

AGENDA
Meeting of
BOARD OF GOVERNORS FOR HIGHER EDUCATION
Department of Higher Education
Hartford, CT 06105
June 15, 2005

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STAFF REPORT: ACADEMIC AFFAIRS AND PLANNING COMMITTEE

Item: Recommendations of the Taskforce on Library and Learning Resources

At its April 2005 meeting, the Board of Governors was presented with a preliminary report on the work of the Statewide Taskforce on Library and Learning Resources. This report updates that initial report and provides recommendations for the next steps to be taken in the revision of the Board's standard on Libraries and Learning Resources.

Background

As part of its ongoing consideration of how Connecticut's colleges and universities can deliver the best education possible to all our students, especially given an increasingly competitive national and global environment, the Board of Governors for Higher Education is charged with the responsibility of ensuring that Connecticut's quality standards continue to reflect the highest educational standards while serving the best interests of our students, our colleges and universities, and our society more generally.

The Board of Governors charged the Department of Higher Education to begin a review of those quality standards, which are used to license and accredit institutions and degree programs. The Department began that review by first focusing on the Board's standard on general education. The recommendations of the Taskforce on General Education were affirmed by the Board of Governors in June 2004.

To continue its charge by the Board of Governors to review the Board's quality standards, the Department of Higher Education, in Fall 2004, convened a second taskforce, on Library and Learning Resources. The membership of that Taskforce is listed below.

The Taskforce was convened by Commissioner Lewis and given the following charge:

"The library -- and the resources it provides to students and faculty -- stands at the heart of any college or university. A college or university library is an active partner in an institution's educational and intellectual life, and it is the responsibility of all of us engaged in this enterprise to ensure that our state's academic libraries will always support and be responsive to the teaching, research, and service programs that for generations have defined the excellence of Connecticut's institutions of higher learning.

I am asking this Taskforce therefore to do two things: (1) to think together about what an academic library should be today, especially given the great changes taking place in higher education across the country, and (2) to review the current standards on library and learning resources of the Board of Governors to see if they in fact provide the measures of the common ground for academic libraries on which our colleges and universities may sustain and enhance their entire educational enterprise."

The Commissioner asked the Taskforce to report the results of its work to her by March 1, 2005, so that she could present its preliminary recommendations to the Board of Governors for consideration by June 2004. This report provides an overview of the direction in which the Taskforce believes the Board's quality standard on library and learning resources should move. The Taskforce believes that the Statement of Principles and revised standard – both attached – will result in a more relevant and substantive Board standard. This report also provides an update on the results of the discussions at the statewide regional forums required by the Board of Governors.

The Work of the Taskforce

The Taskforce began its work with a fundamental discussion about what constitutes an academic library and the active role an academic library should play in the life of an academic institution in Connecticut. The result of those vigorous discussions was a Statement of Principles that established foundational and shared understanding of and vision for what an academic library is in Connecticut and thereby laid the groundwork for a revision of the Board of Governors' standard on library and learning resources.

The Taskforce met on December 2, 2004, January 18, 2005, February 22, 2005, and March 7, 2005. It also conducted its work through e-mails, exchanging many drafts and ideas through that medium of speedy communication, and through telephone discussions among its various members.

Taskforce Membership

Clare Adamo, Head Librarian
Holy Apostles College and Seminary

Mary Ann Affleck, Executive Dean
Capitol Community College

Patricia Banach, Director of Library Services
Eastern Connecticut State University

Dennis Benamati, University Librarian
Sacred Heart University

Loree Bourgoin, Librarian
LymeAcademy College of Fine Arts

Doris Cassiday, Assistant Director of Academic Programs
Charter Oak State College

Patricia Daragan, Head Librarian
U.S. Coast Guard Academy
Member, iCONN Advisory Board

Hanko Dobi, University Librarian
University of New Haven

Brinley Franklin, Vice Provost for Libraries
University of Connecticut

Judith Greiman, President
Connecticut Conference of Independent Colleges

Clark Hendley, Vice President of Academic Affairs/Dean
St. Joseph College

Scott Kennedy, Director, Research and Information Services
University of Connecticut Libraries

Anita McCain, Dean of Academic Services
St. Vincent's College

Randi Ashton-Pritting, Director of Libraries and Learning Resources
University of Hartford

Gloria Ragosta, Executive Director
Connecticut Higher Education Supplemental Loan Authority (CHESLA)
Vice President, Connecticut Conference of Independent Colleges

Tracy Ralston, Library Director
Teikyo Post University

William Schulz, Vice President for Academic Affairs
Albertus Magnus College

Karen Smiga, University Librarian
University of Bridgeport

Barbaranne Warner,
Max Traurig Learning Resources Center, Naugatuck Valley Community College

Yuhang Rong, Associate Director, Academic Affairs,
Department of Higher Education

Jonas Zdanys, Chief Academic Officer
& Associate Commissioner for Academic Affairs
Department of Higher Education
Chair

FOLLOW-UP TO THE BOARD OF GOVERNORS APRIL MEETING:
OUTCOMES OF REGIONAL FORUMS

The Chairman of the Board's Academic Affairs and Planning Committee, during the discussion that followed the presentation to the Board of the preliminary report of the Taskforce's work and the discussion with Taskforce members, asked the Department of Higher Education to hold a series of regional meetings to ensure that all of Connecticut's college and university constituencies would have an opportunity to discuss and comment upon the Statement of Principles, the Taskforce's Recommendations, and the proposed revisions of the language of the Standard. Announcements and invitations, with requests that they be widely disseminated throughout each college and university, were sent to presidents, provost, deans, and faculty senates, among other constituencies.

Three statewide Forums were scheduled and held, as follows:

Host: Middlesex Community College –Meriden Campus

Date: April 27 Time: 2-4

Chaired by Frank Ridley, Vice-Chairman, Board of Governors

Host: University of Bridgeport

Date: May 3 Time: 10-12

Chaired by Associate Commissioner Jonas Zdanys

Host: Mitchell College

Date: May 5 Time: 2:00-4:00

Chaired by Commissioner Valerie F. Lewis

All three Forums attracted representatives from many and various institutions. Forum participants engaged in substantive dialogue and discussion of the Statement of Principles and the Taskforce's Recommendations. While there were several excellent suggestions made for small modifications of some wording in the Statement of Principles, and while there was some discussion of the role of electronic libraries for institutions that delivered courses and/or programs only through distance education, there was overall agreement that the work of the Taskforce was successful and reflected the appropriate directions for the Department of Higher Education and the Board of Governors to move as it considered how to reshape its standard on Library and Learning Resources for the new demands of a changing world and changing economy.

There was also clear understanding that the Statement of Principles and the Board's Standard should be revisited again, possibly in ten years, especially as technology evolves and new ways of accessing library and learning resources also evolve.

A principal concern expressed at all three regional meetings concerned the following section of the Statement of Principles:

“Libraries retain the right to manage their resources to meet their mission of serving the students and faculty of their institution. This includes maintaining unmediated access to the internet and uncensored collections.”

Participants at all three forums debated, often vigorously, the use of the words “unmediated” and “uncensored” in this section. All participants agreed that it was essential to safeguard the principles of academic freedom, which was the principal intent of the Taskforce when it crafted this section, but some also voiced concerns – which they said were fundamentally the concerns of their institution’s information technology professionals – about complications involving general untraceable computer usage, homeland security issues, and access to websites that were at best unsavory. Some institutions reported that their libraries already used “filters” on computers that were open to use by the public without any identification required, and those institutions wanted to maintain the right to continue using institutional discretion to mediate both incoming and outgoing messages on library computers accessible to the public.

Because the Statement of Principles affirms the expectation that the implementation of the principles articulated there is linked to institutional mission, compromise wording was suggested, as follows:

“Libraries retain the right to maintain unmediated access to the internet and to uncensored collections and to manage their resources to meet their mission of serving the students and faculty of their institution.”

This change has been made in the Statement of Principles. Other changes suggested at the regional meetings by one or another participant have not been made, given that they were typically not substantive but rather editorial.

Commissioner’s Recommendation

It is recommended that the Board of Governors for Higher Education endorse the Recommendations made by the Connecticut Taskforce on Library and Learning Resources and the *Statement of Principles, Academic Libraries in Connecticut*. It is further recommended that the Board of Governors endorse the new language of Section 10a-34-18 of the *Regulations for Licensure and Accreditation of Institutions and Programs of Higher Learning* and that the Board charge the Commissioner and the Department of Higher Education to take the steps necessary to incorporate that new language into those Regulations.

TASKFORCE RECOMMENDATIONS

To meet and affirm the standards and regulations of the Board of Governors for Higher Education concerning academic libraries and learning resources, the Taskforce on Libraries and Learning Resources makes the following recommendations:

- We recommend adoption of the *Statement of Principles, Academic Libraries in Connecticut*, as the foundation for what constitutes an academic library in Connecticut.
- We recommend that each college and university in Connecticut meet the particulars as well as the spirit of the specific elements of the Statement of Principles.
- We recommend that each college and university develop a plan for the periodic review and improvement of its library and learning resources, using the Statement of Principles as the foundation for its review, so that feedback is provided to the institution's constituencies and to the Department of Higher Education on how well the institution is meeting its goals and objectives for its library.
- We recommend that the Board of Governors' quality standard for library and learning resources be amended, as appropriate, and that it incorporate these recommendations and the expectations of the *Statement of Principles, Academic Libraries in Connecticut*.

STATEMENT OF PRINCIPLES
ACADEMIC LIBRARIES IN CONNECTICUT

1. An academic library must be an active force and a full partner in an institution's educational, intellectual, and community life. To be such a partner, the library must support and be responsive to the institution's mission of teaching, research, and service, and contributing to institutional effectiveness and student learning outcomes.

As a full partner in fulfilling the institution's mission, the library shall provide leadership interpreting the needs of the academic community in acquiring, collecting, organizing, and disseminating resources as well as providing a leading role in teaching information literacy to faculty and students.

In partnership with the faculty, the library is committed to the promotion of information and critical thinking skills essential to learning, teaching, and research.

In this process, the library should especially enable students to find, evaluate, and responsibly use appropriate information resources. The ease of electronic information retrieval makes it imperative that libraries partner with the faculty to help students locate reliable information and use it effectively and ethically. A partnership with librarians, who are information professionals, is an appropriate vehicle to do this.

2. An academic library must be housed in a facility that assures the long-term preservation of its collections; is safe, secure, and provides a sense of community; is convenient for its clientele to access; has generous hours of accessibility; and provides an environment that enables and supports faculty and student learning and research.

3. An academic library must provide a core of essential materials, in a variety of formats, that will support and strengthen the institution's mission and each of the institution's educational programs as well as the intellectual lives of students and faculty.

The library, and the institution as a whole, must understand that such materials are essential to meeting the learning needs of students; the teaching, research, and service needs of the faculty; and the institution's overall educational objectives.

The library must therefore have sufficient and up-to-date collections. It must not only provide timely and convenient access to its own collections, it must also serve as a gateway to research collections, data, and materials worldwide.

In addition to books, academic library collections include manuscripts, monographs, original source materials, other printed sources, microforms and other forms of preservation, audio-visual works, and secure consistent access to electronic informational resources.

Electronic resources will continue to transform libraries now and into the future, but they cannot currently be relied upon to form the sole foundation on which library collections are built.

Libraries retain the right to maintain unmediated access to the internet and to uncensored collections and to manage their resources to meet their mission of serving the students and faculty of their institution.

Whenever possible, the library should work collaboratively and cooperatively with the local communities surrounding it, and should provide reasonable access to visiting scholars.

4. The library must also provide a wide array of other services, staffed by librarians and other trained professionals, to sustain the institution's mission of teaching, research, and service.

An academic library must incorporate contemporary technology into its services and must keep pace with technological change.

5. An academic library must be directed by a qualified individual fully cognizant of and dedicated to the role of the library in service to the institution's mission of teaching, research, and service.

That individual must work closely and collaboratively with the institution's faculty and administration to ensure the library's responsiveness and its contributions to the institution's educational mission.

The director of the library must work with a competent staff sufficient in number, and with appropriate education and experience, to provide effective library and informational resource services.

6. An academic library must receive appropriate, adequate, and consistent financial support from the institution so that it can fulfill its responsibilities to the institution's mission of teaching, research, and service. That financial support must be used to enhance the library's holdings and services regularly through an ongoing collection and resource development plan.

The director of the library should have the responsibility and the authority to direct the activities of the library and to direct the use of its financial resources.

7. The library's mission and strategic plan must be consistent with the overall mission and strategic plan of the institution. It must support institutional outcomes at appropriate levels.

In that process, representatives of the library should be active participants on academic committees involved with curriculum development, research, planning, and assessment. There, they should offer their expertise in information strategies, which are an essential part of the institution's educational and intellectual life, and should provide insights into educational technology trends so as to help shape institutional planning and assessment.

THE CURRENT STANDARD

The current Board of Governors standard for library and learning resources in Connecticut is defined in Section 10a-34-18, Library and Learning Resources, of the *Regulations for Licensure and Accreditation of Institutions and Programs of Higher Learning*.

(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.

(b) *Resource sharing*. Inter-institutional cooperative arrangements for sharing learning resources are encouraged, provided that such arrangements shall be used only to supplement the basic library services provided by the institution. If students enrolled in a program will be required to rely in part upon the library holdings of another institution or organization, the institution offering the program shall be required to (1) demonstrate that such holdings are adequate to support both the program in question and the programs of the cooperating institution and (2) provide written verification from the cooperating institution that students enrolled in the program will have adequate access to these holdings and to the necessary support services of the cooperating library on the same basis as the regular patrons of the library.

(c) *Library personnel*. The planning coordination and direction of library and learning resource activities shall be the responsibility of personnel with appropriate training, including both professional and support staff. Faculty shall be involved in the selection of new library materials and learning resources.

(d) *Off-campus programs*. Library support for off-campus programs is subject to the following requirements:

(1) There shall be provision for a core collection, including both circulating and reference materials sufficient to meet the needs of both students and faculty, to be provided either at the site or via written agreement with a nearby library.

(2) There shall be provision for a reserve reading collection at or near the site.

(3) There shall be provision for professional library staff support for library services at or near the off-campus site.

(4) There shall be provision for additional materials to supplement the core collection, e.g., through computerized bibliographic access and a document delivery system.

(5) There shall be provision for adequate annual budget support for library resources at or near the site.

PROPOSED STANDARD

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

(Proposed Revisions are underlined.)

NEW (a) Facilities. Colleges and universities in Connecticut shall provide a designated and adequate facility to house their library collections and provide for the teaching, learning, research, and information service needs of students and faculty.

(b) 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, indexes/abstracts and databases in both print and electronic forms, microforms, audiovisual aids and other materials in the collection

- * the location and accessibility of these materials

- * the method of selection of new materials

- * the library hours

- * the annual budget for purchase of new books and other materials, sufficient to ensure maintenance of the library collections, their continuous development [delete: of the library collection] and the adaptation of library resources to student needs.

NEW (c) Services. The institution shall be required to demonstrate that its library provides necessary services, including the acquiring, collecting, organizing and disseminating of resources appropriate to support the needs of each educational program. Services must incorporate appropriate technological changes and be provided by qualified individuals.

(d) *Resource sharing.* Inter-institutional cooperative arrangements for sharing learning resources are encouraged, provided that such arrangements shall be used only to supplement the basic library services provided by the institution. If students enrolled in a program will be required to rely in part upon the library holdings of another institution or organization, the institution offering the program shall be required to (1) demonstrate that such holdings are adequate to support both the program in question and the programs of the cooperating institution and (2) provide written verification from the cooperating institution that students enrolled in the program will have adequate access to these holdings and to the necessary support services of the cooperating library on the same basis as the regular patrons of the library.

(e) *Library personnel.* The planning coordination and direction of library and learning resource activities shall be the responsibility of personnel with appropriate training, including both professional and support staff. That staff should be of sufficient size and

quality to meet the educational and service needs of students and faculty. The director of the library should hold a degree from a graduate program accredited by the American Library Association or an equivalent degree from an institution outside of the United States. Faculty shall be involved in the selection of new library materials and learning resources.

(f) *Off-campus programs.* Library support for off-campus programs (which are defined in 10a-34-23 of these Regulations) is subject to the following requirements:

- (1) There shall be provision for a core collection, including both circulating and reference materials sufficient to meet the needs of both students and faculty, to be provided either at the site or via written agreement with a nearby library.
- (2) There shall be provision for a reserve reading collection at or near the site.
- (3) There shall be provision for professional library staff support for library services at or near the off-campus site.
- (4) There shall be provision for additional materials to supplement the core collection, e.g., through computerized bibliographic access and a document delivery system.
- (5) There shall be provision for adequate annual budget support for library resources at or near the site.

STAFF REPORT: ACADEMIC AFFAIRS AND PLANNING COMMITTEE

Institution: Albertus Magnus College, New Haven

Item: Licensure of a program in Leadership leading to the Master of Arts (M.A.) degree

Executive Summary

Albertus Magnus College has applied for licensure of a program in leadership leading to the Master of Arts (M.A.) degree. According to the College, this program will focus on what are often termed the “soft skill” elements of leadership. Built on a foundation of interdisciplinary courses rooted in leadership practice, the program is intended to complement the College’s Master’s program in business, and should also complement and enhance its Master’s program in Liberal Studies. The College believes that the goals and objectives are fully consistent with the mission of the College to embrace “the Liberal Arts tradition and is committed to a vibrant curriculum... that is both scholarly and humanistically enlarging.”¹

The Advisory Committee on Accreditation, at its meeting on May 19, 2005, found the program to be in compliance with the Board of Governors’ approval standards and voted 11-1 in favor of recommending the program for Board approval.

Commissioner's Recommendation

It is recommended that the Board of Governors license Albertus Magnus College to offer a program in Leadership, leading to the Master of Arts (M.A.) degree for two years from July 1, 2005 through June 30, 2007, with the stipulations that the College will demonstrate the following by the time of accreditation application:

- Clearer faculty ownership of the program by articulating the roles of program overseers and program developers, and by formally appointing a faculty program coordinator;
- Permanence of the program advisory council;
- Evaluation of LDR 502 Leadership and the New Science: Research Design & Methods for Understanding Leadership.

¹ Albertus Magnus College (2003). *Strategic plan, 2003-2008*. New Haven: Author.

Description

Purpose and Objectives

The College expects that the program will serve non-profit, educational, religious and for-profit organizations—as it believes that the program has been designed to be a broad leadership-development program that should be relevant in most organizational settings. The focus of the 33 credit-hour Masters Degree Program is on the development of students' human leadership skills and sensitivities, and on the process by which they can exercise those skills to improve the performance of their organizations.

The College states that the mission of the program is to provide an educational experience that offers its participants ample opportunity to learn about and to practice leadership in a nurturing and intellectually invigorating environment. Participants in the program are encouraged to reflect on and develop a type of leadership that is rooted in service to others and built on a vision of reciprocal trust and ethical behavior.

The College expects that the participants in the program should be able to develop as visionary leaders who strengthen their organizations by creating and nurturing cultures of reciprocal trust, ethical behavior, empowerment of colleagues, and service. The program attempts to balance theory and practice in seminars and practica aimed at developing the participant's potential for communication, team leadership, building community, and the projection of vision rooted in ethical values.

The College suggests that, upon completion of the program, its participants should be able to:

- Exercise and Improve High-level Ontological, Integrative, and Creative Skills;
- Exercise and Improve Interpersonal Communication Skills within a Leader-Follower Context;
- Exercise and Improve Interpersonal Community-Building Skills; and
- Exercise and Improve Service Skills

Administration

The College originally proposed that the Vice President for Academic Affairs will serve as the program coordinator. The College has since accepted the site visit team's recommendation and has indicated that it will appoint a full-time faculty member as the program coordinator.

Curriculum

The College suggests that the curriculum is composed in three main conceptual sections: (1) *Concepts for Understanding Leadership and Organizational Character*; (2) *The Practice of Leadership in a Pluralistic Context*; and (3) *Imagining and Affecting the Future—The Capstone*. The curriculum is summarized in Table 1 below:

Table 1. Curriculum

Section	Course Number	Course Title	Credits
<i>Introduction</i>	LDR500	Team Building and Leadership	1
<i>Concepts for Understanding Leadership and Organizational Character</i>	LDR502	Leadership and the New Science: Research Design & Methods for Understanding Leadership	3
	LDR504	Cultural Anthropology and Leadership: Organization as Culture	3
	LDR506	Moral Leadership: Defining the Character of Individuals in Organizations	3
	LDR508	Servant Leadership	3
<i>The Practice of Leadership in a Pluralistic Context</i>	MGT510	Human Resource Management in a Changing Environment	3
	LDR510	Leadership and Diversity	3
	LDR512	Resolving Conflict Through Dialog	3
	LDR600	Team Building and Leadership (Group Experience)	1
<i>Capstone: Imagining and Affecting the Future</i>	LDR602	Leadership, Imagination and Communication	3
	MGT603	Change Strategy: Anticipating, Leading, and Managing Change Processes	3
	LDR604	Strategic Leadership in a Changing Society	4
<i>Cumulative Assignments</i>		Individual Cumulative Reflective Journal	
		Individual Future Vision Project	
		Group Team Building Experience	
		Capstone Team Project: Existing Issue Change Plan, due at the end of the final course	1
Total			33

Source: Albertus Magnus College.

The College indicates that many courses will be blended with on-line components, but the program will not exceed 50% on-line delivery. Faculty members will meet face-to-face for 24 direct contact hours in each course, then will meet on-line for the remainder of full-contact time equivalent. These contact elements will remain the same without regard to specific delivery method.

The College assures the Department that the program will undergo systematic review and formal assessment as any of its graduate and undergraduate programs to ensure that the learning outcome goals of participants are being achieved.

Admissions and Enrollment

The College states that, to qualify for admission to the program, in addition to the College's general graduate admissions requirement, an applicant must have a minimum of two years of appropriate experience in an organization. The College anticipates 24 part-time students in the first year, 38 and 57 in second and third year, respectively.

Educational Planning Context

Overall Needs

The College reports that a survey of its current undergraduate students in the Accelerated Degree Program indicates that over 100 of those students would be interested in an accelerated degree format Master's level course offered by the College. The College believes that there is sufficient demand for a Master's at the College, and that the leadership program will appeal to students of the two largest evening majors, Business and Psychology.

The College further asserts that business schools in the United States are not focusing enough attention on ethics, leadership, and entrepreneurship, and creative approaches. Recent business scandals nationally have shown that the rather modest curricular changes that have occurred since the late 1980's have been mostly cosmetic and have continued to focus mostly on the "hard elements" of finance, marketing and business valuation.

Relationship with Current Programs

The College argues that the proposed program offers a strong complement to its existing graduate programs in business and the liberal arts. It has a curricular coherence of its own, but it builds on elements that already exist in the College's Master of Science in Management (MSM) and Master of Arts in Liberal Studies (MALS). Whereas the MSM focuses exclusively on building skills relative to general decision-making in a "business model" of organization, and whereas its Master in Business Administration Program (MBA, which augments the MSM) focuses on building skills to assess and develop value-creation strategies for business growth, the proposed program is more general and focuses

Table 2. Relationship among master’s level courses

Course Number	Course Title	Program Credits			
		MSM	MAL	MBA	MALS
LDR500	Team Building & Leadership (Intensive on-site)		1		
LDR502	Leadership & the New Science: Research Design & Methods for Understanding Leadership		3		
MGT502	Contemporary Ethical Issues for Managers	3		3	
MGT503	Executive Management: Strategies & Leadership	3		3	
LDR504	Cultural Anthropology & Leadership: Organizations as Culture		3		LS548
MGT505	Managerial Economics	3		3	
LDR506	Moral Leadership: Defining the Character of Individuals in Organizations		3		
MGT506	Management Process & Organizational Behavior in Innovative Companies	3			
LDR508	Servant Leadership		3		Option
MGT508	Marketing Management	3		3	
LDR510	Leadership & Diversity		3		LS540
MGT510	Human Resource Management in a Changing Environment	3	3	3	
LDR512	Resolving Conflict Through Dialog		3		
MGT514	Information Systems in Management	3		3	
MGT520	Managerial Finance	3		3	
LDR600	Team Building & Leadership (Intensive off-site)		1		
LDR602	Leadership, Imagination & Communication		3		
MGT603	Change Strategy: Anticipating, Leading, and Managing the Change Process	3	3		
LDR604	Strategic Leadership in a Changing Society		4		
MGT605	Management Within a Global Environment	3		3	
MGT611	Research Methods for Managers	3		3	
MGT615	Management Research Project I-- Topic Selection	1			
MGT616	Management Research Project II- Data Collection & Analysis	1			
MGT617	Management Research Project III-- Results and Recommendations	1			
MBA618	Value Creation for Customer's in the 21st Century			3	
MBA620	Entrepreneurship: Innovation & Creativity in Creating Value			3	
MBA622	Organizational Renewal & Development			3	
MBA624	Operations Management & Value Creation			3	
MBA626	Legal Issues in Management & Entrepreneurship			3	
MBA628	Financial Analysis and Projection			3	
MBA630	Strategic Thinking for Sustainable Performance			3	
Total		36	33	48	

Source: Albertus Magnus College

on the actual processes of leadership, and concentrates on the human and people-centered issues of organizational effectiveness. It is thus a complement to both the MSM and the MBA, and should not dilute either program. In addition, the proposed program will provide courses that will serve as electives for the current MALS Program.

Other Programs in Connecticut

The College argues that there are no accredited programs in Connecticut, at either the undergraduate or graduate level, which focus on the general processes of leadership. There are two licensed programs, an undergraduate program at Quinnipiac University and a graduate program at The Graduate Institute.

Comments from Other Institutions in Connecticut

There have been no comments received from the other institutions of higher education in Connecticut.

Resource Support

Faculty

The College states that the proposed program will initially be led by the Vice President for Academic affairs, who holds a Ph.D. in Strategic Management from the University of Georgia and a Masters in Public Policy and Political Science from Indiana University, and whose book, *Creating Value Through Skill-Based Strategy and Entrepreneurial Leadership* (Pergamon, 1999), explores many of the concepts introduced in the Program. The College will appoint a full-time faculty member to serve as the program coordinator.

The College indicates that another seven current full-time members of the College faculty, will be available to teach in the program. As the program is launched, the College will seek to hire full-time faculty members who are credentialed in areas appropriate to the mission of the program. The timing of faculty hiring will be dependent on the timing and location of growth in the program. The College will also rely on a cadre of credentialed professionals whose exemplary careers as leaders and organizational change experts will augment delivery of the curriculum.

Resource Centers and Libraries

The College reports that the College librarians have worked closely with faculty members responsible for curriculum development. As a result, the business and organizational psychology resources, both online and on site, have been significantly strengthened. All graduate students now have access to two full-time American Librarian Association certified research librarians. The College has increased its library allocation by an additional \$30,000 annually for the next three years to enhance library resources for the master's program holdings, particularly in the leadership area. Additionally, the College

also expends another \$13,000 per year to access library resources at all University of Connecticut libraries. Using both the outside consultants and other benchmark sources, the Library has added a broad range of online resources now available to all students. A component of the first courses includes training in the use of these resources so that students are fully conversant with the techniques available for conducting research both in the Library and through virtual access.

The Library now has approximately 2100 unique business and organization titles, 450 of which are leadership and business ethics specific, 75 videos, and 70,000 volumes available for student use. Approximately 70% of the entire library collection is accessible via ReQuest, so that students can take these materials with them. Retrospective conversion of the remaining collection is in progress. Hundreds of business journals are currently available in full-text version through the online databases.

The College affirms that its library director, in coordination with the proposed program coordinator and the participating faculty members, will work to build a balanced but focused collection of monographs, books, and digital materials (including DVD-films) that support the intellectual basis of the program and that encourages life-long learning in the field. The library will be subscribing to *Leadership Quarterly*, and will be consulting outside consultants for specific advice on titles and resources that can contribute to a relevant and dynamic collection in the area of leadership. The resource plan calls for an initial targeted leadership library budget in year one of the program of \$10,000. This will cover investments in print journals, and the initial acquisition of monographs, books and films.

Facilities and Equipment

The College states that it currently has sufficient classroom and other resources, including library resources, to launch this program without significant up-front infrastructure investments. The resource plans do call for some limited enhancement to facilities in the second year, in preparation for steady-state growth and the development of a Leadership Development Center. The program will utilize facilities in the new academic building.

Quality Assessment

Following a review of the application and other pertinent information provided by the College, the Connecticut Department of Higher Education Program Evaluation Team visited the College on December 17, 2004. Chaired by Dr. Yuhang Rong of the Connecticut Department of Higher Education, the committee consisted of Dr. Timothy R. McMahon, co-author of *Exploring Leadership* (1998, San Francisco: Jossey-Bass), national speaker on leadership issues, Faculty Consultant for the Teaching Effectiveness Program at the University of Oregon; and Dr. Krista Rodin, Dean, College of Continuing Studies at the University of Connecticut, representing the Advisory Committee on Accreditation. The team has also conducted a series of follow-up discussions with the College through electronic mails. Dr. Rodin and Dr. Rong had a final meeting with Dr.

Schulz and the proposed faculty program coordinator on April 27, 2005. The findings of the evaluation team on the Board's Approval Standards in the areas of Purposes and Objectives, Administration, Adequacy of Resources, Faculty, Curriculum and Instruction, Library and Learning Resources, and Facilities and Equipment are summarized below. Also included are responses by the College to the Evaluation Team findings.

Purposes and Objectives

The Board of Governors' Approval Standards indicate that: "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."

Evaluation Team Findings:

The review team asked the College to submit specific programmatically based and clearer learning objectives. The proposal should present a well-developed program structure with both program and course assessments that reflect learning objectives. The review team suggests the College reexamine the program's targeted student pool. The current target is too vague and broad while the program's content, is designed to meet the needs of specific professionals. The College needs to clearly articulate the admission standards including the pre-requisite knowledge and skills. The College needs to justify this program as a graduate level program by articulating its difference from an undergraduate program. The College needs to address how this program builds on a student's undergraduate experience. The review team would like to see the College establish and consult with an area advisory board for the proposed program.

The College's Responses:

The College indicates that this program will integrate concepts from philosophy, religion, organizational psychology, sociology, cultural anthropology, organizational theory and development, strategic management, political science, and human resource management--to provide students with a strong base for effective leadership in a diverse and pluralistic society.

The College submits that, upon completion of the program, its participants should be able to exercise and improve high-level ontological, integrative, and creative skills [including reflecting (reflecting-in-action), showing awareness of self and others, being attentive, demonstrating mindfulness, demonstrating passion, examining vulnerabilities, acknowledging and expressing convictions, beliefs, core values, acting with authenticity, synthesizing, integrating, connecting (purpose and action) and conceptualizing ideas and forging relationships, identifying context, understanding motives, analyzing and describing the research content and context of books, articles, monographs, web-sources, etc., that are related to leadership, in terms of their use of qualitative or quantitative methods, imagining, creating, envisioning, conducting appropriate original qualitative or quantitative

research in an individual and team context, and foreseeing personal and organizational futures]; to exercise and improve interpersonal communication skills within a leader-follower context [including listening well, discussing, persuading, explaining, speaking clearly and compellingly, making requests, offers, and declarations, sharing stories of organizational successes, failures, and transformations, and writing with passion and clarity about personal and organizational goals and futures]; to exercise and improve interpersonal community-building skills [including trusting others and building trust, responding to others, resolving conflict, reconciling differences, compromising, being a steward, holding in trust, committing, fostering community, and being effective team members]; and to exercise and improve service skills [including serving others, influencing and mentoring others, and practicing leadership in action].

According to the College, the program will be subject to a comprehensive outcomes assessment process which should provide feedback for operational improvement and the longer-term strategic planning renewal and growth. The College states that it has intentionally integrated the assessment and measurement and analysis process within the context of strategic planning, and its strategies, structures and performance are inter-linked and inform one another. Thus, during any given academic year, the academic departments and operational divisions, will and are collecting evidence of outcomes with respect to objectives that are linked to the College's Mission, and this evidence is being used to improve courses, curriculum, and, in the larger strategic planning process, to improve and assess the need for internal change and improvement.

Specifically, for the program, the College assures the Department that it will implement a comprehensive assessment program structure that will guide curricular improvements and program offerings. The specific assessment plan will incorporate both direct and indirect measures of program effectiveness and will include: data collection from appropriate content evaluation instruments within each course in the form of deliverables that will be evaluated (papers, projects, research analyses, presentations, etc., as specified in course syllabi); end-of-course evaluations completed by seminar participants that will assess their perception of achievement with respect to course and program learning objectives; a pre- and post-program leadership simulation assessment; internal and selected external-source evaluation of participant's comprehensive capstone projects; participant and program director evaluations of individual participant's comprehensive reflective leadership journals and or/electronic portfolios; polling of employers for pre/post skills and qualities assessments of participants in areas related to program learning outcomes; focus groups with community and other advisors to the leadership program; long-term follow-ups with graduates that examines the level to which graduates persist in follow-up with respect to their capstone project analysis.

The College states that the program will initially aim to serve people with organizational experience and leadership responsibilities in the non-profit sector, thus the program will complement and enhance the College's masters programs in business, and its masters program in liberal studies.

The College asserts that, in order to enhance the skills of program participants, within the leadership context, the program's admission requirements will reflect the need for participants to have previously mastered basic academic skills at the undergraduate level, general education knowledge, and knowledge in a substantive field of choice. In addition, participants will be required to demonstrate that they have a minimum of two years of requisite organizational experience and a practice basis to benefit from the program (by submitting a focused essay). To qualify for admission to the program, the applicant must have a bachelor's degree from an accredited college or university; a minimum grade point average of 2.5 on a 4.0 system; a minimum two years of requisite experience in an organization; proficiency in the use of personal computers and the World Wide Web; and proficiency in the English language which may be demonstrated by the completion of two years of successful academic work in the United States at the college level or by passing the Test of English as a Foreign Language (TOEFL) with a score of 600 or better. The applicant must also submit official transcripts from all degree granting institutions attended; an essay citing a specific example of the most effective organizational team of which they have been a member, and describing their role on the team, what it accomplished, and how leadership factored into its success; and two letters of recommendation including at least one from a professional associate.

