CT BOARD OF REGENTS FOR HIGHER EDUCATION
CT STATE COLLEGE AND UNIVERSITY (CSCU) SYSTEM

AGENDA – REGULAR MEETING

10:00 a.m., Thursday, December 3, 2015

Regents Boardroom, 61 Woodland Street, Hartford, CT

Opportunity to Address the Board (limit 3 min. per speaker)
Students – 30 minutes
Faculty & Staff – 30 minutes
Lists (one for students and one for faculty & staff) to sign up will be available from 8:30 – 10:00 am outside the Boardroom. Students, faculty and staff who wish to address the Board must sign-up prior to the start of the 10 am Board meeting. The Chairman of the Board will recognize each speaker in the order of signing up, beginning with students, followed by faculty & staff, and require adherence to time limits.

Faculty Advisory Committee Remarks to the Board of Regents for Higher Education

December 3, 2015

On The Strategic Vision

Chair Donofrio, President Ojakian and members of the Board of Regents, we thank you for this opportunity to present.

We once again are here at a difficult moment for our system. Our colleagues and students in red and the noise from the patio are indicative of the challenges we collectively face and of the importance of the choices before you in charting a course for the future of public higher education in Connecticut.

All of us, the Board, the system administration, the faculty, and all support staff ought to be working toward an explicit, common purpose that is widely supported and guides decision-making.

That purpose is contained in our vision statement: "A continually increasing share of Connecticut's population will have a high quality post-secondary education that enables them to achieve their life and career goals and makes Connecticut a place of engaged, globally competitive communities."

To the extent that we realize this vision, we open economic opportunities, expand social mobility, enliven cultural expression, and improve the quality of life in Connecticut.

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Two generations ago, many people realized economic security for themselves and their families through unionized work producing material goods. As we know, this once broad avenue of opportunity has been reduced to a narrow alley. Businesses and industries that once trained their own workers, now expect that their future workforce will receive training prior to employment. For the vast majority of the state's citizens, achieving a higher education degree or certificate is now the only route to economic security[i], and for much of that majority, affordable and accessible public education is the only practical option.

Nationally, the growing reliance on education as the only route to economic security is both cause and consequence of growing income inequality that has arguably become the biggest economic, political and social challenge of our time. In Connecticut, the problem is especially acute. While every state has seen income inequality grow over the last four decades, Connecticut, by far, has experienced the sharpest increases. We are the wealthiest state in the nation, yet we also have three of its poorest cities. Income inequality directly contributes to the significant educational achievement gap in this state.

The BOR system cannot solve the problem of income inequality on its own, but it cannot be meaningfully addressed without this system realizing its vision. If we fall short, we may continue to provide opportunities for the students who come to our doors – which is important -- but we will not have a meaningful impact on the overall quality of life in the state. Is there not a cruel irony in the fact that productivity and overall wealth continue to increase in Connecticut, while a growing portion of the population finds the ladder for mobility no longer supports the weight it should bear?

Over the last few years, this Board has watched with concern as student enrollments have declined across our institutions, and especially at the community colleges. The erosion has typically been

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attributed to the declining number of high school graduates. This attribution seems to invite this Board to reassess our fiscal condition and address declines that seem inevitable. But is not this sober bow to our demographic condition also a retreat from the promise of the system's vision?

The FAC recommends and encourages the Board to pursue policies and proposals to address and overcome the demographic challenge. We make this recommendation not only because we need to reanimate our common purpose under new leadership, but also because we believe in the moral imperative contained in our vision statement (which is unique to this system of public higher education).

We believe this system is well-positioned to expand enrollments for the following reasons:

- The most recent data from the National Center for Higher Education Management Systems (NCHEMS) indicates that 44.3% percent of Connecticut's high school graduates who pursue a higher education degree leave the state. This is the fourth highest rate in the country.
- NCHEMS data also rank Connecticut last in the country in terms of the import/export ratio of college-going students.[ii]
- A 2014 Connecticut General Assembly Report found that "private occupational schools accounted for about three quarters of the approximately 25,000 certificate program enrollments and 19,000 awards in academic year 2013." The report also found that the vast majority of these students are under thirty, and that "private occupational schools' student bodies were more racially and ethnically diverse than those of the for-credit community college programs."[iii]
- The General Assembly Report also found that costs per credit were on average about three times as much in private occupational schools as in the community colleges. The total cost for certificate programs in Dental Assisting, Medical Assistant, Paralegal, and Medical Coding, for example, were many thousands of dollars more in the private occupational schools than in the community colleges.[iv]

Just as importantly, the decline in enrollments in recent years must be attributed, at least in part, to the rapid turnover in leadership at the system office that has hampered our ability to counter the trend with effective and decisive action plans. Since the merger four years ago, personnel changes have occurred in every senior administrative position. We now serve under our fourth President and our sixth chief academic officer, and these are both interim appointments.

Three years ago, in response to the demographic change, President Austin hired Maguire Associates for $1.4 million to develop a marketing plan to shore up enrollments. Before their work was completed, President Gray pursued a different plan that led to ignoring the Maguire report. President Gray also sought the assistance of outside consultants to assemble a plan that never materialized.

These facts suggest that if the system can come together around a common purpose to realize the system's vision and its corresponding five goals, we can reverse enrollment declines.

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The FAC offers the following suggestions:

1. Deepen our commitment to the success of under-served students

Expanding access to higher education will require the system to recruit students from across the state's education achievement spectrum. This needs to be more than simply a marketing plan (although we need that too). We must provide guided pathways to student success.

Our system should consider integrating aspects of programs developed at Georgia State University (GSU). From 2003 to 2014, GSU increased its graduation rate from 32 percent to 54 percent, while its share of Pell-eligible students increased from 31 percent to 58 percent. This remarkable achievement was based on a series of integrated strategies to improve achievement while reaching out to under-served student populations.[v]

The system response to PA 12-40, the developmental educational bill, led to a wide array of initiatives and strategies across the system. Because we are now developing the data and the capacity to track student achievement across this array, we will soon be able to assess the relative merits of these diverse strategies to aid us in developing focused and effective interventions to build the skills and confidence necessary for student success.

The FAC sees much promise in the developmental programs at Middlesex Community College, as well as the academic and curriculum bridges between higher-ed institutions and area high schools in places like New Haven and Danbury.

We also could seek political support to supplement the Governor's scholarship program to target students in priority school districts who might otherwise see little hope or promise in educational attainment.

The FAC also fully endorses the recent initiative announced by President Ojakian to provide educational opportunities to people in correctional facilities.

2. Expand student services in targeted ways to improve student retention

Too often, students grow frustrated trying to navigate academic requirements, library and technological resources, and student financial aid. Targeted support services can be the critical difference in helping students overcome these obstacles.[vi]

Dollar for dollar, perhaps the most effective way to improve student recruitment and retention would be to provide subsidized child care and child drop-in centers on campus. Many students are unable to pursue higher education or complete their degrees because of child-care responsibilities. In addition, families with young children and unmarried mothers may constitute the single most important population group in need of higher education opportunities. Subsidized child care would require considerable public support and investment. Perhaps the system could, at the least, initiate a cost-benefit study as a first step.

TANF recipients bound by work requirements that do not include schooling often find the pursuit of higher education impossible. Is it possible to redefine or re-categorize the requirements to open more opportunities for our poorest citizens?

Although modest in scope, the Go Back to Get Ahead Program seems to have achieved some success in bringing students back to complete their degrees. Perhaps we could follow this up with a small grant program to catch students before they go. All too often students nearing the completion of their degrees encounter short term financial problems that result in them leaving college, such as being

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barred from enrolling in classes because of small unpaid bills. Could we create a small supplemental support fund to help students of good academic standing overcome temporary financial obstacles that block them from completion?

3. Build certificate and degree programs to address workforce needs

The community colleges, state universities, and Charter Oak have long understood their responsibility to meet workforce needs. Many excellent programs across our system do just that.

The General Assembly Report on higher-education certificate programs, however, makes it abundantly clear that a large market remains for which the community colleges and COSC can offer a better value for Connecticut citizens.

Today's agenda includes a new certificate program at Three Rivers for precision sheet metal manufacturing and a new linked AS and BS degree at Gateway and Southern for public utilities management. These two programs have been thoughtfully crafted through collaboration with business and industry to meet critical workforce needs and to provide opportunities for students that tie academic attainment with employment.

Most importantly, as we continue to expand and pursue new programs in healthcare, gerontology, finance, biotech, infotech, construction management, engineering, advance manufacturing, and other fields, we need to simultaneously insist on social, political and economic support from the businesses and industries we serve. If students are now spending and incurring debt to receive the education and training they once received directly from their employer, then, we should - at the very least - request that business and industry acknowledge and support the public investment that makes this possible.

CBIA, more than anyone, should be our biggest cheerleader, and should be called on to support continuing public investment in higher education.

4. Maintain the commitment to a liberal arts education

Every degree student is required to complete a general education program to build academic skills and to provide a broad-based understanding of academic disciplines and realms of knowledge. The commitment to a liberal arts education is a hallmark in American higher education goes back to the turn of the last century when great waves of European immigrants came to settle in our cities. Among others, John Dewey reasoned that a broad-based education was necessary to inspire people to reach beyond ethnic parochialism to create a rational, democratic public and an educated citizenry. Echoes of Dewey remain in our vision statement, and his aims are as vital now as they were a century ago.

As the BCG survey of leaders of businesses, industries, and non-profits makes clear, employers seek employees with writing and speaking skills, numeracy, critical-thinking habits, and problem-solving abilities, which is what a liberal arts education provides.

A recent AAC&U report demonstrated that students who graduate with professional degrees are more likely to be employed and earn higher salaries in the years immediately following graduation, but in their peak earning years, people with liberal arts degrees on average earned more than those with professional degrees.[vii]

<div align="center">4</div>

Emphasizing the false dichotomy between liberal arts education and workforce development is both cause and consequence of an impoverished utilitarianism that obstructs our vision. At the heart of the study of the sciences, the arts, human history, math, literature, and philosophy is the joy that comes with understanding the conditions of existence.

5. Build for academic excellence

As we expand our marketing efforts, develop programs to advance under-served students, target support services to improve retention, create new academic programs to meet critical workforce needs, and provide pathways to academic achievement and employment opportunities, we must, at the same time, _pursue_ excellence. Quality matters.

The 44 percent of college-bound high school graduates who decide to attend an out-of-state institution constitute our largest potential market. Their decision is certainly not because CSCU institutions are more expensive than their out-of-state option, nor is it because these students are seeking an innovative low performer elsewhere. Instead, these students and their parents are making decisions based on their perceptions of academic quality, where we fall short.

