\$ 337,500
<b>TOTAL</b>		\$ 675,000

**ITEM**

Request from Connecticut Department of Transportation to transfer custody and control of approximately 17.75 acres of unimproved land at Central Connecticut State University to DOT.

**BACKGROUND**

The Connecticut Department of Transportation (“DOT”) has requested that the Board of Regents on behalf of Central Connecticut State University donate custody and control of land along Ella Grasso Boulevard to the DOT. The land comprises approximately 17.75 acres according to DOT’s calculations, although it is shown in municipal records as 18.32 acres. The request is one of nine real estate transfers triggered by a Costco facility proposed for the City of New Britain.

Staff members have been advised by the City that it intends to transfer a portion of the Stanley golf course to Costco in exchange for \$4.1 million. Because the proposed facility will consume a portion of the municipal golf course in New Britain, the City wishes to replace the land and lost golf course links. The DOT, which owns land adjacent to the golf course, received legislative approval to transfer 15.5 acres to the City in exchange for 68 acres of land and 23 acres of conservation land. Because DOT’s 15.5 acres is in “preservation” status under an Army Corps of Engineers permit, the ACOE has required DOT to replace the preserved land with land in the same watershed.

DOT identified property along Ella Grasso Boulevard at Central as a possible preservation site. The land has been assessed by engineers and is almost completely in a 100-year flood plain. It also has steep slopes in areas and is bifurcated by a stream. One area is theoretically developable, but the expense of securing FEMA approval and building in a 100-year floodplain would be prohibitive and not a wise investment. The site also contains an apple orchard that is used sporadically for academic purposes. Central’s master plan does not call for any development in this area now or in the future. It was and is intended to be preserved as open space. The terms and condition of the transfer support Central’s intent to preserve the land in perpetuity and in fact advance the campus’ sustainability principles.

**ANALYSIS**

The transfer is governed by Connecticut General Statutes 13-a 73(g) which provides as follows:

(g) State-owned property. When the Commissioner of Transportation finds it necessary that real property, the title to which is in the state of Connecticut and which is under the custody and control of any state department, commission or institution, be taken for the purpose of drainage, construction, alteration, reconstruction, improvement, relocation, widening and change of grade of any highway to be constructed under his supervision, he shall petition the Secretary of the Office of Policy and Management that custody of such real property be transferred to him as Commissioner of Transportation. Such petition shall set forth the necessity for such transfer and control. The Secretary of the Office of

Policy and Management shall present such petition to the department, commission or institution having custody and control of such real property, and, upon the recommendation of, and subject to such consideration as may be required by, such department, commission or institution and with the approval of the Secretary of the Office of Policy and Management, such department, commission or institution shall transfer the custody and control of such real property to the Commissioner of Transportation for the purposes required.

In accordance with the statute, DOT presented a petition to the Office of Policy and Management (OPM) requesting transfer of custody and control of the 17.75 acre parcel for highway purposes. OPM presented the petition to the President of the Board of Regents and staff. Copies of the correspondence, transfer document and map are attached. OPM has agreed to address the consideration, if any, that may be required in this interagency transfer.

**PRESIDENT'S RECOMMENDATION**

To recommend to OPM that pursuant to the provisions of CGS 13-a 73(g), custody and control of 17.75 acres of unimproved land at Central Connecticut State University as shown on the attached map be transferred to Connecticut DOT in accordance with its request, subject to such conditions or consideration as required by OPM and to the following:

Documentation that all transactions associated with DOT's request are duly authorized;  
Documentation that the proposed closings have occurred;  
Compliance with any conditions or consideration required by OPM;  
Final approval by OPM as required by statute; and  
Authorization for BOR staff to negotiate non-substantial terms and conditions of the preservation restrictions to be placed on the property.

10/8/13 Finance Committee  
10/17/13 BOR

RESOLUTION  
concerning  
TRANSFER OF CUSTODY AND CONTROL  
OF  
17.75 ACRES FROM CENTRAL CONNECTICUT STATE UNIVERSITY  
TO  
CONNECTICUT DEPARTMENT OF TRANSPORTATION

October 17, 2013

- WHEREAS     The City of New Britain has sold a portion of its municipal golf course to Costco for purposes of economic development; and
- WHEREAS     The City wishes to replace the land and DOT has agreed to convey replacement land from an adjacent parcel; and
- WHEREAS,    DOT's replacement land consists of 15.5 acres of land held in preservation; and
- WHEREAS,    The lands are subject to an Army Corps of Engineers permit and the ACOE has required DOT in turn to replace the land with property in the same watershed; and
- WHEREAS,    Central Connecticut State University has 17.75 acres of unimproved land adjacent to Ella Grasso Boulevard in the same watershed; and
- WHEREAS    DOT petitioned OPM to request transfer of the 17.75 acres to DOT; and
- WHEREAS    OPM submitted the petition to the Board of Regents requesting approval; and
- WHEREAS,    The 17.75 acres are located in a 100-year flood zone; and
- WHEREAS,    The University's master plans do not and will not call for development of the 17.75 acres; and
- WHEREAS,    The University's intent is to preserve the land in open space ;and
- WHEREAS,    The terms and conditions of the Transfer Agreement between the DOT and the Board of Regents preserve the land in a manner consistent with Central's master plan; therefore be it

