

CT BOARD OF REGENTS FOR HIGHER EDUCATION

CT STATE COLLEGE AND UNIVERSITY (CSCU) SYSTEM

AGENDA – REGULAR MEETING

10:00 a.m., Thursday, May 11, 2017

[System Office, Regents Boardroom, Ground Level, 61 Woodland Street, Hartford, CT](#)

1. Call to Order, Roll Call and Declaration of Quorum
2. Adoption of Agenda
3. Opportunity to Address the Board*
4. Faculty Advisory Committee 1
5. Student Advisory Committee 8
6. CSCU President Mark E. Ojakian
7. Board of Regents Chairman Matt Fleury
8. Approval of Previous Meeting Minutes
 - a) [April 6, 2017 Regular Meeting](#)
9. Consent Agenda
 - a) Terminations
 - i. Technology Studies, Education Option – AS – MCC 10
 - ii. Broadcast-Cinema – AS – MxCC 12
 - iii. Multimedia – AS – MxCC 14
 - iv. Accounting Transfer – AS – TRCC 17
 - v. Business Administration Transfer - AS – TRCC 19
 - vi. Marketing Transfer - AS – TRCC 21
 - vii. Business Office Technology – Legal Option, Associate of Science degree – MCC ... 22
 - viii. Medical Transcription, Certificate – MCC 26
 - ix. Architectural Drafting Technology Certificate – TRCC 29
 - x. Accounting – Post Bac. Certificate (On Ground and Online) – SCSU 31
 - b) New Programs
 - i. Nursing: Hospice and Palliative Care – MS – CCSU 33
 - ii. Early Childhood and Infant/Toddler Mental Health – BS – CCSU 39
 - iii. Digital Media Production – AAS – MxCC 46
 - iv. Audio and Music – Occupational Cert. – MxCC 55
 - v. Film and Video – Occupational Cert. – MxCC 63
 - vi. Registered Medical Assistant – AS – ACC 71
 - vii. Graduate Certificates – SCSU Staff Report.. 77
 - a) Clinical Mental Health Counseling Post-Master’s Certificate (20 Credits) 79
 - b) School Counselor Post-Master’s Certificate (20 credits) 80
 - c) School Library Media Specialist Graduate Certificate (30 Credits) 81
 - d) School Library Media Specialist Initial Graduate Certificate (45 credits) 82
 - e) Remedial Reading and Language Arts Graduate Certificate (24 Credits) 83
 - f) Reading and Language Arts Consultant Post-Master’s Certificate (15 Credits) 84

***Opportunity to Address the Board:** 30 minutes total; no more than three minutes per speaker. There will be two separate sign-up lists: one for students and another for faculty, staff and the public. Students will address the Board first, for up to 15 minutes total, followed by 15 minutes for the faculty, staff and public. The lists will be available in the meeting room for sign-up beginning at 8:30 am. Only one sign up per person (one person may not sign up for a group of individuals). Individuals who wish to address the Board **must sign-up prior to 10 am**. Speakers will be recognized from each list in the order of signing up (adherence to time limits will be required).

9. Consent Agenda – New Programs *(continued)*

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e) Promotion and Tenure Recommendations – State Universities 164**10. Academic & Student Affairs Committee – Merle Harris, Chair**

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11. Audit Committee – Elease Wright No Exhibit/No Report**12. Finance & Infrastructure Committee – Richard J. Balducci, Chair** No Exhibit/No Report**13. HR & Administration Committee – Naomi Cohen, Chair** No Exhibit/No Report**14. Executive Committee – Matt Fleury, Chair** No Exhibit/No Report**15. Executive Session** – Discussion concerning strategy related to collective bargaining**16. Adjourn**

Faculty Advisory Committee to the Board of Regents Report on Student's First

May 11, 2017

Chairman Fleury, President Ojakian, and members of the Board of Regents, we appreciate this opportunity to present to you today.

The Faculty Advisory Committee is the representative body for faculty and staff across the CSCU system. We are comprised of 10 members and 7 alternatives, with a total of more than 300 years of experience working at Connecticut's Colleges and Universities.

This report is our response to the "students first" strategies that were presented to the BOR on April 6. It is a product of our experience, our dedication to our craft, and our commitment and love for our institutions and the students we serve.

The two strategies presented by President Ojakian and endorsed on April 6th consisted only of a few sentences, but they were rich in intent and consequence.

Perhaps, the strategies are the best we can do in the current financial realities. Perhaps, too, the changes will realize the savings targets with no diminishment in educational value or student services. But there is also at least some risk, with a probability greater than zero, that the changes will result in such bureaucratic dysfunction that in 3, 5, or 7 years, the legislature will have no choice but to disband the Board of Regents, undo the consolidation, and we will be left with trying to figure out how to put our institutions back together again.

To avoid ending in a place near the latter part of this continuum, this Board must be thoughtful and deliberative.

The recommendations to create one community college with 12 campuses and to consolidate administrative functions will change CSCU from a type of federation into a system that is centrally controlled. This decision, which is more consequential than the merger itself, was made without any public review, any input from stakeholders, any public consideration of either the consequences or the mechanics of this consolidation, or any real public deliberation by the Board members themselves. Either this Board questioned, debated, and deliberated in private, or it never did so at all. Either way, it is troubling.

Nevertheless, we are heartened by this opportunity to address the Board today to offer our considerations. We also are encouraged that as the plan is now entering into the design phase, there will be another opportunity for this Board to review the merits and risks of the plan.

We recommend that prior to the Board voting on the plan that the draft be circulated for review and that this Board invite members of the CSCU community and the public to open meetings or forums for comments, considerations, and alternate recommendations. We look forward to participating in that open, spirited, and deliberative process.

Our report today enumerates considerations and consequences regarding campus identity and leadership in this new structure. It seeks to identify matters to avoid potential missteps. We believe the plan design ought to include considerations of the following matters.

1. Savings Targets

The plan should provide documentation as to how it might meet its savings targets. It should also include any offsetting implementation costs, and identify the necessary changes in the line items for the respective units in the state's block grants.

2. Accreditation

Maintaining accreditation while simultaneously consolidating 12 community colleges into one community college with 12 campuses will require significant coordination with NEASC to monitor the campuses to sustain accreditation for the individual campuses in the interim.¹ NEASC will almost certainly demand a comprehensive evaluation once the consolidation is completed. If large numbers of layoff notices are sent out before July, we are concerned about the ability of the individual institutions to sustain their accreditation over this process. The FAC believes such a transition will not be completed by the start of fiscal year 2019, and so the plan ought to include a means to sustain the institutions over the short term.

The complexity of consolidating the community colleges, however, is compounded in that the strategies seek also to integrate that consolidation with the state universities. We believe that the proposed changes to the state universities will also warrant monitoring by NEASC to demonstrate that accreditation standards are being maintained.

The proposed strategy to "leverage" expertise in institutional research, financial aid, facilities, human resources, fiscal affairs, and information technology across the system would seemingly require changes in work rules, an expansion in virtual communications, and new structures of oversight and accountability that would reach across campuses. These changes will likely require that employees in these areas become employees of the system office (even if they do not spend their time at Woodland Street), such that hiring and oversight will occur inside a system-wide, central bureaucracy.²

For the state universities, such an arrangement would certainly lessen the ability of a campus president to engage in strategic planning. NEASC standard 3.12 requires that "The chief executive office, through an appropriate administrative structure, effectively manages the institution so as to fulfill its purposes and objectives and establishes the means to assess the effectiveness of the institution." Moving the

¹ The University of Maine system is currently undergoing a process to consolidate seven universities into a single University of Maine, with the research I institution at Orono being the hub. See <http://www.maine.edu/single-accreditation-communications/>

² We may be mistaken on this matter. In conversations with President Ojakian both with the FAC and at the town halls, we have been unable to confirm if this is the intent. We, however, are unable to conceptualize how expertise is to be shared across the system if this is not so.

reporting lines and oversight authority of these “back office” employees may undermine the ability of a university president to meet this standard.

Although the FAC is aware that system consolidations are not uncommon across the country, we are unaware of any state that has every attempted a similar effort to simultaneously integrate two different models of consolidation across two systems largely through bureaucratic oversight from a single office. That is, the efforts in Maine are to move seven campuses into a single university structure, such that it might arrive at a structure that is similar to the way UConn manages its satellites. This is not the same as creating two different administrative structures for the colleges and universities that are consolidated through a state bureaucracy. Remarkably, at the end of the consolidation of the community colleges with a single President administering over 12 campuses, the President might still not have direct oversight over fiscal affairs and other key administrative functions. We believe it is possible that NEASC would not ultimately approve such a structure.

At a minimum, this Board must insure that the accreditation of all our institutions be maintained through this process of change. The Board should obtain written communications from NEASC regarding procedures for continuing evaluation with appropriate progress reports through the interim prior to the approval of the plan.

3. Foundations, alumni relations, and capital campaigns

The consolidation of the community colleges may have a negative impact on charitable giving to the institutions.

President Ojakian’s letter dated April 24 to the Community College Foundations indicated that the consolidation will have no direct effect on the foundations – which we are grateful for -- but we are concerned that the changes may nevertheless dampen fund raising efforts. Several of the foundations have already voiced similar concerns.

Mimi Lines, speaking for the Executive Committee of the Gateway CC Foundation, has expressed concerns that the important relations that President Kendrick has established with the New Haven business community, Yale University, and others might be in jeopardy.

The Norwalk Community College Foundation has invited President Ojakian to a meeting in June to express their concerns about the consolidation of the plan. In an unofficial statement, the Foundation leadership has stated: "NCC Foundation support comes from local donors who are interested in the promotion of ideas and concepts that relate to the surrounding community. They will not support a centralized system that does not allow for strictly local funding."

A public letter to President Ojakian and this Board from Ralph Nader voiced concerns about the consolidation. The letter also noted that "F. Phillip Prelli, a former state agricultural commissioner and board member at the Northwestern Connecticut Community College Foundation, opposed this consolidation, noting the benefits lost from consolidating power far removed if not absentee from local conditions. He said, 'Let us not take the *community*' out of community college.'"

Mary Anne Cox, a former Vice Chancellor of the Connecticut Community Colleges, and a current member of the Middlesex CC Foundation wrote in a statement to the Board that the removal of community college leadership from local regions "is a strategy for impoverishment."

Any community college president in the midst or about to embark on a capital campaign undoubtedly must now face an altered terrain given the uncertainties associated with the future of their local community college and their own leadership.

Even if the community college foundations remain attached to their campuses, it is difficult to conceive how those foundations could grow and flourish without the persistent work of local presidents making connections with community leaders and local businesses.

Alumni are, of course, the single most important constituency in sustaining an institution's foundation. If each community college becomes a branch campus of a statewide system, it is at least a possibility that going forward, alumni's loyalty and commitment to the campus may wane.

We realize that the system office has developed its own foundation, but it seems unlikely that future graduates will support a state bureaucracy with the same fervor and generosity.

4. Impact on Institutional Missions, Institutional Creativity, and Campus Identity

A federated system creates local spheres of control that allow individual institutions to innovate and maintain distinct missions. Centralization of control will almost certainly result in more uniformity and create obstacles to pursue new initiatives and adapt.

Examples of institutional creativity and innovation are easy to locate across the system.

- President Wasescha at MxCC developed a program with Wesleyan University organized a program through the Department of Corrections that some prisoners had an opportunity to earn an Associate's Degree, but also to an application to participate in a Second Chance Pell Pilot.
- Last month, President Núñez displayed the phenomenal strides she has been able to achieve in raising Eastern's four-year graduation rate.
- President Levinson at NCC has repeatedly secured multiple grants to advance new teaching initiatives.
- President Glickman at MCC has significantly expanded the reach of the MCC Foundation and increased Manchester's endowment.
- Three Rivers CC works with the manufacturers in Eastern CT, including Electric Boat, to tailor classes to meet their workforce development needs. TRCC also is the only community college with a nuclear technology program in the country, which is supported through a partnership with Millstone.
- Tunxis Community College is currently creating new accelerated 7-week on-line campuses to expect its reach and attract more non-traditional students.

Hiring presidents is among the most important responsibilities of this Board, and Presidents are, indeed, charged with maintaining and advancing institutional missions. We expect them to seek out innovative and efficient ways to achieve student success. Losing Presidential leadership will inevitably erode creativity and the maintenance of institutional missions.

Presidents also play an important role in maintaining campus identity. Although it is difficult to assess and measure, meetings between Presidents and students and the parents of students help to reinforce relations between students and a campus.

Many students sometimes only seem to want an opportunity to take classes, accumulate credits, and leave with their degree. Such a utilitarian view of education, however, may come at the expense of retention, as numerous studies have found that the development of personal, cultural and social relations between students and their institutions are the single biggest predictor of student retention.

A few years ago, the National Survey of Student Engagement (NSSE) did a multi-method study of 16 colleges and universities that had unusually high graduation and retention rates for their type of institutions. The study was called Project DEEP (Documenting Effective Educational Practice).³ The book concludes with the claim that the success of an institution in promoting student learning and moving them to graduation is “ultimately about the culture.” The culture is a product of unrelenting efforts to create environments that link student learning within continuing celebrations of the life and mission of the institutions. They further argue that this culture is created through a strong, focused and sustained collaboration between campus administration and the faculty.

Many great private liberal arts colleges have learned this lesson well, and go to great expense to celebrate learning and integrate students into the traditions of campus life. For many reasons, public institutions are rarely able to equal the same level of collective engagement as the exclusive, private schools.

The consolidation plan risks exacerbating this shortcoming, which will lead to lower graduation and retention rates. The plan should specify how it will lessen the probability of this outcome.

5. On Political Appointments

Centralizing key personnel for administrative functions at the system level will tend to remove both shared governance procedures and requirements for higher education experience in the hiring process. Across our system, there has been a long history of retiring politicians and others who have earned political favors being given favorable employment. The FAC is apprehensive that an expansive system office will create more opportunities for political appointments.

³ See George D. Kuh, Jillian Kinzie, John H. Schuh, Elizabeth J. Whitt, and Associates. 2010. *Student Success in College: Creating Conditions That Matter*. Jossey Bass.

6. Impact on federal grant for Hispanic-serving institutions

Norwalk Community College has been awarded a 2.3 million dollar Title V grant from the Federal Department of Education. NCC is only eligible for this grant because their student demographics makes them recognized as a Hispanic-Serving Institution. Several system community colleges are currently eligible for this grant funding. If merged, the state's one community college would likely not have the demographics to be eligible. As one community college, what happens to our ability to apply for grant funding to support local communities of students?

On Alternatives

The two strategies that comprise "Students First" are not nuanced. As tools for changes, the strategies more closely resemble a sledge hammer than a scalpel. The strategies appear not to be based on a careful review of the costs and benefits associated with current expenditures to target savings effectively, but rather presume that a unilateral consolidation can improve efficiency.

Are their alternatives? Could the savings targets be reached with some combination of bold but more fine-tuned changes that might avoid some of the possible negative consequences of the proposed consolidation? Will there be any opportunity for the system, the Board, the legislature, and the public to review alternatives?

Some possibilities:

- Redesign some individual community colleges as satellites of larger community colleges to save administrative costs.
- Establish regional consortia between the state universities and local community colleges to share services. This could also lead to more direct cooperation and sharing of programs and course offerings. Create more A to B programs.
- Create more targeted economies of scale (rather than broad, administrative functions) for specific tasks such as payroll and the administration of Perkins loans.
- Monitor and institute fiscal procedures with incentives to reduce administrative costs on each campus and to encourage sharing of services across campuses.
- Reduce reliance on proprietary software.
- Reduce spending at the system office.
- Through fiscal monitoring, require Presidents to make cuts while demonstrating how budget reductions serve to preserve student access to the classes they need and student services.

These cuts might be tied with a redoubling of efforts to raise enrollments and revenues.

- Develop an aggressive marketing and recruiting campaign to compete against the private occupational schools and to retain a larger portion of the state's high school graduates each year.

- Use the regional consortia to expand outreach to the local Chamber of Commerce and the business community.
- Expand efforts to integrate the learning and knowledge resources of the University by creating public-private partnerships.

On the title, “Students First”

We appreciate the efforts by President Ojakian and the Board to respond to our fiscal problems while preserving teaching positions, students’ access to the classes they need, and student services. We support this priority and recognize its role in titling the strategies, “Students First.”

Our final comment, however, concerns the title.

We live in the wealthiest state in the wealthiest country in the history of the world. The stock market is near a record high. Connecticut has 17 billionaires, which – despite that train that allegedly has been taking them all to Florida - is 3 more than were here last year.⁴ Yet, we find ourselves in a condition, in which the state can no longer support public higher education and is withdrawing opportunities from the next generation. In the midst of this great wealth, we find ourselves ironically unable to afford what we could pay for a generation ago.

Connecticut also has the second most unequal distribution of income in the United States (it is second to New York). The deepest cuts outlined in the strategies are aimed at the community colleges, which certainly serve the poorest students, and so this proposal deepens, rather than addresses the profound inequality in this state.

The structural conditions that seem to lead only to more austerity have apparently obliged this Board to engage in the painful process of making dramatic cuts to our educational institutions. Perhaps we should not be papering over the state’s retreat from its educational mission under the banner: “Students First.”

⁴ See <https://patch.com/connecticut/madison-ct/meet-connecticuts-17-billionaires-2017>.

STUDENT ADVISORY COMMITTEE TO BOR - 5/11/17 MEETING

Chairman Fleury, President Ojakian, and fellow Regents:

It has been a pleasure representing the students of the CT State Colleges and Universities this year. The Student Advisory Committee has remained committed to giving a voice to students and sharing their concerns and this report will continue with that tradition.

With regards to the last board report, the Student Advisory Committee sincerely wishes to extend their thanks to both the Board of Regents and President Ojakian for taking such swift actions on the issues we brought forward. Passing of the Preferred First Name Policy in record time, a renewed focus on student services and security, as well as putting a spotlight on OER textbooks are all issues that the students feel strongly about. The progress made has been impressive. Thank you.

During this turbulent time for the system, students have been raising legitimate concerns about what will happen next. The inclusion of a student on the steering committee is very reassuring. Some of the students in the Community Colleges have expressed concerns over how the consolidation will work going forward and what it will mean for them. We are seeking additional information about the process to ensure we can provide our feedback in helpful ways. I would like to stress that we are coming to the table to offer our help. We understand the issues the system is facing and continue to request that the open channels of communication remain in use and to reassure you that the students will embrace the changes necessary to keep the system viable.

There have been a number of discussions at the SAC this year related to LGBTQ issues. We are hearing more ideas to promote inclusion from both students and schools. It is very encouraging. We recognize that these discussions need to continue to happen on a system wide-level. We would therefore like to propose that President Ojakian form an LGBTQ task force made up of students and other parties interested in promoting an inclusive and welcoming atmosphere for all students. We believe this year has been very successful and would like to keep the momentum moving forward.

We would like to highlight a number of successful programs that our Colleges and Universities have put in place to help serve students. Several of our community colleges, including Asnuntuck, have recently opened food pantries for their students and we understand that more are in the works. These are incredibly important initiatives to students. We worry about the effect of rising tuition costs for those students, specifically at the community colleges, who are already lacking funds for the basic necessities including food. Having a food pantry available to them on campus is an important resource to keep them fed and in school. By partnering with community organizations, the costs are kept to a minimum.

Another example of a program that benefits our students is the Charter Oak State College Student Crisis Fund. As a member of the Charter Oak Student Association, I have seen many of the fund requests for assistance and the stories are heartbreaking. They reinforce that even the smallest setback can stand in the way of graduation. The crisis fund is a flexible source of funding that has made a significant difference in the lives of many students. It can cover almost anything that stands in the way of student success and it is funded by donations from a variety of sources including the Student Association and private donors.

What these programs have in common is that they bring the community and our colleges and universities together to serve the needs of students. We feel these and other potential programs are more important than ever as we move through the budgeting process. We understand that state funding is not likely to go back to previous levels. Our deepest concern is for the at-risk students that need their education to move up and out of their current situations. These programs enable those students to complete their college education so that they may focus on the future.

We would like to encourage everyone involved to come together and discuss ways the local communities and community organizations can work more closely with the colleges and universities to continue and grow these initiatives and many more. The colleges and universities are an integral part of the communities they reside in, and we believe that there are many community organizations that would be willing to assist students in need if they were made aware of the difficulties students face in completing their degrees. With the consolidation coming; we don't want to lose focus on this important work. The student's sincere desire is to get involved. What can we do to help bring these important groups together?

Finally, the students at the SAC specifically requested that their sincere thanks be extended to President Ojakian for his continued focus on our students and their success. His ability and willingness to communicate with students is making a difference. The students trust his leadership and we believe he will stay with us through this process and we will find a successful solution together to the financial issues that the system is dealing with.

We would also like to thank all who were involved in creating a solution to financial concerns related to transportation for students. The approved \$20 fee per semester for using Connecticut mass transit is a real win-win for students as transportation is a huge concern for many. This is the kind of thinking that will make a big difference in the lives of students and we cannot thank you enough for imagining and implementing a solution that works for students. We hope these kinds of innovative solutions continue to grow and that we, as students, can contribute to the process by being willing to provide feedback and share our concerns with you. An open dialog is truly the key to our continued success going forward.

Despite the ongoing budget concerns, the student's feel that this has been a very successful year for the Student Advisory Committee. We know that by bringing our concerns forward, the Board and President Ojakian have acted to make student's lives better and student success more achievable. While there is much work to do in the future, we hope to build on this solid foundation and cooperation to move forward with the next steps in the consolidation plan. We thank you for keeping the focus on student success and we look forward to partnering with you on new and innovative projects to bring the communities of Connecticut together with the CT State Colleges and Universities to support our students.

ITEM

Termination of a program in Technology Studies – Education Option leading to an Associate Degree(C2) at Manchester Community College, effective June 2017, with no phase out period needed.

BACKGROUNDSummary

The discontinuation of the program is due to the Policy for Normalization of Credit Hours for the CSCU system. This program was a College of Technology offering, but MCC was only able to offer the program at a credit level above what was approved for COT programs. This is due to the fact that at MCC, several of the required program courses are four credit courses, causing the total credits required for the program to be at 68, above the approved limit of 67.

In addition, the enrollment in the program is at zero.

Rationale

The Associate Degree in Technology Studies – Education Option did not prepare students for any viable employment. Enrollments in the program were minimal decreasing to none and there have been no graduates for the last two years.

Technology Studies – Technology Education Option, A.A.	2012-13	2013-14	2014-15	2015-16
Enrolment	4	3	1	0
Graduates	1	1	0	0

Phase Out/Teach Out Strategy

No new students have been accepted into the program since 2014 and there are no current students in the program from prior years, so there is no need for a phase out/teach out strategy.

Resources

No resources are needed for program termination.

04/21/2017 – Academic & Student Affairs Committee

05/11/2017 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Termination

May 11, 2017

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Technology Studies: Education Option leading to an Associate of Science degree at Manchester Community College with a phase-out period until June 30, 2017.

A True Copy:

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

ITEM

Termination of a program in Broadcast-Cinema leading to an Associate of Science (AS) degree at Middlesex Community College, with a phase out period until May 31, 2020.

BACKGROUND**Summary**

This is one of nine proposals that will reorganize the academic programs offered by Middlesex Community College's Center for New Media. Together, they represent the merger of two degree and six certificate programs within a new Digital Media Production A.A.S. degree with embedded, stackable, specialty certificates.

The Broadcast-Cinema degree program is being discontinued as part of this reorganization.

A unique feature of the new program is to require students to co-enroll in the Digital Media Production degree and one of several Certificates representing specialty areas and advanced technical skills requested by employers in the television, film, video, and audio production industry. Students will be required to take general education courses, core courses in digital media, and 27 credits of specialized courses represented by a certificate. The certificates will also be available in "standalone" format to students – particularly, those who may already hold a college degree and would like specialty training in a digital media field. It is expected student enrollment will grow in response to student and employer demand.

The new program structure is the result of regular program review; recommendations from program advisory boards, industry leaders, and senior institutions; and, activities funded by a \$2.5 million grant from the U.S. Department of Labor's Trade Adjustment Assistance Community College and Career Training (TAACCCT) program.

Rationale

The faculty at Middlesex Community College recommends the college discontinue the Broadcast-Cinema associate degree program, as it will be replaced by the Digital Media Production associate degree program.

Phase Out/Teach Out Strategy

The college plans to begin offering the new Digital Media Production program immediately upon Board of Regents approval. Students will be admitted beginning in the Fall 2017 semester. Any new students who express an interest in the Broadcast-Cinema program will be advised to enroll in the Digital Media Production program. Students currently enrolled in the Broadcast-Cinema program (there were 40 in the Fall 2016 semester) will be given the choice of continuing with the old program or switching to the new one. Students will be informed that they must complete the old program prior to May 2020. If they cannot do this, they must switch to the new program.

Resources

None required.

04/21/2017 – Academic & Student Affairs Committee

05/11/2017 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Termination

May 11, 2017

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Broadcast-Cinema leading to an Associate of Science degree at Middlesex Community College with a phase-out period until May 31, 2020.

A True Copy:

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Termination

May 11, 2017

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Multimedia leading to an Associate of Science degree at Middlesex Community College with a phase-out period until May 31, 2020.

A True Copy:

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

ITEM

Termination of a program in Multimedia leading to an Associate of Science (AS) degree at Middlesex Community College, with a phase out period until May 31, 2020.

BACKGROUND**Summary**

This is one of nine proposals that will reorganize the academic programs offered by Middlesex Community College's Center for New Media. Together, they represent the merger of two degree and six certificate programs within a new Digital Media Production A.A.S. degree with embedded, stackable, specialty certificates.

The Multimedia degree program is being discontinued as part of this reorganization.

A unique feature of the new program is to require students to co-enroll in the Digital Media Production degree and one of several Certificates representing specialty areas and advanced technical skills requested by employers in the television, film, video, and audio production industry. Students will be required to take general education courses, core courses in digital media, and 27 credits of specialized courses represented by a certificate. The certificates will also be available in "standalone" format to students – particularly, those who may already hold a college degree and would like specialty training in a digital media field. It is expected student enrollment will grow in response to student and employer demand.

The new program structure is the result of regular program review; recommendations from program advisory boards, industry leaders, and senior institutions; and, activities funded by a \$2.5 million grant from the U.S. Department of Labor's Trade Adjustment Assistance Community College and Career Training (TAACCCT) program.

Rationale

The faculty at Middlesex Community College recommends the college discontinue the Multimedia associate degree program, as it will be replaced by the Digital Media Production associate degree program.

Phase Out/Teach Out Strategy

The college plans to begin offering the new Digital Media Production program immediately upon Board of Regents approval. Students will be admitted beginning in the Fall 2017 semester. Any new students who express an interest in the Multimedia program will be advised to enroll in the Digital Media Production program. Students currently enrolled in the Multimedia program (there were 36 in the Fall 2016 semester) will be given the choice of continuing with the old program or switching to the new one. Students will be informed that they must complete the old program prior to May 2020. If they cannot do this, they must switch to the new program.

Resources

None required.

04/21/2017 – Academic & Student Affairs Committee

05/11/2017 – Board of Regents

ITEM

The Business Administration Transfer, Marketing Transfer, and Accounting Transfer, Associate of Science (AS) degrees at Three Rivers Community College will be terminated as stand-alone associate degrees and will be replaced by the Associate of Science TAP Business Transfer Degree. The phase-out period for the individual transfer AS degrees will end May 31, 2019.

BACKGROUNDSummary

The current stand-alone Accounting Associate of Science Transfer Degree will be merged into one Business Transfer Degree as part of TAP.

Rationale

The program discontinuance was initiated by TAP for all of the business transfer programs resulting in the merging of transfer programs into one business transfer degree. The TAP transfer degree will facilitate the smooth transfer of our students to the four State Universities.

Phase Out/Teach Out Strategy

Since this program is a merging into a single degree program, the individual classes will remain the same and continue to be offered. This will have no impact on students taking the classes or finishing their degrees in the stand-alone programs.

Resources

No special resources are needed for the termination of this program.

04/21/2017 – Academic & Student Affairs Committee

05/11/2017 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Termination

May 11, 2017

RESOLVED: That the Board of Regents for Higher Education approve the termination of a stand-alone program in Accounting Transfer leading to an Associate of Science degree at Three Rivers Community College with a phase-out period until May 31, 2019.

A True Copy:

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

ITEM

The Business Administration Transfer, Marketing Transfer, and Accounting Transfer, Associate of Science (AS) degrees at Three Rivers Community College will be terminated as stand-alone associate degrees and will be replaced by the Associate of Science TAP Business Transfer Degree. The phase-out period for the individual transfer AS degrees will end May 31, 2019.

BACKGROUND**Summary**

The current stand-alone Business Administration Associate of Science Transfer Degree will be merged into one Business Transfer Degree as part of TAP.

Rationale

The program discontinuance was initiated by TAP for all of the business transfer programs resulting in the merging of transfer programs into one business transfer degree. The TAP transfer degree will facilitate the smooth transfer of our students to the four State Universities.

Phase Out/Teach Out Strategy

Since this program is a merging into a single degree program, the individual classes will remain the same and continue to be offered. This will have no impact on students taking the classes or finishing their degrees in the stand-alone programs.

Resources

No special resources are needed for the termination of this program.

04/21/2017 – Academic & Student Affairs Committee

05/11/2017 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Termination

May 11, 2017

RESOLVED: That the Board of Regents for Higher Education approve the termination of a stand-alone program in Business Administration Transfer leading to an Associate of Science degree at Three Rivers Community College with a phase-out period until May 31, 2019.

A True Copy:

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

ITEM

The Business Administration Transfer, Marketing Transfer, and Accounting Transfer, Associate of Science (AS) degrees at Three Rivers Community College will be terminated as stand-alone associate degrees and will be replaced by the Associate of Science TAP Business Transfer Degree. The phase-out period for the individual transfer AS degrees will end May 31, 2019.

BACKGROUNDSummary

The current stand-alone Marketing Associate of Science Transfer Degree will be merged into one Business Transfer Degree as part of TAP.

Rationale

The program discontinuance was initiated by TAP for all of the business transfer programs resulting in the merging of transfer programs into one business transfer degree. The TAP transfer degree will facilitate the smooth transfer of our students to the four State Universities.

Phase Out/Teach Out Strategy

Since this program is a merging into a single degree program, the individual classes will remain the same and continue to be offered. This will have no impact on students taking the classes or finishing their degrees in the stand-alone programs.

Resources

No special resources are needed for the termination of this program.

04/21/2017 – Academic & Student Affairs Committee

05/11/2017 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Termination

May 11, 2017

RESOLVED: That the Board of Regents for Higher Education approve the termination of a stand-alone program in Marketing Transfer leading to an Associate of Science degree at Three Rivers Community College with a phase-out period until May 31, 2019.