At the state universities, building an academic reputation requires recruiting and retaining a highly skilled and diverse faculty. It requires the facilities and the institutional support for pursuing creative activity, extending community outreach, and securing external grants. It also requires the publication and dissemination of intellectual products, as well as the successful marketing of these achievements.

For the community colleges, excellence is achieved by the diversity of the educational services it provides to students and its communities. When students gain new vocational skills, learn and refine a craft, transfer into a four program before completing an associate degree, or gather supplemental course credits for their BA programs, the community colleges provide a necessary service not captured in a graduation rate.

In both the state universities and the community colleges, full-time faculty are a necessary element. Full-time faculty integrate individual courses into coherent departmental requirements, they provide better advice and guidance to students about their progress, and they stay abreast of advances in their discipline, which are all conducive to improved student success.

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The system leadership and this Board face important choices. Each comes with certain costs and benefits.

Recently, management emphasized the need for greater "flexibility," an element not currently in the system's strategic plan.

There may well be broad support for flexibility if it is understood to mean a broadly trained faculty that makes our academic programs more robust and expands interdisciplinary initiatives to advance our educational mission. If, however, flexibility is viewed as a management tool that will weaken tenure, reduce academic freedom, and minimize the role of faculty in defining the curriculum or in the hiring and review of colleagues, then you should anticipate a contentious and divisive struggle. We understand this latter notion of flexibility is of much greater value as a management tool in a context of declining enrollments. But we are offering an alternative. By uniting with a common purpose, the Board

of Regents, the system administration, the faculty and support staff can realize the promise of our shared strategic vision.

I think I speak for all of my colleagues here in red, when I say that while the system office has been foundering these last four years, faculty and support staff have been working hard and effectively to meet the needs of our students, to move students to graduation, and to fulfill the missions of our institutions. I am confident I speak for all teaching and administrative faculty when I report that we perceive that we are now being asked to pay for an ineptitude not of our own making.

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[i] See for example the recent report by Connecticut Voices for Children, "The State of Working Connecticut," November 2014. Available at http://www.ctvoices.org/sites/default/files/State%20of%20Working%20CT%202015.pdf

[ii] National Center for Higher Education Management Systems (NCHEMS) Information Center. Data is available at www.higheredinfo.org. See data and graphs under tabs for College Access and College Participation Rates and Import/Export Ratio of College Going Students. Retrieved November 15, 2015.

[iii] Legislative Program Review and Investigations Committee of the Connecticut General Assembly. "Higher Education Certificate Programs," December 2014. Retrieved on November 15, 2015, p. Available at https://www.cga.ct.gov/pri/docs/2014/Final%20Higher%20Ed%20Certificate%20Report%20for%20PUBLICATION.pdf, p. 27.

[iv] See pages 32-33.

[v] See Martin Kurzweil and D. Derek Wu, "Building a Pathway to Student Success," *Ithaka S+R*. April 23, 2015. Available at http://sr.ithaka.org/sites/default/files/reports/SR_Case_Study_Building_Pathway_Student_Success_042315_0.pdf

[vi] See especially the work of the Community College Research Center at Columbia University. In *Redesigning America's Community Colleges: A Clearer Path to Student Success* (Harvard University Press, 2015), CCRC provides guide on student support services that are worth considering for implementation at CSCU.

[vii]See "The Economic Case for a Liberal Education" Association of American Colleges and Universities, Revised 2015. Available at http://www.aacu.org/leap/economiccase

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ITEM
Termination of a program **Computer Aided Drafting** leading to a Certificate at
Asnuntuck Connecticut Community College, with no phase out period needed.

BACKGROUND
Summary

Under the guidance of BOR policy, this certificate is being discontinued due to low enrollment.

Rationale

 During the spring 2011 semester, one student was enrolled. And during the fall 2012 semester,
one student was enrolled. Since that time, this certificate has not had any students enrolled. Due
to these low enrollments, the College has determined that this certificate is no longer in demand
and therefore, should be terminated.

Phase Out/Teach Out Strategy

Because there are currently no students enrolled in this certificate, there is no need to phase out
the program. This certificate can be terminated effective Dec 2015.

October 14, 2015 – Academic Council
November 20, 2015 – BOR-Academic and Student Affairs Committee
December 3, 2015 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Termination of a Program

December 3, 2015

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program in Computer Aided Drafting, leading to an Certificate at Asnuntuck Community College effective December 15, 2015

A True Copy:

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

ITEM

Termination of a program in **Publications** leading to a Certificate at Asnuntuck Connecticut Community College, with no phase out period needed.

BACKGROUND

<u>Summary</u>

Under the guidance of BOR policy, this certificate is being discontinued due to low enrollment.

<u>Rationale</u>

During the fall 2009 semester, two students were enrolled. Since that time, this certificate has not had any students enrolled. Due to these low enrollments, the College has determined that this certificate is no longer in demand and therefore, should be terminated.

<u>Phase Out/Teach Out Strategy</u>

Because there are currently no students enrolled in this certificate, there is no need to phase out the program. This certificate can be terminated effective Dec 2015.

October 14, 2015 – Academic Council
November 20, 2015 – BOR-Academic and Student Affairs Committee
December 3, 2015 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Termination of a Program

December 3, 2015

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a
program in Publications, leading to an Certificate at Asnuntuck Community
College effective December 15, 2015

A True Copy:

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

ITEM
Termination of a program in **Software Development** leading to a Certificate at Asnuntuck Connecticut Community College, with no phase out period needed.

BACKGROUND
Summary

Under the guidance of BOR policy, this certificate is being discontinued due to low enrollment.

Rationale

During the fall 2011, spring 2012 and fall 2012 semesters, this certificate had one student enrolled. Since the spring 2013 semester, zero students have been enrolled in this certificate. Due to these low enrollments, the College has determined that this certificate is no longer in demand and therefore, should be terminated..

Phase Out/Teach Out Strategy

Because there are currently no students enrolled in this certificate, there is no need to phase out the program. This certificate can be terminated effective Dec 2015.

October 14, 2015 – Academic Council
November 20, 2015 – BOR-Academic and Student Affairs Committee
December 3, 2015 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Termination of a Program

December 3, 2015

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program in Software Development, leading to an Certificate at Asnuntuck Community College effective December 15, 2015

A True Copy:

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

ITEM
Termination of a program in **Child Development Associate (CDA) Preparation** leading to a Certificate at Asnuntuck Connecticut Community College, with no phase out period needed.

BACKGROUND
Summary

Under the guidance of BOR policy, this certificate is being discontinued due to low enrollment.

Rationale

During the fall 2009 semester, three students were enrolled in the certificate. As of the spring 2010 semester two students were enrolled. That number remained constant until the spring 2015 semester, which showed only two students enrolled. Due to these low enrollments, the College has determined that this certificate is no longer in demand and therefore, should be terminated.

Phase Out/Teach Out Strategy

Because there are currently no students enrolled in this certificate, there is no need to phase out the program. This certificate can be terminated effective Dec 2015.

October 14, 2015 – Academic Council
November 20, 2015 – BOR-Academic and Student Affairs Committee
December 3, 2015 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Termination of a Program

December 3, 2015

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program in Child Development Associate Preparation (CDA), leading to a Certificate at Asnuntuck Community College effective December 15, 2015

A True Copy:

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

ITEM
Termination of a program in **Community-Based Corrections** leading to a Certificate at
Asnuntuck Connecticut Community College, with no phase out period needed.

BACKGROUND
Summary

Under the guidance of BOR policy, this certificate is being discontinued due to low enrollment.

Rationale

As of the spring 2014 semester, the one remaining student enrolled in the certificate graduated.
Due to these low enrollments, the College has determined that this certificate is no longer in
demand and therefore, should be terminated.

Phase Out/Teach Out Strategy

Because there are currently no students enrolled in this certificate, there is no need to phase out
the program. This certificate can be terminated effective Dec 2015.

October 14, 2015 – Academic Council
November 20, 2015 – BOR-Academic and Student Affairs Committee
December 3, 2015 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Termination of a Program

December 3, 2015

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program in Community-Based Corrections, leading to an Certificate at Asnuntuck Community College effective December 15, 2015

A True Copy:

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

ITEM
Termination of program in Fine Arts-Graphic Arts Option and Fine Arts- Photography Option leading to an Associate of Arts effective January 1, 2016.

BACKGROUND
<u>Summary</u>
The Quinebaug Valley Community College's Fine Arts-Graphic Arts Option and Fine Arts-Photography Option need termination for the following reasons:

1. QVCC's Fine Arts degree was previously split into three degrees (Fine Arts, Fine Arts-Graphic Arts Option and Fine Arts-Photography Option). Having the specific track options of Graphic Arts and Photography was too limiting. It forced students into a specialization too early. QVCC's program has been consolidated into one degree- Visual Arts which had previously been approved on May 21, 2015 and these terminations should have taken place at the same time.
2. Classroom enrollment was impacted since the eligible pool of students in the department required to take classes in a particular option was too small.
3. The Fine Arts Program was modified and is now the Visual Arts Program. The Visual Arts programs allows for electives in both of the prior specialized areas.
4. The newly named Visual Arts programs reduces the amount of credits from 66 to 60.

To review Fine Arts, Fine Arts-Graphic Option and Fine Arts- Photography Option were reduced to one program- Visual Arts. Fine Arts was renamed Visual Arts and approved on May 21, 2015. At the time the Graphic Option and Photography Option should have been eliminated but this did not occur. This termination completes the goal of the redesigned program.

<u>Rationale</u>
The Fine Arts program was reduced from three degrees options to one. It was done so to comply with normalization of credits (reduction to 60 credits), ease of transfer and to meet enrollment trends. Previously curriculum changes were approved (when program was renamed Visual Arts) to still allow for exposure to the Graphic Arts and Photography coursework. The renamed and approved Visual Arts Degree provides a strong basic foundation in art combined with a broad background in general education allowing for ease of transfer. The program provides a focus on Drawing, Two-Dimensional Design, Three-Dimensional Design, Art History and Computer Graphics. Elective courses allow exposure to Animation, Illustration, Graphic Design, Advanced Computer Graphics, Ceramics, Photography, Painting and Printmaking.

<u>Phase Out/Teach Out Strategy</u>

There is no teach out because the program has not changed. The same classes can be taken to satisfy the Graphic Arts Option or Photography Option. All students will simply receive the Visual Arts Degree.

<u>Resources</u>
No Additional Resources required.

