CT BOARD OF REGENTS FOR HIGHER EDUCATION
CT STATE COLLEGE AND UNIVERSITY (CSCU) SYSTEM
AGENDA – REGULAR MEETING
10:00 a.m., Tuesday, May 13, 2014

Three Rivers Community College (Multi-Purpose Room, 1st Flr, F Wing)
574 New London Turnpike, Norwich, CT 06360

1. **Call to Order**

2. **Roll Call and Declaration of Quorum**

3. **Board of Regents Chairman, Nicholas M. Donofrio**

4. **Board of Regents President, Dr. Gregory W. Gray**

5. **Faculty Advisory Committee**

6. **Executive Session**

7. **Approval of Minutes –** April 17, 2014 Regular Meeting

8. **Consent Agenda**

9. **HR and Administration Committee, Naomi Cohen, Committee Chair**   *no exhibit*

10. **Academic & Student Affairs Comm. – Merle Harris, Committee Chair**

11. **Finance and Infrastructure Committee – Matt Fleury, Committee Chair**   *no exhibit*

12. **Audit Committee – Craig Lappen, Committee Chair**   *no exhibit*

13. **Special Committees**

14.   **Executive Committee – Nicholas M. Donofrio, Committee Chair**   *no report/no exhibit*

15.   **Adjourn**

Opportunity to Address the Board
CSCU System students
followed by
CSCU System faculty & staff

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CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a new program

May 13, 2014

RESOLVED: That the Board of Regents for Higher Education license and accredit a program Sport Management leading to a Bachelor of Science (B.S.) degree at Southern Connecticut State University

A True Copy:

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

ITEM
Licensure and accreditation of a licensed program in Sport Management leading to a Bachelor of Science (B.S.) degree at Southern Connecticut State University

BACKGROUND
Southern Connecticut State University has applied for licensure and accreditation of a program in Sports Management leading to a Bachelor of Science (B.S.) degree.

The existence of the sport management concentration within the recreation and leisure studies major has attracted one hundred and ten students in a short period of time. As a full major in the department it is anticipated that the program will attract more individuals who may not be aware of the existence of the program in its present status as a concentration in recreation and leisure studies.

There is a full complement of specific sport management courses including several new courses developed in the past twelve months to better align the program with national standards (COSMA) for the profession. The faculty includes an individual with over a decade of teaching and administrative leadership in sport management and they are presently in the process of filling a vacant open rank position with a faculty member with a strong background in sport management teaching, research and leadership. Being situated in the New Haven area allows students to interact with the most active and visible sport market in the country.

4/9/2014 – Academic Council
5/2/2014 – BOR-Academic and Student Affairs Committee
5/13/2014 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a new program

May 13, 2014

RESOLVED: That the Board of Regents for Higher Education license a program Sport and Entertainment Management leading to a Master of Science (M.S.) degree at Southern Connecticut State University

A True Copy:

_____

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

ITEM

Licensure of a licensed program Sport and Entertainment Management leading to a Master of Science (M.S.) degree at Southern Connecticut State University

BACKGROUND

Southern Connecticut State University has applied for licensure and accreditation of a program in Sport and Entertainment Management leading to a Master of Science (M.S) degree.

The new major will allow students with a particular interest in sport or entertainment management to pursue theoretical and practical information preparing them for work in sport or entertainment management. This new program compliments the existing options in therapeutic recreation and recreation administration but provides an entirely new professional pursuit. The program will incorporate appropriate courses from the SCSU MBA program. The program is in alignment with the ConnSCU Strategic Initiatives 2013 -2016. This alignment is explained in the subsequent sections of this report.

1. A Successful First Year
2. Student Success
3. Affordability and Sustainability
4. Innovation and Economic Growth
5. Equity
6. Support Department of HHS
7. Strengthen Graduate Programs
8. Mission Support

The new program supports the mission of the SCSU Graduate School in providing excellence in all aspects of graduate studies. It specifically enhances the mission of the Department of Recreation and Leisure Studies by expanding both the depth of experience available in the department as well as the breadth of its presence by providing a fully online major.

4/9/2014 – Academic Council
5/2/2014 – BOR-Academic and Student Affairs Committee
5/13/2014 – Board of Regents

PLANNING ASSESSMENT
Alignment of Program
The new program supports the emerging SCSU focus on online education as one of the first fully online Masters degrees offered by the institution.

The department will benefit from the background of the Graduate Coordinator who has extensive experience in online curriculum development and implementation over a twelve year period prior to arriving at Southern. In addition, Dr. deLisle has professional industry experience in both sport management and entertainment management agencies.

Adjunct faculty member, Dr. Donna Lopiano, possesses a solid background in distance learning specifically in online course development and teaching. She has an extensive resume of both academic and organizational leadership in sport management is recognized as one of the top 100 influential people in sport in the US.

The new curriculum is being developed to provide a high level of pedagogical quality control by introducing a format that will standardize the learning environment while allowing each instructor to implement creative methodologies in their respective classes. A template for the administration and delivery of all online courses has been developed and will constitute an important aspect of the roll-out of this new degree.

Addressing Identified Needs
The program addresses the need for an additional advanced degree in sport management in the ConnCSU system while also offering an entirely new area of study in entertainment management. This dual option program is the only one of its kind in the ConnCSU system. The program will train the next generation of supervisors and leaders in the field of sport management, from the recreational to professional organizations, as well as prepare leaders in the expansive field of entertainment management. Sport management as a commercial, non-profit or governmental concern is a growing industry in Connecticut. A current search of a sport related employment website displayed nine hundred and sixty (968) openings in sport related industries in Connecticut ranging from program and facility managers, guest operations, financial analyst, media and communication support to recreational scholastic and collegiate coaching positions. (http://www.indeed.com/jobs?q=sports+management&l=Connecticut). Retrieved January 27, 2014. A similar search for entertainment management revealed two hundred and fifty-three (253) jobs in entertainment related enterprises. (http://www.indeed.com/jobs?q=entertainment+management&l=Connecticut) Retrieved January 27, 2014.

Sport management as an area of learning in higher education has evolved over the past twenty years to be a viable professional studies program with national and international professional organizations, accreditation standards and multiple opportunities for academic research and publication. Sport as a social phenomenon and a positive leisure choice adds to the quality of life for many residents of Connecticut and beyond. Training professional leaders will enhance the level of service provided.

With many national and international agencies being based in Connecticut, entertainment management is recognized as a critical element in the cultural and artistic vitality of the state. Arts management, facility and event management and agency management are viable professions that require increasingly rigorous educational training and experience.

Unnecessary duplication of programs
The University of Connecticut has two advanced degrees in sport management. UConn M.S. and Ph.D. degrees in Sport Management prepare students in the theoretical, research-oriented, and applied dimensions of the sport industry. Due to the training of doctoral students, the UConn program has a greater emphasis on research on both the MS and Ph.D. levels.

The SCSU program focuses on the practical application of theory and practice in the development of managerial and supervisory skills. SCSU offers the only option for entertainment management.

There are no other MS programs in sport or entertainment management in the CSU system.

Constituent units are: the Connecticut Community College System, the Connecticut State University System, Charter Oak State College, and the University of Connecticut

Transfer and Articulation
The program will accept credits from other accredited colleges and universities for courses transferred in with a B or better. The standard university requirements for admission into the Graduate School will be implemented.

Availability of adequate resources
The proposed program is a completely new approach for the department in providing an educational experience for graduate level students. Conservatively speaking, it is envisioned that, based on the amount of effective marketing to support the roll out of the program, one can anticipate 8-12 students to be enrolled in fall 2014. The length of time for graduation for full time, nine credit per semester students would be four semesters. Part time students would obviously take longer and have up to six years to complete the degree. It is also anticipated that we may attract students who are categorized as non-matriculating students. This is seen as a positive element as it will help the program in the early years to meet enrollment goals for individual classes and will help to market the program.

PROGRAM QUALITY ASSESSMENT
Learning Outcomes
1. Understand and apply the principles of resource management in sport and entertainment industries.
   > REC 510 Governance and Administration of Sport
   > REC 517 Principles of Entertainment Mgt
   > REC 515 Facility and Event Management
   > REC 511 Sport and Entertainment Finance

2. Apply the knowledge of ethical values to practical decision-making.

REC 516 Sport Ethics
REC 518 Agent/Artist Management
3. Demonstrate an appreciation of the diversity of a global society, and the influence of that diversity on planning, organizing, and implementing decisions in the sport and entertainment industry.
REC 514 Global Issues in Sport and Entertainment
4. Understand the role of law, legal processes and protocols in resolving real or "realistic" scenarios.
REC 512 Sport & Entertainment Law
5. Demonstrate the acquisition of marketing and promotional strategies for successful sport and entertainment businesses and venues
REC 513 Marketing and Sales in Sport and Entertainment
6. Attain high level professional supervisory experience through a professional practicum.
REC 583 Practicum in Park and Recreation Service
REC 588 Special Project

Assessment
Adjunct faculty will work with a full time faculty member to develop and properly implement online course materials, assessment tools and syllabi for each course.

Program Administration
Dr. Lee J. deLisle will be responsible for the day to day administration of the program. He is currently the graduate coordinator for the Department of Recreation and Leisure Studies which is the sponsoring department for this new degree. Dr. deLisle has fourteen years of experience as a faculty member and chair in departments that provide sport management degrees. Dr. deLisle has completed a six week technical training in online education at Western Michigan University. Dr. deLisle has been teaching distance education and online classes since 2003 using various formats for instruction including compressed video and online instruction.

Faculty
No new full-time faculty will be hired for this program
40% of the credits taught in this program will be taught by adjunct faculty.
See list of faculty below.

Adjunct faculty will have a minimum of a Masters degree in a field of study that is relevant to the material to be presented in the course i.e. sport management, marketing, business management. Adjuncts will also have significant professional employment experience in the area of expertise needed for each course. Adjunct faculty will be required to meet with the program director to review the standards associated with the course. Adjunct faculty will work with a full time faculty member to develop course materials, assessment tools and a syllabus for each course.

Special Resources

It will be important that all students, regardless of their geographical location, have access to appropriate library resources that must be available electronically. This will include books, articles and professional and research journals. The program will need to have adequate space on the department website to fully explain the technical and pedagogical requirements for the program. All instructors will need access to an interactive software program, such as WebEx, to have synchronous video interactions with the students. Students will be instructed that regular access to the internet is required for the program.

Enrollment Projections

The department projects an enrollment of 10 (10 FTE) during its first year and anticipates an increase to 12 (12 FTE) students during its second year and 15 (15 FTE) its third year.

PROJECTED Enrollment	First Term Year 1 - FY2015		First Term Year 2 - FY2016		First Term Year 3 - FY 2017	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers *(current full time students will transfer from a CONCENTRATION in Sports Management to a BS in Sports Mgt)*						
New Students *(first time matriculating)*	10		2		3	
Continuing *(students progressing to credential)*	0		10		12	
Headcount Enrollment	10		12		15	
Total Estimated FTE per Year	10		12		15	

Administration

The new program supports the emerging SCSU focus on online education as one of the first fully online Masters degrees offered by the institution.

The department will benefit from the background of the Graduate Coordinator who has extensive experience in online curriculum development and implementation over a twelve year period prior to arriving at Southern. In addition, Dr. deLisle has professional industry experience in both sport management and entertainment management agencies.

Adjunct faculty member, Dr. Donna Lopiano, possesses a solid background in distance learning specifically in online course development and teaching. She has an extensive resume of both academic and organizational leadership in sport management is recognized as one of the top 100 influential people in sport in the US.

The new curriculum is being developed to provide a high level of pedagogical quality control by introducing a format that will standardize the learning environment while allowing each instructor to implement creative methodologies in their respective classes. A template for the administration and delivery of all online courses has been developed and will constitute an important aspect of the roll-out of this new degree.

<u>Curriculum</u>

Course Number and Name	L.O.	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				**Other Related/Special Requirements**		
***REC 510 Governance and Administration of Sport. 3 credits	1	none				
***REC 511 Sport and Entertainment Finance. 3 credits;	1	none				
***REC 512 Sport & Entertainment Law. 3 credits;	4	none				
***REC 513 Marketing and Sales in Sport and Entertainment. 3 credits;	5	none				
***REC 514 Global Issues in Sport and Entertainment. 3 credits;	3	none				
***REC 515 Facility and Event Management. 3 credits;	1	none				
***REC 516 Sport Ethics. 3 credits;	2	none				
***REC 517 Principles Entertainment Mgt. 3 credits	1	none				
***REC 518 Agent/Artist Management. 3 credits;	2	none				
**REC 575 Operational Research: Recreation	1-6	none				
**REC 583 Practicum. 3 credits*						
**REC 588 Special Project. 3 credits*	6	Dept Permission				
REC 590 Thesis Seminar I. 3credits	6	Dept Permission				
REC 591 Thesis Seminar II 3 credits	1-6	Dept Permission				

	1-6					
Core Course Prerequisites				**Elective Courses in the Field**		
				Students will choose two courses, six (6) credit hours, from the options listed below:		
				**MBA 505 Marketing Management 3 credits		
				MBA 506 Financial and Managerial Accounting 3 credits		
				**MBA 507 Legal Issues in Business and Management 3 credits		
				**MBA 510 Project Management 3 credits		

Program Outline

A new thirty-six (36) credit MS degree in sport and entertainment management is proposed as a fully online program in the Department of Recreation and Leisure Studies.

Students may choose a sport management track, thirty (30) credits, or entertainment management track, thirty (30) credits, for their program. Students will also choose six (6) credits from the SCSU MBA program. Students will then select either thesis six (6) credits or a practicum and special project for six (6) credits.

The existing requirements for entry into the Department of Recreation and Leisure Studies Graduate Studies program will be in effect.

Practicum arrangements will be facilitated by faculty supervisors using existing and new locations in the State of Connecticut. Faculty will work with students who will be seeking experiences in locations away from the Connecticut/New York City area by developing professional relationships and contractual agreements with agencies that will best serve the needs of the remote students.