A True Copy:

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

ITEM**Termination of the Business Office Technology, Legal Option A.S. at Manchester Community College.****BACKGROUND****Summary**

The Business Office Technology, Legal Option A.S. was established in 1965 when the demand for legal secretaries was high. In its heyday, this program provided students with traditional clerical skills in keyboarding/data-entry, word processing, legal terminology and legal transcription. This program emphasized legal transcription skills; therefore, with the rise of technology advancements (e.g. voice recognition software), these skills are becoming obsolete.

Over the last five years, the program has been minimally enrolled with only five students/per academic year. Program completion has also been low with only one student to complete this program in the last five years (2013/2014).

Furthermore, national labor data for legal secretaries indicates a declining job growth rate of -4% (Bureau of Labor Statistics, Occupational Outlook, 2014-2024). Local labor data also confirms a -13.1% (decline) in job growth for legal secretaries between 2010-2025 (EMSI Q2 2016).

Lastly, MCC has both a Paralegal, A.S. degree and Paralegal certificate program. Having a Business Office Technology, Legal Option is unnecessary as students wishing to pursue a career in the legal support profession would be better served in the Paralegal/Legal Assistant program which has more fruitful employment opportunities.

Need for the Program

Given the decline in enrollment, completion rate, and employment growth, the Business Office Technology – Legal Option A.S. no longer offers students a viable way to obtain work or improve their earning power.

Curriculum

Course Name:	Credits:
BOT* 122: Writing Procedures	3
BOT* 111: Keyboarding for Info Pro I	3
CST* 114: Web Essentials	3
ENG* 101: Composition	3
Choose one course from Gen Ed - Social Sciences	3
MAT* 109: Quantitative Literacy (Gen Ed - Mathematics) or higher	3
BOT* 112: Keyboarding for Info Pro II or BOT* 137: Word Processing Applications	3
BOT* 164: Office Accounting or ACC* 115: Financial Accounting	3-4
BOT* 171: Legal Documents	3

COM* 173: Public Speaking (Gen Ed - Humanities)	3
BOT* 230: Microsoft Office Suite Applications or CSA* 105: Introduction to Software Applications	3
ACC* 121: Introduction to Accounting Software	1
BOT* 251: Administrative Procedures	3
ENG* 202: Technical Writing or Cross-listed courses (choose one) ENG* 203/ BOT* 139: Grammar, Usage and Style	3
BOT* 270: Legal Terminology and Transcription	3
Choose one course from Gen Ed - The Arts	3
CSA* 205: Advanced Applications	3
BOT* 220: Computerized Communication	3
CSA* 135: Spreadsheet Applications	3
Choose one course from Gen Ed - Humanities	3
Choose one course from Gen Ed - Physical and Natural Sciences	3-4
Minimum Credits Required	61

Students

The phase out will occur over the next academic year, 2017-2018. There are two unique courses in the program, BOT* 270: Legal terminology and BOT* 171: Legal Documents which we will attempt to offer or find substitute courses for the students who wish to complete the degree. The five students currently enrolled in the certificate have been counseled to meet with Paralegal faculty for academic advising and possible change of major. This strategy would direct students to more realistic employment opportunities.

Faculty

Current faculty continue to teach in the A.S., Business Office Technology, Office Option and Office Support Specialist certificate programs.

Learning Resources

The computer labs and equipment used for this certificate are still being used by the remaining Business Office Technology programs.

Facilities

There is no effect on facilities.

Fiscal Note

There no fiscal effect.

Review of Documents:

- Campus Review-All groups at the College approve of the termination of this degree.
- Campus Budget and Finance
- Campus President
- Academic Council
- System Office

Accreditation: N/A

04/21/2017 – Academic & Student Affairs Committee

05/11/2017 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Termination

May 11, 2017

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Business Office Technology-Legal Option leading to an Associate of Science degree at Manchester Community College with a phase-out period until December 31, 2018.

A True Copy:

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

ITEM

Termination of the Business Office Technology, Medical Transcription Certificate at Manchester Community College.

BACKGROUND

Summary

The Medical Transcription certificate was established in the late 1990's when the demand for medical transcriptionists was high. Traditionally, medical transcriptionists capture information from a dictation or other type of recording and create accurate reports with this information. With the advancements in technology (e.g. providers now have access to voice recognition software), traditional medical transcription services are becoming obsolete.

Over the last five years, the program has been minimally enrolled with only two students/per academic year. Program completion has also been low with only one student to complete this program in the last five years (2014/2015).

Furthermore, national labor data shows a decline in the job growth for this field at -3% (Bureau of Labor Statistics, Occupational Outlook, 2014-2024) and local labor data confirms a 4% decline in job growth between 2010-2025 (EMSI Q2 2016).

Need for the Program

Given the decline in enrollment, completion rate, and employment growth, the Medical Transcription certificate no longer offers students a viable way to obtain work or improve their earning power.

Curriculum

Course Name:	Credits:
BOT* 111: Keyboarding for Info Pro I	3
BOT* 280: Medical Transcription and Document Production	3
BIO* 115: Human Biology	4
BOT* 180: Medical Terminology	3
BOT* 137: Word Processing Applications or BOT* 112: Keyboarding for Info Pro II	3
BOT* 122: Writing Procedures or Cross-listed courses BOT* 139: Grammar, Usage and Style 3 Credits/ENG* 203: Grammar, Usage and Style	3
BOT* 289: Practical Pharmacology for the Medical Office	3
BOT* 286: Medical Machine Transcription	3
BOT* 296: Cooperative/Work Experience or BOT* 220: Computerized Communication	3
Total Number of Credits	28

Students

The two students currently enrolled in the certificate have been counseled to move into the other certificate programs within MCC's Business Office Technology program including the Medical Insurance Support and Electronic Health Records Specialist certificates. These are growing programs with positive employment opportunities. The phase out will occur over the next academic year, 2017-2018. There are two unique courses in the program, BOT* 280: Medical Transcription and Document Production and BOT* 286: Medical Machine Transcription which we will attempt to offer or find substitute courses for the students who wish to complete the degree.

Faculty

Current faculty continue to teach in the A.S., Business Office Technology, Medical and Office Option degrees, as well as the Medical Insurance Specialist and Electronic Health Records Specialist certificate programs.

Learning Resources

The computer labs and equipment used for this certificate are still being used by the remaining Business Office Technology programs.

Facilities

No effect on Facilities.

Fiscal Note

No Fiscal Effect.

Review of Documents:

- a. Campus Review-All groups at the College approve of the termination of this certificate. It was proposed by the Information Management and Technology department, approved in its Academic Division and supported by both the Provost and President at MCC.
- b. Campus Budget and Finance
- c. Campus President
- d. Academic Council
- e. System Office

Accreditation: N/A

04/21/2017 – Academic & Student Affairs Committee

05/11/2017 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Termination

May 11, 2017

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Medical Transcription leading to a Certificate at Manchester Community College with a phase-out period until December 31, 2018.

A True Copy:

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Termination

May 11, 2017

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Architectural Drafting Technology leading to a Certificate at Three Rivers Community College with a phase-out period until December 31, 2018.

A True Copy:

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

ITEM

Termination of a program in Architectural Drafting Technology leading to a Certificate at Three Rivers Community College, with a phase out-period ending December, 2018.

BACKGROUNDSummary

The Architectural Drafting Technology leading to a Certificate was initially offered at Thames Valley State Technical College and became part of the merged programs when TRCC was established in 1992.

Rationale

Enrollment in the program has declined, 1) as entry-level skills in the workforce have increased, 2) as students pursue the Associate Degree in architecture and, 3) as the computing age has led to upper-level designers doing the work tasks that drafters used to do. Currently there are 4 students registered in the program. Graduation rates have averaged approximately 2 per year.

Phase Out/Teach Out Strategy

The program coordinator/department chair will work with the 4 students currently registered in the program to meet their educational needs for the degree program by means of courses, course substitutions, and independent studies. Once the discontinuation has been approved, the two-year phase-out plan will begin.

Resources

No special resources are needed for the termination of this program.

04/21/2017 – Academic & Student Affairs Committee

05/11/2017 – Board of Regents

ITEM

Termination of a program in Accounting leading to a graduate certificate at Southern Connecticut State University, with a phase out period until May 2017.

BACKGROUND**Summary**

The 27-credit graduate certificate in Accounting certificate OHE # 017691 (onground) and OHE # 017692 (online) licensed by the BOR on March 13, 2014 was replaced by the licensed and accredited 27-credit post-baccalaureate C2 (certificate of 15-29 units) Accounting certificate OHE # 018281 (onground) by the BOR on January 21, 2016.

Rationale

The content of each program is identical; the choice to change the Accounting certificate's program level from Grad Cert to C2 (certificate of 15-29 units) is part of a series of program corrections SCSU is making to bring its programs into compliance with US Department of Education Title IV and Gainful Employment regulations. In this case, since all courses in the Accounting certificate are at the undergraduate level, the appropriate level for billing and the award of financial aid is post-baccalaureate C2 (certificate of 15-29 units).

Phase Out/Teach Out Strategy

Students enrolled in the 27-credit graduate certificate in Accounting OHE # 017691 (onground) licensed by the BOR on March 13, 2014 have been moved into the 27-credit post-baccalaureate C2 (certificate of 15-29 units) Accounting certificate OHE # 018281 (onground) licensed and accredited by the BOR on January 21, 2016.

Resources

Appropriate financial aid adjustments were made in each case.

04/21/2017 – Academic & Student Affairs Committee
05/11/2017 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Termination

May 11, 2017

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Accounting leading to a Post Baccalaureate Certificate at Southern Connecticut State University with a phase-out period until May 31, 2017.

A True Copy:

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

ITEM Master of Science in Nursing: Hospice and Palliative Care Nursing,
CCSU School of Education and Professional Studies

BACKGROUND

Summary There is an increase in the number of individuals in Connecticut with chronic health care needs as well as end-of-life care needs. Chronic Health care needs signal an increased need for palliative care nursing. Diseases once viewed as terminal have now become chronic conditions, e. g. certain cancers, HIV, chronic heart failure renal failure, etc. Hospice and palliative care nursing occurs in acute care, long term care, and hospice facilities as well as in the home care setting. The Centers for Medicare and Medicaid Services (CMS) has increased reimbursement for this type of care. Demand for hospice and palliative care services is growing and is projected to continue to grow.

The program will capitalize on CCSU's existing resources, e.g. CCSU library, campus computer labs, and other student services on campus. The online design is intended to attract nurses throughout the state and throughout New England in this unique course of study. Existing doctoral prepared faculty will be used in this program.

Need for the Program This new Master's level program– Hospice and Palliative Care Nursing – will be the first of its kind in the state of Connecticut and within the Connecticut State Colleges and Universities System. Clinical partners, e.g. Hartford Hospital and Hartford Healthcare at Home, have expressed an interest to employ nurses with formal education in hospice/palliative care nursing and have offered their facilities as sites for both program practica and capstone courses.

Curriculum

Summer 2017	Fall 2017	Spring 2018	Summer 2018	Fall 2018	Spring 2019
NRSE 500 Pathophysiology and Health Assessment Across the Lifespan	NRSE 502 Global Policy and Ethical Issues in Hospice & Palliative Care	NRSE 504 Emerging Best Practices & Research in Hospice & Palliative Care	NRSE 506 Current Pharmacology and Complimentary therapies in Hospice & Palliative Care	NRSE 507 Nursing Practicum	NRSE 508 Nursing Capstone
NRSE 501 Theory of Hospice & Palliative Care	NRSE 503 Nursing Leadership, Management, and Inter-	NRSE 505 Comparative Domestic Delivery Systems and Informatics			

	Professional Collaboration				
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Title: Pathophysiology and Health Assessment Across the Lifespan

Course Number: NRSE 500

Credit Hours: 4

This course includes advanced health assessment knowledge and advanced physical assessment techniques. Pathophysiology of selected chronic disease processes are studied including, but not limited to: cancer, organ/multi-organ failure (ex. heart, respiratory, liver & renal), chronic neurological diseases, and severe cognitive deficits. The focus of this course will be on pediatric, adult, and geriatric patients.

Title: Theory of Hospice & Palliative Care

Course Number: NRSE 501

Credit Hours: 3

This course presents the theory of hospice care and palliative care. The contrasts with curative care are discussed. The comparisons and distinctions between hospice care and palliative care examined. Scope and Standards of Nursing Practice are studied. The context and environments for hospice and palliative care are explored.

Title: Global Policy and Ethical Issues in Hospice & Palliative Care

Course Number: NRSE 502

Credit Hours: 3

This course will examine the major ethical/social/political issues arising domestically and globally regarding the care and treatment of the hospice and/or palliative care patient. Issues surrounding autonomy and competence, surrogate decision-making, spiritual and legal concerns, end-of-life considerations, as well as financial, social and governmental support systems will be the focus of the course. Existing domestic and international health care policies will be analyzed in light of these issues.

Title: Nursing Leadership, Management, and Inter-Professional Collaboration

Course Number: NRSE 503

Credit Hours: 3

The concepts of leadership and management in the care of persons needing end-of-life care and chronic care are analyzed. The benefits of the multidisciplinary team for both areas are studied. The client and support person(s) are included in the team.

Title: Emerging Best Practices & Research in Hospice & Palliative Care

Course Number: NRSE 504

Credit Hours: 3

This course will review the ethical translation and articulation of current evidence into practice through the integration of theory, evidence, clinical judgment, research and inter-professional perspectives to improve practice and health outcomes. Examine ways to work collaboratively with teams to improve care outcomes and support policy changes. The focus of this course will be on pediatric, adult, and geriatric patients.

Title: Comparative Domestic Delivery Systems and Informatics

Course Number: NRSE 505

Credit Hours: 3

This course will examine the role of the nurse in using technology to deliver care, coordinate care across multiple settings, analyze outcome data to reduce risks, and enhance care outcomes. Explore ways of communicating findings through other healthcare professionals, policy makers, the media and the public. Educate others using technology and about the principles related to the safe and effective use of care and information technologies. The focus of this course will be on pediatric, adult, and geriatric patients.

Title: Current Pharmacology and Complimentary therapies in Hospice & Palliative Care

Course Number: NRSE 506

Credit Hours: 4

This course examines pharmacology to provide symptom management and pain control. Complementary therapies such as acupuncture, acupressure, Reiki, craniosacral therapy, music and art therapy, massage and biofeedback.

Title: Nursing Practicum

Course Number: NRSE 507

Credit Hours: 6

This course is demonstration of nursing praxis. Students will select a specialized 6 credit nursing clinical experience in the following areas: Hospice Care, Palliative Care, Pediatric Hospice and Palliative Care, or Psychiatric Palliative Care. Nursing practicum can occur in acute care, long term care, residential care, and in various community settings.

Title: Nursing Capstone

Course Number: NRSE 508

Credit Hours: 6

This course involves the synthesis of knowledge and practice from prior course work in the program of nursing study. Students will select a specialized 6 credit capstone project in one of the following areas: hospice or palliative care research, hospice or palliative care improvement project, evidence based graduate nursing practice study in hospice or palliative care, policy project in hospice or palliative care. Capstone areas included are: Hospice Care, Palliative Care, Pediatric Hospice and Palliative Care, or Psychiatric Palliative Care.

Students Twenty students will be admitted annually. A cohort model will be utilized. The program has been developed in accordance with *The Essentials of Master's Education in Nursing*. With the completion of the above described curriculum and praxis courses, students will be eligible for national certification by The Hospice and Palliative Credentialing Center (HPCC). Program graduates will be able to undertake management positions, staff development education positions, clinical specialist roles, and clinical nurse leader roles. In addition, some health care institutions have a clinical ladder infrastructure and nurses who possess this degree will be able to move up the ladder, earning corresponding salary increases.

Faculty

Existing, doctorally prepared faculty will staff the program when launched.

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Dr. Leona Konieczny	Sacred Heart University	Adult Health, Geriatrics, Human Services & Health Education	Director, RN-to-BSN Program
Dr. Margaret Levvis	University of Tennessee	Bio-Medical Ethics, Gerontology, Health Policy	Chairperson, Department of Nursing
Dr. Nancy Peer	Capella University	Adult Health, Geriatrics, Pharmacology	
Dr. Jill Espelin	University of Connecticut	Psychiatric/Mental Health Nursing	
TBA		Pediatric Nursing	
Dr. Michele McKelvey	University of Connecticut	Nursing Research, Nursing Theory	
Dr. Catherine Thomas	Regis College	Pharmacology	
Dr. Stacy Christensen	Regis College	Health Assessment	

Learning Resources

NRSE 500-506 will be delivered in an online format. As the program grows, it is anticipated that tuition revenue generated will support the eventual addition of one full-time instructional faculty, a part-time additional secretary and three additional part-time clinical faculty.

Facilities

The current university facilities will be available for program use at the CCSU campus. Hartford Healthcare and Hartford Healthcare at Home are in support of this program and have verbally agreed to serve as student placement sites for praxis courses.

Fiscal Note

Projected program revenue is \$742,350. Additional, eventual expenditures allow for the projected addition of one full-time instructional faculty, a part-time additional secretary and three part-time clinical. Tuition generated by the program will fund these additional expenditures.

PROJECTED Program Revenue	Year 1		Year 2		Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition <i>(Do not include internal transfers)</i>		\$102,600		378,000		\$441,000
Program-Specific Fees		\$70,110		\$258,300		\$301,350
Other Rev. <i>(Annotate in text box below)</i>						
Total Annual Program Revenue		\$172,710		\$636,300		\$742,350

PROJECTED Expenditures*	Year 1		Year 2		Year 3	
	Number <i>(as applicable)</i>	Expenditure	Number	Expenditure	Number	Expenditure
Administration <i>(Coordinator)</i>	0.25	\$19,109	0.25	\$19,109	0.25	\$19,109
Faculty <i>(Full-time, total for program)</i>	0.5	\$58,650	0.875	\$102,637	0.875	\$102,637
Faculty <i>(Part-time -total for program)</i>	2.33	\$12,523	4.67	\$25,046	4.67	\$25,046
Support Staff <i>(Part-Time Secretary)</i>	1	\$26,621	1	\$26,621	1	\$26,621
Library Resources Program						
Equipment <i>(List as needed)</i>						
Other (e.g. student services)						
Estimated Indirect Cost <i>(e.g. student services, operations, maintenance)</i>						
Total ESTIMATED Expenditures		\$116,903		\$173,413		\$173,413

Accreditation:

The curriculum aligns with *The Essentials of Master's Education in Nursing*. It should be noted that the Commission on Collegiate Nursing Accreditation (CCNE) has accredited CCSU's current nursing programs through 2026. Our plan is to include this program in our 5 year accreditation summary.

04/21/2017 – Academic & Student Affairs Committee

05/11/2017 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a New Program

May 11, 2017

RESOLVED: That the Board of Regents for Higher Education approve the licensure and accreditation of a program Nursing: Hospice and Palliative Care leading to a Master of Science degree at Central Connecticut State University for a period of time concurrent with institutional accreditation.

A True Copy:

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

ITEM

New program: **Bachelor of Science in Early Childhood Studies & Infant/Toddler Mental Health**

BACKGROUND**Summary**

CCSU will be the **first** state regional university in CT to offer a Bachelor of Science in Early Childhood Studies & Infant/Toddler Mental Health. Infant/Toddler Mental Health is an interdisciplinary field involving all those who serve or care for infants, toddlers, and their families. The proposed program addresses Connecticut's workforce needs as well as statewide efforts targeting access and quality in early childhood education, especially in areas of infant/toddler mental health. It also supports the Connecticut House Bill 7020, an *Act Concerning Early Childhood Educators and Initiatives*, requiring state- or federally-funded agencies to comply with staff qualification mandates, including the requirement that staff obtain a bachelor's degree.

Graduates of this program will be well-trained practitioners who will be part of the early childhood and infant/toddler mental health workforce; specifically, they will be "caregivers who are in a position to strengthen the social-emotional development of young children, including, but not limited to Early Care/Education providers; Early Head Start providers; Birth to Three early intervention assistants/associates; home visitors, and doulas" (IMPACT: Ideas and Information to Promote the Health of Connecticut's Children, March 2015). Early childhood and school-readiness programs will have access to professionally-trained and *credentialed* direct caregivers for the infant/toddler population as well as Qualified Staff Members (QSM) for preschool/kindergarten children in state private and public agencies, including non-profit community-based agencies that are state- and/or federally-funded.

Because of CCSU's central Connecticut location, this program will be accessible to large numbers of centrally-located commuter students, providing a convenient site for aspiring educators to earn their degree and credentials in early childhood and infant/toddler mental health. Five of the ten community college programs accredited by the National Association for the Education of Young Children (NAEYC) will be direct feeder schools to CCSU. We expect that the majority of students seeking the Bachelor of Science in Early Childhood Studies and Infant/Toddler Mental Health will flow directly from these programs. This program will conform to the TAP ECTC (Transfer Articulation Program Early Childhood Teaching Credential), which is currently in the final stages of development. Another potential source of students to this program are those individuals already working in state- or federally-funded early childhood agencies, who are not yet in compliance with the staff qualification mandate of having a bachelor's degree.

No new faculty will be hired in the first year of the program. However, as the program develops, additional faculty members will be hired as necessary and appropriate. The Dean of the School of Education & Professional Studies in consultation with the Chair of the Department of Literacy, Elementary, and Early Childhood Education will appoint an appropriate faculty member to serve as Program Coordinator following BOR program approval. The Program Coordinator's FTE will be 3 credits administrative load and 9 credits teaching load.

The program will make use of the strengths and resources of CCSU, which has a long history of teacher preparation dating to 1849. The School of Education & Professional Studies (SEPS) is well positioned to provide professional preparation in Early Childhood Studies and Infant/Toddler Mental Health, offering a comprehensive program of study that is both thorough and rigorous. Within our elementary education program, several faculty members have expertise in early childhood education and/or other related areas. In addition, there are various specialized disciplines within SEPS that support the curricular offerings of the Bachelor of Science in Early Childhood Studies and Infant/Toddler Mental Health, i.e., Instructional Technology; Literacy, Elementary, and Early Childhood Education; Nursing; Physical Education & Human Performance; Social Work; Psychology; Special Education & Interventions; and STEM Education. These programs have participated collaboratively in the development of course syllabi. SEPS also has strong ties with other schools at the university including the College of Liberal Arts & Social Sciences and the School of Engineering, Science & Technology.

The program will be housed on CCSU's main campus. It will capitalize on the existing resources, including the CCSU library, campus computer labs, and other student services on campus. Field experiences will take place in vetted early childhood programs that have earned national certification from The National Association for the Education of Young Children and in local public elementary schools.

The total estimated FTE is 23 for the First Term Year 1, 39.33 for the First Term Year 2, and 65 for the First Term Year 3. The projected Annual Program Revenue, which will come from tuition and program-specific fees, is \$221,892 for the First Term Year 1, \$378,496 for the First Term Year 2, and \$625,652 for the First Term Year 3. The estimated expenditures are minimal - \$157,996 for Year 1, \$282,326 for Year 2, and \$406,656 for Year 3.

Need for the Program

Shifts in Connecticut's policy and legislative environment underscore the need for CCSU to respond in a timely manner to statewide efforts targeting access and quality in early childhood education, especially in the area of infant/toddler mental health. The implementation of Connecticut House Bill 7020, an *Act Concerning Early Childhood Educators and Initiatives* requires state- or federally-funded agencies to comply with staff qualification mandates, including the requirement that staff obtain a bachelor's degree. In addition, Connecticut is "taking steps to ensure that those working with infants and toddlers and families are well-trained to promote optimal mental health and address behavioral health concerns" (IMPACT: Ideas and Information to Promote the Health of Connecticut's Children, March 2015). However, the Connecticut Early Childhood Workforce Index 2016 reports that CT currently has a population of 229,027 children, from birth through age five. While families in affluent communities may be able to afford private health care and education for their children, 17 percent of all Connecticut children are members of low-income families and 71 percent of the state's children live in households where all available parents are currently working. In addition, it should be noted that low-income families are the primary beneficiaries of services from state- or federally-funded agencies. At the same time, it should be underscored that—at present—there are only 14,400 members of the early childhood teaching workforce in CT.

Access to affordable, reliable, and quality childcare and services is limited; the mental health service delivery system in its current state does not sufficiently meet the needs of children and youth. Most children/families who are in need of early childhood and mental health services are not able to access such services because of the limited number of professionals providing such services. Connecticut has been striving to strengthen the capacity of Connecticut's early childhood education, and infant and early childhood mental health workforce. Specifically, Connecticut has taken steps to ensure that professionals working with infants, toddlers and their families are knowledgeable and skilled in promoting social-emotional development and addressing mental health concerns. Thus, our proposed program targets Connecticut's workforce needs in areas of early childhood and infant/toddler mental health. If approved, this program will ensure that early childhood program providers and school readiness providers have access to professionally trained direct caregivers for the infant/toddler population and Qualified Staff Members (QSM) for preschool/kindergarten children in state-funded and community-based agencies. Graduates of this program will be eligible for the Early Childhood Teacher Credential (ECTC) and the CT Association for Infant Mental Health (CT-AIMH) endorsement.

Curriculum

The Bachelor of Science in Early Childhood Studies and Infant/Toddler Mental Health consists of **120 credits** to include a total of 62 credits in the professional program—46 credits in core courses, 16 credits in field and practicum requirements; 58 credits in general education, including credits for electives. The primary goal of the program is to graduate new professionals who have the requisite knowledge, competencies, and dispositions to become credentialed Early Childhood professionals and Qualified Staff Members (QSM) for preschool/kindergarten children as well as well-trained practitioners who will be part of the early childhood and infant/toddler mental health workforce. Program Learning Outcomes are:

1. Knowledgeable and competent in executing the values and skills necessary to serve and care for infants and toddlers and their families to meet **Level I** of the Infant Mental Health Levels of Endorsement competencies in eight areas: Theoretical Foundations; Law, Regulation & Agency Policy; Systems Expertise; Direct Service Skills; Working With Others; Communicating; Thinking; and Reflection.
2. Knowledgeable and competent in promoting child development and learning, especially infant/toddler, preschool, and children with and without exceptionalities.
3. Knowledgeable and competent in building family and community relationships, especially with families whose members include infant/toddlers and/or young children.
4. Knowledgeable and competent in assessing and supporting families and young children, especially these populations: infant/toddler, preschool, and children with and without exceptionalities.
5. Knowledgeable and competent in using developmentally effective approaches to advance the development and learning of children in these populations: infant/toddler, preschool, and young children with and without exceptionalities.

6. Knowledgeable and competent in using content knowledge to build meaningful curriculum and learning activities that are appropriate for these populations: infant/toddler, preschool, and young children with and without exceptionalities.
7. Reflective, ethical, and committed to professional behavior and practices, e.g., program graduates will continue to engage in ongoing professional learning and use evidence to evaluate their practice to better meet the needs of children in these populations: infant/toddler, preschool, and young children with and without exceptionalities.

Program Learning Outcomes are aligned to the CSDE ECTC (Early Childhood Teacher Credential) Standards, NAEYC (National Association for the Education of Young Children) Standards, CT Infant/Toddler Mental Health Competencies, and the CEC (Council for Exceptional Children) Standards. Multiple experiences, assignments and assessments across various courses ensure that candidates satisfactorily meet program outcomes, standards and competencies. Fieldwork and practicum experiences i.e., the Fieldwork in Early Childhood I through IV, the Pre-Student Teaching Practicum in Early Childhood I & II, and the Student Teaching Practicum in Early Childhood I & II are structured and supervised full-time placements in diverse early childhood settings, e.g., state/federally-funded and community-based agencies/classrooms. These placements ensure that candidates have a range of rigorous hands-on learning opportunities and practical experience to apply their knowledge, skills, and dispositions in working with infant/toddler, preschool/kindergarten children, and families. Field/Practicum assignments and assessments reflect progressive levels of difficulty and thus present a developmental sequence from level to level. Most of these experiences are incorporated into courses in each sequence of the program. The program coordinator is in charge of field placements in collaboration with community partners.

Gatekeeping policies have been established to maintain program rigor and to support candidates' areas of need to ensure their success in the program. Candidates develop a Progressive Professional Portfolio (PPP) of their field and practicum experiences from sequence to sequence, which also serves as gatekeeping mechanism to assess candidates' readiness and potential to advance to the next sequence. A PPP Team will review the PPPs. Throughout the program course assessments and scoring rubrics provide qualitative, actionable feedback to candidates.

A Student Retention & Support Committee (SRSC) will oversee the implementation of the gatekeeping policies, and establish mentoring and other support mechanisms to address candidate needs.

Students

The proposed program will be accessible to large numbers of centrally-located commuter students, providing a convenient site for aspiring educators to earn their degree and credentials in early childhood and infant/toddler mental health. Students in this program will be first-time students who have met the CCSU admissions requirements for undergraduate students. In addition, five of the ten community college programs accredited by the National Association for the Education of Young Children (NAEYC) will be direct feeder schools to CCSU. We expect that the majority of students seeking the Bachelor of Science in Early Childhood Studies and Infant/Toddler Mental Health will flow directly from these programs. Another potential source of students to this program

are those individuals already working in state- or federally-funded early childhood agencies, who are not yet in compliance with the staff qualification mandate of having a bachelor's degree. The total estimated FTE is 23 for the First Term Year 1, 39.33 for the First Term Year 2, and 65 for the First Term Year 3.

The program will conform to the TAP ECTC (Transfer Articulation Program Early Childhood Teaching Credential), which is currently in the final stages of development. Hence the organization of sequences in this program has taken into consideration the courses that candidates from the community colleges will be able to transfer from their Associate in Early Childhood Education program. Equivalent core courses are covered in Sequences I through IV (Year 1 & 2); transfer students will be able to begin the program at Sequence V (Year 3), completing the program in Year 4.

Faculty

The Dean of the School of Education & Professional Studies in consultation with the Chair of the Department of Literacy, Elementary, and Early Childhood Education will appoint an appropriate faculty to serve as Program Coordinator following BOR program approval. No new faculty will be hired in the first year of the program. However, as the program develops, additional faculty members will be hired as necessary and appropriate.

In addition, there are various specialized disciplines within the School of Education & Professional Studies (SEPS) that support the curricular offerings of the Bachelor of Science in Early Childhood Studies & Infant/Toddler Mental Health, i.e., Instructional Technology; Literacy, Elementary, and Early Childhood Education; Nursing; Physical Education & Human Performance; Social Work; Psychology; Special Education & Interventions; and STEM Education. SEPS also has strong ties with other schools at the university including the College of Liberal Arts & Social Sciences and the School of Engineering, Science & Technology.

