



STATE OF CONNECTICUT
BOARD OF REGENTS
 FOR HIGHER EDUCATION

AGENDA AND NOTICE OF MEETING

3:00 p.m., Wednesday, November 2, 2011

Connecticut Science Center, Science Hall (2nd floor)

250 Columbus Boulevard, Hartford, CT 06103

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1.	Call to Order	
2.	Roll Call and Declaration of Quorum	
3.	Approval of Minutes – October 4, 2011	
4.	Report of Board of Regents Chairman, Lewis J. Robinson	
5.	Report of Board of Regents Interim President, Dr. Robert A. Kennedy	
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8.	Adjourn	

(Open Forum: will commence following meeting adjournment.)

RESOLUTION
concerning
APPROVAL OF ACADEMIC PROGRAMS

November 4, 2011

- RESOLVED, That the Board of Regents for Higher Education licenses programs in Nursing Education leading to the Doctor of Education (Ed.D.) degree at Southern Connecticut State University and at Western Connecticut State University to be administered jointly and offered online for a period of two years until November 30, 2013. Be it further resolved that the programs will enroll only students from states in which both universities are authorized to operate, and be it further resolved that the programs must provide to the President a report no later than November 1, 2012 on student enrollment, progress, and satisfaction at both universities in a format determined by the President.
- RESOLVED, That the Board of Regents for Higher Education licenses a program in Law leading to the Doctor of the Science of Laws (S.J.D.) degree at the University of Connecticut for a period of three years until November 30, 2014.
- RESOLVED, That the Board of Regents for Higher Education accredits a program in Exercise Science leading to the Associate of Science (A.S.) degree at Three Rivers Community College for a period of time concurrent with institutional accreditation.
- RESOLVED, That the Board of Regents for Higher Education licenses and accredits a program in Leadership in Health Care Administration leading to an undergraduate certificate at Charter Oak State College for a period of time concurrent with institutional accreditation.
- RESOLVED, That the Board of Regents for Higher Education licenses and accredits a program in Property Management in Supportive and Affordable Housing leading to an undergraduate certificate at Housatonic Community College for a period of time concurrent with institutional accreditation.
- RESOLVED, That the Board of Regents for Higher Education licenses and accredits a program in Dental Assisting leading to an undergraduate certificate at Manchester Community College for a period of time concurrent with institutional accreditation.

RESOLVED, That the Board of Regents for Higher Education licenses and accredits a program in Polysomnography leading to an undergraduate certificate at Manchester Community College for a period of time concurrent with institutional accreditation.

RESOLVED, That the Board of Regents for Higher Education approves a program modification to the Doctor of Nursing Practice (D.N.P.) program offered at the University of Connecticut, for a period of time concurrent with institutional accreditation.

ITEM

Licensure of programs in Nursing Education leading to the Doctor of Education (Ed.D.) degree at Southern Connecticut State University and Western Connecticut State University to be administered jointly and offered online

EXECUTIVE SUMMARY

Southern Connecticut State University (SCSU) and Western Connecticut State University (WCSU) have applied for licensure of programs in Nursing Education leading to the Doctor of Education degree, to be administered jointly and offered online. The Universities plan to enroll students and implement the proposed programs in September 2012. The proposed program represents a collaborative effort as demonstrated through the joint development of the curriculum by the faculty of both institutions.¹ Students may enroll at either university and faculty from both universities will instruct the courses online. The proposed doctoral degree is focused on preparing nursing faculty for higher education settings. This program is different from the existing PhD and DNP programs found in Connecticut in that this specific skill set is not typically included in the research and practice degree types. This program intends to address the shortage of nursing faculty in the State.

Circulation of the application prompted comments from the University of Connecticut and Yale University about four areas: credentials required for nursing faculty, research/practice-focused degrees, availability of slots in existing doctoral programs, and nursing education sequences in existing programs.

Following a review of the application and other pertinent information provided by the universities, a campus visit was conducted on May 16, 2011 by a team that two curriculum experts (from CUNY-Hunter College and the University of Alabama), a member of the Advisory Committee on Accreditation and a staff member from the Department of Higher Education. The team made recommendations or suggestions in the following areas: program administration, curriculum, faculty, library and learning resources, and graduation requirements. The findings of the evaluation team and the universities' responses are summarized in the report below.

The Advisory Committee on Accreditation, at its meeting on September 15, 2011 reviewed the proposal and found it to be in compliance with Connecticut regulations for higher education programs. The committee voted to recommend approval to the Board of Regents.

RECOMMENDATION

License programs in Nursing Education leading to the Doctor of Education (Ed.D.) degree at Southern Connecticut State University and Western Connecticut State University to be administered jointly and offered online for a period of two years until November 30, 2013, with the stipulations that the programs may enroll only students from states in which both universities are authorized to operate and that the programs must provide to the President a report no later than November 1, 2012 on student enrollment, progress, and satisfaction at both universities in a format determined by the President.

¹ While this application requires establishment of two programs, one at each university with its own unique program number, the curriculum will be the same and faculty will be shared. This report refers to these programs in the singular as the "program" or the "degree."

DESCRIPTION

PURPOSE AND OBJECTIVES

WCSU and SCSU have worked collaboratively in regard to their master's level offering in nursing education, and continue to work jointly in offering this doctoral level program. Both institutions offer nursing programs at the baccalaureate and master's levels, as well as doctoral degrees in education. The Ed.D. in Nursing Education program would be unique in Connecticut.

Graduates of the program will be able to:

- Synthesize concepts and theories from nursing, higher education, and related disciplines as a foundation to enact the nurse educator role
- Demonstrate expertise in designing, implementing, evaluating, and improving nursing education to reflect trends in higher education, healthcare, and nursing practice
- Use knowledge of ethical, social, global, cultural, political, and economic issues affecting nursing education to provide effective leadership
- Contribute to the advancement of the science of nursing education through intellectual inquiry and creative scholarship
- Provide professional leadership to affect change in nursing education through service to the profession
- Function collaboratively in the faculty role within a community of scholars

Evaluation Team Findings: Section 10a-34-10, Purposes and Objectives

The evaluation team determined that the intent of this program aligns with the mission of the two institutions.

ADMINISTRATION

The program will be housed in the two nursing departments at SCSU and WCSU. The nursing department at Western sits in the School of Professional Studies, while at Southern, the nursing department is within the School of Health and Human Services. Administrative oversight for the program is the responsibility of the Dean of the School of Health and Human Services at SCSU, and the Division of Graduate Studies at WCSU, while program review is the responsibility of the Division of Graduate Studies at WCSU and the Graduate School at SCSU.

A Program Coordinator will have overall responsibility for administering the program, including recruitment, admission and retention efforts, and will serve as the liaison between the two Departments of Nursing at SCSU and WCSU.

Program evaluation will be completed on both campuses at five year intervals. Program effectiveness will be assessed by requiring students to develop a portfolio of work produced over the course of the doctoral program.

Evaluation Team Findings: Section 10a-34-11, Administration

It was evident that the administration at both SCSU and WCSU support the proposal.

The team was concerned with the amount of responsibility for the Program Coordinator, and with where the Coordinator will be housed. The evaluation team recommends that this position is

reexamined in light of the scope of responsibility and negotiation of two institutions working together as one for the experience of the student. The current structure allows for a reduction in teaching of 3-6 credit hours. However, this person will be responsible for overseeing the program committee, the advisory board, and oversight of dissertation completion in addition to the administration of the program. The joint infrastructure needs support which will largely fall on this position. The team suggests the position become full-time and not associated with any one institution. Another acceptable solution would be for both institutions to employ a Program Coordinator (with the 3-6 credit reduction in load as currently adopted) for their institution with the added responsibility of direct communication and coordination with their counterpart at the sister location. This second solution is based on the fact that there are two institutions both offering the doctoral degree and sharing resources. The two Program Coordinators could effectively work together and take responsibility for administration and any issues at their home campus.

The team recommends the Coordinator(s) create a flow chart demonstrating a dissertation plan to clarify dissertation advising responsibilities. The chart should include a grid indicating number of advisees per faculty member, lead dissertation advisees, and assignments as readers on dissertation committees. This chart will ensure adequate faculty resources and planning.

The team recommends a detailed communication chart be prepared and distributed to clarify how each party will collaborate with the other. This organizational chart will help in the planning for the program.

The program should further develop evaluation instruments for the measurement of program outcomes. The program should be ready upon implementation to collect meaningful data.

University Response

Program Coordination

Following review of the site visit team's report, the universities established two program co-coordinators, one at each university, with reassigned time of no less than 3 credits per semester. Co-coordinators will have overall responsibility for administering the program, including coordinating recruitment, admission, and retention of doctoral students and monitoring dissertation completion. The Co-Coordinators will serve as the liaisons between the two Departments of Nursing and will Co-Chair the shared Ed.D. Program Committee, which will meet monthly during the academic year by teleconferencing

Dissertation Advising Responsibilities

The universities provided a flowchart and accompanying narrative to explain dissertation advising responsibilities. Faculty members will be allowed to serve as lead advisors to at most 3 students preparing dissertations and to serve as an additional committee member for an additional five students. Faculty will not exceed a total of 8 advisees (as lead advisor or additional committee member) unless mutually agreed upon by the faculty member, the program co-coordinator(s), respective department chairs, and the appropriate dean.

Communication

The universities provided a communication chart and plan. Program co-coordinators will communicate with each other on a daily or weekly basis depending on need by phone, e-mail and/or teleconferencing. They will plan and lead the monthly Ed.D. Program Committee meetings and share responsibility for overall coordination of the program. The respective Provosts, Deans, and Chairpersons of the Departments of Nursing will also communicate on a regular basis.

Evaluation Instruments

The universities provided a table of instruments linked to courses and program outcomes that will be used to evaluate student learning and competencies. In addition, the program plans to measure and closely monitor program satisfaction, retention, graduation, and employment rates.

ADMISSIONS

Admissions policies will be consistent with existing criteria for admitting doctoral students at SCSU and WCSU. Students are required to have earned a master's degree in nursing with an overall GPA of at least 3.0 from a regionally accredited institution. Applicants are also required to hold an RN license.

Students may apply to either campus and will receive their degree from the institution at which they are matriculated. A faculty committee, consisting of faculty from both institutions, will be responsible for reviewing application files, ranking candidates, and conducting interviews.

ENROLLMENT

WCSU and SCSU anticipate enrolling the first students for the Fall 2012 semester. The program will admit students in cohorts of 25, once every other year. Students will be evenly distributed between the two universities.

CURRICULUM

The curriculum addresses the expectations of the nursing faculty role and is based on the NLN Core Competencies for Nurse Educators with Task Statements. The eight competencies and related task statements are: 1) facilitating learning, 2) facilitating learner development and socialization, 3) using assessment and evaluation strategies, 4) participating in curriculum design and evaluation of program outcomes, 5) functioning as a change agent and leader, 6) pursuing continuous quality improvement in the nurse educator role, 7) engaging in scholarship, and 8) functioning within the educational environment.

The 51 credit proposed program consists of 5 major components in the following sequence:

Foundations of Teaching in Higher Education (9 credits)

- Ethical/Legal, Political and Social Issues Affecting Higher Education
- Theories of Teaching and Learning in Adult and Higher Education
- Methods of Teaching and Evaluation

Specialization in Nursing Education (9 credits)

- Curriculum Development, Implementation, and Evaluation in Nursing
- Nursing Faculty Role in Higher Education
- Classroom, Clinical Teaching and Evaluation in Nursing Education

Leadership in Nursing Education (9 credits)

- Leadership Theories and Concepts
- Leadership in Nursing Education
- Doctoral Synthesis

Science of Nursing Education Research (12 credits)

- State of the Science of Nursing Education Research
- Quantitative Methods in Nursing Education Research
- Qualitative Methods in Nursing Education Research
- Statistical Analysis in Educational Research

Dissertation Phase (12 credits)

- Dissertation Seminar
- Dissertation Advisement I
- Dissertation Advisement II
- Dissertation Advisement III
- Ongoing Dissertation Advisement

A practicum experience is embedded in the Doctoral Synthesis course. All of the courses in the curriculum are new, and syllabi have been provided to the evaluation team for review.

Evaluation Team Findings: Section 10a-34-15, Curriculum and Instruction

The team concluded that the curriculum is well structured and appropriate.

The team would like to see further development of informatics and instructional technology in the curriculum. The team also recommends that students be required to demonstrate their teaching ability throughout the program by documenting their progress in the e-portfolio. All course evaluation materials, papers, and practica learning objectives will be dated and maintained in the portfolio. This requirement should be reflected in the syllabi.

The program application stated that faculty incorporated the “Statement of Best Practices for Electronically Offered degree and Certificate Programs” published by the New England Association of Schools and Colleges Commission on Institutions of Higher Education (NEASC, 2001). The team suggests that these practices should be threaded through course syllabi.

The program should designate the method which will be used for evaluation of online delivery, such as *Quality Matters* or *Quality Scorecard*.

*University Response*Informatics and Instructional Technology

Students will be required to create and maintain an e-portfolio that will contain all of the work they produced throughout the program. Specific products will be used to measure achievement of overall program outcomes. All course syllabi will be revised by Spring 2012 to reflect this requirement. In addition, course syllabi will be revised to more clearly indicate all assignments that will provide learners with opportunities to practice teaching skills and to highlight the integration of informatics and instructional technology into the course content.

NEASC Guidelines for Online Programs

Course syllabi will be revised to more clearly reflect the New England Association of Schools and Colleges Commission on Institutions of Higher Education (NEASC) guidelines for online programs set forth in "Guidelines for the Evaluation of Distance Education (On-line Learning) (2009).

COMMENTS FROM OTHER INSTITUTIONS

Comments about the program were received from the Yale University School of Nursing and the University of Connecticut School of Nursing, making the following observations:

- The current degree required by the Connecticut Department of Public Health for faculty teaching nursing is the master's degree in nursing
- The letter from Yale emphasizes that research and practice-focused degrees are the appropriate degrees for faculty because they will need to be prepared in the scientific evidence of nursing practice by either generating new knowledge or applying new knowledge to practice. The letter states that there is no substantive nursing content.
- Both institutions commented on the availability of doctoral program placements in the State, suggesting a lack of need for the program.
- Both institutions state that a nursing education sequence is available in their current doctoral programs.

Letters of support for the program were provided by the following institutions or organizations: Danbury Hospital, MidState Medical Center, Hospital of Saint Raphael, Yale-New Haven Hospital, Hartford Hospital, Griffin Hospital, CT Nurses Association, National League for Nursing, CT league for Nursing, CT Board of Examiners for Nursing, University of Alabama, Drexel University, Florida Atlantic University, CT Allied Health Workforce Policy Board, SUOAF-AFSCME, CSU-AAUP, Naugatuck CC, Three Rivers CC, Housatonic CC, Naugatuck Valley CC, Gateway CC, Norwalk CC, System Office and Board of Trustees Community Colleges, SCSU and WCSU Presidents.

*University Response to Comments from Yale and the University of Connecticut*Credentials Required for Nursing Faculty

The universities surveyed nursing departments in the state and reported nine out of ten four-year institutions required a doctorate in nursing or a related field for faculty appointments. Community colleges required a master of science in nursing. The

universities also cited a policy statement from the American Association of Colleges of Nursing (AACN) that indicates faculty with responsibility for oversight of courses in baccalaureate, master's, and doctoral nursing programs will have doctoral preparation. Doctoral graduates who will be involved in an academic role will have preparation in educational methods and pedagogies.

Research/Practice-Focused Degrees

The universities responded that all students admitted to the Ed.D. program will already have a master of science in nursing degree from an accredited program, and this master's-level preparation will have imparted knowledge related to the scientific evidence of nursing practice. The universities cited a report by the Commission on Collegiate Nursing Education (CCNE), the accreditation arm of AACN, entitled *The Essentials of Master's Education for Advanced Practice Nursing*, which articulated three core components of the master's level curriculum: 1) graduate nursing core, 2) advanced practice nursing core, and 3) specialty content. The graduate nursing core includes content/courses related to: research; policy, organization, and financing of health care; ethics; professional role development; theoretical foundations of nursing practice; human diversity and social issues; and health promotion and disease prevention.