October 14, 2015 – Academic Council
November 20, 2015 – BOR-Academic and Student Affairs Committee
December 3, 2015 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Termination of a Program

December 3, 2015

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program in Fine Arts-Photography Option, leading to an Associate of Arts degree at Quinebaug Valley Community College effective January 1, 2016

A True Copy:

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Termination of a Program

December 3, 2015

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program in Fine Arts-Graphic Arts Option, leading to an Associate of Arts degree at Quinebaug Valley Community College effective January 1, 2016

A True Copy:

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

ITEM
Modification of the Masters of Arts in Modern Languages to allow for a wholly online option in Spanish at Central Connecticut State University

BACKGROUND
Summary
The MA in Modern Languages with a Specialization in Spanish has been awarded at CCSU since 2000. Over the last several years the department has increasingly offered online graduate courses that have been effective in delivering the material. The requirements of the proposed program do not differ from the existing MA.

Need for the Program
As indicated by the State Department of Education, all language teachers in the State of Connecticut are required to obtain a master's degree in their language of specialty. The Department of Modern Languages at CCSU, well aware of the implications of this, has been working toward the creation of innovative avenues to allow students to fulfill State requirements. With these needs in mind, we are proposing to add a new specialization to the Modern Language Master of Arts degree program, offered completely online and designed to offer optimal preparation for already qualified teachers or other graduate students of Spanish.

The proposed modification to allow for a fully online MA is tailored to the needs of students seeking a graduate program in Spanish as it allows for more flexible ways to complete class activities and assignments from any location.

Curriculum
The Modern Language Department established the following four learning outcomes for students taking coursework leading to an MA degree. Students are expected to:

1. *Conduct research in different areas of the field of Spanish: literature, culture, pedagogy, and applied linguistics*. The Department assesses this outcome in ML 598 and uses several instruments to assess students' understanding of different literary approaches and research. These instruments include class participation, oral presentations, and written essays. Students must also present a portfolio at the end of the course.
2. *Use the target language to write about major works in Spanish or Spanish American literature.* The Department uses Written Essays in literature classes to assess this outcome.
3. *Use the target language to write about topics related to the cultures of Spain or to Spanish culture in the Americas*. The Department uses Written Essays in culture classes to assess this outcome.
4. *Use the target language to analyze Spanish grammar as well as to analyze the target language structure*. The Department uses several instruments to assess students' knowledge of the target language structure. These instruments include class participation, written essays and syntactical analysis of language structure.

The proposed online MA in Spanish program mirrors the existing program of 30 crs. of graduate coursework. Applicants for this degree program should have a baccalaureate degree with a minimum of 24 credits in preparation in Spanish. The department's Graduate Studies Committee

reserves the right to assess a candidate's oral and writing proficiency through an oral interview or written sample.

The structure and curriculum of this program will be as follows:

30 cr. Plan A or Plan B as follows:

Core courses (6 cr.):

SPAN 560* The Structure of the Spanish Language. (3 cr)
ML 598* Research in Modern Languages. (3 cr)

Directed electives (15 cr.):

Literature: Choose 12 cr. from SPAN 515, 520, 525*, 526*, 530, 535, 545, 551, 553, 571, 572*, 576.

Culture and Civilization: Choose 3 credits from SPAN 534, 588* or ML 550*.

Electives (6-9 cr.):

Selected in consultation with advisor. Students may include any of the above mentioned courses and also ML 490*, offered in the summer.

Capstone (0-3 cr.):

Spanish 599 Thesis (Plan A=3 cr.) or Comprehensive Examination (Plan B= 0 cr.)

Note: A maximum of 9 credits at the 400-level is allowed

*These courses have already been developed and offered online. ML 550 is a 3 cr. course offered in the summer as part of our Summer Institute for Teachers of Spanish (SITS). Students enrolled in our SITS program take 9 crs. of ML 550. The total number of credits already developed online is 30.

ML 598 (3 crs.) is offered every fall. Span 560 (3 crs.) is offered every spring. ML 550 (9 crs.) and ML 490 (3 crs.) are offered in the summer. For the past two academic years, our department has offered two online courses each semester. We are confident that within the next couple of years, our online offerings will be even higher.

<u>Students</u>
Spanish is unquestionably the second language of the United States, spoken natively by an estimated 35 million people or about 12% of the total U.S. population. Furthermore, the increase in the Spanish-speaking population throughout the country is projected to continue at an accelerated pace in the decades ahead.

These demographic changes have noticeably affected our national school systems where enrollments in Spanish are growing enormously at both middle and high school levels. Even in Connecticut, administrators are under great pressure to meet the demand for instruction in Spanish, to hire well-trained teachers, and to assure that the instruction is of excellent quality.

As indicated by the State Department of Education, all language teachers in the State of Connecticut are required to obtain a master's degree in their language of specialty. Given that the majority of the students participating in our graduate programs in Spanish are certified teachers in CT, the Department of Modern Languages at CCSU has been working toward the creation of innovative avenues to allow students to fulfill State requirements. With these needs in mind, the proposed new specialization to the Modern Language Master of Arts degree program, offered completely online and designed to offer optimal preparation for already qualified teachers or other graduate students of Spanish, is intended to address this need. Furthermore, our department has taken specific measures to advertise our already developed online courses to prospective students of other states. For the past several years, our department has participated at professional conferences in MA as exhibitors and has purchased full-page ads in professional association websites in MA, NY and VT. Our Summer Institute for Teachers of Spanish has already benefitted from these initiatives, and we expect enrollment in all of our graduate courses offered online to experience gradual but steady increases in the future.

Faculty
The Modern Language Department has seven full-time Spanish faculty members who are fully qualified to teach graduate courses. They all have doctoral degrees from both American and International institutions of higher education, and have several years of experience teaching courses at all levels, including online courses.

Learning Resources

All Spanish faculty have licensing permits to use Camtasia, a program that has allowed us to create professional videos through which part of the instruction is delivered. Our department has also purchased high definition microphones for all faculty to record our presentations with the highest possible quality. Our courses are delivered though Blackboard. Regular interaction between faculty and students as well as among students is done through chat rooms and WebEx. Kaltura Media allows our faculty to make additional comments about class content.

Five of the seven full-time and one of our part-time faculty members have been involved in designing and teaching online graduate courses. They have all attended online training workshops, including a recent Quality Matters (QM) training session. Quality Matters is a non-profit organization dedicated to quality assurance in online education. The QM Mission is to promote and improve the quality of online education and student learning through:

1. Development of research-supported, best practice-based quality standards and appropriate evaluation tools and procedures.
2. Recognition as experts in online education quality assurance and evaluation.
3. Fostering institutional acceptance and integration of QM standards and processes into organizational improvement efforts focused on improving the quality of online education.
4. Provision of faculty development training in the use of QM Rubric(s) and other quality practices to improve the quality of online/blended courses.

5. Provision of quality assurance through the recognition of quality in online education.

Facilities
This program modification has no effect on facilities.

Fiscal Note
All faculty and administrative costs are anticipated to remain the same. This modification will simply provide the means for more students to enroll in existing courses.
$200 in equipment is needed for one additional high definition microphone and $170 for one additional Camtasia license. $1300 in estimated indirect costs include two online advertisements in the Language Educator Online, the online publication of the American Council on the Teaching of Foreign Languages (ACTFL)

Review of Documents:
a)   Campus Review
b)   Campus Budget and Finance
c)   Campus President
d)   Academic Council
e)   System Office

Accreditation:
  NEASC

October 14, 2015 – Academic Council
November 20, 2015 – BOR-Academic and Student Affairs Committee
December 3, 2015 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

December 3, 2015

RESOLVED: That the Board of Regents for Higher Education approve modification of the Masters of Arts in Modern Languages to allow for a wholly online option in Spanish at Central Connecticut State University.

A True Copy:

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

ITEM
Modification of Program:
Charter Oak State College
Post-Baccalaureate Certificate in Health Information Management, a modification of its BS in Health
Information Management

BACKGROUND
Summary
Charter Oak State College has a licensed (2012) and accredited (2015) Bachelor of Science in Health
Information Management. The degree received accreditation from the Commission on Accreditation
for Health Informatics and Information Management Education (CAHIIM) in October 2015. This
accreditation allows our graduates to sit for the AHIMA Registered Health Information Administrator
(RHIA) credential exam. The addition of a post-baccalaureate certificate will allow students who
already have a bachelor's degree the opportunity to take the relevant courses to allow them to sit for
the RHIA examination. We do not envision this to be a large program, possibly four or five students a
year. It requires no new course developments. It requires no new staff. And since we pay our faculty
per student, the tuition more than covers the cost of instruction.

Need for Program
To sit for the RHIA exam, students either have to graduate from a CAHIIM accredited undergraduate
HIM program; graduate from a CAHIIM accredited graduate level HIM or Health Informatics
program; or obtain a post-baccalaureate certificate in HIM from a CAHIIM accredited college. Charter
Oak has the first option and this would allow us to offer the third option. It would allow for a new
stream of HIM students into the health care information management field, which is a growing
profession. (Bureau of Labor Statistic projects employment for health information technicians and
managers to grow 22 percent from 2012-2022, much faster than the average for all occupations. In
addition, it also predicts the addition of over 41,000 jobs in the same time period.)

Curriculum
The curriculum is 54 credits. The 54 credits are the Major Courses in the HIM undergraduate degree
plus three of the courses from the Foundation Courses in the HIM degree--pathophysiology, anatomy
and physiology, and medical terminology.

   HCA 101 Health Care Systems and Admin.

   HIM 115 Principles of Health Information Management

   HIM 200 Health Information Systems

   HIM 205 Reimbursement Methodologies

   HIM 210 Medical Coding and Billing I - ICD-10

   HIM 211 Medical Coding and Billing II - CPT

   HIM 300 Medical Vocabularies and Classification Sysems

   HIM 305 Health Information Services Mgmt and Leadership

   HIM 315 Health Statistics

   HIM 320 Electronic Health Records and Health Info. Exchange

   HIM 405 Health Information Law, Privacy, and Security

   HIM 410 Healthcare Database Design and Development

   HIM 420 Healthcare Research and Quality

   HIM 498 Health Information Management Practicum

   HIM 499 Health Information Management Capstone

Students

We are projecting 4 new part time students in the fall and another 2-4 in the spring. Currently in the HIM program we have 80 students. Advising and all student support services will be available to the certificate students.

Faculty

Students will be placed in existing courses with existing faculty. Faculty all have the appropriate credentials for the courses they are teaching and have gone through the required online orientation.

Learning Resources

No additional learning resources are needed.

Facilities: NA

Fiscal Note

We would generate approximately $22,812 in the first year with expenditures of $7394; year 2--$45,624 revenue and expenditures of $14,789; year 3 $66,428 revenue and $22,183 expenditures. No additional administrative resources, library holdings, specialized equipment, etc. will be needed. The cost of the faculty is covered by the tuition. Marketing for the program will be absorbed in the marketing budget for the HIM undergraduate degree.

Review of Documents:
   a)   Campus Review--yes
   b)   Campus Budget and Finance--yes
   c)   Campus President--yes
   d)   Academic Council--yes
   e)   System Office

Accreditation

Charter Oak has received CAHIIM accreditation for its undergraduate degree in HIM. That accreditation will extend to the post-baccalaureate degree.