Learning Resources

The proposed program will capitalize on the existing resources, including the CCSU library, campus computer labs, and other student services on campus, e.g., Learning Center, Writing Center, Central Connecticut Writing Project (CCWP), Literacy Center, etc. Library holdings will be increased to house journal subscriptions related to infant/toddler mental health and early childhood studies. In addition, a variety of developmentally appropriate resources will be made accessible to the candidates. These resources will be culturally relevant and will support the development of learners' physical and cognitive abilities. Candidates will become familiar with these resources and will learn how to use them within the appropriate setting. Resources will take into account children's growth and development across the various domains, e.g., physical, social, emotional, cognitive and aesthetic.

Facilities

The proposed program will be housed on CCSU's main campus. Field and practicum experiences will take place in vetted early childhood programs that have earned national certification from The National Association for the Education of Young Children and in local public elementary schools. Future plans include the development of an early childhood laboratory located on CCSU's campus or in close proximity to the University community.

Fiscal Note

The total estimated FTE is 23 for the First Term Year 1, 39.33 for the First Term Year 2, and 65 for the First Term Year 3. The projected Program Revenue, which will come from tuition and program-specific fees, is \$221,892 for the First Term Year 1, \$378,496 for the First Term Year 2, and \$625,652 for the First Term Year 3. There will be no additional faculty hired to staff the program. The Program Coordinator will be appointed from the already existing pool of full-time faculty in the Department of Literacy, Elementary, and Early Childhood Education or the School of Education & Professional Studies; the program will capitalize on the existing facilities and learning resources, including the CCSU library, campus computer labs, and other student services on campus. Hence, estimated expenditures are minimal - \$157,996 for Year 1, \$282,326 for Year 2, and \$406,656 for Year 3.

Central Connecticut State University						
Bachelor of Science in Early Childhood Studies & Infant/Toddler Mental Health						
PROJECTED Enrollment	First Term YEAR 1		First Term YEAR 2		First Term YEAR 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers (<i>from other programs</i>)	0	0	0	0	0	0
New Students (<i>first time matriculating</i>)	21	6	23	9	28	10
Continuing (<i>students progressing to credential</i>)	n/a	n/a	12	4	30	11
Headcount Enrollment	21	6	35	13	58	21
Total Estimated FTE per Year	23		39.33		65	
PROJECTED Program Revenue	YEAR 1		YEAR 2		YEAR 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition (<i>does not include internal transfers</i>)	\$109,536	\$7,812	\$182,560	\$16,926	\$302,528	\$27,342
Program-Specific Fees	\$95,004	\$9,540	\$158,340	\$20,670	\$262,392	\$33,390
Other Revenue	0		0		0	
Total Annual Program Revenue	\$221,892		\$378,496		\$625,652	
PROJECTED Expenditures	YEAR 1		YEAR 2		YEAR 3	
	Number	Expenditure	Number	Expenditure	Number	Expenditure
Administration (<i>Chair or Coordinator</i>)	0.25	\$24,666	0.25	\$24,666	0.25	\$24,666
Faculty (<i>Full-time, total for program</i>)	1.25	\$123,330	2.5	\$246,660	3.75	\$369,990
Faculty (<i>Part-time, total for program</i>)						
Support Staff						
Library Resources Program		\$10,000		\$11,000		\$12,000
Equipment (<i>List as needed</i>)						
Other (<i>e.g., student services</i>)						
Estimated Indirect Cost (<i>e.g., student services, operations, maintenance</i>)						
Total ESTIMATED Expenditures		\$157,996		\$282,326		\$406,656

Accreditation

N/A

04/21/2017 – Academic & Student Affairs Committee

05/11/2017 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a New Program

May 11, 2017

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program Early Childhood and Infant/Toddler Mental Health leading to a Bachelor of Science degree at Central Connecticut State University for a period of four years until May 31, 2020.

A True Copy:

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

ITEM

Licensure and accreditation of a new program in Digital Media Production, leading to an Associate of Applied Science (AAS) Degree at Middlesex Community College.

BACKGROUND**Summary**

This is one of nine proposals that will reorganize the academic programs offered by Middlesex Community College's Center for New Media. Together, they represent the merger of two degree and six certificate programs within a new Digital Media Production A.A.S. degree with embedded, stackable, specialty certificates.

A unique feature of this new program is to require students to co-enroll in the Digital Media Production degree and one of several Certificates representing specialty areas and advanced technical skills requested by employers in the television, film, video, and audio production industry. Students will be required to take general education courses, core courses in digital media including a capstone internship, and 27 credits of specialized courses as defined within an academic certificate. The certificates will also be available in "standalone" format to students – particularly, those who may already hold a college degree and would like specialty training in a digital media field. It is expected student enrollment will grow in response to student and employer demand.

The new program structure is the result of regular program review; recommendations from program advisory boards, industry leaders, and senior institutions; and, activities funded by a \$2.5 million grant from the U.S. Department of Labor's Trade Adjustment Assistance Community College and Career Training (TAACCCT) program.

Need for the Program

DECD, CTDOL, and USDOL have identified media production as a job growth area in Connecticut worthy of business tax credits and the use of state and federal funds for job training and workforce development. This has included two programs offered at Middlesex Community College, the \$6 million Film Industry Training Program (FITP) and the \$2.5 million New Media Studies Center Initiative (NMSCI). MxCC has been identified as a Center for Excellence in media production giving the college the ability to have workforce development funding directed to its media programs.

MxCC is continuing its long-standing leadership in providing academic programming for aspiring media professionals with this new Digital Media Production program. We are leveraging the technology awarded through NMSCI to consolidate the programs into a single Digital Media Production program with several areas of specialization based on current workforce needs. Two studies, one funded by the Board of Regents and performed by Cross Sector Inc., and the other funded by USDOL performed by Mason, Inc., a nationally recognized media and advertising agency, demonstrated the demand for workers in all media fields, particularly in Central and Southern Connecticut. Cross Sector's findings include the following workforce data and projections:

- CTDOL estimates an 11.7% growth trajectory through 2020
- 420 new annual jobs and 1,322 total annual job openings in the occupational group of arts, design, entertainment, sports, and media.
- Average annual earnings for this group equaled \$55,088 (\$26.48 per hour) in 2012.

- High growth occupations (i.e., over 15%) include graphic designers, producers/directors, audio-video technicians, broadcast/film sound engineering technicians, camera operators, and film/video editors.
- Major employers such as ESPN, WWE, YES, NBC Sports, Sonalyst Corporation, and Blue Sky Animation, and 12 “market 30” affiliate TV stations collectively represent over 10,000 jobs and confirm a growing demand for and existing shortage of workers with new media skills.
- Point-in-time job openings through private and public electronic job boards and exchanges show more than 150 current openings for a wide range of positions involving new media production competencies across a broad range of occupations and industry sectors.
- Employers with the largest number of job openings include ESPN, Inc.; NBC Universal; Cigna; Purdue Pharma; IBM; and Yale University.
- Nearly all job openings occur within 75 miles of the MxCC campus with more than 60% occurring within 20 miles of MxCC – reinforcing MxCC as a nexus for media studies with state-of-the-art facilities and equipment as well as industry leading experts.
- Economic development leaders expect job openings to increase in the short term as the State of Connecticut makes a significant push to build the digital media industry, including game development, digital video, web development, digital animation and visual effects production through DECD tax credits for digital media production.
- Sector representatives that include members of the MxCC NMSCI advisory board confirm an immediate need for workers who possess advanced skills related to technology, critical thinking, complex problem solving, and creative thinking.
- The nationally acclaimed MxCC Corporate Media Center further stimulates demand for new media products and services and seeds relationships for internships and job placements by completing project-based assignments for diverse employers across the state.

Through the \$2.5 million award from USDOL’s TAACCCT program, NMSCI created an effective and timely response to these demands meeting the needs of graduates coming out of media pathway programs at state high schools, a growing number of un-employed, under employed and current employees who need to upgrade their skills from traditional media to digital media, and veterans looking for employment and training in media. MxCC is meeting this demand through affordable, relevant career pathway options through, stackable credentials and transferability. It is now time to take the next step. What we’ve learned from this data and administering a sophisticated program and supporting facilities we are applying to this new curriculum to meet the demand for the digital media skills needed in today’s workplace.

Curriculum

Learning Outcomes: Upon completion of the program, students will:

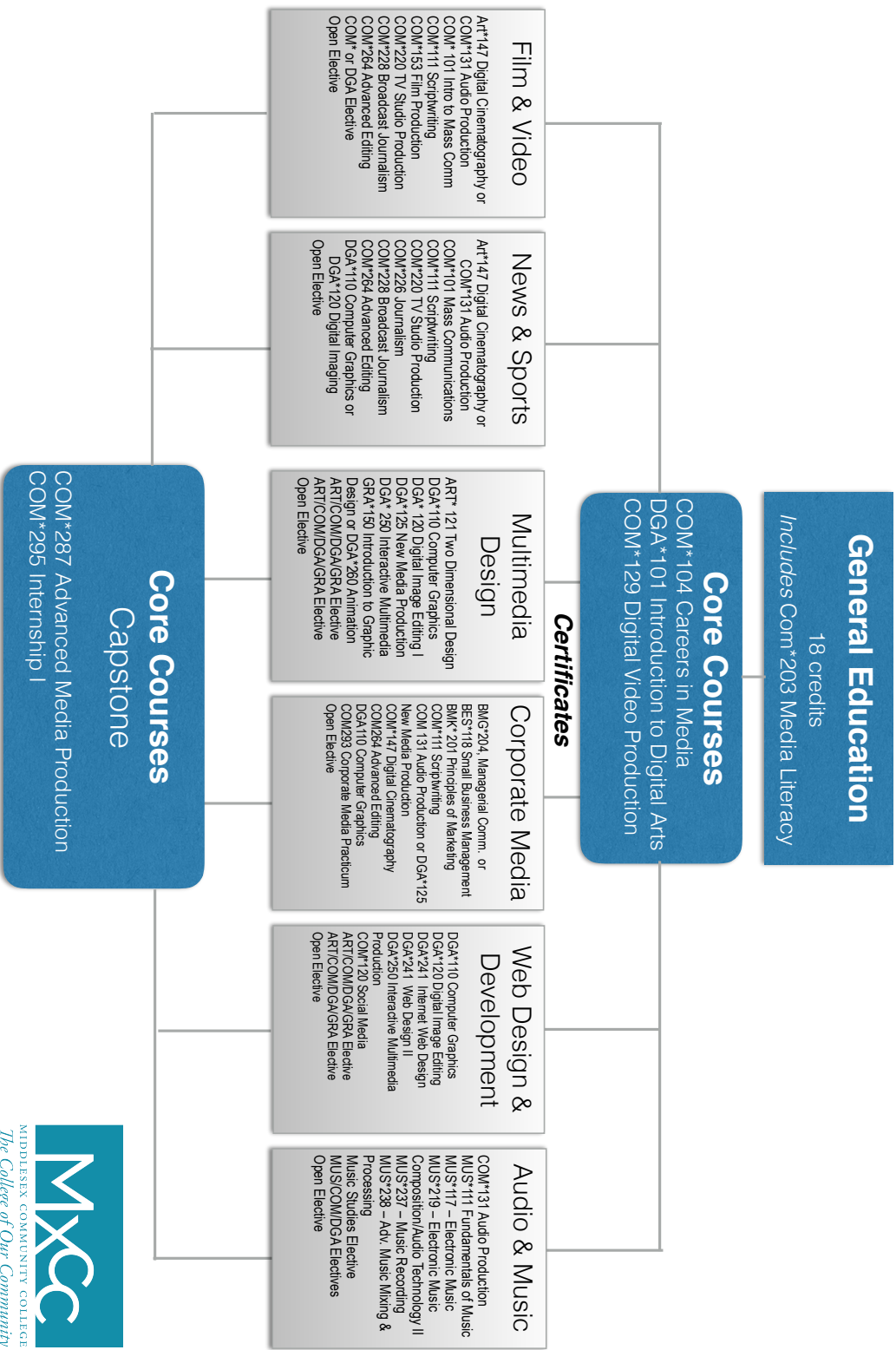
1. Effectively use a variety of industry standard tools and processes for producing contemporary forms of digital media across multiple delivery platforms and delivery systems. Assessment:
 - Equipment and software certification tests
 - Project and instructor portfolio review
 - Workflow analysis and instructor review
 - Review of effective project delivery across platforms
2. Use advanced technologies within a chosen area of specialization with the goal of successfully transitioning from school to working in the industry. Assessment:
 - Equipment and software certification tests
 - Project and instructor portfolio review
 - Work site supervisor and evaluation
3. Plan, create and maintain a professional portfolio highlighting and marketing professional skills and capabilities. Showcase this portfolio via websites, blogs, and social media to achieve employment and educational goals. Assessment:
 - Equipment and software certification tests
 - Project and instructor portfolio review
 - Continuous instructor review of online portfolio and social media presence
4. Demonstrate key competencies in media writing, video production, audio production, graphic design, interactive media, photography and other technologies within digital media arts. Assessment:
 - Equipment and software certification tests
 - Grading of written materials
 - Application of aesthetic techniques to class projects
 - Project and portfolio review
 - Thesis project instructor review and/or review by professional
5. Apply critical thinking and aesthetic judgments in creating collaborative Digital Media projects. Assessment:
 - Ability to apply aesthetics examined in media works to personal and class projects
 - Instructor review
 - Demonstrate successful collaboration with peers and professionals as needed
6. Communicate clearly, concisely, visually, verbally and in writing, using techniques appropriate for the intended audience. Assessment:
 - Demonstrate media literacy skills through presentation of written, aural and visual media
 - Research and evaluate media through audience analysis and critiques
 - Instructor review

7. Apply course knowledge and gain media production experience in a work environment through experiential learning including internships, practicums and community engaged learning. Assessment:
- Instructor review of experiential learning blogs and logs
 - On-site work supervisor evaluations of student work ethic, projects and collaboration
 - Instructor review of student experiential learning evaluation

04/21/2017 – Academic & Student Affairs Committee

05/11/2017 – Board of Regents

Digital Media Production



Program Requirements:

Students

Program enrollment is estimated to be between 20 and 30 students in the first year, as it will be replacing two existing degree programs. As the discontinued programs continue to be phased out until May 2020, it is expected that this program will grow to a total enrollment of over 100 students.

Institution	Middlesex Community College	Date	3/8/17
Proposed Program	A.A.S., Digital Media Production with Embedded Stackable Certificates		

PROJECTED Enrollment	First Year: 2017-18		Second Year: 2018-19		Third Year: 2019-20	
	Full Time (24+ cr.)	Part Time (<24 cr.)	Full Time (24+ cr.)	Part Time (<24 cr.)	Full Time (24+ cr.)	Part Time (<24 cr.)
Internal Transfers <i>(from other programs)</i>	5	5	6	8	8	11
New Students <i>(first time matriculating)</i>	12	11	15	13	18	20
Continuing <i>(students progressing to credential)</i>	0	0	10	9	20	11
Students in Existing Degree Programs being Phased Out by May 2020	25	30	16	20	10	14
Headcount Enrollment	42	46	47	50	56	56
Estimated "Credits Sold" to Students assumes Full-Time Student = avg. of 27 credits/year Part Time Student = avg. of 18 credits/year	1134	828	1269	900	1512	1008
Total Estimated FTE per Year (Credits Sold / 30)	65.4		72.3		84.0	

Full-Time Faculty

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Richard Lenoce, Professor	M.S., Southern Connecticut State University B.S. Ithaca College	Instructional Technology Television-Radio	Program Coordinator and Director of the Center for New Media
John Shafer, Professor	M.F.A., Syracuse University B.A., University of Southern California	Film Humanities	
Richard Eriksen, Professor	M.L.S., Wesleyan University B.S., Boston University	Liberal Studies Broadcast - Film	

Learning Resources & Facilities

As a reorganization of existing academic programs, resources already exist on campus within the college's Center for New Media. These include three media production classrooms, two digital video editing rooms, a video control room and "Green Room," television studio, two radio studios and a music recording studio. There is also a loan pool that loans out equipment such as cameras, lights, microphones, audio recorders, etc.

Fiscal Note

The program will utilize existing faculty (both full- and part-time), facilities, and learning resources. The college is committed to maintaining, as best as possible, a state-of-the-art teaching and learning center that prepares students for immediate employment or university transfer in the dynamic field of digital media production.

PROJECTED Program Revenue	First Year: Fall 2017		Second Year: Fall 2018		Third Year: Fall 2019	
	Full Time	Part Time (@18cr/yr)	Full Time	Part Time (@18cr/yr)	Full Time	Part Time (@18cr/yr)
State Appropriation - General Fund for FT Faculty & Staff Salary + Fringe	\$527,760		\$527,760		\$527,760	
Tuition & fees*	\$175,056	\$144,532	\$205,691	\$164,955	\$257,332	\$193,987
Lab/Studio Fees	\$0	\$0	\$0	\$0	\$0	\$0
Other Rev. (Work-for-hire conducted by the Center for New Media)	\$50,000		\$60,000		\$70,000	
Total Annual Program Revenue	\$897,348		\$958,406		\$1,049,079	

*Tuition is calculated using 2016-17 rates, with 5% added in each subsequent year

PROJECTED Expenditures*	First Year: Fall 2017		Second Year: Fall 2018		Third Year: Fall 2019	
	Number (as applicable)	Expenditure	Number	Expenditure	Number	Expenditure
Administration (Chair or Coordinator)	Program Coordinator: one, 3-credit release per semester included in FT Faculty count	\$0	Program Coordinator: one, 3-credit release per semester included in FT Faculty count	\$0	Program Coordinator: one, 3-credit release per semester included in FT Faculty count	\$0
Faculty (Full-time, total for program) Salary + Fringe \$135,670 MxCC Average	3	\$407,010	3	\$407,010	3	\$407,010

Faculty (<i>Workload Units of Part-time Lecturers - total for program-specific courses</i>)** <i>Salary + 37.5% Fringe</i>	66	\$141,624	72	\$154,499	78	\$167,374
Support Staff - 1 FT Lab Assistant, 2 PT Educational Asst		\$155,125		\$155,125		\$155,125
Library Resources Program		\$0		\$0		\$0
Equipment (regular replacement cycle - funded by work-for-hire)		\$50,000		\$60,000		\$70,000
Other (e.g. student services)	Consumable supplies	\$12,000		\$12,500		\$13,000
Estimated Indirect Cost (e.g. student services, operations, maintenance)	calculated at \$100 per FTE per semester	\$13,080		\$14,460		\$16,800
Total ESTIMATED Expenditures		\$778,839		\$803,594		\$829,309
NET Revenue		\$118,509		\$154,811		\$219,770

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a New Program

May 11, 2017

RESOLVED: That the Board of Regents for Higher Education approve the licensure and accreditation of a program Digital Media Production leading to an Associate of Applied Science degree at Middlesex Community College for a period of two years until May 2019.

A True Copy:

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

ITEM

Licensure and accreditation of a new program in Audio & Music, leading to a Certificate at Middlesex Community College.

BACKGROUND**Summary**

This is one of nine proposals that will reorganize the academic programs offered by Middlesex Community College's Center for New Media. Together, they represent the merger of two degree and six certificate programs within a new Digital Media Production A.A.S. degree with embedded, stackable, specialty certificates.

A unique feature of this new program is to require students to co-enroll in the Digital Media Production degree and one of several Certificates representing specialty areas and advanced technical skills requested by employers in the television, film, video, and audio production industry. Students will be required to take general education courses, core courses in digital media including a capstone internship, and 27 credits of specialized courses as defined within an academic certificate. The certificates will also be available in "standalone" format to students – particularly, those who may already hold a college degree and would like specialty training in a digital media field. It is expected student enrollment will grow in response to student and employer demand.

The new program structure is the result of regular program review; recommendations from program advisory boards, industry leaders, and senior institutions; and, activities funded by a \$2.5 million grant from the U.S. Department of Labor's Trade Adjustment Assistance Community College and Career Training (TAACCCT) program.

This certificate is meant as a stackable credential students can apply to the new Digital Media Production degree program, and perhaps even their Baccalaureate program at a CSU. Graduates of the existing Broadcast-Cinema and Multimedia programs at Middlesex Community College have a high transfer rate into the baccalaureate program at CSCU. CSCU is developing a Media Studies TAP and a Media Production TAP group has been meeting. Since our program focuses on high end media production on advanced technologies, we have discussed possible transfer with WCSU's Audio and Music Production department and they said once this program is approved they'd be interested in discussing a transfer articulation with MxCC.

Need for the Program

DECD, CTDOL, and USDOL have identified media production as a job growth area in Connecticut worthy of business tax credits and the use of state and federal funds for job training and workforce development. This has included two programs offered at Middlesex Community College, the \$6 million Film Industry Training Program (FITP) and the \$2.5 million New Media Studies Center Initiative (NMSCI). MxCC has been identified as a Center for Excellence in media production giving the college the ability to have workforce development funding directed to its media programs.

MxCC is continuing its long-standing leadership in providing academic programming for aspiring media professionals with this new Digital Media Production program. We are leveraging the technology awarded through NMSCI to consolidate the programs into a single Digital Media Production program with several areas of specialization based on current workforce needs. Two

studies, one funded by the Board of Regents and performed by Cross Sector Inc., and the other funded by USDOL performed by Mason, Inc., a nationally recognized media and advertising agency, demonstrated the demand for workers in all media fields, particularly in Central and Southern Connecticut. Cross Sector's findings include the following workforce data and projections:

- CTDOL estimates an 11.7% growth trajectory through 2020
- 420 new annual jobs and 1,322 total annual job openings in the occupational group of arts, design, entertainment, sports, and media.
- Average annual earnings for this group equaled \$55,088 (\$26.48 per hour) in 2012.
- High growth occupations (i.e., over 15%) include graphic designers, producers/directors, audio-video technicians, broadcast/film sound engineering technicians, camera operators, and film/video editors.
- Major employers such as ESPN, WWE, YES, NBC Sports, Sonalyst Corporation, and Blue Sky Animation, and 12 "market 30" affiliate TV stations collectively represent over 10,000 jobs and confirm a growing demand for and existing shortage of workers with new media skills.
- Point-in-time job openings through private and public electronic job boards and exchanges show more than 150 current openings for a wide range of positions involving new media production competencies across a broad range of occupations and industry sectors.
- Employers with the largest number of job openings include ESPN, Inc.; NBC Universal; Cigna; Purdue Pharma; IBM; and Yale University.
- Nearly all job openings occur within 75 miles of the MxCC campus with more than 60% occurring within 20 miles of MxCC – reinforcing MxCC as a nexus for media studies with state-of-the-art facilities and equipment as well as industry leading experts.
- Economic development leaders expect job openings to increase in the short term as the State of Connecticut makes a significant push to build the digital media industry, including game development, digital video, web development, digital animation and visual effects production through DECD tax credits for digital media production.
- Sector representatives that include members of the MxCC NMSCI advisory board confirm an immediate need for workers who possess advanced skills related to technology, critical thinking, complex problem solving, and creative thinking.
- The nationally acclaimed MxCC Corporate Media Center further stimulates demand for new media products and services and seeds relationships for internships and job placements by completing project-based assignments for diverse employers across the state.

Through the \$2.5 million award from USDOL's TAACCCT program, NMSCI created an effective and timely response to these demands meeting the needs of graduates coming out of media pathway programs at state high schools, a growing number of un-employed, under employed and current employees who need to upgrade their skills from traditional media to digital media, and veterans looking for employment and training in media. MxCC is meeting this demand through affordable, relevant career pathway options through, stackable credentials and transferability. It is now time to take the next step. What we've learned from this data and administering a sophisticated program and supporting facilities we are applying to this new curriculum to meet the demand for the digital media skills needed in today's workplace.

Curriculum

Learning Outcomes: Upon completion of the program, students will:

1. Effectively use a variety of industry standard tools and processes for producing contemporary forms of digital media across multiple delivery platforms and delivery systems. Assessment:
 - Equipment and software certification tests
 - Project and instructor portfolio review
 - Workflow analysis and instructor review
 - Review of effective project delivery across platforms
2. Use advanced technologies within a chosen area of specialization with the goal of successfully transitioning from school to working in the industry. Assessment:
 - Equipment and software certification tests
 - Project and instructor portfolio review
 - Work site supervisor and evaluation
3. Plan, create and maintain a professional portfolio highlighting and marketing professional skills and capabilities. Showcase this portfolio via websites, blogs, and social media to achieve employment and educational goals. Assessment:
 - Equipment and software certification tests
 - Project and instructor portfolio review
 - Continuous instructor review of online portfolio and social media presence
4. Demonstrate key competencies in media writing, video production, audio production, graphic design, interactive media, photography and other technologies within digital media arts. Assessment:
 - Equipment and software certification tests
 - Grading of written materials
 - Application of aesthetic techniques to class projects
 - Project and portfolio review
 - Thesis project instructor review and/or review by professional
5. Apply critical thinking and aesthetic judgments in creating collaborative Digital Media projects. Assessment:
 - Ability to apply aesthetics examined in media works to personal and class projects
 - Instructor review
 - Demonstrate successful collaboration with peers and professionals as needed
6. Communicate clearly, concisely, visually, verbally and in writing, using techniques appropriate for the intended audience. Assessment:
 - Demonstrate media literacy skills through presentation of written, aural and visual media
 - Research and evaluate media through audience analysis and critiques
 - Instructor review

7. Apply course knowledge and gain media production experience in a work environment through experiential learning including internships, practicums and community engaged learning. Assessment:
- Instructor review of experiential learning blogs and logs
 - On-site work supervisor evaluations of student work ethic, projects and collaboration
 - Instructor review of student experiential learning evaluation

Program Requirements:

The Audio and Music Production certificate is a 30 credit occupational program consisting of 18 credits of core course requirements, English Composition, and 9 credits of directed electives providing skills in audio production, electronic music composition, audio technology, music theory and history, music mixing and post production processing. Students who co-enroll in the Digital Media Production degree program can count ENG*101 toward meeting general education requirements.

Audio and Music Production (New Certificate) 27 credits when taken as part of the degree program, 30 credits when taken as a standalone certificate as an COM *287 Advanced Media Production or COM*295 Internship is required, which are a core courses in the degree program. ENG*101 replaces the Open Elective when taken as a standalone certificate program to meet course prerequisites.			
COM*131 – Audio Production	1,3,4,5 6		3
MUS*111 - Fundamentals of Music	5		3
MUS*117 – Electronic Music	1,3,4,5 6		3
MUS*219 – Electronic Music Composition/Audio Technology II	1,3,4,5 6	COM*131 and COM*117	3
MUS*237 – Principles of Music Recording	1,3,4,5 6	MUS*219 (co or prereq.)	
MUS*238 – Adv. Music Mixing & Processing	1,3,4,5 6	MUS*219 (co or prereq.)	3
Music Studies Elective - MUS*101 or MUS*104 or MUS*137 or MUS*138	5		3
MUS*/COM*/DGA* Electives			6
COM *287 Advanced Media Production or COM*295 Internship	1,2,3,4,5 6, 7		3
ENG*101 or Open Elective			3

Students

Total program enrollment in the new degree program with embedded certificates is estimated to be between 20 and 30 students in the first year, as it will be replacing two existing degree programs. As the discontinued programs continue to be phased out until May 2020, it is expected that this program will grow to a total enrollment of over 100 students.

Institution	Middlesex Community College	Date	3/8/17
Proposed Program	A.A.S., Digital Media Production with Embedded Stackable Certificates		

PROJECTED Enrollment	First Year: 2017-18		Second Year: 2018-19		Third Year: 2019-20	
	Full Time (24+ cr.)	Part Time (<24 cr.)	Full Time (24+ cr.)	Part Time (<24 cr.)	Full Time (24+ cr.)	Part Time (<24 cr.)
Internal Transfers (from other programs)	5	5	6	8	8	11
New Students (first time matriculating)	12	11	15	13	18	20
Continuing (students progressing to credential)	0	0	10	9	20	11
Students in Existing Degree Programs being Phased Out by May 2020	25	30	16	20	10	14
Headcount Enrollment	42	46	47	50	56	56
Estimated "Credits Sold" to Students assumes Full-Time Student = avg. of 27 credits/year Part Time Student = avg. of 18 credits/year	1134	828	1269	900	1512	1008
Total Estimated FTE per Year (Credits Sold / 30)	65.4		72.3		84.0	

Full-Time Faculty

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Richard Lenoce, Professor	M.S., Southern Connecticut State University B.S. Ithaca College	Instructional Technology Television-Radio	Program Coordinator and Director of the Center for New Media
John Shafer, Professor	M.F.A., Syracuse University B.A., University of Southern California	Film Humanities	
Richard Eriksen, Professor	M.L.S., Wesleyan University B.S., Boston University	Liberal Studies Broadcast - Film	

Learning Resources & Facilities

As a reorganization of existing academic programs, resources already exist on campus within the college's Center for New Media. These include three media production classrooms, two digital video editing rooms, a video control room and "Green Room," television studio, two radio studios and a music recording studio. There is also a loan pool that loans out equipment such as cameras, lights, microphones, audio recorders, etc.

Fiscal Note

The program will utilize existing faculty (both full- and part-time), facilities, and learning resources. The college is committed to maintaining, as best as possible, a state-of-the-art teaching and learning center that prepares students for immediate employment or university transfer in the dynamic field of digital media production.

PROJECTED Program Revenue	First Year: Fall 2017		Second Year: Fall 2018		Third Year: Fall 2019	
	Full Time	Part Time (@18cr/yr)	Full Time	Part Time (@18cr/yr)	Full Time	Part Time (@18cr/yr)
State Appropriation - General Fund for FT Faculty & Staff Salary + Fringe	\$527,760		\$527,760		\$527,760	
Tuition & fees*	\$175,056	\$144,532	\$205,691	\$164,955	\$257,332	\$193,987
Lab/Studio Fees	\$0	\$0	\$0	\$0	\$0	\$0
Other Rev. (Work-for-hire conducted by the Center for New Media)	\$50,000		\$60,000		\$70,000	
Total Annual Program Revenue	\$897,348		\$958,406		\$1,049,079	

*Tuition is calculated using 2016-17 rates, with 5% added in each subsequent year

PROJECTED Expenditures*	First Year: Fall 2017		Second Year: Fall 2018		Third Year: Fall 2019	
	Number (as applicable)	Expenditure	Number	Expenditure	Number	Expenditure
Administration (Chair or Coordinator)	Program Coordinator: one, 3-credit release per semester included in FT Faculty count	\$0	Program Coordinator: one, 3-credit release per semester included in FT Faculty count	\$0	Program Coordinator: one, 3-credit release per semester included in FT Faculty count	\$0
Faculty (Full-time, total for program) Salary + Fringe \$135,670 MxCC Average	3	\$407,010	3	\$407,010	3	\$407,010

STAFF REPORT**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

Faculty (<i>Workload Units of Part-time Lecturers - total for program-specific courses</i>)** <i>Salary + 37.5% Fringe</i>	66	\$141,624	72	\$154,499	78	\$167,374
Support Staff - 1 FT Lab Assistant, 2 PT Educational Asst		\$155,125		\$155,125		\$155,125
Library Resources Program		\$0		\$0		\$0
Equipment (regular replacement cycle - funded by work-for-hire)		\$50,000		\$60,000		\$70,000
Other (e.g. student services)	Consumable supplies	\$12,000		\$12,500		\$13,000
Estimated Indirect Cost (e.g. student services, operations, maintenance)	calculated at \$100 per FTE per semester	\$13,080		\$14,460		\$16,800
Total ESTIMATED Expenditures		\$778,839		\$803,594		\$829,309
NET Revenue		\$118,509		\$154,811		\$219,770

04/21/2017 – Academic & Student Affairs Committee

05/11/2017 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a New Program

May 11, 2017

RESOLVED: That the Board of Regents for Higher Education approve the licensure and accreditation of a program Audio and Music leading to an Occupational Certificate at Middlesex Community College for a period of two years until May 2019.