Faculty List

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Lee J. deLisle	University of Connecticut	Leisure and Sport; Twelve years teaching sport management and directing graduate studies in sport management.	Sport Management Coordinator; Graduate Coordinator, Curriculum Chair; Teaches core courses in Recreation and Leisure major; Teaches graduate courses
Replacement Hire To Be Determined - Begins Fall 2014	TBD	Ph.D. Sport Management	January 2015; Will assume majority of
			Advising by January 2015; Will teach in sport management major and core classes as assigned
Dr. James MacGregor	University of Hartford	Therapeutic Recreation; Recreation Leadership and Research	Department Chair
Dr. Debra Smith	Indiana University	Community Recreation; Program Planning	Community Recreation and Youth Development Coordinator Internship Coordinator
Dr. Jan Jones	University of Connecticut	Travel and Tourism; General Recreation & Leisure	Travel and Tourism Coordinator Undergraduate Coordinator

Institution	**Southern Connecticut State University**				*Date :*	**3/11/14**
Proposed Program	**Sports & Entertainment Management Masters of Science - ALL ONLINE**					

PROJECTED Enrollment	First Term Year 1 - FY2015		First Term Year 2 - FY2016		First Term Year 3 - FY 2017	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers *(from other programs)*						
New Students *(first time matriculating)*	**10**		**2**		**3**	
Continuing *(students progressing to credential)*			**10**		**12**	
Headcount Enrollment	**10**		**12**		**15**	
Total Estimated FTE per Year						

PROJECTED Program Revenue	Year 1		Year 2		Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition *(Do not include internal transfers)*	$125,066		$145,406		$187,599	
Program-Specific Fees (Registration Fee)						
Other Rev. *(Annotate in text box below)*						
Total Annual Program Revenue	$125,066		$145,406		$187,599	

PROJECTED Expenditures*	Year 1		Year 2		Year 3	
	Number *(as applicable)*	Expenditure	Number	Expenditure	Number	Expenditure
Administration *(Chair or Coordinator)*						
Faculty *(Full-time, total for program)*						
Faculty *(Part-time) - Adjunct Expenses, including Backfill, Fall & Spring Semesters*	9 credits	$30,600	9 credits	$30,600	9 credits	$30,600
Fringe Benefits on Adjunct Expenses		$10,710		$10,710		$10,710
Library Resources Program						
Equipment *(List as needed)*						
Other - Marketing Expenses		$15,000		$15,000		$15,000
Estimated Indirect Cost @ 20%		$11,262		$11,262		$11,262
Total ESTIMATED Expenditures (Please see "Assumptions" on page 2)		$67,572		$67,572		$67,572

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

Please provide any necessary annotations:						
Assumptions:	Entire program is ONLINE.					
	First group will consist of 10 full time students.					
	The in-state and out-of-state student ratio is estimated at 80% / 20%, with the corresponding full time tuition rates of $10,170 / $21,853 per year per student.					
	Program starts each Fall and consists of 4 semesters: Fall 1, Spring 1, Fall 2 and Spring 2.					
	Students are charged for courses on a graduate level.					
	Three classes @ 3 credits each to be offered each semester.					
	Adjunct expenses reflect back fill coverage for full-timers teaching in the program, as well as adjunct instructors.					
	Revenue & Expense numbers DO NOT reflect inflationary adjustments.					

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a new program

May 13, 2014

RESOLVED: That the Board of Regents for Higher Education license a program in Business Office Technology: Electronic Health Records and Coding Option leading to an Associate of Science (A.S.) degree at Gateway Community College

A True Copy:

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

ITEM
Licensure of a program in BOT: Electronic Health Records and Coding Option (A.S.) degree at Gateway Community College

BACKGROUND
Gateway Community College has applied for licensure of a program in Business Office Technology (BOT): Electronic Health Records and Coding Options leading to an Associate of Science (A.S.) degree.

The College notes that because of an evolving workforce, Gateway Community College must evolve and develop market-driven, powerful new programs targeting industry needs and skills. Gateway provides comprehensive, accessible, innovative and affordable learning opportunities through implementation of three strategies: curriculum innovation delivered through new programs aligned with industry-recognized credentials, online courses and tutorials that increase comprehension and accelerate course completion, and possible college credit for prior learning. This education offers an open approach allowing students to enter training, gain competency, start work, and reenter training through articulation with a four-year latticed program or to increase skills.

3/12/2014 – Academic Council
5/2/2014 – BOR-Academic and Student Affairs Committee
5/13/2014 – Board of Regents

PLANNING ASSESSMENT

Conformance with institutional mission

The mission of Gateway is to respond to changing academic, occupational, technological, and cultural needs of a diverse population. To satisfy this mission, Gateway offers a range of technical associate degree and certificate programs that prepare people that have lost jobs due to foreign competition or are veterans, under-employed, or unemployed.

With the guidance of a planning team, Gateway's program is distinct from the programs offered at the other community colleges for three reasons. Training for the AAPC and CPC exam is incorporated into the coding courses. There will be a certified test proctor giving the exam at Gateway for the CPC exam. The program will be aligned directly to the skills and knowledge requested by employers. The on-site working internships at Yale-New Haven Hospital and University, Hill-Health, and area doctors' offices provide needed work experience. The students take two coding courses that provide both an introduction to hospital records and the ability to develop, code, analyze, and revise outpatient medical records. There are several coding systems for medical health records, such as those required for ambulatory settings, physicians' offices, in-patient hospital settings, and long term care centers.

The planning team stressed that liberal arts courses available in an Associates Degree is important because students gain important skills, such as critical thinking, creativity, adaptability, problem solving, and communication. The very nature of employment is changing and seldom does an employee remains with an employer for forty or fifty years. The Associates Degree creates a base of skills that develops an adaptable, life-long learner. The current employee must have the educational foundation that facilitates the ability to work with different teams in many settings.

Need

The healthcare sector is one of the nation's largest employers. With the new federal requirement that all health records will be stored electronically by 2016, the Bureau of Labor Statistics in its 2012-13 Outlook, forecasts that growth in the medical records field will increase by 21 percent through 2018.

As our population continues to age, the demand for health services will increase, i.e. tests, treatments, and procedures for patients. This will lead to additional claims for insurance reimbursement and more medical records. There will be an increased need for individuals to create, analyze, and validate healthcare records. Nationwide, CT has the third highest rate for employment of Medical Records and Healthcare Information Technicians. Gateway's degree will train the workforce to meet the needs of employment in this area.

The Health Records and Coding Program is being aligned with the industry and area employers through direct input, skill requests, and from employees and employers. Gateway will seek employment opportunities for its graduates with the following major institutions: Yale-New Haven Hospital, Milford Hospital, Bridgeport Hospital, Masonicare Health Center, Yale University School of Medicine, Hill Health Center, Business Resource Center LLC, clinics, doctors' offices, and insurance companies. Our new campus in downtown New Haven better

positions Gateway to partner with local area businesses and healthcare providers. Many of these institutions provide internships in current programs often leading to employment.

Unnecessary duplication of programs

Manchester Community College has proposed an Electronic Health Records Specialist Certificate. Their program is designed for individuals who seek employment as medical record clerks. Upon completion of this certificate, graduates can elect to take a national credentialing exam to become a Certified Electronic Health Record Specialist (C.E.H.R.S.) but this exam is not incorporated into the program. The coding course included in the program gives an introduction to in- and out- patient record development. This certificate program could lead to articulation with Gateway's proposed Electronic Health Records and Coding A.S. Degree.

Middlesex and Capital Community College have proposed a Health Information Management program, which focuses on the management of medical records, design, collection, storage, utilization, and transmission of data required to meet the professional, legal, and administrative record-keeping requirements of healthcare delivery systems.

Norwalk Community College has a certificate in a Medical Office Specialist Program and an A. S. Degree in Medical Office Management. These two programs train students for business and medical office management.

Three Rivers, Asnuntuck, and Quinebaug Community Colleges offer non-credit Billing and Coding Programs. Quinebaug also offers a certificate in Medical Office Management.

Branford Hall Career Institute has a noncredit Health Claims Specialist Program that costs $17,000. No certification exams are provided.

Cost effectiveness

There are sufficient funds through the Health-Life Science Career Initiative Grant to provide for adequate resources such as specialized software, full-time faculty member and development of online tutorials.

QUALITY ASSESSMENT
DESCRIPTION
Learning outcomes
Upon completion of the Health Records and Coding Program, graduates will:

1. Apply coding knowledge using coding guidelines from ICD-9**, CPT-4, and HCPCS
2. Utilize and apply medical terminology in relation to the human body
3. Communicate effectively both verbally and in writing with medical professionals and office personnel
4. Understand the HIPAA regulations and guidelines that apply to health records and the release of protected health information and patient confidentiality and privacy
5. Recognize the importance of healthcare documentation in meeting the legal and ethical requirements as it relates to patient care

6. Create and process medical claims, along with the understanding of billing and collection procedures
7. Perform computer tasks in Electronic Health Records system and other software applications

   ** The U.S. government has delayed the implementation of ICD-10. Therefore, ICD-9 will be used in the medical coding classes.

The assessments that will be used in this degree include a variety of quizzes, exams, projects, oral presentations, and written assignments. Students will demonstrate proficiency via:

- Hands-on applications
- Software simulations
- Integrated projects

Enrollment Projections

The College projects an enrollment of 25 (17 FTE) during its first year and anticipates an increase to 84 (62 FTE) students during its second year and 118 (86 FTE) its third year.

PROJECTED Enrollment	First Term Year 1		First Term Year 2		First Term Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfer *(from other programs)*	5	5	10	10	10	10
New Students *(first time matriculating)*	5	10	15	22	22	27
Continuing *(students progressing to credential)*	5	0	15	12	22	27
Headcount Enrollment	10	15	40	44	54	64
Total Estimated FTE per Year	17		62		86	

Administration

Lucille Flores, Business Office Technology Professor and Program Coordinator, will oversee the day-to-day operations of the proposed academic program.

Curriculum

The Health Records and Coding Program A.S. degree will provide students with the knowledge and skill set necessary for certification. Students in this program will complete a total of 641-62 credits.

Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				**Other Related/Special Requirements**		
BIO* 110, Principles of the Human Body OR BIO* 115, Human Biology++	2, 3	none	3-4	BBG* 210, Business Communication	3, 7	3
COM* 171, Fundamentals of Human Communication++	3	ENG* 063, ESL* 161, and ESL* 178 with a grade of C or better (or instructor recommendation)	3	BOT* 111, Keyboarding for Information Processing I+	3, 7	3
CSA* 135, Spreadsheet Applications++	3, 7	MAT* 075 or sufficient score on math placement test or permission of Program Coordinator or math booster tutorials equal to remedial math	3	BOT* 137, Word Processing+ Applications	3, 7	3
ENG* 101, Composition++	3	Sufficient score on English placement test or successful completion of ENG* 063, ESL* 161 and ESL* 178 with a grade of "C" or better or English booster tutorials equal to remedial English	3	BOT* 181, Medical Coding I	1, 2, 3, 4, 5	3
MAT* 137, Intermediate Algebra OR Higher level math++	3, 6, 7	A grade of C or better in MAT* 095, MAT* 097 or sufficient score on the math placement test or math booster tutorials equal to remedial math	3	BOT* 182, Medical Coding II	1, 2, 3, 4, 5, 7	3
PSY* 111, General Psychology I++	3	ENG* 063 and/or ENG* 082 or eligibility for	3	BOT* 220, Computerized Communication	3, 7	3

	ENG* 101					
Humanities Elective++	3		3			
Fine Arts Elective++	3		3	BOT* 282, Medical Administrative Procedures	1, 2, 3, 4, 5, 6, 7	3
Total General Education Credits			24-25	BOT* 287, Foundations/Management of Medical Insurance+	1, 2, 3, 4, 5, 6, 7	3
				BOT* 291, Electronic Health Records+	1, 2, 3, 4, 5, 7	3
				BOT* 292, BOT Internship	1, 2, 3, 4, 5, 7	4
				CSA* 140, Database Applications	3, 7	3
				HIM* 101, Medical Terminology+++	2, 3	3
				Total Program Credits		37
				Total Credits		61-62
Core Course Prerequisites		**Elective Courses in the Field**				
+Hybrid and/or traditional;						
++Fully online, and hybrid or traditional sections offered						
+++Fully online;						
Total Other Credits Required to Issue Credential *(e.g. GenEd/Liberal Arts Core/Liberal Ed Program)*						

Resource Support

Specialized software used in medical office environments:

- MOSS (Medical Office Simulation Software) used for patient scheduling, medical records management, medical insurance, and billing procedures
- CPC practice exams covering ICD-9** and CPT codes to prepare for the national CPC and AAPC exams
- Online tutorials that will enhance insurance information, anatomy, and additional training required outside of the classroom.

   ** The U.S. government has delayed the implementation of ICD-10. Therefore, ICD-9 will be used in the medical coding classes.

Faculty

- One new full-time faculty member
- Approximately 40% per semester of the total credits in the program will be taught by this faculty member
- Adjunct faculty will teach approximately 60% of the credits in this program
- The minimal qualifications of adjunct faculty teaching in this program will be a Master's Degree; medical coding courses will be taught by faculty who have the Certified Professional Coding credential

Faculty teaching in the program will be:

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Lucille Flores	University of Hartford	Business Office Technology	Program Coordinator
Sheri Valentin	University of New Haven	Business Office Technology	
Anne Williams	Temple University	Business and Medical Insurance	
Janice Potochney	University of Bridgeport	Business/Computer Applications	
To Be Hired		Medical Coding/CPC	

PROJECTED Program Review	Year 1 (2014-15)		Year 2 (2015-2016)		Year 3 (2016-17)	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition* *(Do not include internal transfer)*	$37,980	$32,800	$113,940	$111,520	$167,112	$177,120
Program-Specific Fees	$450		$900		$1,530	
Other Rev. *(Annotated in text box below)*						
Total Annual Program Revenue	$71,230		$226,360		$345,762	

*Tuition is calculated using 2014-15 rates as follows. Full time: in-state, $1899 /semester ($1799 fee + $100 CPC practice exams) for two semesters; Part time: in-state, 9 credits, $1640/semester ($1540 fee + $100 CPC practice exams) for two semester; + Program specific fees are the one-time soft skills application fee for on line tutorial access $45

PROJECTED Expenditures**	Year 1		Year 2		Year 3	
	Number *(as applicable)*	Expenditure	Number	Expenditure	Number	Expenditure
Administration *(Chair or Coordinator)*						
Faculty *(Full-time, total for program)*			1 term (Fall 2014)	$23,000	1	$45,000
Faculty *(Part-time, total for program, (Internship course for 3 credits)****	0	$0	1 term (Fall 2014)	$5,941	1	$11,882
Support Staff	No Additional	$0		$0		$0
Library Resources Program		$500		$515		$530
Equipment *(List as needed)*						
Other *(e.g. student services)*	Consumable supplies	$1,000	Consumable supplies	$1,250	Consumable supplies	$1,500
Estimated Indirect Cost *(e.g student services, operators, maintenance*	calculated at $100 per FTE per year	$0		$0		$0
Total ESTIMATED Expenditures		$1,500		$30,706		$58,912

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

Please provide any necessary annotations:
*** $1435/WLU plus 38% fringe, with annual 3% inflation adjustment
**** Part-time faculty already teach these coures for existing programs

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

May 13, 2014

RESOLVED, that the Board of Regents for Higher Education approve modification of programs in Geography leading to a Bachelor of Arts (BA) and Bachelor of Science (BS) degree at Southern Connecticut State University modifying and expanding degree options to BA Geography, BS Geography with concentration in Geographic Information Science and Technology (GISc&T), BS Geography with concentration in Applied Sustainability, and BS Geography–Secondary Education

A True Copy:

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

ITEM
Modification of programs in Geography leading to a Bachelor of Arts (BA) and Bachelor of
Science (BS) degree at Southern Connecticut State University modifying and expanding degree
options to BA Geography, BS Geography with concentration in Geographic Information Science
and Technology (GISc&T), BS Geography with concentration in Applied Sustainability, and BS
Geography–Secondary Education

BACKGROUND
The Department of Geography is a student-centered department with a mission to
disseminate geographic knowledge and to promote the practice of geography through
teaching, research, and community outreach. The department is committed to the study
and research of geography, which as an academic discipline is organized around processes
that create social and biophysical spaces and the technologies and methods used to
represent, describe, and interrogate those spaces. The department focuses on the spatial
dimensions of both societal and biophysical processes and multi-scalar links between
them. It engages with the great traditions of geography – including human-environment
interactions, regional geography, empirical fieldwork, and geographic methods and
technologies – as well as forging interdisciplinary connections with other fields in which
environmental or geographic-contextual variables are important.