October 14, 2015 – Academic Council
November 20, 2015 – BOR-Academic and Student Affairs Committee
December 3, 2015 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

December 3, 2015

RESOLVED: That the Board of Regents for Higher Education approve modification of the Health Information Management program to add a post-baccalaureate certificate at Charter Oak State College.

A True Copy:

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

ITEM

New Program for Environmental Systems and Sustainability Studies at Southern Connecticut State University

BACKGROUND

Summary

Southern Connecticut State University has developed a program leading to a Bachelors of Science degree in Environmental Systems and Sustainability Studies. SCSU's newly formed Department of the Environment, Geography and Marine Sciences (EGMS) proposes a 120-credit undergraduate major in Environmental Systems and Sustainability Studies (ESSS). The program is built on two existing undergraduate minors (Environmental Studies and Marine Studies) and uses existing courses from these minors as well as integrating existing courses from Geography, Business, Political Science and other existing courses from the natural sciences, social sciences, and the humanities. The program has three tracks: Environmental Systems (40 credits), Coastal Marine Systems (41 credits), and Policy and Management (40 credits). SCSU's program is focused on environmental problem solving in terrestrial and coastal marine settings.

SCSU's program will provide well-educated environmental professionals to help the state, its people, and its businesses to design sustainable solutions to current and future environmental challenges. A fundamental aspect of SCSU's program is the use of *systems thinking* to solve problems that involve complex interactions between natural systems and human systems. Another fundamental aspect of the program is *sustainability*. Sustainability addresses the development of workable solutions. Throughout the program, students will be engaged in fieldwork, class interactions and engagement with the community. This type of direct engagement allows students to develop skills that can be transferred to professional settings after graduation.

Need for the Program

The United States Bureau of Labor Statistics projects the job outlook for Environmental Scientists and Specialists to grow 15 percent from 2012 to 2022, faster than the average for all occupations. The need for people with sophisticated environmental problem solving skills encompasses many sectors of society and requires many types of expertise. This is why there are three concentrations in the proposed major. As a coastal state, for example, Connecticut has a real need to become more resilient in the face of rising sea levels, larger and more frequent storms, and coastal pollution including saltwater intrusion, thus the need for a coastal marine systems track. While also science based, the environmental systems track involves a different set of challenges. Water and air quality are both issues for Connecticut as is terrestrial ecosystem health. Finally, there is a need for people who may not be as science oriented but prefer the policy and management aspects of sustainability. The city of Bridgeport has reached out to Southern and other universities in the region with the aim of making Bridgeport a more sustainable city. Students from our policy and management track have potential opportunities to

be part of this initiative and to contribute to making Bridgeport as well as New Haven centers for sustainability.

SCSU's program is aligned with the University's mission by promoting academic excellence in environmental problem solving by its emphasis on critical thinking and systems thinking. Our students, in internships and in their future careers, will also be able to assist urban centers such as Bridgeport and New Haven to devise ways of becoming more sustainable and resilient cities. The proposed program will also provide our students with very important knowledge and skills to help Connecticut face a rapidly changing future. There is a pressing need for professionals who understand the complex interactions of human systems and natural systems and can devise sustainable solutions to the problems that have arisen.

Curriculum

The program has three tracks: Environmental Systems (40 credits), Coastal Marine Systems (41 credits), and Policy and Management (40 credits). SCSU's program is focused on environmental problem solving in terrestrial and coastal marine settings.

All students will complete a required 15 credits of foundational coursework consisting of an introduction to environmental and marine studies and an introduction to the principles of sustainability and a research methods course. All students will also complete an experiential component in the major. Possible outcomes include: an internship, research experience, experience abroad, civic engagement, volunteer experience, or seminar participation. This requirement assures that students will have an experience that bridges their academic studies with the outside world. This requirement prepares students to integrate academic understanding of sustainability with applied participation, experience, and leadership.

Students will also be required to complete a four course (12 credit Environmental Systems and Environmental Policy and Management; or 13 credit Coastal Marine Systems) sequence within one of the three areas of concentration. The remaining 12 credits will include the selection of three relevant environmental, marine, or policy and management elective courses (9 credits) and one elective course in the social sciences or humanities (3 credits).

The proposed program leverages EGMS participation in the Liberal Education Program (LEP). THE LEP is Southern's general education program consisting of three tiers: Tier I Competencies, Tier II Areas of Knowledge, and Tier III Capstone Experience. As part of the EEES program, students will be required to complete MAR 210 Coastal Marine Studies and ENV 220 Climate Change in Tier II. Students will also be required to complete either CSC 200 Information Management or COM 205 Fundamentals of Professional Presentations as part of their Tier I requirement.

Finally, all students will be reqired to complete the Tier III Capstone course ENV 491 Environmental Problem Solving (3 credits). This course focuses on devising solutions to complex, capacious, environmental problems while training students to be effective writers and communicators.

Curriculum – Environmental Systems Concentration

Course Number and Name	L.O. #¹	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				**Other Related/Special Requirements**		
ENV 200 Environmental Studies II			3	**ENV/MAR 498-499** Experiential Requirement		3
GEO 303 Principles of Sustainability			3	**Cognate: MAT 107** Elem. Statistics		3
GEO 290 Research Methods in Geo.			3			
GEO 360 Introduction to GIS			4			
ENV 100 Environmental Studies I			3			
ENV 350 Environmental/Earth Systems Inquiry			3			
ENV 400 Social Science Perspectives on the Environment			3			
ENV 401 Pollution Prevention and Control			3			
Core Course Prerequisites				**Elective Courses in the Field**		
NONE				Select 3 Courses (Science)		
				GEO 460 GIS for Environmental and Spatial Sciences		4
				GEO 403 Applied Sustainability		3
				ESC 200 Principles of Geology		4
				ESC 201 Historical Geology		4
				BIO 202 Ecology		3
				BIO 210 Environmental Biology and Conservation		3
				MAR 398 Special Topics - Bermuda		3
				BIO 327 Field Natural History		3
				PCH 441 Water Supply and Waster Water Treatment		3
				Select 1 Course (Social Science/Humanities		
				HIS 359 American Env. History		3
				LIT 303 Literature of the Sea		3
				PHI 321 Philosophy of Science		3
				SOC 235 Environmental Sociology		3
				GEO 405 Environmental Justice		3
Total Other Credits Required to Issue Credential *(e.g. GenEd/Liberal Arts Core/Liberal Ed Program)* 40 Credits in Major; 3 Credits in Cognate; 48 Credits in LEP; 29 Credits in Free Electives						

Curriculum - Coastal Marine Systems Concentration

Course Number and Name	L.O. # [2]	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				**Other Related/Special Requirements**		
MAR 140 The World Ocean			3	**ENV/MAR 498-499** Experiential Requirement		3
GEO 303 Principles of Sustainability			3	**Cognate: MAT 107** Elem. Statistics		3
GEO 290 Research Methods in Geography			3			
GEO 360 Introduction to GIS			4			
MAR 250 Coastal and Marine Pollution			3			
MAR 340 Coastal Processes			3			
MAR 460 Field/Laboratory Techniques			4			
GEO 357 Coastal and Marine Geography			3			
Core Course Prerequisites				**Elective Courses in the Field**		
None				**Select 3 Courses (Science)**		
				GEO 460 GIS for Environmental and Spatial Sciences	4	
				ESC 106 General Oceanography **or** **MAR 140** The World Ocean	3	
				ESC 220 Physical and Chemical Oceanography	3	
				BIO 430 Marine Biology	4	
				ENV 350 Environmental/Earth Systems Inquiry	3	
				MAR 398 Special Topics - Bermuda	3	
				BIO 327 Field Natural History-Belize	3	
				PCH 441 Water Supply and Waste Water Treatment	3	
				Select 1 Course (Social Science/Humanities)		
				LIT 303 Literature of the Sea	3	
				HIS 359 American Environmental History	3	
				PHI 321 Philosophy of Science	3	
				SOC 235 Environmental Sociology	3	
				GEO 405 Environmental Justice	3	
Total Other Credits Required to Issue Credential *(e.g. GenEd/Liberal Arts Core/Liberal Ed Program)* 41 Credits in Major; 3 Credits in Cognate; 48 Credits in LEP; 28 in Free Electives						

Curriculum - Environmental Policy and Management Concentration

Course Number and Name	L.O. # [3]	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				**Other Related/Special Requirements**		
ENV 200 Environmental Studies II **OR** **MAR 140** The World Ocean			3	**ENV/MAR 498-499** Experiential Requirement		3
GEO 303 Principles of Sustainability			3	**Cognate: MAT 107** Elem. Statistics		3
GEO 290 Research Methods in Geography			3			
GEO 360 Introduction to GIS			4			
ENV/MAR 498-499 Experiential Requirement			3			
ENV 100 Environmental Studies I			3			
MGT 425 Mgt. for People, Planet & Profit			3			
PSC 351 Analysis of Public Policy			3			
PSC 310 Comparative Public Policy			3			
Core Course Prerequisites				**Elective Courses in the Field**		
NONE			3	Select 3 Courses (Policy /Mgt.)		
				GEO 273 Land Use Planning		3
				MGT 400 Business and Society		3
				GEO 305 Environmental Economic Geography		3
				MGT 418 Negotiation and Conflict Resolution		3
				PSC 325 U.S. Politics and Economic Policy		3
				PSC 314 Urban Politics		3
				Select 1 Course (Social Science/Humanities)		
				LIT 303 Literature of the Sea		3
				HIS 359 American Environmental History		3
				PHI 321 Philosophy of Science		3
				SOC 235 Environmental Sociology		3
				GEO 405 Environmental Justice		3
Total Other Credits Required to Issue Credential *(e.g. GenEd/Liberal Arts Core/Liberal Ed Program)* 40 Credits in Major; 3 Credits in Cognate; 48 Credits in LEP; 29 Credits in Free Electives						

Students

The Department currently offers 18-credit minors in environmental and marine studies. At present, students complete these minors as either "stand alone" minors with a major or as minors packaged together in the Interdisciplinary Studies Program. The Department has been asked repeatedly by students to provide an undergraduate major in these related fields. The proposed Environmental Systems and Sustainability Studies would provide that major and the program would have a ready-made cohort of students who would transfer into the major as soon as it is approved. It is estimated that this cohort would consist of 10 to 15 students drawn from the Interdisciplinary Studies major and from the Environmental and Marine Studies minors. Students have a preference for earning a diploma that identifies them as graduating from an *Environmental* major as opposed to an *Interdisciplinary* major. This change alone will draw students into the major.