A True Copy:

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

ITEM

Licensure and accreditation of a new program in Film & Video, leading to a Certificate at Middlesex Community College.

BACKGROUND**Summary**

This is one of nine proposals that will reorganize the academic programs offered by Middlesex Community College's Center for New Media. Together, they represent the merger of two degree and six certificate programs within a new Digital Media Production A.A.S. degree with embedded, stackable, specialty certificates.

A unique feature of this new program is to require students to co-enroll in the Digital Media Production degree and one of several Certificates representing specialty areas and advanced technical skills requested by employers in the television, film, video, and audio production industry. Students will be required to take general education courses, core courses in digital media including a capstone internship, and 27 credits of specialized courses as defined within an academic certificate. The certificates will also be available in "standalone" format to students – particularly, those who may already hold a college degree and would like specialty training in a digital media field. It is expected student enrollment will grow in response to student and employer demand.

The new program structure is the result of regular program review; recommendations from program advisory boards, industry leaders, and senior institutions; and, activities funded by a \$2.5 million grant from the U.S. Department of Labor's Trade Adjustment Assistance Community College and Career Training (TAACCCT) program.

This Film & Video certificate is meant as a "stackable" credential students can apply to the new Digital Media Production degree program, and perhaps even their Baccalaureate program at a CSU. Graduates of the existing Broadcast-Cinema and Multimedia programs at Middlesex Community College have a high transfer rate into the baccalaureate program at CSCU. Currently, there is a Communication TAP agreement to the state universities and MxCC offers a Communication TAP program. CSCU is developing a Media Studies TAP and a Media Production TAP group has been meeting. Since our program focuses on high end media production on advanced technologies, ECSU's New Media programs have traditionally been the most compatible pathway for our graduates. ECSU has similar broadcast facilities, advanced technology and a faculty culled from the workforce making the transition from MxCC to ECSU very smooth for students. As program changes are made at each institution the schools consult. A member from ECSU's New Media Programs sits on our advisory board and works with students on transfer. Once this modification and the Digital Media Production degree program is approved, we will discuss transfer agreements with the other state universities.

Need for the Program

DECD, CTDOL, and USDOL have identified media production as a job growth area in Connecticut worthy of business tax credits and the use of state and federal funds for job training and workforce development. This has included two programs offered at Middlesex Community College, the \$6 million Film Industry Training Program (FITP) and the \$2.5 million New Media Studies Center

Initiative (NMSCI). MxCC has been identified as a Center for Excellence in media production giving the college the ability to have workforce development funding directed to its media programs.

MxCC is continuing its long-standing leadership in providing academic programming for aspiring media professionals with this new Digital Media Production program. We are leveraging the technology awarded through NMSCI to consolidate the programs into a single Digital Media Production program with several areas of specialization based on current workforce needs. Two studies, one funded by the Board of Regents and performed by Cross Sector Inc., and the other funded by USDOL performed by Mason, Inc., a nationally recognized media and advertising agency, demonstrated the demand for workers in all media fields, particularly in Central and Southern Connecticut. Cross Sector's findings include the following workforce data and projections:

- CTDOL estimates an 11.7% growth trajectory through 2020
- 420 new annual jobs and 1,322 total annual job openings in the occupational group of arts, design, entertainment, sports, and media.
- Average annual earnings for this group equaled \$55,088 (\$26.48 per hour) in 2012.
- High growth occupations (i.e., over 15%) include graphic designers, producers/directors, audio-video technicians, broadcast/film sound engineering technicians, camera operators, and film/video editors.
- Major employers such as ESPN, WWE, YES, NBC Sports, Sonalyst Corporation, and Blue Sky Animation, and 12 "market 30" affiliate TV stations collectively represent over 10,000 jobs and confirm a growing demand for and existing shortage of workers with new media skills.
- Point-in-time job openings through private and public electronic job boards and exchanges show more than 150 current openings for a wide range of positions involving new media production competencies across a broad range of occupations and industry sectors.
- Employers with the largest number of job openings include ESPN, Inc.; NBC Universal; Cigna; Purdue Pharma; IBM; and Yale University.
- Nearly all job openings occur within 75 miles of the MxCC campus with more than 60% occurring within 20 miles of MxCC – reinforcing MxCC as a nexus for media studies with state-of-the-art facilities and equipment as well as industry leading experts.
- Economic development leaders expect job openings to increase in the short term as the State of Connecticut makes a significant push to build the digital media industry, including game development, digital video, web development, digital animation and visual effects production through DECD tax credits for digital media production.
- Sector representatives that include members of the MxCC NMSCI advisory board confirm an immediate need for workers who possess advanced skills related to technology, critical thinking, complex problem solving, and creative thinking.
- The nationally acclaimed MxCC Corporate Media Center further stimulates demand for new media products and services and seeds relationships for internships and job placements by completing project-based assignments for diverse employers across the state.

Through the \$2.5 million award from USDOL's TAACCCT program, NMSCI created an effective and timely response to these demands meeting the needs of graduates coming out of media pathway programs at state high schools, a growing number of un-employed, under employed and current

employees who need to upgrade their skills from traditional media to digital media, and veterans looking for employment and training in media. MxCC is meeting this demand through affordable, relevant career pathway options through, stackable credentials and transferability. It is now time to take the next step. What we've learned from this data and administering a sophisticated program and supporting facilities we are applying to this new curriculum to meet the demand for the digital media skills needed in today's workplace.

Curriculum

Learning Outcomes: Upon completion of the program, students will:

1. Effectively use a variety of industry standard tools and processes for producing contemporary forms of digital media across multiple delivery platforms and delivery systems. Assessment:
 - Equipment and software certification tests
 - Project and instructor portfolio review
 - Workflow analysis and instructor review
 - Review of effective project delivery across platforms
2. Use advanced technologies within a chosen area of specialization with the goal of successfully transitioning from school to working in the industry. Assessment:
 - Equipment and software certification tests
 - Project and instructor portfolio review
 - Work site supervisor and evaluation
3. Plan, create and maintain a professional portfolio highlighting and marketing professional skills and capabilities. Showcase this portfolio via websites, blogs, and social media to achieve employment and educational goals. Assessment:
 - Equipment and software certification tests
 - Project and instructor portfolio review
 - Continuous instructor review of online portfolio and social media presence
4. Demonstrate key competencies in media writing, video production, audio production, graphic design, interactive media, photography and other technologies within digital media arts. Assessment:
 - Equipment and software certification tests
 - Grading of written materials
 - Application of aesthetic techniques to class projects
 - Project and portfolio review
 - Thesis project instructor review and/or review by professional
5. Apply critical thinking and aesthetic judgments in creating collaborative Digital Media projects. Assessment:
 - Ability to apply aesthetics examined in media works to personal and class projects
 - Instructor review
 - Demonstrate successful collaboration with peers and professionals as needed

6. Communicate clearly, concisely, visually, verbally and in writing, using techniques appropriate for the intended audience. Assessment:
 - Demonstrate media literacy skills through presentation of written, aural and visual media
 - Research and evaluate media through audience analysis and critiques
 - Instructor review
7. Apply course knowledge and gain media production experience in a work environment through experiential learning including internships, practicums and community engaged learning. Assessment:
 - Instructor review of experiential learning blogs and logs
 - On-site work supervisor evaluations of student work ethic, projects and collaboration
 - Instructor review of student experiential learning evaluation

Program Requirements:

The Video & Film Certificate is a 30 credit program consisting of 27 credits of Program Core Course requirements providing skills in scriptwriting, cinematography, editing, video field and studio production, film production, TV news production. A 3-credit internship is required of all program participants and serves as the capstone course.. ENG*101 is required when taken as a standalone certificate program but in the Digital Media Production Certificate students take an Open Elective.

Film and Video Certificate – 27 credits when taken as part of the degree program, 30 credits when taken as a standalone certificate as an Internship is required, which is a core course in this degree program. ENG*101 replaces the Open Elective when taken as a standalone certificate program to meet course prerequisites.			
Art*147 Digital Cinematography or COM*131 Audio Production	1,2,3,4, 5 6		3
COM* 101 Introduction to Mass Communication	5, 6	Eligible for ENG*101	3
COM*111 Scriptwriting	5, 6	ENG*101	3
COM*153 Film Production	1,3,4,5 6,	ENG101 Recommended: COM*129 Digital Video Production	3
COM*220 Television Studio Production	1,3,4,5 6	COM*129 Digital Video Production	3
COM*228 Broadcast Journalism	1,3,4,5 6,7	COM*129 and ENG101	3
COM*264 Advanced Editing	1,2, 3, 4, 5, 6, 7	COM*129 Digital Video Production	3
COM*129 Digital Video Production (when taken as a standalone certificate) or COM* or DGA* Elective (when taken in the Digital Media Production A.S. degree program)	1,3,4,5 6, 7		3
ENG101 College Composition (<i>to meet program course prerequisites if student does not already have a degree</i>) or Open Elective in the Digital Media Production Degree Program or student has an existing degree).	1,2,3,4, 5 6, 7	2 nd Year Status	3
COM*295 Internship (when taken as a standalone certificate)	2, 7	Permission of Instructor	3

Students

Total program enrollment in the new degree program with embedded certificates is estimated to be between 20 and 30 students in the first year, as it will be replacing two existing degree programs. As the discontinued programs continue to be phased out until May 2020, it is expected that this program will grow to a total enrollment of over 100 students.

Institution	Middlesex Community College	Date	3/8/17
Proposed Program	A.A.S., Digital Media Production with Embedded Stackable Certificates		

PROJECTED Enrollment	First Year: 2017-18		Second Year: 2018-19		Third Year: 2019-20	
	Full Time (24+ cr.)	Part Time (<24 cr.)	Full Time (24+ cr.)	Part Time (<24 cr.)	Full Time (24+ cr.)	Part Time (<24 cr.)
Internal Transfers <i>(from other programs)</i>	5	5	6	8	8	11
New Students <i>(first time matriculating)</i>	12	11	15	13	18	20
Continuing <i>(students progressing to credential)</i>	0	0	10	9	20	11
Students in Existing Degree Programs being Phased Out by May 2020	25	30	16	20	10	14
Headcount Enrollment	42	46	47	50	56	56
Estimated "Credits Sold" to Students assumes Full-Time Student = avg. of 27 credits/year Part Time Student = avg. of 18 credits/year	1134	828	1269	900	1512	1008
Total Estimated FTE per Year (Credits Sold / 30)	65.4		72.3		84.0	

Full-Time Faculty

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Richard Lenoce, Professor	M.S., Southern Connecticut State University B.S. Ithaca College	Instructional Technology Television-Radio	Program Coordinator and Director of the Center for New Media
John Shafer, Professor	M.F.A., Syracuse University B.A., University of Southern California	Film Humanities	
Richard Eriksen, Professor	M.L.S., Wesleyan University B.S., Boston University	Liberal Studies Broadcast - Film	

Learning Resources & Facilities

As a reorganization of existing academic programs, resources already exist on campus within the college's Center for New Media. These include three media production classrooms, two digital video editing rooms, a video control room and "Green Room," television studio, two radio studios and a music recording studio. There is also a loan pool that loans out equipment such as cameras, lights, microphones, audio recorders, etc.

Fiscal Note

The program will utilize existing faculty (both full- and part-time), facilities, and learning resources. The college is committed to maintaining, as best as possible, a state-of-the-art teaching and learning center that prepares students for immediate employment or university transfer in the dynamic field of digital media production.

PROJECTED Program Revenue	First Year: Fall 2017		Second Year: Fall 2018		Third Year: Fall 2019	
	Full Time	Part Time (@18cr/yr)	Full Time	Part Time (@18cr/yr)	Full Time	Part Time (@18cr/yr)
State Appropriation - General Fund for FT Faculty & Staff Salary + Fringe	\$527,760		\$527,760		\$527,760	
Tuition & fees*	\$175,056	\$144,532	\$205,691	\$164,955	\$257,332	\$193,987
Lab/Studio Fees	\$0	\$0	\$0	\$0	\$0	\$0
Other Rev. (Work-for-hire conducted by the Center for New Media)	\$50,000		\$60,000		\$70,000	
Total Annual Program Revenue	\$897,348		\$958,406		\$1,049,079	

*Tuition is calculated using 2016-17 rates, with 5% added in each subsequent year

PROJECTED Expenditures*	First Year: Fall 2017		Second Year: Fall 2018		Third Year: Fall 2019	
	Number (as applicable)	Expenditure	Number	Expenditure	Number	Expenditure
Administration (Chair or Coordinator)	Program Coordinator: one, 3-credit release per semester included in FT Faculty count	\$0	Program Coordinator: one, 3-credit release per semester included in FT Faculty count	\$0	Program Coordinator: one, 3-credit release per semester included in FT Faculty count	\$0
Faculty (Full-time, total for program) Salary + Fringe \$135,670 MxCC Average	3	\$407,010	3	\$407,010	3	\$407,010

STAFF REPORT**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

Faculty (<i>Workload Units of Part-time Lecturers - total for program-specific courses</i>)** <i>Salary + 37.5% Fringe</i>	66	\$141,624	72	\$154,499	78	\$167,374
Support Staff - 1 FT Lab Assistant, 2 PT Educational Asst		\$155,125		\$155,125		\$155,125
Library Resources Program		\$0		\$0		\$0
Equipment (regular replacement cycle - funded by work-for-hire)		\$50,000		\$60,000		\$70,000
Other (e.g. student services)	Consumable supplies	\$12,000		\$12,500		\$13,000
Estimated Indirect Cost (e.g. student services, operations, maintenance)	calculated at \$100 per FTE per semester	\$13,080		\$14,460		\$16,800
Total ESTIMATED Expenditures		\$778,839		\$803,594		\$829,309
NET Revenue		\$118,509		\$154,811		\$219,770

04/21/2017 – Academic & Student Affairs Committee

05/11/2017 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a New Program

May 11, 2017

RESOLVED: That the Board of Regents for Higher Education approve the licensure and accreditation of a program Film and Video leading to an Occupational Certificate at Middlesex Community College for a period of two years until May 2019.

A True Copy:

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

ITEM

Licensure and Accreditation of a program in Registered Medical Assisting leading to an Associate of Science degree at Asnuntuck Community College.

BACKGROUND

Summary

The Registered Medical Assisting (RMA) Program at Asnuntuck Community College will prepare students to sit for a voluntary national certification exam sponsored by the American Medical Technologists. This association is a nationally and internationally recognized certification agency for allied health professionals. Upon passing the national exam, students will be able to work in any state and perform all duties required of a medical assistant under the direct supervision of a physician.

Need for the Program

The Medical Assistant programs already exist as credit programs at other colleges and as a popular credit certificate program at Asnuntuck. Expansion of the RMA program to an Associate's degree would enable the college to achieve the following Board of Regents/Asnuntuck strategic goals:

- Student success: Graduate more students with the knowledge and skills to achieve their life and career goals
- Innovation and Economic Growth: Create educational environments that cultivate innovation and prepare students for successful careers in a fast changing world
- Affordability and Sustainability: Maximize access to higher education by making attendance affordable and our institutions financially sustainable

Asnuntuck Community College serves 3 counties for health-care certificate programs: Hartford and Tolland County in CT, and Hampden County in MA. According to EMSI Occupational Overview data from Q1 2016, the occupation is expected to grow at an average rate of 9.8% from 2016-2021, with job openings predicted at 378 for the 5 year time period.

Curriculum

Course Number and Name	L.O. # ¹	Pre- Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses			38	Other Related/Special Requirements		
MED*125 Medical Terminology	1,6		3			
MED*133 Clinical Medical Assisting	1,3		4			
MED* XXX Anatomy & Physiology	1,6		4			
MED* 111 Medical Office Procedures	1,2		3			
MED* 112 Medical Insurance & Coding	1,2		3			
MED* XXX Clinical Laboratory Procedures and Practices I	1,4		4			
MED* 170 Law & Ethics for Health Careers	1,5		3			
MED*250 Principles of Pharmacology	1,7		3			
MED* XXX Psychology & Communications in Healthcare for Medical Assistants	1,5		3			

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

MED* 245 Clinical Laboratory Procedures and Practices II	1,4		4		
MED* 280 Clinical Externship	1-7		4		
Core Course Prerequisites				Elective Courses in the Field	
(none)				(none)	
Total Other Credits Required to Issue Credential (e.g. GenEd/Liberal Arts Core/Liberal Ed Program) General Education Courses / Electives 22					Total 60
Program Outline (Please provide a summary of program requirements including total number of credits for the degree, special admission requirements, capstone or special project requirements, etc. Indicate any requirements and arrangements for clinical affiliations, internships, and practical or work experience.)					

General Education Courses / Electives

Humanities

Com 173 Public Speaking 3 credits
 Eng 101 English Composition 3

Fine Arts

A Fine Arts elective 3

Social and Behavioral Sciences

Soc 190 Self and Others: Dynamics of Diversity- 3
 Choose 3 electives
 (from ANT*,ECN*,HIS*,POL*,PSY*,SOC*) 9

Math

One Math course MAT*123 or higher 3

Science

One Science Elective 3-4
 One Lab Science 4

Electives 1-2

Total minimum 22 credits

Students

For a majority of students, the AS degree will be a continuation of the credit RMA certificate. It is anticipated that the majority of students will complete the RMA Certificate program first, in order to gain employment. It is projected that approximately 5 students per year will continue on in a part-time capacity to complete the RMA AS degree. Currently RMA students can receive credits through a credit evaluation of the credit-free program by Charter Oak State College, and 25 students have enrolled in credit degree programs for 2016-17. RMA AS degree students will enroll in the current General Education courses at the college, incurring no additional costs beyond the certificate program.

Faculty

No new faculty will need to be hired for this program.

Full-Time Faculty Teaching in this Program *(Note: If you anticipate hiring new faculty members for this program you may list "to be hired" under name and title. Provide required credentials, experience, and other responsibilities for each new position anticipated over the first three years of implementation of the program)*

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Michele Howard-Swan MS – Physiology and Neurobiology MS - Biology Certified Medical Assistant	University of Connecticut	Qualified for ALL classes	Program Coordinator

Learning Resources

No new resources are required since ACC is already equipped with area suitable for patient care and diagnostic testing instruction and a laboratory area for venepuncture and laboratory testing. ACC owns two EKG machines, centrifuges, an exam table, venepuncture arms, microscopes, and slides. Supplies are ordered with each class start.

No new resources will be need to extend the RMA program from the certificate to Associates Degree.

Facilities

No new facilities will be needed.

Fiscal Note

STAFF REPORT**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**Institution Asnuntuck CCDate 4/12/2017Proposed Program Registered Med Assist. Assoc. Science

PROJECTED Enrollment	First Term Year 1		First Term Year 2		First Term Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers (from other programs)	0					
New Students (first time matriculating)	0		0			
Continuing (students progressing to credential)				5		10
Headcount Enrollment	0	0	0	5		10
Total Estimated FTE per Year	0		2.5		5	

PROJECTED Program Revenue	Year 1		Year 2		Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition (Do not include internal transfers)	\$0	\$0	\$0	\$12,490	\$0	\$24,980
Program-Specific Fees						
Other Rev. (Annotate in text box below)						
Total Annual Program Revenue	\$0		\$12,490		\$24,980	

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

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

Please provide any necessary annotations: It is anticipated that the majority of students will complete the RMA Certificate program first, in order to gain employment. It is projected that approximately 5 students per year will continue on part-time to complete the RMA AS degree. Currently RMA students can receive credits through a credit evaluation of the credit-free program by Charter Oak State College, and 25 students have enrolled in credit degree programs for 2016-17. RMA AS degree students will enroll in the current General Education courses at the college, incurring no additional costs beyond the certificate program.

Review of Documents:

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

Accreditation:

04/21/2017 – Academic & Student Affairs Committee

05/11/2017 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a New Program

May 11, 2017

RESOLVED: That the Board of Regents for Higher Education approve the licensure and accreditation of a program Registered Medical Assistant leading to an Associate of Science degree at Asnuntuck Community College for a period of two years until May 2019.

A True Copy:

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

ITEM

Licensure and accreditation of six EDU programs leading to graduate certificates at Southern Connecticut State University.

BACKGROUND**Summary**

SCSU is working within the constraints of its provisional status with the US Department of Education (US DOE) to correct Title IV eligibility issues our internal audit has identified with many of our Educator Prep Certification (EP Cert) programs. Per the US DOE's May 2016 Dear Colleague letter re: regulations for the award and disbursement of Title IV federal financial aid, non-teacher Educator Preparation programs that do not offer a credential (certificate or degree) are not eligible for Title IV aid. These six certificates are a repackaging of current GR Educator Prep Certification programs; they require no new resources and will comply with updated Gainful Employment reporting guidelines.

Need for the Program

The certificate format make existing programs title iv eligible and respond to defined State of CT workforce needs and teaching shortage areas.

Curriculum**Clinical Mental Health Counseling Post-Master's Certificate**

- i. 20 Credits
- ii. Provides further training for school counselors who would like to be qualified to work as clinical mental health counselors and seek licensure (Licensed Professional Counselor) from the State Department of Public Health

School Counselor Post-Master's Certificate

- i. 20 Credits
- ii. Provides further training for counselors who would like to be qualified to work as school counselors and are seeking Certification from the State Department of Education (CSDE)

School Library Media Specialist Graduate Certificate

- i. 30 Credits
- ii. School library media specialist is a Connecticut State Department of Education designated shortage area
- iii. Provides coursework to enable students to apply for an endorsement to serve as a School Library Media Specialist if they already hold a Connecticut teaching certificate

School Library Media Specialist Initial Graduate Certificate

- i. 45 Credits
- ii. School library media specialist is a Connecticut State Department of Education (CSDE) designated shortage area
- iii. Provides coursework and field experiences that comply with CSDE certification regulations so certificate completers are eligible for an initial certification as a School Library Media Specialist

Remedial Reading and Language Arts Graduate Certificate

- i. 24 Credits
- ii. Provides coursework to prepare students who are already Connecticut certified teachers to earn an additional endorsement as a Remedial Reading and Remedial Language Arts specialist

Reading and Language Arts Consultant Post-Master's Certificate

- i. 15 Credits

- ii. Provides coursework for those who already hold Connecticut certification as a Remedial Reading and Remedial Language Arts specialist to earn a CSDE administrative endorsement as a Reading and Language Arts Consultant

Students

Based on prior enrollment, projections for these programs range from 3-16 part-time graduate students per year.

Faculty

Programs will be delivered with existing faculty.

Learning Resources

Programs will be delivered with existing resources.

Facilities

Programs will be offered with existing facilities at SCSU's School of Education, main campus or approved off-site instructional locations.

Fiscal Note

We will discontinue non title-iv eligible programs when the US DOE approves SCSU's petition to add title iv compliant replacement programs to its Program Participation Agreement. The petition will be sent on June 1, 2017; US DOE review time ranges from 8-12 months. No new resources are needed.

Review of Documents:

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

Accreditation:

NEASC 5th year interim report accepted February 2017; accredited through 2021.

04/21/2017 – Academic & Student Affairs Committee

05/11/2017 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a New Program

May 11, 2017

RESOLVED: That the Board of Regents for Higher Education approve the licensure and accreditation of a Clinical Mental Health Counseling program leading to a Post Master's Certificate at Southern Connecticut State University, to correct Title IV eligibility issues, for a period of three years until May 2020.

A True Copy:

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a New Program

May 11, 2017

RESOLVED: That the Board of Regents for Higher Education approve the licensure and accreditation of a School Counselor program leading to a Post Master's Certificate at Southern Connecticut State University, to correct Title IV eligibility issues, for a period of three years until May 2020.

A True Copy:

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a New Program

May 11, 2017

RESOLVED: That the Board of Regents for Higher Education approve the licensure and accreditation of a School Library Media Specialist program leading to a Graduate Certificate at Southern Connecticut State University, to correct Title IV eligibility issues, for a period of three years until May 2020.

A True Copy:

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a New Program

May 11, 2017

RESOLVED: That the Board of Regents for Higher Education approve the licensure and accreditation of a School Library Media Specialist program leading to an Initial Graduate Certificate at Southern Connecticut State University, to correct Title IV eligibility issues, for a period of three years until May 2020.

A True Copy:

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a New Program

May 11, 2017

RESOLVED: That the Board of Regents for Higher Education approve the licensure and accreditation of a Remedial Reading and Language Arts program leading to a Graduate Certificate at Southern Connecticut State University, to correct Title IV eligibility issues, for a period of three years until May 2020.

A True Copy:

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a New Program

May 11, 2017

RESOLVED: That the Board of Regents for Higher Education approve the licensure and accreditation of a Reading and Language Arts Consultant program leading to a Post Master's Certificate at Southern Connecticut State University, to correct Title IV eligibility issues, for a period of three years until May 2020.

A True Copy:

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

Commented [RPA1]:

ITEM

Advanced Manufacturing Certificate Programs: Additive Manufacturing, Advanced Manufacturing Machine Technology II, CAD/CAM, Quality Inspection & Metal Fabrication

BACKGROUNDSummary

In the more than a decade of service The Connecticut State Community College Delivery System has successfully placed numerous students into productive employment possessing the technological skills required during those years. Indeed, those technological skills changed radically during this decade. For instance, bench work, measurement, blueprint, layout, setup, and manual machining skills were sufficient for employment in the early part of the decade, while CNC, CAD, CAM, Lean Manufacturing, Cell Manufacturing, and Quality Control are currently some of the technological advancements in manufacturing required of our students in order to meet current high-tech skills required by manufactures of today.

Need for the Certificate Programs

The technological changes in production have required a much higher skilled employee who possesses the technical skills such as, CNC, CAD, CAM, Metrology, GD&T, higher levels of math, and Quality Control. The above proposed Advanced Manufacturing Certificate Programs were designed to meet the new skill requirements of our regional labor market as expressed by our advisory committee and by the hiring requirements of the companies employing our graduates.

Overview of Advanced Manufacturing Certificate ProgramsAdditive Manufacturing

MFG 173* Introduction to Additive Manufacturing	3
MFG 174* AM Materials	3
MFG 175* AM Applications	3
MFG 110* Solidworks	3
MFG 176* AM Internship	4
[* new courses]	Total Credits 16

Advanced Manufacturing Machine Technology II
Certificate Program

MFG* 223 Metrology II	3
MFG* 211 CAD/CAM	3
MFG* 212 Multi-Axis Machine Programming	3
MFG* 160 Introduction to GD&T	3
MFG* 213 Capstone Projects	4
	Total Credits 16

STAFF REPORT**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

CAD/CAM Program

MFG* 224 Advanced SolidWorks	3
MFG* 211 CAD/CAM	3
MFG* 212 Multi-Axis Machine Programming	3
MFG* Introduction to 160 GD & T	3
MFG* 213 Capstone Projects	<u>4</u>
Total Credits 16	

[*new course]

Quality Inspection Program

MFG 120 Metrology	3
MFG 223* Metrology II	3
QUA 114 Principles of Quality Control	3
MFG 166 Benchwork	1
MFG 160*Introduction to GD&T	3
MFG 107*CMM	<u>3</u>
Total Credits 16	

Metal Fabrication

MFG 149* Introduction to Metal Fabrication	3
MFG 249* Advanced Metal Fabrication	3
MFG 120 Metrology	3
CAD 110* Solidworks	3
MFG 264* Metal fabrication Projects	<u>4</u>
Total Credits 16	

STAFF REPORT**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**Students

Previous Three Years Enrollment and Completion for the Program being Modified

ACTUAL Enrollment	First Term, Year _2016_		First Term, Year _2015__		First Term, Year __2014__	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers						
New Students	15	5	30	3	23	1
Returning Students	20	14	16	13	24	14
ACTUAL Headcount Enrollment	35	19	46	16	47	15
ACTUAL FTE per Year	Fall 2016 – 45.5		Fall 2015 – 70.9		Fall 2014 – 75.0	
Size of Credentialed Group for Given Year	70		78		0	

Faculty

No new faculty resources are needed for this modification

Learning Resources

No new Learning resources are needed for this modification

Facilities

No new Facilities are needed for this modification.

Fiscal Note

The modified program will utilize existing faculty (both full- and part-time), facilities, and learning resources. This modification requires no new or additional resources.

Review of Documents:

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

STAFF REPORT

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

Accreditation:

04/21/2017 – Academic & Student Affairs Committee

05/11/2017 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a New Program

May 11, 2017

RESOLVED: That the Board of Regents for Higher Education approve the licensure and accreditation of a program Additive Manufacturing leading to a Certificate at Asnuntuck Community College for a period of one year until May 2018.

A True Copy:

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a New Program

May 11, 2017

RESOLVED: That the Board of Regents for Higher Education approve the licensure and accreditation of a program Advanced Manufacturing Machining Technology II leading to a Certificate at Asnuntuck Community College for a period of one year until May 2018.

A True Copy:

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a New Program

May 11, 2017

RESOLVED: That the Board of Regents for Higher Education approve the licensure and accreditation of a program CAD/CAM leading to a Certificate at Asnuntuck Community College for a period of one year until May 2018.

A True Copy:

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a New Program

May 11, 2017

RESOLVED: That the Board of Regents for Higher Education approve the licensure and accreditation of a program Quality Inspection leading to a Certificate at Asnuntuck Community College for a period of one year until May 2018.

A True Copy:

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a New Program

May 11, 2017

RESOLVED: That the Board of Regents for Higher Education approve the licensure and accreditation of a program Metal Fabrication leading to a Certificate at Asnuntuck Community College for a period of one year until May 2018.