RESOLVED, To recommend to OPM that pursuant to the provisions of CGS 13-a 73(g), custody and control of 17.75 acres of unimproved land at Central Connecticut State University as shown on the attached map be transferred to Connecticut DOT provided the following conditions are met:

Documentation that all transactions associated with DOT's request are duly authorized;

Documentation that the proposed closings have occurred;

Compliance with any conditions or consideration required by OPM;

Final approval by OPM as required by statute;

Authorization for BOR staff to negotiate non-substantial terms and conditions of the preservation restrictions to be placed on the property.

A Certified True Copy:

---

Erin A. Fitzgerald, Secretary  
Board of Regents for Higher Education



# STATE OF CONNECTICUT

## OFFICE OF POLICY AND MANAGEMENT

October 7, 2013

Dr. Gregory W. Gray, President  
Board of Regents of Higher Education  
39 Woodland Street  
Hartford, CT 06106

Subject: Petition Requesting the Transfer of Property from the Board of Regents  
of Higher Education to the Department of Transportation

Dear President Gray,

The Department of Transportation (DOT) has petitioned the Office of Policy and Management (OPM), pursuant to section 13a-73(g) of the Connecticut General Statutes, requesting the transfer of 17.75 +/- acres of land, currently under the custody and control of the Board of Regents of Higher Education, to DOT. Said transfer will allow DOT to effectuate the terms of Section 4 of Special Act 13-23.

Additionally, via this petition, DOT is seeking permission, under C.G.S. 4-67g (f), to allow the Board of Regents of Higher Education the continued use of this property, which under the proposed Transfer of Custody and Control Agreement (TOCCA) would preserve the land in its existing natural state in perpetuity.

Therefore, in accordance with 13a-73(g), I am presenting the attached petition to the Board and am respectfully requesting the Board's approval of this transfer.

Upon approval of this transfer by the Board I would ask that this petition be returned to OPM for my signature on the TOCCA. Please forward to Paul F. Hinsch of my staff, who can be reached at 860-418-6429 or [paul.hinsch@ct.gov](mailto:paul.hinsch@ct.gov).

Sincerely,

A handwritten signature in black ink, appearing to read "Benjamin Barnes".

Benjamin Barnes  
Secretary



STATE OF CONNECTICUT  
DEPARTMENT OF TRANSPORTATION

2800 BERLIN TURNPIKE, P.O. BOX 317546  
NEWINGTON, CONNECTICUT 06131-7546



Office of the  
Commissioner

An Equal Opportunity Employer

October 7, 2013

The Honorable Benjamin Barnes  
Secretary  
Office of Policy and Management  
450 Capitol Avenue  
Hartford, CT 06106

Dear Secretary Barnes:

Subject: Petition Requesting the Transfer of Property from the Board of Regents of  
Higher Education to the Department of Transportation

The Department of Transportation (Department) is required to transfer a  $15.5 \pm$  acre parcel of land to the City of New Britain (City) pursuant to Section 4 of Special Act 13-23. This parcel is part of wetlands mitigation preservation area required by Permits Nos. CT-NEBR-861485-R-89 and IW-87-214 issued by the Army Corps of Engineers (ACOE) and the Department of Energy and Environmental Protection (DEEP), respectively, in conjunction with the construction of the Central Connecticut Expressway (State Project 88-105).

In order for the Department to release the parcel to the City, these permits must be modified to (1) remove the  $15.5 \pm$  acre parcel from the respective permits, and (2) provide for a new mitigation area to satisfy ACOE and DEEP.

A  $17.75 \pm$  acre parcel of land owned by the Board of Regents of Higher Education (Board of Regents) located on the north side of Ella Grasso Boulevard in New Britain was identified as an acceptable mitigation site as it is within the drainage basin of the watercourse impacted by the construction of State Project 88-105. The parcel is currently utilized as open space and an apple orchard by Central Connecticut State University. The intended use of this parcel is to preserve it in its existing natural state in perpetuity.



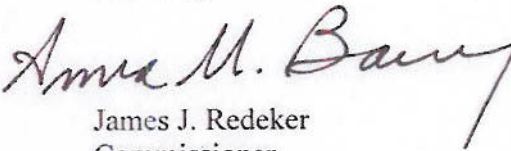
The Honorable Benjamin Barnes

-2-

October 7, 2013

Pursuant to Section 13a-73(g) of the Connecticut General Statutes, the Department respectfully petitions your office requesting that custody and control of this parcel be transferred to the Department so that the requirements of Section 4 of Special Act 13-23 and Permit Nos. CT-NEBR-861485-R-89 and IW-87-214 can be satisfied. Please present this petition to the Board of Regents for their recommendation to you.