Several CSCU Community Colleges offer an Associate Degree in Environmental Science (Manchester, Middlesex, Housatonic, Naugatuck Valley, and Northwestern), Environmental Science and Toxicology (Gateway) or Environmental Health and Safety (Three Rivers). Norwalk Community College is in the process of developing a proposal for an environmental science transfer degree. Faculty from SCSU's Department of the Environment, Geography and Marine Sciences will examine pathways with appropriate Community College program coordinators to determine how best to advise those students at Community Colleges to facilitate their integration into the Environmental Systems and Sustainability Bachelor of Science program. The flexibility provided by the three areas of concentration will allow transfer students to build on their own particular preparation and interests.

Faculty

The proposed major makes use of existing faculty members in the recently formed Department of the Environment, Geography and Marine Sciences. The department faculty have teaching, research and professional experiences related to the disciplines in the proposed program. No new faculty are required for the program. Faculty from the Political Science Department and School of Business (Management) will also teach in the Policy and Management track in the proposed program.

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/Pertinent Experience
Dr. Vincent Breslin – Environment, Geography and Marine Sciences (EGMS)	Florida Institute of Technology	Marine Environmental Chemistry/Marine Biology
Dr. Scott Graves - EGMS	University of Idaho	Science Education/Earth Science
Dr. James Tait - EGMS	University of California, Santa Cruz	Coastal Oceanography/ Environmental Earth Science
Dr. Susan Cusato - EGMS	University of Connecticut	Biochemistry/Pollinators/Education
Dr. Cathi Koehler - EGMS	University of Connecticut	Science Education/Earth Science
Dr. Patrick Heidkamp - EGMS	University of Connecticut	Economic and Environmental Geography

Dr. Elyse Zavar - EGMS	Texas State University	Hazard Planning and Mitigation
Dr. Eric West - EGMS	San Diego State University	Geographic Information Systems
Dr. Gregory Robbins - Management	Columbia University	Management and Sustainability
Dr. Jonathan Wharton – Political Science (PSC)	Howard University	Urban Redevelopment and New Urbanism/State and Local Politics
Dr. Costel Calin - PSC	University of Tennessee-Knoxville	Comparative Policy including Health and the Environment

Learning Resources

Southern's proximity to Long Island Sound, designated by Congress as an Estuary of National Significance, is ideal for the coastal marine systems concentration. In partnerships already established with the Sound School in New Haven, UCONN at Groton, the Maritime Aquarium at Norwalk and the US Fish and Wildlife Service at Outer Island, our students have access to coastal research vessels, internship opportunities and educational programming. Each Spring, the Werth Center for Coastal and Marine Studies sponsors a seminar series and brings area scientists and professionals to SCSU to educate and engage students in results of current environmental issues in Long Island Sound.

Also, SCSUs proximity to two of Connecticut's major urban centers, New Haven and Bridgeport, provides opportunities for exploring solutions for sustainable cities. The SCSU coordinator of the Office of Sustainability has established working a working relationship with the director of the Bridgeport's Office of Planning and Economic Development. Nascent collaborations include increasing the city's resilience to future storms in terms of flooding and wave damage. New projects in New Haven include work around the topics of food deserts and urban pollinators.

All of these partnerships bring valuable resources to the program at no additional cost to SCSU.

The program also benefits from resources in the recently renovated Buley Library and sufficient library holdings and journals are available to support this program.

Facilities

The proposed Environmental Systems and Sustainability Studies program will take advantage of existing resources in Jennings Hall and facilities such as the laboratories and equipment of the Werth Center for Coastal and Marine Studies, the Center for Environmental Literacy and Sustainability Education, and Southern's Office of Sustainability. SCSU's program will also maximize the use of the recently opened Academic Science and Laboratory building. The building facilities include a mudroom and shower to facilitate field studies, an aquarium and water quality lab, and coastal processes and analytical laboratories with state-of-the-art analytical instrumentation. No additional facilities are required.

Fiscal Note

The proposed program is composed entirely of existing courses taught on a regular schedule.
Review of Documents:

a)   Campus Review
b)   Campus Budget and Finance
c)   Campus President
d)   Academic Council
e)   System Office

Accreditation:

This program is not separately accredited. There is no national accrediting body for this program.

October 14, 2015 – Academic Council
November 20, 2015 – BOR-Academic and Student Affairs Committee
December 3, 2015 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

December 3, 2015

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a new program in Environmental Systems and Sustainability Studies leading to a Bachelor of Science (BS) degree at Southern Connecticut State University for a period of three years until December 30, 2018.

A True Copy:

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

ITEM: Licensure of a Public Utility Management pathway provided by Gateway Community College and Southern Connecticut State University. The pathway includes an Associate's degree in Public Utility Management (Gateway) and a Bachelor of Science degree in Business Administration with a specialization in Public Utility Management (Southern).

BACKGROUND

Summary

The proposal for a new Public Utility Management pathway, as submitted by Southern Connecticut State University and Gateway Community College, was developed collaboratively in direct response to currently unmet educational and employment needs within the State of Connecticut. The regional utility companies are anticipating that within the next five years, nearly one-third (1/3rd) or more of their workforce will be eligible to retire, thus creating a pressing need for qualified new employees. The retirement statistics for utility company executives are even more alarming, with nearly two-thirds (2/3^{rds}) of currently employed managers approaching eligibility within the same timeframe.

Both institutions collaborated with the Regional Water Authority to assemble an advisory committee of industry representatives to gather feedback on their most pressing hiring needs, priority skills for new employees, and a list of departments facing the greatest impact from these retirements. Shortly following the first meeting, faculty and staff at Gateway and Southern began meeting regularly to develop unique and complementary program curricula to address the workforce needs identified by the advisory board members.

Students will begin their educational track at Gateway where they will obtain an Associate's Degree in Public Utility Management and finish their education at Southern with a Bachelor's of Science (B.S.) in Business Administration with a specialization in Public Utility Management. Conversations within the advisory committee spurred both institutions to create a series of specialized certificates as potential on-ramps for participants to either continue their degree progression or transition directly into the workforce. Both Gateway and Southern have designed unique certificate programs that address technical and managerial skill development respectively. When combined, the program curriculum focuses equal attention on the need for prospective employees to possess solid technical expertise, as well as formal business education, as part of a collaborative talent management effort to fill the void of impending retirements.

Need for the Program

The nature of public utility operations is rapidly changing in the New England region as the industry faces the common challenges of an aging workforce, looming retirements, aging infrastructure, additional regulations, and heightened financial burdens. These are shared concerns across all public utilities and represent national challenges. According to the Water Research Foundation (WRF), a national, non-profit water utility research organization, the water industry will face the following challenges – which align with those of all other utilities –

1) The average age of the water utility worker is higher than those working in manufacturing.
2) A large percentage of utility workers are within ten (10) years of retirement.
3) Increasing plant automation requires that replacement hires be more technically competent.
4) The pool of desirable and competent workers is shallow, making it difficult to find replacements.
5) Retirement of senior personnel is likely to result in the loss of valuable institutional knowledge.

The proposed Public Utility Management pathway helps to address the challenges listed above on several levels. First and foremost, it raises the visibility of this career pathway within the New England region. Both Gateway and Southern plan to work very closely with industry representatives on an outreach plan that includes current employers, high schools, guidance counselors, and community members throughout the region. Secondly, the educational on-ramps (certificates, associate's and bachelor's degrees) are flexible enough to serve the needs of current employees seeking career advancement, as well as younger students interested in learning more about the industry and entering a field with a wide array of career options. Industry research, combined with feedback from advisory committee representatives, clearly indicates that this new educational degree program must be crafted with the intent of developing a pool of qualified employees with both management and technical knowledge. The 2+2 format will allow prospective students to explore the more technical classes while at Gateway before transitioning to Southern for their business education classes. This will open up a variety of career pathways and unique options depending upon the desires of the student.

Curriculum
Please see *Appendix A*, which includes detailed information on courses, prerequisites, and learning outcomes with the Associate and Bachelor's degree programs.

Students
The Public Utility Management pathway is intended to provide prospective students, including high school graduates, community college students, transfer students, currently matriculated students at Southern, and those currently employed in the utility industry, with a wide variety of career options in the field. The utility industry offers an array of career tracks for those with a strong technical background combined with an aptitude in business, marketing, accounting, information technology, data analysis, and/or office administration.

Southern and Gateway conducted an industry survey of advisory committee members to gather feedback on the types of career opportunities for which graduates of this program would be well qualified. The departments facing the most pressing hiring needs include: customer service, field operations, employee relations, information technology, purchasing and finance, and quality assurance. Average salaries range between $55,600 - $75,833 depending upon an applicant's level of experience and educational background.

Gateway Community College based their enrollment projections on the current headcount within their certificate programs, prospective new students from high school, and feedback from advisory committee members on the number of current employees who would be interested in additional education. Southern Connecticut State University planned their enrollment projections on the number of anticipated transfer students from Gateway, current university students who may be interested in switching to the new public utility specialization, and a small number of industry employees who are able to begin at the junior level.

Faculty
The collaborative Public Utility Management pathway builds upon the programmatic, human resource, and geographic strengths of both institutions. Gateway faculty members have a long-standing history of developing credit-bearing professional certificates for public utility companies throughout the state of Connecticut. In many cases, Gateway will utilize industry professionals as faculty experts. This new pathway builds upon the institution's strong track record of customizing programs to meet the needs of regional employers and attracting talented faculty with both teaching and professional experience. As a

natural feeder to Southern, this program aligns perfectly with the core business administration curriculum in the university's School of Business.

The vast majority of faculty members within SCSU's School of Business have terminal degrees and extensive curriculum design and development experience, which is often driven through collaboration with a professional advisory board to align the learning outcomes with industry needs. Faculty members at Gateway and Southern have a natural kinship given their close geographic proximity and ongoing work to develop student-friendly transfer articulation agreements. The lead faculty members at Gateway Community College and Southern Connecticut State University will be Richard Reese, Department Chairperson for Business and Rick Bassett, Department Chairperson for Management/Management Information Systems (MIS).

Learning Resources
Students in the collaborative program will benefit from the expertise and resources provided by the Industry Advisory Board members. These resources include funding for course development and materials, tuition reimbursement, opportunities for professional development experiences, and internship placements. Additionally, faculty at both institutions can provide academic and professional experiences utilizing the vast resources of the utilities organizations throughout the state.

Facilities
Both Gateway and Southern can provide classroom, laboratory and meeting space that is sufficient to meet the needs of their respective programs. Faculty and students will utilize the existing space and take advantage of off-site trips to utilities organizations who partner in the program development.

Fiscal Note
Southern Connecticut State University and Gateway Community College have each developed their own individual budget for this pathway program to best illustrate the unique resource needs of each institution, parities in tuition rates, and distinctive enrollment trends. With that said, this program has been built as a pathway for multiple student audiences with corresponding on-ramps, so each budget is intrinsically linked to the other.