Availability of Slots in Existing Doctoral Programs

The universities responded that the purpose of the proposed Ed.D in Nursing Education is to specifically prepare individuals for the nursing faculty role, and indicated there are no other programs in Connecticut that specifically prepare nurses for this role. Although Ph.D. programs prepare individuals to be nurse-scientists who are able to conduct independent research to advance the practice of nursing, these research-focused programs do not specifically prepare individuals to teach nursing. Likewise, D.N.P. programs are practice-focused programs intended to prepare nurses for advanced practice, not academia.

Nursing Education Sequences in Existing Programs

The universities responded that extant doctoral programs do not have the primary purpose of preparing nurse educators, and current doctoral programs in nursing lack a focus on the teaching of the discipline. For support of this position, the universities cited a publication by Patricia Benner, et al., *Educating Nurses: A Call for Radical Transformation* (Carnegie Foundation for the Advancement of Teaching, 2010):

For the past 30 years faculty and administrators of graduate nursing programs have focused their attention on development robust nursing research, ignoring the need to prepare new faculty to address the specific educational demands of teaching the complex practice of nursing ... a central challenge to enhancing the quality of nursing education is the lack of focus on teaching and basic teacher preparation in graduate nursing schools.

SIMILAR PROGRAMS

The options available to nurses who seek a terminal degree include the Ph.D., the D.N.S. (Doctor of Nursing Science), the D.N.P. (Doctor of Nursing Practice), and the Ed.D., which is an education practice degree. While other Ed.D. programs exist in Connecticut, the proposed program would be the only one focused specifically on Nurse Education. Nationally, only two other programs in Nurse Education lead to the Ed.D.; Teacher’s College at Columbia University and a joint MSN/Ed.D. program offered at the Capstone College of Nursing at the University of Alabama, Tuscaloosa. Neither of these programs is offered exclusively online.

Degree Type	Connecticut institutions offering doctoral degrees in nursing
Ph.D.	Yale, University of Connecticut
D.N.S.	Yale- recently terminated
D.N.P.	Fairfield University, Sacred Heart University, Quinnipiac University, University of Connecticut, Saint Joseph College (Fall 2012)
Ed.D. in Educational Leadership	CCSU, SCSU, University of Bridgeport, University of Connecticut, University of Hartford
Ed.D. in Instructional Leadership	WCSU

RESOURCE SUPPORT

Southern and Western Connecticut State Universities are offering the program collaboratively in an effort to combine resources, including faculty and library. Both institutions have committed to reallocation of resources and the implementation of differential tuition structures to enhance revenues, as well as the use of federal grants. A planning assessment was conducted by the Department of Higher Education in accordance with Section 10a-34-4(e) of the Connecticut Regulations for Licensure and Accreditation of Programs and Institutions of Higher Learning.

FACULTY

Seven faculty representing both institutions have actively participated in the development of this proposed program. The universities report a total of 21 doctorally prepared nursing faculty who are eligible to teach and advise in this program; 11 from SCSU and 10 faculty from WCSU. Additionally, a number of faculty at both institutions are working to complete their doctorates, thus increasing the number of faculty members who will contribute to the program over the next few years. The program has budgeted for the addition of a full-time faculty member in the first year of implementation, and an additional faculty member for year three.

Evaluation Team Findings: 10a-34-13. Faculty

The team was impressed with the high caliber faculty involved with the program development. The collaborative is built on the sharing of faculty resources.

The evaluation team was concerned with an adequate number of faculty to effectively run this program. There is a substantial increase in adjunct funding in the budget for year three, which corresponds to the entrance of the first cohort into the dissertation phase of the program. The team also suggests that the program consider a larger dissertation committee once resources allow. The current structure includes 3 faculty members; one as the lead advisor and two readers from within the two universities.

The Universities should be aware that Connecticut Regulations for Licensure and Accreditation require that only faculty with a terminal degree in an appropriate field may teach and advise in this program.

University Response

Full-time faculty with research doctorates will be serving as lead dissertation advisors. The two universities have 17 faculty members who will meet this standard now, with another six anticipated to complete doctorates in the next 1-3 years. This number will be adequate to meet the dissertation advising needs of the first cohort of 25 students who will enroll in Fall 2012. Additional adjunct faculty will be hired in year three to largely teach in the undergraduate and master's programs as additional doctorally-prepared full time faculty are needed to serve as lead dissertation advisors, as members of the dissertation committee and to provide instruction to the second cohort of doctoral students. However, highly qualified, doctorally-prepared individuals may be hired occasionally to teach a doctoral course or guest-lecture in doctoral courses in which they have particular expertise.

LIBRARY AND LEARNING RESOURCES

WCSU and SCSU provide library resources through their campus based library, their online resources, and their shared resources through the Connecticut State University Online Library System (CONSULS), which allows students and faculty to have access to the collections at all four of the CSU libraries and the Connecticut State Library.

Evaluation Team Findings: 10a-34-18. Library and Learning Resources

The team recommends expanding library and online support for students. The team suggests that the two institutions share a help desk available to online students with expanded and consistent hours. The team also suggests expanding weekend and evening hours.

The team suggests the creation of an online writing center.

The evaluation team recommends the creation of an orientation session designed for online students that includes information to help them acclimate to online learning, and orient them to the resources of the library and how to use the resources most effectively. This orientation program should be a link that students may refer back to periodically throughout the program.

There was also some concern that staff were not aware if courses will be ADA compliant. The program should ensure that policies are in place for student access in case of disability.

University Response

Library and Online Support

The universities reported that current state budgetary issues will likely preclude the ability of either institution to substantially expand these services, though there was recognition that there was some need to expand both the online support and library

services to these students. While students will be matriculated at either SCSU or WCSU, as students in this collaborative program they will be able to access either of the on-line support desks, or either library. The universities also reported that the majority of students in the first several cohorts will come from Connecticut and the surrounding region. Given current on-line support and library services, as well as the likelihood that most of these students will engage in learning activities during the early to late evening hours and on weekends, the current levels of operation of both online support and library services should be sufficient. The needs of the students will be monitored regularly concerning the availability of these services and their needs. In the event that it becomes clear that these resources are inadequate to meet the students' needs, action will be taken at the appropriate level to expand these services within the bounds of contractual agreements.

Online Writing Center

The program development group is pursuing establishing a contract with a vendor of online student support services. One of the providers under consideration is Smarthinking, which includes an online writing center and other support services.

Program Orientation

In response to the site visit team's findings, the program has revised and expanded residency requirements, including a three-day orientation session (Residency I) conducted "on ground." The orientation will cover how to use the instructional technology of the courses, the range of campus and online support/academic services, an introduction to program outcomes and requirements, meetings with faculty members/advisors, team-building activities, a workshop on the importance of academic writing, small group discussions, and electronic and campus-based library resources.

ADA Compliance

Resources such as the SCSU Disability Resource Center and the Center for Adaptive Technology (CAT) are available to students in the program. These particular offices are available in order to provide reasonable accommodations to any student with a documented disability. CAT provides special software and digitized textbooks, and is one of only two such centers in Connecticut. Services offered by CAT are available to all CSUS faculty and students. Both institutions learning management systems, eLearning, VISTA and WebEx, are ADA compliant.

FACILITIES AND EQUIPMENT

The program will be delivered primarily online with periodic meetings on ground. Both Universities have the ability to host real-time live web conferencing for synchronous learning experiences. The first synchronous activity will be held during the first winter-session for student presentations. The summer after their first year will start off with a three-day on-ground residency. During the fall of year two, students will have 4 synchronous activities. The second summer ends with the second three-day on-ground experience. Year three is dedicated to dissertation advisement.

Currently, SCSU and WCSU use the Blackboard Vista 8 Course Management System. The program staff noted that they will be transitioning into a new platform next fall.

Evaluation Team Findings: 10a-34-19. Facilities and Equipment.

The team recommends continued support for faculty in online pedagogical strategies and online course development.

The team recommends a professional development plan and commitment to keep faculty up to date on the latest technology. The team suggests continuous improvement in the development of online course pedagogies. It was also noted that this continuous improvement should translate to the students in the program as it is an example set for future educators.

University Response

Continued Pedagogical Support

The universities responded that faculty will have support for continued online course development through services through the SCSU Teaching and Learning Technologies Group and the WCSU Instructional Technology Center. The resources available at each university will be available to faculty from both campuses teaching in the program.

Professional Development Plan

The universities responded that in addition to access to current resources, faculty teaching in the program will commit to attending relevant conferences annually to maintain and/or update their online teaching skills. Premier conferences in online teaching, such as the Annual Sloan Consortium International Conference on Online Learning and the Annual Summer Institute for Nursing Informatics (sponsored by the University of Maryland School of Nursing) will be targeted for faculty participation. A portion of the federal appropriation received to develop this program also has been set aside for continued professional development of faculty teaching online.

Evaluation Team Findings: 10a-34-17. Graduation Requirements.

According to section (d) of this regulation, doctoral students must complete the equivalent of at least one year of full-time study through resident instruction at the institution awarding the degree. Resident instruction is defined as direct contact instruction which involves the physical presence of both the learner and the instructor at the same regularly scheduled location (10a-34-2(p)).

The team recommends more frequent meetings of students with the instructors of the program both to insure adequate resident instruction is carried out and to sufficiently mentor students through the dissertation process. The team suggests additional purposeful meetings such as at the start of the program with a team building exercise to help promote the cohort model. The team would like to see more detail in regard to the planning of synchronous and on-ground meetings, and an explanation of how the graduation requirements of the regulations will be met by the program. Additionally, the team expressed concern with candidates having adequate opportunity to demonstrate pedagogical skills and the institutions should consider further development of practicum experiences, which will also help to meet the resident instruction regulation.

Resident Instruction

Frequency of student-faculty meetings will be enhanced through three structured residency experiences and the addition of at least one synchronous meeting using video conferencing in each course. The universities indicated that 330 hours of resident instruction will be provided to students in the program. The bulk of these hours (192 hours) will occur in Nursing 808 Doctoral Synthesis that requires 12 hours per week over 16 weeks of a perceived experience.

Another 72 hours of resident instruction are incorporated into three residency experiences. Residency I consists of the 3-day program orientation (described above under university response to Library and Learning Resources). Residency II consists of a 3-day intensive experience at the end of the first year designed to focus students on their research, discuss ideas with faculty and peers, analyze the feasibility of those ideas, and begin the dissertation planning process. Residency III consists of a 3-day experience at the end of the second year designed to focus on research proposal development critical evaluation of research, and academic writing, and individual meetings with lead dissertation advisors.

The remaining 66 hours will occur through at least one three-hour synchronous video conference in each course and dissertation advisement.

Opportunity to Demonstrate Pedagogical Skills

The universities responded that in Year 2 of the program, students will complete an intensive “on-ground,” semester-long, teaching practicum to continue to develop and enhance their teaching skills and receive regular feedback from the preceptor and course faculty. This course will require at least 12 hours per week for an entire semester. In addition to engaging in “on ground” experiences, students will interact with faculty and fellow learners during online presentations and online discussions. Through these online experiences, students will receive additional support and feedback on their teaching skills.

RESOURCE SUMMARY

	Year 1	Year 2	Year 3	Year 4	Year 5
PROJECTED ENROLLMENT	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Cohort 1	25	25	25	0	0
Cohort 2			25	25	25
Cohort 3					25
TOTAL ENROLLMENT	25	25	50	25	50

	Year 1	Year 2	Year 3	Year 4	Year 5
REVENUES	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Extension Fund (Part Time Tuition)	406,725	555,525	711,300	583,800	749,228
Other Sources	4,375	3,281	7,656	3,281	7,656
TOTAL NEW REVENUES	411,100	558,806	718,956	587,081	756,884

	Year 1	Year 2	Year 3	Year 4	Year 5
EXPENDITURES	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Full Time Faculty	92,926	95,714	197,170	203,086	209,178
Full Time Support Staff	80,000	80,525	81,066	81,623	82,197
Teaching Adjunct Faculty	10,152	10,458	107,700	11,094	114,240
Non-Teaching Adj Program Coordinator	20,304	20,916	21,540	22,188	22,848
Fringe Benefits	83,908	85,582	151,054	134,775	158,536
Total Personnel	287,290	293,195	558,530	452,766	586,999
Other Expenses	20,100	23,600	23,600	23,600	23,600
Overhead (@ 20% of expenses)	61,478	63,359	116,426	95,273	122,120
Equipment	2,500	2,500	2,500	2,500	2,500
TOTAL NEW EXPENDITURES	\$ 371,368	\$ 382,654	\$ 701,056	\$ 574,139	\$ 735,219

Annual Surplus / (Deficit) \$ 39,732 \$ 176,152 \$ 17,900 \$ 12,942 \$ 21,665

Cumulative Change \$ 39,732 \$ 215,884 \$ 233,785 \$ 246,727 \$ 268,392

ITEM

Licensure of a program in Law leading to the Doctor of the Science of Law (S.J.D.) degree at the University of Connecticut

EXECUTIVE SUMMARY

The University of Connecticut (UConn) has applied for licensure of a program leading to the Doctor of the Science of Law (S.J.D.) degree to be housed in its School of Law. The S.J.D. is a research-based degree for individuals interested in pursuing advanced legal studies beyond the Juris Doctor (J.D.) and Master of Laws (LL.M.) degrees. The UConn Law School currently offers the J.D., LL.M. programs in U.S. Legal Studies and Insurance Law, and several certificate programs in both the J.D. and U.S. Legal Studies LL.M. programs. The only other program at this level in Connecticut is offered at Yale University; no public law schools in New England, New York or New Jersey offer an S.J.D. program.

The focus for S.J.D. candidates will be on preparation and defense of a dissertation; this differs from the academic focus on legal theory and skills found in the J.D. program. Few law schools in the U.S. offer S.J.D. programs, and those that do typically enroll a limited number of students. The S.J.D. program at UConn would also be quite small and would be supported adequately by existing academic and administrative structures; it will require minimal additional financial support from the School and not adversely affect other programs.

The Advisory Committee on Accreditation at its meeting on October 19, 2011 reviewed the proposal and found it to be in compliance with Connecticut regulations for higher education programs. The committee voted to recommend approval to the Board of Regents.

RECOMMENDATION

License a program in Law leading to the Doctor of the Science of Law (S.J.D.) degree at the University of Connecticut for a period of three years until November 30, 2014.

DESCRIPTION

PURPOSE AND OBJECTIVES

The S.J.D. program is designed to attract legal scholars and lawyers of outstanding ability from throughout the world and to advance the University's existing LL.M. and international programs. S.J.D. programs are particularly attractive to international students and junior scholars wishing to teach law, practice law, or serve as a jurist outside the United States. Some countries, such as China, Egypt, Saudi Arabia and Taiwan, are encouraging their most promising law graduates to obtain the S.J.D. in addition to the LL.M. prior to returning home to resume their academic careers. Other S.J.D. scholars will remain in the U.S. and contribute to their professional areas of expertise. S.J.D. students studying insurance and financial services law will enhance the State's reputation as the center of insurance in the country.

The focus for S.J.D. candidates will be on preparation and defense of a dissertation; this differs from the academic focus on legal theory and skills found in the J.D. program. Few law schools in the U.S. offer S.J.D. programs, and those that do typically enroll a limited number of students. The S.J.D. program at UConn would also be quite small and would be supported adequately by existing academic and administrative structures; it will require minimal additional financial support from the School and not adversely affect other programs.

Law School faculty members with direct and pertinent experience of doctoral level legal education have been especially helpful in the design of this program. The principal researchers and contributors were Hugh Macgill, Oliver Ellsworth Research Professor and former Dean of the School, Mark W. Janis, William F. Starr Professor of Law and former Director of Graduate Studies (Research) in the Faculty of Law at Oxford, Kurt Strasser, the Phillip I. Blumberg Professor of Law, who earned the LL.M. and S.J.D. (1986) at Columbia, and Professor Nicholas Georgakopoulos, now at Indiana University, who earned the LL.M. and S.J.D. at Harvard. Professors Macgill and Janis are the primary faculty members responsible for the design and implementation of this new program. The School has also examined S.J.D. programs at public universities, including the University of Illinois, the University of Indiana, Bloomington and the University of Washington, as well as the program at Yale University.