In February, 2005, the College established a presidential *ad-hoc* Program Advisory Committee, which includes members of the not-for-profit, educational, and religious community in the greater New Haven and Hamden area, to assist the College in effectively implementing its proposed program. The committee met for the first time in April 2005. The College has assured the site visit team that this committee will become the permanent advisory group once this program is licensed by the Board of Governors.

Evaluation Team's Final Findings:

The review team has determined that the College has met the Board standard in this category.

Administration

The Board of Governors' Approval Standards indicate that "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."

Evaluation Team Findings:

The review team has determined that the College has met the Board standard in this category. The College has demonstrated clear conviction from its senior leadership team as well as diverse expertise from its participating faculty members.

The review team has expressed concerns about the time commitment as well as a potential conflict of interests if the program continues to be directed by the Vice President of Academic Affairs, and suggests that a full-time program director, with a terminal degree in a related field, be employed immediately after the program is licensed to ensure the academic autonomy of the program.

The review team has expressed concerns that the College may spread itself too thin during the licensure period of the program by offering the program at the College's sites in New Haven and Hartford, and in both the traditional program format and the New Dimension's format. The team suggests that the program is offered in one format at one location until the College is ready to apply for accreditation for this program.

The College's Response:

The College responds that the program will initially be led by the Vice President of Academic Affairs who holds a Ph.D. in strategic management from the University of Georgia and a Masters in public policy and political science from Indiana University. The College argues that the Vice President's research in strategic management, entrepreneurship, and leadership has won National awards from the Academy of Management and The Institute of Management Sciences and Operations Research Society of America, and has written *Creating Value Through Skill-Based Strategy and Entrepreneurial Leadership* (Pergamon, 1999), which explores many of the concepts introduced in the Program. The College further indicates that, working within the context of his faculty responsibilities, the Vice President will help launch the program and once the program is licensed, the College plans to appoint a current full-time faculty member at the College, who has been integral in conceptualizing and developing the program, as Director. The College proposes to offer this program, during the period of Licensure, at its main campus in New Haven. The College will seek to offer this program in other locations and delivery systems upon accreditation.

Adequacy of Resources

The Board of Governors' Approval Standards indicate that: "The financial resources of an institution shall be adequate for the effective achievement of the purposes and objectives of the institution and each of its programs, and for meeting obligations to the staff, students and all persons to be served by the institution." In regard to new programs, the Approval Standards specify that: "An application for a new program shall include a complete and realistic plan for implementing and financing the proposed program during the first cycle of operation, based on projected enrollment levels; the nature and extent of instructional services required; the availability of existing resources to support the program; additional resource requirements; and projected sources of funding."

Evaluation Team Findings:

The review team has determined that the College has met the Board standards in this category. The team commends the College for its commitment of personnel and learning resources in this proposed program.

Curriculum

The Board of Governors' Approval Standards in the area of curriculum include the following:

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.

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.

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.”

Evaluation Team Findings:

The team believes that the proposal has a decent conceptual framework with appropriate content, especially in the area of ethics. The team suggests that the courses spend more time discussing leadership issues within systems and groups. The College should clearly articulate its core curriculum and its electives. In addition, the team states critical elements in quantitative and qualitative research methodology must be incorporated into the program. The research portion of the curriculum should include components on program

evaluation. The team suggests the College develop a learning outcome oriented sequence including the identification of core and elective courses. The team would like to see a set of well-developed course syllabi in addition to the currently proposed course descriptions. The College needs to present more information on how the capstone experience will work, especially given the fact that it is integral to the entire program. The team is concerned about the sequencing of the courses taken by students. It appears students would take courses as they were developed by the College.

The College's Response:

The College argues that there are no electives in the program, outside of the customizable individual and team capstone assignments within the designed courses, and all courses are housed within three conceptual sections. Other than the final two courses, which requires that at least 8 of the 10 3-credit program courses be completed or co-requisite, all other courses will be integrated conceptually, but will not be structured as in a ladder-discipline and will not have graduate level pre-requisites outside the program, nor specific undergraduate pre-requisites apart from a Bachelor's degree from an accredited institution of higher education. The College will offer a rotation of courses each module such that each course will be offered enough times in the year to ensure a student could graduate in two years if they take three courses every two modules.

After a series of discussions with members of the team, the College has re-designed and named the LDR502 course to "Leadership and the New Science: Research Design & Methods for Understanding Leadership". The College suggests the syllabus has been designed to address the site visit team's concerns and to meet the following learning outcomes:

- synthesize and explain the major concepts that relate recent discoveries in science to potentially innovative and effective ways to lead organizations as adaptive systems within chaotic and changing environments;
- identify, analyze and discuss fundamental assumptions, filters and biases that he or she may carry about the nature of the world around us, and reflect systematically on how these assumptions affect the research process and how they may limit potential action to improve the practice of leadership and organizational performance;
- explain some of the fundamental elements and approaches to effective research in the sciences and the social sciences, and to recognize and identify elements of theory-building and theory-testing as a way of advancing knowledge and practice in a range of subjects, including leadership;
- discuss and use basic terms that relate to assessing the validity and reliability of both qualitative and quantitative research appropriately. Interpret, explain and evaluate different methods of displaying and understanding quantitative and qualitative data within various research design traditions;
- analyze and describe the research context of books, articles, monographs, web-sources, etc., that are related to leadership, in terms of their use of qualitative or quantitative methods;
- apply learned concepts from both *Leadership and the New Science*, the Creswell texts on research design, and readings on quantitative and qualitative

- research, to evaluate and extend the research presented in the book *Good-to-Great: Why Some Companies Make the Leap and Others Don't*;
- prepare and present a preliminary research design framework that would be appropriate to study a proposed research question relevant to leadership and organizational issues raised in the course.

The College has submitted a complete set of course syllabi.

The College suggests that one of the activities required in the program, designed so that participants may reach the program goals, is the development of an integrative, team-based, capstone project that will engage the team members to identify a current challenge or issue that requires systemic change and leadership capacity. Such “leadership and change” projects will involve identifying core problems and opportunities faced by local, regional or national organizations that are of professional and/or personal interest to the team members, and that will require imaginative problem-solving, change-management planning, and effective communication about how leadership can help the organization achieve its potential.

While the actual Capstone Project will be completed in the final course of the program, LDR 604 *Strategic Leadership in a Changing Society*, elements of the project will be addressed. The capstone concept and requirements will be described in the introductory course, LDR 500 *Teambuilding and Leadership*, and participants will receive significant qualitative research methods training and opportunities to identify and begin analysis on a leadership and change issue across the span of courses that include LDR 502 *Leadership and the New Science: Scientific Thinking, Organizational Life & Change*, LDR 504 *Cultural Anthropology & Leadership: Organizations as Culture*, and LDR 603 *Change Strategy: Anticipating, Leading, and Managing Change Processes*.

The College clarifies that teams working on their capstone project will have discretion to choose both the subject and form of their project, and the final projects could take the form of written comprehensive case-studies, ethnography, working grounded-theories, policy analyses with implementation recommendations, digital film documentaries with supporting written analysis, or other approved forms. The essential process and deliverable in all contexts is that the team identify, analyze and engage with actual issues, problems, or opportunities that require an examination of or exercise of leadership and organizational change or birth, and that they conceptually integrate skills, knowledge and dispositions learned in the program.

The College has developed a rotating four-year schedule of course offerings for the program, based on the five-module schedule that that program will initially be offered within. The schedule supports the completion of the program in approximate 18-24 months. As all course syllabi have already been modified or developed, the schedule is ready to be implemented.

Evaluation Team's Final Findings:

The review team has determined that the College has met the Board standard in this category.

Faculty

The Board of Governors' Approval Standards related to faculty stipulate the following:

General requirement

Institutions shall employ a sufficient number of qualified faculty members 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.

Qualifications

Faculty members shall have appropriate degrees from regionally accredited institutions, at least one level above the degree being offered, or 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 program, 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.

Assignments

Faculty members' responsibilities shall include: broadening professional knowledge, preparing course materials, advising students, and carrying out other academic responsibilities appropriate to their position, in addition to performing assigned teaching, research, and administrative duties. Provision should be made for part-time and adjunct faculty to participate in departmental and general faculty meetings and other activities.

Academic advising

Adequate provision shall be made for students to confer with faculty and qualified counseling staff outside of class."

Evaluation Team Findings:

The review team commends the College for identifying a collaborative faculty team representing a broad range of disciplines. The team has observed that the Vice President of Academic Affairs has taken the leadership of developing this proposed program. The proposal, however, has not demonstrated clear ownership of course content by the participating faculty members. The team is concerned about potential undue interference from the Vice President for Academic Affairs. The review team expressed concerns about how faculty members currently developing course syllabi are being compensated. The team also suggests the College to clarify the ratio of full-time and part-time faculty members for this program.

The College's Response:

The College contests that the question of “clear ownership by the faculty” must be understood within the Board’s standards, as the College believes that there is no specific standard for identifying or assessing “faculty ownership.” The College states that it will appoint a director from the full-time faculty after licensure, and the Vice President, in his capacity as a Full Professor of Management and who has previously taught in both of the College’s evening adult programs and at both the undergraduate and graduate level at the College), and eight other members of the current full-time faculty will teach in this program. This would indicate that the College meets the faculty standard and that the faculty members, many of whom have designed the courses to be used in the program, have ownership of the content of the program.

The College further argues that current full-time members of the College faculty from a wide-range of disciplines, that have developed, or are active in developing or vetting courses as part of their activities for the College and for the program. The team of faculty members that has been involved in developing the program has a rich experience teaching and developing curriculum in the academic programs at the College, and representing a core of committed leaders in the College. During the two years that the program has been developed and discussed, this set of faculty members have been consulted on a regular basis, and have provided invaluable feedback during the iterative and team-based development process.

The College asserts that the Vice President for Academic Affairs has provided the vision for the project, in terms of its fit with the College’s mission, and has provided curricular expertise, given his experience and knowledge in the area of leadership and qualitative research. The College assures the Department that the Vice President has not, nor will he, exercise undo or inappropriate administrative authority that is outside the College’s Constitution or the Faculty Handbook regulations with respect to faculty rights to ultimately govern the curriculum and policies of the program. However, as a Full Professor of Management in the Department of Business Administration and Management, and as a regular voting member of the Faculty Assembly of the College, the Vice President will continue to provide content expertise in the program, and will remain active in

teaching within the program, and participating as a faculty member on the curriculum committee—which will be chaired by the program director.

The College reports that all faculty members involved in the program development are compensated separately for administrative duties (including curriculum evaluation and development). The College will follow its extant policies regarding course development and significant modality modifications, where faculty members are compensated upon the completion of the first section taught, with syllabus revisions included.

The College is planning to have approximately 60% - 70% of the courses taught by full-time faculty, and will employ qualified clinical faculty with leadership and leadership development experience to teach in the program.

Evaluation Team's Final Findings:

The review team has determined that the College has met the Board standard in this category.

Graduation Requirements

The Board of Governors' Approval Standards specify that:

Undergraduate degree requirements shall include a provision that each student must complete at least 25 percent of the minimum credit requirements for the degree through course work at the institution awarding the degree.

Evaluation Team Findings:

The review team has determined that the College has met the Board standards in this category. The team compliments the College's inclusion of a capstone project, which would clearly strengthen the students' understanding the leadership concepts.

Library and Learning Resources

With regard to library resources the Board's standards indicate that:

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.

In the area of library resource sharing, the standards stipulate that:

Inter-institutional cooperative arrangements for sharing learning resources are encouraged, provided that such arrangements shall be used only to supplement the basic library services provided by the institution. If students enrolled in a program will be required to rely in part upon the library holdings of another institution or organization, the institution offering the program shall be required to (1) demonstrate that such holdings are adequate to support both the program in question and the programs of the cooperating institution and (2) provide written verification from the cooperating institution that students enrolled in the program will have adequate access to these holdings and to the necessary support services of the cooperating library on the same basis as the regular patrons of the library.

Evaluation Team Findings:

The review team has determined that the College has met the Board standards in this category. The team has observed that the College has a very knowledgeable and committed library staff. The College has presented a clear library holdings development plan.

Facilities and Equipment

The Board of Governors' Approval Standards specify that:

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.

Evaluation Team Findings:

The review team has determined that the College has met the Board standard in this category. No new facilities and equipments will be needed for this proposed program.

Student Services

The Board of Governors' Approval Standards specify that:

Institutions shall provide for adequate student access to a well developed program of counseling, testing, advisement, career development, and placement services.

Evaluation Team Findings:

The College suggests that the proposed program will target a broad range of potential students who may have varied interests and needs. The College needs to articulate clear

student recruitment policies, clear on-going student academic advising guidelines and procedures, and potential career/placement service policies.

The College's Response:

The College states that it will recruit students for the program in a manner consistent with its current approved Masters-level programs, and compliant with all Equal Opportunity requirements. The College will produce appropriate informational collateral materials, both in print and in electronic form to inform potential students about the expected learning outcomes and benefits of the program, and allocate sufficient marketing resources in order to inform the citizens of Connecticut about the program, its requirements and its benefits.

The program director, as part of his/her administrative responsibilities, will initially advise all students in the program. If the program grows sufficiently, other full-time faculty participating as members of the curriculum committee will also provide advising. The College has planned to open an Office of Education and Graduate Studies when the Masters in Leadership program and the College's undergraduate Education programs are licensed, and the administrative staff in that office, working in tandem with the Office of Financial Assistance, will support the Masters in Leadership, the MALS, the Master of Arts in Art Therapy and the Education programs in terms of student services with respect to initial program inquiries, financial assistance, registration and coordination with the program directors for advising. Participants in the Masters in Leadership Program will have access to the same student services in Career Placement as the evening MALS and MSM/MBA students have, which are offered through the College's Career Services Center.

Evaluation Team's Final Findings:

The review team has determined that the College has met the Board standard in this category.

Summary of Strength and Areas Need Improvements

Strength

The review team has complimented the College for the following overall strengths:

- Clear institutional support for the program with strong commitment and leadership from the Vice President for Academic Affairs;
- A diverse and highly qualified core group of faculty members with a clear sense of working collaboratively to establish the program;
- Broad range of disciplines represented in the curriculum with strong focus on ethical and moral leadership behaviors and beliefs;

- Responsive institutional leadership in addressing the site visit team's recommendations.

Areas in Need of Improvements

The review team emphasizes the following areas in need of improvement during the program's licensure period:

- Clearer faculty ownership of the program by articulating the roles of program overseers and program developers, and by formally appointing a faculty program coordinator;
- Permanence of the program advisory council;
- Evaluation of LDR 502 Leadership and the New Science: Research Design & Methods for Understanding Leadership.

The Advisory Committee on Accreditation

The Advisory Committee on Accreditation, at its meeting on May 19, 2005, found the program to be in compliance with the Board of Governors' approval standards and voted 11-1 in favor of recommending the program for Board approval.

STAFF REPORT: ACADEMIC AFFAIRS AND PLANNING COMMITTEE

Institution: Norwalk Community College
Item: Reaccreditation of the College

Norwalk Community College has requested reaccreditation by the Board of Governors for Higher Education on the basis of the continuation of its regional accreditation by the New England Association of Schools and Colleges (NEASC). The College was reaccredited last by the Board of Governors until September 30, 2005.

Norwalk Community College was established in 1961 as a municipal college. Control of the College passed to the State of Connecticut in 1966 and the College became a member of the State system of higher education. A new campus was completed in September 1991, and in July 1992 the College merged with Norwalk State Technical College to create a comprehensive, multi-purpose, public two-year institution dedicated to serving the citizens of southwestern Fairfield County. The College serves the educational needs of approximately 6,000 full-time and part-time students who are enrolled in academic programs or program options that lead to associate degrees or certificates in a variety of fields. The College also is committed to continuing education and to offering programs for business and industry workforce training, business and professional development credit and non-credit courses, lifestyle courses, and credit and non-credit courses at satellite locations. The College also offers a wide variety of community services.

The Commission on Institutions of Higher Education of the New England Association of Schools and Colleges conducted a comprehensive evaluation visit to the College in November 2004. At its meeting on April 21, 2005, the Commission continued the College's accreditation. The Commission also asked the College to submit a fifth-year interim report for consideration in Fall 2009. That report, the Commission requested, should provide information included in all interim reports and should also give emphasis to the College's continuing progress in ensuring that institutional planning is appropriately participatory; in developing a system of governance that facilitates communication and decision-making; and in strengthening its use of evaluation, including the assessment of student learning. The Commission scheduled the College's next comprehensive evaluation for Fall 2014.

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." The letter of notification from the New England Association of Schools and Colleges, dated May 23, 2005, gives no indication of serious problems at the institution, and the Board of Governors has no other information that could be interpreted as "cause" under 10a-34-6(c). There being no cause, it is recommended that the Board of Governors accept the NEASC assessment and grant accreditation to Norwalk Community College until September 30, 2010.

STAFF REPORT: ACADEMIC AFFAIRS AND PLANNING COMMITTEE

Institution: Quinnipiac University, Hamden

Item: Licensure of a program in Health Care Management leading to a Master of Business Administration (M.B.A.) degree

Executive Summary

Quinnipiac University has applied to the Board of Governors for Higher Education for licensure of a program in health care management leading to a Master of Business Administration (M.B.A.) degree. As part of the School of Business at the University, the M.B.A. in Health Care Management program will focus its resources on developing skills of entry and mid-career professionals. It will prepare its students for advancement in the health care industry, including, but not limited to, physician practices, hospitals, long-term care facilities, health insurance companies, government agencies and pharmaceutical companies. With the implementation of this proposal, the University will phase out the current Master of Health Administration (M.H.A.) program.

The Advisory Committee on Accreditation, at its meeting on May 19, 2005, found the program to be in compliance with the Board of Governors' approval standards and 11 members voted in favor of recommending the program for Board approval with one abstention.

Commissioner's Recommendation

It is recommended that the Board of Governors license Quinnipiac University to offer a program in Health Care Management, leading to the Master of Business Administration (M.B.A.) degree for two years from July 1, 2005 through June 30, 2007.

Description

Purpose and Objectives

According to the University, the M.B.A. in Health Care Management program will create an environment that:

- Develops creativity and critical thinking;
- Emphasizes the central importance of ethical decision-making and behavior in health care organizations;
- Teaches the role of cultural diversity in health care and health care organizations;
- Provides a perspective on the present and future of health care as well as providing a thorough understanding of the historical development of the industry in this country;
- Introduces and emphasizes modern concepts of teamwork and management as they apply to health care;
- Emphasizes the critical role of information technology in health care management;
- Encourages continuing, lifetime learning.

Administration

The current Director of the M.H.A. program will serve as the Director of the M.B.A. in Health Care Management program, who will report to the Dean of the School of Business.

Accreditation

The School of Business is accredited by the Association to Advance Collegiate Schools of Business (AACSB) International. The proposed program will be submitted for review by AACSB during the next review cycle.

The University believes that the proposed program has met, and in some categories, surpassed the recently adopted AACSB standards. Specifically, the University has identified its target market to include primarily adult, part-time students either working in or having a desire to work in the field of health care administration. It has established systems to ensure continuous quality improvement, such as the Continuous Quality Improvement Committee and the Graduate Curriculum Committee. The University argues that it has demonstrated that the institution and School of Business is fiscally sound by committing more than adequate resources to the program. In terms of admissions, the undergraduate GPA and GMAT standards are in place. The admission decision also takes into account factors such as work experience. The University suggests that its minimum GPA requirements for individual courses and for the overall GPA along with the individualized academic advising will ensure academic standards and assist students in retention. AACSB requires that 75% of instruction (as measured by student credits hours) within the School of Business must be covered by “participating faculty”. In addition, no

single degree program can have less than 60% of instruction by “participating faculty” and 90% or more of student credits hours must be covered by academically or professionally qualified faculty. The University contends that it has surpassed this standard. Finally, the University states that the program has aligned its learning goals with the curricular contents. According to the AACSB recommendations for developing appropriate knowledge and skills for graduate programs, suggested skill development includes developing the capacity to adapt and innovate to solve problems, the capacity to lead and the ability to work effectively in teams. The University argues that its learning goals in creative and critical thinking, broad perspectives, ethics, and diversity and effective teamwork will afford its students these prescribed knowledge and skills. AACSB requires that each degree program have a set of learning goals, a set of rubrics for measuring achievement of those goals and a system for using feedback toward continuous improvement. The University assures the Department that the proposed program will have its own set of assessment tools. These will be ready according to AACSB timetable for the Fall 2005.

In addition, the University believes that the proposed program meets the standards of the Accrediting Commission on Education for Health Services Administration (ACEHSA) and plans to apply for its accreditation.

Curriculum

The University’s proposed curriculum requires the completion of nine foundation and strategic courses from its current M.B.A. curriculum. Six domain specific health management courses will be required. Seven elective health management courses will be offered from which the student will select three elective courses. The program will require 18 courses, or 52 credit hours. With few exceptions, both health management and M.B.A. courses can be taken simultaneously. All courses are currently existing and offered on campus.

Table 1. Curriculum

Category	Course Number	Course Title	Credits
MBA Foundation and Strategic Courses	MBA 600	Financial Reporting & Analysis	3
	MBA 605	Business Communications	1
	MBA 610	Business Decision Analysis	3
	AC 600	Strategic Cost & Profitability Analysis	3
	MG 600	Business Ethics & Legal Environment	3
	FIN 600	Financial Performance Analysis	3
	MG 610	Managing People & Organizations	3
	MK 600	Managing Customers & Markets	3
	MG 690	Strategic Management (Capstone)	3
		<i>Subtotal</i>	25
Domain Specific Health Management Courses	HM 600	Foundations of Health Care Management	3
	HM 610	Health Care Law and Health Policy	3
	HM 621	Quality Management in Health Care Facilities	3
	HM 626	Epidemiology/Population Health	3
	HM 664	Financial Management in Health Care	3
	HM 670	Health Economics	3
		<i>Subtotal</i>	18
Elective Courses (Choose Three)	HM 630	Corporate Compliance in Health Care Industry	3
	HM 660	Human Resource Management in Health Services	3
	HM 663	Integrated Health Care Systems & Managed Care	3
	HM 667	Strategic Planning & Marketing in Health Services	3
	HM 669	Organization & Management of Long-Term Care Facilities	3
	HM 781/782	Residency I and II	6
	HM 783/784	Consulting Practicum I and II	6
		<i>Subtotal</i>	9
		Total	52

Source: Quinnipiac University.

The University states that the curricular contents of the proposed program are well aligned with the programs learning outcomes. See Table 2.

Table 2. Alignment of course contents and program learning outcomes

Course Number	Creativity and Critical Thinking	Ethics	Diversity	Historical, Present and Future Perspectives	Team Building	Information Technology	Life-Long Learning
AC600	X				X	X	
FIN600	X	X		X	X	X	
HM600	X	X	X	X	X	X	X
HM610	X	X	X	X	X		X
HM621	X	X		X	X	X	X
HM626	X			X	X	X	X
HM630	X	X	X	X	X	X	X
HM660	X	X	X		X	X	
HM663	X	X	X	X	X	X	X
HM664	X	X		X	X	X	X
HM667	X	X		X	X	X	X
HM669		X	X	X	X		X
HM670	X	X		X		X	X
HM780/ 781	X	X	X		X	X	X
HM783/ 784	X	X	X	X	X	X	X
MB600	X	X				X	
MB605	X						
MB610	X					X	
MG600	X	X	X	X	X		X
MG610	X	X	X	X	X		X
MG690	X	X	X		X	X	
MK600	X	X			X	X	

Source: *Quinnipiac University*.

The University reports that it already has a variety of health care organizations in Connecticut available as sites for residencies and consulting practicum experiences. These sites include hospitals, nursing homes, home care agencies, assisted living facilities, pharmaceutical companies, public health agencies, insurance companies, health centers and private medical practices.

The University will survey alumni asking for their feedback on the relevance of and thoroughness of their education as preparation for their positions in the health care industry. A similar questionnaire will be sent to their employers. The University will also hold meetings with its Health Care Management Advisory Council, consisting of representatives of the health care industry, to seek their opinions about the program curriculum and to solicit their advice about program modifications.

Admissions and Enrollment

The University anticipates that the majority of the program's students will be part-time students, so that courses will be offered on an annual or biennial rotation to allow the typical student to take required courses conveniently.

Admission to the M.B.A. in Health Care Administration program will occur on a rolling basis throughout the year for both full- and part-time students, allowing students to begin their studies during the summer, fall or spring semesters. The School of Business uses a numerical system as a major component of its graduate program admissions process. The School requires that the candidate's G.P.A. multiplied by 200 and added to the candidate's total GMAT score is a minimum value of 1100. However, the candidate must also score a minimum of 500 on the GMAT examination and must have had a minimum undergraduate G.P.A. of 2.7 on a 4.0 grade scale to qualify for admission. Work experience and recommendations are also considered in the admissions process. The program faculty will review applicants who do not meet minimum numerical requirements but who have extensive work experience in the health care industry.

The University suggests its prospective pool of applicants include its undergraduate majors in health sciences, gerontology and business, current M.B.A. students with an interest in health care, current M.H.A. students who might be interested in a more intensive grounding in business courses, and college graduates, particularly those in the New Haven area. Table 3 indicates the University's anticipated enrollment between 2005 and 2009.

Table 3. Anticipated enrollment

Academic Year	Semester	Enrollment	Credit Hours per Student	Total Credit Hours per Semester
2005-2006	Fall	10	6	60
	Spring	20	6	120
2006-2007	Fall	25	6	150
	Spring	30	6	180
2007-2008	Fall	40	6	240
	Spring	50	6	300
2008-2009	Fall	60	6	360
	Spring	75	6	450

Source: *Quinnipiac University.*

Educational Planning Context

Overall Needs

The University argues that the society must train people for administrative positions in the health care industry – for example, insurance companies, government agencies, hospitals, physician practices, health centers, diagnostic facilities, nursing homes and assisted living facilities – who understand not only the vitally important services the health care system provides in promoting health and treating illness, but who also understand the business aspects of health care, the economic impact our complex system has on the national economy and the urgent need to control runaway costs.

The University asserts that the expenditures on health care now represent more than 15% of the nation's economic output, 1.7 trillion dollars, with near certainty that it will increase

to more than 17% of the economy within the next five to ten years if nothing changes in the finances and organization of our health care system. In perspective, from 1960 through 2000, while the population of the country increased 57%, the cost of medical care rose 909%.

The University contends that the United States has not responded to this enormous change in health care with multiple organizational and policy initiatives during the past 50 years. Making matters worse, the wave of aging baby boomers, representing a serious source of demand for health care services, will begin to reach the age of 65 in the year 2010.

Institutional Planning

The University has had a M.H.A. program in the School of Business for more than 20 years. During the last few years, enrollment in the M.H.A. program has decreased. After having conversations with health care industry representatives, the University believes that the health care market is now demanding graduates with stronger preparation in business courses than its traditional M.H.A. program currently provides. While health care employers want trained managers who understand today's challenging health care environment, they are also seeking managers with in-depth knowledge of accounting, economics, finance and organizational management.

Surveying master's level programs around the country, the University found 12 programs on the East Coast that combine aspects of an M.B.A. program with elements of an M.H.A. or equivalent program. Some are called M.B.A./M.H.A. programs, and some are called M.B.A. programs with variations on the phrase "major in health care." Regionally, Baruch College/Mt. Sinai Medical School in New York City has an M.B.A. in Health Care Administration program; and Clark University in Worcester, Massachusetts, offers an M.B.A. with a concentration in Health Care.

To improve the competitiveness of its graduate health administration program in the regional market, the University plans to replace the existing M.H.A. program with a program of M.B.A. in Health Care Management. This new program will continue to emphasize the training of managers who will be able to work collaboratively with highly trained professionals from a variety of clinical disciplines in all health care settings. In addition, the University will also increase its emphasis on basic business skills, now critically important in the expensive world of health care.

Other Programs in Connecticut

The University of Connecticut offers an M.B.A. in Health Care Management program, and the University of Hartford offers an M.B.A. program with a concentration in health care.

Comments from Other Institutions in Connecticut

There have been no comments received from the other institutions of higher education in Connecticut.

Resource Support

Faculty

The University states that the existing faculty, including adjunct faculty, of the M.H.A. program and the existing M.B.A. faculty will comprise the faculty of the M.B.A. in Health Care Management program. These faculty members will continue to teach management courses as part of their regular teaching load in the Management Department, as well as undergraduate health administration courses, two health management courses in the Entry-Level Doctor of Physical Therapy degree program, and courses in the Health Care Compliance Certificate Program. No additional faculty will be required for the new program. As proposed, only one member of the adjunct faculty is scheduled to teach a health management course regularly – HM 664, Financial Management in Health Care.

Resource Centers and Libraries

The Arnold Bernhard Library, opened in 2000, serves the University's undergraduate and graduate programs. In addition, web-based resources relevant to the M.B.A. in Health Care Management program are accessible from 70 computer terminals in the library, from similar work stations in the School of Law library, and from student and faculty laptop computers on or off campus that have ready access to the University network.

Facilities and Equipment

The University reports that current faculty office space and classroom space are adequate for the needs of the new program, as are computer support and administrative assistant support in the School of Business. Courses in the program will utilize the Blackboard system, which facilitates communication among instructors and students, the posting of course material and lecture notes, and links to reference materials in publications and websites on the Internet. Some business courses will be available online through QU Online, the university's expanding system of providing optional computer access to regularly scheduled undergraduate and graduate courses.

The Advisory Committee on Accreditation

The Advisory Committee on Accreditation, at its meeting on May 19, 2005, found the program to be in compliance with the Board of Governors' approval standards and 11 members voted in favor of recommending the program for Board approval with one abstention.

STAFF REPORT: ACADEMIC AFFAIRS AND PLANNING COMMITTEE

Institution: St. Vincent's College

Item: Licensure of a program in General Studies leading to the Associate in Science degree

Executive Summary

St. Vincent's College has applied for licensure of a program in General Studies leading to the Associate in Science degree. The program is intended to provide students with a foundation for further education.

The Advisory Committee on Accreditation, at its May meeting, found the program to be in compliance with the Board of Governors' approval standards. The vote to recommend the program for approval by the Board of Governors was eleven in favor, with Patricia Kleine opposed.

Commissioner's Recommendation

It is recommended that the Board of Governors license a program in General Studies leading to the Associate in Science degree, to be offered by St. Vincent's College, for a period of three years, until June 2008.

Description

Purpose and Objectives

The objectives of the Associate in Science in General Studies are to offer a program to students who are undecided about a career and want to explore new areas and interests while attaining an educational foundation which will also allow them to transfer to a baccalaureate program. It will offer a broad base of general information that permits an examination of diverse academic and career choices. This program is developed for students planning to pursue a baccalaureate degree or to investigate career alternatives while building an educational foundation in the sciences.

Upon completion of the General Studies Program the graduate will: demonstrate the ability to read, listen, interpret and communicate through appropriate spoken or written forms of standard English; demonstrate the ability to apply basic principles of mathematics to the understanding and interpretation of mathematical data and problems; demonstrate the ability to use basic research methods and apply current technologies to retrieve, evaluate, and use information; think critically and make connections in learning across the disciplines; demonstrate knowledge of the human condition and human cultures, especially in relation to behaviors, ideas, and values expressed in works of human imagination and thought; demonstrate an awareness of self as an individual, as a member of a multicultural society and/or as a member of a world community; understand how and where the sciences are applied, including their application to environmental problems; and identify, discuss, and reflect upon the ethical dimensions of political, social and personal life and understand the ways in which to exercise responsible and productive citizenship.

Administration

The Chair of General Education will be responsible for planning, organizing, implementing and evaluating the faculty.

Curriculum

The program requires a minimum of 60 credits for completion; 25 credits represent the core general requirement and a minimum of four 200 level courses must be taken. Students are required to have an advisor to assist in the design of a coherent program.

Enrollment

The College projects an enrollment of 15 part-time students in the first year of the program and 25 students by year three of the program.

Educational Planning Context

The College indicates that the proposal is in response to student interest and need. Former students and employees of the St. Vincent's Medical Center have indicated an interest in such a program. The degree could assist individuals in career promotion and serve as a foundation for further learning.

Similar Programs

Table 2. Degrees awarded in general studies (2001-2004)

Institutions	2001-2002		2002-2003		2003-2004	
	A*	B**	A	B	A	B
Albertus Magnus College		2		6		3
Asnuntuck Community College	72		76		68	
Briarwood College	10		5		6	
Eastern Connecticut State University	13	80	8	48	16	56
Fairfield University	20	2	7	3	12	3
Gateway Community College	109		116		123	
Housatonic Community College	75		77		81	
Manchester Community College	166		186		187	
Middlesex Community College	96		79		80	
Naugatuck Valley Community College	59		60		51	
Norwalk Community College	67		82		90	
Northwestern Connecticut Community College	18		17		12	
Quinebaug Valley Community College	39		54		35	
Sacred Heart University	11	14	10	22	9	11
Three Rivers Community College	122		133		112	
Tunxis Community College	47		54		47	
Teikyo Post University	34	27	22	30	25	21
University of Bridgeport	10	46	3	42	4	55
University of Connecticut		258		292		291
University of Hartford	175		144		0	
University of New Haven	1		3		3	
Total	1144	429	1136	443	961	440

*A = Associate Degrees

** B = Bachelor Degrees

Source: Connecticut Department of Higher Education

Resource Support

Faculty

The College list 2 full-time and 11 part-time faculty that will teach in the program. The College plans to hire two additional half-time faculty members in the first year to support the social sciences and humanities. Additional faculty will added as the program grows.

Library and Learning resources

The Daniel T. Banks Health Science Library at St. Vincent's Medical Center is the primary library for the College. Through institutional agreements the College also utilizes the services and resources of two additional libraries. The Ryan Matura Library at Sacred Heart. University has been utilized by the College specifically to support the general education courses. The long standing agreement with Sacred Heart University is renewed annually. In its efforts to provide a wide variety of services to students, faculty and staff, the College has also entered into an agreement with the University of Bridgeport to utilize

the Magnus Wahlstrom Library. Both libraries are within a five mile radius of St. Vincent's College. The College utilizes these facilities to assure that maximum resources and library services are available to students, faculty, and staff. A consultant has been hired to assist in the expansion of the general studies core collection, and \$25,000 has been allocated over a three year period for this expansion.