Sincerely,

A handwritten signature in dark ink, appearing to read "James J. Redeker", written in a cursive style.

James J. Redeker  
Commissioner

Enclosures

TRANSFER OF CUSTODY AND CONTROL AGREEMENT  
BETWEEN  
BOARD OF REGENTS OF HIGHER EDUCATION  
AND  
THE DEPARTMENT OF TRANSPORTATION  
ELLA T. GRASSO BOULEVARD  
CITY OF NEW BRITAIN

This Agreement, concluded at Hartford, Connecticut this \_\_\_\_\_ day of \_\_\_\_\_, 2013 by and between the State of Connecticut Board of Regents of Higher Education ("Board of Regents"), acting herein by \_\_\_\_\_, duly authorized, and the State of Connecticut Department of Transportation, James Redeker, Commissioner, acting herein by Thomas A. Harley, P.E., Chief Engineer, Bureau of Engineering and Construction, duly authorized herein referred to as DOT

WITNESSETH: THAT,

WHEREAS, DOT has requested the transfer of custody and control of certain land hereinafter described, for the sole purpose of amending Army Corps of Engineers Permit # CT-NEBR-861485-R-89 and Department of Energy and Environmental Protection Permit # IW-87-214 to preserve as open space, and

WHEREAS, DOT is authorized to enter into this Agreement pursuant to Section 13a-73(g) of the Connecticut General Statutes, as revised.

NOW, THEREFORE, subject to the conditions, restrictions and reservations set forth below, the Board of Regents does hereby transfer custody and control to DOT that certain parcel of land situated in the City of New Britain, County of Hartford and State of Connecticut located generally northerly and westerly of Ella T. Grasso Boulevard, containing 17.75 acres, more or less, and more particularly shown on a map to be filed in the New Britain Town Clerk's Office entitled, "TOWN OF NEW BRITAIN MAP SHOWING CUSTODY AND CONTROL TRANSFERRED FROM BOARD OF REGENTS FOR HIGHER EDUCATION TO THE STATE OF CONNECTICUT DEPARTMENT OF TRANSPORTATION ELLA T. GRASSO BOULEVARD SCALE 1"=100' MAY 2013 THOMAS A. HARLEY P.E. - CHIEF ENGINEER BUREAU OF ENGINEERING AND CONSTRUCTION PARCEL 3", Town No. 088, Proj. No. 051-130, Serial No. 012C, Sheet 1 of 1, last revised 9/26/13 (hereinafter referred to as "Premises"), bounded and described as follows:

Generally  
SOUTHEASTERLY  
EASTERLY and  
SOUTHERLY

by Ella T. Grasso Boulevard, a total distance of 3265.39 feet,  
more or less, as shown on said map;

WESTERLY	by lands now or formerly of City of New Britain, Kilbourne Avenue, now or formerly of John A. Vasellina, now or formerly of Donald A. Naples, now or formerly of Richard E. Rosol and now or formerly of Karen M. and Richard E. Rosol, each in part, a total distance of 336 feet, more or less, as shown on said map;
NORTHERLY	by lands now or formerly of Jack J. Isaac, now or formerly of Sherry P. Stevens, now or formerly of Rio Gail Pizzoferrato and now or formerly of Carey Deniseann, each in part, 250 feet, more or less, as shown on said map;
WESTERLY	by lands now or formerly of said Carey Deniseann, now or formerly of Margaret L. Shorey, now or formerly of Richard A. and Tory A. Lamore, now or formerly of William S. Porter, and now or formerly of Robert H. and Dana Zadrozny, each in part, a total distance of 464 feet, more or less, as shown on said map;
NORTHERLY	by land now or formerly of Robert C. Polidori, 298 feet, more or less, as shown on said map;
NORTHWESTERLY	by said land now or formerly of Robert C. Polidori, 114 feet, more or less, as shown on said map;
NORTHERLY	by Pape Road, 55 feet, more or less, as shown on said map;
WESTERLY	by said Pape Road, 6 feet, more or less, as shown on said map;
NORTHERLY	by lands now or formerly of Diotr Guernat, now or formerly of Deborah Ann Branigan, now or formerly of Glayds and Fenmore Feigenbaull, now or formerly of Carl and Agostino Prisco, now or formerly of Paul M. and Priscilla M. Beauieu, now or formerly of Michael and Kerry Ciarcia, now or formerly of Michael D. and Kimberly A. Irvin, now or formerly of Helen G. and Lois A. Sarisky, and now or formerly of Rocco A. Ferrara Jr., each in part, a total distance of 666 feet, more or less, as shown on said map;
NORTHWESTERLY	by lands now or formerly of Douglas Bray and Francine Austin, and now or formerly of Zbigniew and Danuta Karp, each in part, 307 feet, more or less, as shown on said map;
WESTERLY	by lands now or formerly of Richard A. and Janet L. Picerno and now or formerly of Mathew J. Grzyb, each in part, 107 feet, more or less, as shown on said map;
NORTHERLY	by said land now or formerly of Mathew J. Grzyb, 31 feet, more or



less, as shown on said map;