ACCREDITATION

The UConn Law School is accredited by the American Bar Association (ABA). The ABA does not formally accredit graduate programs beyond the J.D. degree, but it does review and "acquiesce" when such programs are added. The School anticipates no difficulty obtaining ABA approval due to the School's established reputation and the specialized nature of S.J.D. programs.

ADMINISTRATION

Professor Mark W. Janis will serve as the Program's academic administrator. Professor Janis initiated the Law School's LLM program in US Legal Studies, and was a member of the Oxford University Faculty of Law where he was Reader in Law, Director of Graduate Studies (Research Degrees) and a Fellow of Exeter College Oxford; he is presently a Visiting Fellow of the Oxford Law Faculty and a Visiting Fellow of The Queen's College Oxford. He has taught at Cornell University, UCLA, the Sorbonne and the Universities of Leyden (Netherlands) and Riga

(Latvia). He is a leading scholar in international law, a member of the Council of Foreign Relations, and has served as an officer on numerous organizations dedicated to international law and international legal education. Further information on Professor Janis' background and extensive record of service is on his faculty website: <http://www.law.uconn.edu/people/115>.

A Doctoral Program Committee will review admissions applications, confirm or appoint Dissertation Committee members, review dissertations, and provide oversight and consultation to the program on matters appropriate to the committee.

ADMISSION

The S.J.D. program is intended for individuals who have demonstrated evidence of superior scholarly potential and who are engaged in or plan to pursue careers as jurists. Applicants must have obtained an initial law degree from a recognized university and generally enrolled in a course of study that will lead to the award of an advanced law degree (e.g. LL.M.) prior to matriculation at the School, with preference given to the School's own LL.M. graduates.

Applicants must provide the following information as part of their application:

- (1) S.J.D. application form;
- (2) A TOEFL (Test of English as a Foreign Language) score, typically in the 600 (written) range, which is the equivalent of 250 (computer-based) or 100 (internet);
- (3) Official transcripts from each university and law school attended – with English translations where necessary;
- (4) A description of the proposed dissertation, setting forth the nature of the work, the range of materials required for research, and a realistic estimate of the time necessary to complete the dissertation;
- (5) Three recommendation letters from individuals familiar with the applicant's academic and professional work; at least one letter must address the feasibility of the dissertation proposal. At least one of the recommendations for S.J.D. applicants from the School's LL.M. programs must come from a member of the Law School's faculty.

The admissions process will include identification of a faculty advisor whose expertise closely matches the research interests of the candidate. For many candidates who will likely come from the School's extant LL.M. program, it will be relatively easy to identify a faculty advisor prior to or at the outset of their S.J.D. studies. For S.J.D. candidates coming from other LL.M. programs, the Doctoral Program Committee will help identify a suitable faculty advisor. If the detailed prospectus required by the end of the first semester indicates a significant shift in the dissertation focus, the Committee may appoint a different advisor.

ENROLLMENT PROJECTIONS

The program will enroll 3 new students beginning in 2012-13 and add approximately 5 new students in each subsequent fall. The total number of students in the program will depend on the speed at which candidates complete their dissertations. In full operation, the S.J.D. program would likely have fewer than 20 S.J.D. candidates enrolled in any given year, of whom a maximum of five would be considered "in residence" during their first year of dissertation work.

CURRICULUM

The curriculum consists of (1) preparation of a detailed prospectus, (2) the dissertation, and (3) dissertation review and oral defense. A full-year in residence is required for the first year. Candidates may request or be advised to take additional course work while writing their dissertations in areas related to their research, but no coursework beyond the LL.M. is required and tuition for such supplementary courses would not be charged. As S.J.D. candidates will already have completed between 1-4 years of graduate-level course work in law, this focus on the dissertation is also the norm at other S.J.D. programs in the United States.

Dissertation Prospectus

Once accepted into the program, S.J.D. candidates will submit a detailed dissertation prospectus for review by the Doctoral Program Committee. If the Committee approves the prospectus the Committee will then confirm a faculty advisor and approve two other members of the candidate's Dissertation Committee.

Dissertation

Following acceptance of the prospectus, the candidate then proceeds to the dissertation itself and is given additional time, not in residence, to complete the dissertation (no more than five additional years). The S.J.D. degree will be awarded to candidates whose dissertation is deemed a substantial and original work of research, analysis and exposition, of publishable quality, which in the faculty's judgment is a genuine contribution to legal knowledge. While actual thesis length is best determined on a case-by-case basis, the School's general expectation is that the thesis shall be between 200 to 300 pages, generally not to exceed 400 double-spaced pages of text exclusive of citations. Candidates will meet regularly with their faculty advisors and their Dissertation Committees and submit dissertation chapters or sections on a schedule to be mutually determined by the candidate and advisor, so that the advisor can help avert problems or unnecessary digressions at an early stage. A candidate must submit an annual progress report to his or her Dissertation Committee.

Dissertation Review and Oral Defense

Dissertations will be reviewed by each candidate's Dissertation Committee that includes (1) the candidate's faculty advisor, (2) another member of the law faculty, and (3) an external scholar expert in the field. If no suitable outside scholar is able to assist, then another law faculty member will serve.

Candidates will also be required to defend their dissertations in oral presentations to their Dissertation Committees and the Doctoral Program Committee. The Dissertation Committee and Doctoral Program Committee will also conduct an oral examination of the candidate as part of the review process. The Dissertation Committee by majority vote shall decide whether to certify that the dissertation meets the standards for the degree and to recommend the degree be awarded. The Committee may also recommend the conferral of the degree "with honors" if the dissertation warrants that special designation.

Should the Committee not recommend granting the degree, it shall report to the candidate what improvements should be made to the dissertation. A revised dissertation may be submitted for

the Committee's consideration within one year following the initial review, but no additional review shall be permitted.

RESOURCE SUPPORT

FACULTY

All faculty members in the Law School hold terminal degrees, typically in law, and some hold additional doctoral degrees in other fields. Forty-five full-time faculty members hold appointments in the Law School and about two-thirds of these are tenured. The research profiles of these scholars are extensive and equivalent to the graduate faculty of departments on the Storrs campus and other leading law schools. This group of faculty is ideally suited to provide directed guidance to S.J.D. candidates in the preparation of a dissertation-length piece of legal scholarship. In addition, of the 32 research faculty members at the School, 11 have PhD's (34%), which is a higher percentage than most of the School's peer institutions, and more than Harvard, Columbia and NYU.

LIBRARY AND LEARNING RESOURCES

The School's library collection includes over 536,025 books, 4,196 periodicals, and more than 200 electronic databases available through the Law School, the Medical Center, and the University libraries. The Insurance Law collection is the largest collection in any law school in the U.S. The existing library collection and planned growth is more than sufficient to provide S.J.D. candidates excellent research support. Legal resources are increasingly available online and all students at the School are trained in online research techniques. These online resources (e.g. Lexis, Westlaw, etc.) can generally be accessed without cost by students.

FACILITIES AND EQUIPMENT

The S.J.D. program will not require the purchase of additional facilities, technology or equipment. Materials need to be purchased and the space allocation needs to be finalized, but plans are well underway. These purchases would take place after program approval during the Spring 2011 semester and the program hopes to enroll students beginning the Fall 2012 term.

**CONNECTICUT BOARD OF GOVERNORS FOR HIGHER
EDUCATION**

Department of Higher Education

RESOURCE SUMMARY

Institution School of Law

Program Doctor of the Science of Law (S.J.D.)

PROJECTED ENROLLMENT	YEAR 1 FY 2013		YEAR 2 FY 2014		YEAR 3 FY 2015	
	FT	PT	FT	PT	FT	PT
Internal Transfers	_____	_____	_____	_____	_____	_____
New Students	<u>3</u>	_____	<u>5</u>	_____	<u>5</u>	_____
TOTAL ENROLLMENT (est.)	<u>3</u>	_____	<u>5</u>	_____	<u>5</u>	_____

NEW REVENUES	YEAR 1 EST. AMOUNT	YEAR 2 EST. AMOUNT	YEAR 3 EST. AMOUNT
Tuition (1)	<u>10,000.00</u>	<u>10,000.00</u>	<u>10,000.00</u>
Extension Fund Fees (2)	_____	<u>600.00</u>	<u>600.00</u>
Other Sources (Please attach a description)	_____	_____	_____
TOTAL NEW REVENUES	<u>30,000</u>	<u>~51800.00</u>	<u>~53,000.00</u>

NEW EXPENDITURES	YEAR 1		YEAR 2		YEAR 3	
	Number	Est. Cost	Number	Est. Cost	Number	Est. Cost
Faculty (full-time)	_____	_____	_____	_____	_____	_____
Support Staff (full-time)	_____	_____	<u>1</u>	<u>33,000</u>	<u>1</u>	<u>33,000</u>
Library	_____	_____	_____	_____	_____	_____
Equipment (3)	_____	_____	_____	_____	_____	_____
Other (4)	_____	_____	_____	_____	_____	_____
TOTAL NEW EXPENDITURES	_____	_____	_____	<u>33000</u>	_____	<u>33,000</u>

ITEM

Accreditation of a program in Exercise Science leading to an Associate of Science (A.S.) degree at Three Rivers Community College

EXECUTIVE SUMMARY

Three Rivers Community College has applied for accreditation of a program, leading to the Associate of Science (A.S.) degree in Exercise Science. This program was licensed in January 2010 for a period of two years until December 2011. The program was started in Fall 2010 and enrolled 31 students during 2010-11.

The Advisory Committee on Accreditation at its meeting on September 15, 2011 reviewed the proposal and found it to be in compliance with Connecticut regulations for higher education programs. The committee voted to recommend approval to the Board of Regents.

RECOMMENDATION

Accredit a program in Exercise Science leading to the Associate of Science (A.S.) degree at Three Rivers Community College for a period of time concurrent with institutional accreditation.

DESCRIPTION

PURPOSE AND OBJECTIVES

The purpose of A.S. in Exercise Science is to prepare graduates for entry level positions in health and wellness careers as an instructor or technician in rehabilitation centers, the fitness industry, the hospitality industry, and corporate wellness centers. The program also prepares students to transfer into related baccalaureate degree programs in sport and leisure management, physical education for teacher education, exercise science, and athletic training.

Upon successful completion of all program requirements, graduates will be able to:

1. Plan, administer, and evaluate wellness and fitness programs, nutrition projects, and exercise physiology in clinical, industrial and corporate environments.
2. Describe and apply principles of leadership, including motivating, leading and directing.
3. Develop a medically-based fitness model.
4. Understand the terminology in medicine, health promotion and fitness.
5. Gain an understanding of how to design exercise programs for special populations
6. Understand how to establish exercise programs/prescriptions, exercise related goals and objectives, training modifications and program evaluation strategies.
7. Collaborate with a variety of health care professionals through consultations and referrals in a multi-disciplinary approach to wellness.
8. Think critically to effectively solve problems in a variety of dynamic environments.
9. Effectively communicate with health career providers, fitness professionals, clients, administrators, family and community in the delivery of life long health and wellness.

CURRICULUM AND INSTRUCTION

The curriculum includes 34 credits of general education courses and 33 credits of courses applicable to the major. Two changes to the curriculum have been made since licensure. The math requirement was changed from MAT 137 Intermediate Algebra to MAT 186 Precalculus to increase the opportunity for matriculation to a 4 year institution. The requirement to take RLS 101 Introduction to Recreation and Leisure Services has been replaced with an option to take either RLS 101 or PSY 244 Sports Psychology. This option offers the student a choice of possible concentrations once they transfer to a 4 year institution. The full curriculum appears in the appendix. The program is working toward accreditation with the American College of Sports Medicine and anticipates accreditation by Spring 2012.

Three Rivers is actively pursuing articulation agreements with Eastern Connecticut State University, the University of Connecticut, Central Connecticut State University, Sacred Heart University, the University of Hartford, the University of Rhode Island, and the University of Massachusetts.

ADMINISTRATION

The program is overseen by Heidi P. Zenie (M.S Education, West Virginia University, B.S. Education with concentration in Athletic Training, and A.S. Recreation), Acting Health and Wellness Coordinator and full-time lecturer of Health and Wellness. She has 15 years of experience teaching in higher education. The Coordinator has collaborated with Norwalk Community College to ensure consistency of the program.

FACULTY

Ms. Zenie teaches HPE 105, 130, 232, 241, 243, 245, 246, and RLS 101.PSY 245 is taught by full-time lecturer Stephen Weiss (Ph.D. Experimental Psychology). HPE 103 is taught by adjunct lecturer Jeffrey Brown (M.S. Southern Connecticut State University).

ADEQUACY OF RESOURCES

The program has sufficient resources to accomplish its objectives. Ten physical spaces totaling 5,201 square feet are used for instruction and administration of the program, including an office, locker rooms, a studio, a free weight room, and a cardio breakout area. In the past year, \$4,400 of equipment have been acquired to provide instruction in the program, and the library has sufficient databases and collections to support student learning in the field.

ENROLLMENT

Actual enrollments have outpaced projections. A total of 31 students enrolled in the program during 2010-11, while the licensure application projected a total enrollment of 20 students in the first year. At the time of submission of the application, all had earned fewer than 31 credit hours.

Enrollments	Enrollment Status	2010-11	2011-12	2012-13
Projected	Full-Time	8	17	30
	Part-Time	12	22	30
	Total	20	39	60
Actual	Full-Time	11	--	--
	Part-Time	20	--	--
	Total	31	--	--

ITEM

Licensure and accreditation of a program in Leadership in Health Care Administration leading to an undergraduate certificate (18 credits) at Charter Oak State College, to be offered online

EXECUTIVE SUMMARY

Charter Oak State College is seeking licensure and accreditation of a program in Leadership in Health Care Administration leading to an undergraduate certificate. The certificate was developed as part of the College's corporate agreement with Aetna.

Charter Oak State College is authorized by 10a-143(c) of the Connecticut General Statutes to grant undergraduate and graduate credits and degrees on the basis of examination, courses offered by the college, and other forms of evaluation and validation of learning including transfer of credit. The certificate is primarily intended for students who are already employed in the health care industry.

The Advisory Committee on Accreditation at its meeting on September 15, 2011 reviewed the proposal and found it to be in compliance with Connecticut regulations for higher education programs. The committee voted to recommend approval to the Board of Regents.

RECOMMENDATION

License and accredit a program in Leadership in Health Care Administration leading to an undergraduate certificate at Charter Oak State College for a period of time concurrent with institutional accreditation.

DESCRIPTION

PURPOSE AND OBJECTIVES

This undergraduate certificate program is intended for students who are already employed in the health care industry (clinical, allied health, insurance, or medical office). Courses for this certificate pre-existed within the Health Care Administration concentration in the bachelor of general studies program.

Students who complete a certificate in leadership in health care administration will be able to:

1. identify and explain factors that impact behavior in the health care field;
2. explain how understanding diversity is important to the health care field;
3. describe patient rights measures;
4. evaluate and interpret economic factors that influence health care decisions;
5. identify and apply decision-making strategies related to the health care field;
6. demonstrate an understanding of legal/ethical issues in business/clinical practices;
7. apply leadership competencies; and
8. assess global factors affecting the health care industry.

ADMINISTRATION

The undergraduate dean will be responsible for the day-to-day operation of the program.

ADMISSIONS

Applicants must meet the requirements for undergraduate admission, which require students to be 16 years old or older and have earned nine acceptable college-level credits. In addition, applicants must have worked or are currently working in the field of health care management.