In the context of a recently completed departmental program review and the related need for
improved program level assessment, the department decided to have a common core for all of its
programs BA and BS. This core will also be reflective of current developments in geography,
namely an emphasis on both Geographic Information Systems (GIS) and project-based learning.
The addition of GEO 360--Introduction to GIS and GEO 290--Research Methods in Geography
to the core of all of the major program offerings will address this. In addition, the senior level
seminar GEO 490 was added to all programs; it was previously only a requirement in the BA
program. It was found that students in all major programs would benefit from taking GEO 490 as
it provides needed disciplinary. In addition a capstone such as GEO 490 provides a valuable
opportunity for program level assessment purposes. It will provide an opportunity to assess
learning outcomes across all of the major programs (BA & BS) in the same course context.

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

4/9/2014 – Academic Council
5/2/2014 – BOR-Academic and Student Affairs Committee
5/13/2014 – Board of Regents

RATIONALE

Given changes in SCSU Geography department faculty expertise, as well as changes in the discipline, the deparrment wants to offer two new concentrations in the Bachelor of Science program. Instead of an outdated concentration in Urban Planning, a plan to offer a new concentration in Geographic Information Science and Technology (GISc&T) and a new concentration in Applied Sustainability have been developed.These new concentrations will not only allow the department to leverage the strength of the faculty in research and teaching, but also allow the students to develop skill-sets that will prepare them for the 21st century job market.

Geographic Information Science and Technology is a growing field with excellent job prospects and the newly proposed concentration in GISc&T will enable our students to compete for these jobs by completing relevant coursework focused on Geographic Information Systems, Remote Sensing, and Cartography or Geographic Data Visualization.

The Applied Sustainability concentration is a response to the growing need for sustainability experts in the new "Green" economy and will enable our students to compete for emerging jobs in this economy as well as enable our students to create their own jobs as consultants.

Constituent units are: the Connecticut Community College System, the Connecticut State University System, Charter Oak State College, and the University of Connecticut.

DESCRIPTION OF MODIFICATION
Major in Geography

All major programs in Geography have a common 21-credit core curriculum consisting of 5 foundation courses and a capstone experience course.

Foundation Courses:

GEO 200—Cultural Geography (3 credits)

GEO 201—Physical Geography (4 credits)

GEO 270—Exploring and Interpreting Maps and Mapmaking Technology (3 credits)

GEO 290—Research Methods in Geography (3 credits)

GEO 360—Introduction to GIS (4 credits)

Capstone Experience:

GEO 490—Seminar in Geographic Thought (4 credits)

In Program Electives:

Students in all programs are required to complete a minimum of 3 additional elective courses in Geography in addition to the core curriculum. Students will have to cover three areas:

1) SYSTEMATIC COURSES

2) REGIONAL COURSES
3) TECHNIQUES COURSES

Bachelor of Arts Degree in Geography

The aforementioned requirements fulfill the geography requirements for the B.A. in Geography. The B.A. is designed to allow maximum flexibility for students to design their own programs in the context of a Liberal Arts Education, while still providing rigorous discipline specific training. The completion of a minor in addition to the B.A. in Geography is strongly encouraged. This will allow students to transfer their acquired geographic knowledge and spatial thinking to other fields of inquiry.

Secondary Education Program

Aside from changes to the core as for all programs, changes to the BS in Secondary Education are minimal in order to not interfere with the interdisciplinary nature of teacher certification in History and the Social Sciences. The aim is to reduce credits toward degree completion to the standard 120 credits without sacrificing program integrity. This is accomplished by requiring students to take specific courses as part of their Liberal Studies Program (GEO 200, GEO 201 and a Regional Geography LEP Tier III course) while maintaining major course requirements.

Bachelor of Science in Geography—Concentration in Geographic Information Science and Technology

In addition to the 30 credits required in all geography major programs, students wishing to complete the BS with a concentration in GIS&T are required to:

A)   Complete GEO 460 plus an additional 6 credits of coursework in Geographic Techniques (by advisement)

B)   Complete 3 credits of GEO 497—Internship or 3 credits of GEO 499—Independent Study. Students wishing to enter the workforce are encouraged to complete the internship, whereas students wishing to pursue graduate study should complete an independent study project. Exceptional students may complete a Departmental Honors Thesis (Hon 494—Honors Prospectus and Hon 495—Honors Thesis) during their senior year in lieu of this requirement.

C)   Supplement their coursework by completing 2 courses in a relevant cognate area (by advisement). Courses in a cognate area may be used to fulfill a minor and students are strongly encouraged to complete a minor.

Bachelor of Science in Geography —Sustainability Concentration

In addition to the 30 credits required in all geography major programs, students wishing to complete the BS with a concentration in Sustainability are required to:

A)   Complete GEO 303—Principles of Sustainability and GEO 403—Applied Sustainability

plus an additional 4 credits (by advisement) from:

GEO 190—Exploring Geography: Opportunities and Your future

GEO 305—<u>Environmental</u> Economic Geography

GEO 405—Environmental Justice

GEO 470—Field Techniques

GEO 460—Geographic Information Systems for Environmental and Spatial Sciences

GEO 461—Advanced Spatial Analysis for Environmental and Biophysical Applications

B)   Complete 3 credits of GEO 497—Internship or 3 credits of GEO 499—Independent Study. Students wishing to enter the workforce are encouraged to complete the internship, whereas students wishing to pursue graduate study should complete an independent study project. Exceptional students may complete a Departmental Honors Thesis (Hon 494—Honors Prospectus and Hon 495—Honors Thesis) during their senior year in lieu of this requirement.

C)   Take ENV 220 and MAR 210 as part of their LEP Tier II requirements. Fill their LEP Tier III requirement by taking one of the following courses: GEO 294, GEO 357 or GEO 400.

D)   Supplement their coursework by completing 2 courses from the following fields: ENV, MAR. (by advisement). Courses in a cognate area may be used to fulfill a minor and students are strongly encouraged to complete a minor.

PROGRAM ENROLLMENT

ACTUAL Enrollment	First Term, Year 10-11		First Term, Year 11-12		First Term, Year 12-13	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers	--	--	--	--	--	--
New Students	2	0	1	0	2	0
Returning Students	12	4	16	1	19	3
ACTUAL Headcount Enrollment	14	4	17	1	21	3
ACTUAL FTE per Year	15.233		16.033		21.100	
Size of Credentialed Group for Given Year						

CURRICULUM DETAILS FOR MODIFICATION
BA Geography

Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
GEO 200 Cultural Geography	1		3	none		
GEO 201 Physical Geography	2		4			
GEO 270 Maps and Mapmaking Technology	4		3			
GEO 290 Research Methods in Geography	3	GEO 200 or GEO 201 or departmental consent	3			
GEO 360 Introduction to GIS	5	GEO 270	4			
GEO 490 Seminar in Geographic Thought	6,7		4			
Core Course Prerequisites				Elective Courses in the Field		
None besides the ones listed above				Minimum of 9 credits over three areas:		9
				-Geographic Techniques	4,5	
				-Systematic Courses	1,2,3	
				-Regional Courses	1,2,3	
Total Credits Required to Issue Modified Credential						120

LEARNING OUTCOMES
1. Students will be able to analyze and compare/contrast spatial distributions and patterns, spatial associations and relationships, and the underlying processes that shape these phenomena.
2. Students will be able to identify examples of human-environmental interaction and assess their past, present, and future impact.
3. Students will be able to conduct research through the development of a geographic research question, select appropriate research methods, and execute suitable methods of data collection
4. Students will be able to integrate, manage, process, and analyze spatial and statistical data.

5. Students will be able to demonstrate abilities in geospatial technologies and apply those technologies to geographic analyses.
6. Students will be able to define major epistemologies and identify and evaluate examples of geographic scholarship
7. Students will be able to apply geographic knowledge, skills and methods in a professional setting

CURRICULUM DETAILS FOR MODIFICATION
BS Geography – GISc&T Concentration

Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				**Other Related/Special Requirements**		
GEO 200 Cultural Geography	1		3	GEO 460 Geographic Information Systems for the Environmental and Spatial Sciences	4,5	4
GEO 201 Physical Geography	2		4	GEO 497 or 499	7	3
GEO 270 Maps and Mapmaking Technology	4		3	Completion of Cognate Area: Students must get approval from their department advisor on the cognate course sequence		6
GEO 290 Research Methods in Geography	3	GEO 200 or GEO 201 or departmental consent	3			
GEO 360 Introduction to GIS	5	GEO 270	4			
GEO 490 Seminar in Geographic Thought	6,7		4			
Core Course Prerequisites				**Elective Courses in the Field**		
None besides the ones listed above				Minimum of 9 credits over three areas:		9
				-Geographic Techniques	4,5	
				-Systematic Courses	1,2,3	
				-Regional Courses	1,2,3	
				Plus an additional 6 credits in Geographic Techniques	4,5	6

Total Credits Required to Issue Modified Credential	120

LEARNING OUTCOMES

1. Students will be able to analyze and compare/contrast spatial distributions and patterns, spatial associations and relationships, and the underlying processes that shape these phenomena.
2. Students will be able to identify examples of human-environmental interaction and assess their past, present, and future impact.
3. Students will be able to conduct research through the development of a geographic research question, select appropriate research methods, and execute suitable methods of data collection
4. Students will be able to integrate, manage, process, and analyze spatial and statistical data.
5. Students will be able to demonstrate abilities in geospatial technologies and apply those technologies to geographic analyses.
6. Students will be able to define major epistemologies and identify and evaluate examples of geographic scholarship.
7. Students will be able to apply geographic knowledge, skills and methods in a professional setting

CURRICULUM DETAILS FOR MODIFICATION
BS Geography – Applied Sustainability Concentration

Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				**Other Related/Special Requirements**		
GEO 200 Cultural Geography	1		3	GEO 303 Principles of Sustainability	2,4	3
GEO 201 Physical Geography	2		4	GEO 403 Applied Sustainability	2,7	3
GEO 270 Maps and Mapmaking Technology	4		3	GEO 497 or 499	7	3
GEO 290 Research Methods in Geography	3	GEO 200 or GEO 201 or departmental consent	3	Completion of Cognate Area: Students must get approval from their department advisor on the cognate course sequence		6
GEO 360 Introduction to GIS	5	GEO 270	4			
GEO 490 Seminar in Geographic Thought	6,7		4			
Core Course Prerequisites				**Elective Courses in the Field**		

None besides the ones listed above	Minimum of 9 credits over three areas:		9
	Geographic Techniques	4,5	
	Systematic Courses	1,2,3	
	Regional Courses	1,2,3	
	Plus an additional 4 credits in Sustainability Oriented Courses	2.4	4
Total Credits Required to Issue Modified Credential			120

LEARNING OUTCOMES

1. Students will be able to analyze and compare/contrast spatial distributions and patterns, spatial associations and relationships, and the underlying processes that shape these phenomena.
2. Students will be able to identify examples of human-environmental interaction and assess their past, present, and future impact.
3. Students will be able to conduct research through the development of a geographic research question, select appropriate research methods, and execute suitable methods of data collection
4. Students will be able to integrate, manage, process, and analyze spatial and statistical data.
5. Students will be able to demonstrate abilities in geospatial technologies and apply those technologies to geographic analyses.
6. Students will be able to define major epistemologies and identify and evaluate examples of geographic scholarship.
7. Students will be able to apply geographic knowledge, skills and methods in a professional setting

CURRICULUM DETAILS FOR MODIFICATION
BS Geography – Secondary Education

Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				**Other Related/Special Requirements**		
GEO 200 Cultural Geography (taken as part of the student's LEP requirements)	1		(3)*	18 credits in History (6 of which are taken as part of the student's LEP requirements)		12 (6)
GEO 201 Physical Geography (taken as part of the student's LEP requirements)	2		(4)	Professional requirements for Initial Teaching Certification in Connecticut.		36

GEO 270 Maps and Mapmaking Technology	4		3			
GEO 290 Research Methods in Geography	3	GEO 200 or GEO 201 or departmental consent	3			
GEO 360 Introduction to GIS	5	GEO 270	4			
GEO 490 Seminar in Geographic Thought	6,7		4			
Core Course Prerequisites				**Elective Courses in the Field**		
				Minimum of 9 credits over three areas:		6 (3)
				Geographic Techniques	4,5	
				Systematic Course	1,2,3	
				Regional Course (taken as part of the student's LEP program)	1,2,3	
*credits in parentheses are part of the student's LEP program						
Total Credits Required to Issue Modified Credential						120

LEARNING OUTCOMES

1. Students will be able to analyze and compare/contrast spatial distributions and patterns, spatial associations and relationships, and the underlying processes that shape these phenomena.
2. Students will be able to identify examples of human-environmental interaction and assess their past, present, and future impact.
3. Students will be able to conduct research through the development of a geographic research question, select appropriate research methods, and execute suitable methods of data collection
4. Students will be able to integrate, manage, process, and analyze spatial and statistical data.
5. Students will be able to demonstrate abilities in geospatial technologies and apply those technologies to geographic analyses.
6. Students will be able to define major epistemologies and identify and evaluate examples of geographic scholarship.
7. Students will be able to apply geographic knowledge, skills and methods in a professional setting

Institution	Southern Connecticut State University			Date	3/11/14
Proposed Program	**Geography - BS**	Program Modification			

PROJECTED Enrollment	First Term Year 1 - FY2015		First Term Year 2 - FY2016		First Term Year 3 - FY 2017	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers *(current full time students will transfer from current Geography program to modified program)*	21		21		21	
New Students *(first time matriculating)*	4		4		5	
Continuing *(students progressing to credential)*	0		4		8	
Headcount Enrollment	25	0	29	0	34	0
Total Estimated FTE per Year						

PROJECTED Program Revenue	Year 1		Year 2		Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition *(Do not include internal transfers)*	$36,628	$0	$73,256	$0	$119,041	$0
Program-Specific Fees						
Other Rev. *(Annotate in text box below)*						
Total Annual Program Revenue	**$36,628**		**$73,256**		**$119,041**	

PROJECTED Expenditures*	Year 1		Year 2		Year 3	
	Number *(as applicable)*	Expenditure	Number	Expenditure	Number	Expenditure
Administration *(Chair or Coordinator)*		$0		$0		$0
Faculty *(Full-time, total for program)*		$0		$0		$0
Faculty *(Part-time -total for program)*		$0		$0		$0
Support Staff		$0		$0		$0
Library Resources Program		$0		$0		$0
Equipment *(List as needed)*		$0		$0		$0
Other *(e.g. student services)*		$0		$0		$0
Estimated Indirect Cost *(e.g. student services, operations, maintenance)*		$0		$0		$0
Total ESTIMATED Expenditures (NONE - please see "Assumptions" on page 2)		$0		$0		$0

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

Please provide any necessary annotations:						
Assumptions:	The current 21 full time students would transfer into this modified BS program, which would now be offering 2 different concentrations: Graphic Information Science & Technology (GISc&T) and Applied Sustainability, as opposed to the outdated concentration in Urban Planning. The number of credits they take would not change. The analysis DOES NOT take the revenue from these 21 students into account, as it IS NOT incremental.					
	Fall 2014 will bring 4 NEW students, with an additional 4 to 5 students expected to start every Fall thereafter.					
	BS Program consists of 8 semesters @ 15 credits each for a total of 120 credits.					
	Students are charged for courses on a full time, undergraduate level.					
	Full Time tuition rates reflect FY2015 proposed rates (that would be effective Fall 2014) not yet officially approved by BOR.					
	The classes that these new students will be taking are already offered at Southern, and there is currently enough available capacity to absorb these additional students. Therefore, additional teaching costs ARE NOT REQUIRED.					
	This program WILL INCREASE revenue without increasing expenses.					