SOUTHWESTERLY

by lands now or formerly of said Mathew J. Grzyb, now or formerly of Antonio Avella and Sebastiana Cirinna, and now or formerly of Scott Thomas Tedeschi, each in part, 284 feet, more or less, as shown on said map;

NORTHWESTERLY

by lands now or formerly of Robert J. Markowski, and now or formerly of St. Thomas Assyrian Cemetery Inc., each in part, 590 feet, more or less, as shown on said map.

- 1) The transfer of control shall become effective upon execution of this Transfer of Custody and Control Agreement by the Secretary of the Office of Policy and Management as required under Section 4-67g (f) of the Connecticut General Statutes.
- 2) The Board of Regents hereby reserves the right to utilize the Premises for passive recreation and maintenance of an apple orchard located on the Premises.
- 3) DOT shall maintain the Premises as open space, in perpetuity, without there being conducted thereon any industrial, commercial, or forestry activities. Agricultural use will be limited to maintenance of the existing apple orchard by the Board of Regents. However, the sale of any agricultural products produced on the Premises is prohibited.
- 4) No structures, improvements or alterations shall be constructed, placed or introduced onto the Premises.
- 5) No removal, filling, or other disturbances of soil nor any changes in the topography, surface or subsurface water systems, wetlands or natural habitats shall be allowed on the Premises.
- 6) No mining, quarrying, excavation or removal of rocks, minerals, gravel, sand, topsoil or other similar materials shall be allowed on the Premises.
- 7) There shall be no use of pesticides, poisons, biocides or fertilizers, draining of wetlands, burning of marshland or disturbances or changes in the natural habitat of the Premises.
- 8) There shall be no manipulation or alteration of the natural watercourses, lakeshores, marshes or other water bodies, nor shall any uses of or activities upon the property be permitted which could be detrimental to water purity or to any vegetative, wildlife or hydrological function.
- 9) There shall be no storage or placement of equipment, natural or man-made materials or substances upon the Premises.
- 10) There shall be no dumping, burning, release, burial, injection, or disposal of any type of material on the Premises.
- 11) Removal of debris, dead trees, or brush for the purpose of promoting safety and conservation values is permitted.
- 12) Pruning and thinning live trees and brush for the purpose of promoting safety and conservation values is permitted.

- 13) Planting of trees, shrubs, or other vegetation for the purpose of promoting wildlife or conservation values is permitted.
- 14) Work to control the introduction, spread, or increased risk of invasion of invasive plant or animal species is permitted.
- 15) The Premises are to be transferred in "as is" condition without any warranties or representation of any kind by the Board of Regents. During the course of this Agreement, any costs associated with the use of the Premises shall be the responsibility of the DOT.
- 16) If DOT no longer has need of the Premises, DOT shall relinquish custody and control of the Premises and return custody and control to the Board of Regents.
- 17) In the event the Premises are used for any purpose other than the purposes specifically allowed herein, custody and control of the Premises shall revert automatically to the Board of Regents.
- 18) This Agreement constitutes the entire agreement between the parties and shall be recorded on the land records in the City of New Britain. It may not be modified or amended, except in writing and signed by both parties.

IN WITNESS WHEREOF, hereto set their hands and seals on the day and year indicated.

WITNESSES:

BOARD OF REGENTS FOR  
HIGHER EDUCATION  
Yvette Melendez, Acting Chair

\_\_\_\_\_  
NAME:

By: \_\_\_\_\_ (Seal)

\_\_\_\_\_  
NAME:

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

WITNESSES:

STATE OF CONNECTICUT  
DEPARTMENT OF TRANSPORTATION  
James Redeker, Commissioner

\_\_\_\_\_  
NAME:

By: \_\_\_\_\_ (Seal)  
Thomas A. Harley, P.E., Chief Engineer  
Bureau of Engineering and Construction

\_\_\_\_\_  
NAME:

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

This transfer is made in conformity with  
Section 4-67g (f) of the Connecticut General  
Statutes