ENROLLMENT PROJECTIONS

The College projects 25 students to enroll in the first year of operation, increasing to 30 students in the second and 35 in the third

CURRICULUM

Course	Title	Credits
HCA 101	Introduction to Health Care Systems	3
	OR	
HCA 401	Regulatory/Accrediting Agencies & Requirements for Health Care Orgs	3
HCA 301	Contemporary Ethnical Issues in Health Care	3
HCA 311	The Economics of Health and Health Care Administration	3
HCA 350	Transcultural Competency in Health Care Administration	3
HCA 411	Health Care Law	3
HCA 450	Leadership in Health Care	3
	Total	15

SIMILAR PROGRAMS

St. Vincent’s College offers an undergraduate certificate program in health care management (15 credits).

RESOURCE SUPPORT**FACULTY**

By statute, Charter Oak State College employs faculty only on an adjunct basis to serve as consulting examiners to make recommendations as to requirements and standards of the board's programs and to make recommendations for the award of academic undergraduate and graduate credits and degrees.

The faculty members identified to teach in the program are:

Lewis Mustard, Ph.D, Health Administration, The Union Institute & University, DBA Business Administration, Western Colorado University. Related experience includes being President of Health Care Negligence Control, Inc. Specializations include business administration and health care administration.

Clotilde Smith, Ed.D, Educational Leadership, University of Bridgeport, assistant professor. Specializations include health care administration and public administration.

LIBRARY AND LEARNING RESOURCES

All Students in the Speech and Language Certificate program will have available access to Charter Oak State College Unguided Library Resources including:

- ABI/Inform Complete
- Academic OneFile
- CINAHL
- ebrary
- EBSCOhost
- Educator's Reference Complete
- Expanded Academic ASAP
- Gale Databases – (InfoTrac)
- General OneFile
- General Reference Center Gold
- GreenFILE
- Health & Wellness Resource Center
- History Resource Center (U.S.)
- History Resource Center (World)
- iCONN.org - CT's Research Engine
- Informe! (Revistas en Espanol)
- Legal Trac
- LexisNexis
- Project MUSE
- ProQuest
- PsycARTICLES
- PsycINFO
- Science Resource Center
- SocINDEXasd

FACILITIES AND EQUIPMENT

Charter Oak's online courses require the use of a computer with an Internet connection. CREC will not need to provide any additional facilities/equipment or other resources for this certificate program. The Connecticut Distance Learning Consortium (CTDLC) hosts the LMS (Learning Management System) Blackboard Learn and all of Charter Oak's courses. Supported operating systems included Windows (XP, Vista, System 7) and Mac OS (Leopard and Snow Leopard) and are certified or compatible for use with MS IE (7 and 8), Firefox multiple versions), and Safari (multiple versions).

CONNECTICUT BOARD OF GOVERNORS FOR HIGHER EDUCATION

Department of Higher Education

RESOURCE SUMMARY

Institution Charter Oak State College

Program Health Care Administration

PROJECTED ENROLLMENT	YEAR 1 FY 2012		YEAR 2 FY 2013		YEAR 3 FY 2014	
	FT	PT	FT	PT	FT	PT
Internal Transfers	0	20	0	25	0	30
New Students	0	5	0	5	0	5
TOTAL ENROLLMENT (est.)	0	25	0	30	0	35

NEW REVENUES	YEAR 1 EST. AMOUNT	YEAR 2 EST. AMOUNT	YEAR 3 EST. AMOUNT
Tuition (1)	\$17,700	\$21,240	\$24,780
Extension Fund Fees (2)	0	0	0
Other Sources (Please attach a description)	0	0	0
TOTAL NEW REVENUES	\$17,700	\$21,240	\$24,780

NEW EXPENDITURES	YEAR 1		YEAR 2		YEAR 3	
	Numb er	Est. Cost	Numb er	Est. Cost	Numb er	Est. Cost
Faculty (full-time)	—	—	—	—	—	—
Support Staff (full-time)	0	0	0	0	0	0
Library	0	0	0	0	0	0
Equipment (3)	0	0	0	0	0	0
Other (4)	2	\$5,400	2	\$6,480	2	\$7,560
TOTAL NEW EXPENDITURES	2	\$5,400	2	\$6,480	2	\$7,560

ITEM

Licensure and accreditation of a program in Polysomnography leading to an undergraduate certificate (24 credits) at Manchester Community College

EXECUTIVE SUMMARY

Manchester Community College (MCC) has applied for licensure and accreditation of a program in polysomnography, leading to an undergraduate certificate (24 credits). Polysomnography (PSG) Technology is an allied health specialty for the diagnosis and treatment of disorders of sleep and daytime alertness. The College offers a broad array of health and allied health programs. Program completers will knowledge and skills to perform sleep studies, including recording and interpreting events observed during sleep. There are no similar programs in the state.

The Advisory Committee on Accreditation at its meeting on October 19, 2011 reviewed the proposal and found it to be in compliance with Connecticut regulations for higher education programs. The committee voted to recommend approval to the Board of Regents.

RECOMMENDATION

License and accredit a program in Polysomnography leading to an undergraduate certificate at Manchester Community College for a period of time concurrent with institutional accreditation.

DESCRIPTION

PURPOSE AND OBJECTIVES

Polysomnography (PSG) Technology is an allied health specialty for the diagnosis and treatment of disorders of sleep and daytime alertness. Polysomnographic technologists, working in conjunction with a physician, perform and interpret sleep studies and provide comprehensive clinical evaluations that are required for the diagnosis of sleep related disorders. Students will acquire the necessary knowledge and skills to perform sleep studies, including recording and interpreting events observed during sleep. Treatment of sleep related disorders and patient education focused on healthy sleep habits will be discussed. Graduates of accredited programs may be eligible to apply and take the examination offered by the Board of Registered Polysomnographic Technologists and/or the Sleep Disorder Specialty Examination offered by the National Board for Respiratory Care. In addition, the American Academy of Sleep Medicine plans to introduce a third pathway to credentialing in 2012. Employment opportunities may be found in hospitals and free standing sleep centers.

The objective of the Polysomnography Certificate Program is to provide students with the knowledge and skills to obtain employment as a Polysomnography Technician in sleep labs associated with medical practices and institutions. Graduates will be prepared to assist the doctor in performing sleep tests and in the interpretation of the data obtained during testing. The program will prepare students for the national examination offered by the Board of Registered Polysomnographic Technologists.

The Polysomnography Certificate Program will support Connecticut's workforce development goals by providing graduates with entry into a professional career. The program will target high school seniors and recent graduates as well as displaced workers looking to change careers. The program is also directly related to Manchester Community College's strategic plan goals of Academic Excellence and Workforce Development, as well as the mission statement's reference to a commitment to Relevance. Additionally, students who are graduates of other allied health programs may seek to complete the program as a specialty area of study.

Specifically, graduates of the polysomnography certificate program will:

1. Perform tasks and skills necessary for fulfilling the role of an entry level polysomnographic technologist, using equipment basic to the profession.
2. Identify pathology and etiology of sleep disorders and the relationship to oxygenation and ventilation.
3. Interpret and use information (medical records, acquisition and analysis system information) to draw reasonable conclusions and provide safe therapy.
4. Model the skills necessary to work in a multicultural world as a medical professional.
5. Meet the educational requirements for certification and registration eligibility.

ADMINISTRATION

The program will be housed in the Division of Mathematics, Science and Health Careers. Manchester Community College currently offers three associate degree allied health programs in occupational therapy assistant, respiratory care, and surgical technology. Several other allied

health and human services certificate and not-for-credit programs are also offered. The division of Mathematics, Science and Health Careers is also adept at working with clinical sites and preparing the required contracts for clinical training with area health care providers. The division also has experience in purchasing equipment and supplies for health care and has an excellent understanding of the issues of privacy, documentation, universal precautions, and professionalism which are necessary to teach future health care professionals. MCC has built many relationships over the years with health care agencies and has long standing advisory committees with health care professionals. Support for another allied health program would provide few if any challenges to the Division.

The ultimate responsibility for the program lies with the Director of the Mathematics, Science and Health Careers Division at Manchester Community College, Marcia Jehnings. She holds bachelors and masters degrees in Allied Health Science. She has approximately 10 years of teaching experience in higher education, as well as 16 years of experience in her present position; prior to that she practiced as a registered respiratory therapist.

Initially, the Certificate program would be managed by the Program Director of the Respiratory Care Program, Nancy LaRoche-Shovak. She has been program director at MCC for 6 years and holds a master’s degree in Allied Health Science. She is also a Registered Respiratory Therapist. Clinical site supervision would be provided by Kerry McNiven, the Director of Clinical Education for the Respiratory Care program. The sites currently used for the Respiratory Care program would also be used for the Polysomnography Certificate program as well as other sleep labs in Connecticut.

A Polysomnography Program Advisory Committee will be formed and will meet regularly to provide input relative to the overall direction, policy matters and review of the program. Group members will include sleep technology professionals who work in a variety of settings.

ENROLLMENT PROJECTIONS

The program will enroll 45 students beginning in spring 2012 and increase to a total headcount enrollment of 55 students in 2013-14.

Headcount Enrollment Projections

Projected Enrollment	2011-12 (Spring only)		2012-13		2013-14	
	FT	PT	FT	PT	FT	PT
Internal Transfers	5	5	5	5	5	5
New Students	15	20	15	25	15	25
TOTAL ENROLLMENT	20	25	20	30	20	30

ADMISSION

Admission requirements to the program will be the Manchester Community College general admission requirements: The applicant must be a graduate of high school or possess a State High School Equivalency Diploma. In addition, the student must satisfactorily place into college level courses on the Accuplacer assessment examination.

Although MCC anticipates there will be students wishing to enroll in the program who need developmental level work in English and mathematics, the College offers considerable opportunities for students to complete the work before enrolling in the program.

Students interested in the program will complete an allied health application and undergo an interview with the program coordinator. The program will use a rubric for evaluation of the students and those who have the greatest opportunity to successfully complete the program will be accepted up to 20 students per cohort. Typically, the student who has prior success in high school and college and a good understanding of the program and health care will be admitted preferentially if a group of applicants exceeds the capacity of the program.

CURRICULUM

The Polysomnography program curricula were developed initially through a meeting with polysomnography technologists from the sleep laboratories located in Hartford, Shelton and Manchester. These professionals gave the college the information needed to be able to design a program with the needs of the employers considered. In addition, the CoArc (Committee on Accreditation of Respiratory Care Programs) has published the essentials for the accreditation of Polysomnography programs and this document was consulted to be sure that the program met requirements which would allow students to take the national certification examinations. MCC faculty also researched the polysomnography programs accredited through CAAHEP (Committee on Accreditation of Allied Health Education Programs) and reviewed their curriculum recommendations.

The college also consulted with Mr. James Sweeney, a graduate of the college's Respiratory Care program, who is now a Registered Polysomnography Technologist and who manages the accredited Sleep Disorders Center at Easter Connecticut Health Network. Mr. Sweeney also teaches polysomnography classes following the ASTEP (Accredited Sleep Technology Education Program) curricula, which is a non-credit modular training system offered through the American Academy of Sleep Medicine. Individuals who complete the program are eligible to take the RPSGT exam through the National Board of Polysomnographic Technologists. Mr. Sweeney provided the college with valuable information regarding the requirements for the laboratory and clinical training requirements for students.

Recommendations were also sought from the members of the College's Department of Health Careers and the Division of Mathematics, Science and Health Careers who are responsible for evaluating curriculum for the division.

General education courses require that the students be eligible to take college level courses by completing any developmental course work or scoring into college level courses through the Accuplacer exam.

One hundred level polysomnography courses will be prerequisite courses for the two hundred level courses. These courses must be taken in sequence. RSP* 121 must be taken concurrently or prior to the level one specialized polysomnography courses.

Required Courses

Course	Title	Credits
<i>General Education and Related Cognate Courses</i>		
BIO 115	Human Anatomy and Physiology	4
BOT *180	Medical Terminology	3
COM* 173	Public Speaking	3
BOT*101	Basic Keyboarding	1
<i>Specialized Courses</i>		
RSP* 121	Cardiopulmonary Anatomy and Physiology	3
PSG* 101	Polysomnography I	2
PSG* 102	Polysomnography Lab I	1
PSG*150	Polysomnography Clinical I	2
PSG*201	Polysomnography II	2
PSG*202	Polysomnography Lab II	1
PSG*250	Polysomnography Clinical 2	2
TOTAL CREDITS		24

RESOURCE SUPPORT

FACULTY

Additionally, part time faculty will be hired as instructors, as needed. Each will be a Certified Polysomnography Technologist with a master’s degree with experience working in a sleep laboratory. Additional experience in classroom/clinical instruction is a preferred attribute as well.

If the college pursued certain accreditation tracks for the program, there may need to be a search for a full time Polysomnography Program Coordinator. The appointed candidate must be a Registered Polysomnography Technologist with clinical experience. Ideally, the Program Coordinator would possess a master’s degree with experience in the administration of a Polysomnography program including the writing and defending of accreditation reports, curriculum development, scheduling of classes, supervision of faculty, recruiting and interviewing program applicants, purchasing of program equipment, coordination of students’ clinical sites, and classroom instructional responsibilities. This option would be dependent upon program expansion to a full associate degree program, if warranted.

LIBRARY AND LEARNING RESOURCES

MCC’s library contains over 4,000 circulating volumes and almost 600 reference volumes in the areas of science, medicine, and health. Among these, the following holdings (volumes) are in the field of polysomnography and related disciplines:

Discipline	Circulating	Reference
Public aspects of medicine	375	58
Internal medicine	919	62
Respiratory system	62	4

MCC plans to add about 30 volumes in sleep science, sleep disorders, and polysomnography as well as a subscription to *A2Zzz, Quarterly publication of the American Association of Sleep Technologists*.

FACILITIES AND EQUIPMENT

The Polysomnography program will require teaching space as well as laboratory space. Initially the program will share space with the Respiratory Care program which has a dedicated classroom. The bulk of the equipment needs are located at the sleep laboratory sites and the college will not need to reproduce that laboratory on campus as it is generally free during the day when sleep studies are not being performed.

The program is part the College's strategic plan. The college is not only aware of the needs of the program but is supportive of moving forward to give students the access and opportunity to a career which will align with MCC's goals in workforce development.

The college is also undergoing the process of writing an Educational Master Plan which would have the needs of this program as well as the existing allied health programs to consider as we move forward into the next phase of the college's development.

RESOURCE SUMMARY

Projected Enrollment	FY 2012		FY 2013		FY 2014	
	FT	PT	FT	PT	FT	PT
Internal Transfers	5	5	5	5	5	5
New Students	15	20	15	25	15	25
TOTAL ENROLLMENT	20	25	20	30	20	30

	FY 2012		FY 2013		FY 2014	
	FT	PT*	FT	PT*	FT	PT*
Tuition and Fees	\$1,745	\$1,770	\$1,745	\$1,770	\$1,745	\$1,770
Total New Students	15	20	15	25	15	25
TOTAL TUITION AND FEES	\$26,175	\$35,400	\$26,175	\$44,250	\$26,175	\$44,250

PT* Tuition is calculated at an average of 6 credits/semester for 2 semesters

Clinical Program Fees**	\$191	\$382	\$191	\$382	\$191	\$382
Total Enrollment	15	20	15	25	15	25
TOTAL CLINICAL PROGRAM FEES	\$2,865	\$7,640	\$2,865	\$9,550	\$2,865	\$9,550

** PT students will have to pay Clinical Program Fees in the Spring and Fall

	FY 2012	FY 2013	FY 2014
TOTAL TUITION	\$61,575	\$70,425	\$70,425
TOTAL CLINICAL PROGRAM FEES	\$10,505	\$12,415	\$12,415
TOTAL REVENUE	\$72,080	\$82,840	\$82,840

PROGRAM COST/REVENUE WITH NO RE-ALLOCATED RESOURCES:

	FY 2012		FY 2013		FY 2014	
		Est. Cost		Est. Cost		Est. Cost
Faculty Full-time		\$0		\$0		\$0
Faculty Part-time - 13 WLU	\$1,449 / WLU	\$18,837	\$1,449 / WLU	\$18,837	\$1,449 / WLU	\$18,837
Library		\$1,672		\$500		\$500
Equipment		\$0		\$0		\$0
Other: Marginal Costing for indirect expenses of new students @ \$530/FTE		\$13,250		\$14,575		\$14,575
TOTAL EXPENDITURES		\$33,759		\$33,912		\$33,912
PROGRAM NET GAIN/(LOSS)		\$38,321		\$48,928		\$48,928
CUMULATIVE GAIN/(LOSS)		\$38,321		\$87,249		\$136,177

*Calculated @ \$1449/WLU based upon the addition of 10 credits of polysomnography courses and 3 credits of Respiratory Care courses annually.