Facilities and Equipment

Existing facilities are more than adequate to begin the program.

Advisory Committee on Accreditation

The Advisory Committee on Accreditation, at its May meeting, found the program to be in compliance with Board of Governors' approval standards. The vote to recommend the program for approval by the Board of Governors was eleven in favor, with Patricia Kleine opposed.

The following is the proposed curriculum for the General Studies Program which has as its foundation the core curriculum of the College:

Communication - Choose three courses

ENG 101	*English Composition	3
ENG 211	Approaches to Literature	3
ENG 212	World Literature	3
ENG 214	British Literature	3
ENG 213	Communications	3

9

Mathematics - Choose two courses

MAT 101	*College Mathematics	3
MAT 212	Elementary Statistics	3

6

Science – Choose three – four courses (* 4 credit core)

BIO 100	Introductory Biology	3
BIO 101	Nutrition	3
BIO 115	Human Biology	4
BIO 211	Anatomy and Physiology I	4
BIO 212	Anatomy and Physiology II	4
BIO 235	Introduction to Microbiology	4
CHE 100	Introductory Chemistry	3
EVS 150	Environmental Studies	3
PHY101	Elements of Physics	4

12

Fine Arts- Choose one course

ART 101	Art Appreciation	3
MUS 101	Music Appreciation	3

3

Computer Science - Choose two courses

INF 100	Keyboarding and Word Processing	3
INF 101	Introduction to Information Systems	3
INF 102	Fundamentals of the Internet	3

6

Social Science – Choose four courses

PSY 101	*General Psychology	3
PSY 112	Lifespan Development Psychology	3
PSY 212	Social Psychology	3
PSY 213	Abnormal Psychology	3
PSY 214	Psychology of Aging	3
SOC 101	*Introduction to Sociology	3
SOC 210	Drugs and Society	3
SOC 211	Death and Dying	3
SOC 213	Cultural Diversity	3
POL 101	American Government	3
GEO 101	Intro to Geography	3

12

Humanities - Choose 3 courses

HIS 101	U.S. History Post WWI	3
HIS 211	World History Post WWII	3
REL 101	*Introduction to the Study of Religion	3
PHI 101	Introduction to Philosophy	3
PHI 201	*Ethics	3
SPA 101	Introduction to Spanish I	3
SPA 102	Introduction to Spanish II	3

9

Free Elective - Choose one course

3

Total Credits

60

* Core Course

N.B.

200 level courses - a minimum of 4 courses numbered 200 or higher must be selected.

STAFF REPORT: ACADEMIC AFFAIRS AND PLANNING COMMITTEE

Institution: University of Bridgeport
Item: Reaccreditation of the University

The University of Bridgeport has requested reaccreditation by the Board of Governors for Higher Education on the basis of continuation of its regional accreditation by the New England Association of Schools and Colleges (NEASC). The University was reaccredited last by the Board of Governors in 2001.

The University of Bridgeport was founded in 1927 as the Junior College of Connecticut; it was the first junior college chartered by any legislature in the Northeast. It became the University of Bridgeport in 1947 and began awarding the baccalaureate degree. The College of Arts and Sciences and the College of Business were established then and the colleges of Nursing, Education, and Engineering were added shortly after. The University inaugurated its first doctoral program, in Educational Leadership, in 1979. The College of Chiropractic was established in 1991 – the first affiliation of a chiropractic school with a university in the United States – and in 1996 the University established its College of Naturopathic Medicine.

The Commission on Institutions of Higher Learning of the New England Association of Schools and Colleges conducted a comprehensive evaluation of the University in November 2004. Jonas Zdanys, Associate Commissioner for Academic Affairs for the Department of Higher Education, represented the Department of Higher Education in that visit.

As a result of the visit, the Commission on Institutions of Higher Learning of the New England Association of Schools and Colleges, at its meeting on April 22, 2005, continued the University's accreditation. As part of that action, the Commission also took the following steps:

- * it requested that the University submit an Annual Report on Finance and Enrollment by December 15, 2005, for consideration by the Commission in Spring 2006;
- * it requested that the University give particular emphasis in that report to its success in meeting enrollment projections, increasing donor support from alumni and other sources, and generating additional revenue from the sale of unused campus buildings;
- * it requested that the University, upon receiving approval from the Connecticut Department of Higher Education to offer the Ph.D. in Computer Science, submit a proposal describing its plans, consistent with the Commission's policy on Substantive Change;
- * it requested that the University submit a progress report in Spring 2007, in that report giving emphasis to the following: assuring the financial stability of the institution, including information on the status of the University's relationship with Professors World Peace Academy (PWPA) and its debt and related covenants; addressing issues related to faculty workload, salaries, and professional development and ensuring that the number of full-time faculty members in each program is sufficient to sustain desired levels of academic quality and service to students; and that the submission of the progress report be followed by a focused visit to validate its contents.

The Commission also asked the University to submit a fifth-year interim report for consideration in Fall 2009, in that report giving emphasis to its success in undertaking strategic and integrated planning; developing and implementing a comprehensive approach to the assessment of student learning and using the results for improvement; monitoring the academic qualifications of entering students and assuring that adequate remedial support is provided to students; and assessing the effectiveness of the University's governance system, and modifying governance structures, if appropriate.

The Commission scheduled the next comprehensive evaluation visit to the University for Fall 2014.

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." The letter of notification from the New England Association of Schools and Colleges, dated May 12, 2005, gives no indication of problems serious enough to be interpreted as "cause" under 10a-34-6(c).

The Commission on Institutions of Higher Education, however, does ask the University of Bridgeport for additional information as part of the continuation by NEASC of the University's accreditation. It is therefore recommended that the Board of Governors accept the NEASC assessment and grant reaccreditation to the University of Bridgeport until December 31, 2009. It is further recommended that this continuation of the University's accreditation by the Board of Governors include the following expectations: that the University will submit a copy, for review, of the Annual Report on Finance and Enrollment to the Department of Higher Education by December 15, 2005; that the University will submit a copy of its NEASC progress report, for review, to the Department of Higher Education in Spring 2007; and that the Department of Higher Education will participate in the focused visit by NEASC following the submission of the Spring 2007 progress report, unless earlier submissions warrant intervening action.

STAFF REPORT: ACADEMIC AFFAIRS AND PLANNING COMMITTEE

Institution: University of Bridgeport

Item: Accreditation of a program in Dental Hygiene leading to the Bachelor of Science (B.S.) degree, offered on-line

Executive Summary

The University of Bridgeport has applied for accreditation of a program in Dental Hygiene, offered on-line, leading to the Bachelor of Science (B.S.) degree. The Fones School of Dental Hygiene at the University of Bridgeport has offered the Associate and Baccalaureate degree in Dental Hygiene for a number of years. The program was licensed by the Board of Governors in May 2003, without stipulations, until June 2005. It is a baccalaureate degree completion program, focusing on non-clinical education, and is limited to students who already hold the Associate degree in Dental Hygiene.

The Advisory Committee on Accreditation reviewed the proposal 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 accredit a program in Dental Hygiene, leading to the Bachelor of Science (B.S.) degree, to be offered by the University of Bridgeport, for a period of time concurrent with institutional accreditation.

Description

Purpose and Objectives

The on-ground B. S. degree completion program in Dental Hygiene continues to be available to full-time students enrolled in the Fones School of Dental Hygiene on the University campus.

At the time of licensure, the University stated that on-line delivery would do several things: allow broader access to the program and thereby meet the needs of adult learners who have successfully completed their clinical studies and received an A.S. in Dental Hygiene degree from an accredited institution; provide a new educational option to meet the needs of the University's dental hygiene alumni as well as the greater adult student population; and enhance the University's partnerships with community colleges nationwide through the offering of a degree-completion program to complement their two-year programs.

The University affirms that the program is the only online program in Connecticut or in New England that allows students with an Associate degree in Dental Hygiene to complete their Bachelor's degree from a distance.

Administration

The online dental hygiene Program Coordinator administers the online curriculum. This position includes administration of the program and collaborating with the Office of Distance Education for technical support. More specifically, the Program Coordinator's responsibilities include development of the program, identifying and contracting with Dental Hygiene faculty for 5 courses, reviewing applications for admission, supervising and evaluating Dental Hygiene courses and teaching, advising students and assessing student academic progress, reviewing marketing products for accuracy, and promoting the program to other institutions and to prospective students.

Curriculum

The curriculum for the online degree program is identical to the current on-campus degree program. The baccalaureate degree program consists of 120 credit hours. These include transfer courses from previous academic experience (60-90 credit hours), general education courses (40 credit hours), dental hygiene courses (16-19 credit hours), and elective courses (12 credit hours). A copy of the curriculum is attached.

Enrollment

When the program was licensed, the University projected an enrollment of 12 part-time students in year one and 20 part-time students in year two of the program. The program enrolled 12 students in the first year and 31 students in the second year. It will enroll a total of 62 students during the 2005-06 academic year.

Educational Planning Context

When it presented its application for initial licensure, the University indicated that the number of Dental Hygiene graduates (those with an A.S. degree) has increased 3% per year for the past ten years, surpassing 5,000 graduates in recent years. Of these, the University noted, only 16% go on to pursue a Bachelor's degree. Reasons for the comparatively low percentage completing baccalaureate degrees include work hours, geographic location, and family responsibilities, which prevent prospective students from attending a university to complete their baccalaureate educations. Through online delivery of a B.S. in Dental Hygiene, the University affirmed, Dental Hygiene graduates would have enhanced opportunities to complete those degrees.

Resource Support

Faculty

The University lists 2 full-time and 3 adjunct faculty who teach in the program.

Library and Learning Resources

The dental hygiene collection includes books, serial standing orders, CD-ROMs, anatomical models, radiographs, and videos. The number of book/standing order titles listed in the online catalog under the call number RK as of 10/30/02 are: Circulating book in RK – 442; Reference or Reserve – 25.

Specific electronic resources of interest to the dental hygiene online completion program include the following, most accessible remotely: PudMed; CINAHL; Gale Health and Wellness Resource Center and Alternative Health Module; Lexis/Nexis Academic Universe; Gale's Expanded Academic ASAP; EBSCOhost Academic Search Elite; Gale's Reference Center Gold; and OCLC FirstSearch Service, which includes the following databases in the area of dental hygiene: WorldCat, ECO (Electronic Collections Online), General Science Index, MDX Health Digest, NetFirst, Article First, Periodical Abstracts, Wilson Select Plus, netLibrary.

University of Bridgeport/ B.S. in Dental Hygiene Online

Students may pursue a baccalaureate degree (B.S.) after completing clinical preparation at the Associate of Science level. This baccalaureate degree completion approach is available to Fones' students as well as graduates of a Dental Hygiene program accredited by the American Dental Association Commission on Dental Accreditation. With 60-90 transfer credits students may be able to earn a Bachelor of Science Degree in Dental Hygiene in two years. Education at the baccalaureate level enhances the dental hygienist's opportunities, abilities, and background. The professional dental hygiene curriculum is combined with a liberal arts education. Upon satisfactory completion of semester hours in the areas of study specified, the student will be recommended for the degree of Bachelor of Science in Dental Hygiene. Below is the recommended sequence of courses:

The online full text journals include Journal of Dental Hygiene (In EBSCOhost Academic Search Elite 1/01/01 – present; (In Gale's Health and Wellness database 3/96 – present); Dental Lab Products (In Gale's Health and Wellness database 7/02 – present); and European Journal of Dental Education (In EBSCOhost 8/1/02 – present).

Facilities

No specialized physical facilities or equipment are necessary to maintain the program.

Blackboard course management software, already being utilized by the Office of Distance Education and hosted on the Connecticut Distance Learning Consortium servers, provide the backbone of the online course delivery system. It serves as an integration medium for instructional presentations, lectures, shared documents, videos, assignments, assessments, and lectures. Blackboard provides a central, sequential portal for all course information – syllabi, schedules, course assignments, quizzes, and tests. Interaction is maintained via asynchronous conferencing in threaded discussions and synchronous chat, with announcement notification of recent important information. The Blackboard template provides access for both students and instructors to interact easily from a distance.

Advisory Committee on Accreditation

The Advisory Committee on Accreditation reviewed the proposal 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.

Semester	Course		Credits
Fifth	DH302	Inst. Strategies Health Profession	3
	HUM C201	Humanities I	3
	HS 201	Introduction to Counseling	3
	FA C101	Fine Arts	3
Sixth	DH 301	Dental Hygiene Practice	3
	DH 304	Dental Hygiene Internship	3-6
	HUM C202	Humanities	3
	SOSC Core	Social Science core elective	3
Seventh	DH 305	Research	3
		MK 305 Principles of Marketing or	3
	PSYC 314	Educational Psychology or	3
	GERO 351	Social Gerontology Electives	
Eighth	DH306	Cont. Dental Hygiene Practice	4
	CAPSC390	Capstone Seminar	3
	Electives		6
<u>Transfer Credits</u>			68+
Total Semester Hours			120

STAFF REPORT: ACADEMIC AFFAIRS AND PLANNING COMMITTEE

Institution: University of Connecticut

Item: Licensure of a program in Homeland Security Leadership leading to the Master of Professional Studies (MPS) degree

Executive Summary

The University of Connecticut has submitted an application to the Board of Governors for licensure of a program in Homeland Security Leadership leading to the Master of Professional Studies (MPS) degree.

This program will be offered in partnership with the Naval Postgraduate School (NPS) in Monterey, California. Established in 1945 by the U.S. Congress to meet the Navy's need for on-going professional education, the school is accredited by the Western Association of Schools and Colleges. As a result of the need to provide graduate level education for homeland security leaders, the Department of Homeland Security's Office for Domestic Preparedness gave NPS programmatic responsibility to develop and deliver a Master's degree curriculum focused on advanced Homeland Security issues. NPS has offered the University of Connecticut's College of Continuing Studies the opportunity to become a partner in a nationwide academic collaboration of universities delivering NPS's curriculum.

The 36 credit curriculum is a combination of NPS and University of Connecticut curricula offered both in a traditional classroom setting during several residency visits at the UConn main campus in Storrs (a total of five weeks during the 20 month program), and asynchronous distance learning. Students who successfully complete this program will receive a MPS, with a specialization in Homeland Security Leadership, from the University of Connecticut.

The Advisory Committee on Accreditation reviewed the University's proposed program in Homeland Security at its May meeting and found the program to be in compliance with Board of Governors' approval standards. The vote was eight in favor and four opposed, with one abstention. Voting in favor were Shirley Adams, Vagos Hadjimichael, Carol Hawkes, Dorsey Kendrick, Donna Randall, Judith Resnick, Krista Rodin, and Earl Thompson. Voting opposed were Roger Brooks, Miller Brown, Patricia Kleine, and Kathleen McCourt. Krista Rodin, of the University of Connecticut, abstained.

Commissioner's Recommendation

It is recommended that the Board of Governors license a program in Homeland Studies leading to a Masters of Professional Studies (MPS) degree, offered by the University of Connecticut, for a period of two years, until June 31, 2007.

Description

Purpose and Objectives

In serving the needs of the state and its citizens, the University endeavors to enhance the social and economic well-being of its communities. According to its mission statement, “it will do so by providing leadership in the pursuit and dissemination of knowledge to all its constituents, recognizing that the continual transmission of knowledge and lifelong learning are essential to Connecticut’s future in a global context”.

The proposed program is a practitioner degree. It is aimed at working adult students and provides them access through the extensive use of online classes designed to meet their professional and personal needs without requiring them to attend weekly classes on campus. The University is currently involved in the homeland security arena having developed a program for the U.S. Customs/Border Protection Agency; a course in Bioterrorism for state and local public health officials; and program administration of the Connecticut Homeland Security Education Center.

This Center has facilitated the training and education of over 5000 first Responders and Homeland Security Leaders over the past 20 months, and was responsible for the program administration of the state and local participation in the recent TOPOFF counter terrorism exercise.

Administration

The Dean of the University’s College of Continuing Studies would have overall oversight responsibility for the program. A program administrator with a terminal degree and professional experience in homeland security educational issues and challenges will oversee the day-to-day operations of the program. A full-time faculty member of the College of Continuing Studies will provide academic oversight for the program. As a graduate program, the MPS is subject to the general academic requirements and policies of the University’s Graduate School and its Graduate Faculty Council.

The University’s relationship with the Naval Postgraduate School is governed by a Memorandum of Understanding which is attached as Appendix A of the Staff Report.

Curriculum

The Master of Professional Studies in Homeland Security Leadership requires a minimum of 36 credit hours. The program is divided into 30 credit hours of course work offered by NPS and the University of Connecticut and 6 credit hours for a capstone project directly supervised by University of Connecticut faculty. Various elective tracks are being developed by the University and NPS; they include: Private Sector

Preparedness; Disaster Recovery; Government Studies; Leadership & Human Resource Development; and Emergency Management.

Students will be admitted on a cohort basis, with new cohorts beginning each fall and spring semester. Once admitted, a student will be able to complete the program within 18 months of study. The following is a sample schedule:

Year One: Summer Residential (2 week residential) (3 cr.)

Program Orientation [UConn]

Introduction to Homeland Security (3 cr.) [NPS]

Year One: Fall Term (asynchronous) (6 cr.)

Terrorism: Asymmetric Conflict and Homeland Security (3 cr.) [NPS]

Contemporary Issues in Homeland Security (3cr.) [NPS]

Year One: Winter Intersession Residential (1 week residential) (3 cr.)

Research Methods and Policy Analysis (3 cr.) [UConn/NPS]

Year One: Spring Term (asynchronous) (7 cr.)

Intelligence: Homeland Security: Organizational and Policy Challenges (3 cr.) [NPS]

Elective (3 cr.) [NPS or UConn]

Capstone Project Preparation (1 cr.)

Year Two: Summer Residential (2 week residential) (3 cr.)

Strategic Program Planning, Deployment & Evaluation (3 cr.) [UConn]

Year Two: Summer Session (Asynchronous) (5 cr.)

Risk Management: CIP Vulnerability Analysis and Protection (3 cr.) [NPS]

Capstone Project Research (2 cr.) [UConn]

Year Two: Fall (asynchronous) (9 cr.)

Micro/Macro Organizational Behavior (3 cr.) [UConn]

Elective (3 cr.) [NPS or UConn]

Capstone Project Completion (3 cr.) [UConn]

Year Two: Winter Intersession Residential

Capstone Project Presentation, Degree Completion

Admissions and Enrollment

Graduate School policies will govern admission to the program. These include (1) an earned baccalaureate degree; (2) a minimum overall GPA of 3.0 or a greater than 3.0 GPA for the last two years of undergraduate study; letters of reference; and a personal statement from the applicant.

The College projects a cohort of 30 students with the first term, and 30 new students with each succeeding cohort.

Assessment of Need

Labor Market

The University states that, “The need to provide graduate level education to homeland security leaders has become apparent over the past two years. Homeland security is a complex, interdisciplinary field. Leaders at the state and local level need to learn how to use critical thinking skills to develop and oversee comprehensive homeland security systems for their communities and jurisdictions to prevent, deter, respond to and recover from acts of terrorism. Moreover, the private sector is also increasingly vulnerable to terrorist attacks that threaten the safety of employees, surrounding communities and continuity of business operations”.

Comments from Other Institutions

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

Similar Programs

The only other comparable program is offered by the University of New Haven:.

	99-00	00-01	01-02	02-03	03-04
Grad Certificate in National Security 9*)				0	0
MS National Security & Public Safety (*)				0	5

(*) Accredited by the Board of Governors in 2003.

Resource Support

Faculty

Seven full-time University faculty are projected to participate in the program. All these faculty have doctorates in areas appropriate to their prospective teaching assignments.

Library

The Naval Postgraduate School will provide students and faculty with access to its Homeland Security Digital Library. With funding from the Department of Homeland Security’s Office for Domestic Preparedness, the NPS library has created a unique digital

library with a large collection of authoritative and relevant resources, databases and indexing tools. Students also have access to the University of Connecticut's library system with over 2 million volumes and 20,000 current serial subscriptions. The Reference Department has over 200 CD-ROM databases and access to full-text online services.

Facilities and Equipment

The primary technical infrastructure is maintained by the University's UITS staff members. The College of Continuing Studies' Distance Education Office provides instructional support to its on-line students. It is an active participant in the Connecticut Distance Learning Consortium.

Advisory Committee on Accreditation

The Advisory Committee on Accreditation reviewed the University's proposed program in Homeland Security at its May meeting and found the program to be in compliance with Board of Governors' approval standards. The vote was eight in favor and four opposed, with one abstention. Voting in favor were Shirley Adams, Vagos Hadjimichael, Carol Hawkes, Dorsey Kendrick, Donna Randall, Judith Resnick, Krista Rodin, and Earl Thompson. Voting opposed were Roger Brooks, Miller Brown, Patricia Kleine, and Kathleen McCourt. Krista Rodin, of the University of Connecticut, abstained.

APPENDIX A

MEMORANDUM OF UNDERSTANDING BETWEEN

THE UNIVERSITY OF CONNECTICUT

AND

THE NAVAL POSTGRADUATE SCHOOL

1. **PURPOSE.** This MOU provides the cooperative framework for University of Connecticut (UConn) and Naval Postgraduate School (NPS) to collaborate on graduate education and research initiatives related to Homeland Security.

2. **OBJECTIVE.** The objective of this collaboration is to enable each institution to contribute its unique strengths so that, by working together, UConn and NPS will be able to strengthen their respective programs in an efficient and effective way.

3. **BACKGROUND.** Representatives from the UConn and NPS have been in discussions since April 2004 to explore an academic partnership in the area of homeland security leadership development. Both institutions have established relationships with the U.S. Department of Homeland Security (DHS) and its Office for Domestic Preparedness (ODP). ODP has given NPS programmatic responsibility to develop and deliver an accredited Masters Degree curriculum focused on Homeland Security issues. UConn, through its College of Continuing Studies' Workforce Development Institute (WDI), has a multi-year leadership development contract with DHS's Customs and Border Protection agency and also oversees all DHS/ODP approved training and exercises in the state, including the TOPOFF exercise.

NPS has been partnering with leading research Universities to strengthen its HS curriculum. The Office for Domestic Preparedness has also called on NPS to make that curriculum (and its supporting components) available to partner Universities across the Nation. The goals of this initiative are to:

- Dramatically increase the number of students with access to high-quality education on HS (far beyond the number of students who can enroll at NPS)
- Widen the diversity of students who can enroll in such programs (especially from the Private Sector, who are unable to enroll students at NPS)
- Ensure that as Universities stand up their own HS curricula, they can take full advantage of ODP's investment in curriculum development at NPS (rather than having to "re-invent the wheel")

- Facilitate the process by which partner Universities can develop new curriculum components, reflecting their own strengths and ability to meet State-specific needs, and integrate those components into an overall approach to HS education in a coordinated, mutually beneficial way.

NPS and ODP recognize that to facilitate curriculum development, research programs are essential to explore the novel challenges posed by Homeland Security. Moreover, both UConn and NPS are dedicated to advancing the frontiers of knowledge through graduate student and faculty research, and are committed to doing so on HS-related topics across a broad range of disciplines.

4. COLLABORATIVE

INITIATIVES.

a. Education

Both parties agree that their collaboration shall benefit both parties in strengthening the excellence and range of their educational programs. NFS will provide a foundation upon which UConn can build; UConn will develop new curriculum components (many of which will lie beyond the range of expertise at NPS), and make those developments available to NPS and its other University partners in consultation with UConn and ODP.

In sharing curricula, both Universities will agree to mutually agreed-upon standards and mechanisms to ensure that faculty receive full, appropriate intellectual property credit in perpetuity for the courses they develop and the content they provide. NPS and UConn will appoint a joint faculty board to propose to the leadership of their respective institutions the specific mechanisms by which this requirement will be applied pursuant to 17 USCS §101, 105 et. seq., by which all courses and course content created by NPS personnel, including joint work, derivative work, supplementary work, and works made for hire, are designated the work of the United States Government and are precluded and protected from copyright.

To the maximum extent possible, all curricula will be shared between institutions at no cost to each other. Some specific exceptions to this principle may be required for curriculum support activities (including use of certain holdings of the Homeland Security Digital Library). In those instances, funding arrangements shall be made by mutual agreement of the Parties to this Agreement.

Upon approval by the Office for Domestic Preparedness, and subject to the resolution of programmatic issues to the mutual satisfaction of NPS and UConn, the Naval Postgraduate School shall make available to the University of Connecticut:

- All curriculum components associated with the MA curriculum track in Homeland Defense and Security (all of which are unclassified), including syllabi, online

- materials (including course readings), and related courseware
- Access to NFS' Homeland Security Digital Library
- Access to the San Luis Rey exercise system (in-consultation with Teleologic, Inc., NPS' partner in developing the exercise system)
- The Naval Postgraduate School, in consultation with ODP, will also explore with UConn how supporting activities might be conducted to assist UConn faculty in preparing to teach and modify the curriculum components provided by NPS.

The University of Connecticut will provide to NFS courseware and related education development materials it develops in Homeland Security, so that these developments can benefit NFS students and other partner Universities (in consultation with UConn and ODP). If UConn develops proposed additions, improvements, or modifications to San Luis Rey, NPS will (in consultation with Teleologic, Inc.), facilitate the process of determining how best to incorporate those additions, and share in their use if adopted. Both Parties to the Agreement shall explore other opportunities for educational collaboration, especially in the realm of executive educations.

b. Research

UConn and NPS faculty will aggressively explore opportunities to partner together to pursue reimbursable research projects related to Homeland security, and otherwise collaborate on HS-related research. The Parties to the Agreement shall appoint faculty representatives to meet and determine how best to pursue joint research opportunities, and structure this collaborative process.

5. EFFECTIVE DATE/CHANGE/REVIEW.

This MOU shall become effective upon the date of the signature of the responsible individuals. Changes may be recommended by either partner, but must be approved by all. This MOU will be in effect for a period of 3 years with the option to extend that conclusion date by mutual consent of the responsible individuals and may be terminated at any time whenever one or more of the responsible individuals give 60 days written notice to the others of the intention to terminate.

6. INSTITUTIONAL POINTS OF CONTACT.

Roy
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Workforce Development Institute
College of Continuing Studies
University of Connecticut
Storrs, CT
203-805-6446

David O'Keefe
Deputy Director and CEO
Center for Homeland Defense
and Security Naval Postgraduate
School
Monterrey, CA

Authorizing Signatures

Patrick W. Dunne,
RDML, USN
12/08/04
President
Naval Postgraduate School, Monterey

Fred Maryanski, Ph.D.
12/17/04
Interim Provost and Executive Vice President fir
Academic Affairs University of Connecticut
Storrs, CT

STAFF REPORT: ACADEMIC AFFAIRS AND PLANNING COMMITTEE

Institution: University of Connecticut

Item: Licensure of a program in Physical Therapy leading to the Doctor of Physical Therapy (DPT) degree

Executive Summary

The University has applied for licensure of a program in Physical Therapy leading to the DPT degree. The program is a professional education program leading to a clinical doctorate as the entry-level degree for professional practice. The University developed the program in response to the recommendations of the American Physical Therapy Association, which in part called for doctorally prepared practitioners in the future.

The Advisory Committee on Accreditation, at its May meeting, found the program to be in compliance with the Board of Governors' approval standards. The vote to recommend approval to the Board of Governors was eleven in favor, with Krista Rodin, of the University of Connecticut, abstaining.

Commissioner's Recommendation

It is recommended that the Board of Governors license a program in Physical Therapy leading to the Doctor of Physical Therapy (DPT) degree, to be offered by the University of Connecticut, until June 2008.

Description

Purpose and Objectives

The University indicates that the objectives of the DPT program include an emphasis on student problem solving, decision-making, and evidence--based practice. The graduates will provide leadership in clinical practice, research, education, and service. Providing physical therapists with the knowledge, professionalism and skills necessary to assume roles as positive change agents in the rapidly evolving health care delivery system is a focus of this program, and is reflected in the Department of Physical Therapy's mission statement.

Graduates of the program will be prepared to: provide the highest level of service with professionalism and sensitivity for the uniqueness of all individuals; apply the principles of logic and the scientific method; engage in clinical decision-making and problem solving based on examination and intervention choices that are defensible and reflect the profession's existing knowledge base; provide coordination, communication and documentation consistent with a collaborative team approach; serve as advocates and educators for clients and the profession, and to provide leadership in the profession's role of meeting societal health care needs; uphold the highest level of legal and ethical practice; and become active participants in organizations that promote the values of the profession

Administration

The program in Physical Therapy will be part of the Graduate School and will also receive over-sight and administrative support from the Graduate School. The academic policies and procedures that govern the Graduate School will apply to the DPT program, including admission requirements, general academic requirements, graduation requirements, and program review policies.

Curriculum

The curriculum consists of 124 credits spread over 3 years including 3 summers (9 semesters). The program also requires students to complete two special projects that qualify as a capstone experience. A sample curriculum is attached.

Enrollment

The University plans to enroll 30 individuals per class.

Similar Programs

There are three other DPT programs in the Connecticut: Sacred Heart University, Quinnipiac University, and the University of Hartford.

Assessment of Need

In responding to the recommendations the APTA, the University indicates that multiple factors led the APTA to support the implementation of the Clinical D.P.T. Among these factors are: 1) expectations from society that the practitioner be autonomous and a true clinical “doctor” consistent with the APTA *Guide to Physical Therapy Practice* and their document entitled *A Normative Model of Physical Therapist Professional Education, Version 2000*; 2) requirements for an increased depth and breadth of education not typically available in entry-level Master of Physical Therapy (MPT) programs that elevate the level of practice inherent in the patient/client management model found in the same APTA documents; and 3) considerations involving direct access, evidence-based practice, and increased clinical competency as they move into the 21st century.

Resource Support

Faculty

The University lists 7 doctoral faculty and 7 clinical/adjunct faculty that hold master’s degrees. The University plans to hire two full-time faculty in 2007 and additional clinical faculty, as needed.

Library and Learning Resources

Reference and Electronic Information: 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 full text online services such as LEXIS/NEXIS, Dow Jones, and FirstSearch. The Library also provides Internet access and maintains a gopher server at spirit.lib.uconn.edu and World Wide Web site at Spirit, the Library's information server. Curators are available for individual consultation and can also arrange presentations for classes and seminars.

Facilities and Equipment

Existing facilities include high technology classrooms, three teaching laboratories, research laboratories, and physical therapy clinic.

Quality Assessment

An evaluation team representing the DHE conducted a focused evaluation to determine whether the proposed DPT program meets the Board of Governors' approval standards. The evaluation visit resulted in a finding of compliance with all relevant Board standards. The team was comprised of Dr. Shirley Adams, Vice President for Academic Affairs, Charter Oak State College; Dr. Dr. Darlene Sekerak, Division of Physical Therapy, The University of North Carolina at Chapel; and Dr. John Walters, DHE.

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 Findings: The program is appropriately designed with realistic and well articulated outcomes that are consistent with CAPTE guidelines. Faculty members indicate that the evidenced-based program provides additional opportunity to prepare students with more in-depth knowledge and skills that support autonomous practice.

The Board standard is met.

Section 10a-34-11. Administration.

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 Findings: The program is administered by a very capable Head of the Physical Therapy Department who provides effective leadership and vision for the program. There is good collaboration with the Graduate School and other departments, particularly psychology. The Nayden Rehabilitation Clinic Director provides effective leadership in the operation of the clinic and supervises a very qualified staff. The existing outreach and planned expansion of services will elevate the clinic as a significant community resource and provide expanded clinical opportunities for students in the DPT program.

The Board standard is 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.

(c) Assignments. Faculty members' responsibilities shall include: broadening professional knowledge, preparing course materials, advising students, and carrying out other academic responsibilities appropriate to their position, in addition to performing assigned teaching, research, and administrative duties. Provision should be made for part-time and adjunct faculty to participate in departmental and general faculty meetings and other activities.

(d) Academic advising. Adequate provision shall be made for students to confer with faculty and qualified counseling staff outside of class.

Team Findings: The faculty, both clinical and academic, is very qualified and enthusiastic about and supportive of the transition from a MSPT to a DPT. The planned hiring of 2 full-time faculty members and 2 clinical faculty members will further strengthen the program. The start-up packages provided for new faculty from the Graduate School should facilitate more research and grant funding. Several of the faculty members already have a record of attracting grants and research funding.

The Board standard is met.

Section 10a-34-14. Admissions Requirements.

(a) Published admissions standards shall be so structured that they result in the admission of those qualified to accomplish work at the level at which each program is offered.

(b) Any institution that admits students to an undergraduate program without adequate preparation shall make provision for placement testing, counseling, and compensatory services.

(c) Admission to any undergraduate program shall require, at a minimum, graduation from an accredited secondary school or the equivalent.

(d) Admission to a graduate or first professional master's or doctor's degree program shall require, at a minimum, graduation from an appropriate bachelor's degree program, or the equivalent as determined by the Board.

Team Findings: Students are required to have a baccalaureate degree, 3.2 GPA, and prerequisite course work to be admitted to the program. The program is nine semesters that include 3 summers.

The Board standard is 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.

(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 Findings: The proposal provides an impressive tie of the clinical experiences with the academic course work and should enable graduates to demonstrate the stated programmatic objectives. New course work and redesigned courses will provide the desired depth and clinical experiences to support expanded physical therapy practice.

The Board standard is met.

Section 10a-34-17. Graduation Requirements.

(a) Credit awarded for remedial instruction shall not be applied toward the graduation requirements for a degree.

(b) Undergraduate degree requirements shall include a provision that each student must complete at least 25 percent of the minimum credit requirements for the degree as prescribed in subsection (e) of Section 10a-34-17 of the Regulations of Connecticut State Agencies through course work at the institution awarding the degree. The Board for State Academic Awards is exempted from this requirement.

(c) The requirements for a master's degree shall include at least one of the following: comprehensive examination, writing a thesis based on independent research, or completing an appropriate special project.