---

Secretary (date)  
Office of Policy and Management  
State of Connecticut



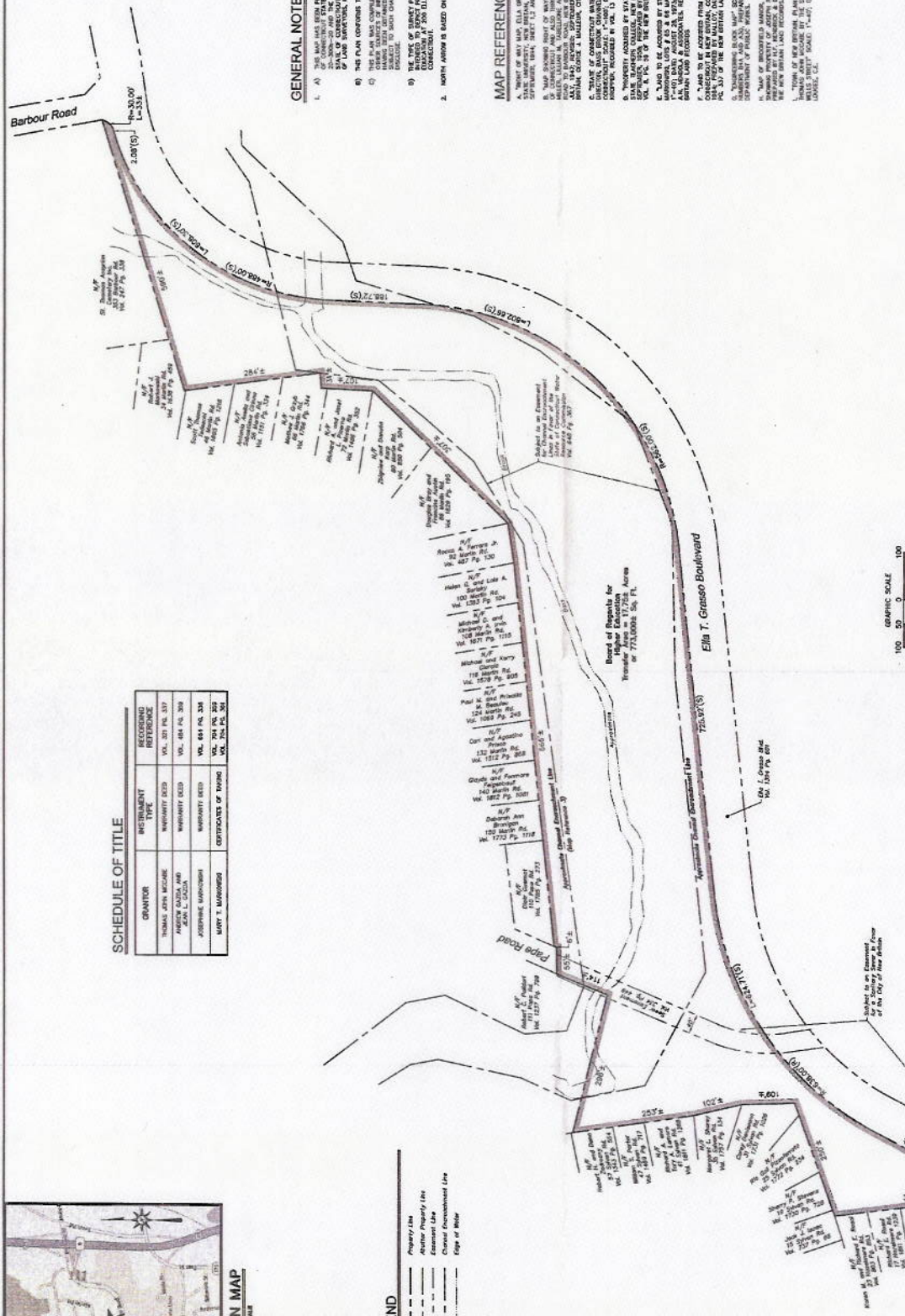


LOCATION MAP  
NOT TO SCALE

- LEGEND**
- Property Line
  - Other Property Line
  - Existed Line
  - Channel/Unimproved Line
  - Edge of Water

**SCHEDULE OF TITLE**

GRANTOR	INSTRUMENT TYPE	RECORDING REFERENCE
THOMAS JOHN REICHER	WARRANTY DEED	VOL. 237 PG. 337
AMERICA CALDA AND JUAN L. CALDA	WARRANTY DEED	VOL. 484 PG. 308
JOSEPHINE MARCONI	WARRANTY DEED	VOL. 484 PG. 338
MARY T. MARCONI	CERTIFICATE OF TITING	VOL. 704 PG. 302



**COMPILATION PLAN**

TOWN OF NEW BRITAIN  
MAP SHOWING CUSTODY AND CONTROL TRANSFERRED FROM  
BOARD OF REGENTS FOR  
HIGHER EDUCATION

THE STATE OF CONNECTICUT  
DEPARTMENT OF TRANSPORTATION

ELLA T. GRASSO BOULEVARD  
SCALE 1"=100'  
MAY 2013  
BUREAU OF ENGINEERING AND CONSTRUCTION

TO MY KNOWLEDGE AND BELIEF, THIS MAP IS  
SUBSTANTIALLY CORRECT AS NOTED HEREON.