**Refer to section, 7a: Resource Centers and Libraries

***Cost of registration, advising, financial aid, etc support at approx. 10% of total indirect costs per FTE student = \$530/FTE

ITEM

Licensure and accreditation of a program in Dental Assisting leading to an undergraduate certificate (31 credits) at Manchester Community College

EXECUTIVE SUMMARY

Manchester Community College (MCC) has applied for licensure and accreditation of a program in dental assisting leading to an undergraduate certificate (31 credits). The College offers a broad array of health and allied health programs, and MCC was approached by dental health providers in the community to develop a dental assisting program. This proposed program will be the College's first program related to dental health. Program completers will be prepared to provide chairside assistance to a practicing dentist. There is one other dental assistant certificate program in the state at Tunxis Community College.

The Advisory Committee on Accreditation at its meeting on October 19, 2011 reviewed the proposal and found it to be in compliance with Connecticut regulations for higher education programs. The committee voted to recommend approval to the Board of Regents.

RECOMMENDATION

License and accredit a program in Dental Assisting leading to an undergraduate certificate at Manchester Community College for a period of time concurrent with institutional accreditation.

DESCRIPTION

PURPOSE AND OBJECTIVES

Dental assistants are on the first step on the career ladder in dental health. Dental assisting is often used as a stepping stone to dental hygiene school, and even to dental school. Students desiring to further their education will have a firm foundation on which to build because dental assistant education teaches basic dental knowledge.

The objective of this certificate program is to provide students with the knowledge and skills to obtain employment as a dental assistant in private dental practices or public health clinics. Graduates will be prepared to assist the dentist in both general dentistry and specialty chairside procedures, radiography and dental laboratory procedures along with front desk duties. The program will prepare students for the Dental Assisting National Board (DANB) exams which grant the credential of Certified Dental Assistant (CDA). Although the State of Connecticut does not require dental assistants to be certified, it is a requirement that all dental assistants exposing radiographs possess radiation health and safety certification through DANB. The Radiation Health & Safety exam is contained within the CDA exam thereby fulfilling the State of Connecticut requirement.

The program will:

1. Provide students with the knowledge and skills to obtain an entry level position as a dental assistant in a dental practice or a public health clinic.
2. Instruct students on professional appearance, conduct and effective communication.
3. Familiarize students with the Connecticut State Dental Practice Act as it relates to legal and ethical behavior.
4. Prepare students for the Dental Assisting National Board certification exams.
5. Introduce students to the many employment opportunities available in the field of dental health care.
6. Expand the list of allied health programs offered by Manchester Community College.

ADMINISTRATION

The program will be housed in the Division of Mathematics, Science and Health Careers. Manchester Community College currently offers three associate degree allied health programs in occupational therapy assistant, respiratory care, and surgical technology. Several other allied health and human services certificate and not-for-credit programs are also offered.

The ultimate responsibility for the program lies with the Director of the Mathematics, Science and Health Careers Division at Manchester Community College, Marcia Jehnings. She holds bachelors and masters degrees in Allied Health Science. She has approximately 10 years of teaching experience in higher education, as well as 16 years of experience in her present position; prior to that she practiced as a registered respiratory therapist.

A Program Coordinator will be hired to conduct day-to-day administration of the program. The appointed candidate must be a Certified Dental Assistant with a minimum of 10 years' experience as a chair-side assistant in general dentistry. Additionally, the coordinator will hold a

master’s degree with experience in the administration of a CODA accredited dental assistant program including the preparation of accreditation reports, curriculum development, scheduling of classes, supervision of faculty, recruiting and interviewing program applicants, purchasing of program equipment, coordination of students’ clinical sites, and classroom instructional responsibilities. . The Program Coordinator will receive a 3-credit course release each semester to coordinate the Dental Assistant program.

ENROLLMENT PROJECTIONS

The program will enroll 45 students beginning in spring 2012 and increase to a total headcount enrollment of 55 students in 2013-14.

Headcount Enrollment Projections

Projected Enrollment	2011-12 (Spring only)		2012-13		2013-14	
	FT	PT	FT	PT	FT	PT
Internal Transfers	5	5	5	5	5	5
New Students	15	20	15	25	15	30
TOTAL ENROLLMENT	20	25	20	30	20	35

ADMISSION

Admission requirements to the program will be the Manchester Community College general admission requirements: The applicant must be a graduate of high school or possess a State High School Equivalency Diploma. In addition, the student must satisfactorily complete the following three courses to be admitted into the Dental Assistant Certificate Program:

- PSY* 111: General Psychology
- COM* 213: Public Speaking
- BIO* 115: Human Biology

These courses will allow students to be eligible to take the national examination and are also necessary for the program to receive accreditation through the American Dental Association’s Commission on Dental Accreditation.

The students will complete an allied health application and undergo an interview with the program coordinator. The program will use a rubric for evaluation of the students and those who have the greatest opportunity to successfully complete the program will be accepted up to 20 students per cohort.

CURRICULUM

The dental assistant program curricula of the Connecticut Community Colleges were reviewed as well as the curricula of proprietary institutions. The American Dental Association Commission on Dental Accreditation (CODA) published the essentials for the accreditation of Dental Assistant programs and this document was consulted to be sure that the program met initial accreditation requirements. In addition, the college hired Ms. Susan Dolliver MS, CDA, who is the current program director of the Windham Technical School Dental Assistant program as a consultant. Ms. Dolliver has been the program director for over 15 years and has served in professional organizations for dentistry throughout her career. Recommendations were also

sought from the members of the College’s Department of Health Careers and the Division of Mathematics, Science and Health Careers.

Upon successful completion of all program requirements, graduates will:

1. Exhibit the attributes of an allied health professional in regards to appearance, work habits, verbal and written communication, problem solving, and ethical behavior.
2. Proficiently demonstrate the varied skills legally assigned to dental assistants in Connecticut in the areas of chairside assisting, dental radiology, and manipulation of dental materials.
3. Effectively apply the principles of infection control and occupational safety according to OSHA/CDC standards.
4. Pass the Dental Assisting National Board Certified Dental Assistant (CDA) Exam and obtain employment as a dental assistant.

The Dental Assistant Clinical Practicum course will provide students with the required clinical experience in the program. This course provides the students with 300 hours of practice along with a one hour classroom seminar. This clinical practicum allows the students to apply and improve upon the dental assisting skills learned in DAS* 123 Chairside Dental Assisting, DAS* 132 Dental Materials, and DAS* 133 Dental Radiography. This course would be taught at area dental practice sites and clinics. Currently, the offices of Columbia Dental practice have agreed to be a primary clinical site for MCC students. These sites are located nearby the college and the staff has met with college personnel several times to plan for the commencement of the program.

MCC is well equipped to provide this training and assessment of learning. The guidelines are well established within the American Dental Association’s Commission on Dental Accreditation guidelines. The college provides and supervises similar clinical experience in the other allied health programs in the Health Careers department. Currently, the division prepares and executes over 25 contracts annually to provide students with clinical training in four different specialty areas. MCC is experienced and successful in providing practical training in health care.

Required Courses

Course	Title	Credits
DAS* 123	Chairside Dental Assisting	4
DAS* 131	Oral Anatomy and Pathophysiology	3
DAS* 132	Dental Materials	4
DAS* 133	Dental Radiography	4
DAS* 134	Oral Health Promotion	1
DAS* 135	Dental Practice Management	1
DAS* 136	Infection Control in Dentistry	1
DAS* 200	Dental Assistant Clinical Practicum	3
BIO* 115	Human Biology	4
COM* 173	Public Speaking	3
PSY* 111	General Psychology I	3
TOTAL CREDITS		31

Planned Sequence of Courses –Full Time

Term/Course	Credits
Fall Semester – Pre-Admission Courses	
BIO* 115 Human Biology	4
COM* 173 Public Speaking	3
PSY* 111 General Psychology I	3
Spring Semester-First Half Semester	
DAS* 123 Chairside Dental Assisting	4
DAS* 131 Oral Anatomy and Pathophysiology	3
DAS* 136 Infection Control in Dentistry	1
Spring Semester-Second Half Semester	
DAS* 132 Dental Materials	4
DAS* 133 Dental Radiography	4
DAS* 134 Oral Health Promotion	1
Summer Semester	
DAS* 200 Dental Assistant Clinical Practicum	3
DAS* 135 Dental Practice Management	1

Planned Sequence of Courses – Part Time

Term / Course	Credits
Fall/Spring Semester – Pre-Admission Courses	
BIO* 115 Human Biology	4
COM* 173 Public Speaking	3
PSY* 111 General Psychology I	3
Fall Semester	
DAS* 123 Chairside Dental Assisting	4
DAS* 131 Oral Anatomy and Pathophysiology	3
DAS* 136 Infection Control in Dentistry	1
Spring Semester	
DAS* 132 Dental Materials	4
DAS* 133 Dental Radiography	4
DAS* 134 Oral Health Promotion	1
Summer Semester	
DAS* 200 Dental Assistant Clinical Practicum	3
DAS* 135 Dental Practice Management	1

RESOURCE SUPPORT

FACULTY

The program coordinator, who will hold a master’s degree and be a Certified Dental Assistant, will teach 9 credits in the program each semester. Additionally, part-time faculty will be hired as

instructors, as needed. Each will be a Certified Dental Assistant with a master's degree and at least 10 years of experience assisting in general dentistry. Additional experience in classroom/clinical instruction is preferred. The proposed dates of appointment for these positions would be no later than July 1, 2012.

LIBRARY AND LEARNING RESOURCES

MCC's library contains over 4,000 circulating volumes and almost 600 reference volumes in the areas of science, medicine, and health. The College plans to add over 40 volumes in dentistry and dental science as well as subscriptions to *The Dental Assistant Journal* and *The Journal of the American Dental Association*. The budget for library resources for the program is about \$1,000 per year.

FACILITIES AND EQUIPMENT

The dental assistant program will require dedicated teaching space as well as laboratory space. The program was a part of the strategic planning for 2009-2010 and remains in the strategic plan for 2010-2011. The college is not only aware of the needs of the program but is supportive of moving forward to give students the access and opportunity to a career which will align with MCC's goals in workforce development. Materials need to be purchased and the space allocation needs to be finalized, but plans are well underway. Some materials have been acquired through grant funds or donations, such as one fully-equipped dental chair and some instrumentation, most purchases would take place following program approval. The program will need at least two more dental chairs which will be acquired, in part, through a \$118,000 federal grant as well as connections to the professional community. The facilities costs for the program are budgeted for \$76,369 in the first year, \$14,575 in the second, and \$15,900 in the third.

RESOURCE SUMMARY (REVISED 9-30)

Projected Enrollment	FY 2012		FY 2013		FY 2014	
	FT	PT	FT	PT	FT	PT
Internal Transfers	5	5	5	5	5	5
New Students	15	20	15	25	15	30
TOTAL ENROLLMENT	20	25	20	30	20	35

(All amounts are in dollars)

	FY 2012		FY 2013		FY 2014	
	FT	PT*	FT	PT*	FT	PT*
Tuition and Fees	1,745	1,770	1,745	1,770	1,745	1,770
Total New Students	15	20	15	25	15	30
TOTAL TUITION AND FEES	26,175	35,400	26,175	44,250	26,175	53,100

PT* Tuition is calculated at an average of 6 credits/semester for 2 semesters

Extension Fund Fees - 4 credits	640	640	640	640	640	640
Total New Students	15	20	15	25	15	30
TOTAL EXTENSION FUND FEES	9,600	12,800	9,600	16,000	9,600	19,200

Clinical Program Fees	267	267	267	267	267	267
Total Enrollment**	15	20	15	25	15	30
TOTAL CLINICAL PROGRAM FEES	4,005	5,340	4,005	6,675	4,005	8,010

** PT students will have to pay Clinical Program Fees in the Spring and Fall

	FY 2012	FY 2013	FY 2014
TOTAL TUITION	61,575	70,425	79,275
TOTAL EXTENSION FUND FEES	22,400	25,600	28,800
TOTAL CLINICAL PROGRAM FEES	9,345	10,680	12,015
TOTAL REVENUE	93,320	106,705	120,090

Program Cost/Revenue with no re-allocated resources:

	FY 2012		FY 2013		FY 2014	
		Est. Cost		Est. Cost	Est. Cost	
Faculty Full-time	1	52,808	1	54,552	1	56,296
Faculty Part-time - 27 WLU	\$1,449 / WLU	39,123	\$1,492 / WLU	40,284	\$1,537 / WLU	41,499
Library		1,002		1,092		925
Equipment		76,369		3,000		3,000
Other: Marginal Costing for indirect expenses of new students @ \$530/FTE		13,250		14,575		15,900
TOTAL EXPENDITURES		182,552		113,503		117,620
PROGRAM NET GAIN/(LOSS)		-89,232		-6,798		2,470
CUMULATIVE GAIN/(LOSS)		-89,232		-96,030		-93,560

Program Cost/Revenue based on reallocation of one full-time faculty position

	FY 2012		FY 2013		FY 2014	
		Est. Cost		Est. Cost	Est. Cost	
Faculty Full-time (re-allocated position vacated from retirement)	1	0	1	0	1	0
Faculty Part-time - 27 WLU	\$1,449 / WLU	39,123	\$1,492 / WLU	40,284	\$1,537 / WLU	41,499
Library		1,002		1,092		925
Equipment		76,369		3,000		3,000
Other: Marginal Costing for indirect expenses of new students @ \$530/FTE		13,250		14,575		15,900
TOTAL EXPENDITURES		129,744		58,951		61,324
PROGRAM NET GAIN/(LOSS)		-36,424		47,754		58,766
CUMULATIVE GAIN/(LOSS)		-36,424		11,330		70,096

*Calculated @ \$1449/WLU based upon the addition of 24 credits of Dental Assistant courses and 3 credits of Human Biology courses annually.

**Refer to section, 7a: Resource Centers and Libraries

***Cost of registration, advising, financial aid, etc support at approx. 10% of total indirect costs per FTE student = \$530/FTE

ITEM

Licensure and accreditation of a program in Property Management in Supportive and Affordable Housing leading to an undergraduate certificate (16 credits) at Housatonic Community College

EXECUTIVE SUMMARY

Housatonic Community College is seeking licensure and accreditation of a program of property management in supportive and affordable housing, leading to an undergraduate certificate. The certificate was developed in conjunction with an advisory committee of non-profit organizations and agencies.

The certificate is primarily intended to provide an educational resource for non-traditional students who are interested in careers in the affordable and supportive housing field augmented by a general education component as part of the College's mission to educate individuals for occupations. Emphasis on the hands-on learning experience is promoted as a means of educating students in an environment that fosters the interdependence of education and property management enterprise.

The Advisory Committee on Accreditation at its meeting on October 19, 2011 reviewed the proposal and found it to be in compliance with Connecticut regulations for higher education programs. The committee voted to recommend approval to the Board of Regents.

RECOMMENDATION

License and accredit a program in Property Management in Supportive and Affordable Housing leading to an undergraduate certificate at Housatonic Community College for a period of time concurrent with institutional accreditation.

DESCRIPTION

PURPOSE AND OBJECTIVES

This undergraduate certificate program is intended for students who are seeking employment opportunities in the supportive and affordable housing market. The objective of this certificate program is to enable graduates to achieve entry-level employment as a desk clerk in an affordable and supportive housing complex and for service in different types of multi-family affordable and supportive housing operations through a series of courses that will integrate general education with appropriate occupational instruction. This program will incorporate specialized courses that will increase the student's appreciation of individuals, community and society.