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

May 13, 2014

RESOLVED, that the Board of Regents for Higher Education approve modification of a
program in Business Administration at the Master's level leading to a Master of
Business Administration (MBA) at Central Connecticut State University to
replace the former International MBA

A True Copy:

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

ITEM
Modification of a program in Business Administration at the Master's level leading to a Master of Business Administration (MBA) degree at Central Connecticut State University to replace the former International MBA

BACKGROUND
Central Connecticut State University has requested to modify its currently accredited MBA program leading to a Master of Business Administration degree from the former International MBA.

In 2008, Central Connecticut State University suspended its MBA program, pending the outcome of the application by the School of Business for accreditation by the Association to Advance Collegiate Schools of Business (AACSB). Now that the School of Business is fully accredited by AACSB, it would like to reactivate the MBA program with modifications including changing the program title from International MBA to MBA.

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

03/12/2014 – Academic Council
5/2/2014 – BOR-Academic and Student Affairs Committee
5/13/2014 – Board of Regents

RATIONALE
CCSU's School of Business will offer an AACSB accredited MBA with specializations in business analytics and accounting that is significantly more affordable than other AACSB accredited institutions to meet the following workforce needs.

- Nationwide there is a documented rise in the need for graduates with advanced preparation beyond the bachelor's level in business analytics, accounting, and auditing. Connecticut, like many other states, requires 150 credit hours for accountants to sit for the CPA examination. In addition, a large number of non-business undergraduate degree holders are seeking positions in accounting, which requires taking at least 30 credits of accounting courses to prepare for a career in this industry. Average accountant salaries for job postings in Connecticut are eight percent higher than average accountant salaries nationwide (http://salarybystate.org). These higher than average salaries not only reflect a higher cost of living in Connecticut but also a higher demand for accountants. According to the State of Connecticut Occupational Projections (2010-2020), employment in a) bookkeeping, accounting, and auditing clerks is expected to grow by

8.1% and among b) accountants and auditors is expected to grow by 10.2%. An MBA with a specialization in accounting will address these workforce needs in Connecticut.

- Business analytics is a fast growing field with a significant number of applicants to receive a master's degree in the field. For example, the University of Texas at Austin introduced a new master's degree in business analytics targeting 150 applicants for 30 spots for fall 2013. Because of higher than anticipated demand, they welcomed 52 students from 400 applicants (The Chronicle of Higher Education, February 3, 2014). In Connecticut, business analytics occupations are expected to grow by the following percentages by 2022: management analysts (9.4%), market research analysts (29.9%), and computer systems analysts (19.3%).

The School of Business received accreditation from the Association to Advance Collegiate Schools of Business (AACSB-International) in November 2013. CCSU is the only four-year comprehensive public university in Connecticut to receive this accreditation. The University of Connecticut and CCSU are among five percent of the more than 12,000 institutions of higher education that offer business programs to be accredited by the AACSB. This is a testimony by peer institutions that the University offers high-quality business programs that are in alignment with the AACSB's rigorous business accreditation standards.

Constituent units are: the Connecticut Community College System, the Connecticut State University System, Charter Oak State College, and the University of Connecticut.

DESCRIPTION OF MODIFICATION

Characteristics	OLD MBA PROGRAM	New Modified MBA Program
1. *Total Number of Credits*	*30-51 Credits*	*30-54 Credits*
2. *# of Prerequisites Credits*	*21*	*24*
3. *# of Core Courses Credits*	*18*	*18*
4. *# of Electives/ Specialization Credits*	*12*	*12*
5. *Theme(s)*	*Internationalization*	*Business Intelligence, Globalization, and Lean Management (**BIG-LM**)*
6. *Caliber of Core Courses*	*Core courses are elevated and more intensive courses compared to the undergraduate counterparts*	*New MBA is Integrative and multi-theme oriented. A sophisticated "core" that is more relevant to the competencies needed for the workforce and industry. Leadership as well as skills and knowledge would permeate the core. Experiential learning built into the capstone course and the entire curriculum.*

7. *Delivery Method*	*Traditional in-class instruction*	*Hybrid, learner-involved, and deep learning interaction between professors and students as well as students to students.*
8. *Admissions requirements*	*Minimum Undergraduate GPA 2.7; GMAT score; two letters of recommendation; résumé; and a personal essay*	*Minimum undergraduate GPA 2.7; GMAT score (May be waived for those with a High GPA from an AACSB accredited program or those with significant higher level business experience); résumé; letters of recommendation and personal essay when requested by the director of the MBA program*
9. *Academic and Career Advising*	*Traditional in-office face-to-face meeting with advisor*	*Office meetings, virtual advising, Skype and other video communications*

DESCRIPTION OF MODIFICATION

Resource Needed	First Year of Program	Second Year of Program	Third Year of Program
1. Full-time faculty	2 (searches in progress)	1 (depending on enrollments)	1 (depending on enrollments)
2. Director	1 Director	-	-
3. Adjunct faculty	8 sections	33 sections	40 sections
4. Staff	2 UAs	One full-time secretary and one UA	-
5. Advertising/ Promotion	Approximately $50,000	Approximately $110,000	Approximately $100,000

PROGRAM ENROLLMENT

PROJECTED Enrollment	First Term Year 1		First Term Year 2			
	Full Time	Part Time	Full Time	Part Time		
Internal Transfers *(from other programs)*	0	0	0	0		
New Students *(first time matriculating)*		50		80		
Continuing *(students progressing to credential)*	0	0	0	45		
Headcount Enrollment	0	50	0	145*		
Total Estimated FTE per Year	33.3		96.6			

* Total headcount enrollment includes a targeted additional 20 and 80 new students recruited during summer and fall 2015,

CURRICULUM DETAILS FOR MODIFICATION

Course Number and Name [1]	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
1. AC 531- Accounting Information and Decision Making		Core Courses Prerequisites Listed Below	3			
2. MIS 531 – Strategic IT Alignment		As Above	3			
3. FIN 531 – Corporate Finance		As Above	3			
4. MGT 531 - Managing and Leading in the Contemporary Organization		As Above	3			
5. MKT 531 – Strategic Marketing		As Above	3			
Capstone 6. BUS 580 – Applied Business Research		As Above	3			
Core Course Prerequisites				Elective Courses in the Field		
1. AC 500 – Financial and Managerial Accounting Concepts			3	**Option One- (Customized Specialization):** Twelve Credits chosen from a list of MBA/Graduate elective courses offered by Departments of Accounting, Finance, Management & Organization, Management Information Systems, and Marketing and approved by the Director of the MBA Program.		
2. FIN 500 – Managerial Finance			3	**Option Two- (Accounting Specialization,12 Credits):** AC 540 – Global Financial Reporting and Analysis AC 542 – Tax Issues in		All courses are three-credit hours

		Business Decisions		
		AC 524 – Financial Statement Analysis and Valuation		
		AC 546 – Advanced Forensic Accounting		
		AC 548 – Contemporary Accounting Topics		
		AC 507 – Advanced Accounting		
		AC 520 – Managerial Analysis and Cost Control		
		AC 521 – Accounting for Lean Enterprises		
		AC 554 – Accounting for Non-Profit Institutions		
3. LAW 500 – Business law and the Legal Environment	3	Option Three- (Business Analytics Specialization, 12 credits): BUS 540 – Business Intelligence and Analytics BUS 542 – Web Analytics BUS 544 – Business Process Modeling BUS 546 – Data Mining for Business		
4. MGT 500 – Management of Contemporary Organizations	3	Other elective courses will be offered as enrollment builds up and more courses are needed.		
5. MKT 500 – Marketing Management	3			
6. MC 500 – Leading Through Communication 7. MIS 500 – Management Information Systems	3			

8. BUS 505 – Quantitative Methods for Business	3		

LEARNING OUTCOMES

1. Critical Thinking: A graduate will develop the analytical and critical thinking skills needed when evaluating ideas and making decisions.
2. Communication Skills (Oral, Written, and Teamwork): A graduate will use communication skills to build business relationships and work productively with others.
3. Strategic Leadership: A graduate will analyze markets and competitive forces, and apply leadership skills to develop strategies and implement an action plan.
4. Business Intelligence (Research/data Analysis): A graduate will make informed decisions based on appropriate data collection and analysis.
5. Innovation/ Entrepreneurship/Creativity: A graduate will identify opportunities, develop plans, acquire resources, and act to capitalize on those opportunities.
6. Practical Experience/Applied Learning: A graduate will leverage knowledge acquired through applied learning opportunities.
7. Ethical Decision Making: A graduate will identify ethical issues and develop the capacity to make informed decisions.
8. Lean Management: A graduate will use lean management principles to improve a variety of business processes and outcomes.

PROFORMA BUDGET

PROJECTED Enrollment	First Term Year 1		First Term Year 2			
	Full Time	Part Time	Full Time	Part Time		
Internal Transfers *(from other programs)*	0	0	0	0		
New Students *(first time matriculating)*		50		80		
Continuing *(students progressing to credential)*	0	0	0	45		
Headcount Enrollment	0	50	0	145*		
Total Estimated FTE per Year	33.3		96.6			
PROJECTED Program Revenue	Year 1		Year 2			
	Full Time	Part Time	Full Time	Part Time		
Tuition *(Do not include internal transfers)*		$565,920		$1,549,992		
Program-Specific Fees		$11,700		$32,045		
Other Rev. *(Annotate in text box below)*						
Total Annual Program Revenue	$577,620		$1,582,037			

PROJECTED Expenditures*	Year 1		Year 2			
	Number *(as applicable)*	Expenditure	Number	Expenditure		
Administration *(Chair or Coordinator)*	1	$126,000	1	$126,000		
Faculty *(Full-time, total for program)*	2	$290,000	3	$435,000		
Faculty *(Part-time -total for program)*	8 sections	$40,000	33 sections	$165,000		
Support Staff						
Library Resources Program						
Equipment *(List as needed)*						
Other (e.g. student services); Advertising /Promotion		$50,000		$110,000		
Estimated Indirect Cost *(e.g. student services, operations, maintanance)*		Fringe benefits included above		fringe benefits included above		
Total ESTIMATED Expenditures		$506,000		$836,000		
CONTRIBUTION TO OVERHEAD		$71,620		$746,037		

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

NOTES AND ASSUMPTIONS
1. Retention rate at 90 %
2. Enrollment Cap/course 20
3. Full-time faculty teach three courses each regular semester. Summer teaching is staffed at $5,000 per course.
4. Two full-time faculty recruited in fall 2014, one additional full-time faculty in the second and third year of new program,. This should add a total of 4 additional full-time faculty.
5. One program director and two UAs are recruited in first year. A full-time secretary and one UA will staff the MBA Office after the first year.
6. Advertising budget equal to 12 percent of total Gross Program Revenue multiplied by a mark-up of 50% (0.50).
7. This is a part-time MBA program and students take two courses each semester including during the summer sessions for a total of 30 credits.

* Total headcount enrollment includes a targeted additional 20 and 80 new students recruited during summer and fall 2015, respectively.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

May 13, 2014

RESOLVED: That the Board of Regents for Higher Education approve modification of a program in Machine Technology Level 2 leading to a certificate at Asnuntuck Community College, Housatonic Community College, Naugatuck Valley Community College, and Quinebaug Valley Community College to license and accredit a program in Advanced Manufacturing Machine Technology leading to a Certificate.

A True Copy:

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

ITEM

Modification of a program in Machine Technology Level 2 leading to a certificate at Asnuntuck Community College, Housatonic Community College, Naugatuck Valley Community College, and Quinebaug Valley Community College to license and accredit a program in Advanced Manufacturing Machine Technology leading to a Certificate.

BACKGROUND

Connecticut is meeting the employment needs of manufacturers by supporting the expansion of manufacturing education. With investment provided by the state legislature and supported by Governor Malloy, $17.8M in state bonds was provided for three new Advanced Manufacturing Centers (MTCs) at three community colleges. The three Advanced Manufacturing Centers were created using a replicated statewide program as identified by the success of Asnuntuck Community College's (ACC) Advanced Manufacturing Center in Enfield, Conn. The Centers provide education and training in high need occupations, (e.g. CNC manufacturing, programming and inspection) based on current and projected labor demands within the State of Connecticut. Industry support was critical during the planning and implementation process and continues to be vitally important. Industry representatives currently serve as representatives on the Statewide Advanced Manufacturing Advisory Committee (SAMAC). This proposed modification was reviewed and given full support by SAMAC.