While this program will primarily be supported with current resources, each institution will provide a modest investment to support the development of new curricula. Southern will also hire one new faculty member to manage the increased course load. Both Southern and Gateway anticipate a marginal loss in the first year of operation due to these up-front program investments. Both programs will be profitable in the second year of operation with an even stronger profit margin in the third year of the program.

Review of Documents:
   a)   Campus Review
   b)   Campus Budget and Finance
   c)   Campus President
   d)   Academic Council
   e)   System Office

Accreditation:
Both GWCC and SCSU hold regional accreditation through NEASC. No additional accreditation is provided to this program.

APPENDIX A: **Program Curriculum**

Associate's Degree in Public Utility Management - GWCC				
Course Number	**Course Title**	**Learning Outcomes**	**Prerequisite Courses**	**Course Hours**
GENERAL EDUCATION COURSES				
ENG 101	Composition	2		3
ENG 102/ENG 200	Literature and Composition/ Advanced Composition	2		3
MAT 172 or MAT 186	College Algebra & Trig / Pre-Calculus	5		3
ECN 101	Macroeconomics	5, 6		3
EVS 114	(Natural Science) Env. Science and Lab	5, 7		4
ECN 102	Principles of Microeconomics	3, 4		3
IDS 106	Critical Thinking-Business	3, 4		3
BBG 240/ PHL 111	(Social Science) Business Ethics/Ethics	1, 2		3
BBG 115/CSA 135	Spreadsheets & Databases	4		3
			TOTAL:	**28**
PROGRAM MAJOR COURSES				
BMG 202	Principles of Management	2, 3		3
BBG 231	Business Law	1, 2, 3, 5		3
ACC 113	Principles of Financial Accounting	6		3
ACC 117	Principles of Managerial Accounting	6	**ACC 113**	3
CWM 106	Introduction to Utility Management	1		3
BBG 200/MAT 167	Business Statistics/Principles of Stats	4, 6		3
ENV 110	Environmental Regulations	1, 5		3
TBD	Rates and Revenues	1, 6		3
TBD	Customer Relations	1, 5		3
			TOTAL:	**27**
Public Utility Management Track Electives (CHOOSE 2)				
BMK 201	Principles of Marketing	2		3
BBG 294	Business Internship (Elective)	3, 6	(BBG294) 15 crs of bus., ENG 101 and min. GPA	3
QUA 114	Principles of Quality Control	7		3
TBD	Asset and Infrastructure Management	4		3
BBG 210	Business Communication	2		3
			TOTAL:	**6**
TOTAL CREDITS				**61**

APPENDIX A: Program Curriculum

Bachelor of Science (B.S.) in Business Administration with a specialization in Public Utility Management - SCSU			
SCSU Courses	**Learning Outcomes**	**Credits**	**GWCC Course Equivalents**
Tier 1 (15 credits)			* Courses prescribed within A.S. Public Utility Management degree
INQ 101 - First Year Experience	3	0	Transfer student waiver*
Critical Thinking	2	3	IDS 106*
Multilingual Comm. - 200 - Level World Language	3	3	FRE/ITA/SPA 201 or 202
MAT 120 or 122 - Quantitative Reasoning	5	3	MAT 172 or 186*
CSC 200 - Technological Fluency	5	3	BBG 115*
ENG 112 - Written Communication	3	3	ENG 102* or 200*
Tier 2 (28 credits)		**15**	*Subtotal*
American Experience	6	3	HIS 201 or 202, POL 111 (Soc. Sci. Elect*)
Creative Drive	6	3	ENG 281, ART 111
Cultural Expression	6	3	ART 101 or 102, MUS 101
ECO 101 -Global Awareness	4	3	ECN 102*
Mind and Body	6	3	PSY 111, PHL 111
Natural World I: Physical Realm	5	3	EVS 114*
Natural World II: Life and Environment	5	4	BIO, CHE, EAS, PHY w/ lab
ECO 100 - Social Structure, Conflict and Consensus	6	3	ECN 101*
Time and Place	6	3	GEO 101, HIS 101 or 102
Tier 3 (3 credits)		**43**	*Subtotal*
MGT 460 - International Business	4	3	
Business Administration - Common Core (27 credits)			
ACC 200 - Principles of Accounting	5	3	ACC 101, 102, 113*
ACC 210 - Managerial Accounting	5	3	ACC 110, 117*, 204, 231, 232
ECO 221 - Business Statistics	5	3	BUS 168, 200*
FIN 300 - Corporation Finance	5	3	
MGT 240 - Legal Environment of Business	1, 2, 3	3	BBG 231* Business Law I
MGT 305 - Organizational Behavior	1, 2, 3, 4	3	
MGT 450 - Business Policy & Strategy	1, 2, 3, 5	3	
MIS 370 - Business Information Systems	1, 2, 3, 5	3	
MKT 200 - Principles of Marketing	3	3	BMK 201* Principles of Mktg.
Management - Utilities Specialization (30 credits)		**73**	*Subtotal*
MGT 200 - Business Communications	3	3	BBG 210* Bus. Comm.
MGT 300 - Management and Organization	1,2	3	BMG 202* Principles of Mgmt.
MGT 385 - Human Resource Management	1,2	3	BMG 220 Human Resources
MGT 400 - Values & Conflicts in Managerial Decision Making	1,2	3	

SCSU Courses	Learning Outcomes	Credits	
Electives: Select 6 courses from the list below		**85**	_Subtotal_
ACC 401 - Pub. Utility Accounting/ Government Accounting	5	ELE 1	
GEO 381 or 460 - GIS	5	ELE 2	
MGT 335 - Business Law	1	ELE 3	
MGT 398 - Energy MGT and Renew. Energy/ Green MGT	4,5	ELE 4	
MGT 415 - Developing Team Managerial Skills	1,2	ELE 5	
MGT 498 - Collect. Bargaining & Labor Rel./Negotiations	1,2	ELE 6	
MIS 398 - Bus. Continuity Planning / MIS Special Topics	1,2	ELE 7	ENV 110* Env. Regulations
MIS 430 - Introduction to Project Management	1,2	ELE 8	
MGT or MIS 497 - Internship	1, 2, 3, 4, 5, 6	ELE 9	
Writing Intensive Courses (W) 3 Required		0	Only 2 required; if transferring 60-90 credits
General Electives (17 credits) **Average credits needed to achieve 120 total** Any courses not listed above I.E. ENG 101* QUA 114*		**103**	_Subtotal_
TBD XXX - Crisis Management / Risk Management	1	3	
TBD XXX - Green Energy and Environmental Sustainability	4, 5	3	_**These courses were suggested by the Industry Advisory Committee.**_
TBD XXX - Workforce Safety and Industry Regulatory Codes (ie: OSHA)	3,5	3	
		120	_Total Credits_

November 11, 2015 – Academic Council
November 20, 2015 – BOR-Academic and Student Affairs Committee
December 3, 2015 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

December 3, 2015

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a new program in Public Utilities Management leading to an Associate of Science (AS) degree at Gateway Community College and a Bachelor of Science (BS) degree at Southern Connecticut State University for a period of three years until December 30, 2018.

A True Copy:

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

ITEM
New Program: Three Rivers Community College (TRCC) Precision Sheet Metal Manufacturing
Certificate

BACKGROUND
<u>Summary</u>
The mission of TRCC states that "Three Rivers is an accessible, affordable, and culturally diverse
community college that meets varied educational needs by creating an environment that stimulates
learning." To accomplish its mission, TRCC provides a well-rounded and rewarding educational
experience with an emphasis on critical thinking, effective communication, fosters an appreciation of
technology, helps students achieve their goals, serves as a community resource for people and
institutions within its service areas, and contributes to the economic development of the region and the
state. Manufacturing is making a resurgence in eastern Connecticut. Industry members of the Eastern
Advanced Manufacturing Alliance (EAMA) have identified the growing need to develop a skilled
manufacturing workforce. Electric Boat, a member of EAMA, has earned the largest contract in its
history. The demand for skilled precision sheet metal fabricators is particularly high in the eastern
region of the state. Currently, there are no training programs available to develop the knowledge
necessary to support the needs of Electric Boat and the large sheet metal industry in eastern
Connecticut. The development of a precision sheet metal fabrication certificate program will not only
meet the growing demands of local industry, but also supports TRCC commitments to serve as a
community resource and contribute to the economic development of the region and state. This program
will emphasize the development of critical thinking and effective communication, both a commitment
to TRCC students as well as an industry demand.

<u>**Need for the Program**</u>
According to the U.S. Bureau of Economic Analysis, Connecticut ranks as the 18th most intensive
manufacturing state, producing a gross state product (GSP) of \$25 billion. The manufacturing sector
employs 159,200 people, representing nearly 10% of all workers. Electric Boat and United
Technologies both received unprecedented long-term contracts that will require the hiring of hundreds
of skilled precision sheet metal fabricators and welders each year for the next decade or longer. Electric
Boat and United Technologies anchor a vast manufacturing supply chain in Connecticut. Electric Boat
spent nearly \$300 million across 362 Connecticut suppliers over the past five years. Nationally, skilled
trade employers report high levels of difficulty finding qualified workers. Connecticut maintains the
highest percentage of skilled-trades workers over 45 (64%) and over 55 (27%), placing it as the state
with the most severe skilled-trades shortage in the nation. The Precision Sheet Metal Manufacturing
Certificate will prepare graduates to work in these areas of manufacturing.

The Connecticut Business and Industry Association (CBIA) has also identified a large increase in
demand for skilled manufacturing workers, while at the same time reported on a large skills gap. The
skills gap identified is not only in technical skills, but also in interpersonal/teamwork skills, leadership,
math, and writing. Most importantly, 98% of the survey respondents stated critical thinking and
problem solving were the most important skills needed in their workforce to ensure competitiveness.
The Precision Sheet Metal Fabrication certificate program will address these soft skill gaps by not only
addressing some of them specifically in the curriculum, but by embedding the development of them in
the problem based learning pedagogy of the courses.

Curriculum

The Precision Sheet Metal Fabrication certificate will be unique to TRCC. Currently, there is no formal training program that can be found nationwide for precision sheet metal fabrication other than related programs in HVAC (heating, ventilation, air conditioning), which utilizes some of the same equipment and similar concepts, but is not otherwise transferable. Other Connecticut community college manufacturing certificate programs served as a template for this proposed certificate program. The Precision Sheet Metal Manufacturing curriculum will utilize existing manufacturing curricula that is not specific to any one manufacturing skill set, such as manufacturing math, blueprint reading, metrology, quality control, and lean concepts. Curriculum has already been developed and implemented at the Connecticut Advanced Manufacturing Centers at Asnuntuck Community College, Housatonic Community College, Naugatuck Valley Community College, and Quinebaug Valley Community College for machining and other manufacturing-related disciplines. TRCC will utilize the foundational concepts in the existing curriculum with modifications to be specific to the needs of precision sheet metal instruction.