Students who complete a Certificate in Property Management in Supportive and Affordable Housing will be able to:

1. Apply ideas, concepts and skills from the property management clerk courses to a supportive housing work environment.
2. Analyze and react appropriately to various problems and situations.
3. Manifest good personal work habits and professional standards of dress, conduct and business and ethical etiquette.
4. Demonstrate a desire to learn from and contribute to a supportive housing initiative as well as accept and make positive use of criticism and discuss it as a positive career building experience.
5. Follow the rules of professional ethics in areas of confidentiality, timekeeping, customer interaction and other ethical situations (Code of Ethics).
6. Meet the various responsibilities of the Property Management Clerk position, as delegated to the intern.
7. Participate in a job review and evaluation of the internship work experience with the intern's employer and the intern's professor.
8. Identify and discuss the interpersonal skills needs in supportive housing management.
9. Demonstrate the application of problem-solving skills and management procedures to crisis management and common problems.

ADMINISTRATION

The Chair of the Business Department will be responsible for the day-to-day operation of the program.

ADMISSIONS

There are no additional requirements for admission beyond admission to the College.

ENROLLMENT PROJECTIONS

The College projects 20 -25 students will enroll in the program in each year of operation.

CURRICULUM

Course	Title	Credits
<u>General:</u>		
ENG*E101	Composition	3
<u>Specialized</u>		
BRE*E101	Intro to Property Management of Supportive and Affordable Housing	3
BRE*E102	Tenant Services and Communication	3
BRE*E105	Desk Clerk Operations	4
BRE*E199	Property Management Internship	3
Total		16

SIMILAR PROGRAMS

No similar programs are currently offered in the State.

RESOURCE SUPPORT

FACULTY

Courses will be taught by existing faculty. Representative faculty members identified to teach in the program are:

- Joan Gallagher, A.A., University of Bridgeport; B.S., University of Bridgeport; M.S., University of Bridgeport; 6th Year, University of Bridgeport; Certificate, Management Institute for Women in Higher Education, Wellesley College; and, Certificate, Import Operations/Customs Brokerage Program, World Trade Institute. Professor of Business and Computer Science. Chair of Business Department. Specialization: business administration.
- Stephanie A. Hart, B.A., Barnard College; M.F.A., Columbia University. Chairperson of the Humanities Department and Associate Professor of English. Specialization: English

LIBRARY AND LEARNING RESOURCES

No additional library or learning resources will be required for the program.

FACILITIES AND EQUIPMENT

Existing facilities are sufficient to operate the program.

CONNECTICUT BOARD OF GOVERNORS FOR HIGHER EDUCATION

Department of Higher Education

RESOURCE SUMMARY

Institution Housatonic Community College

Program Property Management in Supportive & Affordable Housing Certificate (stand alone)

(1) Tuition - \$466.00 per 3 credit course; plan is based on 20 students taking 2 courses in Year 1; in Years 2 and 3, 20 students (from various cohorts) would take 3 courses per year.

Faculty: Part-time - Adjunct Faculty costs calculated at \$5723. per 3 credit course

(3) No new equipment; HCC has sufficient and well-maintained computer equipment and media-rich classrooms to support the program.

PROJECTED ENROLLMENT	YEAR 1 FY 2012		YEAR 2 FY 2013		YEAR 3 FY 2014	
	FT	PT	FT	PT	FT	PT
Internal Transfers	—	<u>5</u>	—	<u>5</u>	—	<u>5</u>
New Students	<u>0</u>	<u>15</u>	<u>0</u>	<u>20</u>	—	<u>20</u>
TOTAL ENROLLMENT (est.)		<u>20</u>		<u>25</u>		<u>25</u>

NEW REVENUES	YEAR 1 EST. AMOUNT	YEAR 2 EST. AMOUNT	YEAR 3 EST. AMOUNT
Tuition (1)	<u>18640</u>	<u>27960</u>	<u>27960</u>
Extension Fund Fees (2)	—	—	—
Other Sources (Please attach a description)	—	—	—
TOTAL NEW REVENUES	<u>18640</u>	<u>27960</u>	<u>27960</u>

NEW EXPENDITURES	YEAR 1		YEAR 2		YEAR 3	
	Number	Est. Cost	Number	Est. Cost	Number	Est. Cost
Faculty (full-time)	<u>2 P/T</u>	<u>11445</u>	<u>3P/T</u>	<u>17168</u>	<u>3P/T</u>	<u>17168</u>
Support Staff (full-time)	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Library	<u>0</u>	<u>0</u>	<u>Books</u>	<u>500</u>	<u>Books</u>	<u>500</u>
Equipment (3)	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Other (4)	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
TOTAL NEW EXPENDITURES	<u>2 P/T</u>	<u>11445</u>	<u>3 P/T</u>	<u>17668</u>	<u>3 P/T</u>	<u>17668</u>

ITEM

Approve modifications to a program in Nursing Practice leading to the Doctor of Nursing Practice (DNP) degree at the University of Connecticut to add a post-baccalaureate entry pathway and to add a Family Nurse Practitioner track

EXECUTIVE SUMMARY

The University of Connecticut is seeking to modify its existing program in Nursing Practice leading to the Doctor of Nursing Practice (DNP) degree by adding a pathway for students to enter following completion of the Bachelor of Nursing Science (BSN) degree as well as by adding a Family Nurse Practitioner track.

The DNP is designed for individuals in direct clinical practice and areas that support clinical practice - administration, organization management and leadership, and policy. The current program is offered at the post-MS level.

The University is requesting a modification to allow admission of students with a bachelor's degree to enter the DNP program; these students will earn the MS in Nursing in the course of study toward the DNP. This change has been prompted by a statement from the American Association of Colleges of Nursing (AACN) about the need for advanced practice nurse by 2015 to have doctoral preparation; other national specialty governing bodies have indicated that educational changes should be in place by 2012.

The University is requesting a modification to add a Family Nurse Practitioner track to respond to state workforce needs. There are no Family Nurse Practitioner programs in Eastern Connecticut, and clinical agencies that employ nurse practitioners have been asking for the more versatile Family Nurse Practitioner graduate, who can function in many different areas of the health care system.

The proposed changes have been reviewed by Board of Regents staff, and they have been found to be in compliance with Connecticut regulations for higher education programs.

RECOMMENDATION

Approve modifications to the program in Nursing Practice leading to the Doctor of Nursing Practice (DNP) degree at the University of Connecticut to add a post-baccalaureate entry pathway and to add a Family Nurse Practitioner track.

DESCRIPTION
(POST-BACCALAUREATE PATHWAY)

PURPOSE AND OBJECTIVES

The DNP program will:

- Develop and evaluate new practice approaches based on theories from nursing and other related disciplines.
- Provide graduates with a foundation of scientific and ethical knowledge that will promote competency at the advanced practice nurse level in areas of clinical practice and administration.
- Prepare graduates to participate in the development, implementation and dissemination of research that supports evidence-based practice.
- Prepare advanced practice nurses competent in the use of information systems technology to influence outcomes through quality improvement processes.
- Prepare graduates to work collaboratively on health care teams to enhance health promotion and risk reduction/illness prevention.

RATIONALE

The University's current DNP program was approved in 2008 and is offered as a post-master's program, with the intent of expanding to a bachelor's entry option. This option will allow the applicant who is a nurse with a bachelor's degree to complete the DNP degree.

This change is needed because the American Association of Colleges of Nursing (AACN) has specified that a doctoral degree is needed to practice as an advanced practice nurse by 2015 and other national specialty governing bodies have indicated that educational changes need to be in place by 2012. Currently, the University of Connecticut offers advanced practice preparation as an advanced practice nurse at the master's degree level, which was the prior requirement.

The proposed BS-DNP program will grant the MS 'in course,' because the students will meet the master's degree requirements in the process of meeting the requirements for the DNP. It is important that they are admitted to the DNP program, however, to meet AACN's requirements. The same specialties that are available in the master's program for BS-DNP will continue to be offered.

SUMMARY OF MODIFICATIONS

The modified program combines the existing MS program and post-master's DNP program and adds two courses to provide a pathway to the DNP from post-bachelor's entry. The two additional courses are 1) a course in management of childbearing women and children and 2) a course in the application of genetics to health care, both specifically designed for post-bachelor's entry students. Bachelor's entry students will complete all requirements for the existing master's degree while being enrolled in the DNP program.

In addition, the MS core course NURS5050 Policy Aspects of Advanced Practice Nursing will be replaced with NURS 5870 Health Policy and Populations-based Advocacy for the Scholarship

of Application from the Post-MS DNP program to meet AACN core competencies needed for the MS program and the DNP program, to streamline the program, and prevent overlap.

ADMISSION REQUIREMENTS

To be admitted to the BS-DNP program, the applicant will meet the admission standards of the Graduate School, as well as other standards established by the graduate faculty in the School of Nursing. The admission standards for the Graduate School require a minimum grade point average of 3.0.

Additional School of Nursing admission criteria include:

- An earned bachelor’s degree in nursing from an accredited college or university
- Submission of GRE scores
- CT RN license
- A personal statement addressing reasons for applying and plans for the future.
- Three letters of reference from faculty or others who can address the candidate’s potential for success in the graduate program.
- If not a native speaker of English, a TOFEL score of 550 or better.
- Personal interview by a potential graduate advisor

ENROLLMENT

Enrollments have been sufficient to sustain the program.

	Actual Enrollment			Projected Enrollment	
	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Headcount enrollment (N)	15	8	7	7	8
- Post-bachelor's entrants	NA	NA	NA	NA	20

The University plans to admit at a maximum 20 bachelors’ prepared nurses each year for the next two years. A large number of current students are completing the master's degree with advanced practice nursing preparation and there is large demand for the master’s level courses. The master’s program will continue to be available until such time as there is no longer a demand to prepare advanced practice nurses.

CURRICULUM

The curriculum for the post-bachelor’s entry DNP requires 83-85credits, depending on specialty. An additional six credits over two courses have been added to the existing master’s and DNP curricula: NURS 5811 Application of Genetics to Health and NURS 5430 Management of Childbearing Women and Children.

**DESCRIPTION
(FAMILY NURSE PRACTITIONER TRACK)**

PURPOSE AND OBJECTIVES

In addition to the program objectives listed above, graduates of the FNP track will assess, diagnose, monitor, treat and coordinate care of individuals and families with common acute and chronic illnesses, with a focus on health promotion and disease prevention.

ADMINISTRATION

In addition to the description of program administration provided above, the Family Nurse Practitioner track will have a designated track coordinator.

ADMISSION REQUIREMENTS

Admission requirements for the program remain the same as when the program received accreditation from the Board of Governors in March 2011.

ENROLLMENT

Enrollments have been sufficient to sustain the program. The University anticipates 5 students will enter the new track in Fall 2012.

CURRICULUM

The curriculum for the Family Nurse Practitioner track requires the same number of credits (47 MS, 38 DNP, total 85) taken by all students in the adult primary care track. Family theory and content has been added to all courses in the adult tracks. The final clinical course and practicum are geared to the management of childbearing women and children, rather than to the adult focus of the primary care track.

RESOURCE SUPPORT**FACULTY**

A DNP coordinator is already in place, and six additional DNP-prepared faculty have already been hired to support this track and the proposed modification to a post-bachelor's DNP program. Faculty have appropriate academic credentials to teach in the FNP track, including FNP certification for the track coordinator (Dr. Karen Myrick). No additional faculty are required. Faculty advanced nurse practitioners provide the oversight required by the accrediting bodies to the network of 45+ clinicians (APRN or MD) who work with each student on management of clients in the later program phases. They also serve on DNP clinical practice dissertation committees.

LIBRARY AND LEARNING RESOURCES

The University of Connecticut Library System holds the largest public collection of research materials in the State of Connecticut. Some of the representative nursing journals include; Nursing Research, Research in Nursing and Health, Evidence-based Medicine, Evidence-based Nursing, Evidence-based Healthcare, World Views on Evidence-based Nursing, and Evidence-based Practice. There is no change in the library facilities needed for this modification.

FACILITIES AND EQUIPMENT

The school's Clinical Resource Laboratories house the necessary equipment for the DNP students. The facilities are adequate for the program.

ITEM

2011 Annual Report of the Connecticut Higher Education Trust (CHET)

EXECUTIVE SUMMARY

Section 3-22e(b) of the Connecticut General Statutes requires the Office of Treasurer and the Board of Regents for Higher Education to submit jointly an annual report to the Education and Finance, Revenue and Bonding Committees of the General Assembly. Attached is the draft report submitted to the Board of Regents for review and endorsement.

The Connecticut Higher Education Trust (CHET) was established under Public Act 97-224 to allow families to save for college in a state-sponsored program (529 College Savings Program) under which earnings are exempt from federal and state income taxes when used to pay for qualified higher education expenses. In addition, Connecticut provides state tax deductions on annual CHET contributions up to \$5,000 for eligible single filers and \$10,000 for joint filers.

In 2010, the Treasurer entered into a management agreement with TIAA-CREF Tuition Financing Inc. (TFI) to continue offering the CHET direct plan for a contract period ending in March 2015. On August 31, 2010, the Treasurer entered into a management agreement with The Hartford to offer an advisor sold plan for a contract period ending August 20, 2017. That plan was launched in October 2010. To differentiate the plans, they were re-branded CHET Direct and CHET Advisor.

The number of Connecticut families saving through CHET continues to grow with more than 103,000 accounts and \$1.27 billion in assets in CHET Direct as of June 30, 2011. The CHET Advisor Plan was implemented in October, 2010, and, as of June 30, 2011, reported over 2,600 accounts and total assets of \$3.1 million. The 2011 Annual report notes that program administrative and management fees are competitively ranked in the bottom quartile of fees charged by providers in the 529 industry and are currently the lowest in the program's history.

RECOMMENDATION

It is recommended that the Board of Regents for Higher Education endorse the 2011 annual report of the Connecticut Higher Education Trust (CHET) for the submission to the Education and Finance, Revenue and Bonding Committees of the Connecticut General Assembly.

11/2/11



**2011 Report Pursuant
to 3-22e of the Connecticut
General Status**

CONNECTICUT HIGHER EDUCATION TRUST (CHET)

July 2011

Prepared for:

Committee on Finance, Revenue and Bonding
and Committee on Education of the
Connecticut General Assembly

STATUTORY REQUIREMENTS

This report is being submitted to the Committees on Education and Finance, Revenue and Bonding of the General Assembly pursuant to Conn. Gen Stat. 3-22e(b).

As required by the CHET statute, the annual audited financial statements for CHET are included in the *Annual Report of the Treasurer*, which is transmitted to the Governor and members of the General Assembly on December 31 of each year. The audited financials are also transmitted to the CHET Advisory Committee, which is established in statute and meets annually.

The members of the CHET Advisory Committee as of the 2010 annual meeting, which was held on December 2, 2010, were:

<i>Denise L. Nappier</i>	<i>State Treasurer</i>
<i>Brenda Sisco</i>	<i>Acting Secretary of Office of Policy and Management</i>
<i>Sen. Thomas Gaffey</i>	<i>Senate Chair, Education Committee</i>
<i>Rep. Andrew M. Fleischmann</i>	<i>House Chair, Education Committee</i>
<i>Sen. Sam Caligiuri</i>	<i>Senate Ranking Member, Education Committee</i>
<i>Rep. Marilyn Giuliano</i>	<i>House Raking Member, Education Committee</i>
<i>Sen. Eileen M. Daily</i>	<i>Senate Chair, Finance, Revenue and Bonding Committee</i>
<i>Rep. Cameron Staples</i>	<i>House Chair, Finance, Revenue and Bonding Committee</i>
<i>Sen. Andrew Roraback</i>	<i>Senate Ranking Member, Finance, Revenue and Bonding Committee</i>
<i>Rep. Vincent Candelora</i>	<i>House Ranking Member, Finance, Revenue and Bonding Committee</i>
<i>Michael Meotti</i>	<i>Commissioner, Department of Higher Education</i>
<i>James Blake</i>	<i>Executive Vice President to Finance & Administration, Southern Connecticut State University</i>
<i>Margaret Wolf</i>	<i>Director of Financial Aid, Capital Community College</i>
<i>Julie L. Dolan</i>	<i>Vice President Finance, Fairfield University</i>
<i>Julie Savino</i>	<i>Dean of Students financial Assistance, Sacred Heart University</i>

BACKGROUND AND PROGRAM MANAGEMENT

The Connecticut Higher Education Trust (“CHET” or “Trust”) is a qualified state tuition program pursuant to Section 529 of the Internal Revenue Code. The Connecticut authorizing statute was unanimously approved by the Connecticut General Assembly in Public Act No. 97-

224 (the “Act”) and signed into law by the Governor in July 1997. The Act designates the State Treasurer as the Trustee of CHET. The program began operating on January 1, 1998. While the Trust is considered an instrumentality of the State, the assets of the Trust do not constitute property of the State and the Trust is not construed to be a department, institution or agency of the State.

