

AGENDA  
Meeting of  
BOARD OF GOVERNORS FOR HIGHER EDUCATION  
Department of Higher Education  
Hartford, CT 06105  
March 16, 2005

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3. Public Participation
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5. Report of Commissioner
  - a. Fall 2004 Comprehensive Enrollment Report
6. Commissioner's Consent Calendar

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## STAFF REPORT: ACADEMIC AFFAIRS AND PLANNING COMMITTEE

Institution: LymeAcademy College of Fine Arts  
Item: Reaccreditation of the College

LymeAcademy College of Fine Arts has requested accreditation by the Board of Governors for Higher Education on the basis of the granting of initial accreditation to the College by the New England Association of Schools and Colleges. The College was last accredited by the Board of Governors until June 30, 2004.

The Commission on Institutions of Higher Learning of the New England Association of Schools and Colleges, as a reflection of its accreditation process, asked the College to submit an Interim Report in Fall 2006 and to focus in that report on the following matters: the College's success in improving faculty salaries, enhancing support staffing, refining the educational program and acquiring fine arts media in support of studio departments, expanding library resources, and strengthening the endowment. In addition, NEASC scheduled a comprehensive evaluation of the College for Fall 2009.

Connecticut Regulations 10a-34-6(c) state that "the Board of Governors for Higher Education shall accept regional or, where appropriate, national accreditation, in satisfaction of the requirements of this subsection unless the Board finds cause not to rely upon such accreditation." Because the College received initial accreditation by the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges in November 2001, the current State of Connecticut accreditation of the College is out of coordination with the processes of NEASC regional accreditation and with the expectations of Connecticut Regulations 10a-34-6(c).

To coordinate both accreditation processes, it is recommended that the Board of Governors grant accreditation to LymeAcademy College of Fine Arts until December 31, 2006. By that time, the Department of Higher Education will have reviewed the College's Interim Report to NEASC and the recommendations made by NEASC for continuation of the College's regional accreditation. The letter of notification from the New England Association of Schools and Colleges will form the basis for the Board of Governors' decision on the continuation of state accreditation for LymeAcademy College of Fine Arts.



## STAFF REPORT: ACADEMIC AFFAIRS AND PLANNING COMMITTEE

Institution: Norwalk Community College  
Item: Licensure and accreditation of a program in Interior Design leading to the Associate of Applied Science (A.A.S.) degree

### Executive Summary

Norwalk Community College has applied to the Board of Governors for licensure and accreditation of an Associate of Applied Science degree program, in Interior Design. The program would prepare entry-level interior designers and CADD drafters, and, reflecting the College's mission, would provide opportunities for cooperative education experience in the field, both in the college and in businesses within the Greater Norwalk community.

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

### Commissioner's Recommendation

It is recommended that the Board of Governors license and accredit a program in Interior Design leading to the Associate of Applied Science (A.A.S.) degree, to be offered by Norwalk Community College, for a period of time concurrent with institutional accreditation.

## Description

### Purposes and Objectives

The College states that the proposed program will provide students with course work and relevant experience in the field; will provide students with appropriate educational experiences that offer them the written, verbal and interpersonal skills necessary to function collaboratively within the interior design community; will provide students with the necessary design and programming skills to gain entry level employment in interior design or architecture; and will respond to business and industry needs in the field of interior design.

The program seeks to expand the College's offerings in the arts and the applied arts. For example, the proposed program builds from the College's current Architectural Engineering Technology program and will share many courses, facilities and resources with that existing program. The program will also use sketching and drawing courses currently offered by the College's Art and Graphics programs.

### Administration

The program will be located in the Humanities Department. The Coordinator of the Architectural Engineering Technology program will directly oversee the program. The staffing of courses, course development and program planning, coordination of internships and other cooperative relationships with businesses and industry, advising of students, hiring of adjunct faculty, and other administrative processes will be the responsibility, jointly, of the Coordinator working cooperatively with the Chair of Humanities and with the Coordinator of the Art and Graphic Design program.

### Admissions/Enrollment

The College anticipates that enrollment in the program will be 8 full-time and 12 part-time students in the first year; 15 full-time and 20 part-time students in the second year; and 20 full-time and 22 part-time students in the third year. Admission to the program will be governed by the College's current admissions policies.

## Curriculum

The program requires 64-66 semester hours of course work. Of those, 24-26 will be Core Requirements and 40 will be course requirements for the degree.

### *Core Requirements*

<u>Course Number and Title</u>		<u>Credits</u>
English 101	Composition	3
English 102	Literature & Composition	3
Math 136	Intermediate Algebra (or higher level)	3-4
STA 203	Speech Communication	3
IDS	Interdisciplinary elective	3
Art 111	Drawing I	3-4
	Science elective	3
	Social Science elective	3
TOTAL		24-26

### *Course Requirements*

<u>Course Number and Title</u>		<u>Credits</u>
Art 105	Architecture of the World	3
ARC 105	Architectural Visualization	4
ARC 106	Building Technology	3
ARC 240	Environmental Systems	3
IND 101	Interior Design Studio I	4
IND 201	Interior Design Studio II—Residential	4
IND 202	Interior Design Studio III—Commercial	4
IND 120	Materials, Textiles and Finishes	3
IND 121	Color and Lighting for Design	3
CAD 120	Architectural CADD	3
CAD 220	3-d CADD	3
IND 296	Coop Work Experience or 200 level Art, ARC, CADD, or IND course	3
TOTAL		40

The College has defined the learning outcomes successful graduates of the program will demonstrate. Those expectations are built into the program's curriculum.

The program is designed as a two-year career degree. Most of the College's general education courses transfer to area institutions. The Program Coordinator will be responsible for developing articulation agreements with area colleges for all courses.

## Assessment of Need

The program has been developed and approved by the College's Interior Design Advisory Board, whose members are area professionals in the field and College faculty members.

The program is part of the College's commitment to be Connecticut's leading technology-integrated community college. The College states that there is a need for the program in its service area, and beyond, especially because entry-level skills in interior design are in demand. That is so because the residential construction market remains strong. Graduates of the program will be able to find employment in local interior design firms, architects' offices, builders-developers' offices, real estate offices, or in sales departments at furniture, kitchen and upholstery shops.

### Comments From Other Institutions

Fairfield University responded to the program circulation. The University stated: "Our faculty and staff reviewed the proposal and it appears that it has answered all of the required questions and does in fact serve a need for students in this area of Graphic Design. We would encourage support for this program."

### Other Interior Design Programs in Connecticut

The College states that this is the only AAS in Interior Design program in the Community College System. Other Interior Design programs in Connecticut, at various levels, include those offered at the institutions listed below.

### Interior Design Programs in Connecticut

Institution	Degree	Program Name	# of Degrees Awarded		
			01-02	02-03	03-04
Paier College of Art	BFA	Interior Design	8	6	6
University of Bridgeport	BA	Interior Design	1	2	2
University of New Haven	AS	Interior Design	0	0	1
	BA	Interior Design	2	11	8
<b>TOTAL</b>			<b>11</b>	<b>19</b>	<b>17</b>

## Resource Support

### Faculty

The College notes three faculty members will teach courses in the program. They have appropriate degrees, credentials, and professional experience. The College also proposes

to add one additional faculty member in 2005, another in 2006, and a third in 2007, if enrollments make it necessary to do so.