A True Copy:

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

ITEM

New Program: Licensure of a program in Applied Computing leading to a Bachelor of Arts degree at WCSU

BACKGROUND**Summary**

In offering a BA in Applied Computing we will give students the opportunity to pursue a somewhat less theoretical path than the BS in Computer Science. Rather than taking some of the more advanced math and theory courses on algorithm analysis and design, programming language theory and theory of computation, students in this program will be able to tailor their CS electives toward particular areas of expertise (security, digital media, and software engineering).

Need for the Program

There is a huge need for qualified computer scientists in Connecticut, especially in applied computer science fields such as web development, software applications and computer security. In addition, the proposed program will serve especially well students looking to transfer from community colleges to CSU schools according to the TAP computer science pathway (already approved). The proposed program is also aligned well with the new MS in Software Engineering program at CCSU which our students can pursue (See email at end of this document). A robust list of job opportunities is in the full proposal. We cite one statistic here:

The Connecticut Technology Council, in its monthly IT Job Trends report, states an estimated 700 job openings for December, 2016, in various IT areas.¹ This number is similar for each month. It is a very large number compared with the number of graduates per year of all institutions of higher education in Connecticut.

Curriculum

The proposed curriculum is based on the existing curriculum of the BS in Computer Science offered at WCSU. No new courses are proposed, but the existing courses are regrouped to provide three concentrations: security, digital media and software engineering. Three courses: CS 315 Algorithm Analysis and Design, CS 355 Programming Languages, and CS/MAT 359 Theory of Computation, which are required in the existing BS in Computer Science, are electives in the proposed program. This provides the opportunity for concentrations and more unrestricted electives and internships, which are especially valuable for transfer students.

NOTE: The three courses CS 315, CS 355 and CS/MAT 359, which are not required for BA in Applied Computing, but are required for BS in Computer Science, are also required for CSABⁱ accreditation. There is no intention to accredit BA in Applied Computing, but we are working on accreditation of BS in Computer Science.

Students

Both current WCSU students and incoming students will be eligible to pursue the new BA in Applied Computing. The program was designed especially with the transfer students under the TAP pathway in mind. We believe that the new degree will improve retention and graduation rates of the students, especially those who are not interested primarily in the theoretical aspects of Computer Science.

¹ <http://www.ct.org/wp-content/uploads/2016/01/Skillproof-IT-Connecticut-Report-January-2016.pdf>

Faculty

The CS Department at WCSU has 6 full-time and 2 part-time faculty members. 5 of the full-time faculty members have terminal degrees (PhD). The current expertise of the faculty is sufficient to offer the proposed degree.

Learning Resources

No additional resources are needed. We expect improved retention, but unless there is a significant increase of the number of students, this would lead to better utilization of the current sections of the existing courses. A potential significant increase of the number of students may justify opening of additional sections, but the current available lecture rooms, laboratories and equipment are adequate to accommodate them.

Facilities

No new facilities are needed

Fiscal Note

There is no need for new course development, new faculty or new facilities. No new expenditure is expected.

Review of Documents:

- a) Campus Review: October 22, 2015
- b) Campus Budget and Finance: April 6, 2015
- c) Campus President: November 5, 2016
- d) Academic Council: April 12, 2017
- e) System Office

Accreditation:

This program will not satisfy the CSAB accreditation criteria, but we intend to accredit our other program, BS in Computer Science, which we keep unchanged.

From: Zlatareva, Neli (Computer Science) <Zlatareva@ccsu.edu>

Sent: Monday, April 10, 2017 3:45 PM

To: Gancho Ganchev

Subject: Proposed BA in Applied Computing Program

Dear Dr. Ganchev,

Thank you for giving me a chance to review your proposed BA in Applied Computing Program. As you stressed in your proposal, there is a huge need for qualified computer scientists in Connecticut, especially in applied computer science fields such as web development, software applications and computer security. In addition, I believe that your proposed program will serve especially well students looking to transfer from community colleges to CSU schools according to the TAP computer science pathway. I also believe that the proposed program is aligned really well with our new MS in Software Engineering program which your future (and, of course, current BS in Computer Science) students can pursue if they choose to do so.

I feel that there is a real need for an applied computer science program like the proposed one. Please let me know if I can be of any assistance.

Thank you.

Best regards,

Neli P. Zlatareva, Ph.D
Professor of Computer Science
Central Connecticut State University,
1615 New Britain, CT 06050.
www.cs.ccsu.edu/~neli

ⁱ CSAB is the society for accreditation of programs in Computer Science, Information Systems, Information Technology and Software Engineering. ACM and IEEE are members of CSAB (ACM is Association for Computing Machinery, IEEE is Institute of Electrical and Electronics Engineers)

04/21/2017 – Academic & Student Affairs Committee

05/11/2017 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a New Program

May 11, 2017

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program Applied Computing leading to a Bachelor of Arts degree at Western Connecticut State University for a period of three years until May 31, 2020.

A True Copy:

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

ITEM

Licensure of a program in Mechatronics Automation Technician leading to a Certificate at Quinebaug Valley Community College

BACKGROUNDSummary

The Mechatronics Automation Technician program will prepare students for immediate employment in local manufacturing firms as entry-level automation technicians. The program has been requested by our manufacturing partners.

Need for the Program

The program addresses the needs of the CT workforce in the area of manufacturing. The program will help CT manufacturing businesses continue to grow their manufacturing production and provide them with employees with the necessary skills. There are more than sixty companies in eastern CT with thousands of employees.

Curriculum

The curriculum consists of 30 credits in Manufacturing and Engineering which can be completed in two consecutive semesters. A paid internship may be available.

Students

Students are looking for options in manufacturing. QVCC currently has a robust manufacturing certificate program focusing on machine skills with job placement over 90%. Mechatronics has been requested by both employers and students and will provide automation skills. Students interested in furthering their education can continue seamlessly into College of Technology programs.

Faculty

The faculty will be comprised of Adjunct instructors. QVCC has a robust manufacturing program with adjunct instructors who work for area manufacturers and are able to bring their hands on experience to the classroom.

Learning Resources

QVCC's state of the art manufacturing facility provides the resources for hands on and specialized training.

Facilities

QVCC has a recently completed state of the art manufacturing facility including a dedicated mechatronic lab of 1100 square feet. The lab allows students to receive hands on training. More than \$180,000 worth of equipment has been purchased through the Connecticut Advanced Manufacturing Initiative (CAMI) Grant

Fiscal Note

Since QVCC already has a dedicated mechatronics lab with \$180,000 worth of equipment, significant purchases are not required. We already possess the equipment needed for the program.

Review of Documents:

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

Accreditation:

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a New Program

May 11, 2017

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program Mechatronics Automation Technician leading to a Certificate at Quinebaug Community College for a period of one year until May 2018.

A True Copy:

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

ITEM

Approval of curriculum modifications to a program in Corporate Media, leading to a Certificate at Middlesex Community College.

BACKGROUND**Summary**

This is one of nine proposals that will reorganize the academic programs offered by Middlesex Community College's Center for New Media. Together, they represent the merger of two degree and six certificate programs within a new Digital Media Production A.A.S. degree with embedded, stackable, specialty certificates.

A unique feature of this new program is to require students to co-enroll in the Digital Media Production degree and one of several Certificates representing specialty areas and advanced technical skills requested by employers in the television, film, video, and audio production industry. Students will be required to take general education courses, core courses in digital media including a capstone internship, and 27 credits of specialized courses as defined within an academic certificate. The certificates will also be available in "standalone" format to students – particularly, those who may already hold a college degree and would like specialty training in a digital media field. It is expected student enrollment will grow in response to student and employer demand.

The new program structure is the result of regular program review; recommendations from program advisory boards, industry leaders, and senior institutions; and, activities funded by a \$2.5 million grant from the U.S. Department of Labor's Trade Adjustment Assistance Community College and Career Training (TAACCCT) program.

This certificate is meant as a "stackable" credential students can apply to the new Digital Media Production degree program, and perhaps even their Baccalaureate program at a CSU. Graduates of the existing Broadcast-Cinema and Multimedia programs at Middlesex Community College have a high transfer rate into the baccalaureate program at C SCU. Currently, there is a Communication TAP agreement to the state universities and MxCC offers a Communication TAP program. C SCU is developing a Media Studies TAP and a Media Production TAP group has been meeting. Since our program focuses on high end media production on advanced technologies, ECSU's New Media programs have traditionally been the most compatible pathway for our graduates. ECSU has similar broadcast facilities, advanced technology and a faculty culled from the workforce making the transition from MxCC to ECSU very smooth for students. As program changes are made at each institution the schools consult. A member from ECSU's New Media Programs sits on our advisory board and works with students on transfer. Once this modification and the Digital Media Production degree program is approved, we will discuss transfer agreements with the other state universities.

Need for Program Modifications

Adjustments to this program are being done for two reasons. (1) To update the program for the realities of the workplace today. For example, we discovered that it is impossible to get a job just taking this certificate. Employers expect people working in media production to have at least an associate's degree or that this certificate program be taken concurrently with an associate's degree program such as the Digital Media Production program. Therefore, we have now made either of those a requirement for entry into this certificate program. We have adjusted one of the business course

requirements as we also found that the Managerial Communication or Small Business course would be more valuable. (2) This program has been modified to fit within MxCC's proposed Digital Media Production program allowing students to specialize in a specific area of media while also earning a credential that demonstrates their knowledge in this area of specialization.

04/21/2017 – Academic & Student Affairs Committee

05/11/2017 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

May 11, 2017

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program in Corporate Media leading to an Occupational Certificate at Middlesex Community College to fit within the Digital Media Production Certificate program and to qualify students for admission into the Digital Media Production Associate of Science degree program.

A True Copy:

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

ITEM

Approval of curriculum modifications to a program in Multimedia, leading to a Certificate at Middlesex Community College.

BACKGROUND**Summary**

This is one of nine proposals that will reorganize the academic programs offered by Middlesex Community College's Center for New Media. Together, they represent the merger of two degree and six certificate programs within a new Digital Media Production A.A.S. degree with embedded, stackable, specialty certificates.

A unique feature of this new program is to require students to co-enroll in the Digital Media Production degree and one of several Certificates representing specialty areas and advanced technical skills requested by employers in the television, film, video, and audio production industry. Students will be required to take general education courses, core courses in digital media including a capstone internship, and 27 credits of specialized courses as defined within an academic certificate. The certificates will also be available in "standalone" format to students – particularly, those who may already hold a college degree and would like specialty training in a digital media field. It is expected student enrollment will grow in response to student and employer demand.

The new program structure is the result of regular program review; recommendations from program advisory boards, industry leaders, and senior institutions; and, activities funded by a \$2.5 million grant from the U.S. Department of Labor's Trade Adjustment Assistance Community College and Career Training (TAACCCT) program.

This is meant as a "stackable" credential students can apply to the new Digital Media Production degree program, and perhaps even their Baccalaureate program at a CSU. Graduates of the existing Broadcast-Cinema and Multimedia programs at Middlesex Community College have a high transfer rate into the baccalaureate program at CSCU. Currently, there is a Communication TAP agreement to the state universities and MxCC offers a Communication TAP program. CSCU is developing a Media Studies TAP and a Media Production TAP group has been meeting. Since our program focuses on high end media production on advanced technologies, ECSU's New Media programs have traditionally been the most compatible pathway for our graduates. ECSU has similar broadcast facilities, advanced technology and a faculty culled from the workforce making the transition from MxCC to ECSU very smooth for students. As program changes are made at each institution the schools consult. A member from ECSU's New Media Programs sits on our advisory board and works with students on transfer. Once this modification and the Digital Media Production degree program is approved, we will discuss transfer agreements with the other state universities.

Need for Program Modifications

Adjustments to this program are being done for three reasons. (1) To update the program for the realities of the workplace today. For example, we discovered that it is impossible to get a job just taking this certificate. Employers expect people working in media production to have at least an associate's degree or that this certificate program be taken concurrently with an associate's degree program such as the Digital Media Production program. Therefore, we have now made either of those a requirement for admission into this certificate program. (2) To consolidate the program

requirements to be more directed towards interactive media. (3) This program has been modified to fit within MxCC's proposed Digital Media Production Certificate Program allowing students to specialize in a specific area of media while also earning a credential that demonstrates their knowledge in this area of specialization.

Curriculum

Multimedia Certificate (Original) 30 credits	
PROGRAM REQUIREMENTS	
DGA*101 Introduction to Digital Arts	3
DGA*110 Computer Graphics	3
DGA* 120 Digital Image Editing I	3
DGA* 250 Interactive Multimedia Production	3
GRA*150 Introduction to Graphic Design	3
Multimedia Software Applications (Choose one) DGA*223 Digital Illustration, DGA*260 Animation, DGA*231 Digital Page Design I, DGA*182 Digital Video	3
Program Electives: Choose 12 credits from among the following COM*131 Audio Production, COM*142 Television Production, COM*264 Advanced Editing Workshop, GRA*246 Digital Pre-Press, GRA*251 Advanced Graphic Design DGA*241 Internet Web Design I, DGA*242 Web Design II, CSC*220 Object Orientation Programming using Java	12

Multimedia Design Certificate (Modified) - 27 credits when taken as part of the degree program, 30 credits when taken as a standalone certificate as COM*287 Advanced Media Production or COM*295 Internship is required, which are a core courses in the degree program.	
ART* 121 Two Dimensional Design <i>Due to emphasis on aesthetics in this program an Art class is required</i>	3
DGA*110 Computer Graphics	3
DGA* 120 Digital Image Editing I	3
DGA* 250 Interactive Multimedia Production	3
DGA*125 New Media Production	3
GRA*150 Introduction to Graphic Design or DGA*260 Animation <i>These two classes begin two popular tracks that are also needed in the workforce: Design and Animation</i>	3
DGA101 Introduction to Digital Arts (Standalone certificate) or ART/COM/DGA/GRA Elective(in degree program)	3
ART/COM/DGA/GRA Elective <i>Rather than list the courses out as was done in the original certificate it is easier to list as directive electives in specific disciplines.</i>	3
ENG*101 when taken as a standalone program or Open Elective when taken in the Digital Media Production degree program	3
COM*287 Advanced Media Production or COM*295 Internship <i>Adding one of these capstone classes better prepares students for the work place.</i>	3

Students

Total program enrollment in the new degree program with embedded certificates is estimated to be between 20 and 30 students in the first year, as it will be replacing two existing degree programs. As the discontinued programs continue to be phased out until May 2020, it is expected that this program will grow to a total enrollment of over 100 students.

Institution	Middlesex Community College	Date	3/8/17
Proposed Program	A.A.S., Digital Media Production with Embedded Stackable Certificates		

PROJECTED Enrollment	First Year: 2017-18		Second Year: 2018-19		Third Year: 2019-20	
	Full Time (24+ cr.)	Part Time (<24 cr.)	Full Time (24+ cr.)	Part Time (<24 cr.)	Full Time (24+ cr.)	Part Time (<24 cr.)
Internal Transfers (from other programs)	5	5	6	8	8	11
New Students (first time matriculating)	12	11	15	13	18	20
Continuing (students progressing to credential)	0	0	10	9	20	11
Students in Existing Degree Programs being Phased Out by May 2020	25	30	16	20	10	14
Headcount Enrollment	42	46	47	50	56	56
Estimated "Credits Sold" to Students assumes Full-Time Student = avg. of 27 credits/year Part Time Student = avg. of 18 credits/year	1134	828	1269	900	1512	1008
Total Estimated FTE per Year (Credits Sold / 30)	65.4		72.3		84.0	

Full-Time Faculty

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Richard Lenoce, Professor	M.S., Southern Connecticut State University B.S. Ithaca College	Instructional Technology Television-Radio	Program Coordinator and Director of the Center for New Media
John Shafer, Professor	M.F.A., Syracuse University B.A., University of Southern California	Film Humanities	
Richard Eriksen, Professor	M.L.S., Wesleyan University B.S., Boston University	Liberal Studies Broadcast - Film	

Learning Resources & Facilities

As a reorganization of existing academic programs, resources already exist on campus within the college's Center for New Media. These include three media production classrooms, two digital video editing rooms, a video control room and "Green Room," television studio, two radio studios and a music recording studio. There is also a loan pool that loans out equipment such as cameras, lights, microphones, audio recorders, etc.

Fiscal Note

The program will utilize existing faculty (both full- and part-time), facilities, and learning resources. The college is committed to maintaining, as best as possible, a state-of-the-art teaching and learning center that prepares students for immediate employment or university transfer in the dynamic field of digital media production.

PROJECTED Program Revenue	First Year: Fall 2017		Second Year: Fall 2018		Third Year: Fall 2019	
	Full Time	Part Time (@18cr/yr)	Full Time	Part Time (@18cr/yr)	Full Time	Part Time (@18cr/yr)
State Appropriation - General Fund for FT Faculty & Staff Salary + Fringe	\$527,760		\$527,760		\$527,760	
Tuition & fees*	\$175,056	\$144,532	\$205,691	\$164,955	\$257,332	\$193,987
Lab/Studio Fees	\$0	\$0	\$0	\$0	\$0	\$0
Other Rev. (Work- for-hire conducted by the Center for New Media)	\$50,000		\$60,000		\$70,000	
Total Annual Program Revenue	\$897,348		\$958,406		\$1,049,079	
*Tuition is calculated using 2016-17 rates, with 5% added in each subsequent year						

PROJECTED Expenditures*	First Year: Fall 2017		Second Year: Fall 2018		Third Year: Fall 2019	
	Number (as applicable)	Expenditure	Number	Expenditure	Number	Expenditure
Administration (Chair or Coordinator)	Program Coordinator: one, 3-credit release per semester included in FT Faculty count	\$0	Program Coordinator: one, 3-credit release per semester included in FT Faculty count	\$0	Program Coordinator: one, 3-credit release per semester included in FT Faculty count	\$0
Faculty (Full-time, total for program) Salary + Fringe \$135,670 MxCC Average	3	\$407,010	3	\$407,010	3	\$407,010

STAFF REPORT**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

Faculty (<i>Workload Units of Part-time Lecturers - total for program-specific courses</i>)** <i>Salary + 37.5% Fringe</i>	66	\$141,624	72	\$154,499	78	\$167,374
Support Staff - 1 FT Lab Assistant, 2 PT Educational Asst		\$155,125		\$155,125		\$155,125
Library Resources Program		\$0		\$0		\$0
Equipment (regular replacement cycle - funded by work-for-hire)		\$50,000		\$60,000		\$70,000
Other (e.g. student services)	Consumable supplies	\$12,000		\$12,500		\$13,000
Estimated Indirect Cost (e.g. student services, operations, maintenance)	calculated at \$100 per FTE per semester	\$13,080		\$14,460		\$16,800
Total ESTIMATED Expenditures		\$778,839		\$803,594		\$829,309
NET Revenue		\$118,509		\$154,811		\$219,770

04/21/2017 – Academic & Student Affairs Committee

05/11/2017 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

May 11, 2017

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program in Multimedia leading to an Occupational Certificate at Middlesex Community College to fit within the Digital Media Production Certificate program and to qualify students for admission into the Digital Media Production Associate of Science degree program.

A True Copy:

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

ITEM

Approval of curriculum modifications to a program in News & Sports Production, leading to a Certificate at Middlesex Community College.

BACKGROUND**Summary**

This is one of nine proposals that will reorganize the academic programs offered by Middlesex Community College's Center for New Media. Together, they represent the merger of two degree and six certificate programs within a new Digital Media Production A.A.S. degree with embedded, stackable, specialty certificates.

A unique feature of this new program is to require students to co-enroll in the Digital Media Production degree and one of several Certificates representing specialty areas and advanced technical skills requested by employers in the television, film, video, and audio production industry. Students will be required to take general education courses, core courses in digital media including a capstone internship, and 27 credits of specialized courses as defined within an academic certificate. The certificates will also be available in "standalone" format to students – particularly, those who may already hold a college degree and would like specialty training in a digital media field. It is expected student enrollment will grow in response to student and employer demand.

The new program structure is the result of regular program review; recommendations from program advisory boards, industry leaders, and senior institutions; and, activities funded by a \$2.5 million grant from the U.S. Department of Labor's Trade Adjustment Assistance Community College and Career Training (TAACCCT) program.

This certificate is meant as a "stackable" credential students can apply to the new Digital Media Production degree program, and perhaps even their Baccalaureate program at a CSU.. Graduates of the existing Broadcast-Cinema and Multimedia programs at Middlesex Community College have a high transfer rate into the baccalaureate program at C SCU. Currently, there is a Communication TAP agreement to the state universities and MxCC offers a Communication TAP program. C SCU is developing a Media Studies TAP and a Media Production TAP group has been meeting. Since our program focuses on high end media production on advanced technologies, ECSU's New Media programs have traditionally been the most compatible pathway for our graduates. ECSU has similar broadcast facilities, advanced technology and a faculty culled from the workforce making the transition from MxCC to ECSU very smooth for students. As program changes are made at each institution the schools consult. A member from ECSU's New Media Programs sits on our advisory board and works with students on transfer. Once this modification and the Digital Media Production degree program is approved, we will discuss transfer agreements with the other state universities.

Need for Program Modifications

Adjustments to this program are being done for two reasons. (1) To update the program for the realities of the workplace today. For example, we discovered that it is impossible to get a job just taking this certificate. Employers expect people working in news and sports to have at least an associate's degree or that this certificate program be taken concurrently with an associate's degree. Therefore, we have now made either of those a requirement for entry into this certificate program. An internship is now required of this program as we also found from employers that students need some

on-site work experience for entry level positions. (2) This program has been modified to fit within MxCC's proposed Digital Media Production Certificate Program allowing students to specialize in a specific area of media while also earning a credential that demonstrates their knowledge in this area of specialization.

Curriculum

Certificate Requirements (Original)	Cr.
ENG*101 Composition <i>Eliminated because, with the program admission requirement being either a degree or enrollment in the Digital Media Production degree program, students would have had ENG*101 or equivalent</i>	3
COM*125 New Media Production <i>This course was used as portfolio production course, where students develop an online portfolio of media. This course has been eliminated because portfolio development is now embedded in all media production courses.</i>	3
COM*142 Television Production <i>This 4-credit course is being replaced with two 3-credit courses, COM*129 Digital Video Production and COM*220 TV Studio Production to take advantage of our advanced video technology in the Center for New media. Since students in the Digital Media Production degree program will be taking the COM*129 Digital Video Production course students will take COM101 Mass Communications.</i>	4
COM*147 Digital Cinematography	3
COM*179 Performance for Film & Television <i>By definition a production program is a "behind the camera" program so this course was eliminated and replaced with COM*228 Journalism as it was felt students working in news should have an understanding of journalism practices and principles. Students may still take this course as a directed elective.</i>	3
COM*118 Broadcast Journalism Workshop	3
DGA*101 Introduction to Digital Arts OR DGA110 Introduction to Computer Graphics <i>DGA*101 has been eliminated as an option here because today's news and sports is so graphic intensive it was felt that students need more knowledge specifically in computer graphics then they would get in DGA101.</i>	3
DGA*182 Digital Video Technology <i>Eliminated and replaced with COM*220 TV Studio Production, which covers this same technology.</i>	3
Elective from COM* or DGA* as selected with Advisor	3
COM*295 Internship	3
Total	31
Certificate Requirements (Modified)	Cr.
Art*147 Digital Cinematography or COM*131 Audio Production <i>Added as an option so students can to specialize in the aural rather than visual aspect of the media.</i>	3
DGA*110 Computer Graphics or DGA*120 Digital Imaging	3
COM*111 Scriptwriting	3
COM*220 Television Studio Production	3
COM*226 Journalism	3
COM*228 Broadcast Journalism	3
COM*264 Advanced Editing	3
COM*129 Digital Video Production (when taken with the standalone program) or COM101 Mass Communications (when taken as part of the Digital Media Production degree)	3
ENG*101 or Open Elective when taking the Digital Media Production degree program	3
COM*295 Internship required in standalone program but <i>this course is a core requirement in the Digital Media Production A.S. degree program</i>)	3
Total	30

Students

Total program enrollment in the new degree program with embedded certificates is estimated to be between 20 and 30 students in the first year, as it will be replacing two existing degree programs. As the discontinued programs continue to be phased out until May 2020, it is expected that this program will grow to a total enrollment of over 100 students.

Institution	Middlesex Community College	Date	3/8/17
Proposed Program	A.A.S., Digital Media Production with Embedded Stackable Certificates		

PROJECTED Enrollment	First Year: 2017-18		Second Year: 2018-19		Third Year: 2019-20	
	Full Time (24+ cr.)	Part Time (<24 cr.)	Full Time (24+ cr.)	Part Time (<24 cr.)	Full Time (24+ cr.)	Part Time (<24 cr.)
Internal Transfers (from other programs)	5	5	6	8	8	11
New Students (first time matriculating)	12	11	15	13	18	20
Continuing (students progressing to credential)	0	0	10	9	20	11
Students in Existing Degree Programs being Phased Out by May 2020	25	30	16	20	10	14
Headcount Enrollment	42	46	47	50	56	56
Estimated "Credits Sold" to Students assumes Full-Time Student = avg. of 27 credits/year Part Time Student = avg. of 18 credits/year	1134	828	1269	900	1512	1008
Total Estimated FTE per Year (Credits Sold / 30)	65.4		72.3		84.0	

Full-Time Faculty

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Richard Lenoce, Professor	M.S., Southern Connecticut State University B.S. Ithaca College	Instructional Technology Television-Radio	Program Coordinator and Director of the Center for New Media
John Shafer, Professor	M.F.A., Syracuse University B.A., University of Southern California	Film Humanities	
Richard Eriksen, Professor	M.L.S., Wesleyan University B.S., Boston University	Liberal Studies Broadcast - Film	

Learning Resources & Facilities

As a reorganization of existing academic programs, resources already exist on campus within the college's Center for New Media. These include three media production classrooms, two digital video editing rooms, a video control room and "Green Room," television studio, two radio studios and a music recording studio. There is also a loan pool that loans out equipment such as cameras, lights, microphones, audio recorders, etc.

Fiscal Note

The program will utilize existing faculty (both full- and part-time), facilities, and learning resources. The college is committed to maintaining, as best as possible, a state-of-the-art teaching and learning center that prepares students for immediate employment or university transfer in the dynamic field of digital media production.

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Lab/Studio Fees	\$0	\$0	\$0	\$0	\$0	\$0
Other Rev. <i>(Work- for-hire conducted by the Center for New Media)</i>	\$50,000		\$60,000		\$70,000	
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Faculty (Full-time, total for program) Salary + Fringe \$135,670 MxCC Average	3	\$407,010	3	\$407,010	3	\$407,010

STAFF REPORT**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

Faculty (<i>Workload Units of Part-time Lecturers - total for program-specific courses</i>)** <i>Salary + 37.5% Fringe</i>	66	\$141,624	72	\$154,499	78	\$167,374
Support Staff - 1 FT Lab Assistant, 2 PT Educational Asst		\$155,125		\$155,125		\$155,125
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04/21/2017 – Academic & Student Affairs Committee

05/11/2017 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

May 11, 2017

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program in News and Sports leading to an Occupational Certificate at Middlesex Community College to fit within the Digital Media Production Certificate program and to qualify students for admission into the Digital Media Production Associate of Science degree program.

A True Copy:

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

ITEM

Approval of curriculum modifications to a program in Web Design & Development, leading to a Certificate at Middlesex Community College.

BACKGROUND**Summary**

This is one of nine proposals that will reorganize the academic programs offered by Middlesex Community College's Center for New Media. Together, they represent the merger of two degree and six certificate programs within a new Digital Media Production A.A.S. degree with embedded, stackable, specialty certificates.

A unique feature of this new program is to require students to co-enroll in the Digital Media Production degree and one of several Certificates representing specialty areas and advanced technical skills requested by employers in the television, film, video, and audio production industry. Students will be required to take general education courses, core courses in digital media including a capstone internship, and 27 credits of specialized courses as defined within an academic certificate. The certificates will also be available in "standalone" format to students – particularly, those who may already hold a college degree and would like specialty training in a digital media field. It is expected student enrollment will grow in response to student and employer demand.

The new program structure is the result of regular program review; recommendations from program advisory boards, industry leaders, and senior institutions; and, activities funded by a \$2.5 million grant from the U.S. Department of Labor's Trade Adjustment Assistance Community College and Career Training (TAACCCT) program.

This certificate is meant as a "stackable" credential students can apply to the new Digital Media Production degree program, and perhaps even their Baccalaureate program at a CSU.. Graduates of the existing Broadcast-Cinema and Multimedia programs at Middlesex Community College have a high transfer rate into the baccalaureate program at C SCU. Currently, there is a Communication TAP agreement to the state universities and MxCC offers a Communication TAP program. C SCU is developing a Media Studies TAP and a Media Production TAP group has been meeting. Since our program focuses on high end media production on advanced technologies, ECSU's New Media programs have traditionally been the most compatible pathway for our graduates. ECSU has similar broadcast facilities, advanced technology and a faculty culled from the workforce making the transition from MxCC to ECSU very smooth for students. As program changes are made at each institution the schools consult. A member from ECSU's New Media Programs sits on our advisory board and works with students on transfer. Once this modification and the Digital Media Production degree program is approved, we will discuss transfer agreements with the other state universities.

Need for Program Modifications

Adjustments to this program are being done for three reasons. (1) To update the program for the realities of the workplace today. For example, we discovered that it is impossible to get a job just taking this certificate. Employers expect people working in media production to have at least an associate's degree or that this certificate program be taken concurrently with an associate's degree program such as the Digital Media Production program. Therefore, we have now made either of those a requirement for admission into this certificate program. (2) To consolidate the program

requirements to be more directed towards interactive media. (3) This program has been modified to fit within MxCC's proposed Digital Media Production program, allowing students to specialize in a specific area of media while also earning a credential that demonstrates their knowledge in this area of specialization.

Curriculum

Web Design and Development (Original)		
ART*121 Two Dimensional Design <i>Removed from modified certificate. This content will be embedded within DGA classes.</i>		3
DGA*101 Introduction to Digital Arts		3
DGA*110 Computer Graphics		3
DGA* 120 Digital Image Editing I		3
DGA*241 Internet Web Design I		3
DGA*182 Digital Video Technology		3
DGA*241 Web Design II		3
DGA* 250 Interactive Multimedia Production		3
DGA Elective		3

Web Design and Development (Modified)- 27 credits when taken as part of the degree program, 30 credits when taken as a standalone certificate as COM*287 Advanced Media Production or COM295 Internship is required, which is a core course in the degree program.		
DGA*110 Computer Graphics		3
DGA*120 Digital Image Editing I		3
DGA*241 Internet Web Design I		3
COM*120 Social Media <i>Replaces DGA*182 Digital Video technology which is no longer offered.</i>		
DGA*242 Web Design II		3
DGA*250 Interactive Multimedia Production		3
DGA*101 Introduction to Digital Arts (standalone certificate) or ART*/COM*/DGA*/GRA* Elective (in degree program)		3
ART*/COM*/DGA*/GRA* Elective <i>Electives allow for more specialization in program</i>		3
ENG*101 to meet course prerequisites or Open Elective if taken in the Digital Media A.S. degree program or if student has an existing degree		3
COM*287 Advanced Media Production or COM*295 Internship <i>These capstone classes are added to better prepare students for the workplace</i>		3

Students

Total program enrollment in the new degree program with embedded certificates is estimated to be between 20 and 30 students in the first year, as it will be replacing two existing degree programs. As the discontinued programs continue to be phased out until May 2020, it is expected that this program will grow to a total enrollment of over 100 students.