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

4/9/2014 – Academic Council
5/2/2014 – BOR-Academic and Student Affairs Committee
5/13/2014 – Board of Regents

RATIONALE

The current curriculum at all four MTC's lead to two certificates: Machine Technology, Level 1 and Machine Technology, Level II. This modification combines the coursework of the two certificates to better meet current industry needs. (The original certificates were developed in 1999.) This modification is proposed following advice from the MTC's business and industry partners that the Level I Certificate skills are no longer sufficient for most employment in the machine technology area. Both Level 1 and Level II skills are now required for entry level employment with the majority of manufacturers.
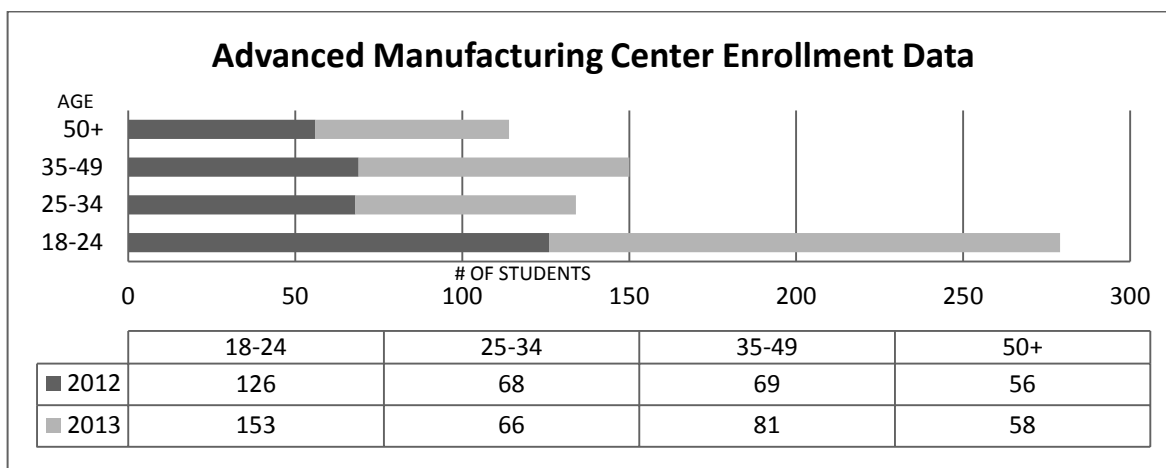
As the first year of successful expansion of advanced manufacturing education was completed, the curriculum was reviewed. The review found that the current Level I certificate serves three functions:
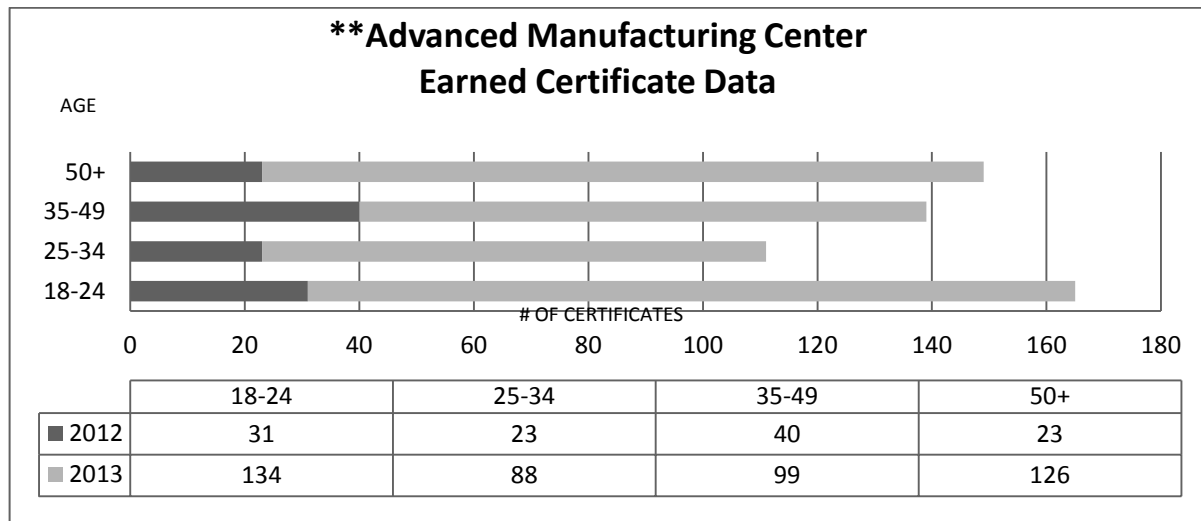
1. It is required prior to entry into Certificate Level II which is required for employment with most manufacturers.
2. It prepares students for entry-level employment with local and small business manufacturers.
3. Is used as a career-ladder certificate in middle college and other collaborations with high schools.

At ACC it serves the first function only. ACC's business and industry partners do not include small businesses and there is a long-standing high school partnership that does not award the Level I certificate. At the other three MTC's, the Level I certificate is used to meet the needs of small business manufacturers and/or middle college collaborations. Since the majority of our students and business and industry partners will be best served by a program modification that combines the Level I and Level II certificates, all four MTC's submit this proposal. The certificate name will be changed to "Advanced Manufacturing Machine Technology Certificate" (34credits). In order to continue to serve small business manufacturers in their regions and to serve middle-college initiatives, NVCC, HCC, and QVCC, will retain the Level I certificate, but will change the name to: "Fundamentals of Machine Technology."

CURRENT ENROLLMENTS AND COMPLETIONS

Currently students can earn two certificates in year one or a two-year associate degree and 9 out of 10 graduates are placed within three months. Internships at manufacturing companies are available for qualified students. The mission is to successfully transition students from our Advanced Manufacturing programs into the manufacturing workforce. See Attached.

Advanced Manufacturing Center Enrollment Data

	18-24	25-34	35-49	50+
2012	126	68	69	56
2013	153	66	81	58

Advanced Manufacturing Center Earned Certificate Data

AGE

	18-24	25-34	35-49	50+
■ 2012	31	23	40	23
▨ 2013	134	88	99	126

** Students can earn two certificates in one year in the Advanced Manufacturing Program.

Source:

Academic summary and graduation schema of Instructional Research Database (IRDB)

IRDB Age By Advanced Machining ProgramGraduations.SQL

IRDB Age By Advanced Machining ProgramGraduations.SQL

CURRICULUM

The proposed Advanced Manufacturing Machine Technology program of study will require 34 credits.

Curriculum Details for a Program Modification

Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Courses				**Other Related/Special Requirements**		
MFG 124 Blueprint Reading I			2	None		
MFG 151 Manufacturing Machinery – Drill Press and Saw			1			
MFG 152 Manufacturing Machinery – Grinding			2			
MFG 153 Manufacturing Machinery – Benchwork			2			
MFG 154 Manufacturing Machinery – Lathe I			2			
MFG 155 Manufacturing Machinery – Milling I			2			

MFG 156 Manufacturing Machinery – CNC I			2		
				Elective Courses in the Field	
MFG 105 Manufacturing Math II		3	None		
QUA 114 Prins of Quality Control		3			
MFG 125 Blueprint Reading II		3			
MFG 254 Manufacturing Machinery –Lathe II		3			
MFG 255 Manufacturing Machinery –Milling II		3			
MFG 256 Manufacturing Machinery –CNC II		3			
CAD 110 Intro Auto CAD or 150 CAD 2D or 220 Solidworks		3			
Total Other Credits Required to Issue Modified Credential					

LEARNING OUTCOMES – L.O.
1. Demonstrate an understanding of Shop Safety.
2. Demonstrate an understanding of Blueprint Reading and its application in Machine Technology.
3. Demonstrate an understanding of Precision Layout Procedures.
4. Demonstrate an understanding of tool geometry for lathe cutting tools.
5. Demonstrate an understanding of the use and selection of different cutting tools and cutter holders for the Vertical Milling Machine.
6. Demonstrate an understanding of CNC Programming.
7. Solve oblique triangle problems using the Law of Sines.
8. Demonstrate an understanding of Quality Control Tools & Systems and their applications.
9. Demonstrate an ability to determine the acceptability of manufactured parts based on GDT requirements.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

May 13, 2014

RESOLVED: That the Board of Regents for Higher Education approve modification of the program Medical Billing and Coding Specialist leading to a Certificate at Northwestern Connecticut Community College changing the name to Health Information & Reimbursement Specialist and modifying courses

A True Copy:

_____

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

ITEM

Modification of a program in Medical Billing and Coding Specialist leading to a Certificate at Northwestern Connecticut Community College changing the name to Health Information & Reimbursement Specialist and modifying courses

BACKGROUND

Northwestern Connecticut Community College offers a Medical Billing and Coding Certificate which no longer accurately reflects the current workforce needs. By changing the title and adding one HIM course, the proposed certificate provides the necessary education and skills for the coding, billing and health information management arenas. The current movement in healthcare has led to a demand for skilled workers who are knowledgeable in current reimbursement trends, health information management (HIM) and health information technology (HIT) in Connecticut, as well as the rest of the nation. This proposed certificate would meet those demands and provide graduates with the skills and knowledge to seek employment in the healthcare industry. NCCC has a close working relationship with clinical partners in the northwestern area of the state which has been identified as a need by those industry partners.

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

5/13/2013 – ConnSCU Academic Council
5/2/2014 – BOR-Academic and Student Affairs Committee
5/13/2014 – Board of Regents

RATIONALE
The American Recovery and Reinvestment Act of 2009 and the Health Information Technology and Clinical Health Act (HITECH Act) initiated and funded the revamping of the health information technology infrastructure into a nationwide electronic record system. Although NCCC's existing Medical Billing and Coding certificate provides students with current knowledge related to reimbursement modalities and also baseline Health Information management skills, the revised Health Information & Reimbursement Specialist certificate provides graduates with additional skills and a broader knowledge base to better meet the work demands of the healthcare arena and its evolving infrastructure.

The Health Information and Reimbursement Specialist Certificate program is designed to prepare students for entry-level positions in health information and reimbursement management in physician's offices, hospitals, ambulatory care centers, health insurance companies, and other allied health venues. The healthcare industry is facing significant changes in how providers and insurers generate, maintain, and communicate documentation related to medical records, insurance, coding, and financial reimbursement. Specialized training in this field will provide graduates with the skills and knowledge necessary to function effectively as an integral member of the healthcare team and enhance career opportunities for those currently employed in related positions. The certificate program will be valuable

to students looking for additional skill sets, those who wish to earn a certificate prior to degree completion, or to healthcare career graduates seeking a career change in order to enhance their employability.

The current curriculum at all four MTC's lead to two certificates: Machine Technology, Level 1 and Machine Technology, Level II. This modification combines the coursework of the two certificates to better meet current industry needs. (The original certificates were developed in 1999.) This modification is proposed following advice from the MTC's business and industry partners that the Level I Certificate skills are no longer sufficient for most employment in the machine technology area. Both Level 1 and Level II skills are now required for entry level employment with the majority of manufacturers.

Description of the Modification
1. Rename Medical Coding & Billing Certificate to Health Information & Reimbursement Specialist Certificate to better reflect the materials being taught and the current requirements of the employers.
2. Combine MED 115 and MED 113 into one 3-credit course, MED 112. This course is an existing course and has previously been taught at NCCC. Current faculty will be teaching this course.
3. Addition of HIM 201 Health Information Management Principles, faculty to teach this course is already in place.
4. Require lab with BIO 110, 115 or 127. Requirement of the lab portion makes the course applicable to the HIM associate degree at NCCC and transferrable for the Bachelor's degree at Charter Oak. Charter.

These courses will be taught in a Hybrid and/or online format. This allows students greater flexibility with scheduling and accessibility. The college is currently already teaching all of the courses in the existing certificate program utilizing hybrid or online methodologies.

CURRENT ENROLLMENTS AND COMPLETIONS

ACTUAL Enrollment	First Term, Year ____		First Term, Year _2012_		First Term, Year 2013_	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers			0	0	0	0
New Students			0	0	0	0
Returning Students			0	2	0	4
ACTUAL Headcount Enrollment			0	2	0	4
ACTUAL FTE per Year			0.4		1.46	
Size of Credentialed Group for Given Year			3		2	

CURRICULUM

The proposed Health Information & Reimbursement Specialist program of study will require 25/26 credits.

Curriculum Details for a Program Modification						
Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				**Other Related/Special Requirements**		
HIM 102 Introduction to Healthcare or MED 111 Administrative Med. Assisting	2,3,7	---	3	PHL 112 Medical Ethics	3,7	3
MED 112 Medical Insurance and Billing	1,2, 3,4	HIM 101 CSA 105	3	HIM 101 Medical Terminology or MED 125 Medical Terminology	1,7	3
HIM 211 Advanced Medical Coding or MED 215 Advanced Medical Coding	1,2,5	BIO 110, 115 or 127	3	CSA 105 Intro to Software Applications	2,4,6 ,7	3
HIM 155 Fundamentals of Clinical Informatics & EMR or MED 216 Electronic Medical Records Management	1,3,4 , 6,7	HIM 101 MED 112 CSA 105	3	BIO 110 Human Body or BIO 115 Human Biology or BIO 127 Cell Bio w/Organ Systems With lab	5	4
HIM 201 Health Information Management Principles	1,3,5 6,7	HIM 102	3			
Core Course Prerequisites				**Elective Courses in the Field**		

LEARNING OUTCOMES – L.O.

1. Demonstrate the ability to comprehend, apply and evaluate multiple sources of data relevant to the role of the health information & reimbursement specialist.
2. Utilize and compare reimbursement methodologies and procedure based payment systems.
3. Apply principles related to healthcare privacy, confidentiality, legal and ethical issues.
4. Use current Electronic Medical Record (EMR) software to manage provider reimbursement and patient health information.
5. Demonstrate proficiency in the use of procedural and diagnostic, coding references.

6. Identify and discuss healthcare delivery fundamentals and the technology used to gather healthcare information in a variety of settings.
7. Demonstrate effective verbal and written communication techniques as a member of the healthcare team.

SECTION 3: RESOURCE AND FINANCIAL CONSIDERATIONS

PROJECTED Enrollment	First Term Year 1		First Term Year 2		First Term Year 3	
	Full Time	Part Time*	Full Time	Part Time*	Full Time	Part Time*
Internal Transfers *(from other programs)*	2	2	1	1	1	1
New Students *(first time matriculating)*	8	11	9	12	10	10
Continuing *(students progressing to credential)*	0	0	8	10	7	9
Headcount Enrollment	10	11	18	23	18	20
Total Estimated FTE per Year	13.2		23.6		22.4	

PROJECTED Program Revenue	Year 1		Year 2		Year 3	
	Full Time	Part Time*	Full Time	Part Time*	Full Time	Part Time*
Tuition *(Do not include internal transfers)*	$26,880	$18,480	$57,120	$36,960	$57,120	$31,920
Program Specific Fees	0	0	0	0	0	0
Other Rev. *(Annotate in text box below)***	$5,354		$12,050		$11,348	
Total Annual Program Revenue	$50,714		$106,130		$100,388	
**college services fees						

PROJECTED Expenditures*[1]	Year 1		Year 2		Year 3	
	Number *(as applicable)*	Expenditure	Number	Expenditure	Number	Expenditure
Administration *(Chair or Coordinator)^*	1	$5,832.40	1	$5,832.40	1	$5,832.40
Faculty *(Full-time, total for program)^^*	0	0	0	0	0	0
Faculty *(Part-time -total for program)*	2	$16,824	2	$16,824	2	$16,824
Support Staff						
Library Resources Program		$3,700		$2,775		$2,775
Equipment *(software)*		0		0		0
Other (e.g. student services)						
Estimated Indirect Cost *(e.g. student services, operations, maintanance)*						
Total ESTIMATED Expenditures		$20,524		$19,599		$19,599

*part time is calculated at 2 courses per semester

^10% of program coordinator's time will be attributed to HIM program administration

^^allied health program coordinator already in place, no additional full time faculty will be required

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Termination of Program

May 13, 2014

RESOLVED, that the Board of Regents for Higher Education approve at the request of the institution to terminate a program in Machine Technology, Level 1 leading to a Certificate at Asnuntuck Community College.

A True Copy:

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

ITEM

Termination of a program in Machine Technology, Level 1, leading to a Certificate at Asnuntuck Community College

RATIONALE

The Machine Technology, Level 1 certificate program is being requested for formal termination. In 1999, two certificates were developed to meet the need of Connecticut's manufacturers: Machine Technology, Level 1 and Machine Technology, Level II. At that time, employment could be secured after completing Level 1. As confirmed by business and industry partners in Asnuntuck's region, this is no longer true. Currently, completion of both certificates is necessary. Thus, we are combining the certificates into one. We are terminating Level 1 and simultaneously submitting a program modification for Level II.

TEACH-OUT STRATEGY

There are no current students in Certificate Level 1. It is a one-semester certificate and was last offered in fall 2013. Students who completed Level 1 are now in Level II and simultaneously submitting a program modification for Level II.

RESOURCES

No resources are required to make this change.

RECOMMENDATION

That the Board of Regents for Higher Education approve at the request of the institution to terminate the Machine Technology Level 1 Certificate at Asnuntuck Community College.

