

AGENDA
Meeting of
BOARD OF GOVERNORS FOR HIGHER EDUCATION
Department of Higher Education
Hartford, CT 06105
December 21, 2005

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STAFF REPORT: ACADEMIC AFFAIRS AND PLANNING COMMITTEE

Institution: Goodwin College

Item: Licensure of a program in Respiratory Care, leading to the Associate of Science (A.S.) degree

Executive Summary

Goodwin College has applied to the Board of Governors for licensure of a program in Respiratory Care leading to an Associate of Science (A.S.) degree. The program is an addition to an array of program offerings in healthcare-related fields and expands the College's offerings at both the certificate and degree levels.

The Advisory Committee on Accreditation, at its meeting on November 17, 2005, reviewed the program and found it to be in compliance with Board of Governors approval standards. The vote to recommend approval to the Board of Governors was unanimous.

Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education license a program in Respiratory Care, leading to the Associate of Science (A.S.) degree, offered by Goodwin College, for a period of two years, until December 31, 2007.

Description

Purpose and Objectives

The program is intended to prepare individuals to administer general respiratory care procedures under the supervision of respiratory therapists in a variety of clinical settings. It includes instruction in patient data collection and monitoring, airway management, instillation of nebulizers and other respiratory assistance devices, application and monitoring of breathing gases, equipment operation and maintenance, safety and sanitation procedures, and applicable regulations.

Administration

The College plans to hire a full-time Program Director and full-time Director of Clinical Education; this will be consistent with the requirements for professional accreditation. Both Directors will have to be Registered Respiratory Therapist and hold state licensure.

Curriculum

The program can be completed in 5 semesters full-time or 9 semesters on a part-time basis. The curriculum consists of 18 credits in general education, 15 credits in cognitive and related general education, and 37 credits in core respiratory care courses. A sample curriculum is attached. The clinical portion of the program consists of 57 days (456 hours) spent rotating through hospitals and other respiratory care clinical sites.

Enrollment

The College projects an enrollment of 22 part-time students in the first year and 40 part-time students by year two. Full-time (15) would be admitted in year three of the program.

Educational Planning Context

The College reports that the Department of Labor projects the demand for respiratory therapists to increase by 27% by 2010.

Similar Programs

				<u>99-00</u>	<u>00-01</u>	<u>01-02</u>	<u>02-03</u>	<u>03-04</u>
MANCH	51090	Respiratory Care	AS	6	6	5	5	6
NAUGA	51090	Respiratory Care	AS	4	5	8	5	11
NLKCC	51090	Respiratory Care	AS	7	6	0	2	4
				17	17	13	12	21

Resource Support

Faculty

The College identified a full-time Program Director who has a Bachelor of Science degree in Respiratory Care and is state licensed.

The College plans to hire a Director of Clinical Education who is state licensed and holds a baccalaureate degree in Respiratory Care is required; master's degree in Respiratory Care or a related field is preferred.

Current faculty who teach basic courses in other health programs will assist in the proposed program. Qualified adjunct will be hired as needed.

Library and Learning Resources

The library subscribes to online periodical indexes that include: Cumulative Index of Allied health Literature, Health and wellness Resource Center, InfoTrac OneFile, Lexis Nexis Academic Universe, and PsycINFO. Subscriptions to other databases have been arranged. There are numerous texts and journals that support nursing and other health programs that can also support course work in respiratory care. The College has identified additional text and journals appropriate for respiratory care to strengthen the collection.

Facilities and Equipment

The CoArc requires the establishment of a laboratory facility for the development of student skills in equipment and procedural modalities. Construction of the lab is currently in the planning stage and will be in place prior to admitting students to the program.

The Board of trustees has approved a budget, which includes acquisition of consumables and laboratory equipment.

Advisory Committee on Accreditation

The Advisory Committee on Accreditation, at its meeting on November 17, 2005, reviewed the program and found it to be in compliance with Board of Governors approval standards. The vote to recommend approval to the Board of Governors was unanimous.

Evaluation Visit

The Department of Higher Education conducted a focused evaluation visit to determine whether the proposed program meets the Board of Governors' approval standards. Dr. Christine Fitzgerald, Associate Professor of Cardiopulmonary Sciences, Quinnipiac University and Dr. John Walters, Department of Higher Education conducted the visit.

Section 10a-34-10. Purposes and Objectives.

(a) Eligibility for licensure or accreditation of an institution of higher learning shall be based on (1) evidence that the primary purposes of the institution are educational in nature and (2) demonstration that the purposes and objectives of the institution are appropriate to higher education in level, standards, and quality.

(b) The purposes and objectives of an institution or program shall be clear and realistic with reference to both educational outcomes and the clientele to be served (students, employers, professional groups, etc.). Program purposes and objectives also shall be consistent with and clearly related to the purposes and objectives of the institution.

Team Finding. The proposed program offering is consistent with the mission of the College and would respond to an identified need for persons trained in the field of respiratory therapy. The part-time and evening program would meet the needs of working adults. The program was designed to conform to the accreditation standards of the Committee on Accreditation of Respiratory Care (CoARC).

The Board Standard is met.

Section 10a-34-11. Administration.

- (i) Program administration. Responsibility for all aspects of a program, including but not limited to administration, instruction, advising and clinical supervision, shall be clearly defined and assigned to qualified members of the institution's faculty and staff. There shall be at least one qualified full-time administrator or faculty member directly responsible for the day-to-day operation of the program. There shall be provision for periodic internal evaluation and development of the program.

Team Finding. The person identified to direct the proposed program does not hold the minimum credential for teaching in an undergraduate degree program. In regard to academic preparation, the qualifications listed in the job description for the clinical supervisor only requires a bachelor degree in a related field and state licensing. Neither the person identified for the Program Director nor the qualifications listed for the Clinical Supervisor meet the standard. Both the Program Director and Clinical Director will spend 50% of their teaching.

The Board Standard is not met.

Section 10a-34-13. Faculty.

(a) General requirement. Institutions shall employ a sufficient number of qualified faculty to support all areas of instruction required for completion of all programs. Each academic program shall employ at least one full-time faculty member with credentials suited to the field and level of the program. There shall be a reasonable ratio of full-time and part-time and adjunct faculty for each program.

(b) Qualifications. Faculty members shall have appropriate degrees from regionally accredited institutions or in accordance with constituent unit or institutional policy they shall demonstrate an equivalent level of competence in the specific subject areas they are assigned to teach. The master's degree shall be the minimum qualification for teaching undergraduate courses. In the case of graduate programs, each faculty member shall have a terminal degree in an appropriate field of study and at least one full-time faculty member assigned to the program shall have a minimum of three years' experience as a faculty member in a similar program. The application shall include the names of all faculty members assigned to teach in the program, together with their titles, degrees and degree fields, areas of specialization, and course assignments. The application also shall include a statement of the minimum qualifications for faculty who may be assigned to teach in the program.

Team Finding. As indicated above the Program Director and Clinical Director, who would also teach many of the respiratory therapy courses, do not have the appropriate academic backgrounds to meet the Board standard.

The Board Standard is not met.

Institutional response to Administration and Faculty findings:

Program Director

We have hired Janet Brancifort as the Program Director for the Respiratory Care program. Ms. Brancifort holds a Master's of Public Health from the University of Connecticut. Her undergraduate degree is in respiratory care from Quinnipiac College. Ms. Brancifort is a Registered Respiratory Therapist and a licensed Respiratory Care Practitioner with 18 years of experience.

Director of Clinical Education

The qualifications for the Director of Clinical Education now meet the standards. The qualifications have been changed to: A Master's Degree and a minimum of four years clinical experience in respiratory care, including two years experience as an instructor in an accredited respiratory care program.

We are proposing to offer the position of Director of Clinical Education to Ms, Tracey Jackson. Ms. Jackson has both her Associate and Bachelor degrees in Respiratory Care.

The Bachelor degree is the terminal degree for Respiratory Care. She is licensed in the State of Connecticut and received her RRT in 1986. Ms. Jackson is active in the National and State Society for Respiratory Care and is a member of their Education Committee. She has been a Respiratory Care Practitioner at Hartford Hospital since 1985. Her teaching experience includes adjunct faculty member at the University of Hartford, clinical preceptor for Quinnipiac University, and clinical coordinator for Health Careers Collaborative, a CREC initiative. Ms. Jackson has been an adjunct faculty member in our Allied Health Department for the last two semesters.

Ms. Jackson was our consultant in developing the program. It is through her efforts and expertise that we have been able to establish a true part-time evening and weekend program in Respiratory Care. Her experience has enabled us to meet the standards for programmatic accreditation by the Committee on Accreditation of Respiratory Care (CoARC). Through her efforts we were able to partner with Hartford Hospital and arrange clinical rotations for our students on evenings and weekends, thus allowing them to continue working while completing their degrees.

Ms. Jackson is now enrolled at the University of Connecticut and working toward a Master's of Allied Health.

The College is asking that the program be licensed with Ms. Jackson as the Director of Clinical Education, taking into account her bachelor's in respiratory care, plus her 19 years experience as a clinician and instructor in respiratory care programs, along with her enrollment in a Masters program. The College certifies that this equivalency request is for Ms. Jackson only. All other full-time faculty will possess the master's degree as the minimum. If Ms. Jackson were to resign, a master's prepared individual would fill the position.

DHE Comment: Based upon the response of the institution, the standards for administration and faculty are met.

Section 10a-34-15. Curriculum and Instruction.

(a) General requirement. The curriculum for each program shall consist of a carefully planned and published sequence of related courses and other appropriate instructional activities that effectively address the stated objectives of the program. The curriculum shall provide evidence of (1) well-defined instructional outcomes; (2) systematic planning by faculty; (3) selection and use of varied types of learning materials and experiences; and (4) use of viable evaluation instruments and procedures.

(b) General education. The general education component of associate and baccalaureate degree programs shall include a balanced distribution of required courses or restricted electives in the humanities, arts, natural and physical sciences, mathematics, and

social sciences comprising at least 25 percent of the minimum requirements for the degree and, by September 1987, at least 33 percent of the minimum requirements for the baccalaureate degree, as prescribed in subsection (e) of Section 10a-34-17 of these regulations. Institutions are encouraged to define and incorporate in all undergraduate degree programs a substantially larger general education component than is minimally required.

(c) Field work and research. Adequate provision shall be made for all required and optional laboratory and field work and student research arrangements. In determining the adequacy of such provisions, reference shall be made to the availability of appropriate facilities, equipment and materials, and qualified faculty or staff to supervise and evaluate student performance.