#### Library and Learning Resources

Students in the program will use the resources of the College's Baker Library, which has collections in interior design (15 volumes) and architecture (30 volumes). The Library is adding some additional texts and reference books to its collection. It is, however, and it is the recommendation of the Department of Higher Education that the Library develop an appropriate acquisitions process to support this program. The Library's holdings also include various relevant periodicals. The College participates as a member of iCONN and students will have access to and will be expected to use those resources as well as the numerous and ever-growing resources available on the World Wide Web.

#### Facilities

The College's facilities will support the program. The program will share facilities, equipment, supplies and software with the Architecture program.

#### Advisory Committee on Accreditation

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



## INFORMATION ITEM: ACADEMIC AFFAIRS AND PLANNING COMMITTEE

Institution: University of Connecticut, Tri-Campus

Item: Relocation of the Master in Public Administration (M.P.A.) and the Master of Arts (M.A.) in Survey Research to the Tri-Campus at West Hartford, CT

### Executive Summary

The University of Connecticut has notified the Commissioner [as required of a program modification by Section 10a-34-3(c)] of its intention to move its Master in Public Administration (M.P.A.) and Master of Arts (M.A.) in Survey Research from Storrs, Connecticut, to the Tri-Campus in West Hartford.

The Master in Public Administration was accredited in 1976 and the Master of Arts in Survey Research was accredited by the Board in February 2002. Given the nature of Public Administration and Survey Research and their frequent interaction with State government, the University concluded that the West Hartford location better serves the needs of students and of the programs. These programs also support the urban studies focus of the Tri-Campus. Sufficient academic resources are in place to support both programs and Connecticut State University has no objections to the move.

### Description

The University of Connecticut Board of Trustees approved the creation of a new administrative department of Public Policy within the Tri-Campus at West Hartford. The Department will administer the Master in Public Administration program, which has been in operation since 1976, and the Master of Arts in Survey Research, which was accredited by the Board in 2002.

Establishing the degrees near the State Capital will facilitate connections with state government and provide enhanced internship and other opportunities for students. Moreover, it is hoped that, together with the School of Social Work and School of Law as well as the undergraduate offerings at the West Hartford campus, the relocated programs will enable the Tri-Campus to become the place for discourse and debate of public service issues. Toward this end, a speaker series is being inaugurated to include high ranking public officials and renowned academics. This new location will also allow for easier recruitment of State government workers into the M.P.A. and M.A. programs and for consultation and cooperation with State agencies on various projects. The Survey Research program is associated with the Center for Survey Research and Analysis, which conducts research for government and private sector firms. The new location will enhance the Center's availability.

There are no other Survey Research programs – at either the graduate or undergraduate level – in Connecticut. Four colleges offer the Masters in Public Administration; their five year degree history is as follows:

	Yr. Accrd.	99-00	00-01	01-02	02-03	03-04
UConn	1976	16	17	13	15	10
U of Hartford	1976	10	1	1	0	0
U New Haven	1976	10	16	32	13	45
Trinity College	1979	8	7	8	9	10
	TOTAL	44	41	54	37	65

The Connecticut State University System was consulted, as part of the agreement for consultation about new programs in the Tri-Campus, and voiced no objections to the relocation.

The Department of Public Policy will occupy the fourth floor of the West Hartford Campus Library Building. That location has appropriate facilities, computers, and instructional equipment. The faculty is the same as at Storrs and the new location will allow the programs to recruit exemplar part-time faculty in public policy. Library resources are sufficient to support the programs and there have been no curricular changes.

## STAFF REPORT: ACADEMIC AFFAIRS AND PLANNING COMMITTEE

### Item: Implementation of Recommendations Made by the Connecticut Taskforce on the Cost of College Textbooks

In January 2005, the Department presented a report to the Board of Governors on the work of the Connecticut Taskforce on the Cost of College Textbooks. The Board charged the Department to consider ways in which those recommendations might be implemented through a series of policy actions by the Board of Governors. The following are suggested policy implementation recommendations for the Board to consider and to affirm.

*1. Faculty members should know the price of textbooks they select for their courses in advance of ordering them. Faculty should use that price as a consideration as they plan their textbook use.*

It is recommended that the Board of Governors expect the faculty governing body on each Connecticut college and university campus to form an *ad hoc* textbook committee to investigate textbook pricing on their campus and (a) find ways to contain the escalating prices of textbooks, (b) exhort their faculty peers to take cost into consideration in choosing textbooks, and (c) ensure that annual cost of textbooks is taken into consideration in the formulation of student educational budgets and financial aid awards. The textbook committees on each campus would report back to the Board of Governors by October 1, 2005 with their findings and actions.

*2. To assist faculty members, campus bookstores should establish a process by which information about the prices of various textbooks will be provided to faculty members.*

It is recommended that the Board of Governors expect the *ad hoc* textbook committees to work with faculty, administration, and campus bookstores to ensure that each campus bookstore lists the prices of all textbooks well in advance of the start of each semester and makes those prices known to all departments and faculty members.

*3. Bibliographies of assigned text should be available to students well in advance of the beginning of each term so students might plan their purchases.*

It is recommended that the Board of Governors expect campus *ad hoc* textbook committees to work with all faculty members, full-time and adjunct, to ensure that

students have information about assigned texts in each course well in advance of the beginning of each term.

*4. Faculty should be encouraged to use textbooks for multiple terms or years, or in multiple courses. Bookstores should work with faculty and publishers to ensure that sufficient textbooks are available for multiple terms.*

It is recommended that the Board of Governors expect campus *ad hoc* textbook committees to investigate the feasibility that (a) academic departments work with their faculty to select common texts for their introductory courses and other courses, as appropriate, and, (b) to the degree possible, use these texts for multiple years.

*5. The practice of “bundling” course material should stop.*

It is recommended that the Board of Governors write to all textbook publishers selling their products in Connecticut and express their concern about the practice of “bundling” textbooks, with the expectation and request that such a practice stop in Connecticut. It is recommended, too, that the Board of Governors support current legislative initiatives to pass Raised Bill 6860, An Act Prohibiting Textbook Bundling.

*6. Bookstores should consider innovations such as guaranteed buyback and other programs to reduce the initial and net purchasing price for students.*

It is recommended that the Board of Governors expect that campus *ad hoc* textbook committees work with their bookstores (a) to investigate innovative possibilities and (b) to create “best practices” models for other Connecticut colleges and universities.

*7. The school library should keep on reserve at least one copy of each textbook used in each respective course.*

It is recommended that the Board of Governors expect campus *ad hoc* textbook committees to work with their academic departments and with their libraries (institutional and departmental) to investigate the possibility of and the process for placing textbooks on reserve.

*8. The Financial aid process should be enhanced so that students automatically receive credits at the bookstore at the beginning of the term.*

It is recommended that the Board of Governors expect campus *ad hoc* textbook committees to work with their financial aid offices to ensure that students who receive

financial aid will receive it in a timely fashion and that they will therefore be able to use appropriate portions of that financial aid for textbook purchases.