(d) Doctoral degree requirements shall include a provision that each student must complete the equivalent of at least one year of full-time study through resident instruction at the institution awarding the degree; (1) Graduate doctor's degree means an award for advanced study beyond the master's degree, including a thesis or dissertation based on original or applied research; (2) First-professional doctor's degree means an award for professional study at the collegiate level including advanced study at the post baccalaureate level leading to practice in a licensed occupation; (3) The requirements for a graduate doctor's degree shall include a comprehensive examination, completion of a substantial report on original research or an independent investigation of a topic of significance in the field of study and the equivalent of at least three years of full-time graduate-level studies beyond the baccalaureate; (4) The requirements for a first-professional doctor's degree shall include the completion of appropriate academic, pre-professional and clinical prerequisites which, at the minimum, meet the requirements to become licensed in a recognized profession, except that for first professional doctor's programs the total registered time to degree, including both pre-professional and professional study, shall be at least six academic years of which two must be post baccalaureate.

(e) Minimum total credit requirements for each degree level shall conform with the following guidelines: associate degrees - completion of at least 60 semester hours of college-level work; bachelor's degrees - 120 semester hours; master's degrees - 30 graduate-level semester hours, or the equivalent of one year of full-time graduate-level study beyond the baccalaureate; doctoral degrees as defined in subsection (d) of this section; and for first-professional degree below the doctorate the minimum requirements found acceptable by the Board, after considering practices at other accredited institutions.

Team Findings: Students are required to successfully complete 9 semesters beyond the baccalaureate degree to graduate from the program. All students must also complete capstone projects. The programmatic requirements are consistent with similar DPT programs.

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 Findings: A tour of facilities and discussions with faculty members indicates that current facilities are adequate for supporting the program. Space needs will be impacted when additional faculty come on board. While there some areas in need of repair and renovation, the team was assured that upgrades are scheduled. Additionally, there is a planned expansion (\$7 mil) of the facility that houses the program.

The Nayden Rehabilitation Clinic is an excellent facility that is well equipped and staffed by very capable professionals. The blueprint and vision of the clinic will expand services to the surrounding community.

The Board standard is met.

Advisory Committee on Accreditation

The Advisory Committee on Accreditation, at its May meeting, found the program to be in compliance with the Board of Governors' approval standards. The vote to recommend approval to the Board of Governors was eleven in favor, with Krista Rodin, of the University of Connecticut, abstaining.

**UNIVERSITY OF CONNECTICUT
DPT IN PHYSICAL THERAPY
SUMMER**

PT 410 Human Anatomy Trunk & Upper Ext 4cr
 PT 412 Human Anatomy Pelvis & Lower Ext 4cr
 (PT 410 at 412 are scheduled in Special Sessions for a total of 14 weeks)
 PT 414 Clinical Human Physiology 3cr
 (PT 414 is scheduled in Special Sessions for a total of 14 weeks)
 PT 416 Neuroanatomy & Clinical Neurology 4cr
 (PT 416 is scheduled in Special Sessions for a total of 14 weeks)

PT 420	FALL	3cr	SPRING	
	Foundation in Clinical Pathology			
PT 450	Fundamentals Phys Ther	5cr	PT 451	Acute Care Management
PT 430	Funct Neuro-Biomech	3cr	PT 418	Clinical Pharmacology
PT 432	Motor Control & Clin Appl	4cr	PT 422	Cardiopulmonary Pathology
PT 440	Evidence Based Practice in Phys	2cr	PT 434	Foundation for Systems
		17cr	PT 441	Foundations in Clinical
			PT 424	M/S Pathology
				18cr

SUMMER

PT 442 Research Methods in Physical Therapy 2cr
 PT 460 Introduction to Clinical Education 1 cr

PT 461	FALL	8cr	SPRING	3cr
	Acute Care Practicum			
	(1st 8 Weeks of Semester)		PT 436	Disability Studies
PT 444	Clin Res Evaluation I	2cr	PT 453	M/S Examination
	(2nd 6 Weeks of Semester)		PT 454	M/S Intervention
PT 452	Ther Ex and Physical Agents		PT 463	Internal Integ M/S Clin Pract II
	(2nd 6 Weeks of Semester)	3cr	PT 426	N/M Pathology
PT 462	Internal Integ M/S Clinical	I 1 cr	PT 438	Professionalism for the PT
	(2nd 6 Weeks of Semester)	14cr		17cr

SUMMER

PT 464 M/S Practicum 8cr

	FALL		SPRING	
PT 455	Essentials of Rehabilitation		PT 467	N/M Practicum
PT 456	N/M Examination	3cr		(Intersession and 1st 6 Weeks of
PT 457	N/M Intervention	3cr	PT 468	Individulized Practicum
PT 466	Internal Integ N/M C:linical	2cr		(2nd 8 weeks of Semester)
PT 446	Clin Res Evaluation II	3cr	PT 448	Clin Res Evaluation III
		14cr		(Last Two Weeks of Semester)
				<u>2cr</u>
				18cr

STAFF REPORT: ACADEMIC AFFAIRS AND PLANNING COMMITTEE

Institution: The University of Phoenix, Phoenix, Arizona
Item: Licensure of the following programs: B.S. in Business/Administration, B.S. in Business/Management, B.S. in Business/Marketing, B.S. in Business/E-Business, B.S. in Information Technology, B.S. in Management, M.A. in Organizational Management, Master of Business Administration, Master of Business Administration in E-Business, Master of Business Administration in Technology Management, and M.S. in Computer Information Systems to be offered by the University of Phoenix in Norwalk, Connecticut

Executive Summary

The University of Phoenix has applied to the Board of Governors for approval to offer eleven undergraduate and graduate programs, in business and in information technology, at a facility to be determined, in Norwalk, Connecticut. The programs will be offered as part of the University of Phoenix's on-site degree offerings, through its John Sperling School of Business. The programs seek to provide educational opportunities for working adults to develop professional expertise in various areas of business and information technology, at both the undergraduate and graduate level.

Following a review of the application and other pertinent information provided by the University of Phoenix, the Department of Higher Education conducted an evaluation visit to the University of Phoenix campus in Braintree, Massachusetts. The visit to Braintree was conducted so that the evaluation team might become familiar with a University of Phoenix regional campus and its activities. The team operated under the assumption that the Braintree Campus would be replicated in Connecticut.

Members of the team included the following individuals: Dr. Eugene Buccini, Vice President for Academic Affairs, Western Connecticut State University; Dr. William Dill, President Emeritus, Babson College; Dr. Vagos Hadjimichael, Dean, School of Engineering, Fairfield University; Dr. Theresa Madonna, Vice President for Academic Affairs, Salve Regina University; Dr. Thomas Massey, Dean, Continuing and Professional Education, Clark University; Dr. Thomas Moore, Dean, Executive Education, Babson College; Dr. John Walters, Director, Evaluation & Planning, Department of Higher Education, and Dr. Jonas Zdanys, Chief Academic Officer, Department of Higher Education, who coordinated the visit.

The University's application was originally presented to the Advisory Committee on Accreditation in April 2004. The Committee had several questions and concerns, principally regarding General Education requirements, the ratio of full-time to part-time faculty, credentials of the faculty, the absence of an on-site library, and the absence of

lab science courses from the curriculum. The Committee unanimously voted to continue discussions regarding the University of Phoenix application at the next committee meeting, scheduled for Thursday, May 20, 2004. The University agreed to the continuation.

The Advisory Committee on Accreditation continued the discussion with the University of Phoenix at its May 20, 2004 meeting. After the scheduled discussion, the Committee continued to have questions about the University's program and plan and asked the University if it would be willing to answer additional questions. The University and the Committee agreed to provide those questions and answers electronically, via e-mail. The Committee agreed that comments would be sent to the Department of Higher Education, to the University of Phoenix, and to all of the other members of the ACA. The Committee agreed that it would then take a vote on the nature of its recommendation to the Board of Governors.

The Advisory Committee on Accreditation, on June 7, 2004, took a vote on recommending licensure of the University of Phoenix to the Board of Governors. That vote followed the two meetings the University had with the Committee and the University's responses to questions the Committee posed after the May Advisory Committee meeting. In its vote, the Advisory Committee on Accreditation did not recommend, to the Commissioner and to the Board of Governors, that the University of Phoenix's application for licensure to offer eleven programs in Connecticut be approved. The Advisory Committee made that vote because it had concerns that the University of Phoenix has not met the indicated standard of the Board of Governors.

1. Library

Licensure in Connecticut requires a library with collection and professional staff onsite. The University does not have a plan in place to meet the Board's Library standard.

2. Faculty

It was the sense of the ACA that the University of Phoenix does not meet the standard on faculty. The concerns expressed include concerns about the qualifications of graduate faculty, faculty prerogatives in course development, an appropriate and stable model for administration/ faculty that will allow the University to conduct its educational activities in Connecticut, and the role of the course instructor in directing the unsupervised learning teams.

3. Curriculum

The ACA continued to have concerns about the curriculum, indicating that the curriculum does not include sufficient classroom time and, particularly at the undergraduate level, the unsupervised teams do not constitute a sufficient structure for the delivery of learning.

The Advisory Committee on Accreditation reviewed the proposal and found it to be in compliance with Board of Governors' approval standards. The motion to recommend approval to the Board of Governors passed, with Roger Brooks, Miller Brown, Carol Hawkes, Patricia Kleine, Kathleen McCourt, Donna Randall, Judith Resnick, and Earl Thompson in favor. Krista Rodin, Vagos Hadjimichael, and Dorsey Kendrick abstained. Shirley Adams had another commitment and was not present for the vote.

Commissioner's Recommendation

It is recommended that the Board of Governors license the following programs, to be offered by the University of Phoenix at a campus in Norwalk, Connecticut, for a period of three years, until June 30, 2008: B.S. in Business/Administration, B.S. in Business/Management, B.S. in Business/Marketing, B.S. in Business/E-Business, B.S. in Information Technology, B.S. in Management, M.A. in Organizational Management, Master of Business Administration, Master of Business Administration in E-Business, Master of Business Administration in Technology Management, and M.S. in Computer Information Systems.

It is further recommended that the Board of Governors require the University of Phoenix to provide progress reports, every six months, with the first report due by December 30, 2005, on the following: the University's implementation of its Library Plan for the proposed Norwalk campus and fulfillment of its commitment to create and sustain an appropriate and adequate on-site library – with core and supporting collections – to support all of the programs licensed for the University's proposed Norwalk campus; the University's fulfillment of its commitment to hire eleven full-time faculty members, one for each of the programs to be offered at the Norwalk campus; and the University's implementation, in Norwalk, of its newly-created University College curriculum.

UNIVERSITY OF PHOENIX ACTIONS
TO MEET THE STANDARDS OF THE BOARD OF GOVERNORS

The University of Phoenix has taken the following steps to address the three concerns of the Advisory Committee on Accreditation. The statements below are the University's direct response.

A. Library

Board of Governors' Standard 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.

(b) *Resource sharing.* Inter-institutional cooperative arrangements for sharing learning resources are encouraged, provided that such arrangements shall be used only to supplement the basic library services provided by the institution. If students enrolled in a program will be required to rely in part upon the library holdings of another institution or organization, the institution offering the program shall be required to (1) demonstrate that such holdings are adequate to support both the program in question and the programs of the cooperating institution and (2) provide written verification from the cooperating institution that students enrolled in the program will have adequate access to these holdings and to the necessary support services of the cooperating library on the same basis as the regular patrons of the library.

(c) *Library personnel.* The planning coordination and direction of library and learning resource activities shall be the responsibility of personnel with appropriate training, including both professional and support staff. Faculty shall be involved in the selection of new library materials and learning resources.

(d) *Off-campus programs.* Library support for off-campus programs is subject to the following requirements:

(1) There shall be provision for a core collection, including both circulating and reference materials sufficient to meet the needs of both students and faculty, to be provided either at the site or via written agreement with a nearby library.

(2) There shall be provision for a reserve reading collection at or near the site.

(3) There shall be provision for professional library staff support for library services at or near the off-campus site.

(4) There shall be provision for additional materials to supplement the core collection, e.g., through computerized bibliographic access and a document delivery system.

(5) There shall be provision for adequate annual budget support for library resources at or near the site.

The University of Phoenix has submitted a specific Three Year Library Plan prepared by David Bickford, Dean of University Learning Resources and University Librarian, to meet the Board of Governors' quality standard. That Plan is as follows:

In anticipation of the opening of its proposed campus in Norwalk, Connecticut, University of Phoenix is now planning to develop and operate a campus library on site. The campus library, coupled with the extensive library resources and services provided centrally from Phoenix, should provide adequate support for the research and information retrieval needs of University of Phoenix students and faculty at the Connecticut Campus. This plan is submitted as documentation of the University's intended strategy for compliance with Section 10a-34-18 of the Regulations for Licensure and Accreditation of Institutions and Programs of Higher Learning.

Core Collection

Collection development for the Connecticut Campus library will begin with the acquisition of a core collection of business books. This core collection has been established by University of Phoenix staff librarians working under the direction of the Dean of University Learning Resources, and the faculty of the programs to be offered in Connecticut to support the curriculum offerings planned. The initial core collection reflects areas of the business curriculum in which monograph resources are particularly effective in augmenting the periodicals and reference materials already provided to all University of Phoenix students. Since business and management programs are the largest within the University's curriculum, identification of the business core collection has been the initial priority in planning the campus library facility. Nevertheless, the Campus Librarian will work closely with faculty members to identify and purchase in support of each curriculum parallel core collections in information systems and technology and in general education disciplines for student and faculty use.

The business core collection has particular emphasis in business ethics, economic theory, small business, international business, management, personal finance, and taxation. The title list reflects titles identified via R.R. Bowker's *Books in Print* database, as well as numerous review sources. Similar collection development tools will be employed to develop core collections in information systems and technology and in general education

disciplines. The core collection represents nearly 1,000 titles, with an approximate total retail cost of \$75,000. These titles will be purchased during the three years of the library's initial operation, with an approximately equal portion allocated during each of the three years.

At the same time that the Campus Library acquires relevant titles in business, information systems and technology, and general education from the core collection, staff will also scan for faculty input and approval of typical review sources for new titles in the same subject disciplines, allowing the collection to reflect current thinking and research in the relevant subject disciplines. Connecticut Campus faculty members once hired will be asked to take a leading role in suggesting additional titles beyond those in the core collection.

In addition to building a monograph collection, the Connecticut Campus Library will also offer a selection of current periodicals, including key local, regional, and national newspapers; top-tier peer-reviewed journals in relevant subject disciplines; and trade journals relevant to students' professional endeavors. A small multimedia collection for classroom use may also be developed in response to needs identified by campus faculty members.

Reserve Reading Collection

The University provides an electronic platform for course materials known as rEsouce. Via rEsouce, students obtain access to electronic textbooks, assigned journal articles, simulations, and other materials directly associated with the course curriculum. The rEsouce platform functions as a highly effective means of distributing reserve materials to students at all University of Phoenix locations.

To supplement these University-wide reserve readings, the Connecticut Campus Library will offer local faculty members the ability to identify supplemental reserve readings and to make them available on-site.

Professional Library Staff Support

Upon initial licensure of the proposed Connecticut campus of the University of Phoenix, campus personnel will commence recruitment of a Campus Librarian. The individual selected for this position will be required to possess a Master's degree in library science from a graduate school accredited by the American Library Association. Additional consideration will be given to previous library experience and to subject-area knowledge in disciplines taught at the Connecticut Campus.

The Dean of University Learning Resources will work closely with campus management staff in evaluating applicants for the Campus Librarian position and will travel to Connecticut as necessary to participate in final interviews for the position. Once hired, the Campus Librarian will report to appropriate managerial personnel at the Connecticut Campus, while also maintaining a "dotted line," indirect reporting relationship with the Dean of University Learning Resources. The Campus Librarian and the Dean of

University Learning Resources will confer on a regular basis so as to ensure appropriate coordination of local and national efforts.

The Campus Librarian will work a schedule that will allow for contact with students during their normal class times. Additional coverage of library customer service functions will be provided by additional personnel. Initially, these personnel may be generalists who perform a variety of administrative and support functions at the Connecticut Campus. As library usage grows, a support position devoted solely to the Campus Library is likely to be added.

Additional Materials to Supplement the Core Collection

In addition to the resources of the Campus Library, Connecticut Campus students will enjoy access to the same array of library resources and service as other University of Phoenix students throughout the World. From its offices in Phoenix, the University Library licenses databases, coordinates information literacy efforts, provides virtual reference service, and facilitates interlibrary loan and document delivery efforts for students and faculty members at all locations.

All University of Phoenix students have access to 74 licensed databases that together provide access to over 21,000 distinct periodical titles, a growing collection of e-books, key reference sources, financial information services, dissertations, theses, and conference proceedings. Key databases in support of the University of Phoenix business and management curriculum include Business Source Premier, ABI/INFORM, Emerald Full-Text, Management: A Sage Full-Text Collection, Mergent Online, Investext Plus, and RDS Business Reference Suite.

Additional digital resources in support of the general education curriculum include Academic Search Premier, Oxford Reference Online, Oxford Scholarship Online, Britannica Online, Grove Art, Grove Music, ProQuest Historic Newspapers, Routledge Reference Resource, and the Routledge Encyclopedia of Philosophy.

These licensed databases by themselves represent a substantial investment in information resources for students at all locations. Nevertheless, library resources in any medium are not sufficient alone to support student research needs. As a result, the University Library also provides a research tutorial and numerous subject guides to assist students in learning basic research skills and information literacy competencies.

Reference service is provided seven days a week by a team of MLS-credentialed librarians with a diverse variety of subject backgrounds. All inquiries submitted via the Library's Ask-a-Librarian service are tracked, and a detailed response is always provided within 48 hours. In addition, all users of the Ask-a-Librarian virtual reference service are invited to complete a brief survey documenting their degree of satisfaction with the service. Survey responses are used as a tool for continuous improvement of reference service.

Although the Campus Librarian in Connecticut will provide reference service on a face-to-face basis, the supplemental availability of the same virtual reference platform used by University of Phoenix students worldwide will extend reference service to cover those needs that may arise outside of normal library hours or on days when students are not on campus.

The University Library recognizes that student patterns of knowledge-seeking do not always conform to the parameters of any library's collection. For that reason, the University Library has developed extensive interlibrary loan and document delivery relationships with key suppliers, including most notably Michigan Information Transfer Source (MITS), and entrepreneurial arm of the University of Michigan libraries. MITS is somewhat unique in its ability to deliver interlibrary loans directly to the end-user's home address. The Campus Librarian will explore additional interlibrary loan channels within Connecticut with the hope that local resource-sharing networks may provide yet another option for fulfilling student and faculty requests.

Finally, in support of the other access means for library resources students and faculty will be advised about academic research libraries in proximity to their workplace or home that offer state citizens the opportunity to purchase a card which allows both local library use and borrowing privileges.

Adequate Annual Budget

During the first three years of campus operation, the University envisions a budget of at least \$100,000 per year dedicated to operation of the Campus Library. This figure includes at least \$25,000 per years of materials purchases, coupled with salary and benefits for the Campus Librarian. This figure does not include rent for office space dedicated to the Campus Library and associated utilities since those costs are consolidated for the entire Campus facility.

Spending for the Campus Library will be subject to periodic adjustment in recognition of campus enrollment growth in the specific disciplines, student and faculty usage, and changes in the University's curriculum.

B. Faculty

It was the sense of the Advisory Committee on Accreditation that the University of Phoenix does not meet the standard on faculty. The concerns expressed include concerns about the qualifications of graduate faculty, faculty prerogatives in course development, an appropriate and stable model for administration/ faculty that will allow the University to conduct its educational activities in Connecticut, and the role of the course instructor in directing the unsupervised learning teams.

Board of Governors Standard 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.

(c) *Assignments.* Faculty members' responsibilities shall include: broadening professional knowledge, preparing course materials, advising students, and carrying out other academic responsibilities appropriate to their position, in addition to performing assigned teaching, research, and administrative duties. Provision should be made for part-time and adjunct faculty to participate in departmental and general faculty meetings and other activities.

(d) *Academic advising.* Adequate provision shall be made for students to confer with faculty and qualified counseling staff outside of class.

The University of Phoenix has submitted a specific plan to meet the Board of Governors' quality standard. That plan is as follows:

The University has stipulated that it will hire eleven (11) full time faculty, one for each of the degree programs and specializations that will be taught at the Connecticut campus and that these faculty will comply with subsection (a) of the faculty standard in terms of credentials.

Qualifications of graduate faculty

All graduate core faculty hired for the proposed Connecticut campus will hold a terminal degree in the field of study/instruction. Graduate faculty will have "appropriate degrees from regionally accredited institutions or in accordance with ...institutional policy they shall demonstrate an equivalent level of competence in the specific subject areas they are

assigned to teach”. These specific qualifications obtain in various other states where the University is licensed and it been no problem for the University to comply with such a standard in these other jurisdictions as evidenced by the institution’s good standing currently in 37 other states. I

As with all faculty hired by the institution, the Master’s degree is the minimum requirement for teaching in undergraduate programs. In terms of a reasonable ratio of full-time to part-time (Associate) faculty, the University also will comply with this standard. In addition to core faculty members, a “reasonable ratio of full-time and part-time faculty for each program” will be maintained by the University and monitored regularly for compliance by the campus in Connecticut and Central Administration Vice Provost for Regulatory Affairs in consultation with the Department.

Since no Connecticut faculty have been hired and will not be hired until licensure is granted, the University states that it definitely has “the potential to comply with the quality standards specified in this section of the regulations on Faculty”.

Faculty prerogative in course development

The University’s faculty is the course developer in the University’s curriculum system. Curriculum is centrally managed but not centrally developed. Course approved faculty subject matter content experts are selected by the Deans of each College via recommendations by the full time faculty at each campus to participate in development teams when degree programs and their underlying courses are developed or revised. Both core and associate faculty participate in these development activities. Once Connecticut faculty is hired, each will become eligible to sit on curriculum development teams.

While degree programs and courses have standardized objectives and topics which must be taught and assessed throughout the system, every faculty member has the prerogative to teach to the objectives and present the topics as each sees fit, to use assignment suggestions in the curriculum or design their own unique assignments that assess the objectives and topics, and to assign additional or substitute textual resources that each believes best conveys the linkage between theory and application as well as imparts the learning required of students and demonstrates through assessments that objectives have been achieved.

An appropriate and stable model for administration/faculty that will allow the University to conduct its educational activities in Connecticut

The University has changed its faculty model to more clearly delineate full time administrative core faculty members versus their full time counterparts whose assignments are instructional. College Chairs at each campus for programs offered are now classified as administrative faculty. All core faculty members are on a yearly contract and must participate in faculty governance of the campus and institution, faculty development activities to broaden and deepen their content knowledge, curriculum

development and revision as well as course preparation, student advisement, with responsibility, too, for scholarly productivity as appropriate to their fields of teaching. Core faculty members are responsible for selecting new faculty members, training these individuals through the University's comprehensive faculty certification process, mentoring new faculty, and evaluating those faculty assigned to specific content areas of instruction.

Another category of faculty, Associate members, is the new name of the former practitioner faculty. These individuals are not on yearly contract to the institution, but perform instructional activities on a course by course basis with approval to teach recommended by the College Chair at the campus after training has been completed. These individuals also participate in faculty governance at the campus and institutional level, work on curriculum development and revision teams, engage in faculty development activities, and participate and chronicle their scholarly pursuits in the University's faculty database.

Role of the course instructor in directing the unsupervised learning teams

The Faculty is critical to the process of Learning Teams as well as to their success. Collaboration is a University Goal, mapped to each course offered at the institution and assessed in each course by the faculty. Since the institution admits only working adult students, most of whom receive tuition reimbursement by their employer, expectations by the corporate community that their employees learn and practice effective collaborative and team skills and behaviors is a common expectation threaded throughout all degree programs.

Faculty facilitate the development of a team charter that lays out the work of the team and their process for completing all assigned work on the first night of class in each course. As stated, faculty assign the team's work, monitor its production and quality, and grade the team's products. Faculty provide teams with contact information so that if questions arise during team sessions, the faculty is available to teams via phone or email when teams meet.

Also, it is important to note that Albertus Magnus uses this same model of teams for their adult centered programs. Albertus Magnus contracts with the Institute for Professional Development (IPD) which is an Apollo Group Inc. subsidiary as is the University of Phoenix. Accelerated models of instruction are practiced by many institutions who work with the adult student where the focus is on learning rather than seat time.

The University uses this same viable system of instruction in all of its 140 main campuses in 37 states. Many of these states have quite specific contact hour requirements which the University meets using this same instructional model. In addition, the US Department of Education has validated the model by awarding federal student financial aid to University of Phoenix students. Learning Teams are scheduled instructional sessions on each student's degree course schedule and the University requires attendance in all of its courses. All institutions follow a calendar of scheduled times for instruction

regardless of whether students attend the scheduled sessions. Some faculty in institutions have strict policies for attendance and some do not. The mission of The University of Phoenix and its teaching/learning model are highly effective for the working adult who takes one course at a time. For these reasons, the University believes that it substantially complies with the faculty standard with respect to Learning Teams.

C. Curriculum and Instruction

The Advisory Committee in Accreditation had concerns about the curriculum, indicating that the curriculum does not include sufficient classroom time and, particularly at the undergraduate level, that the unsupervised teams do not constitute a sufficient structure for the delivery of learning.

Board of Governors Standard 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.

(d) *Individualized programs.* An individualized program is a program in which each student may design his or her own area of specialization, with guidance from an advisor. Any institution applying for approval of an individualized program shall develop a complete set of written policies and procedures to be used in designing each student program. Areas of specialization shall be limited to combinations of courses available from approved programs offered by the institution.

(e) *General studies programs.* General studies programs are intended to provide a flexible, interdisciplinary program of studies for students who do not desire a specific major. Such programs shall conform to the following requirements:

(1) General studies programs shall not be used to create other options or majors. There shall be a limit to the number of credits a student can take in any one field.

(2) There shall be a general education component, consistent with institution-wide policy.

(3) There shall be written institutional guidelines for the development of individual student programs that provide for a coherent program of study.

(4) There shall be a faculty advisor or committee responsible for assisting each student with the design of his/her program.

(5) There shall be a requirement that students take a minimum number of upper level course credits, consistent with institution-wide policy.

(6) There shall be written policies regarding acceptance of transfer credit and award of credit for experiential learning, consistent with institution-wide policy.

The University of Phoenix has submitted the following response:

General Education

The University has redesigned the lower division undergraduate experience into what is now termed University College. This is a 60 credit experience (50% of the undergraduate degree requirement), with each course being able to document well-defined instructional objectives that are taught by qualified faculty and assessed by them. Courses in the General Education area as well as those in all other degree programs have been developed by the faculty of the institution.

University College is designed to work with each University of Phoenix student, each of whom brings a different set of academic credentials and experiences to the University. University College provides students with an advisor who can properly guide and advise the student about the programs and resources that are most appropriate for that individual given his/her background and degree intentions.

Academic credits are verified through official transcripts. Each individual applicant is then presented with a tailored course of study that suits his or her particular experience level. For instance, students with less than 24 prior higher education credits are enrolled into the first of four well planned and sequenced clusters in University College. Applicants with more than 24 credits may enter Cluster Two or Three depending on the particular number of credits they bring with them.

All students with low credits must begin their education at the University through this lower division experience. Low credit students represent a very small percentage of the total student body of the institution (less than 3% of students). Students with 24- 50+ credits are advised differently, and students lacking only a few of the total 60 general education credits requirements are again advised in another fashion and may bypass University College clusters and enroll in one or two general education courses to round

out their 60 credit experience as they have brought with them a significant lower division experience from another institution (today close to 75% of the total student body).

The University indicates that its approach in a student's Internet contact is intentionally basic with a high touch follow-up and full disclosure on requirements once the background of the candidate is assessed. Students also receive a University catalog available electronically and in hard copy which explains University College and provides full published information. Catalogs are customized for each individual state because of differing regulatory requirements, program mix, etc. A catalog for Connecticut will be developed after licensure.

University College was conceived to replace the College of General and Professional Studies. Faculty input on the design of the first two year experience and development of a specific set of well planned and sequenced courses with elective options proceeded. University College was implemented in 2004. Today about 8% of the student body belongs to University College and enrolls in some portion of the entire two year planned sequence of courses.

The University states that a primary goal of the institution and the faculty in creating this new lower division structure – University College – was the development of more coherent first- and second-year track for students who come to the higher education with little or no prior higher education experience. The need for this follows from the responsibility to ensure that when students enter their major course of study in their degree program, they have an appropriately broad foundation of general knowledge. This led to the 60 credit general education learning experience that focuses on a sequential set of four knowledge clusters. These clusters contain general education courses which encompass discrete learning objectives and core competencies that are taught and assessed, build a foundation with coherent linkage into a student's major course of study, focus on outcomes, student learning and the University's Learning Goals. The Clusters contain both required and elective courses in the humanities, arts, natural and physical sciences, mathematics and social sciences.

Year One first focuses on the University Learning Goals with courses that emphasize Professional Competence and Values; Critical Thinking and Problem Solving; Communication; Information Utilization; and Collaboration. Cluster Two is The Individual and Self which contains required and elective courses in math, communication, philosophy, psychology, the sciences, etc. Year Two is Cluster Three, The Individual in Organizations which contains courses in the humanities, science, psychology, literature, philosophy and sociology and other general education categories of content. Finally, Cluster Four is The Individual and Society containing course choices in geography, sociology, political science, history, philosophy, science, technology, literature, the humanities, for example.

The University also has built a student assessment system to support general education students and that requires entering students be assessed in basic knowledge areas (math, communications and critical thinking) essential to future academic success. The system also provides a writing lab and other resources that support the curriculum. Specifically, a

Proficiency Assessment Site available on the student website provides self-assessments, tutorials and practice as well as actual exams for student use and documentation of proficiency in those skills necessary for success in general education and degree programs. The University also identifies baseline proficiencies for each course and makes available methods through which deficiencies can be addressed at each local campus. This process is crucial to ensure long-term retention and graduation of this student population. To that end, the institution tracks on a monthly basis retention rates of students who enter the University with less than 24 credits, those with more than 24 credits upon admission, and continually evaluates what additional supports are needed to assist individuals in their higher education pursuits. The University also understands that proficiency and retention are critical points of concern for accreditation and state licensing authorities when reviewing institutions' general education programs.

One way in which instruction within the first two year experience is reinforced and connected into the degree programs is through the University's Learning Goals, which are introduced, taught and assessed in the first two year experience and then are threaded throughout the major course of studies in degree programs at all levels to provide context and relevancy for the working professional student. The University submitted these Goals to the Department in its earlier submission; they are: Professional Competence and Values; Critical Thinking and Problem Solving; Communication; Information Utilization; and Collaboration.

The Role and Results of Undergraduate Learning Teams

The University states that it believes learning teams are a vital part of its educational mission. The University indicates that one of the five key Learning Goals introduced, taught, assessed and integrated in all courses and programs of the University of Phoenix is Collaboration.

The University believes that Collaboration is one of the core competencies employers expect of leaders and managers, which the University's students are or aspire to be. Since the University's founding, the development of skills in collaboration has been an essential element of the University's teaching/learning model. Collaboration, or "team learning", focuses on the development of students as effective members and leaders of teams.

The University states that, as validated by faculty input, even students with few prior University credits benefit and are successful in the Learning Team environment. All courses, even those in the first two years are designed to combine individual and group learning activity with interaction among students and the faculty. For all students even those with low credits, faculty contact outside of the regular class sessions is built into the University's model to communicate support and to provide students with additional avenues of connection to the faculty. The University states that it is committed to the Learning Team model and recognizes that team learning promotes intellectual validation and a place to explore new ideas related to course content which enhance valuable skills in teamwork, negotiation and cooperation as well as build content knowledge.

Learning Teams meet weekly in addition to class sessions and are part of the students' scheduled instructional time; the University notes that this is somewhat like traditional institution's large and small group sessions. Teams engage in both facilitating and reinforcing learning due to the nature of students' work and life experiences. All teams are responsible for meeting weekly, creating a Learning Log of goals and outcomes, which are reviewed and evaluated by their course faculty. All teams complete a set of team assignments and projects, all of which are assigned through the faculty member's course syllabi and graded by the course faculty. These works are designed to contribute to each student's attainment of the learning objectives for a particular course and are validated through various assessments. While all students are responsible for considerable individual readings, assignments and projects, the University notes that team sessions aid the deepening and broadening of learning and are critical to the success of the University of Phoenix students and the stated expectations of their employers, many of whom provide tuition reimbursement for employee's attendance at the University. In practical terms, teams are generally comprised of three to six members and meet four to five hours per week in educationally appropriate settings.

The University further states that it recognizes that knowledge is acquired in various ways. For the working adult student the literature acknowledges that lengthy faculty lecture is often not the best instructional methodology for delivering content. The University indicates that it has found that a 20 minutes lecture session followed by Q & A and large and small group activities which focus on the content are more effective at helping students master subject matter knowledge.

The University states that the use of Learning Teams does not invalidate the faculty member's experience, knowledge and guidance, but, rather, structures these various forms of input in a different way. The University has found that when learning topics and objectives are specified in advance of instruction, when grading rubrics are developed by the faculty who specify the expected quality and level of content knowledge in both group and individual assignments by course, that adult students perform better and generate successful outcomes in the main.

If and when students encounter difficulty with content, the faculty member is always available to meet with an individual, to enter into discourse via email or phone to elaborate on knowledge and questions and is able to direct a student to additional learning resources to help with mastery. This is a University faculty standard to which all members must adhere and which all understand, both students and faculty. Faculty is not prohibited from attending Learning Team sessions and would do so at the request of the team. Adult students who are highly self-motivated/directed, expect such supports and do not expect nor respond to more traditional input driven instructional delivery methods when learning is the focus rather than teaching. Faculty guide the teams work very closely.

The University notes that students who experience difficulty are provided with additional academic support through faculty intervention on an individual basis, specific added

content group sessions on Saturday or on a non-class evening, and by the provision of added resources for study.

The University notes that it realizes that an accelerated model of instructional delivery will not mesh with all student's expectations and learning styles. Some students who experience difficulty in a classroom course choose to transfer into the University's Online campus for their coursework and some students choose to not attend or to leave the institution.

The University states that it follows all current and former students to survey and then determine what is necessary to support student learning and institutional knowledge. If the University's ongoing data indicate that Learning Teams are not viable for the majority of University College students, the University states that it would certainly revise instructional practices first through a pilot program where data could be collected and analyzed to determine how best to approach a different model of instruction for these important "first" students.