Team Finding. The curriculum as designed should have no problem meeting professional accreditation standards. The College should make sure that agreements with clinical sites are fully developed and signed well before students are expected to undertake clinical experiences.

The Board Standard is met.

Section 10a-34-19. Facilities and Equipment.

(a) Physical plant. The physical plant shall meet the following general tests: (1) adequate size to accommodate the students enrolled; (2) availability at appropriate hours; (3) safety and high maintenance standards; (4) adequate health standards and lighting. Physical facilities shall comply with all local and state laws governing such facilities, particularly with respect to fire, safety, and health and access for the handicapped as evidenced by current certifications of such compliance with local, state and federal laws and regulations.

(b) Facilities and equipment. Institutions shall be required to demonstrate that adequate facilities and equipment are available to support all programs. In assessing the adequacy of such facilities and equipment, reference shall be made to the quantity and quality of classroom and laboratory facilities and equipment, faculty office space, library equipment and facilities, computer facilities and equipment, clinical training facilities, and all other facilities and equipment required to achieve the objectives of each program.

Team Finding. The College indicated that it has plans to renovate a section of a lab to accommodate oxygen tanks and other equipment; lab and equipment are to be in place by January 2006. The College should notify the Department of Higher Education that code and safety standards are met.

The Board Standard is met.

Section 10a-34-18. Library and Learning Resources.

(a) Adequate resources. The institution shall be required to demonstrate that its library includes or will include sufficient printed materials and other learning resources to support the needs of each program. The adequacy of library materials and other learning resources shall be determined by reference to the number, variety, currency and suitability of books, periodicals, newspapers, microforms, audiovisual aids and other materials in the collection; library hours, location and accessibility of these materials; the annual budget for purchase of new books and other materials; and the method of selection of new materials. Sufficient budget support shall be available to ensure continuous development of the library collection and the adaptation of library resources to student needs.

Team Finding. The lists of databases identified to support the program are a good starting point. The librarian provided a list of journals and books that the College plans to purchase.

The Board Standard is met.

Goodwin College
Associate in Science in Respiratory Care

Suggested Sequence of Courses — Fulltime Program

Students will be required to complete the 8 credits in A&P I and A&P II before entering the program.

Course #	Course Title	Credits
1st Semester		
FS 101	Freshman Seminar	1
ENG 101	English Composition	3
RSP 110	Cardiopulmonary Anatomy & Physiology	3
RSP 112	Principles of Respiratory Care	4
PSY 110	Medical Physics	3
	TOTAL	14
2nd Semester		
CAP 100	Computer Literacy	3
RSP 120	Applied Pharmacology	3
RSP 122	Diagnostic and Therapeutic Principles	3
RSP 151	Clinical Practicum I	1
MATH 102	Algebra II OR	
MATH 110	Math for Allied Healthcare	3
	TOTAL	13
3rd Semester		
RSP 130	Advanced Principles of Ventilation Therapy	3
RSP 152	Clinical Practicum II	1
COM 101	Public Speaking	3
PSY 112	Introduction to Psychology	3
HUM	Humanities Elective	3
	TOTAL	13
4th Semester		
BIO 210	Microbiology	4
RSP 231	Cardio-Pulmonary Pathophysiology I	3
RSP 251	Advanced Clinical Practicum I	2
RSP 210	Diagnostic Respiratory Care	3
	TOTAL	12
5th Semester		
RSP 232	Cardio-Pulmonary Pathophysiology II	2
RSP 241	Perinatal & Pediatric Respiratory Care	3
RSP 252	Advanced Clinical Practicum II	3
	TOTAL	8
	Total Credits in Program	68

STAFF REPORT: ACADEMIC AFFAIRS AND PLANNING COMMITTEE

Institution: Post University
Item: Reaccreditation of the University

At its meeting in May 2005, the Board of Governors approved the change of ownership of Teikyo Post University, the change of the University's name to Post University, and the change in the College's status, to For-Profit. The Board's action paralleled the action taken by the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges, which recognized the change of the University's name from Teikyo Post University to Post University and which voted at its meeting in November 2004 to accept the substantive changes in the University's legal status from not-for-profit to for-profit and its transfer of ownership to Post University, Inc., a Delaware corporation.

At the May meeting, the Board of Governors also extended the accreditation of Post University until December 31, 2005, with the understanding that the Department of Higher Education would present to the Board of Governors a report on the recommendations of the New England Association of Schools and Colleges, which reviewed the findings and recommendations of the NEASC Evaluation Team. The Board of Governors, at its May 2005 meeting, voted to use the NEASC report to make a determination on the regular continuation of institutional accreditation for Post University.

The Department of Higher Education has received a copy of the NEASC Evaluation Team report and a copy of the letter of notification to Post University concerning the actions of the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges with respect to Post University.

The Commission continued Post University's accreditation. It also asked the University to submit a progress report in Fall 2006 that will give emphasis to the University's success in clarifying the mission of the institution, developing and implementing a new strategic planning process based on that mission, and assuring the financial stability of the institution. The Commission asked that the University include, in that Fall 2006 progress report, its audited financial statement and management letters for fiscal years 2005 and 2006.

In addition, the Commission asked the University to submit a progress report in Fall 2007, in which the University will assess its general financial performance, including enrollment goals, debt service obligations, capital budgeting related to deferred maintenance, and financial ratios; its organizational governance as it relates to the roles and responsibilities of the CEO and president and the relationship between the Board of

Directors and the Board of Trustees; and program evaluation and assessment of student learning outcomes.

The Commission, in this regard, asked the University to include in the Fall 2007 progress report its audited financial statement and management letter for fiscal 2007 and the Commission's finance and enrollment data forms. And, the Commission required that the submission of the Fall 2007 report be followed by a visit to the University to validate the report's contents.

Finally, the Commission asked the University to submit a fifth-year Interim Report in Spring 2010, and the Commission scheduled a Comprehensive Evaluation for Spring 2015.

Commissioner's Recommendation

Connecticut Regulations 10a-34-6(c) state that "the Board of Governors for Higher Education shall accept regional or, where appropriate, national accreditation, in satisfaction of the requirements of this subsection unless the Board finds cause not to rely upon such accreditation." Because the Board of Governors relies on New England Association of Schools and Colleges findings for its accreditation actions, it is therefore recommended that the Board of Governors grant accreditation to Post University until December 31, 2010.

It is also recommended, as part of this accreditation, that the Board of Governors require the University to submit to the Department of Higher Education, for review by the Board of Governors, the following documents and reports:

- * Its progress report in Fall 2006, in which the University will detail its success in clarifying its mission, developing and implementing a new strategic planning process based on that mission, and assuring the University's financial stability. That Fall 2006 progress report, submitted to the Department of Higher Education, should include copies of the University's audited financial statement and management letters for fiscal years 2005 and 2006.

- * Its progress report in Fall 2007, in which the University will assess its general financial performance, including enrollment goals, debt service obligations, capital budgeting related to deferred maintenance, and financial ratios; its organizational governance as it relates to the roles and responsibilities of the CEO and president and the relationship between the Board of Directors and the Board of Trustees; and program evaluation and assessment of student learning outcomes. That Fall 2007 progress report, submitted to the Department of Higher Education, should include the University's audited financial statement and management letter for fiscal 2007 and the Commission's finance and enrollment data forms.

It is also recommended that the Board of Governors require the Department of Higher Education to participate in the Fall 2007 focused visit conducted by the New England Association of Schools and Colleges and to receive copies of all findings, reports, and

recommendations concerning that visit. Those findings, reports and recommendations will be presented to the Board of Governors for review.

Finally, it is recommended that the Board of Governors require the University to submit a copy of its fifth-year Interim Report to the Department of Higher Education in Spring 2010, together with all findings, reports and recommendations made by the New England Association of Schools and Colleges concerning that Interim Report.

STAFF REPORT: ACADEMIC AFFAIRS AND PLANNING COMMITTEE

Institution: University of Connecticut, Stamford

Item: Accreditation of a program in Business and Technology, leading to the Bachelor of Science (B.S.) degree at the University of Connecticut--Stamford

Executive Summary

The University of Connecticut has applied to the Board of Governors for accreditation of its Bachelor of Science in Business and Technology program offered at the University's campus in Stamford. The program was originally licensed in February 2000 as the Bachelor of Science in Business Administration. Its name was changed to the Bachelor of Science in Business and Technology, through a non-substantive program modification review by the Department of Higher Education; the change of the program's name was approved by the Commissioner in September 2002. In addition, in April 2002 the University requested that licensure of the program be extended until February 2003; that was done by action of the Board of Governors in May 2002.

There were no stipulations by the Board of Governors when the program was licensed nor when the licensure was extended.

The Advisory Committee on Accreditation, at its meeting on November 17, 2005, reviewed the program and found it to be in compliance with Board of Governors' approval standards. The vote to recommend approval to the Board of Governors was all in favor, with Krista Rodin, of the University of Connecticut, abstaining.

Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education accredit a program in Business and Technology leading to the Bachelor of Science (B.S.) degree, offered by the University of Connecticut in Stamford, for a period of time concurrent with institutional accreditation.

Description

Purpose and Objectives

The program provides a four-year undergraduate business degree to both traditional and non-traditional undergraduate students from the Greater Stamford area. It is designed to serve students who the University defines as “site-bound” and “non-traditional.”

The program also is an essential part of the comprehensive Transfer Pathway articulation agreement signed between the University of Connecticut and the Community College System. That agreement enables students who complete an approved Associate’s degree program with appropriate courses in Business to transfer to the B.S. in Business and Technology major at the University’s Tri-Campus and Stamford locations.

This broader agreement extends the original agreement signed between the University and Norwalk Community College. Housatonic Community College has also approved a plan of study for their students to be able to transfer under this agreement. Nearing completion are agreements between the University and Asnuntuck, Capital, Middlesex, Naugatuck Valley, Northwestern Connecticut, and Tunxis Community Colleges. Many of those students will continue their studies at the University’s Tri-Campus because of proximity, but the articulation agreement allows them to enroll in the Stamford BS in Business and Technology program as well.

Administration

The University oversees all academic and student services associated with the program. The Associate Dean of the School of Business is the program’s administrative head.

Because the School of Business has AACSB accreditation, the proposed program will come under the scrutiny of that accrediting body and the University states that it will meet all appropriate accreditation standards. The program will also be subject to the University’s four-year internal program review procedures.

Admissions/Enrollment

The admission and graduation requirements for the program are the same as for all undergraduate programs of the University of Connecticut. Students may seek admission to the School of Business concurrently with admission to the University. There is also a separate admission process for students who later decide to change majors into business and for transfer students. These are in accord with the University’s admissions policies.