CHET is available to help families save and invest for higher education expenses, and is privately managed by professional money managers under the supervision of the State Treasurer.

In December 1999, Treasurer Nappier changed the Program Manager for CHET to TIAA-CREF Tuition Financing Inc. (TFI). TFI offers a wide range of products to the general public, including its core constituents in the academic, research, medical and cultural fields, and is recognized as a premier pension system provider in the United States. Ranked as one of *Fortune* magazine’s 100 largest U.S. companies, TFI manages total combined assets of approximately \$453 billion (as of December 31, 2010).

In 2009, the Treasurer issued an RFP for management of the program soliciting proposals for both the current direct sold program, as well as for a new advisor sold program. In 2010, the Treasurer entered into a management agreement again with TFI to continue offering the CHET direct sold plan for a contract period ending in March 2015. On August 31, 2010, the Treasurer entered into a management agreement with The Hartford to offer an advisor sold plan for a contract period ending August 20, 2017. That plan was launched in October 2010. To differentiate the plans, they were re-branded CHET Direct, and CHET Advisor.

CHET DIRECT

For CHET Direct, As of June 30, 2011, there were 103,083 program accounts with \$1.58 billion in assets. This compares to 94,886 accounts and \$1.27 billion in assets on June 30, 2010.

The program continues to realize an increase in account redemptions as account owners withdraw funds for their beneficiaries’ college tuition payments with \$401,557,362 withdrawn (14,932 beneficiaries) since inception and \$102,939 withdrawn (3,278 beneficiaries) over the period from July 1, 2010 to June 30, 2011.

CHET Direct – Program Offerings

With the renewal of the CHET Direct Contract, new investment options were added, and fees reduced. The plan now has eleven (11) investment options (date of inception of each option is noted). For more detailed descriptions, including underlying mutual fund investments, visit www.aboutchet.com.

- Moderate Managed Allocation Option was the only investment option when CHET was initially launched. This option was changed from ten age bands to six age bands in 2005)
- High Equity Option (2001)
- Principal Plus Interest Option (2001)
- Equity Index Option (Renamed in 2011; created in 2006 and formerly called the 100% Equity Index Option)

- Active Fixed-Income Option (Renamed in 2011; created in 2006 and formerly called the 100% Fixed-Income Option)
- Aggressive Managed Allocation Option (2007)
- Social Choice Option (2007)
- Money Market Option (2008)
- Conservative Managed Allocation Option (2011)
- Active Equity Option (2011)
- Index Fixed-Income Option (2011)

Asset allocation changes have been made on a periodic basis in order to broaden the underlying assets. These adjustments have taken the form of new or replacement underlying mutual funds, or inclusion of new asset classes, based on an improved risk-reward analysis and projected performance improvement for all categories. A total of twenty-two institutional mutual funds (from TFI, Thornburg, GE, DFA, T. Rowe Price and Artio fund families) underlie the investment options. The Principal Plus Interest Option is invested through a Funding Agreement with TIAA-CREF Life Insurance Company.

CHET Direct administrative and program management fees are competitively ranked in the bottom quartile of fees charged by providers in the 529 industry and are currently the lowest in the program's history. Since inception, fee reductions have been negotiated by the Treasury five times, from a high of 1.55% to the current fee level of 0.18% on the average daily net assets of the Trust, plus the cost of underlying fund expenses bringing the total asset based fees to 0.32% to 0.95% depending upon which Option is selected. The Principal Plus Interest Option is not assessed a program management fee. With the 2010 contract renewal, effective November 2010 the fee structure changed from a flat fee (unitary pricing for all Options) to a non-unitary structure which is more standard for the industry (program management fee plus state administrative fee plus underlying mutual fund fees). The base program management fee was reduced from 0.20% to 0.18% in June 2011 when total assets under management exceeded \$1.5 billion for over ninety consecutive days. An additional program management fee reduction will occur when assets under management reach \$2 billion.

On July 1, 2005, the Trustee began collecting a new state fee of 0.01% of the average daily net assets of the Trust annually to pay for expenses related to oversight of the Trust (included in the fees above).

CHET ADVISOR

The CHET Advisor Plan inception date was October 1, 2010. Because of the short history, this report does not include investment performance comparisons to prior years. Marketing is mostly to financial advisors, who then work with their clients to create CHET Advisor accounts.

For the new CHET Advisor plan, as of June 30, 2011, there were 2,616 CHET program accounts, and total assets were \$ 31.1 million.

CHET Advisor Program Offerings:

While the plan offers similar investment options to CHET Direct, the structure of an advisor sold plan is different by its nature. The plan offers three different share classes (A, C, and E), and has different fee structures for each share class, depending on the share class sales charge (fee).

Share Classes and fee structure:

- There are 3 Share Classes offered through CHET Advisor: A, C and E.
 - **Class A:** Under the Class A Fee Structure, there is an Up-Front Sales Charge of up to 5.5%, which is reduced as the total value of all Savings Plan Accounts of the Account Owner grows above certain levels. In addition, there are ongoing asset-based fees equal to an annual charge of approximately 1.11% to 1.57% of the total value of each Account, depending on investment options selected.
 - **Class C:** Under the Class C fee structure, there is no Up-Front Sales charge. However, withdrawal of any contribution that has been in the Account for twelve months or less will be charged a Contingent Deferred Sales Charge equal to 1% of the amount withdrawn. In addition, there are ongoing asset-based fees equal to an annual charge of approximately 1.86% - 2.32% of the total value of each Account, depending on investment options selected.
 - **Class E:** This class is available only to certain groups associated with Hartford Life.¹ Under the Class E fee structure, there is no up-front or contingent deferred sales charge. There are ongoing asset-based fees each year of approximately 0.86% - 1.32% of the total value of each Account, depending on investment options selected.

Under all CHET Advisor asset classes there is an additional 0.02% fee to pay for expenses related to oversight of the Trust (similar to the CHET Direct Trustee fee).

Investment Options: (for more detailed descriptions, including underlying mutual fund investments, visit www.CHETAdvisor.com).

- 1 Age-Based track – 5 bands

¹ Those groups associated with Hartford Life that are eligible for the Class E fee structure include: current or retired officers, directors, trustees and employees and their families of The Hartford and its affiliates; employees of Wellington Management and their families; selling broker-dealers and their employees and sales representatives and their families, who have a sales agreement with Hartford Life and HSD to sell the program; and individuals purchasing an account through a registered investment advisor who has a sales agreement with Hartford Life and HSD to sell the program. “Family” includes the Account Owner’s spouse or legal equivalent recognized under state law and any children under the age of 21.

- CHET Advisor Age-Based 0-8, 9-13, 14-15, 16-17 & 18+ Portfolios
- 5 Static Portfolios
 - CHET Advisor Aggressive Growth
 - Growth
 - Balanced
 - Conservative
 - Checks & Balances Portfolios
- 12 Individual Portfolios
 - The Hartford Small Company
 - Growth Opportunities
 - International Opportunities
 - Capital Appreciation
 - Fundamental Growth
 - MidCap
 - Global Research
 - Value
 - Dividend & Growth
 - Inflation Plus
 - Total Return Bond
 - Money Market 529 Portfolios

CHET DIRECT – PROGRAM IMPROVEMENTS AND CHANGES

Marketing and Public Awareness

The Treasury works closely with TFI to enhance its annual marketing program to strengthen public awareness of the CHET Direct program features and to increase understanding of the importance of saving for a college education. TFI is committed to promoting the benefits of saving for college early to families of all backgrounds and cultures throughout Connecticut. During 2010 and the first part of 2011, multi-channel direct marketing campaigns were used to obtain the greatest reach. Major campaigns included tax time (February/March), graduation (June/July), College Savings month (September), and year-end/gift giving (November/December). The multi-channel direct marketing strategy included print advertising, direct mail, e-mail, banner advertising and search engine marketing to target prospective account owners. Radio, outdoor billboards, bus ads and TV were utilized during the 2010 year-end/gift giving campaign emphasizing the state tax deduction and importance of developing a college savings strategy, as well as promoting general brand awareness of the CHET Direct program.

Account owner marketing continued to be a critical component of the overall marketing strategy. Existing account owners were encouraged to re-contribute, automate their contributions with Automated Contribution Plan, and to roll over funds from other college savings plans. The primary communication channels used to target account owners included direct mail, e-mail, electronic newsletters, and quarterly statement messaging and inserts.

As persons respond to events, direct mail and online communication, TFI utilized an integrated contact strategy called the Inquirer/Respondent Follow-up Process (IRFP). The IRFP was

developed to target persons who request more information about the program (inquirers) in response to our ongoing events, direct mail and online communication to prospects. This contact strategy was designed to establish a more aggressive method to educate inquirers about the many advantages of saving early for college via CHET. It also provides an opportunity for inquirers to request to have a phone center representative contact them directly to discuss the CHET Direct program. The communication series is established such that inquirers receive a monthly direct mail piece or email upon initial contact, and again in thirty days. It culminates with a final communication piece approximately sixty days following their initial inquiry.

In 2010 and the first part of 2011, CHET Direct used very cost-effective direct marketing communications to prospects, account owners and inquirers. Throughout the duration of the program agreement with TFI, the costs of the marketing and public awareness campaigns have been borne by TFI and not Connecticut taxpayers.

Web-Based Marketing and Account Activity

Online enrollment has continued to be an increasingly popular method of opening accounts in addition to boosting awareness of and access to CHET Direct. In 2010, 67.8% (vs. 64.4% in 2009) of all new accounts were opened directly via the Internet. CHET Direct has realized a significant shift toward online activity over the past few years and has been increasingly successful in attracting and converting new prospects into account owners via this marketing medium. The ability to do online withdrawals was also implemented in 2010 and approximately 60% of all withdrawals are done online.

Web-based advertising continues to be an important marketing medium for 529 plans nationally, and is particularly critical to the future success of CHET Direct. The Connecticut marketplace has been heavily dominated by indirect college savings plans that are marketed through investment advisors and financial institutions. In order to keep pace with the industry and transform what had historically been an informational web-based tool into an effective marketing engine, TFI has continued to make enhancements to the CHET Direct website. There upgrades have been implemented to help meet the needs of the multicultural clients that CHET Direct continues to attract in a more user-friendly manner, and to provide self-help tools and resources. The CHET Direct website features enhanced comparative information on investment options and related performance information compliant with industry disclosure standards.

CHET Direct has also worked with the College Savings Plan Network, a national membership organization for state 529 plan providers, and Savingforcollege.com to promote awareness of the program through new interactive college savings comparative informational databases that are available online.

CHET DIRECT PROMOTION

Dream Big Competition

In early 2011, CHET Direct and the Treasurer's Office once again kicked off the CHET Dream Big! Competition. The CHET Dream Big! Competition is a drawing and essay contest for students in grades Kindergarten (K) through five (5). The parents or legal guardians of the eighty-six county winners each received a \$250 CHET Direct account. The parents or legal

guardians of the forty-three Merit winners each received a \$50 CHET Direct account. Additionally, \$50 towards school supplies was given to the top ten teachers whose students submitted the most entries. The contest inspired students to imagine how a college education would help them to change the world for the better, while it motivated parents to think about how to save for college education to support their children's dreams.

The Treasurer's Office and CHET Direct partnered in May 2011 to culminate the CHET Dream Big! Award ceremony at Rentschler Field in East Hartford. The Dream Big! award ceremony recognized the winning children, parents and teachers and made them aware of the importance of going to college and starting to save early for a college education. In 2010, of Connecticut's eight counties, 100% participated and were represented.

Summer Reading Program

In June 2011, CHET Direct and the Treasurer's Office partnered with the Connecticut State Library to present the Summer Reading Promotion entitled "Destination College Savings." CHET Direct reached out to the Connecticut State Library (CSL) to find a way to support its summer reading initiatives by providing a financial incentive to encourage more children to participate in the CSL summer reading program. Participation in the annual CSL conference in early May 2011 helped generate excitement around the program. "Destination College Savings" is a great way to keep the communities thinking about saving for college with CHET during a traditionally slow account enrollment period. This initiative also reaches across the state and encourages participation through the award of four CHET Direct accounts.

PROGRAM OUTREACH

Education and Cultural Community Outreach and Events

TFI employs Connecticut-based outreach personnel (including a bi-lingual field consultant) to educate Connecticut residents, employers and community organizations about the benefits of the CHET Direct program. The outreach strategy is two-fold: promote the message that saving for college is available to families of all income levels through CHET, as well as to differentiate CHET from competing 529 plans being offered in Connecticut. TFI outreach will continue to focus on offering more program access and exposure to Connecticut residents by leveraging relationships with existing account holders, employers, financial advisors, educators and community-based influencers as well as specific outreach to the Latino community and to low and moderate income families.

Specific outreach and support for marketing to the Latino community included attendance at the following events and the development of a Spanish language microsite and phone number (link for microsite can be found on www.aboutchet.com). More robust marketing will be implemented in the Fall of 2011, when the CHET Direct Spanish language disclosure book and enrollment forms have been finalized. In person meetings were also offered in both English and Spanish in the Hamden office during 2010 and the first half of 2011.

Latino Events June 2010 – June 2011

- | | | |
|-------------------------|---------------|-----------------|
| ▪ Family Arts Workshops | New Haven, CT | September, 2010 |
| ▪ Latinos in Science | Norwalk, CT | September, 2010 |

- Telemundo La Feria De La Familia Hartford, CT September, 2010
- Hispanic Heritage Celebration New Haven, CT October, 2010
- Latinos in Art Hartford, CT October, 2010
- 21st Latino Expo Hartford, CT October, 2010
- Latinas & Power Symposium Cromwell, CT May, 2011

CHET Direct partnered with other community-based organizations and agencies specializing in promoting financial literacy and economic empowerment including the annual Money Conference for Women in November 2010.

The Treasurer’s Office and CHET Direct also sponsored several events designed to educate low to moderate income families about the benefits of saving for college early with CHET. Some of those events included:

Bridgeport Bluefish Sunday Game Sponsorship (May-Sept 2010)

As a means of offering more branding of the program in a friendly, family setting and to reach low to moderate income families more effectively, CHET Direct began its sponsorship of Sunday games at Harbor Yard Stadium, the home of the Bridgeport Bluefish minor league baseball club. The sponsorship afforded CHET Direct great exposure to thousands of families attending all Sunday home games. In addition, hundreds of CHET Direct brochures and other materials were distributed to families throughout the community who were interested in learning more about saving for college and the CHET Program.

New Britain Rock Cats Family Fun Day

CHET Direct also is sponsoring the New Britain Rock Cats Baseball club to boost awareness of the CHET program. The sponsorship includes a thirty second radio spot. In addition, the two-person broadcast team engages in conversation about the benefits of CHET during each game providing important college savings information to listeners throughout Connecticut. The sponsorship also provides CHET Direct with dozens of tickets that are distributed to organizations that are involved in the development and betterment of low to moderate income families within the city of New Britain and the greater Hartford area.

School Bags for Families

From September 1 – 3, 2010, four organizations in the State of Connecticut received a total of 1,529 book bags stuffed with school supplies for the 2010/2011 school year. The stuffed book bags were donated to the statewide organizations for distribution to Connecticut students in need.