The University notes that the outside experts who advised the institution about the creation of University College supported rather than objected to the use of Learning Teams for the first two year experience based on the University of Phoenix model and mission.

Advisory Committee on Accreditation

The Advisory Committee on Accreditation reviewed the proposal and found it to be in compliance with Board of Governors' approval standards. The motion to recommend approval to the Board of Governors passed, with Roger Brooks, Miller Brown, Carol Hawkes, Patricia Kleine, Kathleen McCourt, Donna Randall, Judith Resnick, and Earl Thompson in favor. Krista Rodin, Vagos Hadjimichael, and Dorsey Kendrick abstained. Shirley Adams had another commitment and was not present for the vote.

STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: Fairfield University

Item: Accreditation of a program in Electrical and Computer Engineering leading to the Master of Science (M.S.) degree

Executive Summary

Fairfield University has submitted an application to the Board of Governors for accreditation of a program in Electrical and Computer Engineering leading to the Master of Science (M.S.) degree. The program was licensed by the Board of Governors, without stipulations, in June 2003 for a period of three years until May 31, 2006. The University has two students who are completing their studies and who will be eligible to receive the degree in Summer 2005.

The University's School of Engineering currently offers three Master of Science (M.S.) degree programs, in Management of Technology, in Software Engineering, and in Mechanical Engineering. The School also engages in joint educational activities with the University's School of Business and with the program in Computer Science.

The Department of Higher Education conducted a focused visit on May 3, 2005, to discuss the program and student progress with the Dean of Engineering and with members of the University's Engineering faculty and to visit the University's new and enhanced Engineering laboratories.

The Advisory Committee on Accreditation reviewed the proposal 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, with Vagos Hadjimichael, of Fairfield University, abstaining.

Commissioner's Recommendation

It is recommended that the Board of Governors accredit a program in Electrical and Computer Engineering, leading to the Master of Science (M.S.) degree, to be offered by Fairfield University, for a period of time concurrent with institutional accreditation.

Description

Purposes and Objectives

The program provides opportunities for students to enhance their knowledge and skills so that they may lead their disciplines in the framework of research and development in academic institutions, the industrial workplace, research laboratories, and service organizations. The School of Engineering indicates that the program is an essential part of its commitment to create opportunities for post-baccalaureate learning with outcomes that can advance the engineering and technology disciplines and contribute to society's dependence on knowledge workers, scientists, and technologists.

Administration

The program is administered by the Chairs of the Electrical and Computer Engineering areas at the University. Both report to the Dean of the School of Engineering, who oversees all graduate programs in Engineering.

Admissions/Enrollment

The admission and graduation requirements for the program are consistent with requirements for admission into the University. Minimum requirements for admission into the program are an earned Bachelor of Science degree in engineering/technology or science/applied science, and a minimum of three-years' work experience in one of those areas.

When the [program was licensed, the University anticipated that enrollments in the program would be 10 new students in the first year and 15 students each year until 2007-08, with enrollment rising to 20 new students in 2008-09. The number of anticipated graduations would build to 15 per year by 2007-08. There are 23 students enrolled in the program in Spring 2005.

Curriculum

The program includes required courses, core courses, elective courses, and the thesis. Students are expected to complete 33 credits hours of course work if they write the thesis and 36 credits of course work if they do not write the thesis. Students choosing not to write the Thesis take 3 additional electives, for 9 additional credit hours of course work.

Required Courses.

* *Two programming courses, Java I and Java II.* 6 credit hours. Most courses in the program have technical components that involve mathematical manipulations,

statistical analysis, data management, and, in general operations that can be most effectively conducted using computer tools. Java I and Java II will be important to satisfactory proficiency in using such tools.

* *Applications of Numerical Methods*. 3 credit hours. The course will provide the theoretical basis to proceed to computer graphics and voice and signal processing and modeling.

* *The Readings*. 3 credit hours. A seminar, in which extensive readings of relevant technical literature guide students to identify and emulate successful methods for researching and formulating engineering problems, report on research methods, identify strengths and weaknesses of engineering design, and identify the ethical issues of engineering solutions and their implementation.

* *Thesis Option*. 6 or 9 credit hours. An investigation of a clearly identified problem and the formulation of an original approach to its solution.

Core Courses (6 + 1 credit hours) and Electives (9 or 6 credit hours).

Students choose one of nine domains as their core concentration and choose their electives from the other eight domains.

Domains and Courses:

1. Electronic product design.
Electronic Materials
Thermal Management of Micro-devices
Product Design Lab
2. Architecture of Microelectronics.
High Density Interconnection Structures
Integrated Circuit Design
Microelectronics Lab
3. Systems Design
Sensor Design and Applications
Nonlinear Control Systems
System Design Lab
4. Communications Systems
Microwave Structures
Wireless Systems
Digital Communications
Communications Lab
5. Power and Power Electronics
Power Generation and Distribution
Advanced Power Electronics
Power Electronics Lab
6. Signal Processing.
Voice and Signal Processing
Image Processing
7. Scientific Visualization
Computer Graphics
Computer Animation
8. Embedded Systems.

- Network Programming*
Network Embedded Systems
9. Enterprise Computing.
Database Management
Enterprise Computing

Educational Planning Context

When it submitted its application for licensure, the University conducted surveys of its recent School of Engineering graduates, which indicated that 81% had an interest in earning a Master of Science degree in Engineering. Of those, 33% expressed a preference for a degree in Electrical and Computer Engineering. The University also surveyed companies in greater Fairfield, each of which employs substantial numbers of electrical and computer engineers.

The National Center for Educational Statistics projects continued growth in graduate enrollments, at the master's and doctoral levels, in engineering programs. Growth is projected especially in computer and electrical engineering.

The Connecticut Career Resource Network of the Connecticut Department of Labor projects annual openings in Connecticut for 218 electrical engineers and 367 computer engineers, at average salaries of over \$60,000.

Comments from Other Institutions

No comments or questions about the program were received from other institutions at the time of application for licensure.

Similar Programs in Connecticut

When it applied for licensure, the University indicated that it would draw students to the program from local industry, engineering schools, alumni of the School's undergraduate programs, and from the current and future undergraduate student body, with the major portion of those students residing 30-50 miles from Fairfield University. The University believed that its students would typically commute to the program from within 25 miles of the University. The University has drawn students to this program from beyond that radius, e.g., from New York State, and is also expediting the studies of a cohort group from a Connecticut corporation.

The University conducted a comparative study of its program and programs at the three institutions offering engineering programs within that 25 miles radius -- University of Bridgeport, University of New Haven, and Yale University -- and those farther away, including University of Connecticut at Storrs and University of Hartford. For each of those programs, Fairfield University indicated the areas of potential overlap and areas of

difference and concluded that the proposed program at Fairfield University is sufficiently different to warrant its approval.

Resource Support

Faculty

Five full-time faculty members and five adjunct faculty members teach in the program. In addition, the University's Director of Laboratories supervises laboratory instrumentation and participates in laboratory instruction. The adjunct faculty of the School of Engineering are full-time professionals who bring into the classroom skills and in-depth knowledge in specific areas of engineering and technology. Academic advising of students is provided by members of the faculty under the supervision of the Chairs of Electrical Engineering and Computer Engineering and the Dean of the School.

Library and Learning Resources

Students use the resources of the DiMenna Nyselius Library, the University's principal library center. The Library subscribes to more than 100 engineering-related journals, and there are sufficient resources to satisfy the needs of the program. In addition, students will use the resources of the reading room of the School of Engineering library, which holds a spectrum of science, mathematics, and engineering journals and texts. The University also participates in iCONN.

Facilities

The University has appropriate space for both teaching and research in the program, including dedicated laboratories in the School of Engineering equipped with leading-edge instrumentation. The University recently added a thin-film laboratory to provide experiential learning in microelectronics courses. Most of the instrumentation for this lab has already been procured.

The School of Engineering also has extensive computer resources, including six dedicated computer laboratories and seven instrumentation laboratories. The School of Engineering also has a network with its own servers and controls separate from the University network for the purposes of control, flexibility, and security.

Advisory Committee on Accreditation

The Advisory Committee on Accreditation reviewed the proposal 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, with Vagos Hadjimichael, of Fairfield University, abstaining.

STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: Hartford Seminary

Item: Approval of a Graduate Certificate Program in Interfaith Dialogue

Executive Summary

Hartford Seminary has applied to the Board of Governors for approval of a Graduate Certificate in Interfaith Dialogue. The proposed program, is closely related to the Seminary's existing Master of Arts degree program in Religious Studies and to the Seminary's graduate certificate program in Islamic Studies and Christian-Muslim Relations. The primary orientation of the Master of Arts degree is for lay persons seeking to discover the meaning of their faith in their roles in education, business, and public service or within the context of a religious congregation. The Master of Arts degree provides the opportunity for individuals of all religious backgrounds to deepen and broaden their faith understandings, to sharpen the sense of vocation in their faith community, and to meaningfully relate religious theory and spiritual practice to the context of their daily life, community and the world at large. The Certificate programs allow students the opportunity to focus their studies.

The Advisory Committee on Accreditation reviewed the Institute's proposal 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 accredit a certificate program in Interfaith Dialogue, to be offered by Hartford Seminary, for a period of time concurrent with institutional accreditation.

Description

Purposes and Objectives

The Seminary's Graduate Certificate programs in specific topical areas seek to meet the interests of students in pursuing a focused course of study outside of the requirements of the Master of Arts degree.

The Certificate in Interfaith Dialogue will focus on dialogue and its importance in Christian-Muslim and Abrahamic Relations, encouraging students to learn to explain what the Seminary refers to as the "dialogical imperative" of engaging persons of other religious traditions and exploring both personal and structural sources of religious similarities and differences. The Certificate seeks as well to teach students to understand the challenges of dialogue in a multi-faith and pluralistic world.

Administration

Administrative oversight of the Master of Arts degree, as well as other programs offered by the Hartford Seminary, is provided by the Dean of the Seminary.

Admissions/Enrollment

The Seminary anticipates that the program will attract individuals already interested in the field of interfaith dialogue, either in academic settings or within faith communities. Because many of the program's courses will be available as summer and January intersession courses, the Seminary believes that the program will have a national audience of interfaith practitioners. The Seminary believes that the program will have sufficient enrollment. Because the courses in the program will be existing courses, the new program will have no significant financial implications.

A Bachelor's degree or its educational equivalent is a prerequisite for admission.

Curriculum

The Certificate will be made up of 18 credits. There is one required course – MA-530, "Dialogue in a World of Difference." The remaining 15 credits will be selected by each student in consultation with a faculty advisor from among courses in the areas of dialogue, interfaith understanding, or world religions. The program will provide students with the maximum flexibility to achieve individual educational goals within an established framework.

Resource Support

Faculty

Hartford Seminary lists eight members of the faculty – seven full-time and one adjunct – who will teach in the program and who will provide student advising. Seven hold doctoral degrees and one is a doctoral candidate.

Library

The Hartford Seminary library has significant collections in all areas included in its degree and certificate programs, among them nearly 900 monographs and other materials in areas such as interfaith dialogue, multi-faith endeavors, religious pluralism, and inter-religious efforts. The collection development policy of the library includes acquiring or providing access to all required and referenced bibliographic materials for all courses. In addition, the Seminary participates in iCONN, Connecticut's Digital Library.

Facilities

The Hartford Seminary's facilities are sufficient to offer all its educational programs.

Advisory Committee on Accreditation

The Advisory Committee on Accreditation reviewed the Institute's proposal 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.

STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: Mitchell College

Item: Accreditation of a program in Psychology leading to the Bachelor of Science (B.S.) degree, with options in General Psychology, Community Psychology, and Developmental Psychology

Executive Summary

Mitchell College has applied accreditation of a program in Psychology with options in General Psychology, Community Psychology, and Developmental Psychology leading to the Bachelor Science (B.S.) degree.

The program is consistent with the mission of the College and responds to student interest and employment opportunities.

There were no Board of Governors' stipulations at the time of licensure.

The Advisory Committee on Accreditation, at its May meeting, found the program to be in compliance with the 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 accredit a program in Psychology leading to the Bachelor of Science degree, to be offered by Mitchell College, for a period of time concurrent with institutional accreditation.

Description

Purpose and Objectives

The program in psychology is designed to nurture an understanding of human behavior. The program seeks to prepare students for the following: a theoretical and scholarly appreciation of the science of psychology, as well as a practical and applied understanding of people; to comprehend the major theoretical perspectives of psychology, and how such theories can be used to organize psychological research; to understand the scientific methodology employed in the field of psychology and its application to research designs, and apply the powers of critical thinking to the discipline of psychology.

The program establishes a solid academic framework as well as preparation for those students entering graduate school in psychology as well as such disciplines as social work, education, anthropology, rehabilitation, sports management, law, criminal justice, and business.

Administration

The person coordinating this program is a full-time faculty member who holds a Ph.D. in Psychology. The responsibilities of this position include: coordinating the overall psychology program, including the transfer from two-year programs; working with faculty within the psychology program; assisting in the recruiting of students in concert with the admissions office; assessing the needs of the program; coordinating with the library for updated resources; providing outside speaker presentations to enhance the psychology program; monitoring the program budget; teaching in the program; and working with College officials to annually evaluate the program.

Curricula and Instruction

To earn a bachelor's degree in psychology, the student must complete a minimum of 122 credits. Of this total, 40-41 credits are general education requirements, 42 credits represent program options, 33 credits are electives, and 9 credits are program requirements. Of the 122 credits, at least 30 credits must be undertaken at junior-senior levels (numbered in a 300 or 400 level catalog series). Students must take a two-semester field work assignment.

Enrollment

There are currently 44 full-time and 8 part-time students enrolled in the program.

Resource Support

Faculty

The College lists 6 full-time and 1 part-time faculty who teach in the program. All faculty members have advanced degrees and prior teaching experience.

Resource Centers and Libraries

Books: Most are classic titles which serve to create a strong foundation for upper-division research. Books offering related subject matter bring the Mitchell College text collection in the range of 1,500 to 2,000 titles.

As a member of the Libraries On Line (LION), the Mitchell College Library also has access to the holdings of 23 additional libraries with holdings of approximately two million titles. Most of the titles are relevant to the psychology program.

Periodicals: The specific e-journal databases are EBSCO Academic Search Elite and EBSCO Health Source Plus. These two databases include 3,285 indexed and abstracted academic journals with 1,487 in full text. The Mitchell College Library also subscribes to 125 periodicals in paper format, all of which relate to current academic courses. At least a dozen of these periodicals would be appropriate for psychology courses.

The College has spent approximately \$30,000 over the past three years to enhance library resources.

Facilities and Equipment

The psychology program requires no special physical facilities or equipment. As far as practicum placements are concerned, Mitchell College already has close affiliation with a number of organizations and agencies to facilitate such fieldwork assignments.

Advisory Committee on Accreditation

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

I. GENERAL EDUCATION REQUIREMENTS

	<i>Course Title</i>	<i>Credits</i>
EL 101	Expository Writing	3
EL 102	Composition & Literature	3
EL 103	Effective Speaking	3
IS 118	Introduction to Computer & Information Systems	3
	Humanities Electives*	6
	History Requirement**	3
	History Elective***	3
PY 105	General Psychology I	3
SO 103	Introduction to Sociology	3
	Mathematics (determined by individual evaluation)	3-4
	Laboratory Science	4
FS 101	Freshman Seminar	1
PE 100	Wellness Concepts I	1
PE 101	Wellness Concepts II	1
	<i>Total</i>	40-41 cr

- * Students may choose from History & Appreciation of Art (AR 101-AR 102), Drawing and Composition (AR 103), Introduction to Painting (AR 103), Introduction to Drama (EL 221), and History & Appreciation of Music (MU 103). Consult with Academic Advisor for other humanities possibilities.
- ** Students may choose Development of Western Civilization (HI 115-HI 116) or History of the United States (HI 105-HI 106).
- *** Students may choose a History elective from the following: HI 105-106; HI 115-116; HI 245; HI 295; Economics 131; GV 199 or GV 122.

II. PSYCHOLOGY MAJOR COURSE REQUIREMENTS

Students are to select one of three psychology track options: - a general degree in psychology, a concentration in community psychology, or a concentration in developmental psychology. All three tracks require the student to complete a minimum of 42 credits of psychology, exclusive of General Psychology I (PY 105), and this total must include the course History and Systems of Psychology, the program's sequence of four research courses, and the two-semester fieldwork placement. The following details the psychology curriculum in each of the three track options:

Track Option 1: General Degree in Psychology

This track option is designed primarily for those students who desire a broad overview of psychology but wish to avoid a focus on one particular area, such as community psychology or developmental psychology. To this end, track option 1 exposes the student to a variety of psychology's subfields. Students may also select courses from tracks 2 and 3 to fulfill the necessary credit total.

	<i>Course Title</i>	<i>Credits</i>
PY 106	General Psychology II	3
PY 215	Educational Psychology	3
PY 264	Forensic Psychology*	3
PY 270	Psychology of Learning & Memory	3
PY 300	Brain & Behavior**	3
PY 303	Social Psychology**	3
PY 312	Industrial Psychology**	3
PY 330	Behavioral Statistics*	3
PY 331	Research Methods I*	3
PY 340	Psychology Fieldwork I*	3
PY 375	History & Systems of Psychology**	3
PY 443	Research Methods II*	3
PY 440	Psychology Fieldwork II*	3
PY 452	Capstone Seminar in Psychology*	3
	<i>Total</i>	<i>42 credits</i>

* Existing course now cross-listed in psychology department

** New psychology course

Track Option 2: Concentration in Community Psychology

This track option is designed for those students who have an interest in the community psychology field as well as such areas as guidance, counseling, and social work. Emphasis is placed on understanding normal as well as abnormal personality dynamics, with a particular emphasis on therapeutic intervention. Track 2 supplies a sound knowledge base for those students entering graduate programs in Counseling Psychology, Clinical Psychology, or School Psychology:

	<i>Course Title</i>	<i>Credits</i>
PY 106	General Psychology II	3
PY 311	Introduction to Community Psychology**	3
PY 320	Theories of Personality	3
PY 330	Behavioral Statistics*	3
PY 331	Research Methods I*	3
PY 332	Abnormal Psychology	3
PY 340	Psychology Fieldwork I*	3
PY 375	History & Systems of Psychology**	3
PY 392	Introduction to Counseling	3
PY 395	Psychology of Drugs & Behavior**	3
PY 440	Psychology Fieldwork II*	3
PY 443	Research Methods II*	3
PY 451	Families in Crisis*	3
PY 452	Capstone Seminar in Psychology*	3
	Total	42 credits

* Existing course now cross-listed in psychology department

** New psychology course

Track Option 3: Concentration in Developmental Psychology

The focus of this track option is how people grow and change throughout the course of their lives. Attention is given to all stages of the lifespan and on such developmental processes as physical, cognitive, linguistic, personality, social and emotional growth. The student is encouraged to eventually focus on one facet of the life cycle, such as childhood or late adulthood.

	<i>Course Title</i>	<i>Credits</i>
PY 110	Introduction to Human Development	3
PY 209	Child Development	3
PY 210	Adolescent Development	3
PY 211	Adult Development	3
PY 313	Death & Dying	3
PY 315	Dev of the Young Child: Birth-Early Childhood*	3
PY 325	Psychology of Aging**	3
PY 330	Behavioral Statistics*	3
PY 331	Research Methods I*	3
PY 340	Psychology Fieldwork I*	3
PY 375	History & Systems of Psychology**	3
PY 440	Psychology Fieldwork II*	3
PY 443	Research Methods II*	3
PY 452	Capstone Seminar in Psychology*	3
	Total	42 credits

* Existing course now cross-listed in psychology department

** New psychology course

III. PROGRAM REQUIREMENTS'

In addition to the required 42 credit hours of psychology, students must also fulfill the following program requirements:

	<i>Course Title</i>	<i>Credits</i>
HD 110	Race, Culture & Ethnicity	3
HD 305	Ethics, Character & Moral Development	3
SO 310	Leadership & Group Processes	3
	Total	9 credits

IV. ELECTIVE COURSES

Electives may be chosen from among all college offerings, but should be tailored to one's selected track option and/or graduate study in the field of psychology. The following academic disciplines are among the possible choices: sociology, human development, human services, anthropology, humanities, computer information systems, mathematics, philosophy, business and economics, and the sciences.

Total 33 credits

STAFF REPORT: ACADEMIC AFFAIRS AND PLANNING COMMITTEE

Institution: University of Bridgeport

Item: Licensure of a program in Computer Science and Engineering leading to the Doctor of Philosophy (Ph. D.) degree

Executive Summary

The University of Bridgeport has applied for licensure of a program in Computer Science and Engineering leading to the Doctor of Philosophy (Ph. D.) degree. The University believes that there is a need in Bridgeport and the surrounding areas for a Ph.D. program in Computer Science and Engineering that is offered on a part-time basis, since the only available programs are offered full-time at Yale in New Haven and the University of Connecticut in Storrs.

This program would build on existing strengths in Bachelor's and Master's level Computer Science and Computer Engineering programs. The University reports that in 2003, the number of students in the department had reached approximately 450 students. Many former graduates and employers in the region have expressed an interest and need for a part-time doctoral program in computer science and engineering.

An evaluation team representing the DHE (see Quality Assessment section) conducted a focused evaluation visit to determine whether the proposed plan meets the Board of Governors' approval standards. The visit resulted in a favorable finding of compliance with all relevant Board standards.

The Advisory Committee on Accreditation, at its May meeting, found the program to be in compliance with the Board of Governors' approval standards.

Commissioner's Recommendation

It is recommended that the Board of Governors license a program in Computer Science and Engineering leading to the Doctor of Philosophy (Ph. D.) degree, to be offered by the University of Bridgeport, until June 2008.

Description

Purpose and Objectives

The University believes that graduates will need to have strong mathematical proofing and algorithmic skills within the framework of software and hardware. The graduate will: be familiar with advanced concepts of algorithmic design methodologies in computer science and engineering; possess a strong and in-depth background in hardware and software issues in computer science; possess a strong background in implementing software systems and/or hardware systems; possess a strong background in designing diverse and integrated software / hardware systems solutions; critically analyze problems and thoroughly evaluate potential benefits of alternative solutions in designing software and/or hardware systems; work in a development team with the ability to address specific issues and problems within the context of an overall solution; interact and communicate, both verbally and in written form, with people whose expertise is in different domains; teach in a higher education institution; and write quality research papers for inclusion in national and international journals and research proposals for submission to funding agencies.

Administration

The Dean of the School of Engineering will appoint a full-time faculty member to coordinate the program. The Ph. D. Coordinator is responsible for administrative functions related to the program including admission, appointment of advisors, and formation of doctoral committees for each doctoral student.

Curriculum

The requirements for the Ph.D. students include the following:

- Completion of the formal requirements for a Master's degree in computer science or computer engineering, including a thesis.
- An additional eight (3-credit hours) courses, or 24 credit hours, in the discipline, including no more than two independent studies.
- A two-semester teaching assistantship requirement (3 credit hours each), for which students are to register with no fees. The students will be expected to teach lower undergraduate level classes, and/or assist professors as teaching assistants (i.e., perform a significant teaching role), thus giving Ph.D. graduates experience for an academic career.
- At least 15 semester hours of dissertation research, culminating in a dissertation proposal defense and dissertation defense.
- Comprehensive examination: written and oral (proposal defense).
- Publication or acceptance of at least two journal papers, or one journal and two refereed conference papers, within the course of the Ph.D. topic research. These publications may be co-authored with other students or faculty.

Students will have the option of choosing specific areas of interest: Computation, Intelligence, and Robotics; Languages and Systems; Parallel Processing and Networks; Computer Architecture and VLSI; and completion of the Information Technology Globalization track is required of all candidates in the 4 areas of specialization. A sample curriculum is included in Attachment A.

Enrollment

The University projects an enrollment of 5 full-time and 4 part-time students in the first year of the program and by year three 13 full-time and 12 part-time students will be enrolled.

Similar Programs

There are two similar programs offered; at Yale University and the University of Connecticut.

Assessment of Need

The University believes that there is limited access to doctoral programs in computer science and engineering in Connecticut. It is one of the most rapidly advancing fields. The number of jobs posted in the Chronicle of Higher Education in the area of Computer Science and the number of tenure track faculty positions posted in the IEEE and ACM career web sites is indicative of the need for people trained in the field.

The University reports that degrees being awarded at the Bachelor's and Master's levels in both Computer Science and Computer Engineering is strong; in 2003, the number of students in the department had reached approximately 450 students compared to 150-200 students in the CSE department in 1997.

Some of the University's graduates are employed in some of the most prominent companies in the region. Examples of some companies who employ graduates or with whom the University have training/consulting relationships include: Sagemaker, EMC, PitneyBoves, Kodak, Northrup Grumann, ADC, Dictaphone, Transwitch, Executone, and Fanuc. Students have expressed an interest in such a program and employers see benefit to employees career advancement.

Resource Support

Faculty

The University lists 11 full-time faculty members that will teach in the program; 10 hold doctoral degrees and 1 lecturer holds 3 Master's degrees. The University also plans to hire two additional full-time faculty members to complement existing faculty identified to support the Ph. D. program.

Library and learning Resources

There are a number of electronic databases available including Engineering Village 2, Internet and Personal Computing Abstracts, Info Trac One File, EBSCOhost, Academic Search Elite, Applied Science and Technology Index, and NetFirst.

Additionally, there are more than 200 periodicals available for the proposed program.

Facilities and Equipment

The existing facilities are more than adequate to start the program. The labs listed are: High Performance, Super Performance, ULTRA-10 SUN Microsystems, Digital Design, Microprocessor/Embedded Systems, Interdisciplinary Robotics, Network, Circuit I and II, General Computers Sun Control, Mobile and Wireless Communications.

The University plans to allocate \$60,000 to upgrade a robotics Lab and \$300,000 for 10 stations in a wireless communication lab.

Quality Assessment

The Department of Higher Education conducted a focused evaluation visit to determine whether the proposed program met the Board of Governor' approval standards. The team was comprised of Dr. Earl Thompson, representing the Advisory Committee on Accreditation, Dr. William W. Durgin, Associate Provost for Academic Affairs and Vice President for Research, Worcester Polytechnic Institute, and Dr. John Walters, DHE. The visit resulted in a favorable finding of compliance with the approval standards. Below is a summary of 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 purposes and objectives of the program are consistent with similar-type doctoral programs in computer science and engineering. The programmatic outcomes with regard to abilities, skills, and knowledge that students will possess at completion of

the program are sound. The strategic focus of the program builds on the existing programmatic and faculty strengths.

The Board standard is met.

Section 10a-34-11. Administration.

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 administrative structure outlined in the application should provide for the requisite oversight, planning, and implementation of the program.

The Board standard is 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.

(c) Assignments. Faculty members' responsibilities shall include: broadening professional knowledge, preparing course materials, advising students, and carrying out other academic responsibilities appropriate to their position, in addition to performing assigned teaching, research, and administrative duties. Provision should be made for part-time and adjunct faculty to participate in departmental and general faculty meetings and other activities.

(d) Academic advising. Adequate provision shall be made for students to confer with faculty and qualified counseling staff outside of class.

Team Finding: The faculty members are enthusiastic about the program. All of the faculty listed, and with whom the team discussed the proposal, have the requisite background and appropriate academic credentials. The faculty have a record of publications and funded research grants. The additional faculty members to be hired should further strengthen the program.

The Board standard is 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.

(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 and the areas of focus, as well as the requirements for completion of the Ph. D. are sound. The admission requirement of a Master's degree in computer science or engineering is appropriate. The University should clarify the residency requirement and the composition of the dissertation committee.

Institutional Response: The part-time potential aspect of the program applies only to the course work requirement. Due to the fact that most of the graduate course work is offered in the evenings, it could potentially be possible for working individuals to complete the course work portion of the program on a part-time basis while being employed. However, it is fully expected and required that the students in the research phase of the program (while working on their research proposal, implementations, and dissertation), after finishing their course work, to be full-time students, fully immersed in the typical research and mentoring environment that is expected while conducting work towards a Ph.D. dissertation. We expect a very close relationship between the Ph.D. candidates, their research advisors and dissertation committees throughout the research phase of the program.

The dissertation committee must include at least one member outside the School of Engineering faculty, preferably an industry or research center practicing engineer or scientist of prominent stature in the field / topic of the dissertation.

The Board standard is met

Section 10a-34-17. Graduation Requirements.

(d) Doctoral degree requirements shall include a provision that each student must complete the equivalent of at least one year of full-time study through resident instruction at the institution awarding the degree; (1) Graduate doctor's degree means an award for advanced study beyond the master's degree, including a thesis or dissertation based on original or applied research; (2) First-professional doctor's degree means an award for professional study at the collegiate level including advanced study at the post baccalaureate level leading to practice in a licensed occupation; (3) The requirements for a graduate doctor's degree shall include a comprehensive examination, completion of a substantial report on original research or an independent investigation of a topic of significance in the field of study and the equivalent of at least three years of full-time graduate-level studies beyond the baccalaureate; (4) The requirements for a first-professional doctor's degree shall include the completion of appropriate academic, pre-professional and clinical prerequisites which, at the minimum, meet the requirements to become licensed in a recognized profession, except that for first professional doctor's programs the total registered time to degree, including both pre-professional and professional study, shall be at least six academic years of which two must be post baccalaureate.

Team Finding: The graduation requirements are appropriate for the doctoral degree. The University may want to consider whether it require students to have two published papers before the award of the degree. The time associated with submission of papers, acceptance of papers, and publication of papers could be problematic for students.

Institutional Response: The School of Engineering faculty met and has decided to alter the journal publication requirement to be:

“Acceptance or acceptance with minor modifications of at least two quality journal papers (as defined by the dissertation committee) or the acceptance or acceptance with minor modifications of one quality journal paper and two refereed conference papers”

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 University Librarian discussed the substantive book collection, access to databases, and the journals available to support the program. The currency and availability of the library and learning resources are sufficient to support the program.

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 University has more than adequate space to offer the program. A tour of the facilities and review of the labs and equipment, and the planned acquisitions outline in the application to upgrade the Robotics Lab and 10 work stations can support the proposed program

The Board standard is met.

Advisory Committee on Accreditation

The Advisory Committee on Accreditation, at its May meeting, found the program to be in compliance with the Board of Governors' approval standards.

Attachment A

Curriculum and Courses in Concentration Areas

1. Computation, Intelligence, and Robotics (Area 1)

Number	Title	Comments
CS 504	Artificial Intelligence	Existing Course
CS 505	Introduction to Expert System Design	Existing Course
CS 509	Automata theory	Existing Course
CS 520	Theory of Computation	Existing Course
CS 570	Advanced Robotics	Existing Course
CS 580	Introduction to Neural Networks	Existing Course
CS 584	Machine Perception	Existing Course
CS 604	Advanced Artificial Intelligence	Existing Course
CS 605	Advanced Expert System Design	Existing Course
CpE 460	Introduction to Robotics	Existing Course
CpE 585	Computer Vision	Existing Course
CpE 588	Interactive Computer Graphics	Existing Course
EE 545	Advanced Control Theory	Existing Course
EE 580	Information Theory and Coding	Existing Course
CSE 521	Evolutionary Computation	New Course
CSE 522	Fuzzy Systems	New Course

2. Languages and Systems (Area 2)

Number	Title	Comments
CS 400	Object Oriented Programming in C++	Existing Course
CS 410	Java Programming	Existing Course

CS 411	Advanced Object Oriented Programming with JAVA	Existing Course
CS 435	Unix System Programming	Existing Course
XS 436	Advanced C & Unix Programming	Existing Course
CS 440	Windows Programming	Existing Course
CS 445	Advanced Windows Programming	Existing Course
CS 450	Database Design	Existing Course
CS 502	Analysis of Algorithms	Existing Course
CS 503	Operating Systems	Existing Course
CS 545	Component Based Software Design	Existing Course
CS 551	Advanced Databases	Existing Course
CS 555	Web-Based Application Development	Existing Course
CpE 489	Software Engineering	Existing Course
CpE 560	Performance Analysis and Evaluation	Existing Course
CSE 531	Distributed Operating Systems	New Course

3. Parallel Processing and Networks (Area 3)

Number	Title	Comments
CS 590	Parallel and Distributed Processing	Existing Course
CpE 471	Data and Computer Communication	Existing Course
CpE 472	Computer Networks	Existing Course
CpE 473	Local Area Networks	Existing Course
CpE 481	Mobile Communications	Existing Course
EE 415	Fiber Optics	Existing Course
CpE 561	Network Security	Existing Course
EE 415	Fiber Optics	Existing Course
EE 437	Microwaves	Existing Course
EE 455	Microwave Lab	Existing Course
CSE 551	High Speed Networks	New Course

4. Computer Architecture and VLSI (Area 4)

Number	Title	Comments
CpE 410	Introduction to Computer Architecture	Existing Course
CpE 447	Logic Synthesis Using FPGAs	Existing Course
CpE 448	Introduction to VLSI Design	Existing Course
CpE 540	Image Processing	Existing Course
CpE 550	Advanced VLSI Design	Existing Course
CpE 596	Digital Signal Processing Laboratory	Existing Course
EE 443	Applied Digital Signal Processing	Existing Course
EE 482	Analog and Digital Electronics	Existing Course
EE 582	Advanced Topics in Electronics	Existing Course
CSE 570	Foundations of Formal Hardware Verification	New Course
CSE 561	Design of Arithmetic Units	New Course

Note: 400 level courses are available to both senior undergraduate and graduate students while 500 level courses are available for graduate students. Graduate students in 400 level courses are required to do extensive projects, which involves analytical and performance studies components.

5. Information Technology Globalization Track

This track emphasizes the study of contemporary issues in the fields of global technology ventures, economics and management of the 21st century global engineering and computing enterprise, global/societal and economical impact of emerging technologies, managing the global research enterprise in the 21st century, global intellectual property management and IP implications on technology and computing advances and case studies in technology management across national borders.

In this track the students have to choose two courses out of the offered courses. The following courses will initially be available in the Information Technology Globalization Track:

TM 610: Information Technology Entrepreneurship in the 21st Century (3 credits)

This course prepares students to become leaders in information technology in the 21st century and to build multinational IT companies. Students design and develop a prototype IT product and prepare a business plan, capital venture proposal and presentation that target international markets.