*9. Bookstores should be encouraged to be more responsive to student concerns, especially in regards used textbooks.*

It is recommended that the Board of Governors expect that each college and university in Connecticut create a Bookstore Advisory Committee composed of faculty, students, bookstore employees, and institutional administration to facilitate communication between these groups about all of these recommendations and issues of continuing concern.

#### Commissioner's Recommendation

It is recommended that the Board of Governors adopt recommendations numbers 1-9, above, as part of the Board of Governors' and the Department of Higher Education's commitment to implementing the findings and recommendations of the Connecticut Taskforce on the Cost of College Textbooks.



## STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: Capital Community College, Hartford

Item: Licensure of a program in Communication Media, leading to an Associate in Science (A.S.) degree

### Background

Capital Community College has applied to the Board of Governors for licensure of a program in Communication Media, leading to an Associate in Science (A.S.) degree. The College believes that this program is consistent with its mission of offering associate degrees that prepare individuals for employment or for transfer to baccalaureate degree-granting institutions.

The Advisory Committee on Accreditation, at its meeting on February 17, 2005, found the program to be in compliance with the Board of Governors' approval standards and voted 10-0 in favor of recommending the program for Board approval.

### Commissioner's Recommendation

It is recommended that the Board of Governors license Capital Community College to offer a program in Communication Media, leading to an Associate in Science (A.S.) degree, from April 1, 2005, through March 31, 2007.

## Description

### Purpose and Objectives

The College states that the objectives of the proposed Communication Media degree program are:

- To meet regional workforce needs by preparing individuals for careers as Producers, Directors, Media Computer Specialists, Video Editors, Broadcast/Media Equipment Technicians, Camera Operators, and Photographers.
- To prepare graduates to serve in these occupations by developing aesthetic and technical skills necessary for their success in this field. These include oral and written communication abilities, a sense of visual composition, facility in computer applications for media design and interactive programming, and experience using technology such as video production equipment, film and digital still cameras, computer-based graphics workstations, and complex digital media production and editing systems.
- To provide graduates with a range of general education courses that will enrich their professional skills and enable them to transfer to baccalaureate-granting institutions.

### Administration

The College indicates that the Director of Media Services will serve as the Program Director for the program, who reports to the Dean of Academics.

### Accreditation

The College does not plan to seek professional accreditation for this program.

### Admissions/Enrollment

The College anticipates that this program will draw both full and part-time students from among recent high school graduates, those currently working in the field, and workers making a career change. Graduates will be prepared for immediate employment or can opt to continue their education, seeking a four year degree in the field.

There are no additions or variation on the College's admission policy.

### Curriculum

The College reports that the curriculum is modeled after similar programs at other two- and four-year institutions in New England. Conversations with the Communication Directors of Central Connecticut State University and the University of Hartford have helped to shape the actual course content as presented in formal course outlines.

The program is composed of: a general education core of 24 to 26 credits distributed among the humanities, arts, social sciences, physical sciences, and mathematics; and, a 36-credit specialized core consisting of 27 credits in Communication Media, 6 credits in Social Science, the College Success Course. Nine credits in the Communication Media cluster are electives chosen by a student in consultation with their Academic Advisor or Program Coordinator to match a student's particular interest, career goals, or transfer requirements.

Table 1. Curriculum outline

<p><b><u>GENERAL EDUCATION CORE</u></b> <b><u>(24-26 CREDITS):</u></b> <i>English: 9 Credits</i> ENG* 101 Composition ENG* 102 Literature &amp; Composition ENG 203 Effective Speech</p> <p><i>Mathematics Elective: 3 or 4 credits</i></p> <p><i>Science Elective: 3 or 4 credits</i></p> <p><i>Arts: 3 credits</i> VCOM 105 Basic Photography</p> <p><i>Social Science: 3 credits</i> PSY* 111 General Psychology I</p> <p><i>Humanities Elective: 3 credits</i></p>	<p><b><u>SPECIALIZED CORE (36 CREDITS)</u></b></p> <p><i>Communication Media: 24 Credits</i></p> <p>VCOM 101 Introduction to Visual Communication VCOM 102 Basic Video Production VCOM 210 Supervised Field Placement VCOM 299 Introduction to Mass Communication VCOM 299 Film Study &amp; Appreciation COM xxx Communication Media Elective 1 COM xxx Communication Media Elective 2 COM xxx Communication Media Elective 3</p> <p><i>CIS/Communications Media Elective: 3 credits*</i></p> <p><i>Electives to be chosen in consultation with an Academic Advisor or Program Coordinator, based on the student's career/transfer objectives.</i></p> <p><i>Social Science: 6 credits</i></p> <p>PSY* 247 Industrial &amp; Organizational Psychology <b>OR</b> PSY* 253 Multicultural Issues in Psychology SOC* 101 Principles of Sociology</p> <p><i>College Success: 3 credits</i></p> <p>IDS 105 College Success Course</p> <p><b>TOTAL ALL COURSES: 60-62 CREDITS</b></p>
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\* Students may chose from a variety of computer applications courses related to communications, such as "Multi-media Communications," "Presentation Graphics Applications," and "PageMaker."

Source: *Capital Community College.*

Table 2. Alignment of course contents with learning outcomes

<b>Learning Outcomes</b>	<b>Courses Aligned with the Learning Outcomes</b>
<p>1. Competently use various media production and editing tools to create effective communication materials, including:</p> <p>1.1 Operating film and digital still cameras, and associated equipment (create technically proficient and aesthetically effective images, develop and print black-and-white film, digitally scan and print film negatives and traditional photo prints using computer imaging systems, and prepare final projects for independent review via public exhibition and/or electronic distribution);</p> <p>1.2 Creating, designing, and executing computer-based presentations using a variety of current software and hardware (adapt various subject matter for presentation in electronic format, create text, graphics, and audio materials appropriate for assigned subject matter, and prepare final projects for independent review via public exhibition and/or electronic distribution);</p>	<p>1.1: VCOM 105, VCOM 106</p> <p>1.2: VCOM 101, Computer Science elective</p>