During the Fall of 2005, the program is enrolling 5 freshman students, 8 transfer students, and 15 continuing students in the program.

Curriculum

The program includes the same core courses offered to all undergraduate business majors in the University's business administration program at Storrs. In addition to that core is an extended technology focus.

The program's curriculum -- including a listing of the required core courses and the extended focus courses -- is detailed in Attachment A.

Assessment of Need

Labor Market

At the time of licensure, the University explained that the program was created in response to market demand in Greater Stamford for undergraduate business education. This demand has been expanded now to include prospective students from throughout the Community College System who wish to transfer to the program after completing appropriate Associate degree programs.

The federal Department of Labor's Occupational Outlook Handbook indicates that employment of administrative managers is expected to grow about as fast as the average for all occupations through the year 2006. The Department of Labor indicates that, like other managerial occupations, this occupation is characterized by low turnover. These factors, coupled with the ample supply of competent and the number of experienced workers seeking managerial jobs, should result in keen competition for administrative management positions in the coming years.

Resource Support

Faculty

The University lists nine full-time and two part-time faculty members who have been added to the staff since the time of licensure and who teach in the program. All hold appropriate credentials.

Library and Learning Resources

The University's Stamford campus has a library with appropriate collections and resources. It is also connected to all of the electronic databases of the University's main library in Storrs. The University's library system has developed a full range of electronic services to enable students in Waterbury to obtain full access to library resources. The campus also participates in iCONN.

Facilities

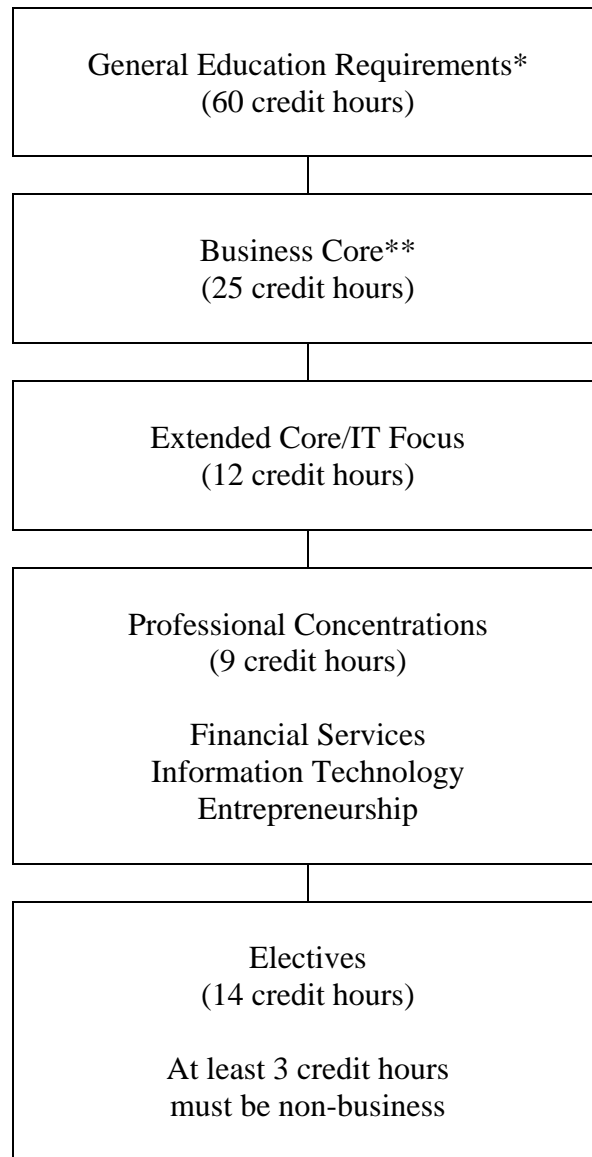
The University's facility in Stamford is appropriately configured for teaching the program.

Advisory Committee on Accreditation

The Advisory Committee on Accreditation, at its meeting on November 17, 2005, reviewed the program and found it to be in compliance with Board of Governors' approval standards. The vote to recommend approval to the Board of Governors was all in favor, with Krista Rodin, of the University of Connecticut, abstaining.

Attachment A

BACHELOR OF SCIENCE IN BUSINESS AND TECHNOLOGY
SCHOOL OF BUSINESS ADMINISTRATION
UNIVERSITY OF CONNECTICUT



STAFF REPORT: ACADEMIC AFFAIRS AND PLANNING COMMITTEE

Institution: University of Connecticut

Item: Accreditation of a program in Biodiversity and Conservation Biology, leading to joint Bachelor of Science/Master of Science (B.S./M.S.) degrees

Executive Summary

The University of Connecticut has applied for accreditation of a joint program in Biodiversity and Conservation Biology leading to the Bachelor of Science/Master of Science degree. The program was licensed by the Board of Governors in June 2002 until June 2004. There were no stipulations by the Board of Governors when the program was licensed.

The Advisory Committee on Accreditation, at its meeting on November 17, 2005, reviewed the program and found it to be in compliance with Board of Governors' approval standards. The vote to recommend approval to the Board of Governors was all in favor, with Krista Rodin, of the University of Connecticut, abstaining.

Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education accredit a program in Biodiversity and Conservation Biology leading to the Bachelor of Science and Master of Science (B.S./M.S.) degrees, offered by the University of Connecticut, for a period of time concurrent with institutional accreditation.

Description

Purpose and Objectives

The Department of Ecology and Evolutionary Biology is licensed to offer joint Bachelor of Science/Master of Science degrees in Biodiversity and Conservation Biology. This is one of a few programs in the nation today to combine education in biodiversity and conservation biology with public policy perspectives. The program prepares students for careers that require knowledge of ecology, evolution, systematic, natural history, and public policy to address problems in biodiversity/management and conservation. The program has a multidisciplinary approach, allowing students to examine decision-making processes both as scientists and as policy analysts. The curriculum includes focused lecture and laboratory courses, seminars, field courses, and original research. An additional feature of the program is an off-campus internship.

The program prepares students for a diversity of careers devoted to biodiversity and biological conservation. It provides a unique combination of training and facilities designed to prepare graduates to participate, as scientific problem-solvers, in arenas where policy and planning decisions are made. Such positions include: environmental policy analysts, scientists and managers in non-governmental environmental organizations, scientists in various state and federal governmental organizations, legislative staff, educators in conservation and natural history, as well as positions in business and industry. Emphasis will reach beyond biodiversity and conservation issues in the northeast, to those in national and international arenas.

Administration

A coordinating committee is responsible for administration of the program. The program coordinator is responsible for advising students in their first semester of the program; a faculty member whose expertise closely matches the student's interests is designated as the major advisor thereafter. The coordinator is also responsible for teaching the First-Year Experience course and one of the graduate seminars in the program.

The program coordinator is Assistant Professor of Conservation Biology and has an active record of teaching and research in this area of study.

The program is part of the Graduate School, which provides administrative support. All graduate programs at UConn (both master's and doctoral, except Law, Medicine, and Dental Medicine) formally report to the Dean of the Graduate School. The academic policies and procedures that govern the Graduate School apply to the master's program in Conservation and Biodiversity as well, including admission requirements, general academic requirements, graduation requirements, and program review policies.

Curriculums and Instruction

The BS/MS degree program integrates undergraduate and graduate curriculum offerings, and the degree is therefore considered a joint degree. However, the proposed BS portion represents a track within the existing BS degree in Ecology and Evolutionary Biology and therefore can stand alone should the student not complete the full degree program. Students completing the requirements listed in the Bachelor of Science portion will be awarded a Bachelor of Science in Ecology and Evolutionary Biology. No course may be used to fulfill requirements of both the B.S. and the M.S. degrees. A sample curriculum is attached.

MS Degree Requirements

Students who have completed the course requirements for the B.S. degree must be granted admission to the Graduate School to continue work in the proposed degree program. The M.S. degree requires a minimum of 27 total credits. These credits include at least 14 credits of course work, exclusive of the related or supporting area and the required research and internship credits. These 14 credits are composed of a set of core courses and electives. No course may be used to fulfill requirements of both the B.S. and the M.S. degrees.

Students are required to participate in at least one internship, of no less than two months total duration, with an appropriate agency over the course of their degree program. No more than 15 credits of internship work may be counted towards the B.S. portion of the proposed B.S./M.S. degree. This internship component is designed to provide students with experience in the practical applications of Biodiversity and/or Conservation.

Enrollment

Since licensure, the program has admitted a total of fifteen students: five in 2003-04, 3 in 2004-05, and 7 in 2005-06.

Assessment of Need

Despite calls in the 1980s by the U.S. National Science Foundation and the United Nations for increased graduate training in these areas, the U.S. Department of Labor still does not provide job projections for titles relating to “biodiversity” or “conservation biology” (except as it relates to commercial forestry). Nonetheless the Department of Labor projects “faster than average” (21-35%) growth for biologists with post-graduate degrees. In addition, there is strong anecdotal evidence of widespread demand for such biodiversity and conservation professionals in a variety of settings. Other databases are encouraging with respect to employment opportunities for graduates of the proposed program. On January 16, 2001 the Environmental Career Opportunities web site listed more than 500 job vacancies under subheadings including Conservation and Natural Resources,

Environmental Policy, Legislation and Regulation, Environmental Advocacy, Outreach and Communications.

Resource Support

Faculty

The University lists 18 faculty members who serve on the B.S./M.S. advisory committee or who teach courses for the M.S. portion of the program. All Ecology and Evolutionary Biology faculty members teach in the B.S. portion of the program.

Resource Centers and Libraries

The University of Connecticut Library System holds the largest public collection of research materials in Connecticut. The University Library System is composed of the Homer Babbidge Library, the Music Library, the Pharmacy Library and Learning Center, and the Historical Manuscripts and Archives Division on the Storrs campus, and Regional Campus Libraries in Hartford, Waterbury, Stamford, Torrington and Avery Point. Specialized subject collections in law, medicine and dentistry, social work, business and insurance, and marine sciences are located at various regional campuses. All collections are available to students of the University and together are capable of supporting advanced research in all fields of study offered by the University.

The reference collection contains more than 30,000 print and electronic indexes, bibliographies, dictionaries, encyclopedias, and other sources that enable researchers to locate information. The Reference Department contains more than 200 CD-ROM databases, and current UConn students, faculty and staff may access major fulltext online services such as LEXIS/NEXIS, Dow Jones, and FirstSearch.

The Map and Geographic Information Center (MAGIC) is a library of digital geospatial information. There are about 70 journals that are specifically related to biodiversity and conservation biology.