TM 611: International Strategic Information Technology Management (3 credits)
 This course defines international information technology management strategies, explores the possible information technology strategies of an organization, and provides conceptual frameworks for the development and evaluation of information technology management strategies in a global environment. The course also examines concepts of strategic information technology systems, approaches for analyzing strategic applications, and systems planning as it relates to information technology management strategies and the interface with organizational strategies.

TM 612: Global Information Technology Management (3 credits)
 A comprehensive exploration of the issues of management in a global business environment. The course concentrates on the latest management practices and strategies. Case studies and site visits to local, state, regional, national and multinational corporations and other locations of professional interest are integrated into the program to provide an exposure to American and international business practices. Participants have the opportunity to network with professionals from around the world as well as the U.S. The course is designed to be responsive to changing management trends and business practices.

TM 613: Emerging Technologies and Global Enterprise (3 credits)
 Global enterprise has developed as technology has emerged to support it. Instantaneous global communication has made it possible to manage transnational companies more effectively. E-mail, video conferencing, group support systems, and WAN technology have all contributed to the growth of the global enterprise. This course will examine the current state of technology as it affects the global enterprise and will examine the technologies that are on the horizon.

6. Other Courses

This subsection mentions a number of additional courses that do not belong to any of the previous areas of specialization.

CSE 690	Independent Study
CSE 692	Special Topics in Computer Science
CSE 693	Special Topics in Computer Engineering
CSE 694	Written Comprehensive Examinations
CSE 698	Teaching requirement
CSE 699	Seminar (Oral Exam)
CSE 710	<i>Ph.D.</i> dissertation

Independent Study is a course that can be taken up by a student with a faculty member on a special topic that may not be broad enough to be offered as a regular course.

Special Topics courses in Computer Science & Engineering are offered to allow special topics courses in the general area of computer science and engineering that do not fit into any of the four areas of specialization.

Seminar is a zero credit course. Usually this involves attending the regular departmental seminars and presenting one's work in one of the seminars.

STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: University of Rhode Island, Kingston, Rhode Island

Item: Authorization to place students in the programs of school psychologists and school library media for the required field experience and clinical practice in Connecticut schools

Executive Summary

The University of Rhode Island has applied to the Board of Governors for Higher Education for authorization to place students in its programs of school psychologists and school library media for field experience and clinical practice in Connecticut schools. The University is accredited regionally by the New England Association of Schools and Colleges (NEASC), is authorized to offer educator preparation programs in specific certification areas by the Rhode Island Department of Education, and is also accredited by the National Council for the Accreditation of Teacher Education (NCATE).

The Advisory Committee on Accreditation, at its meeting on May 19, 2005, found the program to be in compliance with the Board of Governors' approval standards and nine members voted in favor of recommending the program for Board approval with two abstentions.

Commissioner's Recommendation

It is recommended that the Board of Governors to authorize the University of Rhode Island to place students in the programs of school psychologists and school library media for the required field experience and clinical practice in Connecticut schools for five years from July 1, 2005 through June 30, 2010.

Description

Purposes and Objectives

The University indicates that its School Psychology Program strives to promote the healthy psychological and educational development of all children through the preparation of professional psychologists who are scientist-practitioners, competent to enhance the functioning of individuals or systems, within the diverse social contexts of school, family, and community; to provide a graduate education program of high standards, based on a curriculum requiring mastery of the most current knowledge in psychological science, empirically supported professional practices, and research

methodologies; to prepare graduates to serve in leadership roles as scientific problem solvers, whose practice and research will advance the application of psychology to the prevention and resolution of developmental problems.

The University indicates that its School Library Media Program (SLMP) is one of the areas of concentration within the Master of Library and Information Studies (MLIS) degree program. The MLIS program is accredited by the American Library Association (ALA), and the School Library Media Program (SLMP) is also accredited by NCATE and approved by the National Association of State Directors of Teacher Education and Certification (NASDTEC). The MLIS program is designed to produce students who combine professional knowledge and skills with a commitment to professional ethics and to meeting information needs.

Administration

The program chairs report to the Director of the University's School of Education.

Curriculum

School Psychology Program

The School Psychology program at the University is a graduate program that offers both a master of science program and a doctor of philosophy program to students. All requirements for the master's degree must be completed within a period of five calendar years. Requirements for the master's degree in school psychology consist of accomplishments in three inter-related components of the graduate education curriculum. These are didactic coursework, research, and field experiences.

The University indicates that students in the master's program take a minimum of 60 graduate credits, including courses in three areas of study: research methodology, psychological science content, and professional applications, and on two levels: general (requirements in common with students in other graduate programs in the Psychology Department) and specific (requirements particular to students in the School Psychology Programs).

The University states that students in the doctoral program take a minimum of 90 graduate credits. Students who enter the program with a bachelor's degree first earn a master's degree in Psychology before proceeding on to the doctorate. Students entering with a master's degree may include up to 30 credits of previous study in their doctoral programs of study. Course requirements in the doctoral program are also in three areas of study: research methodology, psychological science content, and professional applications, and on two levels: general (requirements for all doctoral students in the Psychology Department) and specific (requirements for all doctoral students in the School Psychology Program).

In order to be eligible for internship for the school psychology program, both master's and doctoral students must have completed all required coursework satisfactorily and passed the comprehensive examination. The doctoral students also must have obtained approval for their dissertation proposal. Eligibility for internships must be approved by the major professor and verified by the coordinator for applied field experiences.

School Library Media Program

The program requires 42 credits, including 15 credits in information management, six credits in literature, three credits in media, three credits in administration, and six credits electives (three of them must be in education, unless the student is already a certified teacher). The school library media program ensures that all school library media graduates are prepared for entry level library media positions and have mastered all four roles of the library media specialist as outlined in *Information Power: Building*

Partnerships for Learning: teacher, information specialist, instructional partner, and program administrator. Moreover, all students demonstrate competencies in the "Rhode Island Beginning Teacher Standards" as identified by the Rhode Island Department of Education and/or by the Interstate New Teacher Assessment and Support Consortium (INTASC). Each student prepares a portfolio with evidence documenting mastery of the following eleven Rhode Island Beginning Teaching Standards.

The University states that the length of the field placements varies from program to program. All programs culminate in extended student internship in excess of the required minimum of 10 weeks (see Table 1).

Table 1. Length of student internships by program certification

Program	Certification/Grades	Length of Placement
Library and Information Sciences	Grades K-12	300 hours (5 weeks in elementary, 5 weeks in secondary)
School Psychology, M.S.-Field-Based Practica	Grades K-12	400 hours minimum: 12 weeks
School Psychology, M.S.-Internship	Grade K-12	Full time- 1 Academic year (Minimum of 1500 clock hours supervised field experience)
School Psychology, Ph.D.- Field Based Practica	Grade K-12	450 hours minimum:12 weeks
School Psychology, Ph.D- Internship	Grades K-12	Full Time- 1 Academic year (Minimum of 1500 hours field experience)

Source: University of Rhode Island

Evaluation

In school psychology, progress evaluations are conducted of interns in terms of meeting the goals and objectives as stated in the internship plan. These evaluations are completed by the site supervisor at both mid-year and end of year. Students are encouraged to participate in a progress review with their supervisors as a means of identifying areas of improvement and establishing goals for professional development. The following materials and documentation must be filed for all students: Eligibility for Internship, Internship Contract, Internship Plan, Evaluations (Mid-Year and End of Year), Log of Activities and Summary of Clock Hours, and Completion of Internship Verification Letter.

In School Library and Media, students are evaluated by performance of Rhode Island Beginning Teacher Standards (RIBST) and mastery of all four roles of the library media specialist three times at each site (at the end of 50, 100, and 150 hours). In addition, students are evaluated by self-assessments, cooperating teacher evaluations, self-reflections on growth in journal entries and by site visit reports from the University Supervisor. Assessments used include evaluation form of list of competencies and mastery of RIBTS, site visit reports, observations, and joint discussions of University supervisor and cooperating library media specialist. Students' discussions of books and readings, topics, and experiences are also assessed during seminar classes.

On-Site Supervision

The University states that the M.S. and Ph.D. Programs in School Psychology require both practicum and internship experiences. Internships are completed in 1500 clock hours; practica for M.S. students are 400 clock hours, and practica for Ph.D. students are for 450 clock hours. An on-site psychologist supervises these experiences, conducted in a manner consistent with the current legal-ethical standards of the profession of school psychology, and supplemented by a university-based Coordinator for Field Experiences, who has overall responsibility for establishing and conducting the various field placements. Practicum involves weekly, supervised experiences in school or community agency sites in combination with casework in the department's campus-based Psychological Consultation Center, and includes opportunities to learn and to practice skills in the areas of assessment, intervention, consultation, counseling, multidisciplinary teams, early intervention, prevention, and program development and evaluation. Internships in school psychology are guided by a scientist-practitioner model of graduate education and by the roles and functions of the school psychologist as a data-based problem solver as endorsed by the School Psychology M.S. and Ph.D. Programs. Thus, the internship provides a planned, culminating set of professional development opportunities encouraging the integration of science with practice. Internships are intended to prepare students for the independent professional practice of school psychology.

The University reports that students in the School Library Media Program are introduced to practice by school library media specialists as guest lecturers, by required observations of school library media programs, and by volunteering a required minimum of four hours per week in two schools during the Fall semester prior to their practicum. The capstone experience for students is completing two practicum field experiences in both an elementary and a secondary school for a total of 300 hours in their final spring semester. Students spend 150 hours or 5 weeks in an elementary school and 150 hours or 5 weeks in a secondary school for a total of 300 contact hours. The practicum field sites are chosen to provide students with good learning environments and to ensure their mentors are extraordinary library media specialists who are instructional leaders in their schools. In addition to close supervision and evaluation by the cooperating library media specialist, the University supervisor visits each student twice to ensure that the students are fulfilling all four roles of the library media specialists and demonstrating competencies on the evaluation.

Assessment of Needs

Need for the Program

Over the past 20 years, The University has placed a number of students in Library and Media Sciences and School Psychology in field and Student Teacher Placements into Connecticut Schools, both are shortage fields in Connecticut. In the past, the school psychology program has placed practicum students and interns in the following sites:

Stonington Public Schools, New London Public Schools, Groton Public Schools and Waterford Public Schools. The University contends that its practices benefit Connecticut schools and are supported by Connecticut school districts around its neighborhood. The University, therefore, would like to continue this practice in the future.

Since 2000, the Connecticut State Department of Education has placed school psychologists and school library media specialists towards the top of its shortage rankings (see Table 2). The Connecticut Department of Higher Education degree completion data has indicated that the in-state approved preparation programs have not produced enough program graduates to meet the district demands (see Tables 2 and 3).

Table 2. School psychologist and school library media specialist shortage ranking (Total ranking N = 52), position vacancies, and total degree/certificate awards from Connecticut preparation programs

Subject Area		2000-2001	2001-2002	2002-2003	2003-2004
School Library Media Specialists	Ranking	8	8	16	15
	Vacancies	83	66	38	43
	Awards	23	2	11	21
School Psychologists	Ranking	16	7	5	11
	Vacancies	119	134	97	91
	Awards	54	37	76	92

Sources: Connecticut State Department of Education Fall Hiring Reports 1998-2003 and Connecticut Department of Higher Education Degree Completion Data.

Table 3. Degree and certificate awards for school psychologists and school library media specialists from Connecticut preparation programs

Subject Area	Institution	2000-2001				2001-2002				2002-2003				2003-2004			
		M	M+	PMC	D	M	M+	PMC	D	M	M+	PMC	D	M	M+	PMC	D
School Library Media	Fairfield University	1				1				2				3			
	SCSU	13	9			1				8	1			17	1		
	Total	23				2				11				21			
School Psychologists	Fairfield University	1		6				6				10			2	11	
	SCSU	12		26				12		18		14		17	1		
	UConn	3	1	3	2	10	2	4	3			29	5	31		9	21
	U-Hart																
Total	54				37				76				92				

M = Master's Degree; M+ = Master's Degree plus additional courses; PMC = Post Master's Certificate; D = Doctorate
Source: Connecticut Department of Higher Education

According to the Connecticut Department of Higher Education, there were 43 placements by out-of-state institutions between November 2003 and April 2005, excluding the placements by American International College, Long Island University Westchester Graduate Campus, Manhattanville College, and Springfield College after they are officially approved to do so by the Board of Governors (all of those would be for Spring 2005). See Table 4. The majority of the authorizations pertained to those placements fell into the grace period between November 2003 and August 2004, after the

Commissioner's memo on November 18, 2003 to remind out-of-state institutions and in-state public schools of the "physical presence" clause in the regulation. Out of the total 43 placements, 27 of them fell into this category. Institutions with 14 of those 27 placements are not likely, at this point, to seek approval. Institutions which have been approved by the Board of Governors and institutions which currently have applications pending placed a total of 28 students in the state within the 16 month period, with two in library media science and seven in school psychology. See Table 5.

Comments from other Connecticut Institutions

There have been no comments from other institutions of higher education in Connecticut. The Department has received a letter from the Library Media Director of the Norwich Free Academy supporting the University's application as the Academy "has had a very effective working relationship with the ... program and benefited from having student interns work with our students, teachers and library staff."

Resources

Faculty

For school psychology, an appropriately certified school psychologist with a minimum of a master's degree must supervise the intern. This field-supervisor must be an appropriately certified school psychologist or licensed psychologist where the internship services are provided. In addition to the field supervisor, a member of the program faculty is designated as the coordinator of field experiences.

Library and Learning Resources

The University asserts that there are many library support services available to its students placed in Connecticut. The students have access to the University Library, the Pell Marine Sciences Library as well as the Providence Campus Library. In addition, students may gain access to the HELIN Library Consortium. This Consortium is composed of ten academic libraries, and fifteen health sciences libraries.

The Advisory Committee on Accreditation

The Advisory Committee on Accreditation, at its meeting on May 19, 2005, found the program to be in compliance with the Board of Governors' approval standards and nine members voted in favor of recommending the program for Board approval with two abstentions.

Table 4. Approved Field Experience and Clinical Practice Placements in Connecticut by Out-of-State Educator Preparation Programs (November 2003-April 2005) (N = 43)

Subject Areas	American International College, MA	Columbia University, NY	Keene State College, NH	Long Island University Westchester Graduate Campus, NY	Manhattanville College, NY	North Carolina State University, NC	Plymouth State University, NH	Salem State University, MA	Springfield College, MA	University of Massachusetts, MA	University of Nebraska-Lincoln, NE	University of North Carolina-Charlotte, NC	University of Phoenix Online	University of Rhode Island, RI
Agriculture Education						1	1							
Education Administration	1													
Elementary Education	1		2		4								1	
History/Social Studies			2											
Kindergarten	1													
Library and Media Science														2
Middle Grades (Mathematics and Science)												1		
Music		1									1			
Physical Education									5					
School Counseling				1					2					
School Psychology	2	4												5
Special Education	2		1					1						
Speech Language Pathology										1				
Total	7	5	5	1	4	1	1	1	7	1	1	1	1	7

Source: Connecticut Department of Higher Education

Table 5. Approval Categories (November 2003-April 2005, N = 43)

Approval Category	American International College, MA	Columbia University, NY	Keene State College, NH	Long Island University Westchester Graduate Campus, NY	Manhattanville College, NY	North Carolina State University, NC	Plymouth State University, NH	Salem State University, MA	Springfield College, MA	University of Massachusetts, MA	University of Nebraska-Lincoln, NE	University of North Carolina-Charlotte, NC	University of Phoenix Online	University of Rhode Island, RI
Enforcement Grace Period (11/2003-08/2004)	4	5	5	1		1		1	7	1	1			1
Pending Application	3				4									5
Special Circumstances with In-State Agreement							1 (SCSU)					1 (CCSU)	1 (SCSU)	1 (UCONN)
Total	7	5	5	1	4	1	1	1	7	1	1	1	1	7

Source: Connecticut Department of Higher Education

INFORMATION ITEM: ACADEMIC AFFAIRS AND PLANNING COMMITTEE

Item: Follow-up to the Board of Governors April Meeting: Faculty Standard Regional Forums

The Chairman of the Board's Academic Affairs and Planning Committee, during the discussion that followed the presentation to the Board of the preliminary report of the Taskforce's work and the discussion with Taskforce members, asked the Department of Higher Education to hold a series of regional meetings to ensure that all of Connecticut's college and university constituencies would have an opportunity to discuss and comment upon the Statement of Principles, the Taskforce's Recommendations, and the proposed revisions of the language of the Standard. Announcements and invitations, with requests that they be widely disseminated throughout each public and independent college and university, were sent to presidents, provost, deans, and faculty senates, among other constituencies.

Two statewide Forums were scheduled in May, as listed below, and a third will be scheduled in September, so that faculty who could not participate in the May meetings because of end of semester evaluations of student work and other educational responsibilities will still have the opportunity to comment.

Host: University of Hartford

Date: May 19 Time: 2-4 p.m.

Chaired by Jonas Zdanys

Host: Fairfield University

Date: May 23 Time: 2-4 p.m.

Chaired by Dorothea Brennan

A report about suggestions and comments made by regional forum participants will be presented to the Board of Governors after the September regional meeting.

STAFF REPORT: FINANCE AND ADMINISTRATION COMMITTEE

Item: Connecticut Aid to Public College Students Grant Program FY 2006 Allocation Formula

In 1998, the Board of Governors endorsed a formula model to allocate the Connecticut Aid for Public College Students Grant Program (CAPCS) funds among Connecticut's public colleges. This model is driven by three goals. The first is to meet the statutory obligation to ensure that CAPCS funds flow to those students who demonstrate substantial financial need. The second is to begin to address the significant loan burden borne by even the neediest students at our four-year institutions, without negatively affecting basic access to the two-year community colleges. The third goal is to achieve these aims through a formula that appropriately weighs unmet need with the student cost differential among the three constituent units. Since 1998, the data source for the unmet student need component of the formula has been the annual campus application to the U. S. Department of Education for federal campus-based student financial aid.

At the time the formula was created, the Board asked the Department to work with the constituent units' financial aid directors to develop an improved data source and to bring forward a recommendation to the Board annually on how to distribute CAPCS funds. Although progress is being made with the installation of new financial aid software at the constituent units, the installations have not been completed everywhere, so a new, consistent data source is not yet available. Therefore, it is recommended that FY 2006 CAPCS funds be distributed through the current model.

As this report is being written, the budget before the General Assembly maintains FY 2006 funding for CAPCS at the FY 2005 level of \$16,520,920. This appropriation will represent 40 percent of full formula funding for FY 2006, a drop of nearly five percent from FY 2005. Under the current formula, the first 80 percent of the budgeted CAPCS appropriation is allocated based on the proportion of unmet grant need at Connecticut public institutions. The remaining 20 percent is allocated based on unmet grant need weighted by a tuition factor that recognizes cost differences among the constituent units

For FY 2006, there is a significant variation in the formula distribution from the prior year largely as a result of double digit increases in unmet need at the University of Connecticut and the Community-Technical College System, offset by a very modest increase at the Connecticut State University. In addition, the results are complicated by two issues. First, the formula is distorted for a second year by an error in data submitted by Southern Connecticut State University to the U. S. Department of Education. This error resulted in a significant increase in federal student aid funds to Southern and impacts the way CAPCS funds are distributed to all the other campuses. Second, the USDE figures, while providing a consistent unmet need measure across the constituent units, also include unmet need for out-of state students. In light of these facts, the Commissioner recommends a modified formula with the Southern unmet need figure

adjusted downward to reflect increased federal funding and an in-state residence modifier applied to the unmet need. The residence modifier consists of the percentage of in-state students as determined by the fall 2004 enrollment report. These two modifications result in a more equitable distribution of limited funds to those institutions who are serving the neediest students, as shown in the attached table

Commissioner' s Recommendation

It is recommended that the Commissioner allocate the Connecticut Aid to Public College Students (CAPCS) appropriation for FY 2006 proportioning the formula to mitigate the impact of data errors and residency status as detailed on Exhibit A.

6/15/05

CONNECTICUT AID TO PUBLIC COLLEGE STUDENTS GRANT
PROGRAM RECOMMENDED
INSTITUTIONAL ALLOCATIONS

	FY 05	FY 06
College Name	Allocation	Allocation
Asnuntuck	\$ 119,681	\$ 95,509
Capital	\$ 719,131	\$ 622,799
Central	\$ 2,384,340	\$ 2,017,566
Eastern	\$ 1,126,814	\$ 1,148,538
Gateway	\$ 556,362	\$ 755,808
Housatonic	\$ 637,722	\$ 796,190
Manchester	\$ 711,776	\$ 731,649
Middlesex	\$ 253,914	\$ 200,260
Naugatuck Valley	\$ 745,604	\$ 551,666
Northwestern	\$ 103,521	\$ 124,252
Norwalk	\$ 602,937	\$ 503,978
Quinebaug Valley	\$ 248,444	\$ 255,484
Southern	\$ 1,455,093	\$ 1,378,052
Three Rivers	\$ 356,880	\$ 422,074
Tunxis	\$ 278,060	\$ 357,866
University of Connecticut	\$ 5,400,176	\$ 5,612,499
Western	\$ 820,465	\$ 946,730
TOTAL	\$ 16,520,920	\$ 16,520,920
University of Connecticut	\$ 5,400,176	\$ 5,612,499
Connecticut State University	\$ 5,786,711	\$ 5,490,886
Community Colleges	\$ 5,334,033	\$ 5,417,535
	\$ 16,520,920	\$ 16,520,920

STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Item: Tuition and Fee Schedules for Connecticut Public Colleges and Universities for the 2005-06 Academic Year

The Board of Governors reviews and makes recommendations on tuition and fees for Connecticut public higher education in two phases. Tuition and, in some cases, other mandatory fees are reviewed as part of the biennial operating budget deliberations. This review is guided by the Board's tuition policy which sets out minimum and maximum shares of the operating budget that should be supported by tuition and related fees, as well as maximum annual rate increases. Other fees, particularly those which support auxiliary enterprises such as dormitories and food service operations, are reviewed by staff in December and January with final Board recommendations made later in the year. Presentation of this review to the Board was somewhat delayed this year as a result of the Governor's tuition freeze proposal.

For review purposes, student tuition and fees are grouped into two categories. Tier I fees consist of tuition and mandatory fee charges such as general university fees, educational extension fees, housing fees, and food service fees which, by their nature, have a significant impact on the cost to students. Each of these fees is reviewed by staff for its reasonableness and appropriateness on an individual basis. Tier II fees consist of all non-mandatory fee charges, fees used to support student-managed activities, user charges, and other fees which generally are not increased each year in response to inflationary pressures. For these fees, each of the constituent units must submit a statement describing the basis upon which it sets and approves these fees and listing the currently approved rates.

Overview

In accordance with Board policy, all constituent units of higher education submitted their respective tuition and fee adjustments for FY 06 in December. Department staff has reviewed adjustments for the University of Connecticut, Connecticut State University, the Community-Technical College System and Charter Oak State College. Exhibits of Tier I and II tuition and fees for all constituent units are attached to this report. In addition, Table I gives a five-year history of the total cost of tuition and required fees at Connecticut public colleges for in-state, full-time undergraduate students.

Tuition and fee rates for 2005-06 have been approved by each constituent unit board. As summarized below, tuition and fee increases are below six percent except for the bachelor's degree student at Charter Oak State College who will pay an increase of 9.0 percent. All increases for four-year college undergraduates residing on campus are also in total under six percent, with room and board charges increasing in the 1.3 to 7.1 percent range. At the University of Connecticut, undergraduates residing on campus will

pay 5.8 percent more in 2005-06 and, at Connecticut State University the average increase will be 5.3 percent.

From 2002 to 2006, tuition and fees for in-state undergraduates have increased 43 percent at the Connecticut State University System, 36 percent at the University of Connecticut, and 34 percent at the Community-Technical College System.

Annual Cost of Tuition and Required Fees					
Full-Time, Undergraduate, In-State Students					
				Annual Increase	
	2004	2005	2006	\$	%
University of Connecticut					
Undergraduate Commuter	\$6,812	\$7,490	\$7,912	\$422	5.6%
Undergraduate Resident	13,700	14,894	15,760	866	5.8%
Connecticut State University					
Undergraduate Commuter	5,121	5,612	5,936	324	5.8%
Undergraduate Resident	11,875	12,749	13,426	677	5.3%
Community-Technical College System					
	2,310	2,406	2,536	130	5.4%
Charter Oak State College					
Associate's Degree Student	815	855	890	35	4.1%
Bachelor's Degree Student (Yr 1)	940	980	1,015	35	3.6%
Bachelor's Degree (after Yr 1)	530	555	605	50	9.0%

All of these increases are above the Higher Education Price Index (HEPI) rate for 2004 of 4.7 percent and the corresponding CPI rate of 2.2 percent. It should be noted that other states' public institutions rate increases are slowing as a result of an improving economy. With collective bargaining increases in the five percent range and growing technology, utility and debt service costs, approved tuition and fee increases are not ideal, but are tenable.

University of Connecticut (Attachment A1-A6)

The University of Connecticut's Board of Trustees approved a tuition and fee increase of 5.6 percent for in-state, undergraduate commuting students for the 2005-06 academic year. This increase is designed to meet the demands of increased enrollments, student financial aid and program enhancements. Tuition and fees were raised 7.7 percent in 2004-05.

Although tuition itself will increase 5.6 percent, the General University Fee increase is 6.0 percent. The unusual size of this increase is largely due to a 23 percent increase to campus activities funding to allow for expenses associated with the new Student Union. The Infrastructure Maintenance Fee increase is 5.2 percent. Although the debt service portion of this fee remains consistent at about \$2 million per year, building operations

and maintenance costs continue to rise as new buildings come online. Miscellaneous fees will rise 4.8 percent, from \$210 to \$220, as a result of a ten dollar increase to the transit fee. Finally, residence life and dining services increases are both 6.0 percent. These are both self-supporting auxiliary operations where the increases are needed to meet the cost of inflation, maintenance programs, equipment replacement, utility costs and fringe benefits.

With regard to Tier II, or non-mandatory fees, the University began implementation of a system of materials fees for programs and courses beginning in the 2003-04 academic year. The program materials fees included some already existing fees – Applied Music and the Law School Technology Fee – as well as new fees for Allied Health, Drama, Nursing and laptop fees for the Business and Landscape Architecture majors. For the 2005-06 academic year, no fees will increase, but new laptop fees will be added for the Education programs and malpractice insurance fees of ten dollars per semester will be added for Allied Health, Nursing, Pharmacy and Social Work. Selected course fees will be added for the first time in FY 2006. These range from a ten dollar fee for field trips in Marine Sciences to a seventy-five dollar fee for a student medical/surgical bag in Nursing Health Assessment.

Connecticut State University (Attachments B1-B5)

Connecticut State University's tuition and fee adjustments have been designed to meet projected operating budget costs, taking into consideration the level of state support as well as escalating utility and library costs and anticipated collective bargaining increases. In-state, undergraduate commuting students will pay an average 5.8 percent increase in tuition and fees for the 2005-06 academic year. The Board of Trustees approved increasing tuition from the proposed 5.0 percent to 6.0 percent with the additional one percent dedicated to need-based financial aid. The University General Fees support a variety of operations including athletics, student center operations, security measures, student employment opportunities and a growing number of parking garages. The growth rates of these fees have slowed at the four campuses, ranging from 3.0 to 13.0 percent after three years of double-digit growth between 17 and 27 percent. The Technology Fee increased by 3.0 percent to \$223 for 2005-06. Among the remaining fees, the University Fee will post the most consistent increase at 3.5 percent, which is the amount required to cover the future debt service payment. Housing and food services fee increases are dependent on marketplace food service rates and internal cost demands related to new housing, and range from a low of 1.3 percent for food service to a high of 7.1 percent for housing, both at Eastern.

At the graduate level, the Connecticut State University continues to maintain differential tuition for five programs. They are the MBA and Master of Library Science programs at Southern, the Ed.D. program at Central, Southern and Western, Data Mining at Central, and the Master of Fine Arts at Western. The increases in these programs range from zero for the Ed.D program at Western to 6.1 percent for the online Master of Library Science program at Southern. In addition, the OnlineCSU graduate rates for residents and non-residents will increase 6.8 and 5.0 percent, respectively, next year.

Educational Extension Fees (tuition paid by part-time students) will increase an average of 4.5 percent for undergraduates and graduate students, a rate slightly less than for full-time students. The Board of Governors has previously encouraged the State University to replace its current tuition and fee system which differentiates between full- and part-time student status with a system that charges all students prorated tuition and fees. Such a system avoids disparity and is consistent with Connecticut statutes.

Tier II fees have remained constant at 2004-05 levels with the notable exception of on-line course fees, which will increase about 6.8 percent for in-state undergraduates and 5.0 percent for out-of-state undergraduates. In addition, Eastern is eliminating its Transcript Fee of \$5.00 and replacing it with a one-time fee of \$30.00 for full-time students and \$10.00 for part-time students. Finally, Central will rescind its Student Teaching Fee.

Community-Technical College System (Attachments C1-C3)

The Community-Technical College System Board of Trustees approved a 5.4 percent increase in full-time tuition and fees for the 2005-06 academic year, which is designed to cover inflationary increases. Tuition is scheduled to increase 5.7 percent for an in-state student, while the College Services Fee increases 3.6 percent. The Student Activity Fee remains at \$20.

In September 1998, the Board of Governor's suspended the in-state versus out-of-state tuition rate differential policy for online course offerings to allow the constituent units an opportunity to experiment and build online enrollment. After several years of online course development, the community colleges are the last of the constituent units to go back to charging a rate differential based on residency for online courses. The community colleges indicate that this will eliminate confusion and inequity resulting from charging different rates for online and on-ground courses. Hence, the per credit hour rate will increase sharply on a one-time basis from \$88 to \$279, or 217 percent, for about 122 online out-of-state students.

The community colleges will implement a new Excess Credits Tuition Charge commencing in the fall of 2005. A charge of \$100 per semester will be levied on those students whose total registered credits exceed 17 for a semester. The community colleges indicated this will balance issues of equity and access by defraying the extra cost for those students who take a course load that exceeds the maximum for a full-time degree program. The fee will impact some 350 students and generate about \$71,000 in additional revenue.

The three Tier II course fees - Laboratory, Studio and Clinical - will increase from 5.2 to 5.8 percent. The Laboratory and Studio Fees of \$55 and \$61, respectively, will be charged each time a student registers in a designated course that includes a laboratory or studio component. The Clinical Fee will be charged each fall and spring to all enrolled students who are matriculated in and have declared their majors in an allied health program with a required clinical component. Historically, these costs have been covered by tuition.

Charter Oak State College (Attachments D1-D3)

The Board for State Academic Awards (BSAA) fee adjustments have been designed to meet inflationary and anticipated collective bargaining costs. The Associate degree fee schedule will increase 4.1 percent for residents and 4.0 percent for non-residents. For Bachelor degree students, the first year cost will increase 3.6 percent for residents and 4.8 percent for non-residents, while second year costs will increase 9.0 percent for residents and 9.5 percent for non-residents. Distance learning per credit fee increases range from 10.3 percent for residents to 10.7 percent for non-residents for both video-based and online courses. The Special Assessment fee will increase 11.1 percent in order to adequately compensate faculty for this time intensive activity.

About half of the Tier II fees will increase modestly for Fall 2005. For distancing learning courses, the Registration and Late Registration fees increase from \$25 to \$30, while the Extension fee increases from \$40 to \$45. The resident Practicum fee per credit hour increases 10.3 percent to \$160, while the non-resident rate increases 10.7 percent to \$227. The Payment Plan Registration Fee increases from \$35 to \$40 and the Matriculation Extension Fee for residents and non-residents increases 10 percent. The Certificate Program application fee will increase from \$55 to \$60, while the annual enrollment fee will increase from \$150 to \$160. These new rates will generate revenue to support actual program costs and collective bargaining increases.

In May 2005, the Board approved a two-year pilot for an optional comprehensive fee plan that packages the application, matriculation and course enrollment fees for a twelve credit program for accepted resident and non-resident students. With this plan, students would receive a discount of about 10 percent off the individual course enrollment fees for a savings of between \$225 and \$404. This in effect, would be a full “program” total with all courses offered by Charter Oak.

Commissioner’ s Recommendation

Guided by of the state’ s goals to ensure affordable access, encourage college attendance and support workforce development in Connecticut, it is recommended that the Board of Governors endorse the 2005-06 tuition and fee adjustments as presented.