04/9/2014 – Academic Council
05/02/2014 – BOR-Academic and Student Affairs Committee
05/13/2014 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Institutional Accreditation for

Northwestern Connecticut Community College

May 13, 2014

RESOLVED: That the Board of Regents for Higher Education accept NEASC actions and grant
accreditation to Northwestern Connecticut Community College until Fall, 2018

A True Copy:

_____

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

ITEM
Institutional Accreditation of Northwestern Connecticut Community College

BACKGROUND
Public institutions of higher learning in Connecticut require accreditation by the Board of Regents for Higher Education in order to operate and award degrees (C.G.S. 10a-34(a)). The Board shall accept regional or, where appropriate, national accreditation, in satisfaction of the requirements for accreditation unless Board finds cause not to rely upon such accreditation (C.G.S. 10a-34(d)).

Northwestern CT Community College was last accredited by the Board of Governors for Higher Education in 2008, and recently submitted a 10-year self-study report as well as underwent a comprehensive evaluation from the New England Association of Schools and Colleges (NEASC) Commission on Higher Education, the institution's regional accreditor. Based on the material in the report and a report from the visiting evaluation team, NEASC continued the College's regional accreditation. A review of the documents provided by the College and by NEASC indicates there is no cause not to rely on the evaluation provided by NEASC.

RATIONALE
NEASC continued the College's regional accreditation having found the institution to be substantially in compliance with its *Standards for Accreditation*. In issuing its evaluation, NEASC identified the following noteworthy findings:

- Capable leadership team
- Faculty and staff that are passionate about serving students
- Attractive and well-maintained facilities
- Exceptional library facility with exemplary resources and student support services
- Fundraising and development of the nursing program
- Implementation of high quality online programming in general studies
- Engagement of faculty in the assessment of student learning outcomes

Areas for follow-up in report due Fall 2015 include:
- Evaluation the impact of changes in state-wide governance structures on the College's mission, with an emphasis on continuing to maintain financial stability and assuring the sufficiency of resources to support its programs and services;
- Analyzing assessment data and using the results to inform decision-making and continuous improvement, with an emphasis on using course-level assessment results to inform the assessment of academic programs

5/2/2014 – BOR-Academic and Student Affairs Committee
5/13/2014 – Board of Regents
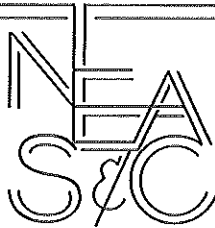
Founded in 1885

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES, INC.
COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

January 23, 2014

Dr. Barbara L. Douglass
President
Northwestern Connecticut Community College
Park Place East
Winsted, CT 06098-1798

Dear President Douglass:

I am pleased to inform you that at its meeting on November 22, 2013, the Commission on Institutions of Higher Education took the following action with respect to Northwestern Connecticut Community College:

> that Northwestern Connecticut Community College be continued in accreditation;
>
> that the College submit a report for consideration in Fall 2015 that gives emphasis to the institution's progress in:
>
> 1. evaluating the impact of changes in state-wide governance structures on the College's mission, with an emphasis on continuing to maintain financial stability and assuring the sufficiency of resources to support its programs and services;
>
> 2. analyzing assessment data and using the results to inform decision-making and continuous improvement, with an emphasis on using course-level assessment results to inform the assessment of academic programs;
>
> that the College submit a fifth-year interim report for consideration in Spring 2018;
>
> that the next comprehensive evaluation be scheduled for Spring 2023.

The Commission gives the following reasons for its action.

Northwestern Connecticut Community College is continued in accreditation because the Commission finds the institution to be substantially in compliance with the *Standards for Accreditation*.

The Commission commends Northwestern Connecticut Community College (NCCC) for submitting a comprehensive and candid self-study. We concur with

the visiting team that NCCC's strengths include a capable leadership team, faculty and staff that are passionate about serving students and contributing to the success of the institution, attractive and well-maintained facilities, and an exceptional library facility that houses exemplary resources and student support services. NCCC's successful fundraising efforts, which enabled the development of a nursing program and the implementation of high quality online programming in General Studies, are notable accomplishments. Further, we are gratified to learn of the engagement of faculty in the assessment of student learning outcomes. With a campus community that is committed to addressing future challenges in ways that will strengthen the institution's capacity and support its priorities, combined with committee structures and a comprehensive framework of planning firmly in place, the institution is well positioned to further its mission through the development and implementation of its next strategic plan.

The items the institution is asked to report on in Fall 2015 are related to our standards on *Financial Resources, The Academic Program,* and *Organization and Governance.*

We recognize that NCCC is adjusting to changes in the Connecticut higher education governance system and note with favor the College has established a Policy Committee to assess the potential impact of changes on the institution, as well as to ensure that the College's policies and procedures align with changes at the state level. In addition, we understand that NCCC experienced a 5% ($315,000) rescission of its general fund appropriation from the state in FY2013, and an accumulated $1.4 million reduction since FY2010. While we are heartened to learn that the College received additional, unexpected state funding in July 2013 that allowed the institution to reinstate extended library hours and hire a faculty member, the College has discontinued some student services, including access to childcare, and removed two academic management positions from the budget in response to reduced state appropriations. Further, we note that NCCC is designing a program review process that will not "assume continuance of programs" and the College is "poised to make hard decisions" in the 2015 faculty union bargaining agreement. We ask that the progress report, submitted for consideration in Fall 2015, update the Commission on the impact of changes in state-wide governance structures on the College's mission and its efforts to ensure that "[t]he institution preserves and enhances available financial resources sufficient to support its mission" (9.1). In addition, our standard on *Organization and Governance* is relevant here:

> In multi-campus systems organized under a single governing board, the division of responsibility and authority between the system office and the institution is clear. Where system and campus boards share governance responsibilities or dimensions of authority, system policies and procedures are clearly defined and equitably administered (3.11).

We are gratified to learn that NCCC has "embraced a long-term agenda of assessment" as evidenced by the development of strategic initiatives that include clarifying the definition of student success, enhancing student engagement with faculty and others, and analyzing the results of student advising to "help identify how to better help students." It is also noteworthy that NCCC has recently formed an Academic Assessment Committee to enhance the use of assessment results for improvement; course-level outcomes will be mapped to program-level outcomes; capstone projects, rubrics and e-portfolios will be used to evaluate each program; and assessment results will be used to identify program strengths and set priorities. We share the judgment of the visiting team that NCCC could strengthen its overall assessment efforts by "closing the loop" so that the College's many achievements can be used as direct evidence of institutional effectiveness. We look forward to being apprised, in the report submitted in Fall 2015, of the College's success in analyzing assessment data and using the results to inform decision-making and continuous improvement, with an emphasis on using course-level assessment results to inform the evaluation of academic programs. Our standard on *The Academic Program* provides guidance here:

> The institution implements and provides support for systematic and broad-based assessment of what and how students are learning through their academic program and experiences outside the classroom. Assessment is based on clear statements of what students are

expected to gain, achieve, demonstrate, or know by the time they complete their academic program. Assessment provides useful information that helps the institution to improve the experiences provided for students, as well as to assure that the level of student achievement is appropriate for the degree awarded (4.48).

The institution's approach to understanding student learning focuses on the course, program, and institutional level. Evidence is considered at the appropriate level of focus, with the results being a demonstrable factor in improving the learning opportunities and results for students (4.49).

The scheduling of a fifth-year interim report in Spring 2018 is consistent with Commission policy and required of all institutions on a decennial evaluation cycle. Its purpose is to provide the Commission an opportunity to appraise the institution's current status in keeping with the Policy on Periodic Review.

The scheduling of a comprehensive evaluation in Spring 2023 is consistent with Commission policy requiring each accredited institution to undergo a comprehensive evaluation at least once every ten years.

You will note that the Commission has specified no length or term of accreditation. Accreditation is a continuing relationship that is reconsidered when necessary. Thus, while the Commission has indicated the timing of the next comprehensive evaluation, the schedule should not be unduly emphasized because it is subject to change.

The Commission expressed appreciation for the self-study prepared by Northwestern Connecticut Community College and for the report submitted by the visiting team. The Commission also welcomed the opportunity to meet with you and Dr. Scott Knapp, team chair, during its deliberations.

You are encouraged to share this letter with all of the institution's constituencies. It is Commission policy to inform the chairperson of the institution's governing board of action on its accreditation status. In a few days we will be sending a copy of this letter to Ms. Yvette Meléndez. The institution is free to release information about the evaluation and the Commission's action to others, in accordance with Commission policy.

The Commission hopes that the evaluation process has contributed to institutional improvement. It appreciates your cooperation with the effort to provide public assurance of the quality of higher education in New England.

If you have any questions about the Commission's action, please contact Barbara Brittingham, President of the Commission.

Sincerely,

Jean A. Wyld

JAW/jm

Enclosure

cc: Ms. Yvette Meléndez
     Visiting Team

CCSU

Central Connecticut State University

M E M O R A N D U M

Via Facsimile

TO: Dr. Gregory W. Gray
President, Connecticut Board of Regents for Higher Education

FROM: Jack Miller
President, CCSU

DATE: April 23, 2014

SUBJECT: Promotion and Tenure

I am pleased to present my recommendations for instructional faculty promotion and tenure to be effective with the Academic Year 2014-15:

To Professor
Kathleen Bantley, Criminology and Criminal Justice
Charles Button, Geography
Mark Evans, Physics and Earth Sciences
Mark Jones, History
Brian Kershner, Music
Aimee Pozorski, English
Ravi Shankar, English
John Tully, History
Zakri Bello, Finance

To Associate Professor
Audra King, Philosophy
Seunghun Lee, English
Jennifer Piatek, Physics and Earth Sciences
Jeffrey Thomas, Physics and Earth Sciences
Stacy Christensen, Nursing
Carol Ciotto, Physical Education and Human Performance
James French, Teacher Education
Kurt Love, Teacher Education
Jacob Werblow, Teacher Education
Khaled Hammad, Engineering
Steven Kirstukas, Engineering
Bin Zhou, Engineering

To Counselor
Mary Pat Bigley, School of Education and Professional Studies

The following will be granted <u>tenure</u>:

Audra King, Philosophy
Jerry Butler, Art
Seunghun Lee, English
Jeffrey Thomas, Physics and Earth Sciences
Stacy Christensen, Nursing
Carol Ciotto, Physical Education and Human Performance
James French, Teacher Education
Kurt Love, Teacher Education
Jacob Werblow, Teacher Education
Steven Kirstukas, Engineering
Bin Zhou, Engineering

EASTERN CONNECTICUT STATE UNIVERSITY

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Office of the President

DATE: April 4, 2014

TO: Dr. Gregory Gray
          President, Board of Regents

FROM: Dr. Elsa M. Núñez
          President

SUBJECT: RECOMMENDATIONS FOR PROMOTION AND TENURE

I recommend the following individuals for promotion and/or tenure for action by the Board of Regents at its May meeting. The effective date for all actions is August 25, 2014.

For Tenure:

Dr. Joshua Idjadi, Biology Department
Dr. Anita Lee, Health & Physical Education Department
Dr. Nicholas Parsons, Sociology, Anthropology & Social Work Department
Dr. Kristalyn Salters-Pedneault, Psychology Department

For Professor:

Dr. Theresa Bouley, Education Department
Dr. David Frye, History Department
Dr. Madeleine Fugere, Psychology Department
Dr. Pete Johnson, Mathematics & Computer Science Department
Dr. Jennifer Leszczynski, Psychology Department
Dr. Barbara Little Liu, English Department
Dr. Zoran Pazameta, Physical Science Department
Dr. Russell Sampson, Physical Science Department

For Associate Professor:

Dr. Joshua Idjadi, Biology Department
Dr. Gregory Kane, Health & Physical Education Department
Dr. Nicholas Parsons, Sociology, Anthropology & Social Work Department
Dr. Kristalyn Salters-Pedneault, Psychology Department

For Librarian:

Ms. Caroline Davis, Library Services

EMN/nrl

CC: Ms. Laurie Dunn, Interim Vice President of Human Resources, Connecticut State
           Colleges and Universities
       Dr. Rhona C. Free, Provost
       Mr. Steven Weinberger, Interim Vice President of Human Resources
       Dr. Elena Tapia, Promotion and Tenure Committee Chair

Southern Connecticut State University

SC SU

Mary A. Papazian, Ph.D.
PRESIDENT

May 1, 2014

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

Dear Dr. Gray:

In accordance with Article 4.11.14 of the CSU-AAUP Collective Bargaining Agreement, the following are my amended recommendations for Promotion and Tenure, which will be effective August 25, 2014:

TENURE

Stanley Bernard (Public Health)
Adiel Coca (Chemistry)
Lee deLisle (Recreation & Leisure Studies)
Christine Denhup (Nursing)
Corey Hannah (Exercise Science)
Jan Jones (Recreation & Leisure Studies)
Erin Larkin (World Languages & Literatures)

Peter Latchman (Exercise Science)
Jennifer McCullagh (Communication Disorders)
Laura Raynolds (Special Education and Reading)
Elizabeth Rhoades (Counseling & School Psychology)
Dana Schneider (Social Work)
Lisa Vitale (World Languages & Literatures)
Jonathan Weinbaum (Biology)

PROMOTION

From Assistant to Associate Professor:

Stanley Bernard (Public Health)
Margaret Generali (Counseling & School Psychology)
Erin Larkin (World Languages & Literatures)
Peter Latchman (Exercise Science)
Jennifer McCullagh (Communication Disorders)

Laura Raynolds (Special Education and Reading)
Elizabeth Rhoades (Counseling & School Psychology)
Dana Schneider (Social Work)
Lisa Vitale (World Languages & Literatures)
Jonathan Weinbaum (Biology)

From Associate to Full Professor:

Lawrence Brancazio (Psychology)
Gregory Cochenet (Art)
Lee deLisle (Recreation and Leisure Studies)

Cheri Smith (Counseling and School Psychology)
James Tait (Science Education & Environmental Studies)

Promotion to Coach I:
Joseph Van Gilder (Athletics)

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5/13/2014 BOR AGENDA PACKET PAGE # 64
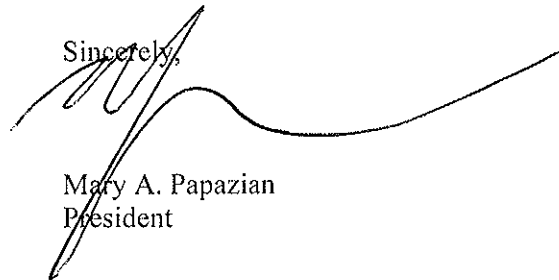
Dr. Gray
May 1, 2014
Page two

Promotion to Coach II:
Michael Makubika (Athletics)

Promotion to Librarian:
Rebecca Hedreen (Library Services)

Please let me know if you have any questions.