Facilities and Equipment

A wide range of equipment and special facilities for research in organismic biology is available. The department maintains internationally important systematic reference collections with over 2,000,000 specimens. In addition to numerous mini and microcomputers the department recently developed its own state-of-the-art laboratory facility for PC, Mac, and Unix based systems. There also are specialized laboratory facilities for research in behavioral biology, molecular evolution and systematics, and excellent scanning and transmission electron microscope facilities. Controlled environment growth chambers and rooms together with over 10,000 square feet of greenhouse space are available for research projects. In addition, the greenhouse contains

one of the largest and most diverse collections of living plants in the Northeast. Extensive facilities, instrumentation and field sites are available for research in population, community and ecosystem ecology, and limnology. The University is a member of the Organization for Tropical Studies, which provides graduate students with training and research experience in tropical biology.

Advisory Committee on Accreditation

The Advisory Committee on Accreditation, at its meeting on November 17, 2005, reviewed the program and found it to be in compliance with Board of Governors' approval standards. The vote to recommend approval to the Board of Governors was all in favor, with Krista Rodin, of the University of Connecticut, abstaining.

Attachment A

Biodiversity and Conservation Biology

Course of Study for student completing the proposed BS/MS Degree

Fall Semester 1		Spring Semester 1	
BIO 107	4	BIO 108	4
CHEM 127Q	4	CHEM 128Q	4
ENGL 110	4	ENGL 127	3
MATH 112Q	4	MATH 113Q	4
		INTD 182	1
Total Credits:	16		16
Fall Semester 2		Spring Semester 2	
PHYS 131Q	4	PHYS 132Q	4
MATH 114Q	4	MCB 213	4
CHEM 243	3	HIST 100	3
EEB 244W	4	EEB 245W	4
Total Credits:	15		15
Fall Semester 3		Spring Semester 3	
EEB 214	3	EEB 296	3
STAT 220	3	STAT 221	3
EEB 204	4	EEB 275	4
ARTH 256	3	ANTH 227W	3
SCI 206	3	SCI 240	3
Total Credits:	16		16
Summer 3: EEB 272			
Fall Semester 4		Spring Semester 4	
EEB 293S	4	EEB 200	4
GEOL 234C	4	NRME 204	3
GEOG 246C	4	EEB 281	2
NRME 240	3	EEB 287	2
		ANTH 220	3
Total Credits:	15		14
Summer 4: Internship			
Fall Semester 5		Spring Semester 5	
EEB 310	3	EEB 302	3
EEB 449	3	EEB 465	4
EEB 3XX	1	EEB 3YY	1
PHIL 297	3	ARE 307	3
EEB 397	4	EEB 397	4
Total Credits	14		15

STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: Northwestern Connecticut Community College, Winsted

Item: Modification of a program in Fine Arts--Visual Communication Option and change the title to Animation and Video Arts, leading to an Associate in Science (A.S.) degree

Executive Summary

Northwestern Connecticut Community College has applied to the Board of Governors for approval of a program modification in its Associate in Science degree program in Fine Arts—Visual Communication Option, including a change to the title to Animation and Video Arts. The College states that this program has been designed to allow students to transfer courses to four-year colleges and universities with animation video, and art majors, such as the Connecticut State University Systems, the University of Connecticut and the University of Hartford. This program is also designed to enable students to transfer to some animation schools outside Connecticut.

The College asserts that this program is consistent with the needs and interests of residents within its service area. Surveys from high schools in Western Connecticut and visits to the high schools by art faculty show art computer animation is the number one interest among all art media. The College plans to modify its current Fine Arts: Visual Communication Option associate degree program with the proposed Animation and Video Arts program. With this change, the College will eliminate two courses from the college curriculum and add three completely new courses.

The Advisory Committee on Accreditation, at its meeting on November 17, 2005, reviewed the program and found it to be in compliance with the Board of Governor's approval standards. The vote in favor was unanimous (10-0).

Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education approve the modification of a program in Fine Arts--Visual Communication Option and the change of the title to Animation and Video Arts, leading to an Associate in Science (A.S.) degree.

Description

Purpose and Objectives

The College reports that the proposed program intends to provide students with an educational experience needed for the production of animation and live action video productions, a well-rounded curriculum that integrates strong traditional fine art skills with technology based proficiency in 2D animation, 3D animation and live action video; support students to transfer to baccalaureate degree programs in areas related to animation, video, new media, digital arts, and web content production; and provide a strong educational foundation with a comprehensive portfolio to enable students to seek employment with animation companies, video production companies, television stations, multimedia companies, advertising agencies and web designers.

Administration

The College states that a current full-time Division Director will be responsible for administering the program.

Accreditation

The College reports that there are no specialized accrediting agencies for this program.

Admissions/Enrollment

The College's standard admission policies will apply. This College plans to attract students directly from high school as well as older and non-traditional students seeking career changes. The College anticipates that the program enrollment will begin in the spring 2006 semester, and these students will be eligible to graduate in spring 2008.

Curriculum

The College asserts that the Animation and Video Arts is a collegial-level program that provides students with fundamental fine art courses, a humanities background, and specialized skills in animation and video. The College states that the ultimate goal is that students will be well-rounded in all the elements of visual storytelling through the animation and video programs that they produce. According to the College, potential employers and transfer institutions are looking for such complete and creative individuals because they could fit anywhere within the production pipeline, from the preproduction of scripts and storyboards, and through the actual creation of animations and videos. A person who is just technically proficient is limited in comparison to such a well-rounded individual that this program intends to produce.

According to the College, upon completion of this program, the graduates will be able to create treatments, draw storyboards, and write short scripts; operate video cameras in the studio and on location; light talent and sets in the studio and on location; produce short videos which demonstrate correct composition and intra-frame motion; demonstrate an aesthetic understanding of video and movies by critiquing classic movies and by creating short video sequences with

appropriate composition and lighting; edit digital video and design a digital sound track; create models using polygons and nurbs; animate models using the basic principles of animation including squash and stretch, anticipation, staging, and timing; demonstrate concept development by drawing character sketches; model heads and bodies for animation; animate a walk cycle for a digital character; use shape animation to animate a face; create a short animation with a digital character they created; create stop motion and object movement animations; use a digital still camera to shoot and capture their animation in single frames; and use 2D motion software to complete their animation.

The College states that the program will utilize primarily existing courses. There will be only three completely new courses added to the curriculum. The three completely new courses will be animation courses. The two video are presently taught under different names and their content will be basically the same. There is no field work component in this program.

Table 1. Curriculum

Category	Course Number	Course Title	Credits
General Education	ENG 101	Composition	3
	ENG 102	Literature and Composition	3
	ART 101 or 102	Art History Elective	3
		Behavioral Science Elective	3
		Social Science Elective	3
		Mathematics Elective	3
		Natural Science Elective	4 (3)
		Subtotal	22 (21)
Program Requirements	ART 111	Drawing I	3
	ART 112	Drawing II	3
	ART 113	Figure Drawing	3
	ART 121	Two-Dimensional Design	3
	ART 122	Three-Dimensional Design	3
	ART 141	Photography I	3
	ART 142	Photography II	3
	ART 131 or 163	Sculpture or Ceramics	3
		Subtotal	24
Specialized Core	ART 274**	Video and Motion Fundamentals	4
	ART 275**	Digital Video Postproduction	3
	ART 276*	Introduction to Three-Dimensional Animation	3
	ART 277*	Three Dimensional Character Animation	3
	ART 278*	Experimental Animation	3
		Subtotal	16
		Total	62 (61)

* New Course **Revised Course

Source: Northwestern Connecticut Community College.

Assessment of Need

Overall Needs

The College cites the Connecticut Occupational Employment Projections for 2001-2010 indicating that in the Arts, Design, Entertainment, and Media Occupations category, there will be a 14% increase in jobs. According to the College, companies are looking for a more “complete” individual. Animation companies in particular are looking for candidates with a strong fine art foundation. In addition to looking at a person’s demo reel of animations or video live-action, they want to see character sketches, storyboards, scripts, and anything else that can show them how the candidate came up with the ideas for their story. The College reports that, in August, 2005, Rob Coleman, director of George Lucas’ new Lucasfilm Animation said, “Computers are the new pencils. Animators still need observation skills, drawing skills, and camera skills. They need to understand the storytelling process.” The College also quoted George Lucas, saying “Digital technology is being integrated in the storytelling process. Art is technology, and the key is getting the most effective use of technology.”

The reoccurring theme throughout the industry has been the integration of the traditional skills with technology. A senior animator at Disney stated that “Animation is all the arts together.” The College thus believes that the Animation and Video Arts A.S. degree program is designed with that same theme in mind.

Graduates of the proposed Animation and Video Arts program would fit into this category for entry level positions or higher. Presently, there are broadcast television stations, cable TV stations, ESPN, advertising agencies, small animation companies, independent film/video companies, and production facilities within advertising agencies that could use graduates of this new program.

The Chairman of the Connecticut Film Commission stated to the College on October 27, 2005, “Connecticut is working on incentives to be more competitive with other states to attract film, video, graphic, and animation companies to come to Connecticut. We are right next to largest production hub in the world, New York City. We should be able to attract companies for that reason and more.” The College thus argues that new companies will need the type of qualified employees that the Animation and Video Arts program will produce.

Animation and Video Arts is a program modification of the existing Visual Communication program. Some of the past students from the Visual Communication program have obtained positions with WFSB, Channel 3, Time/Warner Cable, ESPN, HB Communications, Post House Editing (CA), Side Effects Software (CA), Siemons, Computer Imagination, Comcast Cable, University of North Carolina Medical Center (NC) and Mirto Art Studio (ME)

Students have also transferred to Central Connecticut State University, Eastern Connecticut State University, Southern Connecticut State University, Western Connecticut State University, University of Connecticut, Trinity College, Wesleyan University, University of Hartford, Rochester Institute of Technology, Parsons School of Design, Savannah College of Art and Design, Academy of Arts, San Francisco, and California Institute of the Arts.

The College has formed an advisory board for the program. The board consists of the Chairman of the Connecticut Film Commission (who is also the Producer/Director of Capture Time Productions), Creative Director of the Wreckless Abandon Studios, the Graphic Designer of the Hole View, and an Art Teacher from the Regional Number Seven High School.

Other Programs in Connecticut

Presently there are no explicit animation programs in Connecticut. Some fine art programs may have included animation and video production courses.

Resource Support

Faculty

The College indicates that it will assign two current full-time faculty members to teach the program and no additional faculty members will be needed.