The Precision Sheet Metal Manufacturing program will consist of a 50-hour non-credit introductory pre-manufacturing program designed to provide remedial math and foundational concepts, including introduction to precision sheet metal fabrication careers, blueprint reading, metrology, and lean manufacturing. Upon completion of the pre-manufacturing program, or if students are coming out of a strong vocational or technical education program, they will begin the 30-credit two-semester credit certificate program. Upon completion of the 30-credit Precision Sheet Metal Manufacturing Certificate, students may enroll in an optional third semester certificate program in either Advanced Precision Sheet Metal Fabrication (12 credits) or Advanced Welding (12 credits). Students will be strongly encouraged to complete all three semesters, however they can return at a later time to complete the optional third semester.

Students

TRCC plans to admit a minimum of two cohorts (approximately 20 students per cohort) per year into the program for a total of 40+ students each year.

The Precision Sheet Metal Manufacturing credit certificate program will provide students with access to financial aid and a clearer pathway to additional academic credentials. In addition, the depth and breadth of the laboratories at TRCC provides students with the opportunity to explore basic manufacturing processes while concentrating in precision sheet metal fabrication.

Completion of the 30-credit certificate (and optional advanced certificate, if applicable) will lead students to employment and/or additional educational pathways such as the College of Technology - Technology Studies applied science associate degree. Students in the certificate program will be able to apply their certificate courses to the associate degree program.

Graduates of this program will not only have the technical skills necessary to meet workforce demand, but the soft skills necessary to build a long-term career in manufacturing. The success of the four Advanced Manufacturing Centers in Connecticut (launched in 2012), verifies the effectiveness of the certificate program model with an overall 88% job placement rate achieved across the four Centers in 2013.

Faculty

One full-time faculty member will be required to teach the Precision Sheet Metal Manufacturing courses as well as administer the program, including the recruitment of adjunct faculty. For the three year Connecticut Advanced Manufacturing Initiative (CAMI) grant period, this position will be funded by the grant. In addition, part-time Educational Assistants will be hired to ensure compliance with the grant requirement of a 2-to-1 faculty/student ratio.

Learning Resources

TRCC received approximately $1.2M in funding from the US Department of Labor Round 4 Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant for the establishment of the CT Advanced Manufacturing Initiative (CAMI). Funding from this initiative will provide resources for personnel, equipment, supplies, marketing/advertising, and lab renovations at the college. CAMI funding is provided through September 30, 2017.

TRCC maintains a strong partnership with the EAMA, a non-profit organization comprised of 47 manufacturers in eastern Connecticut, south central Massachusetts, and northwestern Rhode Island, including Electric Boat. EAMA promotes manufacturing careers, developments and advances in manufacturing education, and works with its education partners (TRCC and Quinebaug Valley Community College) to improve the regional manufacturing workforce. EAMA companies represent more than 12,000 workers. TRCC is working closely with EAMA companies to define the precision sheet metal fabrication curriculum.

TRCC Academic Affairs, Workforce and Community Education, and EAMA have a close working relationship, resulting in the utilization of each of their specific resources and knowledge to develop a certificate program that benefits both students and industry. With funding provided by the CAMI grant, TRCC will hire two part-time program coordinators to recruit students into the precision sheet metal fabrication program and collect required data.

In addition, TRCC will leverage existing resources including lab and classroom space, faculty expertise, library resources, tutoring resources, and staff support utilized by the cadre of engineering technology courses/programs currently available at the college.

Facilities

TRCC is in the process of renovating several existing laboratories to install sheet metal fabrication equipment procured under the auspices of the CAMI grant. Substantial completion of the renovations is expected in mid-January 2016. The equipment purchased for this certificate program has been vetted by industry partners from EAMA.

Fiscal Note

As noted above, TRCC received funding from the US Department of Labor Round for CAMI, which will fund the renovation of existing laboratory space to accommodate the funded purchase of precision sheet metal fabrication equipment (punches, press brakes, shear, rollers, and other hand tools) and develop curriculum that will meet industry needs, benefiting students with skills that are in demand.

Review of Documents
  a)   Concept Paper affirmed by CSCU Academic Council August 5, 2015
  b)   Program Proposal approved by TRCC Engineering Technologies Department October 21, 2015
  c)   Program Proposal approved by TRCC Curriculum Committee November 6, 2015
  d)   Program Proposal approved by CSCU Academic Council November 11, 2015

Accreditation
Not applicable

November 11, 2015 – Academic Council
November 20, 2015 – BOR-Academic and Student Affairs Committee
December 3, 2015 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

December 3, 2015

RESOLVED: That the Board of Regents for Higher Education approve the licensure and
accreditation of a new program in Precision Sheet Metal Manufacturing leading to
a Certificate at Three Rivers 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 Doctorate in Nurse Anesthesia Practice at Central Connecticut State University

RECOMMENDED MOTION FOR FULL BOARD
RESOLVED: That the Board of Regents for Higher Education license a Doctorate in Nurse
                    Anesthesia Practice (DNAP) at Central Connecticut State University for a period
                    of three years until December 30, 2018.

BACKGROUND
The Board of Regents is authorized by state statute (Public Act 15-37) to approve non-research,
practice-based, applied, professional doctoral degree academic programs, through a proposal
examination that considers:

1. The effect of the proposed program on institutional budgets,
2. Whether expertise in the proposed program subject matter exists at the offering
    institutions,
3. Current and projected accreditation standards governing the proposed program, and
4. Current and projected professional standards in the occupational fields for which students
    completing the proposed program may qualify for employment.

These considerations have been incorporated into the System's Protocol for the Submission,
Review and Assessment of Proposals to Establish New Academic Programs.

RATIONALE
Per the Protocol, upon submission of a Concept Paper by Central Connecticut State University to
establish the referenced program, the System Office of Provost and Senior Vice President for
Academic and Student Affairs conducted a Planning Assessment to determine the merits of the
proposal. This assessment resulted in positive findings and subsequently the Provost submitted
the Concept Paper to the Academic Council for its deliberative, critical review process – a
component of the Quality Assessment, the second stage of the new academic program review
procedure. Following the input and stamp of approval by the Academic Council, the Provost
arranged for the second component of the Quality Assessment – an evaluative site visit to the
applicant by two experienced, competent educators from out-of-state institutions with similar
doctoral programs. The reviewers were:

Dr. Michael Kremer, Professor & Director   Dr. Nancy Shedlick, Program Administrator
Rush Center for Clinical Skills & Simulation   Raleigh School of Nurse Anesthesia

Their Site Visit Evaluation Report is attached to this Staff Report and summarized below:

The reviewers identified the following **areas of strength**:

- There appear to be ample clinical resources to support student learning in the current
  master's program.
- CCSU administration and faculty members have long-standing relationships with the
  three affiliated nurse anesthesia programs and support movement of the exit degree from
  the master's to the practice doctorate.

- The nurse anesthesia program administrators with whom the reviewers met are dedicated to their students and maintain didactic and clinical excellence.

- Students and recent graduates from the Hartford and Yale-New Haven Nurse Anesthesia Programs are very positive regarding their didactic and clinical learning experiences.

- Many of the students and recent graduates express enthusiasm for the proposed DNAP program. Several expressed interest in returning for the DNAP completion program in the near future.

- The current and planned curriculum has a strong science core.

The reviewers identified the following **areas in need of improvement** to be addressed by the institution as it implements the program:

- Doctorally prepared CRNA faculty members will need to be recruited at market-competitive rates to support teaching of the fifteen 700 level doctoral courses in the proposed DNAP curriculum.

- Strategies to achieve market-competitive salaries for CRNA faculty members need to be explored, which may include extramural funding, support from clinical partners and opportunities for CRNAs to engage in clinical practice.

- The affiliated nurse anesthesia programs will need to ensure that doctorally prepared program administrators are in place by 2018. These programs will also need to ensure their ability to meet or exceed COA requirements for general and specialty cases, clinical hours and certification examination pass rates.

- Pending approval of the DNAP entry and completion degrees by the Board of Regents, each affiliated nurse anesthesia program will need to work closely with University administration and their COA Accreditation Specialist to develop these documents: the Application for Approval of a Practice-Oriented Doctoral Degree for Entry into Nurse Anesthesia Practice; Application for Approval of Graduate Degrees for CRNAs (Completion Degree Programs); the COA distance education application; the COA Faculty Resources Template and the COA Course Content Map template.

In conclusion, the reviewers found that the proposed Doctorate in Nurse Anesthesia Practice to be in compliance with each of the Board of Regents' academic program approval standards; i.e. the state's statutes – Regulations for the Licensure and Accreditation of Institutions and Programs in Higher Education.

RESOURCES
A full depiction of the resources to be brought to bear in the implementation of the proposed program is presented in the institution's Full Proposal to Establish a New Academic Program which is attached.

CRNA – Certified Registered Nurse Anesthetist

COA – Council on Accreditation of Nurse Anesthesia Educational Programs

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

December 3, 2015

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a Doctorate in Nurse Anesthesia Practice (DNAP) degree at Central Connecticut State University for a period of three years until December 30, 2018.

A True Copy:

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

ITEM

Implementation of the Transfer and Articulation Policy Biology Pathway between the twelve community colleges and the State Universities and Charter Oak State College. This pathway meets the specific requirements of the Board's Transfer and Articulation Policy for seamless and transparent transfer in biology for students from any of the Community Colleges to each of the State Universities and Charter Oak State College.

BACKGROUND

In 2012, the state legislature passed a law (Public Act 12-31) requiring the Connecticut State Colleges and Universities (CSCU) to create seamless transfer pathways on a system level for students completing transfer degree programs at the community colleges and then transferring to a four-year institution. Public ACT 12-31 aligned with a transfer policy created by a system-wide advisory committee. In the summer of 2012, a steering committee comprising 17 faculty members—one from each CSCU institution—created a framework for a 30-31 credit competency-based general education core as part of 60-61 credit transfer pathways to be completed at the community colleges. This framework was voted on by all colleges and universities and approved by the BOR in fall 2012 for implementation in the system.