6/15/05

Table I

**History of the Annual Cost of Tuition and Required Fees
for a Full-Time, Undergraduate, In-State Student
at Connecticut Public Colleges and Universities**

	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>Annual % Increase</u>					<u>% Incr</u>
						<u>01-02</u>	<u>02-03</u>	<u>03-04</u>	<u>04-05</u>	<u>05-06</u>	<u>02-06</u>
UNIVERSITY OF CONNECTICUT											
Undergraduate Commuter	\$5,824	\$6,154	\$6,812	\$7,490	\$7,912	4.1%	5.7%	10.7%	10.0%	5.6%	35.9%
Undergraduate Resident	12,122	12,696	13,700	14,894	15,760	4.0%	4.7%	7.9%	8.7%	5.8%	30.0%
CONNECTICUT STATE UNIVERSITY											
Undergraduate Commuter	4,153	4,531	5,121	5,612	5,936	6.2%	9.1%	13.0%	9.6%	5.8%	42.9%
Undergraduate Resident	10,240	10,889	11,875	12,749	13,426	5.2%	6.3%	9.1%	7.4%	5.3%	31.1%
COMMUNITY-TECHNICAL COLLEGE SYSTEM											
	1,888	2,088	2,310	2,406	2,536	0.1%	10.6%	10.6%	4.2%	5.4%	34.3%
CHARTER OAK STATE COLLEGE											
Associate's Degree Student (Yr 1)	730	759	815	855	890	4.0%	4.0%	7.4%	4.9%	4.1%	21.9%
Bachelor's Degree Student (Yr 1)	840	869	940	980	1,015	3.4%	3.5%	8.2%	4.3%	3.6%	20.8%
Bachelor's Degree (After Yr 1)	483	502	530	555	605	3.9%	3.9%	5.6%	4.7%	9.0%	25.3%

UNIVERSITY OF CONNECTICUT

TIER I

Undergraduate Schedule of Full-time Tuition and Common Fees

	FY 2004-05			FY 2005-06			% Change
	<u>Resident</u>	<u>Non-Resident</u>	<u>NE Regional</u>	<u>Resident</u>	<u>Non-Resident</u>	<u>NE Regional</u>	
STORRS							
Tuition	\$ 5,772	\$ 17,604	\$ 8,664	\$ 6,096	\$ 18,600	\$ 9,168	5.6%
General University Fee	1,200	1,200	1,200	1,272	1,272	1,272	6.0%
Infrastructure Maintenance Fee	308	308	308	324	324	324	5.2%
Connecticut Daily Campus Fee	14	14	14	14	14	14	0.0%
Student Government Fee	66	66	66	66	66	66	0.0%
WHUS Fee	18	18	18	18	18	18	0.0%
UConn TV	10	10	10	10	10	10	0.0%
Student Union Fee	36	36	36	36	36	36	0.0%
Transit Fee	40	40	40	50	50	50	25.0%
Student Union Building Fee	26	26	26	26	26	26	0.0%
	-----	-----	-----	-----	-----	-----	
Total, Commuting Student	\$ 7,490	\$ 19,322	\$ 10,382	\$ 7,912	\$ 20,416	\$ 10,984	5.6%
Room Fee (Double)	3,872	3,872	3,872	4,104	4,104	4,104	6.0%
Board Fee	3,532	3,532	3,532	3,744	3,744	3,744	6.0%
	-----	-----	-----	-----	-----	-----	
Total, Dormitory Student	\$ 14,894	\$ 26,726	\$ 17,786	\$ 15,760	\$ 28,264	\$ 18,832	5.8%
	=====	=====	=====	=====	=====	=====	
AVERY POINT							
Tuition	\$ 5,772	\$ 17,604	\$ 8,664	\$ 6,096	\$ 18,600	\$ 9,168	5.6%
General University Fee	74	74	74	78	78	78	5.4%
Infrastructure Maintenance Fee	308	308	308	324	324	324	5.2%
Student Government	70	70	70	70	70	70	0.0%
	-----	-----	-----	-----	-----	-----	
Total	\$ 6,224	\$ 18,056	\$ 9,116	\$ 6,568	\$ 19,072	\$ 9,640	5.5%
	=====	=====	=====	=====	=====	=====	
HARTFORD							
Tuition	\$ 5,772	\$ 17,604	\$ 8,664	\$ 6,096	\$ 18,600	\$ 9,168	5.6%
General University Fee	74	74	74	78	78	78	5.4%
Infrastructure Maintenance Fee	308	308	308	324	324	324	5.2%
Student Government	60	60	60	60	60	60	0.0%
	-----	-----	-----	-----	-----	-----	
Total	\$ 6,214	\$ 18,046	\$ 9,106	\$ 6,558	\$ 19,062	\$ 9,630	5.5%
	=====	=====	=====	=====	=====	=====	
STAMFORD							
Tuition	\$ 5,772	\$ 17,604	\$ 8,664	\$ 6,096	\$ 18,600	\$ 9,168	5.6%
General University Fee	74	74	74	78	78	78	5.4%
Infrastructure Maintenance Fee	308	308	308	324	324	324	5.2%
Student Government	60	60	60	60	60	60	0.0%
	-----	-----	-----	-----	-----	-----	
Total	\$ 6,214	\$ 18,046	\$ 9,106	\$ 6,558	\$ 19,062	\$ 9,630	5.5%
	=====	=====	=====	=====	=====	=====	

UNIVERSITY OF CONNECTICUT

TIER I

Undergraduate Schedule of Full-time Tuition and Common Fees

	FY 2004-05			FY 2005-06			% Change
	<u>Resident</u>	<u>Non-Resident</u>	<u>NE Regional</u>	<u>Resident</u>	<u>Non-Resident</u>	<u>NE Regional</u>	
WATERBURY							
Tuition	\$ 5,772	\$ 17,604	\$ 8,664	\$ 6,096	\$ 18,600	\$ 9,168	5.6%
General University Fee	74	74	74	78	78	78	5.4%
Infrastructure Maintenance Fee	308	308	308	324	324	324	5.2%
Student Government	70	70	70	70	70	70	0.0%
	-----	-----	-----	-----	-----	-----	
Total	\$ 6,224	\$ 18,056	\$ 9,116	\$ 6,568	\$ 19,072	\$ 9,640	5.5%
	=====	=====	=====	=====	=====	=====	
TORRINGTON							
Tuition	\$ 5,772	\$ 17,604	\$ 8,664	\$ 6,096	\$ 18,600	\$ 9,168	5.6%
General University Fee	48	48	48	52	52	52	8.3%
Infrastructure Maintenance Fee	308	308	308	324	324	324	5.2%
Student Government	40	40	40	40	40	40	0.0%
	-----	-----	-----	-----	-----	-----	
Total	\$ 6,168	\$ 18,000	\$ 9,060	\$ 6,512	\$ 19,016	\$ 9,584	5.6%
	=====	=====	=====	=====	=====	=====	
PHARMACY (Pharm. D.)							
Tuition	\$ 12,726	\$ 27,522	\$ 19,080	\$ 13,500	\$ 29,178	\$ 20,232	6.1%
General University Fee	1,200	1,200	1,200	1,272	1,272	1,272	6.0%
Infrastructure Maintenance Fee	308	308	308	324	324	324	5.2%
Connecticut Daily Campus Fee	14	14	14	14	14	14	0.0%
Student Government Fee	66	66	66	66	66	66	0.0%
WHUS Fee	18	18	18	18	18	18	0.0%
UConn TV	10	10	10	10	10	10	0.0%
Student Union Fee	36	36	36	36	36	36	0.0%
Transit Fee	40	40	40	50	50	50	25.0%
Student Union Building Fee	26	26	26	26	26	26	0.0%
	-----	-----	-----	-----	-----	-----	
Total, Commuting Student	\$ 14,444	\$ 29,240	\$ 20,798	\$ 15,316	\$ 30,994	\$ 22,048	6.0%
Room Fee (Double)	3,872	3,872	3,872	4,104	4,104	4,104	6.0%
Board Fee	3,532	3,532	3,532	3,744	3,744	3,744	6.0%
	-----	-----	-----	-----	-----	-----	
Total, Dormitory Student	\$ 21,848	\$ 36,644	\$ 28,202	\$ 23,164	\$ 38,842	\$ 29,896	6.0%
	=====	=====	=====	=====	=====	=====	

UNIVERSITY OF CONNECTICUT
TIER I
Graduate Schedule of Full-time Tuition and Common Fees

	FY 2004-05			FY 2005-06			% Change
	<u>Resident</u>	<u>Non-Resident</u>	<u>NE Regional</u>	<u>Resident</u>	<u>Non-Resident</u>	<u>NE Regional</u>	
STORRS							
Tuition	\$ 7,110	\$ 18,478	\$ 10,674	\$ 7,524	\$ 19,584	\$ 11,322	5.8%
General University Fee	882	882	882	936	936	936	6.1%
Infrastructure Maintenance Fee	308	308	308	324	324	324	5.2%
Student Activity Fee	26	26	26	26	26	26	0.0%
Graduate Matriculation Fee	84	84	84	84	84	84	0.0%
Transit Fee	40	40	40	50	50	50	25.0%
Student Union Building Fee	26	26	26	26	26	26	0.0%
	-----	-----	-----	-----	-----	-----	
Total, Commuting Student	\$ 8,476	\$ 19,844	\$ 12,040	\$ 8,970	\$ 21,030	\$ 12,768	5.8%
Room Fee (Double)	4,404	4,404	4,404	4,668	4,668	4,668	6.0%
Board Fee	3,532	3,532	3,532	3,744	3,744	3,744	6.0%
	-----	-----	-----	-----	-----	-----	
Total, Dormitory Student	\$ 16,412	\$ 27,780	\$ 19,976	\$ 17,382	\$ 29,442	\$ 21,180	5.9%
	=====	=====	=====	=====	=====	=====	
LAW SCHOOL							
Tuition	\$ 14,760	\$ 31,152	\$ 22,152	\$ 15,648	\$ 33,024	\$ 23,496	6.0%
General University Fee	48	48	48	52	52	52	8.3%
Infrastructure Maintenance Fee	308	308	308	324	324	324	5.2%
Student Activity Fee	144	144	144	148	148	148	2.8%
Technology Fee	128	128	128	128	128	128	0.0%
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Total	\$ 15,388	\$ 31,780	\$ 22,780	\$ 16,300	\$ 33,676	\$ 24,148	5.9%
	=====	=====	=====	=====	=====	=====	
SOCIAL WORK							
Tuition	\$ 7,110	\$ 18,478	\$ 10,674	\$ 7,524	\$ 19,584	\$ 11,322	5.8%
General University Fee	48	48	48	52	52	52	8.3%
Infrastructure Maintenance Fee	308	308	308	324	324	324	5.2%
Student Activity Fee	50	50	50	50	50	50	0.0%
	-----	-----	-----	-----	-----	-----	
Total	\$ 7,516	\$ 18,884	\$ 11,080	\$ 7,950	\$ 20,010	\$ 11,748	5.8%
	=====	=====	=====	=====	=====	=====	
STAMFORD Ph. D.							
Tuition	\$ 9,018	\$ 18,468	\$ 13,518	\$ 9,558	\$ 19,584	\$ 14,328	6.0%
General University Fee	48	48	48	52	52	52	8.3%
Infrastructure Maintenance Fee	308	308	308	324	324	324	5.2%
Graduate Matriculation Fee	84	84	84	84	84	84	0.0%
	-----	-----	-----	-----	-----	-----	
Total	\$ 9,458	\$ 18,908	\$ 13,958	\$ 10,018	\$ 20,044	\$ 14,788	5.9%
	=====	=====	=====	=====	=====	=====	

**UNIVERSITY OF CONNECTICUT
Tuition Rates Per Credit**

TUITION (Per Semester)																			
Credits	Undergraduate			Graduate / Social Work			Law - Day Division			Law - Evening Division			Stamford Ph.D			Pharmacy (Pharm.D.)			
	Resident	Non-Resident	NE Regional	Resident	Non-Resident	NE Regional	Resident	Non-Resident	NE Regional	Resident	Non-Resident	NE Regional	Resident	Non-Resident	NE Regional	Resident	Non-Resident	NE Regional	
2005-06																			
1	\$254	\$775	\$382	\$418	\$1,088	\$629	\$652	\$1,376	\$979	\$546	\$1,152	\$820	\$531	\$1,088	\$796	\$750	\$1,621	\$1,124	
2	508	1,550	764	836	2,176	1,258	1,304	2,752	1,958	1,092	2,304	1,640	1,062	2,176	1,592	1,500	3,242	2,248	
3	762	2,325	1,146	1,254	3,264	1,887	1,956	4,128	2,937	1,638	3,456	2,460	1,593	3,264	2,388	2,250	4,863	3,372	
4	1,016	3,100	1,528	1,672	4,352	2,516	2,608	5,504	3,916	2,184	4,608	3,280	2,124	4,352	3,184	3,000	6,484	4,496	
5	1,270	3,875	1,910	2,090	5,440	3,145	3,260	6,880	4,895	2,730	5,760	4,100	2,655	5,440	3,980	3,750	8,105	5,620	
6	1,524	4,650	2,292	2,508	6,528	3,774	3,912	8,256	5,874	3,276	6,912	4,920	3,186	6,528	4,776	4,500	9,726	6,744	
7	1,778	5,425	2,674	2,926	7,616	4,403	4,564	9,632	6,853	3,822	8,064	5,740	3,717	7,616	5,572	5,250	11,347	7,868	
8	2,032	6,200	3,056	3,344	8,704	5,032	5,216	11,008	7,832	4,368	9,216	6,560	4,248	8,704	6,368	6,000	12,968	8,992	
9	2,286	6,975	3,438	3,762	9,792	5,661	5,868	12,384	8,811	4,914	10,368	7,380	4,779	9,792	7,164	6,750	14,589	10,116	
10	2,540	7,750	3,820				6,520	13,760	9,790	5,460	11,520	8,200							
11	2,794	8,525	4,202				7,172	15,136	10,769										
12	3,048	9,300	4,584				7,824	16,512	11,748										
2004-05																			
1	\$241	\$734	\$361	\$395	\$1,027	\$593	\$615	\$1,298	\$923	\$516	\$1,091	\$774	\$501	\$1,026	\$751	\$707	\$1,529	\$1,060	
2	481	1,467	722	790	2,053	1,186	1,230	2,596	1,846	1,032	2,181	1,548	1,002	2,052	1,502	1,414	3,058	2,120	
3	722	2,201	1,083	1,185	3,080	1,779	1,845	3,894	2,769	1,548	3,272	2,322	1,503	3,078	2,253	2,121	4,587	3,180	
4	962	2,934	1,444	1,580	4,106	2,372	2,460	5,192	3,692	2,064	4,362	3,096	2,004	4,104	3,004	2,828	6,116	4,240	
5	1,203	3,668	1,805	1,975	5,133	2,965	3,075	6,490	4,615	2,580	5,453	3,870	2,505	5,130	3,755	3,535	7,645	5,300	
6	1,443	4,401	2,166	2,370	6,159	3,558	3,690	7,788	5,538	3,096	6,543	4,644	3,006	6,156	4,506	4,242	9,174	6,360	
7	1,684	5,135	2,527	2,765	7,186	4,151	4,305	9,086	6,461	3,612	7,634	5,418	3,507	7,182	5,257	4,949	10,703	7,420	
8	1,924	5,868	2,888	3,160	8,212	4,744	4,920	10,384	7,384	4,128	8,725	6,192	4,008	8,208	6,008	5,656	12,232	8,480	
9	2,165	6,602	3,249	3,555	9,239	5,337	5,535	11,682	8,307	4,644	9,815	6,966	4,509	9,234	6,759	6,363	13,761	9,540	
10	2,405	7,335	3,610				6,150	12,980	9,230	5,160	10,906	7,740							
11	2,646	8,069	3,971				6,765	14,278	10,153										
12	2,886	8,802	4,332				7,380	15,576	11,076										

UNIVERSITY OF CONNECTICUT

Fee Charges By Credit

Credits	Infrastructure Maintenance Fee		General University Fee (per semester) (d)				Credit Extension (b)						Summer Session (Calendar Yr. 2006)				Winter / Intersession		
	Undergrad	Grad	Storrs		Soc.Wk/Torrington/MPA Hartford Off-Campus Law Day/Eve	Other Reg Camp	Masters (EDUC.)	MS Engineer.	Social Work Extension	Regional MBA & MS ACCTG ^(f)	LL.M. LAW	Storrs		(Per Session)				Undergrad	Grad
			Undergrad	Grad (d)								Undergrad.	Grad.	Undergrad.	Grad.	Law (c)	Stamford (e)		
2005-06																			
					(a)	(a)													
1	41	41	159	156	26	39	527	621	275	540	810	413	574	254	418	548	405	254	418
2	41	41	159	156			945	1,242	550	1,080	1,620	667	992	508	836	1,096	810	508	836
3	41	41	159	156			1,363	1,863	825	1,620	2,430	921	1,410	762	1,254	1,644	1,215	762	1,254
4	41	41	159	156			1,781	2,484	1,100	2,160	3,240	1,175	1,828	1,016	1,672	2,192	1,620	1,016	1,672
5	41	81	159	312			2,239	3,105	1,375	2,700	4,050	1,429	2,402	1,270	2,090	2,740	2,025	1,270	2,090
6	81	81	318	312			2,657	3,726	1,650	3,240	4,860	1,842	2,820	1,524	2,508	3,288	2,430		
7	81	81	318	312			3,075	4,347	1,925	3,780	5,670	2,096	3,238	1,778	2,926	3,836	2,835		
8	81	81	318	312			3,493	4,968	2,200	4,320	6,480	2,350	3,656	2,032	3,344		3,240		
9	81	162	318	468			3,992	5,589	2,475	4,860	7,290	2,604	4,230	2,286	3,762		3,645		
10	81	162	318	468					2,750	5,400			2,858		2,540				
11	81	162	318	468					3,025	5,940			3,112		2,794				
12	162	162	636	468					3,300	6,480			3,684		3,048				
13	162	162	636	468					3,575	7,020			3,684		3,048				
2004-05																			
					(a)	(a)													
1	39	39	150	147	24	37	500	621	275	515	780	390	542	240	395	517	405	240	395
2	39	39	150	147			895	1,242	550	1,030	1,560	630	937	480	790	1,034	810	480	790
3	39	39	150	147			1,290	1,863	825	1,545	2,340	870	1,332	720	1,185	1,551	1,215	720	1,185
4	39	39	150	147			1,685	2,484	1,100	2,060	3,120	1,110	1,727	960	1,580	2,068	1,620	960	1,580
5	39	77	150	294			2,118	3,105	1,375	2,575	3,900	1,350	2,269	1,200	1,975	2,585	2,025	1,200	1,975
6	77	77	300	294			2,513	3,726	1,650	3,090	4,680	1,740	2,664	1,440	2,370	3,102	2,430		
7	77	77	300	294			2,908	4,347	1,925	3,605	5,460	1,980	3,059	1,680	2,765	3,619	2,835		
8	77	77	300	294			3,303	4,968	2,200	4,120	6,240	2,220	3,454	1,920	3,160		3,240		
9	77	154	300	441			3,775	5,589	2,475	4,635	7,020	2,460	3,996	2,160	3,555		3,645		
10	77	154	300	441					2,750	5,150			2,700		2,400				
11	77	154	300	441					3,025	5,665			2,940		2,640				
12	154	154	600	441					3,300	6,180			3,486		2,886				
13	154	154	600	441					3,575	6,695			3,486		2,886				

- (a) The General University Fees for Law and Social Work as well as for the other regional campuses are not prorated per credit.
- (b) The University also offers an Executive MBA program which varies depending on when the student started the program.
- (c) Law school summer charges per credit are based on the evening division tuition plus prorated General University Fee.
- (d) GUF rate for Grad Assistants will be a flat rate of \$441 for FY05 per semester; \$468 for FY06.
- (e) Education Administration - Sixth Year/Educational Leadership - Ph.D. programs
- (f) Beginning with May 2005 MSAcctg will increase to \$540 per credit hour. Any future increases will take effect with the beginning of the 1st summer session.

UNIVERSITY OF CONNECTICUT
Annual Graduate General University Fee Rates
FY 2004-05 and FY 2005-06

	<u>FY 2004-05</u>		<u>FY 2005-06</u>	
	GA	Non GA	GA	Non GA
Credits				
Cont. Reg.)				
0	\$882	\$294	\$936	\$312
1	\$882	\$294	\$936	\$312
2	\$882	\$294	\$936	\$312
3	\$882	\$294	\$936	\$312
4	\$882	\$294	\$936	\$312
5	\$882	\$588	\$936	\$624
6	\$882	\$588	\$936	\$624
7	\$882	\$588	\$936	\$624
8	\$882	\$588	\$936	\$624
9	\$882	\$882	\$936	\$936
10	\$882	\$882	\$936	\$936
11	\$882	\$882	\$936	\$936
12	\$882	\$882	\$936	\$936

UNIVERSITY OF CONNECTICUT
Fee Summary - Non-mandatory Tier II

<u>Fees: (per semester)</u>	<u>FY 2004</u>	<u>FY 2005</u>	<u>FY 2006</u>	<u>1 Year</u> <u>\$ Change</u>	<u>1 Year</u> <u>% Change</u>
Acceptance Fees					
Undergraduates	\$ 150.00	\$ 150.00	\$ 150.00	\$ -	0.0%
Law (day and evening)	\$ 250.00	\$ 250.00	\$ 250.00	\$ -	0.0%
Law LLM	\$ 600.00	\$ 600.00	\$ 500.00	\$ (100.00)	-16.7%
Social Work	\$ 60.00	\$ 60.00	\$ 60.00	\$ -	0.0%
Storrs MBA	\$ 500.00	\$ 500.00	\$ 500.00	\$ -	0.0%
Activity Fee					
Storrs Graduate	\$ 13.00	\$ 13.00	\$ 13.00	\$ -	0.0%
Law (day and evening)	\$ 70.00	\$ 72.00	\$ 74.00	\$ 2.00	2.8%
Law LLM	\$ 70.00	\$ 72.00	\$ 74.00	\$ 2.00	2.8%
Social Work	\$ 25.00	\$ 25.00	\$ 25.00	\$ -	0.0%
Summer Session (undergrad/graduate)	\$ 8.00	\$ 8.00	\$ 8.00	\$ -	0.0%
Storrs MBA	\$ 13.00	\$ 13.00	\$ 13.00	\$ -	0.0%
Application Fee					
Storrs Undergraduate	\$ 50.00	\$ 70.00	\$ 70.00	\$ -	0.0%
Regionals Undergraduate	\$ 50.00	\$ 50.00	\$ 50.00	\$ -	0.0%
Law (day and evening)	\$ 45.00	\$ 45.00	\$ 45.00	\$ -	0.0%
Social Work	\$ 40.00	\$ 45.00	\$ 40.00	\$ (5.00)	-11.1%
BGS	\$ 95.00	\$ 95.00	\$ 95.00	\$ -	0.0%
Graduate	\$ 45.00	\$ 55.00	\$ 55.00	\$ -	0.0%
Study Abroad	\$ 25.00	\$ 25.00	\$ 25.00	\$ -	0.0%
Bad Check Charge	\$ 15.00	\$ 15.00	\$ 25.00	\$ 10.00	66.7%
Breakage Deposit	\$ 50.00	\$ 50.00	\$ 50.00	\$ -	0.0%
Continuous Registration Fee					
Cooperative Education/BGS	\$ 45.00	\$ 45.00	\$ 45.00	\$ -	0.0%
Law School Abroad	\$ 175.00	\$ 175.00	\$ 350.00	\$ 175.00	100.0%
Law School Abroad visiting students	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ -	0.0%
Storrs Undergrad Study Abroad	\$ 45.00	\$ 45.00	\$ 45.00	\$ -	0.0%
Coop Bookstore Acct	\$ 25.00	\$ 25.00	\$ 25.00	\$ -	0.0%
Course Credit by Exam - Storrs	\$ 10.00	\$ 10.00	\$ 10.00	\$ -	0.0%
German Section Admin Charge (summer)	\$ 350.00	\$ 350.00	\$ 350.00	\$ -	0.0%
ID Card Replacement	\$ 15.00	\$ 15.00	\$ 15.00	\$ -	0.0%
International Sponsored Student Fee	\$ 300.00	\$ 300.00	\$ 300.00	\$ -	0.0%
Late Fee					
Storrs Undergrad	\$ 50.00	\$ 50.00	\$ 50.00	\$ -	0.0%
Storrs Graduate, MBA (per day)	\$ 6.00	\$ 6.00	\$ 6.00	\$ -	0.0%
Law (per day)	\$ 5.00	\$ 5.00	\$ 5.00	\$ -	0.0%
Social Work Step	\$ 25.00	\$ 25.00	\$ 25.00	\$ -	0.0%
Matriculation Fee					
Storrs Graduate	\$ 42.00	\$ 42.00	\$ 42.00	\$ -	0.0%

UNIVERSITY OF CONNECTICUT
Fee Summary - Non-mandatory Tier II

<u>Fees: (per semester)</u>	<u>FY 2004</u>	<u>FY 2005</u>	<u>FY 2006</u>	<u>1 Year</u> <u>\$ Change</u>	<u>1 Year</u> <u>% Change</u>
Materials Fees					
Allied Health (junior year)	\$ 50.00	\$ 50.00	\$ 50.00	\$ -	0.0%
Business Laptop	\$ 400.00	\$ 400.00	\$ 400.00	\$ -	0.0%
Education Laptop IB/M (6 semesters)	\$ -	\$ -	\$ 375.00	\$ 375.00	0.0%
Education Laptop TCPCG (4 semesters)	\$ -	\$ -	\$ 470.00	\$ 470.00	0.0%
Drama	\$ 60.00	\$ 60.00	\$ 60.00	\$ -	0.0%
Nursing (4th semester)	\$ 10.00	\$ 10.00	\$ 10.00	\$ -	0.0%
Landscape Architecture Laptop	\$ 600.00	\$ 600.00	\$ 600.00	\$ -	0.0%
Law School Technology	\$ 62.00	\$ 64.00	\$ 64.00	\$ -	0.0%
Materials Fees - Malpractice					
Allied Health (jr/sr semesters)	\$ -	\$ -	\$ 10.00	\$ 10.00	0.0%
Nursing	\$ -	\$ -	\$ 10.00	\$ 10.00	0.0%
Pharmacy	\$ -	\$ -	\$ 10.00	\$ 10.00	0.0%
Social Work	\$ -	\$ 10.00	\$ 10.00	\$ -	0.0%
Parking Decal (Temporary) Storrs, MBA	\$ 2.00	\$ 2.00	\$ 2.00	\$ -	0.0%
Parking Decal (Replacement) Storrs, MBA	\$ 2.00	\$ 2.00	\$ 10.00	\$ 8.00	400.0%
Parking Fees - Commuters					
Storrs	\$ 40.00	\$ 40.00	\$ 40.00	\$ -	0.0%
Regional Campuses	\$ 20.00	\$ 20.00	\$ 20.00	\$ -	0.0%
Law School	\$ 15.00	\$ 15.00	\$ 15.00	\$ -	0.0%
Parking Fees					
Graduate Assistants - Storrs	\$ 38.00	\$ 38.00	\$ 41.00	\$ 3.00	7.9%
Residents	\$ 48.00	\$ 48.00	\$ 51.00	\$ 3.00	6.3%
Summer	\$ 10.00	\$ 10.00	\$ 10.00	\$ -	0.0%
Ratcliffe Hicks Degree Process (One-time)	\$ 300.00	\$ 300.00	\$ 300.00	\$ -	0.0%
Reinstatement Fee					
Storrs - Graduate & MBA	\$ 65.00	\$ 65.00	\$ 65.00	\$ -	0.0%
Law	\$ 10.00	\$ 10.00	\$ 10.00	\$ -	0.0%
Room Desposit - Storrs & MBA	\$ 140.00	\$ 140.00	\$ 140.00	\$ -	0.0%
Senior Citizen Audit Fee - Credit Ext.	\$ 15.00	\$ 15.00	\$ 15.00	\$ -	0.0%
Social Work Enrollment Fee Step Program	\$ 20.00	\$ 20.00	\$ 20.00	\$ -	0.0%
Study Abroad - undergrad/one-time	\$ 350.00	\$ 350.00	\$ 475.00	\$ 125.00	35.7%
Summer Enrollment Fee					
Degree	\$ 45.00	\$ 45.00	\$ 45.00	\$ -	0.0%
Non-Degree	\$ 65.00	\$ 65.00	\$ 65.00	\$ -	0.0%
UConn PIRG (Optional)					
Storrs/Hartford	\$ 5.00	\$ 5.00	\$ 5.00	\$ -	0.0%

CONNECTICUT STATE UNIVERSITY SYSTEM
Tier I
Undergraduate Schedule of Full-Time Tuition and Common Fees

	FY 2004-05			FY 2005-06			% Change Resident
	<u>Resident</u>	<u>Non-Resident</u>	<u>NE Regional</u>	<u>Resident</u>	<u>Non-Resident</u>	<u>NE Regional</u>	
CENTRAL							
Tuition	\$2,862	\$9,264	\$4,294	\$3,034	\$9,820	\$4,552	6.0%
University Fee	765	1,879	765	792	1,945	792	3.5%
University General Fee	1,917	1,917	1,917	1,974	1,974	1,974	3.0%
Information Technology Fee	218	218	218	223	223	223	2.3%
Student Activity Fee	120	120	120	120	120	120	0.0%
Media Fee	20	20	20	20	20	20	0.0%
	-----	-----	-----	-----	-----	-----	
Total, Commuting Student	\$5,902	\$13,418	\$7,334	\$6,163	\$14,102	\$7,681	4.4%
Housing Fee (Double)	3,968	3,968	3,968	4,206	4,206	4,206	6.0%
Food Service	3,024	3,024	3,024	3,206	3,206	3,206	6.0%
	-----	-----	-----	-----	-----	-----	
Total, Dormitory Student	\$12,894	\$20,410	\$14,326	\$13,575	\$21,514	\$15,093	5.3%
	=====	=====	=====	=====	=====	=====	
EASTERN							
Tuition	\$2,862	\$9,264	\$4,294	\$3,034	\$9,820	\$4,552	6.0%
University Fee	765	1,879	765	792	1,945	792	3.5%
University General Fee	1,571	1,571	1,571	1,775	1,775	1,775	13.0%
Information Technology Fee	218	218	218	223	223	223	2.3%
Student Activity Fee	140	140	140	140	140	140	0.0%
Media Fee	-	-	-	-	-	-	n/a
	-----	-----	-----	-----	-----	-----	
Total, Commuting Student	\$5,556	\$13,072	\$6,988	\$5,964	\$13,903	\$7,482	7.3%
Housing Fee (Double)	3,950	3,950	3,950	4,230	4,230	4,230	7.1%
Food Service	3,306	3,306	3,306	3,350	3,350	3,350	1.3%
	-----	-----	-----	-----	-----	-----	
Total, Dormitory Student	\$12,812	\$20,328	\$14,244	\$13,544	\$21,483	\$15,062	5.7%
	=====	=====	=====	=====	=====	=====	
SOUTHERN							
Tuition	\$2,862	\$9,264	\$4,294	\$3,034	\$9,820	\$4,552	6.0%
University Fee	765	1,879	765	792	1,945	792	3.5%
University General Fee	1,499	1,499	1,499	1,634	1,634	1,634	9.0%
University Technology Fee	218	218	218	223	223	223	2.3%
Student Activity Fee	110	110	110	110	110	110	0.0%
Media Fee	20	20	20	20	20	20	0.0%
	-----	-----	-----	-----	-----	-----	
Total, Commuting Student	\$5,474	\$12,990	\$6,906	\$5,813	\$13,752	\$7,331	6.2%
Housing Fee (Double)	4,024	4,024	4,024	4,234	4,234	4,234	5.2%
Food Service	3,226	3,226	3,226	3,414	3,414	3,414	5.8%
	-----	-----	-----	-----	-----	-----	
Total, Dormitory Student	\$12,724	\$20,240	\$14,156	\$13,461	\$21,400	\$14,979	5.8%
	=====	=====	=====	=====	=====	=====	
WESTERN							
Tuition	\$2,862	\$9,264	\$4,294	\$3,034	\$9,820	\$4,552	6.0%
University Fee	765	1,879	765	792	1,945	792	3.5%
University General Fee	1,528	1,528	1,528	1,611	1,611	1,611	5.4%
Information Technology Fee	218	218	218	223	223	223	2.3%
Student Activity Fee	140	140	140	140	140	140	0.0%
Media Fee	-	-	-	-	-	-	n/a
	-----	-----	-----	-----	-----	-----	
Total, Commuting Student	\$5,513	\$13,029	\$6,945	\$5,800	\$13,739	\$7,318	5.2%
Housing Fee (Double)	4,110	4,110	4,110	4,268	4,268	4,268	3.8%
Food Service	2,940	2,940	2,940	3,050	3,050	3,050	3.7%
	-----	-----	-----	-----	-----	-----	
Total, Dormitory Student	\$12,563	\$20,079	\$13,995	\$13,118	\$21,057	\$14,636	4.4%
	=====	=====	=====	=====	=====	=====	

CONNECTICUT STATE UNIVERSITY SYSTEM
Tier I
Graduate Schedule of Full-Time Tuition and Common Fees

	FY 2004-05			FY 2005-06			% Change Resident
	Resident	Non-Resident	NE Regional	Resident	Non-Resident	NE Regional	
CENTRAL							
Tuition	\$3,566	\$9,934	\$5,348	\$3,780	\$10,530	\$5,669	6.0%
University Fee	765	1,879	765	792	1,945	792	3.5%
University General Fee	1,917	1,917	1,917	1,974	1,974	1,974	3.0%
Information Technology Fee	218	218	218	223	223	223	2.3%
Student Activity Fee	74	74	74	74	74	74	0.0%
Media Fee	-	-	-	-	-	-	n/a
	-----	-----	-----	-----	-----	-----	
Total, Commuting Student	\$6,540	\$14,022	\$8,322	\$6,843	\$14,746	\$8,732	4.6%
Housing Fee (Double)	3,968	3,968	3,968	4,206	4,206	4,206	6.0%
Food Service	3,024	3,024	3,024	3,206	3,206	3,206	6.0%
	-----	-----	-----	-----	-----	-----	
Total, Dormitory Student	\$13,532	\$21,014	\$15,314	\$14,255	\$22,158	\$16,144	5.3%
	=====	=====	=====	=====	=====	=====	
EASTERN							
Tuition	\$3,566	\$9,934	\$5,348	\$3,780	\$10,530	\$5,669	6.0%
University Fee	765	1,879	765	792	1,945	792	3.5%
University General Fee	1,571	1,571	1,571	1,775	1,775	1,775	13.0%
Information Technology Fee	218	218	218	223	223	223	2.3%
Student Activity Fee	140	140	140	140	140	140	0.0%
Media Fee	-	-	-	-	-	-	n/a
	-----	-----	-----	-----	-----	-----	
Total, Commuting Student	\$6,260	\$13,742	\$8,042	\$6,710	\$14,613	\$8,599	7.2%
Housing Fee (Double)	3,950	3,950	3,950	4,230	4,230	4,230	7.1%
Food Service	3,306	3,306	3,306	3,350	3,350	3,350	1.3%
	-----	-----	-----	-----	-----	-----	
Total, Dormitory Student	\$13,516	\$20,998	\$15,298	\$14,290	\$22,193	\$16,179	5.7%
	=====	=====	=====	=====	=====	=====	
SOUTHERN							
Tuition	\$3,566	\$9,934	\$5,348	\$3,780	\$10,530	\$5,669	6.0%
University Fee	765	1,879	765	792	1,945	792	3.5%
University General Fee	1,499	1,499	1,499	1,634	1,634	1,634	9.0%
University Technology Fee	218	218	218	223	223	223	2.3%
Student Activity Fee	54	54	54	54	54	54	0.0%
Media Fee	-	-	-	-	-	-	n/a
	-----	-----	-----	-----	-----	-----	
Total, Commuting Student	\$6,102	\$13,584	\$7,884	\$6,483	\$14,386	\$8,372	6.2%
Housing Fee (Double)	4,024	4,024	4,024	4,234	4,234	4,234	5.2%
Food Service	3,226	3,226	3,226	3,414	3,414	3,414	5.8%
	-----	-----	-----	-----	-----	-----	
Total, Dormitory Student	\$13,352	\$20,834	\$15,134	\$14,131	\$22,034	\$16,020	5.8%
	=====	=====	=====	=====	=====	=====	
WESTERN							
Tuition	\$3,566	\$9,934	\$5,348	\$3,780	\$10,530	\$5,669	6.0%
University Fee	765	1,879	765	792	1,945	792	3.5%
University General Fee	1,528	1,528	1,528	1,611	1,611	1,611	5.4%
Information Technology Fee	218	218	218	223	223	223	2.3%
Student Activity Fee	135	135	135	135	135	135	0.0%
Media Fee	-	-	-	-	-	-	n/a
	-----	-----	-----	-----	-----	-----	
Total, Commuting Student	\$6,212	\$13,694	\$7,994	\$6,541	\$14,444	\$8,430	5.3%
Housing Fee (Double)	4,110	4,110	4,110	4,268	4,268	4,268	3.8%
Food Service	2,940	2,940	2,940	3,050	3,050	3,050	3.7%
	-----	-----	-----	-----	-----	-----	
Total, Dormitory Student	\$13,262	\$20,744	\$15,044	\$13,859	\$21,762	\$15,748	4.5%
	=====	=====	=====	=====	=====	=====	
Southern - MBA (Full Time)	6,984	14,366	8,708	7,404	15,228	9,230	6.0%
Southern - MLS (Full Time)	6,984	14,366	8,708	7,404	15,228	9,230	6.0%
Western - MFA (Full Time)	4,200	10,950	6,300	4,452	11,608	6,678	6.0%