P.L.S. #72368  
(VOID WITHOUT LIVE SIGNATURE AND EMBOSSED SEAL)

TOWN NO. 008  
PROJ. NO. 051-120  
SERIAL NO. 0190  
SHEET 1 OF 1

DATE	REVISION	REQ. BY	EXTD.
9/29/13		AKNED	

DRAWN BY: AGO DATE: 05/13  
DESIGNED BY: RMR DATE: 05/13  
FILE: 0511201001-PARCELS

**GENERAL NOTES**

1. A) THIS MAP HAS BEEN PREPARED IN ACCORDANCE WITH THE REGULATIONS OF THE DEPARTMENT OF TRANSPORTATION, DIVISION OF HIGHWAYS, AND THE BOARD OF REGENTS FOR HIGHER EDUCATION, STATE OF CONNECTICUT, AS ADOPTED BY THE CONNECTICUT ASSOCIATION OF PLANNING AND ZONING COMMISSIONS.
- B) THIS PLAN CONFORMS TO HIGHER EDUCATION CLASS 8.
- C) THIS PLAN HAS BEEN CHECKED FOR CONFORMANCE WITH THE REGULATIONS OF THE DEPARTMENT OF TRANSPORTATION, DIVISION OF HIGHWAYS, AND THE BOARD OF REGENTS FOR HIGHER EDUCATION, STATE OF CONNECTICUT, AS ADOPTED BY THE CONNECTICUT ASSOCIATION OF PLANNING AND ZONING COMMISSIONS.
- D) THE TYPE OF SURVEY PERFORMED IS A COMPARISON PLAN AND IS NOT A FIELD SURVEY. IT IS NOT TO BE CONSIDERED AS A FIELD SURVEY OR AS A BASIS FOR ANY OTHER FIELD SURVEY.
- E) THIS MAP IS A PRELIMINARY PLAN AND IS NOT TO BE CONSIDERED AS A BASIS FOR ANY OTHER FIELD SURVEY.
2. NORTH ARROW IS SHOWN ON MAP REFERENCE A.