Institution	Middlesex Community College	Date	3/8/17
Proposed Program	A.A.S., Digital Media Production with Embedded Stackable Certificates		

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Learning Resources & Facilities

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Fiscal Note

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Faculty (Full-time, total for program) Salary + Fringe \$135,670 MxCC Average	3	\$407,010	3	\$407,010	3	\$407,010

STAFF REPORT**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

Faculty (<i>Workload Units of Part-time Lecturers - total for program-specific courses</i>)** <i>Salary + 37.5% Fringe</i>	66	\$141,624	72	\$154,499	78	\$167,374
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04/21/2017 – Academic & Student Affairs Committee

05/11/2017 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

May 11, 2017

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program in Web Design and Development leading to an Occupational Certificate at Middlesex Community College to fit within the Digital Media Production Certificate program and to qualify students for admission into the Digital Media Production Associate of Science degree program.

A True Copy:

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

ITEM

Modification of a program in Precision Manufacturing leading to a Certificate at Manchester Community College.

BACKGROUNDSummary

The current Precision Manufacturing program consists of the Conventional Precision Manufacturing (CPM) non-credit certificate and the Computer-Aided Manufacturing (CAM) credit certificate. We will merge these two certificates into one Precision Manufacturing Certificate eliminating the non-credit certificate, and creating a single, all credit Precision Manufacturing Certificate Program. The Precision Manufacturing Program consists of 38 credits over three semesters of study.

Additionally, the two non-credit courses in the CPM program (i.e., MFT B5981 Conventional Machining Lab and MFT B5045 Manufacturing Math) will be converted into credit courses. MFT B5981 Conventional Machining Lab (60 hours) will be converted to MFG*110 Conventional Manufacturing Processes Lab (4 credits), and MFT B5045 Manufacturing Math (45 hours) will be converted into MFG*107 Manufacturing Math (3 credits). These CPM certificate non-credit courses will no longer be offered as part of the S.T.E.M. Precision Manufacturing Program.

Need for the Program

CBIA's 2014 Survey of Connecticut Manufacturing Workforce Needs found that Computer Numeric Control (CNC) machinists and CAM technicians are among the top 5 most difficult positions to fill in Connecticut, and that the number of positions to be filled in 2016 and 2017 continues to grow in these areas. The Precision Manufacturing Certificate will prepare students for these positions. The coursework in this certificate also addresses recognized skill gaps in the areas of blueprint reading, geometric dimensioning and tolerance, CNC machining, and measurement as noted in the CBIA survey results. According to the National Association of Manufacturers, "Connecticut's top five exporting areas in manufacturing, which account for over 92% of our exports, include transportation equipment, industrial machinery, fabricated metal, electronic equipment, chemicals and food products." The Precision Manufacturing Certificate will prepare graduates to work in these areas of manufacturing.

Curriculum

Precision Manufacturing Certificate Curriculum		Cred
Semester 1		
EGR 112	Engineering Drawing Interpretations	3
MFG 115	Safety in the Work Environment	1
MFG 110	Conventional Manufacturing Processes Lab	4
MFG 107	Manufacturing Math	3
MFG 123	Measurement for Manufacturing	2
	Credit Subtotal – Sem 1	13
Semester Two		
MFG 111	Mfg. Materials/Processes I	3
MFG 239	Geometric Dimension and Tolerancing	3
MFG 171	Introduction to Lean Manufacturing	3
MFG 244	CNC Machining I	3
	Credit Subtotal – Sem 2	12
Semester Three		
MFG 114	Quality Control	3
MFG 112	Materials/Processes II	3
MFG 205	Principles of CNC with Mastercam	3
MFG 245	CNC Machining II Lab Projects	4
	Credit Subtotal – Sem 3	13
Total Credits Required		38

Students

Students would be those currently enrolled at the college or new adult students who may be looking to upgrade or obtain skills in advanced manufacturing. CBIA's 2014 Survey of Connecticut Manufacturing Workforce Needs found that Computer Numeric Control (CNC) machinists and CAM technicians are among the top 5 most difficult positions to fill in Connecticut, and that the number of positions to be filled in 2016 and 2017 continues to grow in these areas. The Precision Manufacturing Certificate will prepare students for these positions. The coursework in this certificate also addresses recognized skill gaps in the areas of blueprint reading, geometric dimensioning and tolerance, CNC machining, and measurement as noted in the CBIA survey results. According to the National Association of Manufacturers, "Connecticut's top five exporting areas in manufacturing, which account for over 92% of our exports, include transportation equipment, industrial machinery, fabricated metal, electronic equipment, chemicals and food products." The Precision Manufacturing Certificate will prepare graduates to work in these areas of manufacturing.

Faculty

MCC is fortunate to have one full-time faculty member with the education and skills required to coordinate the program and teach manufacturing, dedicated lab staff who are graduates of the program, and a strong pool of adjunct faculty who are able to teach the courses in the modified certificate program as well as full time staff member with a strong background in precision machining in a CTMET grant funded position. All funded under the TAACCCT grant. We also have a strong pool of adjunct faculty who are able to teach the courses in the proposed certificate. MCC faculty have benefited from the Jobs Growth-funded NIMS preparation and have succeeded in earning NIMS certifications.

Learning Resources

The college currently offers all of the courses in the modified program and has all of the learning resources needed to run the program.

Facilities

Our currently renovated, state of the art facilities include these areas: conventional machining lab, CNC machining lab, technology classroom, and other engineering labs. The new conventional machining lab consists of 4 Clausing Conventional lathes and 4 Bridgeports. The CNC machining lab includes 6 Haas CNC Mini Mills and 1 CNC lathe. The new technology classroom consists of 18 CNC simulators and 18 new computers with Mastercam® software.

Fiscal Note

There are no new expenditures for the program and it is anticipated that there will be a modest increase in revenue due to increased enrollment.

Review of Documents:

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

Accreditation:

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

May 11, 2017

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program in Precision Manufacturing leading to an all-credit Certificate at Manchester Community College including the merging of two existing certificates, Conventional Precision Manufacturing (non-credit) and Computer-Aided Manufacturing (credit).

A True Copy:

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

ITEM

Modification of a Master of Business Administration program at Western Connecticut State University

BACKGROUND

Summary

The Graduate Planning and Curriculum Committee of the Ansell School of Business at Western Connecticut State University proposed a modification of its Master of Business Administration program which comprises three components, in descending order of importance: (1) reducing core prerequisite semester hours from 24 to 7; (2) making required two courses currently offered as electives; and (3) mandating that students complete program assessments as a requirement for graduation. The previous requirement for 24 S.H. of prerequisites had not been sustainable given that most applicants had met most or all of the prerequisites. By creating a one-month summer boot camp of sorts consisting of seven on-ground 1 S.H. courses, those students needing some or all of the prerequisites will quickly achieve basic competencies and be ready for graduate-level course work in the fall semester.

Developing leaders who possess, amongst other attributes, a global perspective and a commitment to ethical decision-making are program goals of the WCSU MBA. Two courses that emphasize these outcomes have been elective, albeit taken by most students, but are required by this proposal. Elective S.Hs. are reduced leaving the total minimum required 30 S.H. unchanged.

Finally, we propose that students be required to participate in program assessments as a requirement for graduation. Our rigorous assessments, developed as part of our Association for the Advancement of Collegiate Schools of Business (AACSB) accreditation initiative, would be more effectively implemented by conducting portions outside of regular class time.

Collectively, these proposal elements will help ensure that the WCSU MBA continues to provide high quality, affordable, graduate-level business education that provides access to managerial-level positions for our constituent stakeholders in Western Connecticut.

Need for the Program

The 2015 data from the Bureau of Labor Statistics shows a 5.5% growth in demand for managerial occupations in Connecticut through 2024. Connecticut employs 6.9% of its workforce as managers as compared to 5.0% nationally and 5.1% in neighboring New York, which supports the continuing need for an occupation with a mean Connecticut income of \$129,560, which is 2.3 times the mean for all occupations. Although managerial positions do not require an MBA or even a business degree, the MBA exists primarily for entry into, or promotion within, those ranks. A survey by the Graduate Management Admissions Council showed that 88% of employers intended to hire MBAs in 2016, up from 80% actual in 2015 and 70% in 2008. By maintaining and improving the WCSU MBA, we assure high quality, affordable access to middle class occupation.

Danbury is home to several major corporate headquarters or facilities as well as numerous smaller businesses. Praxair, Boeringer-Ingelheim, and Cendant are within 10 minutes of

WCSU's Westside campus and our 5:25 p.m.-7:55 p.m. Monday/Thursday scheduling of most classes allows the employee/student to attend class and still arrive home at a reasonable hour.

The modification will permit part-time students taking two required/elective classes each fall and spring and one each summer, as well as the prerequisites in Summer III, to graduate in two years, as compared to the four-year completion rate that was previously typical.

Curriculum

Current MBA Program (30-54 SH)	Revised MBA Program (30-37 SH)
Prerequisites: waivable with equivalent coursework, 3 SH X 8 = 24 SH max, 0 min.	Prerequisites: waivable with equivalent coursework, 1 SH X 7 = 7 SH max., 0 min. All prerequisite courses are new.
ACC 504 Financial Accounting Concepts	ACC 501 Introduction to Financial Statements
	ACC 502 Introduction to Mgt Accounting (<i>ACC 501</i>)
FIN 502 Economic Analysis for Managers (<i>FIN 545</i>)	FIN 508 Intro to Economics and Finance (<i>ACC 501</i>)
FIN 505 Managerial Finance (<i>FIN 502 or FIN 545</i>)	
FIN 545 Statistics for Managerial Decision Making	FIN 504 Introduction to Business Statistics
JLA 511 The Legal Environment of Business	
MGT 501 Organizational Behavior	MGT 505 Essentials of Organizational Behavior
MGT 510 Management of Operations (<i>FIN 545</i>)	MGT 504 Essentials of Operations Management
MKT 509 Fundamentals of Marketing Management	
Note: MIS 260 Information Systems (3 SH) is an undergraduate prerequisite for MIS 516	MIS 512 Essentials of Mgt. Information Systems
Required Courses	Required Courses
ACC 507 Strategic Cost Management (<i>ACC 501, 502</i>)	ACC 507 Strategic Cost Management (<i>ACC 501, 502</i>)
FIN 560 Analysis of Fin'l & Invest Decisions (<i>FIN 504, 508</i>)	FIN 560 Analysis of Fin'l & Invest Decisions (<i>FIN 504, 508</i>)
MGT 506 Strategic Mgt (<i>ACC 507, FIN 560, MKT 534</i>)	MGT 506 Strategic Mgt (<i>ACC 507, FIN 560, MKT 534</i>)
MGT 521 Strategic Integration of Operations (<i>MGT 504</i>)	MGT 521 Strategic Integration of Operations (<i>MGT 504</i>)
MGT 530 Leadership (<i>MGT 505</i>)	MGT 530 Leadership (<i>MGT 505</i>)
MIS 516 Information Analysis (<i>MIS 512</i>)	MIS 516 Information Analysis (<i>MIS 512</i>)
MKT 534 Strategic Marketing Management	MKT 534 Strategic Marketing Management
	MKT 539 Effective Managerial Communication
	MKT 592 International Business Strategy
Typical Electives	Typical Electives
MGT 544 Negotiations and Conflict Resolution	MGT 544 Negotiations and Conflict Resolution
MGT 547 Human-Resource Management	MGT 547 Human-Resource Management
MGT 548 Organizational Excellence	MGT 548 Organizational Excellence

Students

The new one S.H. courses are intended for the minority of accepted students who lack undergraduate preparation in business disciplines. Based on recent history, the expected enrollments will average 10 per course.

Faculty

The new one S.H. courses will be taught by full-time and part-time faculty being compensated at summer or adjunct rates.

Full-Time: Guy Rotondo, Youngbin Kim, Stan Bazan, Jennifer Flynn

Part-Time: Jean Robinson, Heidi Namiot

Learning Resources

No new resources are needed for this program modification which will be funded from summer tuition.

Facilities

The additional classes offered under the modification will be held in available classrooms.

Fiscal Note

WCSU Fiscal Affairs prepared all required budgets and estimates that revenues will exceed costs by \$16,631 in AY 2018 with modest increases thereafter.

Review of Documents:

- a) Campus Review-Approved by Graduate Council on November 23, 2016; approved by University Senate on January 19, 2017; approved by Provost on January 19, 2017
- b) Campus Budget and Finance-Approved by University Planning and Budget Committee on November 20, 2016
- c) Campus President-Approved University Senate resolution on January 19, 2017
- d) Academic Council-Approved at the March 8, 2017 meeting
- e) System Office

Accreditation:

New England Association of Schools and Colleges (NEASC), Reaccreditation June 4, 2014; Association for the Advancement of Collegiate Schools of Business (AACSB) peer review team visit scheduled for February 2018.

04/21/2017 – Academic & Student Affairs Committee

05/11/2017 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

May 11, 2017

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program leading to a Master of Business Administration degree at Western Connecticut State University including reducing core prerequisite semester hours, making two courses, currently electives, required and making program assessments a requirement for graduation.

A True Copy:

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

ITEM

Modification of a program in Technology Studies: Advanced Manufacturing Machine Technology leading to an Associates of Science degree at Asnuntuck Community College

BACKGROUNDSummary

In the more than a decade of service The Connecticut State Community College Delivery System has successfully placed numerous students into productive employment possessing the technological skills required during those years. Indeed, those technological skills changed radically during this decade. For instance, bench work, measurement, blueprint, layout, setup, and manual machining skills were sufficient for employment in the early part of the decade, while CNC, CAD, CAM, Lean Manufacturing, Cell Manufacturing, and Quality Control are currently some of the technological advancements in manufacturing required of our students in order to meet current high-tech skills required by manufactures of today.

Need for the Program

The technological changes in production have required a much higher skilled employee who possesses the technical skills such as, CNC, CAD, CAM, Metrology, GD&T, higher levels of math, and Quality Control. Our programs must reflect the current skill level requirements of our business community

The proposed changes reflect an emphasis upon the required current-technical skills while reducing the credit hours in manual machining:

Curriculum**CURRENT PROGRAM****Semester 1**

<u>Program Courses:</u>	<u>Credits</u>
MFG 124 Blue Print Reading I	2
MFG 151 Drill Press & Saw	1
MFG 152 Grinding	2
MFG 153 Bench work	2
MFG 154 Lathe I	2
MFG 155 Milling I	2
MFG 156 CNC I	2
CAD 110 , 150, or 220 Solidworks	<u>3</u>
Total:	16

PROPOSED PROGRAM**Semester 1**

<u>Program Courses:</u>	<u>Credits</u>
MFG 124 Blue Print Reading I	2
<i>MFG 120 Metrology</i>	3
<i>MFG 150 Introduction to Machine Technology</i>	4
MFG 166 Bench work	1
MFG 168 CNC I	3
CAD 110 or 150 or MFG 110 Solidworks	<u>3</u>
Total:	16

First Semester Changes: MFG 151 Drill Press & Saw; MFG 152 Grinding; MFG 154 Lathe I and MFG 155 Milling I [manual machining] have been included in ***MFG 150 Introduction to Machine Technology***. ***MFG 120 Metrology*** has been added to Semester One. MFG 153 Benchwork reduced to one (1) semester hour while CNC I has been increased to three (3). **Total Semester Hours of 16 remain the same.**

CURRENT PROGRAM**Semester 2**

<u>Program Courses:</u>	<u>Credits</u>
MFG 105 Manufacturing Math II	3
QUA 114 Principles of Quality Control	3
MFG 125 Blueprint Reading II	3
MFG 254 Lathe II	3
MFG 255 Milling II	3
MFG 256 CNC II	<u>3</u>

Total 18

PROPOSED PROGRAM**Semester 2**

<u>Program Courses:</u>	<u>Credits</u>
QUA 114 Principles of Quality Control	3
MFG 125 Blueprint Reading II	3
<i>MFG 165 Intermediate Machine Technology</i>	3
<i>MFG 160 Introduction to GD&T</i>	3
MFG 256 CNC II	<u>3</u>

Total 15

Humanities:		
Number	Title	Credits
COM* 173	Public Speaking	3
+ENG* 101	Composition*	3
* Minimum "C" grade required		
Humanities and/or Language Elective I - ENG 202- Technical Writing		3
Humanities and/or Language Elective II – HIS Elective		3
Fine Arts Elective:		
Number	Title	Credits
Choose one course from: ART*, COM* 166, DAN*, DGA* 111, 128, ENG* 206, 207, 213, 263, 264, 281, 282, 285, 289, MUS*, THR*		3
Social and Behavioral Sciences:		
Number	Title	Credits
SOC* 190	Self and Others: Dynamics of Diversity	3
Choose one courses from: HIS*, POL*,		3
Math and Science:		
Number	Title	Credits
MAT 167	Principles of Statistics	3
+MAT* 186	Precalculus	4
+CHE* 111	Concepts of Chemistry	4
+PHY* 110	Introductory Physics	4
Minimum Total:		67

+ Prerequisite required

Students

Previous Three Years Enrollment and Completion for the Program being Modified

ACTUAL Enrollment	First Term, Year _2016_		First Term, Year _2015__		First Term, Year __2014__	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers						
New Students	15	5	30	3	23	1
Returning Students	20	14	16	13	24	14
ACTUAL Headcount Enrollment	35	19	46	16	47	15
ACTUAL FTE per Year	Fall 2016 – 45.5		Fall 2015 – 70.9		Fall 2014 – 75.0	
Size of Credentialed Group for Given Year	1		4		0	

Faculty

No new faculty resources are needed for this modification

Learning Resources

No new Learning resources are needed for this modification

Facilities

No new Facilities are needed for this modification.

Fiscal Note

The modified program will utilize existing faculty (both full- and part-time), facilities, and learning resources. This modification requires no new or additional resources.

Review of Documents:

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

Accreditation:

04/21/2017 – Academic & Student Affairs Committee

05/11/2017 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

May 11, 2017

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program in Technology Studies: Machine Technology leading to an Associate of Science Degree at Asnuntuck Community College to reflect the current skill level requirements of the business community and a reduction in credit hours in manual machining.

A True Copy:

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

ITEM

Modification of a program in Technology Studies: Advanced Manufacturing Machine Technology leading to a Certificate at Asnuntuck Community College

BACKGROUND

Summary

In the more than a decade of service The Connecticut State Community College Delivery System has successfully placed numerous students into productive employment possessing the technological skills required during those years. Indeed, those technological skills changed radically during this decade. For instance, bench work, measurement, blueprint, layout, setup, and manual machining skills were sufficient for employment in the early part of the decade, while CNC, CAD, CAM, Lean Manufacturing, Cell Manufacturing, and Quality Control are currently some of the technological advancements in manufacturing required of our students in order to meet current high-tech skills required by manufactures of today.

Need for the Program

The technological changes in production have required a much higher skilled employee who possesses the technical skills such as, CNC, CAD, CAM, Metrology, GD&T, higher levels of math, and Quality Control. Our programs must reflect the current skill level requirements of our business community

The proposed changes reflect an emphasis upon the required current-technical skills while reducing the credit hours in manual machining:

Curriculum**CURRENT PROGRAM****Semester 1**

<u>Program Courses:</u>	<u>Credits</u>
MFG 124 Blue Print Reading I	2
MFG 151 Drill Press & Saw	1
MFG 152 Grinding	2
MFG 153 Bench work	2
MFG 154 Lathe I	2
MFG 155 Milling I	2
MFG 156 CNC I	2
CAD 110 , 150, or 220 Solidworks	<u>3</u>
Total:	16

PROPOSED PROGRAM**Semester 1**

<u>Program Courses:</u>	<u>Credits</u>
MFG 124 Blue Print Reading I	2
<i>MFG 120 Metrology</i>	3
<i>MFG 150 Introduction to Machine Technology</i>	4
MFG 166 Bench work	1
MFG 168 CNC I	3
CAD 110 or 150 or MFG 110 Solidworks	<u>3</u>
Total:	16

First Semester Changes: MFG 151 Drill Press & Saw; MFG 152 Grinding; MFG 154 Lathe I and MFG 155 Milling I [manual machining] have been included in ***MFG 150 Introduction to Machine Technology.*** ***MFG 120 Metrology*** has been added to Semester One. MFG 153 Benchwork reduced to one (1) semester hour while CNC I has been increased to three (3). **Total Semester Hours of 16 remain the same.**

CURRENT PROGRAM**Semester 2**

<u>Program Courses:</u>	<u>Credits</u>
MFG 105 Manufacturing Math II	3
QUA 114 Principles of Quality Control	3
MFG 125 Blueprint Reading II	3
MFG 254 Lathe II	3
MFG 255 Milling II	3
MFG 256 CNC II	<u>3</u>
Total	18

PROPOSED PROGRAM**Semester 2**

<u>Program Courses:</u>	<u>Credits</u>
QUA 114 Principles of Quality Control	3
MFG 125 Blueprint Reading II	3
<i>MFG 165 Intermediate Machine Technology</i>	3
<i>MFG 160 Introduction to GD&T</i>	3
MFG 256 CNC II	<u>3</u>
Total	15

+ Prerequisite required

Students

Previous Three Years Enrollment and Completion for the Program being Modified

ACTUAL Enrollment	First Term, Year _2016_		First Term, Year _2015__		First Term, Year __2014__	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers						
New Students	15	5	30	3	23	1
Returning Students	20	14	16	13	24	14
ACTUAL Headcount Enrollment	35	19	46	16	47	15
ACTUAL FTE per Year	Fall 2016 – 45.5		Fall 2015 – 70.9		Fall 2014 – 75.0	
Size of Credentialed Group for Given Year	1		4		0	

Faculty

No new faculty resources are needed for this modification

Learning Resources

No new Learning resources are needed for this modification

Facilities

No new Facilities are needed for this modification.

Fiscal Note

The modified program will utilize existing faculty (both full- and part-time), facilities, and learning

resources. This modification requires no new or additional resources.

Review of Documents:

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

Accreditation:

04/21/2017 – Academic & Student Affairs Committee

05/11/2017 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

May 11, 2017

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program in Technology Studies: Machine Technology leading to a Certificate at Asnuntuck Community College to reflect the current skill level requirements of the business community.

A True Copy:

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

ITEM

Modification of graduate-level EDU programs at Southern Connecticut State University leading to:

- EdD Educational Leadership
- SYC School Counseling
- MS Special Education

BACKGROUND**Summary**

SCSU is working within the constraints of its provisional status with the US Department of Education (US DOE) to correct Title IV eligibility issues our internal audit has identified with many of our Educator Prep Certification (EP Cert) programs.

Need for the Program

The programs respond to defined State of CT workforce needs and teaching shortage areas.

Curriculum

- EdD Educational Leadership modification

Embedding our current GR EPCert Administrative, Intermediate Administrator (092 certification) program and our current GR Administrative, Superintendent of Schools (093 certification) program as concentrations in our existing EdD Educational Leadership program will allow these certification programs to remain Title IV eligible.

- SYC School Counseling

This Sixth Year Professional Certificate program modification is closely linked to the new program proposals for the Post-master's Certificate in School Counseling and the Post-master's Certificate in Clinical Mental Health Counseling we have developed to correct Title IV eligibility issues. This Sixth Year Professional Certificate is a repackaging and renaming of a current Counseling, School, and Community SYC . This program was originally designed to meet the needs of candidates seeking training and licensure as clinical mental health counselors (licensed professional counselors, LPC, DPH) and candidates seeking training as certified school counselors (CSDE 068). The name change and credit adjustment (the program will be reduced to a variable 30-42 credits) will more clearly identify this program as meeting the needs of candidates seeking certification as school counselors within the state of Connecticut. The modified program will comply with updated Gainful Employment reporting guidelines.

- MS Special Education modification

This revised MS SED reduces the program to a variable 30-36cr and corrects an over-reliance on UG level courses for those seeking an additional (cross) endorsement in special education. In this revised version of the MS SED, students seeking a master's degree and additional (cross) endorsement in special education will appropriately take graduate-level courses to do so, take a reduced number of courses overall, and will now be appropriately billed and awarded financial aid at graduate level rates.

Students

Based on prior enrollments, projections for these programs per year are as follows:

EdD Educational Leadership:	53 FTE
SYC School Counseling:	5 FTE
MS Special Education:	135 FTE

Faculty

Programs will be delivered with existing faculty.

Learning Resources

Programs will be delivered with existing resources.

Facilities

Programs will be offered with existing facilities at SCSU's School of Education, main campus or approved off-site instructional locations.

Fiscal Note

We will discontinue non title-iv eligible programs when the US DOE approves SCSU's petition to add title iv compliant replacement programs to its Program Participation Agreement. The petition will be sent on June 1, 2017; US DOE review time ranges from 8-12 months. No new resources are needed.

Review of Documents:

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

Accreditation:

NEASC 5th year interim report accepted February 2017; accredited through 2021.

04/21/2017 – Academic & Student Affairs Committee
05/11/2017 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

May 11, 2017

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program in School Counseling leading to an 6th Year Certificate at Southern Connecticut State University including a renaming the certificate from Counseling, School and Community to School Counseling and a credit adjustment of the certificate from 42 credits to 37-41 credits.

A True Copy:

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

May 11, 2017

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program in Special Education leading to a Master of Science Degree at Southern Connecticut State University including reducing the number of credits for the program and making all courses at the graduate level.

A True Copy:

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

May 11, 2017

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program in Educational Leadership leading to a Doctorate of Education Degree at Southern Connecticut State University. The modification includes embedding three concentrations, the GR Educator Prep (EP) Certification Administrative, the Intermediate Administrator (092 Certification and the GR Administrative Superintendent of Schools (093 Certification) in the Education Leadership EdD program which will allow these certification programs to remain Title IV eligible.

A True Copy:

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Institutional Accreditation for

Southern Connecticut State University

May 11, 2017

RESOLVED: That the Connecticut Board of Regents for Higher Education accept NEASC actions and continue accreditation of Southern Connecticut State University until June 30, 2022.

A True Copy:

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

ITEM

Institutional Accreditation of Southern Connecticut State University

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education accept NEASC actions and grant accreditation of Southern Connecticut State University from July 1, 2017 to June 30, 2022

BACKGROUND

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

RATIONALE

Southern Connecticut State University was last accredited by the Board of Regents for Higher Education in October 2012 until June 30, 2017, following the acceptance of the University's 10-year self-study and comprehensive evaluation by the New England Association of Schools and Colleges (NEASC) Commission on Higher Education - the institution's regional accreditor.

NEASC continued its regional accreditation of Southern Connecticut State University at its November 18, 2016 meeting where it accepted the institution's interim five-year report, and found it to have responded to issues previously raised by the Commission and having addressed the Commission's nine *Standards for Accreditation*.

In issuing its evaluation, NEASC identified the following noteworthy findings:

- Successful completion of the University's participatory strategic planning process
- Effectiveness of SCSU's enrollment management functions, enhanced through use of new technologies and other developments
- Renovations to Buley Library, now housing the Southern Success Center – a centralized student success hub
- Pre-candidacy status granted to the Master of Library and Information Science program by the American Library Association
- Steps taken by the Ed.D. faculty to assure the program's rigor and use of assessment results for program improvement

The Commission acknowledge SCSU's participation in the Multi-State Collaborative – an assessment of student learning outcomes initiative whose results have been used by the institution to restructure several curricular programs and academic services. The Commission lauded the institution's use of results from a longitudinal cohort study of retention rates to determine the “most important predictors of academic success and student retention” and to develop programming to foster the “habits of mind” that are predictive of success.

Areas of follow-up for consideration by the Commission via the institution's Fall 2018 report are:

- Resolution of issues that led to the institution's being placed on provisional approval for Title IV funding by the U.S. Department of Education
- Implementation of plans to reinstate the undergraduate program review process after a planned hiatus, to address issues related to the use of faculty reassignment time
- Achievement of goals to improve student advising and services for at-risk students

The Commission scheduled Southern Connecticut State University's next ten-year, comprehensive evaluation for Fall 2021 and requested that the 2021 self-study address the institution's continued success in addressing the areas specified for attention in the Fall 2018 report. The Commission expressed its appreciation for Southern's cooperation in the effort to provide public assurance of higher education quality and hope that the evaluative process has contributed to institution improvement.

04/21/2017 – Academic & Student Affairs Committee

05/11/2017 – Board of Regents



Founded in 1885

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

DAVID P. ANGEL, Chair (2018)
Clark University

DAVID QUIGLEY, Vice Chair (2018)
Boston College

KASSANDRA S. ARDINGER (2017)
Trustee Member, Concord, NH

THOMAS S. EDWARDS (2017)
Thomas College

THOMAS CHRISTOPHER GREENE (2017)
Vermont College of Fine Arts

MARY ELLEN JUKOSKI (2017)
Three Rivers Community College

PETER J. LANGER (2017)
University of Massachusetts Boston

DAVID L. LEVINSON (2017)
Norwalk Community College

PATRICIA MAGUIRE MESERVEY (2017)
Salem State University

G. TIMOTHY BOWMAN (2018)
Harvard University

THOMAS L. G. DWYER (2018)
Johnson & Wales University

JOHN F. GABRANSKI (2018)
Haydenville, MA

CATHRAEL KAZIN (2018)
Southern New Hampshire University

KAREN L. MUNCASTER (2018)
Brandeis University

CHRISTINE ORTIZ (2018)
Massachusetts Institute of Technology

JON S. OXMAN (2018)
Auburn, ME

JACQUELINE D. PETERSON (2018)
College of the Holy Cross

ROBERT L. PURA (2018)
Greenfield Community College

ABDALLAH A. SFEIR (2018)
Lebanese American University

REV. BRIAN J. SHANLEY, O.P. (2018)
Providence College

HARRY EMMANUEL DUMAY (2019)
Saint Anselm College

JEFFREY R. GODLEY (2019)
Groton, CT

STEPHEN JOHN HODGES (2019)
Hult International Business School

COLEEN C. PANTALONE (2019)
Northeastern University

MARIKO SILVER (2019)
Bennington College

GEORGE W. TETLER (2019)
Worcester, MA

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Vice President of the Commission
TALA KHUDAIRI
tkhudairi@neasc.org

March 7, 2017

Dr. Joseph Bertolino
President
Southern Connecticut State University
501 Crescent Street
New Haven, CT 06515-0901

Dear President Bertolino:

It has recently come to our attention that we inadvertently sent you an earlier draft of the notification letter communicating the decision made by the Commission with respect to the University's interim report. Enclosed please find a revised letter which includes reference to the institution's off-campus locations. Please accept our apologies for this error.