<p>1.3 Operating professional-level audio and video equipment used in studio and field production and recording (Create technically proficient and aesthetically effective images using analog and digital television cameras, video mixers, testing instruments, and computer graphics systems, set up audio equipment and microphones appropriate for production purposes and mix all sound sources for recording and distribution, design lighting setups appropriate for subject matter, execute electronic recordings, and prepare final projects for independent review via public exhibition and/or electronic distribution);</p> <p>1.4 Performing satisfactorily in critical thinking, hands-on projects.</p>	<p>1.3: VCOM 102, VCOM 299 (Advanced Broadcast/TV Production), VCOM 299 (Advanced Media Production)</p> <p>1.4: VCOM 101, VCOM 102, VCOM 105, VCOM 106, VCOM 299 (Adv. Broadcast/TV Production), VCOM 299 (Adv. Media Production), Computer Science elective, Science elective</p>
<p>2. Write and speak effectively, including:</p> <p>2.1 Brainstorm subject matter;</p> <p>2.2 Write program proposals, storyboards, and script outlines;</p> <p>2.3 Write scripts for audio and video programs, and other methods of media distribution;</p> <p>2.4 Communicate effectively with clients, colleagues, and supervisors (write peer reviews, prepare employment documents such as a cover letter and résumé, complete simulated job interviews and/or informational interviews successfully).</p>	<p>2.1 All</p> <p>2.2 All</p> <p>2.3 All</p> <p>2.4 PSY* 111, 247, 111 SOC* 101</p>
<p>3. Demonstrate understanding of communication theory and processes, and the role of mass media in American society</p>	<p>VCOM 101, VCOM 299 (Film Study &amp; Appreciation), VCOM 299 (Introduction to Mass Communication),</p>
<p>4. Apply and synthesize technical and cognitive skills by:</p> <p>4.1 Completing a supervised field placement internship to the satisfaction of the sponsoring agency/mentor;</p> <p>4.2 Developing and presenting a portfolio of projects using techniques, technologies, and communication purposes</p>	<p>4.1 VCOM 210</p> <p>4.2 All</p>
<p>5. Apply scientific and mathematical reasoning in problem solving.</p>	<p>Science and Mathematics Electives</p>

Source: Capital Community College.

The College adds that a required credit-bearing internship experience will be available to students in the program. Student interns will be placed in the production department at a radio or TV broadcasting station, cable television network, school/college media center, or other business or non-profit agency with a significant communication media department. Students will spend

the semester working with professional staff on current projects. All participating organizations will sign a partnership agreement with the College, which outlines the tasks and responsibilities of all parties and emphasizes the interrelationship of each. Each student is required to put in 10 hours per week in an internship. A “Learning Contract” is negotiated and signed by the student, the employer, and an advising/teaching faculty member. The faculty member is responsible for site approval, assignments, evaluation of the student, and overall cooperative activity. Students also attend seminars on the work environment, résumé creation, employment searches, and related topics.

The College anticipates that most credits will transfer to the Connecticut State University (CSU) System and the University of Hartford as general education or elective credits for those graduates who choose to continue on to a baccalaureate degree. In addition to participating in the System-to-System articulation initiatives and agreements with the CSU and the University of Connecticut, the College states that it will pursue articulation agreements with Central Connecticut State University, Eastern Connecticut State University, and the University of Hartford, institutions to which Capital students commonly transfer. Under existing agreements, the general education core and nine additional non-communications credits will transfer to all three schools and students currently transfer communications courses from the existing option to Central Connecticut State University and the University of Hartford. Agreements will also be sought with the University of Connecticut and Quinnipiac University.

### Program Evaluation

The College assures the Department that the program will be subject to the Community College System's program review process and criteria. In addition, each student will develop a portfolio of projects designed to demonstrate successful application of aesthetic and technical skills within the realm of communication media production. These projects, along with summative written examinations in each specialty course, will be objectively assessed in order to determine a student's comprehension of the subject matter. The general education core of the program will be assessed using the course embedded assessments currently in place. To date, the College has assessed writing, quantitative skills, and technological competence. As these are first-time assessments, the results are serving as baseline data. Students in the proposed program will be expected to perform comparably with other community college students and to respond to interventions to improve performance at a rate similar that of on-site students. The College will also seek input from the Communication Advisory Board to evaluate the program with respect to the needs of prospective employers and baccalaureate institutions.

## Assessment of Need

### Overall Need

The College cited data from the U.S. Department of Labor, Bureau of Labor Statistics to indicate that industries requiring the services of media production professionals will grow faster than the average for all occupations through the year 2010. As the media industry continues to employ

more digital technology in production and distribution of program materials, individuals who possess both computer and media production skills will be highly recruited.

Current enrollment is a strong indicator of student demand. To date, the College has offered a number of specialized courses as part of the Social Service Degree: Visual Communication Option and Visual Communication Certificate programs. Enrollment in these courses has more than tripled in two years, from 20 students in spring 2001 to 75 in spring 2003, while the variety of courses has increased. Spring 2003 enrollment included *Basic Photography* (two sections enrolling 35 students total), *Intermediate Photography* (12 students), *Basic Video Production* (11 students), and *Introduction to Visual Communication* (15 students).

### Institutional Planning

The proposed program will expand the existing Visual Communication Option, into an associate degree. The College has opted for this separate degree program in Communication Media in order to meet student demand for upper level courses and to prepare them in more depth for employment.

The College reports that industry professionals, university professors, and high school guidance counselors all contributed to the planning for the program, individual courses, and the associated learning objectives. In order to elicit their feedback, the College conducted several informal panel discussions in the months leading up to writing this proposal. A Communication Media Advisory Board, composed of both media professionals and representatives from senior academic institutions, has been formed and met for the first time on December 14, 2004. The College plans to meet with this group at least three times per year to review curriculum, transfer, and employment objectives of the program. The vision is to ensure that the program provides students with an instructional continuum that will teach them the skills deemed necessary by those who work in the industry.

The existing Visual Communication courses and program, along with this Associate Degree program proposal, were created by the college's Media Services Department which produces a wide variety of original instructional and promotional materials using graphic design techniques, traditional and digital photography, video production, and computer media technology. In addition to serving as a professional creative agency, the Department sought to extend its expertise and capabilities to students who were interested in pursuing educational and career goals in the field of communication media. The department began offering credit courses in this discipline as early as 1990, and on a regular basis beginning in 1996. Media Services hosts student interns majoring in communication at the College and other area institutions.

The proposed program will benefit from a direct relationship with Media Services personnel, who will continue to manage the courses, the program, and the associated laboratory facilities. Most of the dedicated lab spaces for this program are integrated within the Media Services office suite, ensuring that staff and tutorial assistance are available during open lab times.

In January 2003, the College joined an existing collaboration developed by Tunxis Community College in partnership with the ESPN Television Networks, located in Bristol. This effort is

known as the system-wide College of Technology: TV Operations Degree Program. The College is a site where TV Operations students will take courses requiring specific laboratories such as video production studios and edit suites and students from the College will be able to participate in a supervised internship placement at ESPN and other cable/broadcast partners. The College will enlarge this partnership by inviting its downtown neighbors to participate: television stations Fox 61 and WFSB, both of which are located within walking distance of the college.

#### Other Programs in Connecticut

The College argues that media technology courses are highly lab intensive, whether taught at a local community college or a national university. Due to equipment, space, and staff limitations, the enrollment in many of these courses must be capped lower than traditional lecture-style courses. Therefore, although Manchester Community College offers an Associate Degree in Communication, and Middlesex Community College offers an Associate Degree in Broadcast Communications which are similar in nature to this degree proposal, the anticipated student demand and job growth in the field indicates that all three Colleges could sustain enrollment in their respective programs, as they currently do in other specialized degree areas. The three Colleges can also collaborate on cross-scheduling upper-level courses that may attract only a small enrollment at one College.

#### Comments from Other Institutions

There are no comments from other institutions.

### Resource Support

#### Faculty

The College plans to have two full-time faculty/staff members teaching the courses in the program and additional adjunct faculty members will be added as needed. The College certified that all faculty members will meet the qualification requirements of the Board of Governors' regulation, that is, a Masters degree in the discipline in which they teach.