**MAP REFERENCES**

- A. "MAP OF NEW BRITAIN, CONNECTICUT, SHOWING CUSTODY AND CONTROL TRANSFERRED FROM BOARD OF REGENTS FOR HIGHER EDUCATION TO THE STATE OF CONNECTICUT, DEPARTMENT OF TRANSPORTATION, DIVISION OF HIGHWAYS, MAY 2013."
- B. "MAP SHOWING CUSTODY AND CONTROL TRANSFERRED FROM BOARD OF REGENTS FOR HIGHER EDUCATION TO THE STATE OF CONNECTICUT, DEPARTMENT OF TRANSPORTATION, DIVISION OF HIGHWAYS, MAY 2013."
- C. "MAP SHOWING CUSTODY AND CONTROL TRANSFERRED FROM BOARD OF REGENTS FOR HIGHER EDUCATION TO THE STATE OF CONNECTICUT, DEPARTMENT OF TRANSPORTATION, DIVISION OF HIGHWAYS, MAY 2013."
- D. "MAP SHOWING CUSTODY AND CONTROL TRANSFERRED FROM BOARD OF REGENTS FOR HIGHER EDUCATION TO THE STATE OF CONNECTICUT, DEPARTMENT OF TRANSPORTATION, DIVISION OF HIGHWAYS, MAY 2013."
- E. "MAP SHOWING CUSTODY AND CONTROL TRANSFERRED FROM BOARD OF REGENTS FOR HIGHER EDUCATION TO THE STATE OF CONNECTICUT, DEPARTMENT OF TRANSPORTATION, DIVISION OF HIGHWAYS, MAY 2013."
- F. "MAP SHOWING CUSTODY AND CONTROL TRANSFERRED FROM BOARD OF REGENTS FOR HIGHER EDUCATION TO THE STATE OF CONNECTICUT, DEPARTMENT OF TRANSPORTATION, DIVISION OF HIGHWAYS, MAY 2013."
- G. "MAP SHOWING CUSTODY AND CONTROL TRANSFERRED FROM BOARD OF REGENTS FOR HIGHER EDUCATION TO THE STATE OF CONNECTICUT, DEPARTMENT OF TRANSPORTATION, DIVISION OF HIGHWAYS, MAY 2013."
- H. "MAP SHOWING CUSTODY AND CONTROL TRANSFERRED FROM BOARD OF REGENTS FOR HIGHER EDUCATION TO THE STATE OF CONNECTICUT, DEPARTMENT OF TRANSPORTATION, DIVISION OF HIGHWAYS, MAY 2013."
- I. "MAP SHOWING CUSTODY AND CONTROL TRANSFERRED FROM BOARD OF REGENTS FOR HIGHER EDUCATION TO THE STATE OF CONNECTICUT, DEPARTMENT OF TRANSPORTATION, DIVISION OF HIGHWAYS, MAY 2013."
- J. "MAP SHOWING CUSTODY AND CONTROL TRANSFERRED FROM BOARD OF REGENTS FOR HIGHER EDUCATION TO THE STATE OF CONNECTICUT, DEPARTMENT OF TRANSPORTATION, DIVISION OF HIGHWAYS, MAY 2013."
- K. "MAP SHOWING CUSTODY AND CONTROL TRANSFERRED FROM BOARD OF REGENTS FOR HIGHER EDUCATION TO THE STATE OF CONNECTICUT, DEPARTMENT OF TRANSPORTATION, DIVISION OF HIGHWAYS, MAY 2013."
- L. "MAP SHOWING CUSTODY AND CONTROL TRANSFERRED FROM BOARD OF REGENTS FOR HIGHER EDUCATION TO THE STATE OF CONNECTICUT, DEPARTMENT OF TRANSPORTATION, DIVISION OF HIGHWAYS, MAY 2013."
- M. "MAP SHOWING CUSTODY AND CONTROL TRANSFERRED FROM BOARD OF REGENTS FOR HIGHER EDUCATION TO THE STATE OF CONNECTICUT, DEPARTMENT OF TRANSPORTATION, DIVISION OF HIGHWAYS, MAY 2013."
- N. "MAP SHOWING CUSTODY AND CONTROL TRANSFERRED FROM BOARD OF REGENTS FOR HIGHER EDUCATION TO THE STATE OF CONNECTICUT, DEPARTMENT OF TRANSPORTATION, DIVISION OF HIGHWAYS, MAY 2013."
- O. "MAP SHOWING CUSTODY AND CONTROL TRANSFERRED FROM BOARD OF REGENTS FOR HIGHER EDUCATION TO THE STATE OF CONNECTICUT, DEPARTMENT OF TRANSPORTATION, DIVISION OF HIGHWAYS, MAY 2013."
- P. "MAP SHOWING CUSTODY AND CONTROL TRANSFERRED FROM BOARD OF REGENTS FOR HIGHER EDUCATION TO THE STATE OF CONNECTICUT, DEPARTMENT OF TRANSPORTATION, DIVISION OF HIGHWAYS, MAY 2013."
- Q. "MAP SHOWING CUSTODY AND CONTROL TRANSFERRED FROM BOARD OF REGENTS FOR HIGHER EDUCATION TO THE STATE OF CONNECTICUT, DEPARTMENT OF TRANSPORTATION, DIVISION OF HIGHWAYS, MAY 2013."
- R. "MAP SHOWING CUSTODY AND CONTROL TRANSFERRED FROM BOARD OF REGENTS FOR HIGHER EDUCATION TO THE STATE OF CONNECTICUT, DEPARTMENT OF TRANSPORTATION, DIVISION OF HIGHWAYS, MAY 2013."
- S. "MAP SHOWING CUSTODY AND CONTROL TRANSFERRED FROM BOARD OF REGENTS FOR HIGHER EDUCATION TO THE STATE OF CONNECTICUT, DEPARTMENT OF TRANSPORTATION, DIVISION OF HIGHWAYS, MAY 2013."
- T. "MAP SHOWING CUSTODY AND CONTROL TRANSFERRED FROM BOARD OF REGENTS FOR HIGHER EDUCATION TO THE STATE OF CONNECTICUT, DEPARTMENT OF TRANSPORTATION, DIVISION OF HIGHWAYS, MAY 2013."
- U. "MAP SHOWING CUSTODY AND CONTROL TRANSFERRED FROM BOARD OF REGENTS FOR HIGHER EDUCATION TO THE STATE OF CONNECTICUT, DEPARTMENT OF TRANSPORTATION, DIVISION OF HIGHWAYS, MAY 2013."
- V. "MAP SHOWING CUSTODY AND CONTROL TRANSFERRED FROM BOARD OF REGENTS FOR HIGHER EDUCATION TO THE STATE OF CONNECTICUT, DEPARTMENT OF TRANSPORTATION, DIVISION OF HIGHWAYS, MAY 2013."
- W. "MAP SHOWING CUSTODY AND CONTROL TRANSFERRED FROM BOARD OF REGENTS FOR HIGHER EDUCATION TO THE STATE OF CONNECTICUT, DEPARTMENT OF TRANSPORTATION, DIVISION OF HIGHWAYS, MAY 2013."
- X. "MAP SHOWING CUSTODY AND CONTROL TRANSFERRED FROM BOARD OF REGENTS FOR HIGHER EDUCATION TO THE STATE OF CONNECTICUT, DEPARTMENT OF TRANSPORTATION, DIVISION OF HIGHWAYS, MAY 2013."
- Y. "MAP SHOWING CUSTODY AND CONTROL TRANSFERRED FROM BOARD OF REGENTS FOR HIGHER EDUCATION TO THE STATE OF CONNECTICUT, DEPARTMENT OF TRANSPORTATION, DIVISION OF HIGHWAYS, MAY 2013."
- Z. "MAP SHOWING CUSTODY AND CONTROL TRANSFERRED FROM BOARD OF REGENTS FOR HIGHER EDUCATION TO THE STATE OF CONNECTICUT, DEPARTMENT OF TRANSPORTATION, DIVISION OF HIGHWAYS, MAY 2013."