If you have any questions, please do not hesitate to contact me by phone or by email.

Sincerely,

Patricia M. O'Brien, SND
Senior Vice President

POB/bec



Founded in 1885

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COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

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Johnson & Wales University

JOHN F. GABRANSKI (2018)
Haydenville, MA

CATHRAEL KAZIN (2018)
Southern New Hampshire University

KAREN L. MUNCASTER (2018)
Brandeis University

CHRISTINE ORTIZ (2018)
Massachusetts Institute of Technology

JON S. OXMAN (2018)
Auburn, ME

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Bennington College

GEORGE W. TETLER (2019)
Worcester, MA

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BARBARA E. BRITTINGHAM
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Senior Vice President of the Commission
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February 2, 2017

Dr. Joseph Bertolino
President
Southern Connecticut State University
501 Crescent Street
New Haven, CT 06515-0901

Dear President Bertolino:

I write to inform you that at its meeting on November 18, 2016, the Commission on Institutions of Higher Education considered the interim (fifth-year) report submitted by Southern Connecticut State University, as well as the report of the visiting evaluator, and voted to take the following action:

that the interim report submitted by Southern Connecticut State University be accepted;

that the report concerning the University's off-campus instructional location in Madison, Connecticut be accepted, inclusion of the location within the institution's accreditation be confirmed, and the University's general approval for off-campus locations within the United States be confirmed;

that the University submit a report for consideration in Fall 2018 that gives emphasis to the institution's success in:

1. resolving the issues that led to the institution's being placed on provisional approval for Title IV funding by the U.S. Department of Education;
2. implementing plans to reinstate the undergraduate program review process after a planned hiatus and to address issues related to the use of faculty reassigned time;
3. achieving its goals to improve student advising and services for at-risk students;

that the comprehensive evaluation scheduled for Fall 2021 be confirmed;

that, in addition to the information included in all self-studies, the self-study prepared in advance of the Fall 2021 evaluation give emphasis

to the institution's continued success in addressing the matters specified for attention in the Fall 2018 report.

The Commission gives the following reasons for its action.

The interim report submitted by Southern Connecticut State University (SCSU) was accepted because it responded to the concerns raised by the Commission in its letters of June 28, 2012, May 21, 2014, and December 2, 2014 and addressed each of the nine standards, including a reflective essay for Standard 8: *Educational Effectiveness* on student learning and success.

The Commission commends Southern Connecticut State University for the progress it has made to address the areas of emphasis specified by the Commission, and we appreciate that this progress has been achieved during a time of significant change in senior institutional leadership. We note with favor the successful completion of the University's participatory strategic planning process and understand that implementation of the plan, *Discover Southern: A University for the 21st Century*, is underway. The effectiveness of SCSU's enrollment management functions has been enhanced through the use of new technologies, renovation of the primary student services building, restructuring of offices, hiring of new staff, and collaborative development of the University's "first comprehensive strategic enrollment management plan." We are pleased to learn of the renovations to the Buley Library, which now houses the Southern Success Center, a "centralized student success hub," and of the "many new supports for Academic Technology" that have been introduced, including increases in staff and support hours, installation of SCCM management software, and creation of a campus-wide subcommittee to determine the direction of future classroom renovations and upgrades. The Master of Library and Information Science program, which enrolled its first seven students in Fall 2016, has been granted pre-candidacy status by the American Library Association; an evaluation for candidacy is expected in AY2020. The report also provided an update on the University's Ed.D. program, which is offered jointly with Western Connecticut State University. The Commission notes with approval the steps taken by Ed.D. faculty to assure the rigor of the program and to use assessment results for program improvement, and we are gratified to learn that both direct (comprehensive examination results) and indirect (student surveys) measures indicate that students are achieving the learning outcomes specified for the program.

The reflective essay prepared by Southern Connecticut State University outlined the institution's "significant" national and international assessment initiatives as well as the "major internal assessment initiatives" undertaken to assess general education and provide support for internal program reviews and specialized accreditation reviews. We are pleased to learn that results gleaned from analyses of student work conducted as part of SCSU's participation in the Multi-State Collaborative have been used to inform the restructuring of the University's access programs, developmental math curriculum, liberal education program, and writing across the curriculum program. We are also gratified to learn of SCSU's use of the results of a longitudinal cohort study of retention rates to determine the "most important predictors of academic success and student retention" and to develop programming to foster the "habits of mind" that are predictive of success. The essay provided evidence that SCSU graduates are successful in their chosen fields, as measured by success in clinical placements, licensure passage rates, and employer evaluations and satisfaction rates.

The Commission confirmed inclusion of the instructional site at the Grove School in Madison, Connecticut within the University's accreditation and confirmed the institution's general approval for off-campus instructional locations within the United States because the materials submitted provided evidence that the University manages its off-campus instructional locations in a manner in substantial compliance with Commission standards and policies. The MS in Special Education (MSSE) program offered in the "broader catchment area" of Madison is consistent with the University's mission and enables SCSU to respond to a "significant need" for highly-qualified special education teachers. We note with approval that faculty from the main campus travel to

Madison to teach the MSSE courses and that the syllabi and assessments of student progress used are identical to those used on the main campus. We are gratified to learn that MSSE students express appreciation for the opportunity to enroll at the Madison site, as most report being unable to travel to the main campus to take courses. We concur with the evaluator that the “strong and effective leadership” SCSU exercises over the Madison site contributes to the success of the program.

The items the institution is asked to report on in Fall 2018 are related to our standards on *Integrity, Transparency, and Public Disclosure; The Academic Program; Teaching, Learning, and Scholarship; and Students.*

The Commission appreciates the University’s candid discussion of its provisional status with the U.S. Department of Education (DOE) regarding its ability to award Title IV funding. We understand that the provisional status, which will continue until March 2019, stems from the DOE’s concerns with respect to SCSU’s capacity to comply with federal regulations, its ability to report student non-attendance accurately, and its lack of timely reporting of compliance with gainful employment regulations. The University also discovered that a “significant number” of Educator Preparation Certification programs are not compliant with DOE regulations released in May 2016 and consequently are not eligible to participate in Title IV. As acknowledged in the report, these findings mean that the University will need to petition DOE to be able to offer new academic programs and will need to commit “major institutional resources” to revise its education certification and certificate programs. We look forward, in Fall 2018, to receiving an update on SCSU’s progress in resolving the issues associated with its provisional status with DOE, as evidence that the University “observes the spirit as well as the letter of applicable legal requirements” (9.4).

We understand that Southern Connecticut State University has put its undergraduate program review process “on hiatus” for two years to enable an assessment of the results of the current review cycle and the development of an “improved, more sustainable process” that will make more effective use of University resources, including faculty reassigned time. We note that the decision to suspend the program review process was part of an overall 25% reduction in faculty reassigned time and that, in anticipation of “exceptional fiscal challenges” in the future, the University intends to “continue to explore options for consolidating and reallocating reassigned time.” We anticipate being apprised, in Fall 2018, of SCSU’s success in evaluating and revising its program review process and in addressing issues related to faculty reassigned time, in keeping with our standards on *The Academic Program and Teaching, Learning, and Scholarship:*

The institution develops, approves, administers, and on a regular cycle reviews its academic programs under institutional policies that are implemented by designated bodies with established channels of communication and control. Review of academic programs includes evidence of student success and program effectiveness and incorporates an external perspective. Faculty have a substantive voice in these matters (4.6).

Faculty assignments are consistent with the institution’s mission and purposes. They are equitably determined to allow faculty adequate time to provide effective instruction, advise and evaluate students, contribute to program and institutional assessment and improvement, continue professional growth, and participate in scholarship, research, creative activities, and service compatible with the mission and purposes of the institution. Faculty assignments and workloads are reappraised periodically and adjusted as institutional conditions change (6.7).

The report submitted by Southern Connecticut State University describes its plans to continue to improve student advising and services for at-risk students. In Fall 2015, the institution launched its Advising Revitalization and Renewal project. During the project’s first year, two “leadership” and

six “engagement” teams comprising faculty and staff developed four possible academic and career advising models. In AY2017, SCSU intends to choose one of those models and to develop a timetable for implementation. The Education Advisory Board’s Student Success Collaborative (SSC), begun in 2013, sponsors a number of “targeted campaigns” for at-risk students, and the University plans to expand its use of the SSC-Campus platform to enhance services for those students. The report submitted for consideration in Fall 2018 will afford SCSU an opportunity to update the Commission on the success of these and other initiatives designed to ensure that the University “provides advising and academic support services appropriate to the student body” (5.10). Our standards on *Students and Teaching, Learning, and Scholarship* provide this additional guidance:

The institution ensures a systematic approach to providing accessible and effective programs and services designed to provide opportunities for enrolled students to be successful in achieving their educational goals. The institution provides students with information and guidance regarding opportunities and experiences that may help ensure their educational success (5.7).

The institution’s system of academic advising meets student needs for information and advice compatible with its educational objectives. The quality of advising is assured regardless of the location of instruction or the mode of delivery (6.19).

The scheduling of a comprehensive evaluation in Fall 2021 is consistent with Commission policy requiring each accredited institution to undergo a comprehensive evaluation at least once every ten years. The University is asked, in the Fall 2021 self-study, to give emphasis to its continued success in addressing the areas specified above for attention in the Fall 2018 report. The Commission recognizes that these matters do not lend themselves to rapid resolution and will require the College’s sustained attention over time; hence, we ask that further information be provided in the self-study.

The Commission expressed appreciation for the report submitted by Southern Connecticut State University and hopes that its preparation has contributed to institutional improvement. It appreciates your cooperation in the effort to provide public assurance of the quality of higher education in New England.

You are encouraged to share this letter with all of the institution’s constituencies. It is Commission policy to inform the chairperson of the institution’s governing board of action on its accreditation status. In a few days we will be sending a copy of this letter to Mr. Matt Fleury. The institution is free to release information about the report and the Commission’s action to others, in accordance with the enclosed policy on Public Disclosure of Information about Affiliated Institutions.

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

Sincerely,



David P. Angel

DPA/jm
Enclosure

cc: Mr. Matt Fleury
Evaluator

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Institutional Accreditation for

Gateway Community College

May 11, 2017

RESOLVED: That the Connecticut Board of Regents for Higher Education accept NEASC actions and grant reaccreditation to Gateway Community College until March 30, 2022.

A True Copy:

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

ITEM

Institutional Accreditation of Gateway Community College

BACKGROUND

Public institutions of higher learning in Connecticut require accreditation by the Board of Regents for Higher Education in order to operate and award degrees (C.G.S. 10a-35a). The Board shall accept regional or, where appropriate, national accreditation, in satisfaction of the requirements for accreditation unless the Board finds cause not to rely upon such accreditation.

RATIONALE

Gateway Community College was last accredited by the Board of Governors for Higher Education in 2011, and recently submitted a 10-year self-study report and underwent a comprehensive evaluation from the New England Association of Schools and Colleges (NEASC) Commission on Higher Education, the institution's regional accreditor. Based on the material in the report and a report from the visiting evaluation team, NEASC continued the College's regional accreditation. A review of the documents provided by the College and by NEASC indicates there is no cause not to rely on the evaluation provided by NEASC.

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

- The candid, well-written self-study reflecting broad participation by the campus community
- The college's success in leveraging productive partnerships with educational institutions, civic organizations, and state agencies;
- The college strategically pursues grants to fund mission-related new and special programs;
- The College provides a full array of student services.....its clear mission and motivated, caring, and highly qualified faculty and staff;
- Gateway's commitment to building a culture of assessment
- The efforts to improve its graduation rate

Areas for follow-up due in an Interim Report in Spring 2018 include:

- Developing an integrated institutional strategic plan with measurable outcomes;
- Developing and implementing a college-wide approach to the assessment of student learning including implementation of academic program reviews;
- Demonstrating sufficiency of human, technological, and physical resources to support student success;
- Achieving its goals to improve retention and graduation rates

The next scheduled comprehensive evaluation is due in Spring, 2026 with an interim, fifth-year report due in Spring 2021. State accreditation will be reconfirmed in March, 2022.

4/21/2017 – BOR-Academic and Student Affairs Committee

5/11/2017 – Board of Regents



Founded in 1885

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

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DAVID QUIGLEY, Vice Chair (2018)
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KASSANDRA S. ARDINGER (2017)
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Bennington College

GEORGE W. TETLER (2019)
Worcester, MA

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December 5, 2016

Dr. Dorsey L. Kendrick
President
Gateway Community College
20 Church Street
New Haven, CT 06510

Dear President Kendrick:

I am pleased to inform you that at its meeting on September 22, 2016, the Commission on Institutions of Higher Education took the following action with respect to Gateway Community College:

that Gateway Community College be continued in accreditation;

that the College submit a report for consideration in Spring 2018 that gives emphasis to the institution's progress in:

1. developing an integrated institutional strategic plan with measurable outcomes;
2. developing and implementing a College-wide approach to the assessment of student learning including the implementation of academic program reviews;
3. demonstrating sufficiency of human, technological, and physical resources to support student success;
4. achieving its goals to improve its retention and graduation rates;

that the College submit an interim (fifth-year) report for consideration in Spring 2021;

that the next comprehensive evaluation be scheduled for Spring 2026.

The Commission gives the following reasons for its action.

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

Along with the visiting team, we commend Gateway Community College (GCC) for its candid and well-written self-study that reflects broad participation by the campus community and demonstrates the institution's commitment to its expanded mission with its five institutional "pillars" that anchor GCC in "credentialing, student success and inclusion, and economic and workforce development." We understand that GCC has relocated to its new 360,000 square-foot, two-building campus in downtown New Haven, a "defining event" which has had a "transformative effect" on the campus community. The Commission is pleased to learn of the College's success in leveraging productive partnerships with educational institutions, civic organizations, and state agencies in greater New Haven and note favorably that the College "strategically pursues" grants to fund mission-related new and special programs. We understand that during the past decade, the GCC student population increased by 45.6% to over 6,500 students, and we note with approval that the College provides a full array of student services that includes admissions, registration, advising, orientation, financial aid, career planning, disabilities and transfer services, and co-curricular activities that foster opportunities for students' personal development and growth. With its clear mission and "motivated, caring, and highly qualified" faculty and staff, along with the commitment to build on its strengths and address institutional challenges, Gateway Community College is well positioned to continue the momentum it has gained over the last decade to further its mission and achieve its goals into the future.

The four items the institution is asked to report on in Spring 2018 are related to our standards on *Planning and Evaluation*, *Educational Effectiveness*, *The Academic Program*, *Institutional Resources*, and *Students*.

The Commission concurs with the visiting team that Gateway Community College would benefit from the consolidation of its many tactical plans into a "coherent long-range strategic plan" that includes measurable goals and periodic assessment of the plan's effectiveness. We are pleased to learn that a strategic planning committee has been meeting biweekly since December 2015 and expects to submit a draft of Strategic Plan 2020 to the President this fall. The Commission looks forward to learning, through the Spring 2018 report, of the College's further progress in developing and implementing an integrated strategic plan with measurable outcomes. Our standard on *Planning and Evaluation* is pertinent here:

Planning and evaluation are systematic, comprehensive, broad-based, integrated, and appropriate to the institution. They involve the participation of individuals and groups responsible for the achievement of institutional purposes and include external perspectives. Results of planning and evaluation are regularly communicated to appropriate institutional constituencies. The institution allocates sufficient resources for its planning and evaluation efforts (2.1).

The institution plans beyond a short-term horizon, including strategic planning that involves realistic analyses of internal and external opportunities and constraints. The results of strategic planning are implemented in all units of the institution through financial, academic, enrollment, and other supporting plans (2.3).

The institution has a demonstrable record of success in implementing the results of its planning (2.5).

We note with approval Gateway Community College's commitment to building a culture of assessment as demonstrated by the appointment of an Assessment Coordinator in Fall 2016, the ongoing work of the Assessment Task Force Committee to refine assessment planning and procedures, and the development of the Program Review Summary tool designed to increase the effectiveness of the academic program review process. We congratulate GCC on being selected to participate in the Multi-State Collaborative to Advance Learning Outcomes Assessment. The Commission understands the College has developed a three-year assessment plan and expects to

launch the “first tier” of the plan this fall. We anticipate being apprised, in Spring 2018, of the College’s continued progress in developing a College-wide approach to the assessment of student learning, including further progress with academic program reviews, as informed by our standards on *Educational Effectiveness* and *The Academic Program*:

Assessment of learning is based on verifiable statements of what students are expected to gain, achieve, demonstrate, or know by the time they complete their academic program. The process of understanding what and how students are learning focuses on the course, competency, program, and institutional level. Assessment has the support of the institution’s academic and institutional leadership and the systematic involvement of faculty and appropriate staff (8.3).

The institution defines measures of student success and levels of achievement appropriate to its mission, modalities and locations of instruction, and student body, including any specifically recruited populations. These measures include rates of progression, retention, transfer, and graduation; default and loan repayment rates; licensure passage rates; and employment (8.6).

The institution uses additional quantitative measures of success, such as further education, civic participation, religious formation, and others, as appropriate to its mission, to understand the success of its recent graduates. Information from students and former students is regularly considered (8.7).

The results of assessment and quantitative measures of student success are a demonstrable factor in the institution’s efforts to improve the learning opportunities and results for students (8.8).

The institution develops, approves, administers, and on a regular cycle reviews its academic programs under institutional policies that are implemented by designated bodies with established channels of communication and control. Review of academic programs includes evidence of student success and program effectiveness and incorporates an external perspective. Faculty have a substantive voice in these matters (4.6).

The Commission joins the visiting team in commending GCC for demonstrating “high resilience in the face of a long-standing structural deficit” in its budget. We take favorable note of the College’s commitment to its financial management and its efforts to build capacity through cost reductions, increasing efficiencies in a number of areas, and securing external grants, foundation gifts, and resources-in-kind to support academic programs and student services. We appreciate that state budgetary deficits have led to additional reductions, and are gratified to learn that the College is continuing to review its staffing patterns, departmental budgets, and technology needs. The Commission looks forward to receiving evidence, through the Spring 2018 report, of the success of GCC’s efforts to assure the sufficiency of human, technological, and physical resources to support student success. We remind you of our standard on *Institutional Resources*:

The institution employs sufficient and qualified personnel to fulfill its mission (7.1).

The institution preserves and enhances available financial resources sufficient to support its mission. It manages its financial resources and allocates them in a way that reflects its mission and purposes. It demonstrates the ability to respond to financial emergencies and unforeseen circumstances (7.4).

All or substantially all of the institution’s resources are devoted to the support of its education, research, and service programs. The institution’s financial records clearly relate to its educational activities (7.9).

The institution has sufficient and appropriate information, physical, and technological resources necessary for the achievement of its purposes wherever and however its academic programs are offered. It devotes sufficient resources to maintain and enhance its information, physical, and technological resources (7.21).

Finally, we are pleased to learn that Gateway Community College has recently begun a “number of efforts” to improve its graduation rate, most recently at 9.5%, and its retention rates, currently at 54.7% for full-time students and 43.8% for part-time students. These include enhanced support for students close to graduation, the New Student Advising and Retention system, new student orientation, mentoring programs for African-American and Latino male students, and “extensive” tutoring options. We also understand that the institution uses other retention and graduation metrics to track student success beyond the 150% IPEDS timeframe. The Spring 2018 report will afford the institution an opportunity to update the Commission on its progress in achieving its goals to improve its graduation and retention rates. This section of the report should be informed by our standards on *Educational Effectiveness* and *Students*:

The institution defines measures of student success and levels of achievement appropriate to its mission, modalities and locations of instruction, and student body, including any specifically recruited populations. These measures include rates of progression, retention, transfer, and graduation; default and loan repayment rates; licensure passage rates; and employment (8.6).

The institution demonstrates its ability to admit students who can be successful in the institution’s academic program, including specifically recruited populations. The institution’s goals for retention and graduation reflect institutional purposes, and the results are used to inform recruitment and the review of programs and services (5.6).

Commission policy requires an interim report of all institutions on a decennial evaluation cycle. The purpose of the report submitted for consideration in Spring 2021 is to provide the Commission an opportunity to appraise the institution’s current status in keeping with the Policy on Periodic Review.

The scheduling of a comprehensive evaluation in Spring 2026 is consistent with Commission policy requiring each accredited institution to undergo a comprehensive evaluation at least once every ten years.

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

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

You are encouraged to share this letter with all of the institution’s constituencies. It is Commission policy to inform the chairperson of the institution’s governing board of action on its accreditation status. In a few days we will be sending a copy of this letter to Mr. Nicholas M. Donofrio. The institution is free to release information about the evaluation and the Commission’s action to others, in accordance with the enclosed policy on Public Disclosure of Information about Affiliated Institutions.

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

Dr. Dorsey L. Kendrick
December 5, 2016
Page 5

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

Sincerely,

A handwritten signature in cursive script, appearing to read "David P. Angel".

David P. Angel

DPA/jm

Enclosures

cc: Mr. Nicholas M. Donofrio
Visiting Team

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Institutional Accreditation for

Tunxis Community College

May 11, 2017

RESOLVED: That the Connecticut Board of Regents for Higher Education accept NEASC actions and continue accreditation of Tunxis Community College until June 30, 2022.

A True Copy:

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

ITEM

Institutional Accreditation of Tunxis Community College

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education accept NEASC actions and grant accreditation of Tunxis Community College from July 1, 2017 to June 30, 2022

BACKGROUND

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

RATIONALE

Tunxis Community College was last accredited by the Board of Regents for Higher Education in October 2012 until June 30, 2017, following the acceptance of the college's 10-year self-study and comprehensive evaluation to the New England Association of Schools and Colleges (NEASC) Commission on Higher Education, the institution's regional accreditor.

NEASC continued its regional accreditation of Tunxis Community College at its November 18, 2016 meeting where it accepted the institution's interim five-year report and found it to have addressed the nine *Standards for Accreditation* and responded to concerns previously raised by the Commission.

In issuing its evaluation, NEASC commended the "faculty and staff for their dedication to ensuring the institution remains firmly focused on student success ..." and, identified the following noteworthy findings:

- Tunxis tracks accomplishments of its strategic goals through the Institutional Effective Committee
- The expansion of its professional staff organization provides an effective system of institutional shared governance
- Skyrocketing enrollment in on-line learning from 583 students in 7 disciplines in 2001 to more than 2,200 students in 17 disciplines in 2016
- At the same time, facilities expansion from 160,000 square feet to 300,000 square feet
- Securing external funding for select program development, particularly NSF grant to support the Engineering Technology program and CAD offerings and the funding for the Dental Hygiene program
- Formation of the Students of Color Alliance and other evidence of college's commitment to its diversity goal
- Institutional efforts to ensure its College Career Pathways provides a "legitimate" college-level experience for dual-enrollment students

The Commission also noted that Tunxis employs an ability-based education model applying standardized rubrics to assess mastery of general education competencies. The Commission is pleased to learn the college has expanded its data collection beyond IPEDS data to track its different student groups to present a more comprehensive picture of student success, annually in a model for the measurement and communication of educational effectiveness.

The one area of follow-up for consideration by the Commission via the institution's Fall 2018 report is:

- An update on the college's ability to continue to ensure it has sufficient resources and personnel available to support its programs and services

The Commission scheduled Tunxis Community College's next ten-year, comprehensive evaluation for Fall 2021 and expressed its appreciation for Tunxis' cooperation in the effort to provide public assurance of higher education quality and hope that the evaluative process has contributed to institution improvement.

04/21/2017 – Academic & Student Affairs Committee

05/11/2017 – Board of Regents



Founded in 1885

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

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Vice President of the Commission
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tkhudairi@neasc.org

February 8, 2017

Dr. Cathryn L. Addy
President
Tunxis Community College
271 Scott Swamp Road
Farmington, CT 06032-3187

Dear President Addy:

I am pleased to inform you that at its meeting on November 18, 2016, the Commission on Institutions of Higher Education considered the interim report submitted by Tunxis Community College and voted to take the following action:

that the interim report submitted by Tunxis Community College be accepted;

that the College submit a report for consideration in Fall 2018 that gives emphasis to the institution's success in continuing to ensure sufficient resources and personnel are available to support its programs and services;

that the comprehensive evaluation scheduled for Fall 2021 be confirmed.

The Commission gives the following reasons for its action.

The interim report submitted by Tunxis Community College was accepted because it responded to the concerns raised by the Commission in its letters of June 29, 2012, January 28, 2014, and October 10, 2014 and addressed each of the nine standards, including a reflective essay for Standard 8: *Educational Effectiveness* on student learning and success.

We commend Tunxis Community College faculty and staff for their dedication to ensuring the institution remains firmly focused on student success during a period of budgetary uncertainty and transition at the system level. Through its Institutional Effectiveness Committee, Tunxis tracks its accomplishment of the College's strategic goals, and its Professional Staff Organization, expanded in 2016 to include classified staff, provides an effective system of institutional shared governance and communication. We are pleased to learn that Tunxis is now Connecticut's leader in on-line learning, with enrollment "skyrocketing" from 583 students in 7 disciplines in 2001 to more than 2,200 students in 17 disciplines in 2016. At the same time,

the College's brick and mortar facilities have also expanded – from 160,000 sq. to 300,000 sq. We recognize that one of the institution's major priorities has been ensuring it has adequate resources to operate effectively, and understand Tunxis has successfully secured external funding for selected program development. Particularly noteworthy are the NSF grant that supports the College's Engineering Technology program and CAD offerings, and the funding received by the Dental Hygiene program for its community dental health projects in Connecticut and Central America. While the College's ability to further diversify its faculty and staff remains "elusive at best" due to hiring limitations, the formation of the Students of Color Alliance and appointment of a recent minority hire as its advisor provide evidence of the College's commitment to the goal. Finally, we note with approval the institution's efforts to ensure that its College Career Pathways (CCP) program ensures a "legitimate" college-level experience for dual enrollment students. We especially appreciate that minimum faculty hiring standards have been documented and will be used to "vet" all CCP instructors.

From the reflective essay, we are aware that Tunxis Community College employs an ability-based education model applying standardized rubrics to assess mastery of identified abilities that were modified to match the general education competencies developed by the Connecticut State Colleges and Universities system. We concur with the College that its faculty are committed to helping students achieve their goals and find the "extensive" system used to monitor student progress and success impressive. Through a variety of direct assessment approaches such as embedded assignments, capstone projects, and video-taping, students have an opportunity to demonstrate what they have learned. In addition, we are pleased to learn that the College has expanded its data collection beyond IPEDS graduation rates to track its different student groups and to present a more comprehensive picture of student success that is annually summarized in the *Institutional Effectiveness Outcomes and Data: Student Success and Institutional Measures* report, a model for the measurement and communication of educational effectiveness. The work being done to assess the impact of the revised developmental education program introduced to comply with Connecticut's Public Act 12-40 is notable, as is the institution's use of strategies to improve student retention including offering a First Year Experience Course and implementing an Early Referral System.

The item the institution is asked to report on in Fall 2018 is related to our standards on *Organization and Governance; The Academic Program; Students; Teaching, Learning, and Scholarship; and Institutional Resources*.

As noted above, we are assured that Tunxis Community College has "done its best to retain a supportive environment," even as its operating budget has been reduced over \$3.0 million since 2013 concurrent with a mandate to keep tuition as low as possible. Over the past four years, the number of full-time faculty has declined resulting in the majority of courses now being taught by part-time faculty, and we appreciate the College's candid acknowledgment that the "strain is starting to show" as staff work to cover eliminated and vacant positions. As Tunxis has already expended its reserve to balance the budget, it has had to implement other measures to cut costs including closing the campus on weekends, reducing the availability of academic support services such as tutoring, and trimming back the hours of the library and computer labs. In addition, the Academic Assessment Team has suspended its work due to a lack of funding and the elimination of faculty release time. Particularly given the possibility that FY2018 will be the "most challenging of all," we remain concerned and therefore ask that the Fall 2018 report provide an update on the College's ability to continue to ensure it has sufficient resources and personnel available to support its programs and services. Our standards on *Organization and Governance; The Academic Program; Students; Teaching, Learning, and Scholarship; and Institutional Resources* provide relevant guidance.

.... The chief executive officer assures that the institution employs faculty and staff sufficient in role, number, and qualifications appropriate to the institution's mission, size, and scope (3.12).

.... The institution provides sufficient resources to sustain and improve its academic programs (4.4).

.... Personnel, facilities, technology, and funding are adequate to implement the institution's student services policies and procedures (5.17).

There are an adequate number of faculty and academic staff, including librarians, advisors, and instructional designers, whose time commitment to the institution is sufficient to assure the accomplishment of class and out-of-class responsibilities essential for the fulfillment of institutional mission and purposes (6.2).

The institution employs sufficient and qualified personnel to fulfill its mission (7.1).

The institution preserves and enhances available financial resources sufficient to support its mission. It manages its financial resources and allocates them in a way that reflects its mission and purposes. It demonstrates the ability to respond to financial emergencies and unforeseen circumstances (7.4).

The institution's multi-year financial planning is realistic and reflects the capacity of the institution to depend on identified sources of revenue and ensure the advancement of educational quality and services for students (7.6).

The institution has sufficient and appropriate information, physical, and technological resources necessary for the achievement of its purposes wherever and however its academic programs are offered. It devotes sufficient resources to maintain and enhance its information, physical, and technological resources (7.21).

The scheduling of a comprehensive evaluation in Fall 2021 is consistent with Commission policy requiring each accredited institution to undergo a comprehensive evaluation at least once every ten years.

The Commission expressed appreciation for the report submitted by Tunxis Community College and hopes the evaluation process has contributed to institutional improvement. It appreciates your cooperation in the effort to provide public assurance of the quality of higher education in New England.

You are encouraged to share this letter with all of the institution's constituencies. It is Commission policy to inform the chairperson of the institution's governing board of action on its accreditation status. In a few days we will be sending a copy of this letter to Mr. Matt Fleury. The institution is free to release information about the report and the Commission's action to others, in accordance with the enclosed policy on Public Disclosure of Information about Affiliated Institutions.

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

Sincerely,



David P. Angel

DPA/jm

Enclosures

cc: Mr. Matt Fleury

ITEM

Approval of the 2017 promotions and tenures recommended by the Connecticut State University presidents.