A full-time faculty/administrator from the Media Services Department currently teaches in the Visual Communications option and will coordinate the proposed degree program, working with adjunct faculty members. The projected increase in enrollment and thus in tuition funds will support the hiring of any additional adjuncts.

#### Library and Learning Resources

The College has recently terminated several low-enrolled technical degree programs. The College states that library funds and classroom space are being transferred to new programs. The College reports to have a sufficient library holding (physical and electronic) to serve the proposed program.

## Facilities and Equipment

During fiscal years 2002 and 2003, the College spent nearly \$1 million in capital equipment funds for significant improvement and technical upgrades to all of the media production and communication instruction facilities. Although computer CPUs may need to be upgraded on a 4 or 5-year cycle, it is expected that the new video production and photography equipment will not need major upgrading for 7 to 10 years. Some of the core equipment being replaced was originally purchased prior to 1990.

The College is currently updating these facilities with the state's capital equipment bond funds issued as part of the College's new campus project. Over \$500,000 in media production facility upgrades will be completed in time for the spring 2005 semester.

Two of the upper-level electives will require students to acquire video recordings outside the confines of the television studio laboratory to produce projects such as news stories, short-form documentaries, and "digital movies." Therefore, the College has identified approximately \$50,000 in new equipment needs over a three-year period that will be dedicated to students in the program: replacing aging computers for media editing work; and purchasing digital video camcorders. Courses requiring this equipment are only available to upper-level students majoring in Communication Media; being a new program, the earliest this equipment will be needed is spring 2007.

The College reports that the laboratory facilities specific to this program include:

- A traditional black-and-white photography lab with 10-station darkroom and computers for digital retouching and printing of film images (used exclusively by Communication Media students);
- A 1,700 square foot video production studio with integrated control room (the use of which is shared between credit course instruction and professional college video production);
- Five student video editing suites, to be equipped with non-linear computer editing workstations and digital video camcorders;
- A 17-seat computer lab dedicated to students taking courses in the subjects of Communication Media, Library Technical Assistant, and Graphic Design.

### Advisory Committee on Accreditation

The Advisory Committee on Accreditation, at its meeting on February 17, 2005, found the program to be in compliance with the Board of Governors' approval standards and voted 10-0 in favor of recommending the program for Board approval.



## STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: Eastern Connecticut State University

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

### Executive Summary

Eastern Connecticut State University has applied for accreditation of a program in Business Information Systems leading to the Bachelor of Science degree. The program was licensed by the Board of Governors in January 2003 until January 30, 2005. There were no stipulations at the time of licensure.

The Advisory Committee on Accreditation, at its meeting on February 17, 2005, reviewed the program and found it to be in compliance with Board of Governors quality standards. The vote to recommend approval to the Board of Governors was all in favor, with Patricia Kleine, of Eastern Connecticut State University, abstaining.

### Commissioner's Recommendation

It is recommended that the Board of Governors accredit a program in Business Information Systems, leading to the Bachelor of Science (B.S.) degree, to be offered by Eastern Connecticut State College, for a period of time concurrent with institutional accreditation.

## Description

### Purpose and Objectives

The program is designed to prepare students to enter wide-ranging careers in business management, as well as in specialized systems jobs, in a diverse world of social and technological change. The specific goals of the proposed program are to enable students to develop technical skills for dealing with business systems and with systems design and related technologies; to develop insights into the functional areas of business, as well as effective strategies for dealing with business system technologies; and to enhance communication skills and interpersonal skills.

### Administration

The program is coordinated by the Department of Business Administration, in conjunction with the business information systems unit.

### Curriculum and Instruction

Students in the major are required to complete all business information systems core courses, totaling 42 semester hours, plus 9 semester hours of advanced electives. The core includes 18 semester hours of long-established business courses, addressing all the basic functions of business. It also includes 24 semester hours of systems courses, of which 12 hours incorporate existing or modified courses and 12 hours comprise totally new courses. Program requirements are listed in Attachment A.

Since the program was licensed, the program's faculty have met to discuss the practical skills which should be pursued as outcomes for each individual subject in the degree program. They have, as a result, developed program assessment templates. Assessment avenues include online portfolios, an online assessment survey instrument, and other appropriate classroom assessments. Student success is also measured by how well they perform in research activities.

### Enrollment

The University projected an initial enrollment of more than 60 students who would be internal transfers, thereafter, annual enrollment would average 35 – 40 students. There are currently 87 students enrolled in the program. Of those, 19 were new students enrolled in the program in Fall 2003 and 38 were new students enrolled in Fall 2004.

## Assessment of Need

At the time of licensure, the University indicated that students had been 'lobbying' for a full-fledged program in information systems. The existing minor in management information systems is the most popular minor among business administration majors at

Eastern. Dozens of others (currently 63 students) had requested an individualized major in information systems, in the absence of a formally approved program. A dramatic growth pattern, in terms of the number of students, is anticipated for the business information systems program during its first several years. Nationally, there are in excess of 40,000 students majoring in information systems, and that number can be expected to increase in tandem with the explosive growth in telecommunications. In the State of Connecticut, the demand for system analysts and database managers is projected to increase by 63.78% and 41.92% respectively by 2008 (Connecticut Department of Labor, 2002).

## Resource Support

### Faculty

The University lists 6 faculty members who teach the specialized courses in the program. Three are full-time and three are adjunct. All faculty members have advanced degrees and teaching experience.

The University is currently engaged in the search for a new additional full-time faculty member for the program. Areas of faculty expertise in that search include electronic commerce, decision support and collaboration technologies, and database. The proposed date of appointment is August 2005.

### Resource Centers and Libraries

The J. Eugene Smith Library contains approximately 3,000 textbooks in the general business and computer-related categories. There are 233 periodicals on general business and computer subjects in the J. Eugene Smith Library, and these cover a full range of topics.

The University indicates that one database, *Business Source Premie*, lists almost 1400 articles on management or business information systems, 921 from journals owned by Connecticut State University. There were 773 peer review publications, 431 of which were full-text online. There were nearly 800 articles in full text from all sources. Similarly, *Gale's Expanded ASAP* yielded 12,211 articles on management or business information systems, including newspaper and wire service sources. Over 9,000 of these articles were full text. Almost 500 articles came from scholarly, peer-reviewed publications and 211 of those were full text. Another database, *PapersFirst*, showed 5,573 papers delivered at conferences related to management and business information systems. The University Library also participates in iCONN.

### Facilities and Equipment

The program uses the available standard teaching IT equipment maintained by the University's Center for Instructional Technology. In January 2004, the University undertook a major upgrade of its IT academic computing resources. A total of 247 new state-of-the-art computers were installed in all laboratories in Webb Hall, which was a

substantial upgrade of the facilities and computer resources available to students at the time of licensure. WebCT is the standard course management tool.

Advisory Committee on Accreditation

The Advisory Committee on Accreditation, at its meeting on February 17, 2005, reviewed the program and found it to be in compliance with Board of Governors quality standards. The vote to recommend approval to the Board of Governors was all in favor, with Patricia Kleine, of Eastern Connecticut State University, abstaining.