Library and Learning Resources

The College states that its library has materials in several areas to support the Animation and Video Arts program, including 14 books, three videos in animation, 20 books in video production, and an estimated 200 books in film history, appreciation, and production.

The College acknowledges that it will need to purchase additional materials to support this program. Current book titles in the areas of animation and film production, particularly the technological side, will need to be added to the collection. So far the College has already added 30 new titles. In addition, the library will need to establish a collection of animation DVDs and videos, subscribe to a few new periodical titles and an online database that better support the arts, communications, film, and animation areas needs.

The College has recently spent an additional \$8,000 for new animation software for the 20 Apple computers in the Macintosh Laboratory. Another \$3,000 is budgeted through the Spring of 2007.

Facilities and Equipment

The College reports that it will not need new facilities for this program. When the College completes the new Art and Science building, the fine art studios will enhance the student experience. In addition, the College states that it will not need major new equipment for this program. The computer upgrade of the Macintosh laboratory in 2004 will provide sufficient computer hardware for the animation courses.

Advisory Committee on Accreditation

The Advisory Committee on Accreditation, at its meeting on November 17, 2005, reviewed the program and found it to be in compliance with the Board of Governor's approval standards. The vote in favor was unanimous (10-0).

STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: Quinnipiac University

Item: Approval of a program modification to add a Post-Master's Certificate: Forensic Nurse Clinical Specialist, to the University's current Master of Science in Nursing/Nurse Practitioner (M.S.N./N.P.) program

Executive Summary

Quinnipiac University has requested approval of the Board of Governors to offer a Post-Master's Nurse Certificate within the University's Master of Science in Nursing program as a modification of its accredited Master of Science in Nursing degree. The proposed modification will provide an avenue for registered nurses who already hold the MSN degree to add to their clinical expertise, broaden the nature of their professional practice, and be certified as forensic nursing clinical specialists.

The University's Department of Nursing already offers two Post-Master's Certificate tracks, which the University notes parallel Master of Science in Nursing offerings in family and in adult nurse practitioner programs. This would be the third such certificate program. This certificate would grow out of the Forensic Nurse Clinical Specialist track that exists currently as an MSN offering.

The Advisory Committee on Accreditation, at its meeting on November 17, 2005, reviewed the program and found it to be in compliance with Board of Governors' approval standards. The vote to recommend approval to the Board of Governors was all in favor, with Kathleen McCourt, of Quinnipiac University, abstaining.

Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education approve a program modification to add a Post-Master's Certificate: Forensic Nurse Clinical Specialist to Quinnipiac University's current Master of Science in Nursing/Nurse Practitioner (M.S.N./N.P.) program. It is further recommended that this approval be for a period of time concurrent with institutional accreditation.

Description

Purposes and Objectives

The primary educational objective of the proposed program is to provide professional nurses who already hold an MSN degree and who wish to become forensic nurse clinical specialists with the training to do so.

Administration

The program will be administered by a full-time member of the nursing faculty. The Chair of the Department of Nursing within the University's School of Health Sciences will provide overall administration for the program. The School of Health Sciences is administered by a Dean.

Admissions

Applicants to the program must be professional nurses who already hold a Master of Science in Nursing degree. The University anticipates that the number of students enrolled in the track will be between five and ten students each year. The University currently has thirty-nine students enrolled in the Forensic Nursing Clinical Specialist track within the MSN program.

Curriculum

A minimum of 25 credits will be required for the certificate, with a maximum of 32 credits required for students who do not request transfer of credit or advanced placement credit for Advanced Health Assessment and Pathophysiology. Appendix A lists the sequence of courses required of candidates. All forensic specialty courses in the MSN curriculum would be required and students enrolled in the certificate program would be in the same classes as the University's MSN students.

Because forensic nursing is an emerging specialty, no national certification examination as yet exists for students graduating as forensic nurse clinical specialists. Such a national examination is under development and the University's track coordinator for the forensic program is involved in that effort.

Educational Planning Context

The University, in its application, explains that the program responds to a rising demand by registered nurses who hold MSN degrees to seek ways by which they can add to their clinical expertise and broaden the nature of their professional practice. This is especially so, the University notes, for Master's level graduates of nursing programs, particularly for those Master's level nurses who wish to focus in a designated specialty. This Post-Master's Nurse Certificate program responds to those interests and needs.

Comments From Other Institutions

No comments or questions about the program were received from other institutions.

Other Programs in Connecticut

The University notes that no other university in Connecticut offers the forensic nursing specialty and that only a few universities across the country offer it.

Resource Support

Faculty

The University's Department of Nursing has twelve full-time faculty members, five of whom are devoted to the graduate nursing curriculum. The University also employs qualified adjunct faculty, especially skilled practitioners in the field, all of whom, the University notes, hold master's or doctoral degrees and bring appropriate expertise from such work arenas as the medical examiner's office, the State Police, and the department of elderly services.

Library and Learning Resources

The University's library holdings, which support the University's current MSN forensic nurse clinical specialist track, are considered to be adequate both in regards to textbooks and periodicals relevant to the field. They will support the proposed certificate program as well.

Facilities

The University has all of the essential facilities and support systems to ensure smooth and successful implementation of the Post-Master's Nurse Certificate track.

Advisory Committee on Accreditation

The Advisory Committee on Accreditation, at its meeting on November 17, 2005, reviewed the program and found it to be in compliance with Board of Governors' approval standards. The vote to recommend approval to the Board of Governors was all in favor, with Kathleen McCourt, of Quinnipiac University, abstaining.

APPENDIX A

Sequence of Courses Required of Post-Master's Nurse Certificate Students in the Forensic Nurse Clinical Specialist Program

Fall I

NU 506*	(4 credits)	Advanced Health Assessment
BI 518*	(3 credits)	Pathophysiology
NU 610	(1 credit)	Forensic Photography

Spring I

NU 586	(3 credits)	Holistic Care in Forensic Nursing I
NU 587	(3 credits)	Holistic Care in Forensic Nursing: Practicum I
NU 688	(2 credits)	Ethical and Legal Issues

Fall II

NU 644	(3 credits)	Holistic Care in Forensic Nursing II
NU 645	(3 credits)	Holistic Care in Forensic Nursing: Practicum II
BI 583	(3 credits)	Forensic Pathology

Spring II

NU 646	(3 credits)	Holistic Forensic Nursing
NU 647	(4 credits)	Holistic Care in Forensic Nursing: Practicum III

** Students may request transfer or advanced placement credit.*

STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: University of New Haven

Item: Accreditation of a program in Information Technology, leading to the Bachelor of Science (B.S.) degree

Executive Summary

The University of New Haven has applied for accreditation of a program in Information Technology leading to the Bachelor of Science (B.S.) degree. The program was licensed by the Board of Governors in June 2004 with no stipulations and no requirements for interim reports.

The Advisory Committee on Accreditation, at its meeting on November 17, 2005, reviewed the program and found it to be in compliance with Board of Governors' approval standards. The vote to recommend approval to the Board of Governors was unanimous.

Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education accredit a program in Information Technology, leading to the Bachelor of Science (B.S.) degree, offered by the University of New Haven, for a period of time concurrent with institutional accreditation.

Description

Purpose and Objectives

The program has been informed by draft standards now under consideration by ABET (Accrediting Board of Engineering and Technology). It is an applied program and provides students with a grounding in the general understanding of hardware and software as well as hands-on laboratory experience. It is designed to provide graduates with employment opportunities in web development and in applications development, and for positions as a network technician, biomedical computing technician, and network security technician.

Administration

The Department of Computer Science and Industrial Engineering coordinates the program, with a tenured faculty member serving as the immediate administrative program head.

Curriculum

The program consists of a computing core that exposes students to a wide range of computing and technology topics, including the study of databases, hardware, networks, programming, and human/computer interaction. Advanced courses are selected from one of two tracks: Web and Database Development or Network Administration and Security. Additional coursework is in general education.

The components of the program are listed below. A sample curriculum is included in Attachment A.

General Education	42 credits
Computing core	36 credits
Track	15 credits I, 17 credits II
Electives (15 for minor)	27 credits I, 25 credits II
	120 Credits

Enrollment Projections

At the time of licensure, the University projected an enrollment of 17 full-time and 4 part-time students in the first year of the program. Twenty-seven students have matriculated in the program since its inception, and twenty of those are currently enrolled. The other seven have either withdrawn from the University or have changed their majors.

Educational Planning Context

At the time of program licensure, the University reported that the United States Department of Labor noted that systems analysts, computers scientists, and database administrators continue to be among the fastest growing occupations through 2010.

Comments

At the time of licensure, Sacred Heart University expressed concern about program duplication. No comments or concerns were raised about the program during this accreditation application.

Resource Support

Faculty

At the time of program licensure, the University listed 10 full-time faculty who were expected to teach in the program; all held the Ph. D. in the appropriate field and had teaching experience. In its accreditation application, the University lists six full-time members of the faculty, all of whom hold the Ph.D., and three adjunct faculty members, one with a Ph.D. and two with the M.S. degree, as currently teaching in the program.

The University reports that the change in that number is the result of the redeployment of faculty in CS and IE to cover for retirements. That has not resulted, the University notes, in any changes of fulfillment of teaching in the program or in any related areas and fields.

Library and Learning Resources

The University reports that the Library continues to update its collection of books and periodicals to support all of the degrees offered by the Department of Computer Science and Industrial Engineering. It also continues to increase its online database subscriptions.

Facilities and Equipment

Since the program was licensed, the University has purchased an additional \$5,000 worth of networking equipment to support various networking courses. Additionally, the University has installed a new laboratory of 26 64-bit Pentium 4 computers. Further laboratory enhancements are on the horizon, as the result of a major gift (of \$5.25 million) recently received by the University's Tagliatela School of Engineering, which houses the program.

Advisory Committee in Accreditation

The Advisory Committee on Accreditation, at its meeting on November 17, 2005, reviewed the program and found it to be in compliance with Board of Governors' approval standards. The vote to recommend approval to the Board of Governors was unanimous.