**ITEM**

Resolution concerning leadership, responsibility, design, implementation, operational management and compliance of the Connecticut State Colleges and Universities (ConnSCU) Information Security Program for the Board of Regents for Higher Education (BOR) and its Institutions

**BACKGROUND**

Information security management is not just a legal obligation. It also reflects the Board of Regent's commitment to the ethical collection, use, sharing, protection, retention, availability and integrity of information. The BOR has experienced information security breaches in the past and wants to ensure that a consistent Information Security Program exist for all constituent units. It is critical that the BOR has consistent policies and understanding surrounding authority, responsibility and accountability for information security oversight, compliance, risk assessment and mitigation. The proposed resolution draws from the common practices and guidance by the National Institute of Standards and Technology (NIST) on the design, implementation, operations and compliance of an Information Security Program.

**ANALYSIS**

The review current security practices have highlighted potential vulnerability and risks associated with information security at Board of Regents of Higher Education and its institutions. Consistent with best practices, the resolution clearly establishes the roles and authorities of the Board regarding information security matters and provides that the implementation of information security program will be reviewed, updated, or enhanced on an annual basis. The resolution, when fully implemented, will provide for appropriate accountability, responsibility and transparency.

**RECOMMENDATION**

The Board of Regents approves the following Resolution concerning Leadership, Responsibility, and Ongoing Operational Management of the Information Security Program for the Board of Regents for Higher Education and its Institutions.

9/19/13 – Information Technology  
10/17/13 – Board of Regents



# **CT BOARD OF REGENTS FOR HIGHER EDUCATION**

## **RESOLUTION**

concerning

The Design, Implementation Operational Management and Assurance/Compliance of the Information Security Program for the Board of Regents of Higher Education

October 17, 2013

- WHEREAS, The Board of Regents for Higher Education (BOR) for the Connecticut State Colleges and Universities (ConnSCU) recognizes that unauthorized disclosure of certain personal information is prohibited by various state and federal statutes, and
- WHEREAS, The Board of Regents (BOR) for the ConnSCU recognizes that the implementation of an Information Security Program is mandated by state and federal statutes, including but not limited to: Connecticut General Statutes Section 36a-701b et seq., Family Educational Rights and Privacy Act (FERPA) 20 USC §1232g , Gramm-Leach-Bliley Act (GLBA) 16 USC §314, e-Discovery, Health Insurance Portability and Accountability Act (HIPPA), and Electronic Communication Privacy ACT (ECPA) 18 USC § 2510, and
- WHEREAS, The Board of Regents (BOR) for the Connecticut State Colleges and Universities (ConnSCU) recognizes that information security needs to address availability, confidentiality and integrity of ConnSCU information whether in electronic or paper form.
- WHEREAS, To meet the missions of the BOR constituent units of providing affordable higher education the BOR needs to evaluate organizational and operational changes that will maximize the efficiency and effectiveness of its Information Security Program; and
- WHEREAS, The BOR must assure that all ConnSCU constituent units maintain an Information Security Program (“ISP”) that is consistent, and
- WHEREAS, It is critical that the BOR implement in a timely manner new logical and technical controls to protect the BOR confidential data and infrastructure from future breaches; therefore be it
- RESOLVED, That the BOR Chief Information Officer shall be responsible for the design, implementation, operations and compliance functions of the Information Security Program for all ConnSCU constituent units; therefore be it

- RESOLVED, That the college and university Presidents are responsible for assuring that the BOR Information Security Program inclusive of all standards, procedures, and compliance - including managerial, operational and technical controls is followed by their institution; therefore be it
- RESOLVED, That security, standards, procedures, and compliance - including managerial, operational and technical controls - shall be consistent with the National Institute of Standards (NIST), and be it
- RESOLVED, That standards and procedures for protecting information shall be consistent with state and federal laws, including but not limited to FERPA and GLBA, and be it
- RESOLVED, That all senior managers whose staff use personally identifiable information in the carrying out their institutional duties shall ensure that their staff have been provided the appropriate level of data security awareness training and are in ongoing compliance with data security standards and practices; and be it further
- RESOLVED, That all costs associated with mitigating security breaches due to a constituent's failure to comply with the BOR Information Security Program shall be the responsibility of the respective BOR constituent; and be it further
- RESOLVED, That the BOR Chief Information Officer shall annually provide the Board of Regents a report detailing the security program effectiveness and the risk the BOR is currently accepting. The report will be provided by November 15.

A True Copy:

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Erin A. Fitzgerald, Secretary of the  
CT Board of Regents for Higher Education