SUMMARY

In accordance with the CSU-AAUP Collective Bargaining Agreement, the Board awards promotion and tenure to state university faculty. The contract prescribes a thorough, multi-level review process at the campus and recommendations that are forwarded to the Board have been approved by the university president and provost. The Board of Regents acts on the presidents' recommendations. The letters of recommendation are attached.

4/21/2017 – Academic and Student Affairs Committee

5/11/2017 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Promotions and Tenures

May 11, 2017

RESOLVED: That the Board of Regents for Higher Education approve the 2017 promotions and tenures recommended by the Connecticut State University presidents


A True Copy:

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



MEMORANDUM

TO: Mark E. Ojakian, President
Connecticut State Colleges & Universities

FROM: Zulma R. Toro, President 

DATE: April 18, 2017

SUBJECT: Promotion and Tenure

I am pleased to present my recommendations for instructional faculty promotion and tenure to be effective with the Academic Year 2017-18:

To Professor:

Carrie Andreoletti, Psychological Science
Mary Collins, English
Leah Glaser, History
Marisa Mealy, Psychological Science
Jason Snyder, Management Information Systems
Barbara Clark, Literacy, Elementary and Early Childhood Education
Michael Voight, Physical Education and Human Performance
Michele Dischino, Technology and Engineering Education
Barry Hoopengardner, Biomolecular Sciences
Mark Jackson, Biology
Talat Salama, Manufacturing and Construction Management

To Associate Professor:

Theodore Efremoff, Art
Elena Koulidobrova, English
Jared Ragusett, Economics
Darren Sweeney, Journalism
Nghi Thai, Psychological Science
Leanne Zalewski, Art
Sally Drew, Special Education and Interventions
Nancy Peer, Nursing
Mihai Bailesteanu, Mathematical Sciences
Paul Hapeman, Biology
Sadie Marjani, Biology

To Assistant Professor:

Steven Yavner, Journalism

To Coach IV:

Mike Ericksen, Athletics

To Coach II:

Kathrn Souviney, Athletics

To Librarian:

Susan Slaga-Metivier, Library

The following will be granted tenure:

Mathew Foust, Philosophy

Nghi Thai, Psychological Science

Fan He, Finance

Kuan-Pin Chiang, Marketing

Laura Jacobson, Special Education and Interventions

Luz Amaya-Bower, Engineering

Daniel Chase, Biomolecular Sciences

Reza Ghodsi, Engineering

Paul Hapeman, Biology

Sadie Marjani, Biology

/sm

c: A. Suski-Lenczewski



EASTERN CONNECTICUT STATE UNIVERSITY

A Liberal Education. Practically Applied.

Office of the President

DATE: April 18, 2017

TO: Mark Ojakian
President of the Board of Regents

FROM: Elsa M. Núñez
President

SUBJECT: RECOMMENDATIONS FOR PROMOTION AND TENURE

I recommend the following individuals for promotion and/or tenure for action by the Board of Regents at its May meeting. The effective date for all actions is August 28, 2017.

For Tenure:

Dr. Garrett Dancik, Computer Science Department
Dr. Candice Deal, Business Administration Department
Dr. Sukeshini Grandhi, Business Information Systems
Dr. Medhi Khorami, Mathematics Department
Dr. W. Brett Mattingly, Biology Department
Dr. Barbara Murdoch, Biology Department
Dr. Stephen Nathan, Environmental Earth Sciences Department
Dr. Bryan Oakley, Environmental Earth Sciences Department
Ms. Emily Riggs, Performing Arts Department

For Promotion to the rank of Professor, in rank order:

Dr. Patricia Szczys, Biology Department
Dr. Anita Lee, Kinesiology & Physical Education Department
Dr. Xing Liu, Education Department
Dr. Terry Lennox, Art & Art History Department
Dr. William Lugo, Sociology, Anthropology & Social Work Department
Dr. Sarah Tasneem, Computer Science Department

For Promotion to the rank of Associate Professor, in rank order:

Dr. Barbara Murdoch, Biology Department*
Ms. Emily Riggs, Performing Arts Department *
Dr. Bryan Oakley, Environmental Earth Sciences Department
Dr. W. Brett Mattingly, Biology Department

For Promotion to the rank of Associate Professor, in rank order cont.:

Dr. Sukeshini Grandhi, Business Information Systems
Dr. Stephen Nathan, Environmental Earth Sciences Department
Dr. Amy Groth, Biology Department
Dr. Candice Deal, Business Administration Department
Dr. Ari De Wilde, Kinesiology & Physical Education
Dr. Mihyun Kang, Communication Department
Dr. Fatma Pakdil, Business Administration Department
*Signifies tie for 1st in rankings.

For Promotion to the rank of Associate Counselor:

Mr. Bryce Crapser, Counseling and Psychological Services Department

For Promotion to the rank of Assistant Counselor:

Ms. Marianne Ciardullo, Counseling and Psychological Services Department

For Promotion to the rank of Coach IV:

Ms. Christine Hutchison, Athletics Department

EMN/go

cc: Dr. Jane Gates, Provost & Senior VP Academic & Student Affairs
Ms. Patricia Ryiz, Administrative Assistant

April 12, 2017

Mr. Mark Ojakian
President, Board of Regents for Higher Education
Connecticut State Colleges and Universities
61 Woodland Street
Hartford, CT 06105-2237

Dear Mr. Ojakian:

The following are my recommendations for Promotion and Tenure, which will be effective August 28, 2017:

TENURE

Dr. Ericka Barnes (Chemistry)
Dr. Gene Birz (Economics and Finance)
Dr. Braxton Carrigan (Mathematics)
Jeremy Chandler (Art)
Dr. Joel Dodson (English)
Dr. Mark Groskreutz (Special Educ. and Reading)
Dr. Chelsea Harry (Philosophy)
Dr. Rebecca Harvey (Social Work)

Dr. Angela Lopez-Velasquez (Spec. Educ. and Reading)
Dr. J. Gregory McVerry (Curriculum and Learning)
Dr. Rebecca Silady (Biology)
Dr. Cheryl-Ann Resha (Nursing)
Dr. Carol Stewart (Management/MIS)
Dr. Kelly Stiver (Psychology)
Dr. Antoinette Towle (Nursing)
Dr. Richard Zipoli (Communication Disorders)

PROMOTION

From Assistant to Associate Professor:

Dr. Gene Birz (Economics and Finance)
Dr. Braxton Carrigan (Mathematics)
Jeremy Chandler (Art)
Dr. Joel Dodson (English)
Dr. Chelsea Harry (Philosophy)
Dr. Angela Lopez-Velasquez (Spec. Educ. and Reading)
Dr. J. Gregory McVerry (Curriculum and Learning)

Dr. Regine Randall (Special Educ. and Reading)
Dr. Rebecca Silady (Biology)
Dr. Carol Stewart (Management/MIS)
Dr. Kelly Stiver (Psychology)
Dr. Antoinette Towle (Nursing)
Dr. Jeffrey Webb (Chemistry)
Dr. Richard Zipoli (Communication Disorders)

From Associate to Full Professor:

Dr. Deborah Flynn (Public Health)
Dr. Joy Fopiano (Curriculum and Learning)
Dr. Louisa Foss-Kelly (Counseling and School Psych.)
Dr. Mary Ann Glendon (Nursing)
Dr. Jooyoun Hong (Mathematics)

Dr. Julia Irwin (Psychology)
Dr. Lynn Kwak (Marketing)
Dr. Mia Mercurio (Special Educ. and Reading)
Dr. Cheryl-Ann Resha (Nursing)

Cont ...

Mark Ojakian
page 2
Promotion and Tenure
April 12, 2017

Promotion to Coach I:

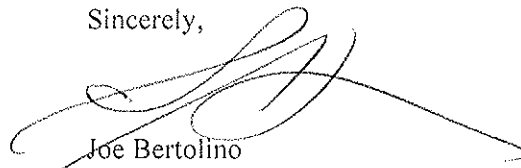
Christopher Bergeski (Athletics)
Christopher Lorenti (Athletics)

Promotion to Coach II:

Jillian Rispoli

Please let me know if you have any questions.

Sincerely,



Joe Bertolino
President

cc: E. Durnin, SCSU Provost and Vice President for Academic Affairs



OFFICE OF THE PRESIDENT
DR. JOHN B. CLARK

To: Mark E. Ojakian
President
Connecticut State Colleges & Universities

From: Dr. John B. Clark

Date: March 29, 2017

Re: WCSU Promotion & Tenure Recommendations

I support and concur with the recommendations of Provost Missy Alexander that the following faculty members receive promotion and tenure:

Tenure

Kelli Custer
Jennifer Flynn
Jody Piro
Rachel Prunier
Tom Yoon

Promotion to Professor

Katherine Allocco
JC Barone
Kathryn Campbell
Mohinder Dugal
Linda Forbes
Katie Lever-Mazzuto
Heather Levy
Gabriel Lomas
Jody Piro
D.L. Stephenson

Promotion to Associate Professor

Darby Cardonsky
Kelli Custer
Cory Ganschow
James Greene

Mark E. Ojakian
March 29, 2017
Page 2

Promotion to Associate Professor (cont.)

Christine Hegel-Cantarella
Bozena Padykula
Judith Prieto
Rachel Prunier
Jack Tom
Catherine Vanaria
Sharon Young

Promotion to Librarian

Jennifer O'Brien
Brian Stevens

c: M. Alexander, Academic Affairs
F. Cratty, Human Resources
W. Petkanas, Promotion & Tenure Committee

ITEM

Licensure and accreditation of a program in Business Administration leading to a Master's of Business Administration jointly conferred by Southern Connecticut State University, New Haven CT, USA and Liverpool John Moores University, Liverpool, England.

BACKGROUND**Summary**

Southern CT State University (New Haven) and Liverpool John Moores University, (Liverpool, England) share a similar mission: to provide a diverse population of students access to higher education, to support the development of their skills and knowledge capabilities in a multitude of disciplines, and to equip them to embrace the challenges and opportunities of the 21st century. SCSU and LJMU's collaborative agreement has thus far given students the chance to study on both sides of the Atlantic Ocean and benefit from dually taught programs, delivered by SCSU and LJMU faculty through video link and guest lectures. Joint teaching and/or research projects are underway in Anthropology, Business, Computer Science, Creative Writing, Environment, Geography & Marine Sciences, Nursing, Public Health, Sport & Leisure, and Tourism & Event Management. The logical extension and ultimate goal of this trans-Atlantic alliance for both SCSU and LJMU is the development of degree programs jointly conferred by each institution and available to students from SCSU, LJMU, and third-party institutions. In 2013, Southern CT State University and Liverpool John Moores University signed a Memorandum of Understanding that committed both institutions to extending their partnership to include jointly delivered degree programs. The institutions have prioritized the development of joint master's degree program in the areas of coastal resilience and business administration. The joint MSc-Coastal Resiliency and the joint MBA will be the first degrees jointly delivered by SCSU and LJMU, with anticipated fall 2018 start dates.

A SCSU-LJMU Joint Development Group co-chaired by SCSU Provost Dr. Ellen D. Durnin and LJMU Pro Vice Chancellor for External Engagement Dr. Edward Harcourt meets quarterly to manage all aspects of the two institutions' 2013 MOU, including the development of joint master's degree programs, the academic policies that will govern them, and the external accreditation and approval processes required to implement them. Both institutions are developing the joint MSc Coastal Resilience and the joint MBA for fall 2018 implementation on a shared timeline that accommodates their respective accreditors' deadlines. In order to jointly confer these degrees, SCSU and LJMU will need to comply with the accreditation standards of both US (New England Association of Schools and Colleges, or NEASC) and UK (Quality Assurance Agency for Higher Education, or QAA) accrediting bodies.

Need for the Program

The MBA offered jointly by SCSU and LJMU prepares students for leadership positions in business, nonprofit, or governmental organizations. The multidisciplinary program follows a systems approach to understanding the internal and external forces that influence the development of an organization. The curriculum emphasizes a hands-on, practical approach to skill development and includes the following objectives:

1. Assisting profit and not-for-profit organizations to compete more effectively in a globalizing environment;
2. Preparing individuals seeking administrative positions
3. Aiding existing employees in gaining needed skills and knowledge for future organizational and career success.

A 2013 Forbes contributor (see link <https://www.forbes.com/sites/shawnoconnor/2013/04/26/the-rise-of-the-internationalmba/#591d82043cf6>) notes increased interest in international MBAs from both US and international students. Some of the reasons for the increased demand include: international MBA programs are often shorter and less expensive than many US MBA programs are; and international MBA programs are more diverse and afford more job prospects than US-alone MBA programs do. The joint Masters in Business Administration will respond to these needs by providing SCSU,

LJMU and third-party students with a rare opportunity to acquire an English-language MBA with a global issues focus that provides learning and research opportunities in both the US and the UK. These experiences will confer Connecticut graduates an advantage in local, regional, and international job markets, and provide our alumni with the skills to address the needs and wellbeing of the state's institutions and communities.

Curriculum

The MBA is considered the graduate generalist degree that prepares business managers in areas of accounting, economics and finance, management, marketing and management systems to analyze complex problems and to deliver solutions.

The joint SCSU/LJMU degree utilizes the identical 51-credit curriculum from SCSU's traditional and Accelerated MBA programs, with 45 credits for those who apply with an undergraduate degree in business (6 credits – MBA 506 and 507 - are waived). Content from those courses will be provided in a boot camp format prior to the first residency for those applicants who do not have an undergraduate background in business. Cost of the boot camp is included in the comprehensive fee and content will be delivered online. Admission requirements are identical to those in SCSU's existing MBA programs.

Please see attached Program Outline

Students

No similar programs exist at other CSCU institutions; therefore, no unnecessary duplication will occur. The closest model that was discovered was a joint MBA degree program offered by the University of North Florida and the University of Cologne, at a significantly higher tuition rate than the proposed SCSU/LJMU rate. Our LJMU partners report that, according to HESA data, approximately 16,500 students are enrolled in master's programs in management or business in the UK each year and the market is stable. Of these, the majority (12,000 or 73%) are international students. This information supports the strong demand anticipated for a joint MBA program aimed at local and international audiences. While a recent EAB report indicates a decline in interest in traditional MBA programs, those that are accelerated and in a flexible delivery format continue to draw students.

Faculty

Dr. Sam Andoh, MBA program director, SCSU. Dr. Andoh receives 9 credits of reassigned time per semester to manage the university's MBA offerings. This program would be included in his workload. New SCSU Management faculty will be hired in FY 2019 and FY 2021 to deliver the program. Dr. Alistair Balchin, Liverpool Business School, LJMU. Dr. Balchin will cover these responsibilities in his existing position.

Learning Resources

- SCSU and LJMU will provide students with writing support through the Writing Center (SCSU) and the Researcher Development Programme (LJMU)
- A part-time support staff position will be located in the SCSU Office of International Education to facilitate communication and collaboration between relevant parties at both institutions. LJMU has also assigned a staff person to support programs in the broader LJMU-SCSU Alliance.
- A part-time external examiner will be employed to verify the academic quality of the joint programs, as required by the UK's Quality Assurance Agency for Higher Education.

Facilities

The SCSU-LJMU joint degree program has grown out of faculty research and teaching partnerships and will build on established existing programs to maximize resources. It also reflects each institution's investment in teaching technologies and commitment to enhance enrollments by developing high quality programs in flexible delivery formats. Business School faculty from each institution have visited their partner school and have created jointly-taught courses and research experiences. The joint program will allow SCSU and LJMU to offer their combined expertise to students and organizations throughout the world through their low-residency format.

SCSU is committed to providing the MBA joint master's degree program with training and support for online teaching using the synchronous (Kaltura, Blue Jeans) or asynchronous (Blackboard) delivery systems and products that will be jointly adopted for use at SCSU and LJMU. University-wide support services for technology and instructional design will be made available to all faculty at SCSU and LJMU.

SCSU will seek the expertise of CSCU institutions such as Charter Oak State College to provide instructional design consultants to support faculty development and delivery of courses in the program. LJMU will provide support via its Teaching and Learning Academy directed by Dr. Clare Milsom and overseen by Pro Vice Chancellor Peter Byers.

Fiscal Note

The joint MBA is designed in a low-residency format and will be delivered largely online as a 15-month master's program (summer-fall-wintersession-spring-summer) via a cohort model. A benefit of this model is the strong academic support delivered by dedicated faculty, as well as the development of a learning community of students who will progress through the program together. Other benefits include administrative and pedagogical strengths in scheduling, dependable student enrollment and shared faculty training in instructional design. These benefits will support student success and on-time completion of their program. The comprehensive fee of \$36,800 includes all program expenses with the exception of students' travel expenses for the residencies. Students will take the majority of their courses online with short summer residencies at each institution. The joint program will launch with 20 students to assure quality of instruction and will grow to 30 students in cohort 3. Due to the nature of the program, revenue, administrative costs and responsibilities will be split by SCSU and LJMU in a 65/35 shared model, which reflects the cost of their shared investment. The joint MBA program will have an all-inclusive cost for students that includes educational materials, and online faculty and staff support. Program rates reflect LJMU's capacity to charge premium rates for international students and specialty programs at the graduate level, as well as market research on US MBA programs. The program will generate sufficient revenue to cover its costs and is expected to return a profit each year.

Review of Documents:

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

Accreditation:

Southern Connecticut State University's 5th year interim report was accepted by NEASC in February 2017; SCSU's accreditation extends through 202. NEASC has been notified that SCSU will submit a substantive change application to

offer this program after receiving BOR approval. The UK's Quality Assurance Agency (QAA) awarded Liverpool John Moores University an exceptional outcome for its 10-year Higher Education Review in February 2016, making it the first university in the UK to receive two commended judgments.

Once the CT Board of Regents approves the jointly delivered MSc Coastal Resilience and MBA degrees, SCSU will

then need to 1. secure NEASC approval for each proposed joint degree program as a substantive change and 2. petition the US Department of Education to add the joint degree program to its Program Participation Agreement in order for it to be eligible for title iv financial aid for US students. These steps will occur concurrently. While SCSU takes these steps, LJMU will need to 1. Secure QAA approval for each proposed joint degree program. The institutions will repeat these approval steps for subsequently developed joint degrees. The shared academic policy framework will not need to be redeveloped, although it may be reviewed and updated periodically as NEASC and/or QAA standards change.

04/21/2017 – Academic & Student Affairs Committee

05/11/2017 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a New Program

May 11, 2017

RESOLVED: That the Board of Regents for Higher Education approve the licensure and accreditation of a program leading to a Master of Business Administration degree jointly conferred by Southern Connecticut State University and Liverpool John Moores University for a period of time concurrent with Southern Connecticut State University's institutional accreditation. The approval of the program is contingent upon approval by NEASC.

A True Copy:

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

ITEM

Licensure and accreditation of a program in Coastal Resilience leading to Master's of Science degree jointly conferred by Southern Connecticut State University, New Haven CT, USA and Liverpool John Moores University, Liverpool, England.

BACKGROUND**Summary**

Southern CT State University (New Haven) and Liverpool John Moores University, (Liverpool, England) share a similar mission: to provide a diverse population of students access to higher education, to support the development of their skills and knowledge capabilities in a multitude of disciplines, and to equip them to embrace the challenges and opportunities of the 21st century. SCSU and LJMU's collaborative agreement has thus far given students the chance to study on both sides of the Atlantic Ocean and benefit from dually taught programs, delivered by SCSU and LJMU faculty through video link and guest lectures. Joint teaching and/or research projects are underway in Anthropology, Business, Computer Science, Creative Writing, Environment, Geography & Marine Sciences, Nursing, Public Health, Sport & Leisure, and Tourism & Event Management. The logical extension and ultimate goal of this trans-Atlantic alliance for both SCSU and LJMU is the development of degree programs jointly conferred by each institution and available to students from SCSU, LJMU, and third-party institutions. In 2013, Southern CT State University and Liverpool John Moores University signed a Memorandum of Understanding that committed both institutions to extending their partnership to include jointly delivered degree programs. The institutions have prioritized the development of joint master's degree program in the areas of coastal resilience and business administration. The joint MSc-Coastal Resiliency and the joint MBA will be the first degrees jointly delivered by SCSU and LJMU, with anticipated fall 2018 start dates.

A SCSU-LJMU Joint Development Group co-chaired by SCSU Provost Dr. Ellen D. Durnin and LJMU Pro Vice Chancellor for External Engagement Dr. Edward Harcourt meets quarterly to manage all aspects of the two institutions' 2013 MOU, including the development of joint master's degree programs, the academic policies that will govern them, and the external accreditation and approval processes required to implement them. Both institutions are developing the joint MSc Coastal Resilience and the joint MBA for fall 2108 implementation on a shared timeline that accommodates their respective accreditors' deadlines. In order to jointly confer these degrees, SCSU and LJMU will need to comply with the accreditation standards of both US (New England Association of Schools and Colleges, or NEASC) and UK (Quality Assurance Agency for Higher Education, or QAA) accrediting bodies.

Need for the Program

The MSc Coastal Resilience offered jointly by SCSU and LJMU provides a scientific basis for decision making and planning for resilience in coastal zones. The program is a response to business, non-profit, and governmental organizations' *increasing need for employees equipped with the necessary knowledge and skills training to find practical and sustainable solutions* to coastal problems arising from climate change, development and population in the coastal zone. Employment prospects for graduates with these skills will continue to increase in the US and abroad. Additionally, students in the program will *gain proficiency in the theory and application of Geographic Information Systems & Technology (GIS&T)*. While the focus of the program is on coastal resilience, the core methodology courses (CRM 500, CRM 505, CRM 506) are not context specific and thus the skills acquired will be transferable. Proficiency in Research Methods (CRM 500) in conjunction with proficiency in GIS&T Technology will allow students to compete for employment in the growing GIS&T field.

The United States Bureau of Labor Statistics estimates "employment of environmental scientists and specialists is projected to grow 15 percent from 2012 to 2022, faster than the average for all occupations. Heightened public interest in the hazards facing the environment, as well as the increasing demands placed on the environment by population growth, is expected to spur demand for environmental scientists and specialists." (<http://www.bls.gov/ooh/life-physical-and-social-science/environmental-scientists-and-specialists.htm#tab-1>). As Connecticut is a leader in environmental policy, the job

outlook for Connecticut may be larger than the national projection quoted above. The skill-set to be developed in the program—though focused on coastal issues—is fully transferable to other contexts. Through a solid grounding in scientific inquiry, and associated project-based learning, students will have the chance to put academic theory inquiry into practice and develop project development, management, and evaluation skills that are transferable to a multitude of contexts within the state of Connecticut. In addition, a significant portion of the program is devoted to skill development in the areas of data collection, data management, data visualization and data analysis primarily in a GIS (Geographic Information Systems) context that is transferable to a multitude of contexts and industries (emergency management, health services, FIRE, etc.).

Curriculum

The MSc in Coastal Resilience, jointly delivered by LJMU and SCSU, integrates the study of science, policy, economics, sustainability, planning and management for a holistic consideration of coastal resilience in the face of considerable environmental change and challenge. It provides students with the necessary knowledge and skills training to find practical and sustainable solutions to coastal problems arising from climate change, development and population in the coastal zone. It provides a scientific basis for decision making and planning for resilience in the coastal zone.

Please see attached Program Outline

Students

No similar programs exist at other CSU institutions. Coastal Resilience is a unique program in England as well: marketing analysis prepared by LJMU indicates there are approximately 10 master's level water management programs across England with overlapping areas of focus (the majority of them freshwater), but there are no directly competing programs currently offered. LJMU wishes to promote the joint MSc-Coastal Resilience directly by establishing partnerships with local companies and government agencies in northern England and southern Connecticut to develop the market for the program.

According to the US Department of Labor and the Bureau of Labor Statistics:

"Employment of geographers is expected to grow 35 percent from 2010 to 2020, much faster than the average for all occupations. Employment growth will be fastest in the professional, scientific, and technical services industry." (Bureau of Labor Statistics. Occupational Outlook Handbook 2012-2013 Edition. Available at: <http://www.bls.gov/ooh/life-physical-and-social-science/geographers.htm>)

Specifically,

"Because the uses for geospatial technology are so widespread and diverse, the market is growing at an annual rate of almost 35 percent, with the commercial subsection of the market expanding at the rate of 100 percent each year." (US Department of Labor, High Growth Industry Profile – Geospatial Technology. Available at: http://www.doleta.gov/brg/indprof/geospatial_profile.cfm)

Faculty

Dr. Patrick C. Heidkamp, Chair, Department of the Environmental, Geography, & Marine Studies SCSU. Dr. Heidkamp will receive .25 release (3cr fall and spring semesters) to serve as program coordinator. Seven other SCSU faculty will teach in the program. Dr. Jason Kirby, Subject Head for Geography and Environmental Sciences. LJMU. Dr. Kirby will be compensated for his role in a similar manner by LJMU. Six other LJMU faculty will teach in the program. No new faculty are required to offer the program.

Learning Resources

- GIS lab at SCSU (shared with GEO, ENV, & EVE programs). The space for the GIS lab has been identified and the administration has agreed to convert the space as needed. In terms of additional teaching and lab space, the program is well-positioned in terms of existing lab and classroom space in the Jennings science building and due to its planned collaboration with the Werth Center for Coastal and Marine Studies located in the new Academic Sciences building.
- The Department of Environmental, Geography, & Marine Studies and the Werth Center have access to relevant field data collection equipment.
- SCSU and LJMU will provide students with writing support through the Writing Center (SCSU) and the Researcher Development Programme (LJMU)
- A part-time support staff position will be located in the SCSU Office of International Education to facilitate communication and collaboration between relevant parties at both institutions. LJMU has also assigned a staff person to support programs in the broader LJMU-SCSU Alliance.
- A part-time external examiner will be employed to verify the academic quality of the joint programs, as required by the UK's Quality Assurance Agency for Higher Education.

Facilities

The joint Master's of Science in Coastal Resilience takes full advantage of the deep existing relationships between faculty at SCSU and LJMU and the departmental facilities at both institutions. In addition, the program will make use of the interdisciplinary facilities at SCSU such as the Werth Center for Coastal and Marine Studies (especially for its laboratory space) and the Center for Environmental Literacy and Sustainability Education. The field research component of the program will be supported by making use of established local (in the US and the UK) and additional international field research sites (e.g., Bermuda, the Skalanes field research center in Eastern Iceland <http://skalanes.com/field-centreresearch/> and the Sustainability Institute at Llynedoch Ecovillage in South Africa <http://www.sustainabilityinstitute.net/>).

SCSU is committed to providing MSc-Coastal Resilience faculty based at SCSU with training and support for hybrid and online teaching using synchronous (Kaltura, BlueJeans) or asynchronous (Blackboard) delivery systems and products that have been adopted by SCSU and LJMU. SCSU will make use of its subscription to "Quality Matters" or a comparable provider of evaluative services for online course design and delivery to evaluate its joint degree programs with LJMU in addition to its other hybrid and online programs (e.g., AMBA, DSW). Like faculty in these programs, all faculty who teach in the joint degree programs will be required to complete the selected quality training program and utilize the processes established by SCSU in cooperation with LJMU.

SCSU will seek the expertise of CSCU institutions such as Charter Oak State College to provide instructional design consultants to support faculty development and delivery of courses in the program. LJMU will provide support via its Teaching and Learning Academy directed by Dr. Clare Milsom and overseen by Pro Vice Chancellor Peter Byers.

Fiscal Note

The Pro-Forma budget demonstrates that the program will generate sufficient revenue to cover its expenses and generate a profit each year. The MSc-Coastal Resilience will be delivered as a one-year Masters program via a cohort model that begins each fall semester. Students will complete the fall semester in residence at SCSU, a winter session field

experience abroad, the spring semester in residence at LJM U, and the summer in a location appropriate to the student's research project. The program will start with a cohort size of 15 students in year one to ensure instructional quality, access to facilities, and travel and living arrangements can be met. Given adequate resources, the cohort size in year two will be 18 and the cohort size in year three will be 20. A benefit of the cohort model is the strong academic support delivered by dedicated faculty that serves to develop a learning community of students who progress through the program together. Other benefits of the cohort model are administrative and pedagogical efficiencies in scheduling, predictable enrollment numbers, and shared instructional design training for faculty. Revenue and administrative costs and responsibilities will be split by SCSU and LJM U in a 65%/35% shared model, which reflects the cost of each institution's investment in the shared program. Students will be charged \$31,500 for the program (\$28,000 in tuition, including all materials and travel between SCSU to LJM U and back, and \$3,500 for the winter session study abroad field experience). \$10,000 of the \$28,000 tuition revenue will be paid to LJM U to cover their instructional costs to deliver the program. SCSU will retain the entire \$3,500 study abroad fee because it will incur all costs for delivering the winter session field experience for students. The program fee does not include room and board. SCSU and LJM U will provide staff support for making local living and travel arrangements. Program rates reflect LJM U's capacity to charge premium rates for international students and specialty programs at the graduate level will adding unique and exceptional value with the US, UK, and third site components of the program. The marketing budget does not reflect LJM U's planned larger role in promoting the program and recruiting UK and international students via its global network of campuses. LJM U will also contribute to the funding of external examiners that will periodically perform MSc-Coastal Resilience program assessment as part of the UK's QAA accrediting agency's quality control mechanism.

Review of Documents:

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

Accreditation:

Southern Connecticut State University's 5th year interim report was accepted by NEASC in February 2017; SCSU's accreditation extends through 2021. NEASC has been notified that SCSU will submit a substantive change application to offer this program after receiving BOR approval. The UK's Quality Assurance Agency (QAA) awarded Liverpool John Moores University an exceptional outcome for its 10-year Higher Education Review in February 2016, making it the first university in the UK to receive two commended judgments.

Once the CT Board of Regents approves the jointly delivered MSc Coastal Resilience and MBA degrees, SCSU will then need to 1. secure NEASC approval for each proposed joint degree program as a substantive change and 2. petition the US Department of Education to add the joint degree program to its Program Participation Agreement in order for it to be eligible for title iv financial aid for US students. These steps will occur concurrently. While SCSU takes these steps, LJM U will need to 1. Secure QAA approval for each proposed joint degree program. The institutions will repeat these approval steps for subsequently developed joint degrees. The shared academic policy framework will not need to be redeveloped, although it may be reviewed and updated periodically as NEASC and/or QAA standards change.

04/21/2017 – Academic & Student Affairs Committee
05/11/2017 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a New Program

May 11, 2017

RESOLVED: That the Board of Regents for Higher Education approve the licensure and accreditation of a program Coastal Resilience leading to a Master of Science degree jointly conferred by Southern Connecticut State University and Liverpool John Moores University for a period of time concurrent with Southern Connecticut State University's institutional accreditation. The approval of the program is contingent upon approval by NEASC.

A True Copy:

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