Each organization described below received bags based on the quantity they requested:

ASPIRA of Connecticut

Received 350 Bags

Founded in 1989, ASPIRA of Connecticut is dedicated to the education, empowerment, and leadership development of Latino students. ASPIRA of Connecticut serves more than 225 youth and their families per year. While assisting mainly Latinos, it now serves a significant number of non-Latinos such as African-Americans, Vietnamese and Eastern Europeans because of its program locations in major urban centers.

My Sisters' Place

Received 15 Bags

Since 1982, My Sisters' Place has been a safe haven for those who are suddenly forced into the streets due to domestic violence, eviction, unemployment or mental illness. Through guidance and empowerment, My Sisters' Place helps those who slip into homelessness transition to a future of self-reliance and permanent, safe housing.

Connecticut Department of Children and Families (DCF) Received 864 Bags

Working together with families and communities to improve child safety, ensure that more children have permanent families, and advance the overall well-being of children is the central focus of the DCF. DCF protects children who are being abused or neglected, strengthens families through support and advocacy, and builds on existing family and community strengths to help children who are facing emotional and behavioral challenges, including those committed to the Department by the juvenile justice system. Book bags were distributed to DCF offices in Bridgeport, Danbury, Hartford, Manchester, Meriden, Milford, New Britain, New Haven, Norwalk, Norwich, Stamford, Torrington, Waterbury and Willimantic.

The Salvation Army of Southern New England

Received 300 Bags

The Salvation Army of New England exists to serve the people of Connecticut and Rhode Island in their time of need – great or small. Each individual is addressed as a whole person with physical, emotional and spiritual needs. The Salvation Army aspires to assist individuals to become more independent through a variety of services and programs. Book bags were distributed to the Waterbury Family Emergency Shelter, the Waterbury Corps Community Center, the Meriden Corps Community Center, the New Britain Corps Community Center and the Laotian Corps of Hartford.

EMPLOYER OUTREACH

CHET Directs business outreach included contact with many of Connecticut's employers such as Yale University, the Communication Workers of America, AT&T, and the City of New Britain. CHET Direct continued to expand its outreach with TFI participants through its internal wholesaling activities. Several of those relationships have developed promising results. As of June 2011, 546 employers offered CHET Direct payroll deduction opportunities to their employees, with 1,286 employees participating.

CHET Direct representatives will continue to work closely with the Treasurer's office to promote the program to all residents of the state who have an interest sending their families to college.

REGULATORY ENVIRONMENT

The Securities and Exchange Commission and the Municipal Securities Rulemaking Board provided continuing guidance and new rulings governing the disclosure of program information including investment options and performance, as well as fees and other program features. This enhanced oversight has brought 529 plans into closer alignment with investment securities guidelines. New rulings that relate to broker administered plans, have also significantly affected 529 plan marketing and communication practices, including increased media advertising disclosure requirements and provisions. One new stipulation requires that 529 disclosure and

marketing materials adequately inform consumers about potential state tax benefits for investments made in plans administered within their home state.

The National Association of State Treasurers (NAST) expanded its collaborative work with the College Savings Plan Network (CSPN) on addressing regulatory, media and consumer concerns relating to adequacy of disclosures and program comparability. The Treasurer's Office and TFI have been actively engaged in national planning efforts regarding program administration and marketing practices and standards, and actively monitor new industry trends. CHET has implemented all of the new CSPN disclosure principles and participates in the new CSPN college savings Web-site, which provides comparative information on all state qualified and prepaid 529 college savings programs.

Going Forward

According to the Pew Research Center, there is growing concern by most Americans over college affordability; which is the main barrier preventing most young adults in having the financial resources to attend college. The cost of higher education in the United States is an enormous challenge for families; especially those with limited financial resources. A 529 savings plan is the answer because it instills savings behavior to meet the financial goals for the cost of postsecondary education. The Treasury is committed to continue to collaborate with TFI, The Hartford and other organizations to ensure that the message to *save early* gets out to Connecticut's families.

ITEM

Board of Regents for Higher Education Bylaws

BACKGROUND

Public Act 11-48, as amended by Public Act 11-61, authorizes the Board of Regents to “establish bylaws to govern its procedures and shall appoint such committees and advisory boards as may be convenient or necessary in the transaction of its business.” To conduct the necessary business of the Board of Regents, draft bylaws were distributed to the full Board in advance of the October 4, 2011 meeting. Approval of the bylaws was tabled to November 2, 2011, to allow time for additional review prior to adoption by the Board.

EXECUTIVE SUMMARY

The bylaws presented for the Board of Regents were developed after a thorough review of existing bylaws for other institutions of public higher education, including, but not limited to, the Connecticut State University System, the Community Colleges of Connecticut, the University of Connecticut, and Charter Oak College. Much of the additional language which has been included in the proposed Board of Regents bylaws is pulled directly from Public Act 11-48, as amended by Public Act 11-61, creating the Board and specifies executive appointments and staff to the Board.

Adoption of the proposed board bylaws is deemed necessary at this time to establish and empanel the committees of the Board, thereby allowing the members of the Board of Regents to efficiently and successfully conduct the transaction of its business as outlined within Public Act 11-48 as amended by Public Act 11-61.

RECOMMENDATION

Approve the Bylaws for the Board of Regents for Higher Education.

11/2/11

BYLAWS OF THE BOARD OF REGENTS

ARTICLE I THE BOARD OF REGENTS FOR HIGHER EDUCATION

SECTION 1 - AUTHORITY OF THE BOARD OF REGENTS

The Board of Regents for Higher Education serves as the governing body for the regional community-technical college system, the Connecticut State University System and Charter Oak State College pursuant to Subsection (a) of Section 211 of PA 11-48, On January 1, 2012, the Board of Regents is also authorized to act, as necessary, as the Board of Trustees for the Community-Technical Colleges, the Board of Trustees for the Connecticut State University System and the Board for State Academic Awards (which is the Board for Charter Oak State College) pursuant to sections 10a-71, 10a-88 and 10a-143 of the Connecticut General Statutes, as amended. The specific powers and duties of the Board are prescribed in Title 10a of the Connecticut General Statutes and are further delineated in policies adopted by the Board from time to time.

SECTION 2 - BOARD MEMBERSHIP

Membership on the Board is defined in Subsection (a) of Section 211 of PA 11-61 as follows:

The board shall consist of nineteen members who shall be distinguished leaders of the community in Connecticut. The board shall reflect the state's geographic, racial and ethnic diversity. The voting members shall not be employed by or be a member of a board of trustees for any independent institution of higher education in this state or the Board of Trustees for The University of Connecticut nor shall they be employed by or be elected officials of any public agency as defined in subdivision (1) of section 1-200 of the general statutes, during their term of membership on the Board of Regents for Higher Education. The Governor shall appoint nine members to the board as follows: Three members for a term of two years; three members for a term of four years; and three members for a term of six years. Thereafter, the Governor shall appoint members of the board to succeed such appointees whose terms expire and each member so appointed shall hold office for a period of six years from the first day of July in the year of his or her appointment. Four members of the board shall be appointed as follows: One appointment by the president pro tempore of the Senate, who shall be an alumnus of the regional community-technical college system, for a term of four years; one appointment by the minority leader of the Senate, who shall be a specialist in the education of children in grades kindergarten to twelve, inclusive, for a term of three years; one appointment by the speaker of the House of Representatives, who shall be an alumnus of the Connecticut State University System, for a term of four years; and one appointment by the minority leader of the House of Representatives, who shall be an alumnus of Charter Oak State College, for a term of three years. Thereafter, such members of the General Assembly shall appoint members of the board to succeed such appointees whose terms expire and each member so appointed shall hold office for a period of four years from the first day of July in the year of his or her appointment. The chairperson and vice-chairperson of the student advisory committee created under section 10a-3 of the general statutes, as amended by this act, shall serve as members of the board. The Commissioners of Education, Economic and Community Development and Public Health and the Labor Commissioner shall serve as ex-officio, nonvoting members of the board.

It shall be the duty of each trustee to attend all Board meetings, as well as meetings of committees to which he or she has been appointed.

SECTION 3 - CODE OF ETHICS

Members of the Board of Regents shall serve for the public good and not for personal interest or gain. They shall comply with the provisions of the Code of Ethics for Public Officials set forth in Sections 1-79 through 1-90 of the Connecticut General Statutes. A trustee may not directly enter into a contract for a fee or be employed by the Board of Regents or any of its colleges or universities. A trustee shall not engage in any activity that violates the intent of this section and shall avoid any appearance of impropriety.

**ARTICLE II
ORGANIZATION OF THE BOARD*****SECTION 1 - MEETINGS OF THE BOARD OF REGENTS*****A. REGULAR MEETINGS**

Regular meetings of the Board shall be held in accordance with a schedule established and approved yearly by the Board. The decision to cancel a meeting for lack of business shall be made by the Chair in consultation with the President.

B. SPECIAL MEETINGS

Special meetings shall be at the call of the Chair or whenever requested by nine or more voting members of the Board. Notice of a special meeting shall be given in accordance with the Connecticut Freedom of Information Act and shall specify the time and place of the meeting, and the business to be transacted.

C. QUORUM

A majority of the current voting membership of the Board shall constitute a quorum. Meetings may be conducted in the absence of a quorum provided that all actions taken are confirmed at a subsequent meeting where a quorum is present. Participation and interaction, through the use of available technologies (i.e., speakerphone, video or web conference), will constitute a member's being present, provided that all members participating in the meeting are able to communicate with one another.

D. VOTING

For the purposes of these Bylaws, a “majority vote” shall be defined as a vote of more than half of the votes cast by members present, excluding abstentions, at a regular or properly-called meeting at which a quorum is present. A “two-thirds vote” shall be defined as a vote of at least two-thirds of the votes cast by members present, excluding abstentions, at a regular or properly-called meeting at which a quorum is present.

E. PARLIAMENTARY RULES

Parliamentary rules as set forth in Robert's Rules of Order (latest revised edition) shall govern the conduct of the meetings of the Board.

F. CONSENT CALENDAR

Resolutions and other proposed actions of a routine nature may be adopted on motion without discussion provided information regarding such items has been provided to Board members for review prior to the date of the meeting. At any time before a motion for adoption of such consent calendar is made, a member of the Board may request removal of the item from the consent items in which case the item shall be so removed and assigned by the Chair of the Board to a place on the regular agenda. If possible, members should advise the President at least 24 hours before a meeting if they intend to ~~remove~~ request removal of an item from the consent calendar so that interested parties can be informed that the Board may discuss the item.

G. ADDING ITEMS TO THE AGENDA

Any motion made to add an item to the agenda shall require an affirmative two-thirds vote.

SECTION 2 - OFFICERS OF THE BOARD

- A. The officers of the Board shall be the Chair, Vice-Chair, President and Secretary.
- B. The Chair shall be appointed by the Governor pursuant to Subsection (c) of Section 211 of PA 11-48.
- C. The vice chair shall be elected by majority vote of the Board for a term of three years.
- D. The President shall be appointed by the Governor pursuant to Subsection (a) of Section 212 of PA 11-48.
- E. A member of the President's staff shall be appointed by the Board as the Secretary of the Board and shall serve at the pleasure of the Board.
- F. In the event any officer except the Chair or the President shall be unable to complete his or her term, a new officer shall be elected to fill the unexpired term.

SECTION 3 - DUTIES OF THE OFFICERS**A. CHAIR**

The Chair shall preside over meetings of the Board in accordance with the general principles stated in Robert's Rules of Order, shall appoint members to committees established by the Board, and shall serve as ex-officio member of all committees except a Nominating Committee. The Chair shall have the same right to vote and to participate in discussion as any other member.

B. VICE CHAIR

In the absence of the Chair, the Vice Chair shall preside over meetings of the Board and shall perform all the duties of the Chair.

C. PRESIDENT

The duties of the President are defined in Section 212 of PA 11-61 as follows:

(a).....The president shall (1) have the responsibility for implementing the policies and directives of the board and any additional responsibilities as the board may prescribe, (2) implement the goals identified and recommendations made pursuant to section 10a-11b of the general statutes, (3) build interdependent support among the Connecticut State University System, the regional community-technical college system and Charter Oak State College, (4) balance central authority with institutional differentiation, autonomy and creativity, and (5) facilitate cooperation and synergy among Connecticut State University System, the regional community technical college system and Charter Oak State College. Such president may designate an alternate to serve as a member of any commission, foundation or committee upon which the general statutes require such president to serve. Such designee may vote on behalf of such president. There shall be an executive staff responsible for the operation of the Board of Regents for Higher Education. The executive staff shall be under the direction of the president of the Board of Regents for Higher Education, who shall be the chief executive officer of the Board of Regents for Higher Education and shall administer, coordinate and supervise the activities of the board in accordance with the policies established by the board. (b) The president may employ staff as is deemed necessary, including, but not limited to, temporary assistants and consultants. The board shall establish terms and conditions of employment of its staff, prescribe their duties and fix the compensation of its professional and technical personnel. (c) Upon recommendation of the president, the Board of Regents shall appoint a vice president for each constituent unit with such duties and responsibilities as the board and president shall prescribe, so that each constituent unit fulfills its mission. Such duties shall include, but not be limited to, oversight of academic programs, student support services and institutional support.

D. SECRETARY

The Secretary shall be responsible for providing notice of meetings, maintaining the minutes and other records of the proceedings of the Board. The Secretary shall sign the minutes of each meeting of the Board following approval thereof by the Board. In the absence of the Secretary, any other Officer of the Board may sign the approved minutes.

E. CHAIR PRO TEM

In the absence of the Chair and Vice Chair, the Secretary shall call the meeting of the Board to order and a Chair Pro Tem shall be elected by an affirmative vote of two-thirds of the Board members present and voting to perform the duties of the Chair.

**ARTICLE III
COMMITTEES AND REPRESENTATIVES OF THE BOARD**

SECTION 1 - STANDING COMMITTEES

Standing Committees of the Board shall be the Academic & Student Affairs Committee, Audit Committee, and Finance & Administration Committee, and such additional committees as may be authorized by the Board Chair from time to time for purposes of efficient operation.

Section 2 – Duties of committees

Academic & Student Affairs is charged with oversight of student affairs and system academic policy including, but not limited to, program approval, academic standards and transfer policy.

Audit Committee is charged with oversight of external audits of all system functions including individual campus audits.

Finance & Administration Committee is charged with oversight of all systemwide fiscal, administrative and facility matters including, but not limited to, budget development, tuition, personnel policy, allocation of state general funds and capital budget.

SECTION 2 - COMMITTEE MEMBERSHIP

- A. The Chair of the Board shall appoint the Chair of each Standing Committee.
- B. To provide a quorum for a committee meeting, the Chair or acting Chair of a committee may appoint any Board member to act in the absence of a regular committee member.
- C. When the Chair of a Standing Committee is unable to be present for a committee meeting, he or she may appoint any regular member of the committee as acting Chair.

SECTION 3 - SPECIAL COMMITTEES

The Chair of the Board may appoint committees from time to time to address other subjects or issues as appropriate.

SECTION 4 - COMMITTEE QUORUM

Fifty percent or a majority of the members of a standing or special committee shall constitute a quorum.

SECTION 5 - ADVISORY BODIES

- A. The Board is advised by two bodies created by statute:
 - 1. The Student Advisory Council created pursuant to section 10a-3, as amended by section 213 of PA 11-48, of the Connecticut General Statutes.
 - 2. The Faculty Advisory Committee created by section 214 of PA 11-48.
- B. The Board may authorize the creation of additional advisory bodies on a permanent or temporary basis from time to time.

SECTION 6 - BOARD REPRESENTATIVES TO OTHER COMMITTEES, BOARDS OR OTHER ORGANIZATIONS

The Chair of the Board of Regents shall appoint a member or members to represent the Board on other committees, boards, or organizations, where required by statute or otherwise appropriate.

**ARTICLE IV
MAINTENANCE OF BYLAWS**

SECTION 1 - AMENDING THE BYLAWS

The Bylaws may be adopted, repealed or amended by:

- A. The introduction of a proposed amendment at the time of a regularly scheduled meeting, and
- B. An affirmative vote of two-thirds of the members of the Board at the time of the next regularly scheduled meeting.

| [For BOR adoption on 11/2/11](#)

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