Table 2a — Typical Course Sequence for Track I

Bachelor of Science in Information Technology -- Web and Database Development

Freshman Year — Fall

E	105	Composition
M	115	Pre-Calculus
CS	107	Introduction to Data Processing
CS	110	Introduction to C Programming
EAS	107P	Introduction to Engineering
FE	001	Freshman Experience

Freshman Year - Spring

3 E	110	Composition & Literature	3
4 HS	102	Western World in Modern Times	3
3 CS	166	Fundamentals of Digital Computing	3
3 CS	210	Java Programming	3
3 EC		Principles of Economics I or II	3
0			
16			15

Sophomore Year - Fall

CS	215	Introduction to Databases
MM	301	Introduction to Multimedia
EAS	109	Project Planning & Development
		Laboratory Science
		Minor Elective

Sophomore Year - Spring

3 CS	214	Computer Organization	3
3 MM	312	Web Site Creation	3
2		Math or Laboratory Science Elective	4
4		Art/Music/Theatre Elective	3
3		Minor Elective	3
15			16

Junior Year - Fall

E	300	Writing Proficiency Exam
CS	247	Networking Essentials & Technologies
M	228	Statistics
CO	100	Human Communication
		Literature or Philosophy Elective
		Minor Elective

Junior Year Spring

0 CS	350	Human-Computer Interaction	3
3 MK	300	Principles of Marketing	3
4 E	225	Technical Writing & Presentation	3
3		Social Science Elective	3
3		Minor Elective	3
3			
16			15

Senior Year - Fall

CS	441	Web Database Connectivity
MK	326	Overview of E-Commerce
EAS	232	Project Management & Engr'g Econ
		Minor Elective
		Free Elective

Senior Year - Spring

3 CS	416	Social & Professional Issues in Computing	3
3		Minor or Restricted Elective	3
3		Restricted Elective	3
3		Restricted Elective	3
3 CS	590	Internship	0
15			12

Total Credits **12**

Restricted Elective -- any course at the 200 level or higher from math, science, engineering, or minor area
 Math elective -- any math course at or above the level of M 117 Calculus I Substitutions for track courses permitted with advisor approval

Table 2b — Typical Course Sequence for Track II

Bachelor of Science in Information Technology -- Network Administration & Security

Freshman Year - Fall		Freshman Year Spring	
E 105	Composition	3 E 110	Composition & Literature
M 115	Pre-Calculus	4 HS 102	Western World in Modern Times
CS 107	Introduction to Data Processing	3 CS 166	Fundamentals of Digital Computing
CS 110	Introduction to C Programming	3 CS 210	Java Programming
EAS 107P	Introduction to Engineering	3	Social Science Elective
FE 001	Freshman Experience	0	
		16	15
Sophomore Year - Fall		Sophomore Year - Spring	
CS 215	Introduction to Databases	3 CS 214	Computer Organization
EE 155	Digital Systems I	3 EE 256	Digital Systems Laboratory
EAS 109	Project Planning & Development	2	Math or Laboratory Science Elective
	Laboratory Science	4	Art/Music/Theatre Elective
	Minor Elective	3	Minor Elective
		15	15
Junior Year - Fall		Junior Year - Spring	
E 300	Writing Proficiency Exam	0 CS 350	Human-Computer Interaction
CS 247	Networking Essentials & Technologies	3 CS 320	Operating Systems
M 228	Statistics	4 E 225	Technical Writing & Presentation
CO 100	Human Communication	3	Social Science Elective
	Literature or Philosophy Elective	3	Minor Elective
	Minor Elective	3	
		16	15
Senior Year - Fall		Senior Year - Spring	
CS 445	Network Administration	3 CS 416	Social & Professional Issues in Computing
IE 414	Engineering Management	3 CS 446	Introduction to Computer Security
EAS 232	Project Management & Engr Econ	3	Minor or Restricted Elective
	Minor Elective	3	Restricted Elective
	Free Elective	3	Restricted Elective
			CS 590 Internship
		15	13
Total Credits			120

Restricted Elective -- any course at the 200 level or higher from math, science, engineering, or minor area Math elective -- any math course at or above the level of M 117 Calculus I Substitutions for track courses permitted with advisor approval

STAFF REPORT: ACADEMIC AFFAIRS AND PLANNING COMMITTEE

Institution: Briarwood College

Item: Progress Report to the New England Association of Schools and Colleges

At its meeting in January 2004, the Board of Governors granted reaccreditation to Briarwood College on the basis of continuation of its regional accreditation by the New England Association of Schools and Colleges (NEASC). The College was reaccredited by the Board of Governors until December 31, 2008.

When it granted Briarwood College reaccreditation, the New England Association of Schools and Colleges requested that the College prepare and submit a Special Progress Report, which was due October 1, 2005. NEASC requested that report to address areas of concern, to which the College should pay particular attention, as listed below:

(1) The College should remove reference to baccalaureate programs in its current statement on missions and goals until those programs are approved and available;

(2) The Board of Trustees should review its role, increase its responsibilities, increase the frequency of meetings, and keep precise minutes reflecting actions affecting the College;

(3) The College needs to consider appointing an academic officer to focus on all aspects of academic leadership and administration;

(4) The College should search for alternative sources of revenues to offset its dependence upon tuition;

(5) The College should address without delay documentation to assure completion of the recommendations made by the 2002 Audit of Safety.

The Board of Governors granted its reaccreditation to Briarwood College with the understanding that the College would forward to the Department of Higher Education a copy of its Special Progress Report, due October 1, 2005, and that it will also forward a copy of the decisions and recommendations made by the New England Association of Schools and Colleges regarding that Special Progress Report.

Briarwood College has submitted that Special Progress Report to the Department. A summary of that report is attached.

SUMMARY: SPECIAL PROGRESS REPORT SUBMITTED TO THE NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES, INC.

This progress report is submitted pursuant to a Resolution of the Commission on Technical and Career Institutions (Commission) approving the continued accreditation for Briarwood College and requesting a Special Progress Report addressing the accomplishments related to the visiting team's report of recommendations.

A. *Priority Recommendations*

1. *The College should remove reference to baccalaureate programs in its current statement on mission and goals until those programs are approved and available.*

At the time of the decennial visit, the College had two baccalaureate programs pending approval by the Connecticut Board of Governors for Higher Education. These programs, a bachelor of science degree in funeral service management and a bachelor of science degree in criminal justice, were approved for licensure by the Board of Governors in June 2004. Consequently, references to baccalaureate programs have been reinstated in the mission statement.

2. *The Board should review its role, increase its responsibilities, increase the frequency of meetings, and keep precise minutes reflecting actions affecting the College.*

The Board of Directors has reviewed its role and responsibilities and a new Board Manual reflecting these discussions is being prepared for Board approval. Meetings have been increased from two per year to three per year. In addition, since the decennial review, the Board has added one member in the public interest and established an Honors and Directors Committee and an Audit and Management Committee.

3. *The College needs to consider appointing an academic officer to focus on all aspects of academic leadership and administration.*

The College agrees with this recommendation. Its goal is to have the Academic Dean in position prior to the beginning of the next academic year.

4. *The College should search for alternative sources of revenue to offset its dependence on tuition.*

The College believes that its financial track record proves that it is very feasible to provide an excellent education based on the revenues provided by tuition and federal financial aid. Nevertheless, it recognizes that alternative revenue sources can be used effectively to even out the vagaries of enrollment and other unanticipated costs. To that end, the College has revamped its Lifelong Learning Division and is embarking on an ambitious plan to develop non-credit revenue.

A second approach to alternative sources of revenue is to increase the fundraising capacity of the Friends of Briarwood College Foundation, Inc., a 501(c)(3) organization.

5. *The College should address without delay documentation to assure completion of the recommendations made by the 2002 Audit of Safety.*

The College believes it is in full compliance with ADA, especially because of new construction that has taken place since 2002.

The College has an active Safety Committee that uses outside consultants periodically to assess the needs of the campus, including lighting, pathways, the role of campus security and safety, and all OSHA issues.

B. *Other Recommendations*

Standard One – Mission

1. *The College should consider removing reference to baccalaureate programs in its current statement on mission and goals. Further, the team recommends limiting the mission to goals that may lead to qualification for programs at a degree level higher than presently granted.*

Please see the response to Priority Recommendation # 1 above.

2. *Consideration should be given to assessing the college's development of student involvement in the community and increasing opportunities for students to further develop leadership skills and service opportunities outside the classrooms.*

Since the decennial review, we have significantly increased opportunities for students to be involved in the community. New events include: Breast Cancer Awareness/Fundraiser; Day of Caring/Bread for Life for Southington Soup Kitchen; UNICEF Tsunami Relief; Day of Caring/Southington YMCA painting new community building; Holiday Drive for Prudence Crandall Center for abused women and children; collection of items to be sent to troops in Iraq; fund raiser for Saint Vincent DePaul soup kitchen; fund raiser for Saint Phillip House for Aids Awareness; Blue Jeans for Babies and Project Linus. In addition, the College participates in the America Reads, America Counts Program, designed to build a nation of readers and to increase math literacy. Under this program, students tutor preschool and elementary students in reading and math in the local communities. Family literacy is also included in this program. As part of this program, the College hosts an afternoon preschool program for elementary students twice a month conducted by students. The College is also in the process of forming relationships with the Plymouth School System to tutor students and the Main Street Foundation of Bristol to become involved in the Girls & Women's Foundation.

In 2004, the College established a chapter of Phi Theta Kappa, the honor society for two-year colleges. This chapter is providing both service leadership opportunities and community activities to its members and other students on campus.

3. *The college should include its mission in the next publication of the Student Handbook and display the mission in strategic places throughout the campus.*

This recommendation has been fully implemented.

Standard Two – Planning and Assessment

1. *The results of the newly-designed program review process should be used to inform planning and decision making.*

The College has completed the reviews of two programs under the new process. The results of those reviews are being used in enrollment and marketing planning.

2. *The current process for research design and data analysis should be reviewed, assessed, and coordinated.*

In the summer of 2003, the position of Director of Planning and Research was created and filled. This position reports directly to the President & CEO and is responsible for creating and maintaining databases, performing analysis, conducting research, undertaking special projects, responding to surveys and completing necessary reports.

3. *The development of methods of assessing program and general education learning outcomes should continue.*

The College is in the process of evaluating the methods of assessment of outcomes in our outside accredited programs and determining how to apply them across all programs at the College. Program goals and learning outcomes for all programs have been clearly identified and included in all brochures and the College Catalog. Graduate surveys are being revising to include questions designed to evaluate whether learning outcomes are being met.

4. *The college needs to develop methods of expanding the pool of candidates for full-and part-time positions to ensure a more diverse, broader range of faculty and staff.*

The College continues to work hard to develop pools that reflect socio-economic and ethnic differences. This past year, we have added two full-time minorities to the staff and hired several minority adjunct faculty members.

5. *The college needs to strengthen efforts to involve all members of the campus community in planning for the addition of bachelor degree programs, with special attention to discussion of the changes in culture and assumptions that this*

addition will entail.

While the initial planning for the baccalaureate programs was somewhat confined to division chairs and program faculty, the broader College community actively participated in the planning and implementation of the programs in the fall of 2003. The College also hired its first two full-time qualified faculty members for the four year programs and they, together with the many members of the existing faculty who have taught at four year institutions, have been very helpful in setting expectations and preparing for upper division students.