Program Requirements for the  
Bachelor of Science in Business Information Systems

General Education	46
Business Core	
ACC 201 Principles of Accounting I	
BUS 205 Management of Business Information	
BUS 225 Principles of Marketing	
BUS 230 Business & Society	
BUS 245 Business Finance	
BUS 260 Operations Management	
	18
Systems Core	
CSC 249 Visual BASIC	3
BIS 361 Business Information Systems & Web Technologies	3
BIS 363 Digital Collaboration & Organizational Behavior	3
BIS 370 Systems Analysis & Design	3
BIS 430 Enterprise Resource Planning & E-Business	3
BIS 440 Business Data Communications & E-Networks	3
BIS 450 Database Management, E-Structure & Security	3
BIS 461 Seminar on Information Systems & Business Strategies	3
	24
Advanced 300-Level or 400-Level BIS Electives	9
Minor	18
Co-op, Internship or electives	9
Total Credits	124

BIS 361 Business Information Systems and Web Technologies is the prerequisite for all BIS courses, including BIS 370 Systems Analysis and Design. BIS 370 is, in turn, the prerequisite for all higher-numbered business information systems courses.



## STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: Gibbs College, Farmington

Item: Program Modification: Approval to offer a Program in Visual Communications, leading to a Certificate, in Farmington

### Background

Gibbs College has applied to the Board of Governors for Higher Education for approval to offer a program in visual communications, leading to a Certificate, at its campus in Farmington. The program is currently offered at the College's main campus in Norwalk. The College states that this program is consistent with the College's mission of providing "the highest quality educational experience for students, thereby giving them the skills to obtain a career in their field of study." The College believes by having a campus and specific programs in a different region of Connecticut will further its mission by broadening the number of students, families, and employers that the College can impact.

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

### Commissioner's Recommendation

It is recommended that the Board of Governors approve a program in Visual Communications, leading to a certificate, to be offered by Gibbs College at its campus in Farmington, for a period of three years, until March 31, 2008.

## Description

### Purpose and Objectives

The College states that the visual communications program provides students with the opportunity to develop the knowledge and skills necessary to earn an entry-level position as a production artist, layout artist, illustrator, electronic or graphic designer. Students have the opportunity to develop their conceptual and artistic talents, as well as interpersonal communication and critical thinking skills. Students gain working knowledge of the industry's current computer software and multimedia technologies to become successful in the field of graphic design.

### Administration

A full-time campus director, who reports to the President of the College, is responsible for the day-to-day operations of the branch and its programs.

### Curriculum

#### *Visual Communications Certificate Curriculum*

Major Requirements	VC101	Theory and Elements of Design	3
	VC102	Basic Drawing	3
	VC103	Design Elements: 2D	3
	VC104	Typography	3
	VC105	Computer Graphics I	3
	VC106	Computer Illustration	3
	VC107	Graphic Design I	3
	VC108	Photoshop I	3
	VC110	Multimedia I	3
	VC111	Animation I	3
	VC203	Design Elements: 3D	3
	VC207	Graphic Design II	3
	VC208	Photoshop II	3
	VC209	Web Design	3
	VC 210	Multimedia II	3
		Total	45

### Admissions and Enrollment

The College indicates that admission requirements are identical at all campuses. Students must have a High School Diploma or GED, are required to have an interview evaluated by the Vice President of Admissions, and must be recommended for admission.

## Educational Planning Context

### Overall Needs

A Department of Higher Education review of the Connecticut Department of Labor 2000-2010 workforce projection report reveals that the state's overall needs for graphic designers will increase from 3,060 in 2000 to 3,680 in 2,010, representing a net change of only 620 positions (20% in change at an average of 62 positions per year).

The College argues that it has collected responses to its radio and television advertisements that are transmitted on frequencies seen and heard in the Hartford area. The College states that there appears to be a need in the region for career training. The College receives approximately 400 inquiries a month from the Hartford area, without targeted advertising in that region. The College commissioned a market expansion study from DataMark Research Corporation. The study revealed career opportunities and interest in the Hartford area, particularly that the proposed site has "an excellent amount of Core and Significant Core segments in their immediate trade areas for a Gibbs College profile to teach IT [Information Technology], Business and Viscom [Visual Communication] type households."

The College believes that offering an existing program with experienced faculty will minimize any potential problems associated with opening a new facility and will allow the College to grow slowly while it becomes acquainted with the character of the community.

### Comments from Other Institutions in Connecticut

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

### Other Certificate Programs in Graphic Design in Connecticut

Certificate programs in Graphic Design, at the C1, C2, and C3 levels, are offered in Connecticut by Asnuntuck, Housatonic, Northwestern Connecticut, Norwalk, and Tunxis Community Colleges and by the University of New Haven.

## Resource Support

### Faculty

The faculty of the program in Farmington will be the same faculty as that teaching in Norwalk.

## Resource Centers and Libraries

The College states that the Sister Barbara Dewey Library at the Norwalk campus is charged to support the curriculum by providing facilities, equipment, teaching materials, and enrichment tools that augment the classroom and facilitate the learning process. The library limits its major collection efforts to materials specific to the programs offered by the College and general education materials. The library and its staff are linked with other faculty in teaching and in the development of a curriculum. Thus, the library will cooperatively share Norwalk library materials and resources with the Farmington branch. This cooperative sharing focuses on the use, in particular, of research materials that support the curriculum in Farmington, as well as the needs and interests of students seeking resources for learning and enrichment.

The College states that its library staff at the Norwalk campus is available from 9 a.m.-9 p.m. on Mondays through Fridays, 9 a.m.-12 p.m. on Saturdays, and 12 p.m.-4 p.m. on Sundays to assist Farmington faculty, students, and administration with research queries and support. Telephone questions can be researched and answered by FAX. Online searches can be conducted at the Norwalk campus and replicated simultaneously at the Farmington campus. These services provide immediate responses to curriculum questions and research projects.

The College will provide high-speed Internet access to students, faculty, and staff from every computer in the college. Off-campus access is available through the student portal. The faculty, students, and administration of the Farmington branch will have full access to records of materials held in the Norwalk collection through the Norwalk Library Web site, which is currently in production and will debut in spring 2004. The Internet Web site will feature Norwalk's Mandarin Library Automation system, an online catalog of all reference and circulating materials. Accessible from any computer in the Library or from any off-campus computer, this link enables patrons to conduct searches independently and at their leisure.

The collection of the Norwalk campus currently contains 5,255 books, 53 periodicals, five newspapers, 14 audiocassettes, 350 videos, plus a 20-volume set of "PC Maintenance, Repair and Upgrading for A+ Certification Video Series" and two 14-volume sets of "Student Tutorial for Elementary Algebra 6e."