Sincerely,

Mary A. Papazian
President

cc: J. Bailey, SCSU Chief of Staff
    M. Kennedy, SCSU Interim Provost and Vice President for Academic Affairs

To: Gregory W. Gray
President, Board of Regents for Higher Education
Connecticut State Colleges and Universities

From: James W. Schmotter *JWS*

Date: March 19, 2014

Re: Promotion & Tenure Recommendations

I support and concur with Provost Jane Gate's recommendations that the following faculty members receive promotion and tenure:

Promotion to Associate Professor
Stavros Christofi
Becky Eide Hall
Patricia O'Neill
Nicholas Greco
Massy Rajabzadeh
Anne Roberts

Promotion to Professor
Mary Ellen Doherty
Wynn Gadkar-Wilcox
Fernando Jimenez
Theodora Pinou
Alba Skar

Promotion to Librarian
Ziaomei Gong

Tenure
JC Barone
Mary Ellen Doherty
Jessica Eckstein
Deneen Harris
Senan Hayes
Truman Keys
Massy Rajabzadeh
Anne Roberts

c: F. Cratty, Int. Assoc. VP for Human Resources
J. Gates, Provost/VP for Academic Affairs
W. Petkanas, P&T Committee Chair

ITEM
Upon recommendation of the President of the Board of Regents for Higher Education (BOR), the Board approves a hiring salary above the median for the applicable salary grade for Ellen M. Mantel as Associate Director of Employee and Labor Relations at the CSCU System Office.

BACKGROUND
Section 6.5 of the Human Resources Policies for Management and Confidential Professional Employees of the Board of Regents for Higher Education (Policies) provides in part as follows:

> **6.5 Salary Ranges**
> Each Management and Confidential Professional title is assigned to a salary range. The assignment of new titles to ranges and the reassignment of existing titles to new ranges shall be pursuant to the Classification and Compensation Policy.
>
> A. Salary Ranges for New Hires
> Newly hired management/confidential professional employees may be placed by administrative action at any point in the applicable salary grade up to and including the median. By exception, on a case-by-case basis, the President may seek Board approval for the hiring of a management/confidential employee at a salary above the median of the applicable salary grade.

The position of Associate Director of Employee and Labor Relations is assigned to CC Administrator IV classification, which contains the following salary range:

Minimum	$78,415
Median	$102,528
Maximum	$126,641

RECOMMENDATION
Pursuant to the provisions of Section 6.5A of the Policies, the BOR President recommends the appointment of Ellen M. Mantel as Associate Director of Employee and Labor Relations at the CSCU System Office at a salary of $115,000.

This is a unique position within CSCU so there are no other positions to use for purposes of comparison.

Ellen Mantel possesses 29 years of varied human resources experience with the State of Connecticut. She has held positions of increasing levels of responsibility over the years at Department of Motor Vehicles, Department of Administrative Services, Department of Mental Health and Addiction Services, the Connecticut State University System Office and most recently at the Department of Social Services. Ms. Mantel has a thorough knowledge of the State's laws, regulations and policies related to personnel, employment and affirmative action. She is well versed in contract administration for many of the State's classified bargaining unit contracts, as well as some of the unclassified higher education contracts. She possesses 11 years

of experience working in a System Office of a higher education unit. Ms. Mantel is respected by her peers and the employees she serves for her extensive knowledge, fairness and strong work ethic. She was selected as the best among a very good candidate pool identified for this position.

A copy of the job description for the position of Associate Director of Employee and Labor Relations is attached hereto as Exhibit "A".

05/08/14 - Human Resources & Administration Committee
05/15/14 - BOR

BOARD OF REGENTS FOR HIGHER EDUCATION

CLASS SPECIFICATION

CLASS: Human Resource Associate IV   **DATE:** March 2014

TITLE: BOR Associate Director of   **SALARY GROUP:** Admin. IV
             Employee and Labor Relations

_____

CLASS PURPOSE:

Manage and perform the delivery and administration of human resource programs and services to contribute to the effective utilization and management of the System Office and in support of the institutions comprising the Connecticut State Colleges and Universities (ConnSCU).

DISTINGUISHING CHARACTERISTICS:

In the Board of Regents of Higher Education System Office, this classification serves as a senior administrative official responsible for management of a broad range of professional human resource and labor relations functions in a complex, unionized, public sector employment environment. This position performs a full range of human resource management services such as employment and recruiting, labor contract administration, employee relations, compensation and benefits administration and classification. This position may supervise or oversee support and professional staff.

SUPERVISION:

This position reports to a senior executive at the System Office with accountability for human resources programs and services. This position may supervise a number of human resource staffs.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:

1. Assist in the development, coordination and implementation of human resources policy, practice and programs.

2. Perform research in support of key management actions in the areas of human resources and/or labor relations.

3. Provide advice and recommendations to managers on proper human resources management practices (e.g., equal employment opportunity, affirmative action, accommodation of those with disabilities, training and development, safety, wage and hour regulation, progressive discipline, legislated and policy matters) and counsel managers on labor relations and contractual issues.

4. Manage and perform recruitment and employment functions for the System Office. This includes tasks such as verifying required qualifications for vacant jobs, developing or directing the preparation of recruitment postings and advertisements, performing or directing the search process, verifying reference information, referring qualified candidates for management interviewing, advising on equal employment and affirmative action requirements, overseeing the pre-employment background investigation process, and preparing employment offers, including salary negotiation.

5. Perform labor contract administration. This involves such actions as interpreting the Connecticut State College and Universities collective bargaining agreements and providing advice to managers and supervisors on specific personnel actions to be taken. This also includes reviewing disciplinary actions and grievances, serving as hearing officer for disciplinary and grievance hearings, recommending appropriate resolution of these matters and serving as case presenter for grievances heard by the State's Office of Labor Relations.

6. Develop, implement and/or oversee training and staff development programs for System Office employees. Provide guidance and assistance to ConnSCU institutions on mandatory employee training matters.

7. Perform and direct benefits and workers compensation administration, including such actions as directing the enrollment of staff, explaining benefits and options, directing the maintenance of proper benefits and workers compensation records and assisting in claims administration.

8. Perform effective job analysis in support of classification or reclassification. This includes researching and documenting distinctions in job duties and levels of required experience and training.

9. Supervise the preparation, maintenance and safekeeping of staff personnel records.

10. Provide sound advice and recommendations on the development of personnel policies and procedures for the System Office and the ConnSCU System.

QUALIFICATIONS:

Demonstrated knowledge of employment laws and regulations and the principles and practices of sound human resources management. Demonstrated ability to interpret and effectively apply the terms and conditions of multiple collective bargaining agreements in concert with a variety of labor laws and regulations. Considerable oral and written communication skills; considerable negotiation and conflict resolution skills; strong organizational skills and ability to manage multiple tasks. Demonstrated ability to interpret and apply logically the terms and conditions of multiple collective bargaining agreements and to serve as hearing officer and case presenter in labor grievances and disciplinary matters.

These skills and abilities normally would be acquired through a bachelor's degree in human resources management or an allied field together with seven (7) or more years' experience in the practice of human resources administration and interpretation and administration of collective bargaining agreements or a comparable combination of experience and training.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

APPROVAL OF A HIRING SALARY ABOVE THE MEDIAN OF THE
APPLICABLE SALARY GRADE FOR ELLEN M. MANTEL
AS ASSOCIATE DIRECTOR OF EMPLOYEE AND LABOR RELATIONS
AT THE CSCU SYSTEM OFFICE

May 8, 2014

WHEREAS, Section 6.5 of the Human Resources Policies for Management and Confidential Professional Employees of the Board of Regents for Higher Education provides that, upon the recommendation of the BOR President, the Board may approve a hiring salary above the median of the grade; and

WHEREAS, the BOR President has recommended to the Board a salary of $115,000 for Ellen M. Mantel to serve as Associate Director of Employee and Labor Relations at the Board of Regents, such salary being above the median for the applicable salary grade; and

WHEREAS, the Board has duly considered the President's recommendation; therefore be it

RESOLVED, that Board hereby approves the President's recommendation of a hiring salary above the median of the applicable grade for Ellen M. Mantel to serve as Associate Director of Employee and Labor Relations at the CSCU System Office.

A True Copy:

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Academic Calendars

May 13, 2014

WHEREAS, one of the characteristics of a higher education system is a common academic calendar, and

WHEREAS, at the request of the Board of Regents, a system-wide committee was established to develop a common academic calendar for the community colleges and universities in the Connecticut State Colleges and Universities system, and

WHEREAS, approvals from the institutions' faculty and academic leadership and presidents has been received on a common academic calendar, and

WHEREAS, the Community College Board Policy 3.2 permits each community college to establish its own academic calendar, now therefore be it

RESOLVED that the Community College Board Policy 3.2 is eliminated, and be it further

RESOLVED that the committee's proposed common academic calendar be adopted for AY 2015-16 and 2016-17, and be it further

RESOLVED that the system's Academic Affairs office oversee future Academic Calendars' development to create system-wide common academic calendar in compliance with bargaining agreements and with the approval of college and university presidents, and be it further

RESOLVED that the common academic calendars be presented to the Board of Regents for information purposes.

A True Copy:

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

BACKGROUND

As part of the CSCU system's strategic initiative to develop common systemic processes, a common calendar committee, representing key stakeholders from among the 17 institutions, was tasked with developing a common academic calendar. The four state universities have had a common calendar for many years, although these calendars are only developed and published through the spring 2015 semester. The twelve community colleges have always developed their own individual calendars. Additionally, the committee had to take into consideration the specific requirements of the three faculty collective bargaining agreements that operate in the system. Each of them has slightly different requirements that made the task of finding a common calendar even more complex.

Due to these constraints in the three different collective bargaining agreements, the start dates for the CSUs, COSC and the CCs are not always exactly the same, and do sometimes vary by a few days. However, the committee believes that we are as close as we can get to a common calendar until such time as the language in the three collective bargaining agreements is harmonized.

The community colleges historically each developed their own academic calendar, and simply reported these calendars to the Board yearly under a 1975 policy numbered 3.2. This policy is no longer necessary, as the system of seventeen institutions embarks on a system-wide calendar development process.

RATIONALE

In January, a common calendar committee was established, and was comprised of seventeen members representing all of the key stakeholders within the system, including faculty leaders from the Board of Regents' Faculty Advisory Committee, human resources, student affairs, continuing education, registrars and enrollment managers. The committee was chaired by Dr. Marianne Kennedy, interim provost of Southern Connecticut State University and Dr. Michael Rooke, dean of academic affairs at Tunxis Community College.

During the development of the calendars, feedback was sought from all seventeen institutions through both the academic council and the faculty advisory committee. A great deal of feedback was received, and to the extent possible, such feedback was reflected in the final calendar. The academic council affirmed the calendars at their April 9, 2014 meeting.

The committee recommends that when collective bargaining agreements are renegotiated, that common language is developed that define the parameters necessary to develop an improved common calendar in the future.

Community College board policy 3.2 that defined the parameters for the development of a calendar needs to be suspended as these definitions are no longer consistent with the parameters now being used to define the common academic calendars.

4/9/2014 – Academic Council
5/2/2014 – BOR-Academic and Student Affairs Committee
5/13/2014 – Board of Regents

Proposed Common Academic Calendar

AY 2015-2016 & 2016-2017

August

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Class weeks	14	15	15	15	15	15	14

CC Semester Begins	25-Aug	Note: Wherever possible, 15 weeks of class meeting times are preferred.
All Classes begin for CC	31-Aug	Where there are less than 15 weeks, Colleges can elect to adjust class meeting times,
Labor Day	7-Sep	or faculty are encouraged to supplement class time with online assignments, to the extent possible.
College open, No Classes for CC	25-Nov	
Thanksgiving Recess for CC	Nov 26-29	
Reading/Make-up Day for CC	8-Dec	
Final Exam Period for CC	Dec 12-18	
Semester Ends for CC	23-Dec	

Fall 2015

August

Sun	Mon	Tue	Wed	Thu	Fri	Sat	
						1	
2	3	4	5	6	7	8	
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30	31						1

September

Sun	Mon	Tue	Wed	Thu	Fri	Sat	
			1	2	3	4	5
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	
27	28	29	30				21

October

Sun	Mon	Tue	Wed	Thu	Fri	Sat	
				1	2	3	
4	5	6	7	8	9	10	
11	12	13	14	15	16	17	
18	19	20	21	22	23	24	
25	26	27	28	29	30	31	22

November

Sun	Mon	Tue	Wed	Thu	Fri	Sat	
1	2	3	4	5	6	7	
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
29	30						18

December

Sun	Mon	Tue	Wed	Thu	Fri	Sat	
		1	2	3	4	5	
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	
27	28	29	30	31			13

							Total
Class weeks CSU	14	15	16	15	15	14	14	75

CSU semester begins; COSC semester and courses begin	24-Aug
All Classes begin CSU	31-Aug
Labor Day	7-Sep
College open, No Classes for CSU	25-Nov
Thanksgiving Recess for CSU	Nov 26-29
Reading/Make-up Day for CSU	11-Dec
Final Exam Period CSU	Dec 12-18
Semester Ends for COSC	20-Dec
Semester Ends for CSU	23-Dec

Note: Wherever possible, 15 weeks of class meeting times are preferred.
Where there are less than 15 weeks, Colleges can elect to adjust class meeting times,
or faculty are encouraged to supplement class time with online ass

| FINAL DRAFT Community College Academic Calendar | | | | Spring 2016 | | |

January

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

March

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1-Jun			

| **Class Weeks CC** | 15 | 15 | 15 | 15 | 15 | 15 | 15 |

MLK Day	18-Jan	
Semester Begins for CC	19-Jan	Note: Wherever possible, 15 weeks of class meeting times are preferred.
Classes begin for CC	21-Jan	Where there are less than 15 weeks, Colleges can elect to adjust class meeting times,
Lincoln's & Washington's Birthdays Observed - no classes	Feb 12-15	or faculty are encouraged to supplement class time with online assignments, to the extent possible.
Spring Recess for CC	Mar 21-27	
Good Friday, Colleges Closed Mar 25-27	25-Mar	
Reading/Make-up Day for CC	5-May	
Final Exams for CC	May 10-16	
Memorial Day	30-May	
CC Semester Ends	1-Jun	

FINAL DRAFT CCSU-COSC Academic Calendar							Spring 2016

January

Sun	Mon	Tue	Wed	Thu	Fri	Sat	No. Ins. Days
					1	2	
3	4	5	6	7	8	9	
10	11	12	13	14	15	16	
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	
31							9

February

Sun	Mon	Tue	Wed	Thu	Fri	Sat	No. Ins. Days
	1	2	3	4	5	6	
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28	29						19

March

Sun	Mon	Tue	Wed	Thu	Fri	Sat	No. Ins. Days
		1	2	3	4	5	
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	
27	28	29	30	31			18

April

Sun	Mon	Tue	Wed	Thu	Fri	Sat	No. Ins. Days
					1	2	
3	4	5	6	7	8	9	
10	11	12	13	14	15	16	
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	21

May

Sun	Mon	Tue	Wed	Thu	Fri	Sat	No. Ins. Days
1	2	3	4	5	6	7	
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
29	30	31	1-Jun				8

							Total
Class Weeks CSU	14	14	16	16	15	14	14	75

MLK Day	18-Jan
Semester Begins CSU	15-Jan
COSC & CSSU Classes begin	19-Jan
Lincoln's & Washington's Birthdays Observed - no classes	Feb 12-15
Spring Recess for CSU	Mar 21-27
Day of Reflection for CSU	25-Mar
Reading/Make-up Day for CSU	May 5-6
Final Exams	May 7-13
Memorial Day	30-May
COSC Semester Ends	15-May
CSU Semester Ends	31-May

Note: Wherever possible, 15 weeks of class meeting times are preferred.
Where there are less than 15 weeks, Colleges can elect to adjust class meeting times,
or faculty are encouraged to supplement class time with online assignments, to the extent possible.