Standard Three – Governance

1. *The external affiliations of members of the Board of Directors need to be included in public documents.*

The external affiliations of members of the Board of Directors will be in the next version of the College Catalog and other public documents as they are reprinted.

2. *The college needs to review membership on the Board of Directors, and the roles, responsibilities, and terms of the members; the strengthen the board development; to establish and/or strengthen committees of the board; and to keep more precise minutes which reflect decisions made in regard to the college.*

Please see the response to Priority Recommendation # 2 above.

3. *The By-Laws of the Board of Directors need to be reviewed and revised for accuracy and consistency.*

This recommendation has been fully implemented.

4. *The Faculty/Staff Manual should be reviewed and revised for accuracy and consistency.*

This recommendation has been fully implemented.

5. *The college is encouraged to continue working on evaluative tools for members of the administration and staff.*

The College continues to revise and update job descriptions, including evaluative tools for members of the administration and staff.

6. *The college should consider hiring/appointing an administrator with experience in academic administration whose primary responsibility would be to provide academic leadership. Consideration should be given to a person with a doctoral degree.*

Please see the response to Priority Recommendation # 3 above.

Standard Four – Finance

1. *The college should continue to focus on improving student retention rates as a means of stabilizing revenues. The recent hiring of a new dean of student services will be vital to achieving this key objective.*

The College formed a Retention Task Force and has implemented a mentoring program for first-year students; an early alert process that identifies students at risk after four weeks of classes; an intervention team that meets with students at risk to determine how best to address student issues; and a guided study program for students at risk and students on probation that requires attendance in the Learning Center once per week. In addition, the Learning Center is open longer hours and its staff has been augmented.

2. *The college should continue responding to emerging market trends while maintaining commitment to its core mission. As noted in concern 2 above, the college will need to be careful not to over-extend itself or burden its limited financial and human resources.*

The College believes that it is maintaining a healthy balance in developing new programs that respond to market trends while remaining true to its core values. We continue to make careful additions to staff in order to accomplish our goals without straining our financial or human resources.

- 3. The college should continue implementing the new decentralized budgeting and reporting processes. This will not only build institutional history around key performance data, but also engage all management in the review and appreciation of key factors that have an impact on institutional success.*

The College continues to assess and improve its budgeting process. While the College maintains a tight control over budget expenditures, major sections of the budget such as Academic Affairs (including Library), Enrollment Management & Student Affairs are managed directly by the appropriate member of the Senior Management Team.

Standard Five – Faculty

- 1. Faculty should be encouraged, with financial support, to pursue advanced degrees in their teaching disciplines.*

Since the decennial visit, a reimbursement policy for advanced degrees for all full-time faculty has been implemented.

- 2. Review of salaries for full-time and adjunct faculty members should continue for the institution to remain competitive with other colleges in the geographic area.*

Faculty salaries are reviewed on a regular basis and remain competitive.

- 3. The distribution of administrative work among the program directors, full-time faculty, and division chairs should be reviewed.*

The distribution issues have been addressed and adjustments made in teaching loads where appropriate.

Standard Six – Students

- 1. A plan should be developed to increase data collection on student outcomes, satisfaction, and interests.*

The College continues to make progress on collecting data on student outcomes based on newly created educational outcomes required in every course syllabus.

A current project by the Director of Planning and Research is attempting to correlate program courses, course prerequisites, and course co-requisites with outcomes.

Standard Seven – Programs of Study

- 1. The roles and responsibilities of faculty committees need to be revised and clarified.*

The committee structure of the College has been revamped to identify committees by College, Academic, and Staff categories. All Academic committees are chaired by faculty and have descriptions as to the responsibilities and role of the committee.

- 2. Programs should be periodically reviewed for quality of the learning experience.*

Part of the program review process is to identify whether or not programs are accomplishing their learning objectives. Methods used are both quantitative (i.e., grades, surveys, certification test results) and qualitative (i.e., surveys with employers, advisory board feedback and interviews with students).

- 3. All students should be provided with the learning outcomes and competencies for each course.*

Syllabi for all courses are being revised to include learning outcomes and competencies. A copy of the syllabus is available to every student at the first session of each course.

- 4. The college should intensify efforts to make course objectives clear and measurable.*

Significant progress has been made on reviewing and revising course objectives to make them clearer and measurable.

5. *The college should reassess the need for a CIS program. If the program is to be developed, then an advisory committee should be established to assist with the development.*

A new associate degree program in CIS was approved by the Connecticut Board of Governors for Higher Education in June 2004. This program is being implemented for the 2005-06 academic year.

6. *Methods of ensuring that all students meet the standard of recognizing and appreciating diversity should be explored.*

The College has a very diverse student body with approximately forty percent minorities and an average age of twenty-seven. The College has relied on co-curricula life experiences to ensure that all students meet the standard of recognizing and appreciating diversity. In 2004-05 the college initiated a culture committee that has increased the number of events on campus designed to reinforce the value of diversity. To further enhance our efforts in this area, the college has integrated diversity education into the curriculum by establishing a diversity objective and learning outcome in courses when appropriate.

7. *The college needs to consider hiring/appointing a dean of academic affairs who would focus on all aspects of academic leadership and administration.*

Please see response to Priority Recommendation # 3 above.

8. *Time, attention and human resources should be invested in the assessment of student learning outcomes so that all faculty engage in and embrace continuous improvement and a culture of evidence in their teaching and in student learning.*

The College conducts regular in-service seminars for faculty, the most recent being writing across the curriculum.

9. *Lecture/laboratory/clinical hours should be published in the syllabi and in the course descriptions so that students understand the time commitment to courses.*

This information is included in the revised standard format for all syllabi.

Standard Eight – Physical Resources

1. *The college needs to develop floor plan diagrams which show recommended exits for emergency situations.*

This recommendation has been fully implemented.

2. *The college should consider a formal ADA audit and implementation plan for a more physically accessible campus.*

Please see response to Priority Recommendation # 5 above.

Standard Nine – Library and Information Resources

1. *To improve access to holdings and more effective management of library operations, the college needs to complete the investigation and implementation of an integrated library automation system.*

This recommendation has been fully implemented.

2. *Professionally-trained reference staff need to be available to support the information needs of the college community.*

The college has hired an additional professionally-trained librarian to support the information needs of the college community.

3. *Computers within the library dedicated to library-only use should be so designated.*

This recommendation has been fully implemented.

4. *The library should continue expanding the collections (print and electronic) at an increased rate of growth.*

Since the decennial visit, print and electronic collections have grown at an increased rate. Collection plans are in place for all new programs.

Standard Ten – Publications

- 1. The external affiliations of governing board members should be indicated in the college catalog.*

The external affiliations of governing board members will be included in the next version of the College Catalog.

STAFF REPORT: ACADEMIC AFFAIRS AND PLANNING COMMITTEE

Institution: Gibbs College, Norwalk

Item: Progress Report for a program in Digital Film Making and Multimedia, leading to an Associate of Applied Science (A.A.S.) degree

Background

Gibbs College applied to the Board of Governors for licensure of a program in Digital Film Making and Multimedia, leading to an Associate of Applied Science (A.A.S.) degree. In June 2004, the Board of Governors approved the licensure of the program with the stipulation that the College should submit progress reports on the following subjects by April 1, 2005:

- Evaluation of teaching of ethics;
- A clear articulated library collection development plan;
- Evaluation of general education contents in writing, mathematics and science.

On November 21, 2005, the College submitted a progress report.

Evaluation of teaching of ethics

The College reports that it has developed a course “GE 340 - Introduction to Philosophy” and has included it in the Digital Film curriculum. This course intends to develop an appreciation for the value and purpose of philosophy, and apply philosophical terms and arguments; analyze the foundations of knowledge, with a focus on learning, theory formation, and dialogical inquiry; examine ethical systems and the nature of truth and morality; employ empirical methodologies including induction, deduction, analogical thinking, causal argumentation, and perception; and avoid the use of common fallacies in argumentation.

In addition, the College has incorporated "ethics in filmmaking" lectures and course contents into the syllabus DF103, Introduction to Digital Media. Topics include “ethics for filmmakers,” “Image manipulation and its consequences” and “Ethics and social responsibility in the motion picture industry.”

Library collections development plan

The College reports that the current library holdings in the Digital Filmmaking program presently includes 129 books. The College has created a three-to-five year plan for future Digital Filmmaking purchases. It is anticipated that the 2005 budget of \$3,800 for the Digital Filmmaking Program will be increased by at least 10% in each of the next three years. Thus, year one would include a budget of \$4,200 to be used for the purchase

of at least 40 additional titles. Year two would include a budget of \$4,600 to be used for the purchase of at least 50 additional titles. Year three would include a budget of \$5,000 to be used for the purchase of at least 60 titles. By year five, it is anticipated that the budget for acquisitions will be \$6,000, and at least 80 titles will be added to the collection. In 2010, therefore, the total Digital Filmmaking collection will consist of at least 429 books.

The College states that funds from each annual budget will also be allocated to the purchase of additional periodicals. The College's collection currently includes 11 periodicals. It is anticipated that at least one additional periodical will be purchased in each of the next three years. By year five, the total periodical collection will consist of at least 16 titles.

Finally, funds from each annual budget will be allocated to the purchase of additional audiovisual materials. The Digital Filmmaking audiovisual collection currently consists of 52 titles. It is anticipated that at least five titles will be added to the collection in each of the next three years, with a budget allocation of approximately 10% of the total annual funds. Funding in each of the next three years, therefore, will be approximately \$420, \$460, and \$500, respectively. By year five, with an expenditure of approximately \$600, the total audiovisual collection will consist of at least 77 titles.

Evaluation of general education contents in writing, mathematics and science

The College reports that it has revised its general education curriculum in general education. The College states that writing is required within several courses: English Composition I and II, Critical Thinking, and Information Literacy. Weekly as well as midterm and final assignments in these courses require clear, concise and well-thought out writing. Expository and persuasive writing assignments are included within the curriculum of these courses. The Sociology, Economics, and History courses also include writing assignments. Information Literacy includes a research component that assists in developing the ability to utilize informational technology to facilitate research and learning. The Oral Communication course requires students to prepare and revise written speeches prior to presentation.

The College states that its algebra course covers the study of polynomial and rational expressions, integral and fractional exponents, roots and radicals, linear and quadratic equations, functions, elementary curve sketching, and inequalities.