Faculty, students, and administration of the Farmington campus will also have independent access to the CECybrary, which is one of the primary library and educational resources provided by the College. Students at the College have access both at school and at home to the CECybrary, a joint venture of all Career Education Corporation Schools. This Web-based portal provides full-text books, reference materials, encyclopedias, and dictionaries online. Included on this site is the ProQuest Education Journals/ERIC Plus Text; Criminal Justice Periodicals Index; Wilson Full Art Text, which will be of particular value to Visual Communications faculty and students; Academic Search Premier; Safari Tech Books; Criminal Justice; MasterFILE Premier; Business Source Elite; Regional Business News; CINAHL (Nursing & Allied Health); Health Source: Consumer Edition; Health Source: Nursing/Academic Edition; American Humanities Index; and Communication & Mass Media Complete, a full text database of magazines and journals. Students will receive specific assignments that require using this database to research topics. The CECybrary site also includes "Basics of Library Database Searching," which features "Search Tips" and "Citing Online Resources." The "Tour of the CECybrary Web Site"

features “Content Areas” and “Communication & Online Forms,” such as the form to submit a question to the CECybrary “virtual” reference desk.

In addition, the College provides access to iConn, The Connecticut Digital Library. As added support for the College Farmington faculty and students, the College states that the following libraries will offer assistance in obtaining materials for its students, including inter-library loans.

- Burritt Library in New Britain is 3.4 miles from the Farmington location. Anyone who is a Connecticut resident can fill out a card at the Library to become a “Guest Borrower.” There is no cost for the offer. All are welcome to use the Library.
- St. Joseph’s College in West Hartford is 4.6 miles from the Farmington location. Anyone is welcome to use the Library and the databases. The Library Director would make a decision as to whether Gibbs students would have borrowing privileges.
- Tunxis Community College in Farmington is 4.7 miles from the Farmington location. The Library is “Open to the Public.” Gibbs students would fill out a card at the Library to become “Guest Borrowers.” All that is required is a valid form of identification. Students need not be Connecticut residents.
- UConn Health Center in Farmington is located across the street from the Gibbs Farmington location. The Library is “Open to the Public.”

### Facilities and Equipment

The College indicates that its current space in Farmington will be sufficient for the program.

### Advisory Committee on Accreditation

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



## STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: Southern Connecticut State University, New Haven

Item: Accreditation of a program in Early Childhood Education leading to Bachelor of Science (B.S.) degree

### Executive Summary

Southern Connecticut State University has applied for accreditation of an undergraduate program in Early Childhood Education. The program builds on the University's recognized strength and long history in preparing Connecticut's teachers, particularly for the New Haven area.

The Early Childhood Education program consists of 55 credits. To graduate with a Bachelor of Science degree, students seeking Early Childhood Education teacher certification must complete the University's General Education requirements (minimum of 44 credits) and a subject area major (minimum of 30 credits). The University has ten full-time faculty who provide instruction and administrative support for the Early Childhood Education program.

Southern Connecticut State University's teacher preparation programs were approved by the State Board of Education, the Early Childhood program received NAEYC accreditation, and there was a favorable review by an NCATE evaluation team.

The Advisory Committee on Accreditation, at its February 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 accredit a program in Early Childhood Education leading to the Bachelor of Science degree, to be offered by Southern Connecticut State University, concurrent with institutional accreditation.

## Description

### Purposes and Objectives

The Education Department of Southern Connecticut State University developed the undergraduate Early Childhood Education program to meet the professional needs of students and the educational needs of young children growing up in today's complex society. The program is consistent with the mission of the Connecticut State University system and the *Strategic Plan 1997-2003* of Southern Connecticut State University to promote adoption of best practice methods of teaching and to enhance collaborative programming with public schools.

Students are expected to achieve the following program objectives:

- Demonstrate knowledge for understanding young children.
- Implement developmentally appropriate practice.
- Provide active, experiential, problem-based learning experiences for children.
- Demonstrate an appreciation and understanding of diversity.
- Participate in field experiences in developmentally appropriate programs.

### Administration

The University has assigned a full-time faculty member to serve as Program Coordinator for the Early Childhood Education program. Overall administrative support is provided by the Chairperson of the Department of Education and the Dean of the School of Education.

### Curriculum

Graduation from the Early Childhood Education program requires a minimum of 129 credits in coursework and related experiences. Students seeking this degree must complete the University's General Education requirements (a minimum of 44 credits), a subject area major (a minimum of 30 credits) and the Early Childhood Education requirements (55 credits).

An outline of specific course requirements is provided in Attachment A.

The required courses and other learning experiences of the Early Childhood Education major are designed to provide graduates with theoretical and practical knowledge of child development; developmentally appropriate practice; active, experiential, problem-based learning experiences for children; and field experiences in developmentally appropriate educational settings. The program requirements reflect recent research findings in the areas of child development, pedagogy, and teacher preparation. The early childhood years are crucial for children's cognitive, emotional, social, and physical development. Learning in these years provides a critical foundation for children's later healthy development and lifelong education. New national and state standards for teachers and for children are resulting in significant transformations in

teacher education. In designing the Early Childhood Education program, Southern Connecticut State University's Department of Education has drawn on the standards of a number of professional education associations, including those of the National Association for the Education of Young Children, the leading professional association of early childhood educators.

Three of the required courses in the program include a substantial fieldwork component, which involves students' participation for at least 40 hours a semester in an early childhood classroom. As culminating courses, the Early Childhood Education program includes two full-time, student teaching experiences, one of which must be at the nursery or kindergarten level and one of which is in grades 1-3. One of the student teaching experiences is expected to be in an urban school and the other in a suburban or rural school.

### Admissions/Enrollment

In addition to the general admissions policies of the University, admission to the University's professional educator preparation programs requires the following:

- Demonstration of an education background in the arts and humanities, mathematics, science, social and behavioral sciences, and health and physical education through successful completion of the University's General Education requirements.
- Pass the state-mandated skills examination in mathematics, reading, and writing (Praxis I) or presenting a combined score of at least 1100 on the SAT.
- Maintain a minimum of 2.7 grade point average for all undergraduate courses.
- Submit an essay which demonstrates a proficiency in English and details the reasons for seeking enrollment in a teacher preparation program.
- Submit a letter of recommendation from each of two persons able to testify to the student's suitability as a teacher.
- Be interviewed by a departmental admissions committee, which will assess the student's personal attributes that will affect his or her teaching performance.

Since the fall, 2002, thirty-six students have completed the program. Thirty-seven students are currently enrolled in the program.

### Resource Support

#### Faculty

The University currently has ten full-time faculty members who provide instruction and administrative oversight of the Early Childhood Education program. Additional instructional support is provided by adjunct faculty, most of whom are current or recently retired teachers and/or administrators from area schools. The University appointed two additional full-time faculty to teach in the Early Childhood Education program since the program became fully operational.

## Library

The University's Buley Library reports that the collections which support the Early Childhood Education program include approximately 3320 volumes, periodical subscriptions and other learning resources. As a federal depository library, it also provides access to over 245,000 federal publications, many of which emphasize education. Through CONSULS, the on-line public access catalog, resources from other libraries in the CSU system are available to students. The Library's Microforms Department has a complete ERIC documents collection, available online. In addition, the library provides access to eighteen online databases, many of which relate to early childhood education, such as PsycInfo and Sociofile. To continue to enhance library support for the undergraduate Early Childhood Education program, as well as its other Education programs, the University spent \$26,000 to upgrade the Curriculum Laboratory.