CONNECTICUT STATE UNIVERSITY SYSTEM
Part-Time Tuition Rates for Students* Carrying Less than 75%
of a Full Time Load of Courses

Number of Credit Hours	FY 2004-05 <u>Resident</u>		FY 2005-06 <u>Resident</u>		FY 2004-05 <u>Non-Resident</u>		FY 2005-06 <u>Non-Resident</u>	
	Undergraduate (\$ /sem.)	Graduate (\$/sem)	Undergraduate (\$ /sem.)	Graduate (\$/sem)	Undergraduate (\$ /sem.)	Graduate (\$/sem)	Undergraduate (\$ /sem.)	Graduate (\$/sem)
1	\$ 119.25	\$ 198.11	\$ 126.42	\$ 210.00	\$ 386.00	\$ 551.89	\$ 409.17	\$ 585.00
2	\$ 238.50	\$ 396.22	\$ 252.83	\$ 420.00	\$ 772.00	\$ 1,103.78	\$ 818.33	\$ 1,170.00
3	\$ 357.75	\$ 594.33	\$ 379.25	\$ 630.00	\$ 1,158.00	\$ 1,655.67	\$ 1,227.50	\$ 1,755.00
4	\$ 477.00	\$ 792.44	\$ 505.67	\$ 840.00	\$ 1,544.00	\$ 2,207.56	\$ 1,636.67	\$ 2,340.00
5	\$ 596.25	\$ 990.56	\$ 632.08	\$ 1,050.00	\$ 1,930.00	\$ 2,759.44	\$ 2,045.83	\$ 2,925.00
6	\$ 715.50	\$ 1,188.67	\$ 758.50	\$ 1,260.00	\$ 2,316.00	\$ 3,311.33	\$ 2,455.00	\$ 3,510.00
7	\$ 834.75	\$ 1,783.00	\$ 884.92	\$ 1,890.00	\$ 2,702.00	\$ 4,967.00	\$ 2,864.17	\$ 5,265.00
8	\$ 954.00	\$ 1,783.00	\$ 1,011.33	\$ 1,890.00	\$ 3,088.00	\$ 4,967.00	\$ 3,273.33	\$ 5,265.00
9	\$ 1,431.00	\$ 1,783.00	\$ 1,517.00	\$ 1,890.00	\$ 4,632.00	\$ 4,967.00	\$ 4,910.00	\$ 5,265.00
10	\$ 1,431.00		\$ 1,517.00		\$ 4,632.00		\$ 4,910.00	
11	\$ 1,431.00		\$ 1,517.00		\$ 4,632.00		\$ 4,910.00	
12	\$ 1,431.00		\$ 1,517.00		\$ 4,632.00		\$ 4,910.00	

* Rates apply to students defined as full-time by Board Resolution 03-05

CONNECTICUT STATE UNIVERSITY SYSTEM
Part-time (Educational Extension Program) Fee Schedule

	<u>FY 2004-05</u>				<u>FY 2005-06</u>			
	<u>CCSU</u>	<u>ECSU</u>	<u>SCSU</u>	<u>WCSU</u>	<u>CCSU</u>	<u>ECSU</u>	<u>SCSU</u>	<u>WCSU</u>
<u>UNDERGRADUATE</u>								
Educational Extension Fee (per credit)								
In-State	\$276.00	\$264.00	\$287.00	\$287.00	\$290.00	\$277.00	\$307.00	\$290.00
Out-of-State	\$276.00	\$264.00	\$287.00	\$287.00	\$290.00	\$277.00	\$307.00	\$290.00
NEBHE	\$276.00	\$264.00	\$287.00	\$287.00	\$290.00	\$277.00	\$307.00	\$290.00
Registration Fees: (Annual)								
University General Fee	\$110.00	\$66.00	\$100.50	\$110.00	\$110.00	\$66.00	\$100.50	\$110.00
Student Activity Fee	\$0.00	\$4.00	\$9.50	\$10.00	\$0.00	\$4.00	\$9.50	\$10.00
Registration Fee	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Operating Reserve	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Contingency Reserve	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Technology Fee	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Registration Fees	\$110.00	\$70.00	\$110.00	\$120.00	\$110.00	\$70.00	\$110.00	\$120.00
<u>GRADUATE</u>								
Educational Extension Fee (per credit)								
In-State	\$345.00	\$304.00	\$362.00	\$327.00	\$362.00	\$320.00	\$387.00	\$330.00
Out-of-State	\$345.00	\$304.00	\$362.00	\$327.00	\$362.00	\$320.00	\$387.00	\$330.00
NEBHE	\$345.00	\$304.00	\$362.00	\$327.00	\$362.00	\$320.00	\$387.00	\$330.00
Registration Fees: (Annual)								
University General Fee	\$112.00	\$66.00	\$100.50	\$110.00	\$112.00	\$66.00	\$100.50	\$110.00
Student Activity Fee	\$12.00	\$4.00	\$9.50	\$10.00	\$12.00	\$4.00	\$9.50	\$10.00
Registration Fee	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Operating Reserve	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Contingency Reserve	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Technology Fee	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Registration Fees	\$124.00	\$70.00	\$110.00	\$120.00	\$124.00	\$70.00	\$110.00	\$120.00
Ed.D. Program	\$475.00		\$475.00	\$550.00	\$500.00		\$500.00	\$550.00
MBA Program			\$410.00				\$435.00	
MLS Program			\$410.00				\$435.00	

CONNECTICUT STATE UNIVERSITY SYSTEM

Fee Summary - Non-mandatory Tier II

<u>Fees</u>	<u>FY 2004</u>	<u>FY 2005</u>	<u>FY 2006</u>	<u>1 Year</u> <u>\$ Change</u>	<u>1 Year</u> <u>% Change</u>
Application Fee (one time)	\$ 40.00	\$ 50.00	\$ 50.00	\$ -	0.0%
Ed.D Evaluation Fee - Western	\$ -	\$ 100.00	\$ 100.00	\$ -	0.0%
Bad Check Penalty (per occurrence)					
Central, Southern, Western	\$ 50.00	\$ 50.00	\$ 50.00	\$ -	0.0%
Eastern	\$ 25.00	\$ 25.00	\$ 25.00	\$ -	0.0%
Late Fee (per occurrence)	\$ 50.00	\$ 50.00	\$ 50.00	\$ -	0.0%
Applied Music Fee (max/semester)					
Central (1/2 hour lesson)	\$ 300.00	\$ 300.00	\$ 300.00	\$ -	0.0%
Western (1/2 hour lesson)	\$ 320.00	\$ 320.00	\$ 320.00	\$ -	0.0%
Central (1 hour lesson)	\$ 400.00	\$ 400.00	\$ 400.00	\$ -	0.0%
Western (1 hour lesson)	\$ 620.00	\$ 620.00	\$ 620.00	\$ -	0.0%
Nautilus User Fee (per semester)					
Central (on-campus residents)	\$ 45.00	\$ 45.00	\$ 45.00	\$ -	0.0%
Southern (on-campus residents)	\$ 40.00	\$ 40.00	\$ 40.00	\$ -	0.0%
Central (off-campus residents)	\$ 45.00	\$ 45.00	\$ 45.00	\$ -	0.0%
Southern (off-campus residents)	\$ 50.00	\$ 50.00	\$ 50.00	\$ -	0.0%
Residence Hall Social Fee					
Central	\$ 40.00	\$ 44.00	\$ 44.00	\$ -	0.0%
Eastern	\$ 10.00	\$ 10.00	\$ 10.00	\$ -	0.0%
Southern	\$ 50.00	\$ 50.00	\$ 50.00	\$ -	0.0%
Western	\$ 30.00	\$ 35.00	\$ 35.00	\$ -	0.0%
Accident & Sickness Insurance					
Full-time Student	\$ 418.00	\$ 508.00	\$ 508.00	\$ -	0.0%
Part-time Student	\$ 660.00	\$ 787.00	\$ 787.00	\$ -	0.0%
International Student	\$ 583.00	\$ 700.00	\$ 700.00	\$ -	0.0%
Accident Ins. - Matriculated PT Student	\$ 50.00	\$ 60.00	\$ 60.00	\$ -	0.0%
Transcript Fee (per occurrence)					
Central	\$ 5.00	\$ 5.00	\$ 5.00	\$ -	0.0%
Central (Rush)	\$ 15.00	\$ 15.00	\$ 15.00	\$ -	0.0%
Eastern - eliminated	\$ 5.00	\$ 5.00	\$ -	\$ (5.00)	
Eastern (Full-time Students, one time)	\$ -	\$ -	\$ 30.00	\$ 30.00	New
Eastern (Part-time Students, one time)	\$ -	\$ -	\$ 10.00	\$ 10.00	New
Southern (All)	\$ 15.00	\$ 15.00	\$ 15.00	\$ -	0.0%
Western	\$ 5.00	\$ 5.00	\$ 5.00	\$ -	0.0%
Western (Rush)	\$ 15.00	\$ 15.00	\$ 15.00	\$ -	0.0%
Teacher Certification					
Western - Transcript Evaluation Fee	\$ 50.00	\$ 75.00	\$ 75.00	\$ -	0.0%
Central - Student Teaching Fee - rescinded	\$ -	\$ 200.00	\$ -	\$ (200.00)	
Cooperative Education (per semester)					
Central	\$ 200.00	\$ 200.00	\$ 200.00	\$ -	0.0%
Eastern	\$ 100.00	\$ 100.00	\$ 100.00	\$ -	0.0%
Installment Payment Program (per occurrence)					
Central, Eastern, Southern	\$ 60.00	\$ 60.00	\$ 60.00	\$ -	0.0%
Western	\$ 70.00	\$ 70.00	\$ 70.00	\$ -	0.0%

CONNECTICUT STATE UNIVERSITY SYSTEM

Fee Summary - Non-mandatory Tier II

<u>Fees</u>	<u>FY 2004</u>	<u>FY 2005</u>	<u>FY 2006</u>	<u>1 Year</u> <u>\$ Change</u>	<u>1 Year</u> <u>% Change</u>
Lost ID Card Fee					
Central	10/25	10/25	10/25	\$ -	0.0%
Eastern	\$ 10.00	\$ 10.00	\$ 10.00	\$ -	0.0%
Southern	10/20	10/20	10/20	\$ -	0.0%
Western	\$ 15.00	\$ 15.00	\$ 15.00	\$ -	0.0%
Study Abroad Central, Eastern (per sem.)	\$ 150.00	\$ 150.00	\$ 150.00	\$ -	0.0%
Eastern	\$ 150.00	\$ 150.00	\$ 150.00	\$ -	0.0%
Study Aboard Application Fee					
Central	\$ 75.00	\$ 75.00	\$ 75.00	\$ -	0.0%
Central Placement Fee	\$ 75.00	\$ 75.00	\$ 75.00	\$ -	0.0%
Eastern	\$ 25.00	\$ 25.00	\$ 25.00	\$ -	0.0%
National Student Exchange Eastern	\$ 100.00	\$ 100.00	\$ 100.00	\$ -	0.0%
Grad Continuing Enrollment - Central, Southern	\$ 40.00	\$ 40.00	\$ 40.00	\$ -	0.0%
Graduate Re-Entry Central, Southern	\$ 50.00	\$ 50.00	\$ 50.00	\$ -	0.0%
Recreation Fee - Central (per semester)	\$ 50.00	\$ 50.00	\$ 50.00	\$ -	0.0%
Re-registration Fee	\$ 100.00	\$ 100.00	\$ 100.00	\$ -	0.0%
Lab Fees					
Central - Graphic Design (per year)	\$ 250.00	\$ 250.00	\$ 250.00	\$ -	0.0%
Southern - Bio, Chem, Earth Sci. (per course)	\$ 35.00	\$ 35.00	\$ 35.00	\$ -	0.0%
Southern - Music, Physic (per course)	\$ 50.00	\$ 50.00	\$ 50.00	\$ -	0.0%
Southern - Art Studio (per course)	\$ 60.00	\$ 60.00	\$ 60.00	\$ -	0.0%
Southern - Nursing (FT) per semester	\$ 300.00	\$ 300.00	\$ 300.00	\$ -	0.0%
Southern - Nursing (PT) per credit	\$ 25.00	\$ 25.00	\$ 25.00	\$ -	0.0%
Over-registration/Excess Credit Fee					
Undergraduate					
Central	\$ 240.00	\$ 276.00	\$ 290.00	\$ 14.00	5.1%
Eastern	\$ 230.00	\$ 264.00	\$ 277.00	\$ 13.00	4.9%
Southern	\$ 250.00	\$ 287.00	\$ 307.00	\$ 20.00	7.0%
Western	\$ 250.00	\$ 287.00	\$ 290.00	\$ 3.00	1.0%
Graduate					
Central	\$ 300.00	\$ 345.00	\$ 362.00	\$ 17.00	4.9%
Eastern	\$ 265.00	\$ 304.00	\$ 320.00	\$ 16.00	5.3%
Southern	\$ 315.00	\$ 362.00	\$ 387.00	\$ 25.00	6.9%
Western	\$ 285.00	\$ 327.00	\$ 330.00	\$ 3.00	0.9%
Other - Interest Past Due Students					
Central, Southern, Western	0.0%	1.5%	1.5%		
Online Course fees (per credit hour)					
Undergraduate In-State	\$ 260.00	\$ 290.00	\$ 310.00	\$ 20.00	6.9%
Undergraduate Out-of-State	\$ 325.00	\$ 362.00	\$ 380.00	\$ 18.00	5.0%
Graduate In-State	\$ 303.00	\$ 365.00	\$ 390.00	\$ 25.00	6.8%
Graduate Out-of-State	\$ 379.00	\$ 457.00	\$ 480.00	\$ 23.00	5.0%
Central - Graduate Data Mining	\$ 425.00	\$ 425.00	\$ 450.00	\$ 25.00	5.9%
Southern - Graduate MLS	\$ 388.00	\$ 410.00	\$ 435.00	\$ 25.00	6.1%
Online Registration Fee (Per Course)	\$ 50.00	\$ 50.00	\$ 50.00	\$ -	0.0%
Incomplete Access Fee (All Online Courses)	\$ 25.00	\$ 25.00	\$ 25.00	\$ -	0.0%

**COMMUNITY-TECHNICAL COLLEGE SYSTEM
Tier I - Schedule of Tuition and Common Fees**

Semester Hours	FY 2004-05				FY 2005-06					
	Tuition	College Services Fee	Student Activity Fee	Semester Total	Semester Hours	Tuition	College Services Fee	Student Activity Fee	Semester Total	% Change
Resident*					Resident					
1	88.00	48.25	5.00	\$141.25	1	93.00	50.50	5.00	\$148.50	
2	176.00	50.50	5.00	\$231.50	2	186.00	53.00	5.00	\$244.00	
3	264.00	52.75	5.00	\$321.75	3	279.00	55.50	5.00	\$339.50	
4	352.00	55.00	5.00	\$412.00	4	372.00	58.00	5.00	\$435.00	
5	440.00	65.25	5.00	\$510.25	5	465.00	68.50	5.00	\$538.50	
6	528.00	75.50	5.00	\$608.50	6	558.00	79.00	5.00	\$642.00	
7	616.00	85.75	5.00	\$706.75	7	651.00	89.50	5.00	\$745.50	
8	704.00	96.00	5.00	\$805.00	8	744.00	100.00	5.00	\$849.00	
9	792.00	106.25	5.00	\$903.25	9	837.00	110.50	5.00	\$952.50	
10	880.00	116.50	5.00	\$1,001.50	10	930.00	121.00	5.00	\$1,056.00	
11	968.00	126.75	5.00	\$1,099.75	11	1,023.00	131.50	5.00	\$1,159.50	
12 or more	1,056.00	137.00	10.00	\$1,203.00	12 or more *	1,116.00	142.00	10.00	\$1,268.00	
Annual full-time	\$2,112.00	\$274.00	\$20.00	\$2,406.00	Annual full-time	\$2,232.00	\$284.00	\$20.00	\$2,536.00	5.4%
Non-Resident					Non-Resident					
1	264.00	144.75	5.00	\$413.75	1	279.00	151.50	5.00	\$435.50	
2	528.00	151.50	5.00	\$684.50	2	558.00	159.00	5.00	\$722.00	
3	792.00	158.25	5.00	\$955.25	3	837.00	166.50	5.00	\$1,008.50	
4	1,056.00	165.00	5.00	\$1,226.00	4	1,116.00	174.00	5.00	\$1,295.00	
5	1,320.00	195.75	5.00	\$1,520.75	5	1,395.00	205.50	5.00	\$1,605.50	
6	1,584.00	226.50	5.00	\$1,815.50	6	1,674.00	237.00	5.00	\$1,916.00	
7	1,848.00	257.25	5.00	\$2,110.25	7	1,953.00	268.50	5.00	\$2,226.50	
8	2,112.00	288.00	5.00	\$2,405.00	8	2,232.00	300.00	5.00	\$2,537.00	
9	2,376.00	318.75	5.00	\$2,699.75	9	2,511.00	331.50	5.00	\$2,847.50	
10	2,640.00	349.50	5.00	\$2,994.50	10	2,790.00	363.00	5.00	\$3,158.00	
11	2,904.00	380.25	5.00	\$3,289.25	11	3,069.00	394.50	5.00	\$3,468.50	
12 or more	3,168.00	411.00	10.00	\$3,589.00	12 or more *	3,348.00	426.00	10.00	\$3,784.00	
Annual full-time	\$6,336.00	\$822.00	\$20.00	\$7,178.00	Annual full-time	\$6,696.00	\$852.00	\$20.00	\$7,568.00	5.4%
NEBHE					NEBHE					
1	\$132.00	\$72.25	5.00	\$209.25	1	\$139.50	\$75.75	5.00	\$220.25	
2	\$264.00	\$75.75	5.00	\$344.75	2	\$279.00	\$79.50	5.00	\$363.50	
3	\$396.00	\$79.00	5.00	\$480.00	3	\$418.50	\$83.25	5.00	\$506.75	
4	\$528.00	\$82.50	5.00	\$615.50	4	\$558.00	\$87.00	5.00	\$650.00	
5	\$660.00	\$97.75	5.00	\$762.75	5	\$697.50	\$102.75	5.00	\$805.25	
6	\$792.00	\$113.25	5.00	\$910.25	6	\$837.00	\$118.50	5.00	\$960.50	
7	\$924.00	\$128.50	5.00	\$1,057.50	7	\$976.50	\$134.25	5.00	\$1,115.75	
8	\$1,056.00	\$144.00	5.00	\$1,205.00	8	\$1,116.00	\$150.00	5.00	\$1,271.00	
9	\$1,188.00	\$159.25	5.00	\$1,352.25	9	\$1,255.50	\$165.75	5.00	\$1,426.25	
10	\$1,320.00	\$174.75	5.00	\$1,499.75	10	\$1,395.00	\$181.50	5.00	\$1,581.50	
11	\$1,452.00	\$190.00	5.00	\$1,647.00	11	\$1,534.50	\$197.25	5.00	\$1,736.75	
12 or more	\$1,584.00	\$205.50	10.00	\$1,799.50	12 or more *	\$1,674.00	\$213.00	10.00	\$1,897.00	
Annual full-time	\$3,168.00	\$411.00	\$20.00	\$3,599.00	Annual full-time	\$3,348.00	\$426.00	\$20.00	\$3,794.00	5.4%
* For on-line courses, all students enrolled will be charged the resident tuition and fee					* Excess Credits Tuition Charge - Effective Fall 2005, an additional flat tuition charge of \$100 per semester shall apply when total registered credits exceed 17 for the semester.					

COMMUNITY-TECHNICAL COLLEGE SYSTEM
Schedule of Educational Extension and Common Fees

Semester Hours	FY 2004-05				FY 2005-06			
	Educational Extension Fee	College Services Fee	Student Activity Fee	Semester Total	Educational Extension Fee	College Services Fee**	Student Activity Fee	Semester Total ***
1	95.00	48.25	5.00	148.25	105.00	48.25	5.00	158.25
2	190.00	50.50	5.00	245.50	210.00	50.50	5.00	265.50
3	285.00	52.75	5.00	342.75	315.00	52.75	5.00	372.75
4	380.00	55.00	5.00	440.00	420.00	55.00	5.00	480.00
5	475.00	65.25	5.00	545.25	525.00	65.25	5.00	595.25
6	570.00	75.50	5.00	650.50	630.00	75.50	5.00	710.50
7	665.00	85.75	5.00	755.75	735.00	85.75	5.00	825.75
8	760.00	96.00	5.00	861.00	840.00	96.00	5.00	941.00
9	855.00	106.25	5.00	966.25	945.00	106.25	5.00	1,056.25
10	950.00	116.50	5.00	1,071.50	1,050.00	116.50	5.00	1,171.50
11	1,045.00	126.75	5.00	1,176.75	1,155.00	126.75	5.00	1,286.75
12	1,140.00	137.00	10.00	1,287.00	1,260.00	137.00	10.00	1,407.00
13	1,235.00	137.00	10.00	1,382.00	1,365.00	137.00	10.00	1,512.00
14	1,330.00	137.00	10.00	1,477.00	1,470.00	137.00	10.00	1,617.00
*15	1,425.00	137.00	10.00	1,572.00	1,575.00	137.00	10.00	1,722.00

*Extension Fee is charged for each credit taken, including those above 15.

**FY2006 College Services Fee increase is effective Fall 2005, therefore Summer 2005 Extension courses are charged FY2005 CSF rate with FY2006 Extension rate.

**Out of state and NEBHE students pay higher CSF rates, as listed on regular Tuition schedule.

*** Mandatory Usage Fees are also charged where applicable, as listed on regular Tuition schedule.

COMMUNITY-TECHNICAL COLLEGE SYSTEM

Fee Summary - Non-mandatory Tier II

Fees:	FY 2004	FY 2005	FY 2006	1Year \$ Change	1Year % Change
Laboratory Course Fee (per registration in designated course)	\$ 50.00	\$ 52.00	\$ 55.00	\$ 3.00	5.8%
Studio Course Fee (per registration in designated course)	\$ 56.00	\$ 58.25	\$ 61.00	\$ 2.75	4.7%
Clinical Program Fee Level 1 (per semester -allied health programs)*	\$ 175.00	\$ 182.25	\$ 192.00	\$ 9.75	5.3%
Clinical Program Fee Level 2 (per semester - allied health programs)*	\$ 125.00	\$ 130.25	\$ 137.00	\$ 6.75	5.2%
Student Activity Fees					
FT Student/semester	\$10.00	\$10.00	\$10.00	\$ -	0.0%
PT Student/semester	\$5.00	\$5.00	\$5.00	\$ -	0.0%
Educational Extension Fees					
Non-credit (1)					
TV Course - per course	\$7.25	\$7.25	\$7.25	\$ -	0.0%
Academic Evaluation Fee	\$15.00	\$15.00	\$15.00	\$ -	0.0%
Portfolio Assessment Fee	\$50.00	\$50.00	\$50.00	\$ -	0.0%
Auxiliary Services Fees					
Application Fee	\$20.00	\$20.00	\$20.00	\$ -	0.0%
Program Enrollment Fee (2)	\$20.00	\$20.00	\$20.00	\$ -	0.0%
Late Registration Fee	\$5.00	\$5.00	\$5.00	\$ -	0.0%
Graduation Fee (3)	\$33.00	\$33.00	\$37.00	\$ 4.00	12.1%
Replacement of Lost ID Card	\$1.00	\$1.00	\$1.00	\$ -	0.0%
Transcript Fee	\$3.00	\$3.00	\$3.00	\$ -	0.0%
Returned Check Fee	\$25.00	\$25.00	\$25.00	\$ -	0.0%
Late Payment Fee	\$15.00	\$15.00	\$15.00	\$ -	0.0%
Installment Plan Fee	\$25.00	\$25.00	\$25.00	\$ -	0.0%
CLEP Service Fee (4)	\$15.00	\$15.00	\$15.00	\$ -	0.0%
Online Tuition Rates per credit hour					
Resident	\$84.50	\$88.00	\$93.00	\$ 5.00	5.7%
Non-Resident	\$84.50	\$88.00	\$279.00	\$ 191.00	217.0%
NEBHE	\$84.50	\$88.00	\$139.50	\$ 51.50	58.5%

(1) Rate set on a per course basis depending on course offered.

(2) Not applicable if the student has paid the application fee.

(3) Authorized to a maximum amount as stated, set at local option.

(4) Authorized to a maximum amount as stated, subject to change based on CLEP fee schedule

* Includes Nursing Program

CHARTER OAK STATE COLLEGE
Annual Cost of Tuition & Required Fees

	<u>Resident</u>			<u>Non-Resident</u>		
	<u>2004-05</u>	<u>2005-06</u>	<u>% Change</u>	<u>2004-05</u>	<u>2005-06</u>	<u>% Change</u>
Associate Degree						
(average student takes one year to complete degree)						
Application Fee	\$55	\$60	9.1%	\$55	\$60	9.1%
Matriculation Fee	635	655	3.1%	895	925	3.4%
Graduation Fee	165	175	6.1%	165	175	6.1%
Total	\$855	\$890	4.1%	\$1,115	\$1,160	4.0%
Bachelor Degree (1st year cost):						
(average student takes two years to complete degree)						
Application Fee	\$55	\$60	9.1%	\$55	\$60	9.1%
Matriculation Fee	925	955	3.2%	1,190	1245	4.6%
Total	\$980	\$1,015	3.6%	\$1,245	\$1,305	4.8%
Bachelor Degree (after 1st year)						
Matriculation Renewal Fee	\$390	\$430	10.3%	\$570	\$630	10.5%
Graduation Fee	165	175	6.1%	165	175	6.1%
Total	\$555	\$605	9.0%	\$735	\$805	9.5%
Two -Year Pilot Comprehensive Fee Plan¹						
Associate Degree	\$0	\$2,370	n/a	\$0	\$3,335	n/a
Bachelor Degree (1st year cost):	0	2,640	n/a	0	3,625	n/a
Bachelor Degree (after 1st year)	0	2,185	n/a	0	2,070	n/a

1. Includes the Application, Matriculation and Course Enrollment Fees for a 12 credit program for FY 2006 and FY 2007.

CHARTER OAK STATE COLLEGE
Tier I
Student Fees
2004-05 and 2005-06

	<u>2004-05</u>	<u>2005-06</u>	<u>% Change</u>
Matriculation Fee - Associate Degree			
Resident	635	655	3.1%
Nonresident	895	925	3.4%
Matriculation Fee - Bachelor's Degree			
Resident	925	955	3.2%
Nonresident	1,190	1,245	4.6%
Program Change Fee - Associate to Bachelor's	290	300	3.4%
Matriculation Renewal Fee			
Resident	390	430	10.3%
Nonresident	570	630	10.5%
Graduation Fee	165	175	6.1%
Special Assessment Fee	225	250	11.1%
Distance Learning Courses			
COSC video-based courses			
Resident cost per credit	145	160	10.3%
Nonresident cost per credit	205	227	10.7%
COSC online courses			
Resident cost per credit	145	160	10.3%
Nonresident cost per credit	205	227	10.7%
Contract Learning Fee			
Resident cost per credit	145	160	10.3%
Nonresident cost per credit	205	227	10.7%
Portfolio Fee			
Matriculated Student			
Base Charge: 1-15 credits	200	200	0.0%
Base Charge: 15+ credits	300	300	0.0%
Non-matriculated Student			
Base Charge: 1-15 credits	400	400	0.0%
Base Charge: 15+ credits	600	600	0.0%
Added Charge - Per Credit Attempted	45	49	8.9%

Charter Oak State College
Fee Summary - Non-mandatory Tier II

<u>Fees</u>	<u>FY 2004</u>	<u>FY 2005</u>	<u>FY 2006</u>	<u>1Year \$ Change</u>	<u>1Year % Change</u>
Distance Learning Courses					
Registration Fee (per semester)	\$ 25.00	\$ 25.00	\$ 30.00	\$ 5.00	20.0%
Extension Fee (limit 2)	\$ 40.00	\$ 40.00	\$ 45.00	\$ 5.00	12.5%
DL Late Registration	\$ 25.00	\$ 25.00	\$ 30.00	\$ 5.00	20.0%
Credit Registry Fee - CT Teachers					
Establish Transcript up to 24 Credits	\$ 100.00	\$ 110.00	\$ 110.00	\$ -	0.0%
Yearly Cost up to 9 credits	\$ 35.00	\$ 35.00	\$ 35.00	\$ -	0.0%
Per Credit for Additional Credits	\$ 5.00	\$ 5.00	\$ 5.00	\$ -	0.0%
Reactivate Transcript	\$ 35.00	\$ 35.00	\$ 35.00	\$ -	0.0%
Credit Registry Fee - General					
Resident	\$ 230.00	\$ 230.00	\$ 230.00	\$ -	0.0%
Nonresident	\$ 345.00	\$ 345.00	\$ 345.00	\$ -	0.0%
Reactivate Transcript	\$ 55.00	\$ 55.00	\$ 55.00	\$ -	0.0%
Credit Registry Fee - COSC reviewed	\$ 100.00	\$ 110.00	\$ 110.00	\$ -	0.0%
Official Pre-Enrollment Evaluation Fee	\$ 175.00	\$ 190.00	\$ 190.00	\$ -	0.0%
Practicum Fee					
Resident Cost Per Credit	\$ 140.00	\$ 145.00	\$ 160.00	\$ 15.00	10.3%
Nonresident Cost Per Credit	\$ 195.00	\$ 205.00	\$ 227.00	\$ 22.00	10.7%
Transcript Fee	\$ 5.00	\$ 5.00	\$ 5.00	\$ -	0.0%
Transcript Rush Fee	\$ 15.00	\$ 15.00	\$ 15.00	\$ -	0.0%
Bad Check Fee	\$ 25.00	\$ 25.00	\$ 25.00	\$ -	0.0%
Payment Plan Registration Fee	\$ 35.00	\$ 35.00	\$ 40.00	\$ 5.00	14.3%
Payment Plan Late Fee	\$ 10.00	\$ 10.00	\$ 10.00	\$ -	0.0%
Extension on Matriculation Fee					
Resident	\$ 125.00	\$ 150.00	\$ 165.00	\$ 15.00	10.0%
Nonresident	\$ 175.00	\$ 200.00	\$ 220.00	\$ 20.00	10.0%
Extension on Matriculation Late Fee	\$ 10.00	\$ 10.00	\$ 20.00	\$ 10.00	100.0%
Certificate Program Fee					
Application	\$ 50.00	\$ 55.00	\$ 60.00	\$ 5.00	9.1%
Annual Enrollment	\$ 100.00	\$ 150.00	\$ 160.00	\$ 10.00	6.7%
Per Course Charge for Course Substitution	n/a	\$ 50.00	\$ 50.00	\$ -	0.0%
COSC Exam	\$ 65.00	\$ 70.00	\$ 75.00	\$ 5.00	7.1%
Exam Reschedule	\$ 15.00	\$ 20.00	\$ 20.00	\$ -	0.0%
CLEP Administration					
COSC Student or Applicant	\$ 34.00	\$ 35.00	\$ 35.00	\$ -	0.0%
Non- COSC Student or Applicant	\$ 48.00	\$ 50.00	\$ 50.00	\$ -	0.0%
DANTES Administration					
COSC Student or Applicant	\$ 30.00	\$ 35.00	\$ 35.00	\$ -	0.0%
Non- COSC Student or Applicant	\$ 44.00	\$ 50.00	\$ 50.00	\$ -	0.0%

STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: Alternate Route to Certification
Item: Program Tuition

Background Information

The Alternate Route to Certification is requesting a \$100 increase in the tuition rate charged to students, effective with the Alternate Route to Certification I (ARC I) cohort admitted to next year's summer program. This increase will establish the program's tuition at \$3,300 effective with the ARC I Summer 2006 cohort.

The three percent tuition increase is needed to cover the cost of the "coaching" component of the ARC program and related educational activities. The "coaching" component provides on-site non-evaluative support to ARC graduates in their schools during their first 90-120 days of teaching and more candidates have opted for this service. This value-added service strengthens the skills of first year teachers as they transition from their prior professional careers to classroom teaching. The coaches employed have demonstrated subject matter knowledge and instructional expertise. Information from the ARC coaches, the new ARC teachers, and the employing school districts has affirmed that the ARC coaching is a significant support for the new teachers as they make the transition to teaching.

Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education approve a tuition increase for the Alternate Route to Certification program to \$3,300 effective with the ARC I Summer 2006 cohort.

6/05