The College has introduced a biology course with a laboratory component. Students will be acquainted with basic knowledge of scientific inquiry to better understand nature, principles of cellular life, genetics, evolution, biodiversity, the structure and function of living organisms, ecology and behavior.

The College has since made some revisions of the curriculum. A comparison of the former and current curriculum along with the systematically revised course codes are displayed in Table 1.

The College has reorganized its general education curriculum by changing both the number system and the prefix structure, corresponding to a more traditional format common to most institutions of higher education. The “GE” prefix has been abandoned and replaced with a three digit prefix corresponding to the subject field of the course. The numbering system utilizes a “100” and “200” sequences where courses containing a “100” level number are taken in the first three quarters and a “200” in the last three. The general education component of the program was increased to 44 credits from 35 credits. The College states that all courses in the curriculum have been re-designated as four credit courses thus enabling an easier transition into semester length institutions should the student wish to transfer credits after graduation.

As the curriculum has been re-focused based upon a program review, the College concludes that this re-focus adds a significant video orientation to the program. Hence, it is considering to change the name of the program to Digital Video and Multimedia.

Because the curriculum has focused more on general education, the College will, at the time of program accreditation, submit a request to designate this program leading to an Associate of Science degree instead of the current Associate of Applied Science degree.

Table 1. Digital filmmaking and multimedia current and former curriculum

	Current Curriculum			Former Curriculum			
	Course Code	Course Name	Credits	Course Code	Course Name	Credits	
Major Course Requirements	DVM101	Camera and Lighting Techniques	4	DF101	Digital Imaging	3	
	DVM105	Preproduction and the Language of Film	4	DF103	Introduction to Digital Media	4	
	DVM111	Video Production I	4	DF105	Camera and Lighting Techniques	3	
	DVM115	Computer Graphics	4	DF106	Digital Sound	3	
	DVM121	Editing I	4	DF108	Editing I: Video/Audio Integration 3	3	
	DVM125	Video Production II	4	DF109	Lighting and Videography	3	
	DVM201	Editing II	4	DF110	Preproduction & Language Film	3	
	DVM205	Video Production III	4	DF120	Computer Graphics	3	
	DVM211	Video Postproduction	4	DF210	Motion Graphics and Title Design	3	
	DVM215	Motion Graphics and Compositing	4	DF218	Digital Video Production	3	
	DVM221	Career/Portfolio Development	4	DF220	Compositing and Special Effects	3	
	DVM225	Digital Video and Multimedia Internship	4	DF228	Video Production and Editing I	4	
				DF238	Editing II: Digital Editing Techniques	3	
				DF240	Interactive Interface Design	3	
				DF244	Multimedia for the Web	3	
				DF248	Video Production and Editing II	4	
			DF250	Internship	5		
	Subtotal		48		Subtotal		56
General Education Requirements	BIO101	Biology	4	COL100	College Success	3	
	COM101	Oral Communications	4	GE 320	English Composition	4	
	ECO101	Economics	4	GE 321	Composition and Literature	4	
	ENG101	English Composition I	4	GE 310	Verbal Communications	4	
	ENG102	English Composition II	4	GE 340	Introduction to Philosophy	4	
	HIS101 or HIS 102	U.S. History or History 20th Century	4	GE 351	College Mathematics	3	
	HUM101 or ART101	Humanities and Arts or Art History	4	GE 366	Contemporary Issues	4	
	INF101	Information Literacy	4	GE 370	Sociology	4	
	MTH101	College Algebra	4	GE 395	Environmental Science	4	
	PHL101	Critical Thinking	4				
	SOC101	Sociology	4				
	Subtotal		44		Subtotal		34
	Total		92		Total		90

STAFF REPORT: FINANCE AND ADMINISTRATION COMMITTEE

Item: Proposed Addition of a New System Level Performance Indicator “Research Intensity” for Connecticut’s Higher Education System

Executive Summary

This report asks the Board of Governors to consider the addition of a new research performance indicator at the system level to the annual accountability reporting system. The new indicator will measure the “Research Intensity” of Connecticut’s higher education system (public and private) based on the level of academic research and development expenditures per \$1,000 of gross state product. In addition, Connecticut’s national rank will be reported as a comparison for benchmarking. Of the six statutorily-defined state level goals, the new indicator will be slotted under Goal 4: “To promote the economic development of the state to help business and industry sustain strong economic growth.”

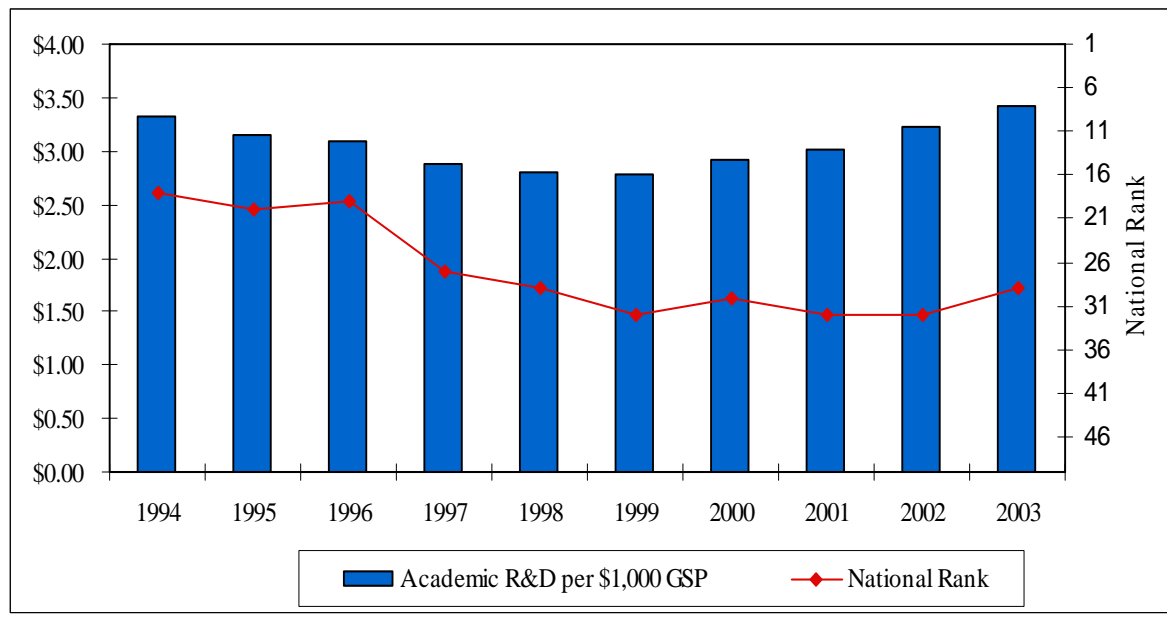
The following table provides a snap shot of the 2003 data and shows the benefit of using gross state product as part of the indicator as it serves to adjust for the variance in size among the states. Also, the chart on the next page provides a historical trend of Connecticut’s Research Intensity from 1994 through 2003. In 1994, the Research Intensity was 3.33 with a national rank of 18 before falling to low in 1999 of 2.78 with a national rank of 32. Since 1999, the ratio has recovered slightly increasing to 3.42 and a national rank of 29.

**Total Academic R&D Expenditures per \$1,000 Gross State Product (GSP)
Top States in 2003**

Rank	State	Expenditures (millions)	GSP (millions)	Expenditures Per GSP
1	MD	\$2,030,544	\$213,073	9.53
2	ND	131,615	21,597	6.19
3	MA	1,821,817	297,113	6.13
4	MT	141,220	25,584	5.52
5	NM	306,623	57,078	5.37
6	NH	252,210	48,202	5.23
7	VT	106,581	20,544	5.19
8	UT	385,158	76,674	5.02
9	IA	498,669	102,400	4.87
10	RI	187,131	39,363	4.75
	US Avg.	801,548	218,477	3.67
29	CT	\$594,541	\$174,085	3.42

Source: National Science Foundation, Academic Research and Development Expenditures FY 2003 and the US Bureau of Economic Analysis, Gross State Product Data

**Connecticut's Research Intensity:
Academic Research and Development Expenditures per \$1,000 GSP**



Currently, there are two system level performance indicators on economic development both of which focus on the number and types of degrees conferred. The addition of a measure of research intensity would round out higher education's contributions to building and sustaining a strong economy.

Commissioner's Recommendation

It is recommended that the Board of Governors endorse Research Intensity (Academic Research and Development Expenditures per \$1,000 of Gross State Product) as a new System Level Measure under Goal 4 – Economic Development of the Higher Education Accountability Program.

12/21/05

STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Item: Board of Governors Discretionary Fund

Background Information

To clarify agency practice and conform to the State Code of Ethics, it is proposed that the Board of Governors adopt a Discretionary Fund Policy. This policy would formally address the practice of approving requisitions using a fund built from stipends provided to the Board or Department by external parties for work done outside the agency related to higher education. Under the State Code of Ethics, no such stipend can be accepted by an individual employee, but may be accepted for the use of the organization for Board-related activities.

Attached as Exhibit A is the proposed policy, which clarifies the authority of the Board of Governors and Department to accept and use staff stipends for stipulated-Board activities or higher education recognitions, awards and scholarships. As advised by the Ethics Commission, the policy purposefully differentiates between DHE union and confidential staff, and DHE management staff to avoid any appearance of conflict of interest in the acceptance and usage of these funds.

Commissioner's Recommendation

It is recommended that the Board of Governors approve the Board of Governors Discretionary Fund Policy as presented in Exhibit A.

12/21/05

Board of Governors Discretionary Fund Policy

Stipends provided to DHE union and confidential staff:

Stipends provided to the Board of Governors or Department of Higher Education (DHE) by external parties for work done outside the agency by DHE union and confidential staff as a part of the department's purview of responsibility shall be deposited to the Board of Governors Discretionary Fund and expended following state guidelines.

These funds may be used for Board-related activities as approved by the Commissioner.

Stipends provided to DHE management staff:

Stipends provided to the Board of Governors or Department of Higher Education (DHE) by external parties for work done outside the agency by DHE management staff as a part of the department's purview of responsibility shall be deposited to the Board of Governors Discretionary Fund and expended following state guidelines.

These funds may be used for stipulated Board of Governors' or higher education recognitions, awards or scholarships as approved in writing by the Board chair or his/her designee.

12/21/05

BOARD OF GOVERNORS FOR HIGHER EDUCATION

Meeting Dates
(All meetings will held on Wednesdays)

2006

January 11, 2006

February 15, 2006

March 15, 2006

April 19, 2006

May 17, 2006

June 21, 2006

September 20, 2006

October 18, 2006

November 15, 2006

December 20, 2006