August

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Total No. Class weeks	14	15	15	15	15	14	14

CC Semester Begins	25-Aug	
All Classes begin for CC	29-Aug	Note: Wherever possible, 15 weeks of class meeting times are preferred.
Labor Day - All Colleges Closed	5-Sep	Where there are less than 15 weeks, Colleges can elect to adjust class meeting times,
College open, No Classes for CC	23-Nov	or faculty are encouraged to supplement class time with online assignme
Thanksgiving Recess for CC	Nov 24-27	
Reading/Make-up Days for CC	Dec 6 & 9	
Final Exam Period CC	Dec 10-16	
Semester Ends for CC	23-Dec	

FINAL DRAFT CSU-COSC Academic Calendar				Fall 2016				

August   **No. Instr. Days**

Sun	Mon	Tue	Wed	Thu	Fri	Sat	
	1	2	3	4	5	6	
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28	29	30	31				
							3

September

Sun	Mon	Tue	Wed	Thu	Fri	Sat	
				1	2	3	
4	5	6	7	8	9	10	
11	12	13	14	15	16	17	
18	19	20	21	22	23	24	
25	26	27	28	29	30		21

October

Sun	Mon	Tue	Wed	Thu	Fri	Sat	
						1	
2	3	4	5	6	7	8	
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30	31						21

November

Sun	Mon	Tue	Wed	Thu	Fri	Sat	
		1	2	3	4	5	
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	
27	28	29	30				19

December

Sun	Mon	Tue	Wed	Thu	Fri	Sat	
				1	2	3	
4	5	6	7	8	9	10	
11	12	13	14	15	16	17	
18	19	20	21	22	23	24	
25	26	27	28	29	30	31	11

						Total	

Total No. Class weeks

14	15	16	15	15	14	14	75

CSU & COSC semester begins	22-Aug
All Classes begin for CSU	29-Aug
Labor Day - COSC & CSU Closed	5-Sep
College open, No Classes for CSU	23-Nov
Thanksgiving Recess for CSU	Nov 24-27
Reading/Make-up Day for CSU	9-Dec
Final Exam Period CSU	Dec 10-16
COSC semester ends	18-Dec

Note: Wherever possible, 15 weeks of class meeting times are preferred.
Where there are less than 15 weeks, Colleges can elect to adjust class meeting times,
or faculty are encouraged to supplement class time with online assignme

January

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	25	26	27	28	29
28	29	30	31	1		

Total No. Class weeks CC	14	14	15	15	15	14	14

MLK Day	16-Jan	Note: Wherever possible, 15 weeks of class meeting times are preferred.
Semester Begins	17-Jan	Where there are less than 15 weeks, Colleges can elect to adjust class meeting times,
CC Classes Begin	19-Jan	or faculty are encouraged to supplement class time with online assignments, to the extent possible.
Lincoln's & Washington's Birthday Observed	Feb 17-20	
Spring Recess	Mar 13-19	
Good Friday, Colleges Closed Apr 14-16	14-Apr	
Reading/Make-up Days	4-May	
Final Exams CC	May 9-15	
Memorial Day	29-May	
CC Semester Ends	1-Jun	

January   **No. Instr. Days**

Sun	Mon	Tue	Wed	Thu	Fri	Sat	
1	2	3	4	5	6	7	
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
29	30	31					11

February

Sun	Mon	Tue	Wed	Thu	Fri	Sat	
			1	2	3	4	
5	6	7	8	9	10	11	
12	13	14	15	16	17	18	
19	20	21	22	23	24	25	
26	27	28					18

March

Sun	Mon	Tue	Wed	Thu	Fri	Sat	
			1	2	3	4	
5	6	7	8	9	10	11	
12	13	14	15	16	17	18	
19	20	21	22	23	24	25	
26	27	28	29	30	31		18

April

Sun	Mon	Tue	Wed	Thu	Fri	Sat	
						1	
2	3	4	5	6	7	8	
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	19
30							

May

Sun	Mon	Tue	Wed	Thu	Fri	Sat	
	1	2	3	4	5	6	
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	25	26	27	28	29	
28	29	30	31	1			9

							Total
Total No. Class weeks CSU	13	14	16	16	16	13	13	75

Semester Begins	13-Jan
MLK Day	16-Jan
CSU & COSC classes begin	17-Jan
Lincoln's & Washington's Birthday Observed	Feb 17-20
Spring Recess	Mar 13-19
Day of Reflection, CSUs Closed Apr 14-16	14-Apr
Reading/Make-up Day CSU	5-May
Final Exams CSU	May 6-12
COSC semester ends	14-May
Memorial Day	29-May
CSU Semester Ends	31-May

Note: Wherever possible, 15 weeks of class meeting times are preferred.
Where there are less than 15 weeks, Colleges can elect to adjust class meeting times,
or faculty are encouraged to supplement class time with online assignments, to the extent possible.

ITEM

IT Shared Governance Model and Establishment of CSCU IT Steering Committee

BACKGROUND

Development and implementation of a collaborative administrative IT governance process was a mandate established by the BOR Special Committee on Information Technology. The model, including the bylaws of the CSCU IT Steering Committee, was developed following consultation with Gartner Consulting and in conjunction with campus IT leadership. Various iterations of the governance process and model were discussed at meetings of the Special Committee on Information Technology. On April 17, 2014, the Committee accepted the attached for submittal as an information item to the full Board at the May 13, 2014 meeting.

ANALYSIS

As articulated in the attached CSCU Steering Committee bylaws, the BOR President has charged the committee to review, discuss, refine and ultimately approve, key operational strategies for addressing enterprise information technology, and other strategic IT initiatives as deemed appropriate. The IT Steering Committee will work directly with the BOR CIO during the development of these IT initiatives, to provide focused, management-level advice and feedback aimed at raising and addressing potential college or university concerns, in order to facilitate the development and implementation of IT operational strategies that work well in the CSCU system.
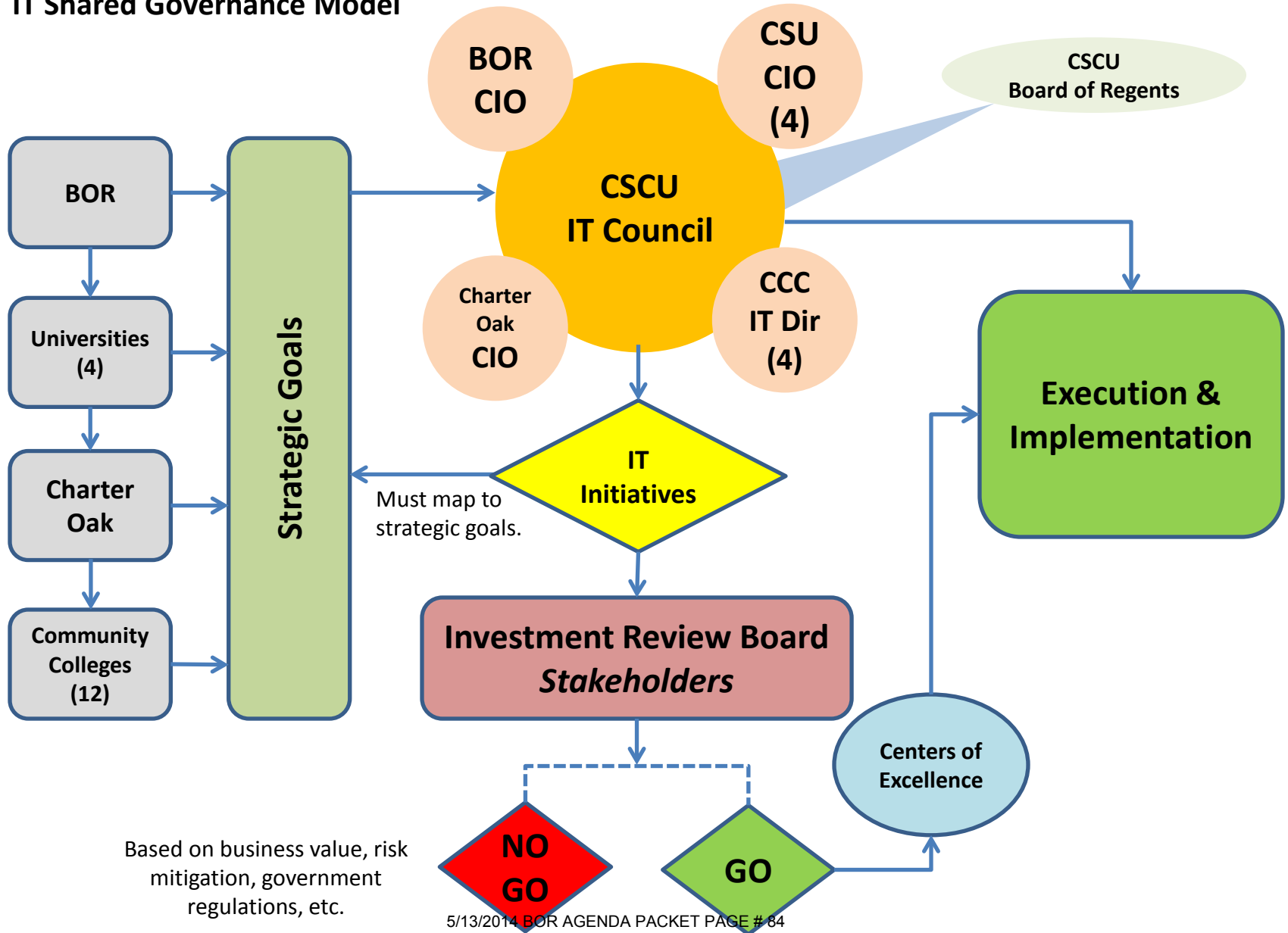
With the establishment of the CSCU IT Steering Committee and the development of the IT Shared Governance Model, decisions relating to the development of information technology and innovation services in support of the educational mission of the CSCU System will receive the appropriate, collaborative administrative input and review prior to implementation.

RECOMMENDATION

No action required; provided to full Board as an information item.

04/17/14 Special Committee on Information Technology
05/13/14 BOR – information item; no action required

Proposed CSCU
IT Shared Governance Model

Based on business value, risk mitigation, government regulations, etc.

CSCU IT Steering Committee

Article I: Name

The committee functioning under these bylaws is officially named the IT Steering Committee.

Article II: Mission

The Mission of the IT Steering Committee is to help guide the development of information technology and innovation services in support of the educational mission of the CSCU system.

Article III: Authority of Council

BOR President and BOR CIO.

Article IV: Purpose

The IT Steering Committee is a standing advisory committee charged by the President of the BOR to review, discuss, refine and ultimately approve, key operational strategies for addressing enterprise information technology, and other strategic IT initiatives as deemed appropriate. The IT Steering Committee will work directly with the BOR CIO during the development of these IT initiatives, to provide focused, management-level advice and feedback aimed at raising and addressing potential college or university concerns, in order to facilitate the development and implementation of IT operational strategies that work well in the CSCU system.

Article V: Roles & Duties

Members of this committee serve as recognized advisors to the BOR CIO. They are expected to provide input on the issues that come before them, but with the goal of addressing initiatives and solutions that can best support the CSCU system educational mission. Committee members are expected to make every effort to consider the broader implications of their recommendations on the entire CSCU system, and to provide guidance consistent with the diversity of activities, interests, and strategic initiatives in which the CSCU community is engaged. Matters which come before IT Council may sometimes be of a confidential or sensitive nature, and should be treated with appropriate care and discretion.

Article VI: Membership

The IT Steering Committee members are as follows:

BOR CIO
4 University CIOs
4 Community College IT Directors
CIO from Charter Oak

Article VII: Leadership

The BOR CIO will serve as Chair for the committee.

Article VIII: Sub-committees

The IT Steering Committee may create sub-committees and working groups as needed. Chairs of sub-committees appointed by the IT Steering Committee shall be responsible for the duties, schedules, and tasks assigned to their sub-committees. Sub-Committee Chairs shall be responsible for routinely providing committee status and activity reports to the IT Steering Committee.

Article IX: Operating Procedures

Decision-making will be by consensus wherever possible. Votes, when required, will be decided by a simple majority of the quorum present. Tie votes will be considered to have failed.

A quorum will consist of a simple majority of the membership of the committee. The most recent version of Robert's Rules of Order will be used to decide any parliamentary questions that arise before the committee.

Issues to be discussed by the IT Steering Committee can be brought forth by any sanctioned group. (i.e. Registrars council). This sanctioned group must also have an executive sponsor. For example if the Registrars have an item to bring forth that would require any kind of funding they must have Deans of Administration (CC) or V.P. of Finance (Univ.) as an executive sponsor.

The Investment Review Board will analyze initiatives based on business value, risk mitigation, state and federal regulations. The board will be convened on major projects and consist of CFOs, Provosts, Deans of Administration and senior managers aligned with the various projects. The BOR – CIO will convene the committee at his or her discretion.

Article X: Meetings

The IT Steering Committee will meet once per month or at the discretion of the BOR CIO. The Chair may call other meetings as needed. The Chair may also elect to conduct some business via electronic communications (e.g., email, audio, or Web conference). Any member of the committee may request of the Chair that a special meeting be called. Such a decision will be made at the discretion of the Chair.

In the absence of a quorum, the Chair may conduct the meeting for information purposes only, or may adjourn the meeting.

It is the responsibility of each member to be active on the committee and to attend scheduled meetings on a regular basis. A member may not send a delegate to represent them in their absence. If an appointed member fails to attend four regularly scheduled consecutive meetings or six meetings in a calendar year, the Chair may submit a request to the BOR President for a new appointment to complete the term.

Attendance at any meeting of the IT Steering Committee or its sub-committees or working groups may be in person or by other means using any two-way interactive communications (e.g., audio or Web conference), upon prior approval of the Chair.

Members of the BOR, Colleges and Universities IT staffs are welcome to attend these meetings, at the discretion of their respective CIO or CCC IT Director.

Any committee member may submit agenda items to the Chair for consideration.

Minutes will be kept by the Executive Assistant to the BOR CIO, or a committee member, for all regular and special meetings. These minutes shall be distributed to the members as soon as practicable after the respective meetings, and posted on the committee's Web site after approval.

Article XI: Membership Appointments/Changes

Members of the committee serve overlapping two-year terms, except in the case of appointment by position (e.g., CIO) which is continuous. Community College members will elect their 4 representatives from the 12 CCC IT Directors. Any member of the committee may resign her or his position for any reason, by submitting her or his resignation to the Chair. In the event of a vacancy, the BOR President will direct the IT Steering Committee to recommend a suitable replacement, which will be approved by a majority vote of the IT Steering Committee.

Article XII: Amendments to the Bylaws

These bylaws can be amended at any regular or special meeting called for this purpose, by a two-thirds vote of any quorum of members who are present and voting. Proposals to amend these bylaws must be submitted in writing to all members at least one week prior to the date of the meeting at which the amendment(s) will be considered.

Amendments to these bylaws are subject to approval of the BOR President.

JRT: v1.0
4/29/14