Workgroups comprising faculty members from each the Connecticut State Colleges and Universities began meeting in the fall of 2012. In the fall of 2014 these work groups were reconvened and additional disciplinary work groups were created to develop pathways for students to transfer seamlessly from the community colleges to the State Universities and Charter Oak State College. Each pathway is developed by faculty in the discipline and then goes through a thorough review process, beginning with the Transfer and Articulation Framework Review and Implementation Committee (FIRC), itself comprising faculty representatives from each of the CSCU institutions and two advisors, one from a community college and one from a CSU or CO. After review by FIRC, each pathway proceeds through the governance process at each CSCU institution for a vote on endorsement. Institutions provide valuable feedback that is submitted to the TAP co-managers. If the co-managers, in consultation with the system Provost and with Chief Academic Officers, agree that the pathway meets the requirements of TAP and is supported by the majority of faculty across the system, the pathway is brought to the Academic and Student Affairs Committee of the Board of Regents for approval. If approved by the Academic and Student Affairs Committee, the pathway is then brought to the Board of Regents for full approval. Once a pathway is approved, it must, according to policy, be implemented at each community college that can offer it and be received at each four-year school that offers the degree program.

Each discipline-specific pathway offers students a clear pathway that will lead them to complete an associate degree in the discipline that is guaranteed to transfer to any of the State Universities and to Charter Oak State College and leave the student with only 60 credits to complete for the baccalaureate degree. Each pathway represents the collaboration and agreement of faculty from each CSCU institution,

RATIONALE

In 2012 the Board of Regents approved the Transfer and Articulation Policy (TAP) which sets out to help students complete their post-secondary degrees as efficiently as possible. As part of the TAP policy, pathways are to be created that relate to specific majors offered at the state universities. In short, it establishes an expectation that students can begin their education at a community college, following a defined pathway where all courses are applicable to the appropriate degree, then transfer to the state universities to complete their degree with no more than 120 total credits. The TAP policy creates a common general education core, common lower division pre-major pathways and Junior status upon transfer. The biology pathway represents the first of many pathways that are in progress. It will be available for students to declare for the fall of 2016.

11-20-2015 – Academic & Student Affairs Committee
12-3-2015 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Transfer and Articulation Policy Biology Pathway

December 3, 2015

RESOLVED: That the Board of Regents for Higher Education approves the Transfer and Articulation Policy Biology Pathway agreement developed by discipline faculty from the 17 Connecticut State Universities and Colleges. This pathway meets the specific requirements of the Board's Transfer and Articulation Policy for seamless and transparent transfer in biology for students from any of the Community Colleges to each of the State Universities and Charter Oak State College.

A True Copy:

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

ITEM
Armed Police and Special Police Forces

BACKGROUND

The Board of Regents was tasked with evaluating the effectiveness of establishing special police forces for each of the community colleges. To undertake this task it consulted with Elert & Associates which assessed each campus and determined that, among other things, campus security would be enhanced by human assets, specifically armed Police Officer Standards Training (POST) certified officials. Although campuses are currently provided a degree of police protection, arming all of the community college campuses would require a policy change by the Board.

Current community college policy either prohibits weapons on community college campuses[1] or geographically limits the authorization of armed police officers to Naugatuck Valley Community College.[2] In order to have armed police at other community college campuses, CCC Board of Trustees Policy Manual Section 4.20 must be rescinded and replaced with a policy which affords the community colleges opportunity to either employ and develop special police forces pursuant to Connecticut General Statute sections 29-18 or 10a-156b, or to contract with state contractors which provide for security personnel who are appropriately certified, trained and indemnified.

To further explore and support the creation of special police forces on the community college campuses, a planning task force shall make further recommendation as set forth in the Community College Safety Planning Outline, appended hereto as Exhibit A.

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[1] **4.23 Weapons on College Campuses** (Adopted 5/18/1992)
The use or possession of weapons (as defined in Section 53-206 of the Connecticut General Statutes) is prohibited on college campuses or at college activities except as authorized by Board or college policies. Colleges are hereby authorized to develop policies which allow for specific exemptions to the extent permitted by law.

[2] **4.20 Weapons Policy - Central Naugatuck Valley Region Higher Education Center** (Adopted 2/26/1990)
All employees at the Central Naugatuck Valley Region Higher Education Center having been trained at the Connecticut state police academy and certified as police officers, pursuant to Connecticut general statutes section 29-18, are hereby empowered to carry firearms while on duty at the CNVRHEC.

RECOMMENDATION
That the Board of Regents for Higher Education rescinds CCC Board of Trustee policy 4.20 and adopts the attached resolution approving the proposed policy restated below:

4.20 Weapons Policy - Armed POST Certified Officer (Proposed for adoption 12/3/15)
Those persons employed by the College as police officers, having been certified through Police Officers Standards Training, are authorized to carry firearms while on duty on the premises of the college they serve to the extent that the college's police department is designated a special police force pursuant to Connecticut General Statute section 29-18 or 10a-156b.

Those persons employed under contract to serve the College as police officers, having been certified through Police Officers Standards Training, are authorized to carry firearms while on duty on the premises of the college they serve provided that they are indemnified by their private employer under the employer's contract with the State of Connecticut to provide security personnel.

11/19/15 – Academic & Student Affairs Committee
11/25/15 – Academic & Student Affairs Committee
12/3/15 – BOR

STAFF REPORT   **ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

Community College (CC) Safety Planning Outline   **EXHIBIT A** TO STAFF REPORT

- Perform Inventory of existing Safety Plans (from Elert Study)
  - Elert study to be posted on private shared drive week of 10/26
  - Review completed 3 days from posting to shared drive
- Review Elert's "best" campuses security programs
  - Gateway
  - Capital
- Designation of Planning and Implementation Task Force
  - Determine composition of task force
    - Members from:
      - Connecticut Department of Emergency Services and Public Protection (DESPP)
      - CSUs Public Safety
      - CC Public Safety
      - CSCU System Office
  - Inform System Office appointments
  - Schedule inaugural meeting
- Identification of primary needs
  - Address question relating to arming CC security staff
    - Assess each campus' existing security personnel and identify gaps
    - Initiate training for all newly armed personnel
  - Mental Health Services and Capabilities
  - First step—address flagrant omissions (Immediate needs)
  - Next level of improvements needed
  - Assess need and feasibility of less critical improvements recommended by Elert
  - Assess communications strategies with external law enforcement and emergency care providers
- Prioritization of needs by college
  - Technology
  - Staff
  - Other costs
- Budget formulation
  - Technology costs
    - Consulting services
    - Hardware
    - Software
  - Staff costs
    - Total number of staff needed, by institution
    - Hierarchy
    - Total cost per institution
  - Target budget completion to comply with timeframe for legislative package submission
- Planning, implementation and timeline
  - Completion of plan—Target date
  - Presidents' briefing—Target date
  - BOR Committee and Board review—As soon as possible (based on BOR mtg. schedule)
  - Immediate implementation

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Armed Police and Special Police Forces

December 3, 2015

WHEREAS,   In 1990 the Board of Trustees for the Community Colleges enacted Policy Manual section 4.20 "Weapons Policy - Central Naugatuck Valley Region Higher Education Center," which allowed Police Officer Standards Training (POST) certified officers employed by the College the ability to carry firearms while on duty at NVCC; and

WHEREAS,   In 1992 the Board of Trustees for the Community Colleges enacted Policy Manual section 4.23 "Weapons on College Campuses," which prohibited the use or possession of weapons on college campuses or at college activities except as authorized by the Board; and

WHEREAS,   Public Act 13-3 section 94 requires the Board of Regents for Higher Education in consultation with the Department of Emergency Services and Public Protection to evaluate the effectiveness of establishing a special police force for each community college and replacing campus security personnel with a special police force; and

WHEREAS,   In 2013 Elert & Associates ("Elert") was consulted to assess safety and security at the twelve Connecticut Community Colleges and following its one year analysis presented its findings to the full Board in executive session; and

WHEREAS   Elert recommended that campus security would be greatly enhanced with human assets, specifically armed POST certified officials who should be deployed at community college campuses; and

WHEREAS,   In order to arm POST certified officials, the Board of Regents must amend its policy to allow such officers to carry weapons; and,

WHEREAS,   The Board seeks to deploy state contracted security services as well as establish special police forces on community college campuses; and

WHEREAS,   The President of the Board of Regents has designated administrative staff to consider issues as set forth in the Community College Safety Planning Outline and to provide recommendations for the President's consideration; therefore be it

RESOLVED, That the Board of Regents for Higher Education rescinds Community College Policy *"Weapons Policy – Central Naugatuck Valley Region Higher Education Center"* and adopts the following policy entitled *"Weapons Policy - Armed POST Certified Officers and Special Police Forces"*,

Those persons employed by the College as police officers, having been certified through Police Officers Standards Training, are authorized to carry firearms while on duty on the premises of the college they serve to the extent that the college's police department is designated a special police force pursuant to Connecticut General Statute section 29-18 or 10a-156b.

Those persons employed under contract to serve the College as police officers, having been certified through Police Officers Standards Training, are authorized to carry firearms while on duty on the premises of the college they serve provided that they are indemnified by their private employer under the employer's contract with the State of Connecticut to provide security personnel.

and be it further

RESOLVED, That the Board of Regents will seek amendment to Connecticut General Statute section 10a-156b "Special Police Forces" so that its statutory language includes certain community college campuses, to the extent that the individual colleges have need of special police forces, demonstrate readiness to operate a special police force, and agree to participate in ongoing training with the CSU institution in its region, in addition to required POST training.

A True Copy:

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

Connecticut State Colleges & Universities
Board of Regents for Higher Education

Board of Regents for Higher Education
PROPOSED 2016 Meeting Schedule – *11/9/15*

Academic and Student Affairs 9:30 am	Audit 10:00 am Tuesdays unless otherwise noted	HR & Administration 1:00 pm Thursdays unless otherwise noted	Finance & Facilities 10:00 am Thursdays unless otherwise noted	Executive Comm. Meets when called. 10 am placeholders added to schedule on months Board is not in session	Board of Regents 10:00 am Thursdays unless otherwise noted
Friday, January 8		January 7	January 7		January 21 Hartford
Tuesday, March 8		March 3	February 18 after Exec.	Thurs., February 18	March 17 Central CSU
			March 10		
Thurs., March 24	March 15				April 7 Middlesex CC
Friday, April 29		April 28	April 14		Tuesday, May 10 Hartford
Friday, June 3	June 14	June 2	May 11, 12, 13 – W, R, F 9 AM Spending Plan ½ days		June 16 Hartford
			June 9		
August full Board meeting is for consideration and adoption of Biennium budget; no other items anticipated moving forward.			August 18	Thurs., July 21	August 25 Hartford *approve Biennium*
Thurs., August 25 [after BOR mtg]	September 13	September 1			September 15 Quinebaug Valley CC
Friday, Sept. 30		October 6	October 13		October 20 Southern CSU
Friday, Nov. 18		November 10	Friday, November 17 after Exec Committee	Thurs., November 17	December 8 Hartford
Friday, January 13	December 13	January 12	January 12, 2017		January 19, 2017 Hartford