## Facilities and Equipment

Existing facilities and equipment remain sufficient to operate the program.

## Advisory Committee on Accreditation

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

**ATTACHMENT A**

**SOUTHERN CONNECTICUT STATE UNIVERSITY**

Bachelor of Science in  
Early Childhood Education

**CURRICULUM**

<u>Course Requirements</u>	<u>Credits</u>
Principles of Early Childhood Education (with 40 hrs. field work)	3
Language Arts & Children's Literature (Early Childhood)	3
Integrated Curriculum I, Pre-K, K (with 40 hours field work)	3
Integrated Curriculum in the Primary Classroom (with 40 hrs. field work)	3
Reading - Early Childhood	3
Mathematics, Science, & Technology for Early Childhood Educators	3
Early Childhood Special Education for Exceptional Individuals	3
Basic Principles of Academic Assessment & Remediation for Exceptional Individuals	3
Teaching Exceptional Students in the Elementary Classroom	3
Student Teaching Seminar	1
Supervised Student Teaching	12 credits
<u>Cognate Requirements</u>	
Mathematics for Elementary Education, II	3
The Family	3
Developmental Psychology	3
Cognitive Psychology	3
Educational Psychology	3



## STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: St. Joseph College  
Item: Accreditation of an on-line program in Biology leading to the Master of Science (M.S.) degree

### Executive Summary

St. Joseph College has applied to the Board of Governors for accreditation of a Master of Science in Biology degree program, offered on-line. The program was licensed by the Board of Governors in November 2001, for a period of three years, with no stipulations.

It is an addition to the College's current graduate program in Biology and does not replace the College's current graduate program. Rather, through the process of on-line delivery, it has extended the graduate Biology program to meet the needs of working professionals in the fields of Biology and the life sciences. At the time of licensure, the College also stated that the program provides a convenient mechanism for study in the field to those students who are outside the local St. Joseph College area.

The Advisory Committee on Accreditation, at its meeting on February 17, 2005, reviewed the program and found it to be in compliance with Board of Governors quality 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 Biology, leading to the Master of Science (M.S.) degree, to be offered on-line by St. Joseph College, for a period of time concurrent with institutional accreditation.

## Description

### Purposes and Objectives

The on-line Biology Master's degree program is designed for non-traditional graduate students who are interested in advanced study in the field. It is aimed particularly at working students and at those students who are not able to enroll in an on-campus graduate program, specifically professionals in the health and pharmaceutical fields, working parents, mobile professionals, and others who cannot meet in a classroom or who cannot follow the same schedule every week.

### Administration

The program is coordinated and managed by the Biology Department. The Department has instituted a process to assess the effectiveness of the program. That assessment process uses student evaluations of each course, comparison reviews of pass rates of the comprehensive examinations taken by online students and by students enrolled in the on-site program, and, beginning in May 2005, online "exit interviews" to assess student satisfaction.

### Admissions/Enrollment

At the time of licensure, the College anticipated that enrollment in the program would reach fifty students by the end of the 2003 academic year. There are currently more than thirty graduate students matriculated in the program, many of them secondary school science teachers. The program has also attracted military personnel.

### Curriculum

The program requires 30 semester hours of course work. When it began, the program offered courses in the Web-Mentor delivery platform; it currently uses the Blackboard platform. When first licensed, the program provides courses in rotation over a two year period. Courses were designed to run for ten weeks, with five courses offered each year: two beginning each semester and one offered during the summer.

The College found that, because of enrollments, it was not feasible to offer the courses in consecutive ten-week sessions so, in Spring 2003, the College returned to a fifteen-week semester. Enrollments are capped at fifteen students per course. If more students than that wish to enroll in a particular course, a second section is added.

Students are expected to pass a comprehensive examination, which can be administered during a visit to the campus on the examination date or through the services of an institution convenient to the student, under contract with St. Joseph College.

Courses offered on-line include cell biology, virology, ecology, animal behavior, pharmacology, toxicology, research methods, and forensic entomology.

## Educational Planning Context

At the time of licensure, the College noted that the on-line graduate program in Biology would serve the needs of Connecticut's biotechnology and pharmaceutical industries. Connecticut currently employs more than 22,000 workers in biology, health, or biological education, many of whom continue to seek various and alternative means to advance their careers while continuing to work in their current positions. The College continues to believe that its program will serve those individuals, especially as they seek to remain competitive in their jobs.

## Comments From Other Institutions

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

## Resource Support

### Faculty

At the time of licensure, the College noted that faculty members who will teach the on-line courses are the same faculty who currently teach in the graduate Biology program at the College. The success of the program, the College now indicates, has necessitated the addition of adjunct faculty. The College states that it will continue to add full-time or adjunct faculty as necessary.

### Library and Learning Resources

Students in the on-line program are able to request that books and other relevant materials be mailed to them by the College. Students also have access on-line to BIOSIS, which provides abstracts as well as full-texts of many journals, including more than 300 journals in the field of biology. St. Joseph College is participating as a member of iCONN and students will have access to and will be expected to use those resources as well as the numerous and ever-growing resources available on the World Wide Web.

### Facilities

The program is housed in the Biology Department at St. Joseph College. The Department has newly-renovated biology laboratories and offices and has access to multimedia capabilities (digital video cameras, image processing software, and internet software).

### Advisory Committee on Accreditation

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



## STAFF REPORT: ACADEMIC AFFAIRS AND PLANNING COMMITTEE

Item: Preliminary Recommendations of the Taskforce on Library 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 informational 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.

### *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 Bourgoïn, 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  
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Scott Kennedy, Director, Research and Information Services  
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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  
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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*

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 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.

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.

## 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, to incorporate these recommendations and the expectations of the *Statement of Principles, Academic Libraries in Connecticut*.



## STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Item: Board of Governors' Discretionary Fund

### Background Information

In an effort to be fully responsive to the State Code of Ethics by clarifying and improving our policy and practice, it is proposed that the Board adopt a Discretionary Fund Policy. The policy would formally address what has been the practice of approval of requisitions utilizing a fund built from stipends provided to the Board or Department by external parties for work done outside the agency as a part of responsibility to higher education nationally. Under the State Ethics policy no such stipend can be accepted by an employee, but may be accepted for the use of the organization for Board related activities.

Attached as Exhibit A is the proposed policy, which clarifies the Board of Governors authority to accept and utilize staff stipends for stipulated Board-related activities, which are defined as: representation of the organization for the benefit of its agenda, higher education recognitions and awards and scholarships. It is recommended that approvals of use of such funds be made and signed by the Board Chair or his/her designee.

### Commissioner's Recommendation

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

3/16/05

Board of Governor's Discretionary Fund

Stipends provided to the Board or Department by external parties for work done outside the agency as a part of the department's purview of responsibility shall be deposited to the Board of Governor's discretionary fund and expended following state guidelines. Approvals of use of such funds shall be made and signed by the Board Chair or his/her designee for stipulated Board related activities, which are defined as: representation of the organization for the benefit of its agenda, higher education recognitions and awards and scholarships.

03/16/05