

AGENDA  
Meeting of  
BOARD OF GOVERNORS FOR HIGHER EDUCATION  
Connecticut Convention Center  
Hartford, CT 06105  
October 19, 2006

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Information  
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1. Call to Order
2. Approval of the Board Minutes of the September 20, 2006 Meeting
3. Public Participation
4. Report of Board Chairman
5. Report of Commissioner
6. Nellie Mae Education Foundation Presentation of the *New England 2020 Report*
7. Commissioner's Consent Calendar
  - a. [University of Bridgeport](#) – licensure of a program in Dental Hygiene, leading to the Master of Science degree 15
  - b. [University of Connecticut](#) – accreditation of a Bachelor of General Studies degree (on-line) with an emphasis in Occupational Safety and Health 23
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8. Academic Affairs and Planning

Action Items

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Information Item

- d. Monthly Update

9. Report of the Standing Advisory Committee

10. Other Business

11. Adjournment

## STAFF REPORT: ACADEMIC AFFAIRS AND PLANNING COMMITTEE

Institution: University of Hartford

Item: Accreditation of a program in Architecture, leading to a Master of Architecture (M. Arch) degree

### Executive Summary

The Board of Governors licensed a program in architecture at the University of Hartford leading to the Master of Architecture (M.Arch) degree in January 2002, for a two-year period, until January 2004. The program was an addition to the University's offerings in the field, which include a Bachelor of Science degree in Architectural Engineering Technology. Following that conferral of licensure, the University began the process of developing recommendations on the structure of a new college, called the College of Engineering, Technology and Architecture. Because the University focused on the development of that new educational and administrative structure, it did not admit students into the Master of Architecture program until Fall 2004.

Because of that delay in admitting the first students into the program, the University in December 2003 requested an extension of the Board's licensure of the Master of Architecture program until Spring 2006, at which time the University said it would apply to the Board of Governors for accreditation of the program. The University has now submitted its application for accreditation.

The Advisory Committee on Accreditation, at its meeting on September 21, 2006, reviewed the program and found it to be in compliance with Board of Governors approval standards. The vote to recommend approval of the program was all in favor.

### Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education accredit a program in Architecture, leading to a Master of Architecture (M.Arch.) degree, offered by the University of Hartford, for a period of time concurrent with institutional accreditation.

## Description

### Purpose and Objectives

The program seeks to accommodate candidates with various undergraduate degrees in architecture and other fields. The program coordinates with the existing Bachelor of Science 4-year program in Architectural Engineering Technology and, according to the University, is a signature graduate program of the University's College of Engineering, Technology and Architecture. This program allows graduates to complete a first professional M.Arch degree with two additional years of study (4+2).

The University's intent is to offer a practitioner-based program that balances theory and practice. In that way, the program will prepare graduates for careers in the construction industry, which includes architecture and a wide assortment of other related professions.

### Administration

The program is administered by a Chairman, who is a Fellow of the American Institute of Architects. He is responsible for the administration, supervision, and coordination of the personnel and activities of the program, and is also playing the lead role in the University's commitment to earn program accreditation from the National Architecture Accreditation Board.

### Curriculum and Instruction

Consistent with the National Architectural Accrediting Board (NAAB) standards, the curriculum requirements must include three components: general studies, professional studies, and electives that respond to the needs of the University of Hartford, the architectural profession, and students, respectively. Together, these three components comprise a liberal education in architecture and ensure that graduates are technically competent, critical thinkers who are capable of pursuing multiple career paths within a changing social context. A sample copy of the curriculum is attached.

### Enrollment

When the program was licensed, the University projected an enrollment of 12 full-time students each year in the program. The program currently has 6 full-time students who have completed up to 30 semester credit hours; 12 full-time students who have completed between 31 and 60 semester credit hours; and 9 full-time students who have completed between 61 and 90 semester credit hours.

## Educational Planning Context

When it applied for licensure of the program, the University indicated that the American Institute of Architecture/Connecticut Chapter (AIA/CT) had documented the need for an accessible professional architecture program in Connecticut and that it was supporting efforts to develop such a program. The AIA/CT survey indicated that 56% of the respondents were interested in staying within the state to pursue a degree if there were another school of architecture in Connecticut. Another AIA/CT survey indicated that large numbers of Connecticut students attend other regional architectural programs.

The US Department of Labor projects the number of architect positions in the US to increase by between 9% to 17% during the next decade, until 2014. Additional job openings will arise from the need to replace the many architects who are nearing retirement, and others who transfer to other occupations or stop working for other reasons.

### Comments from other Institutions

There were no comments from other institutions when the program was licensed. Yale University offers the only other Master of Architecture program in the state. During the past five years, Yale has awarded an average of 58 Master of Architecture degrees annually.

## Resource Support

### Faculty

The University lists 6 full-time faculty and 1 part-time faculty member who will teach specialized courses in the program. The University notes that adjunct faculty will be hired as needed.

### Resource Centers and Libraries

The University library has architectural volumes, art volumes, civil engineering volumes, and landscape architecture by continuing to acquire appropriate professional journals and learning resources. The University also participates as a member of iCONN, Connecticut's Digital Library.

### Facilities and Equipment

The University notes that it has been making progress in its dedication of facilities for the program. The program is seeking additional space on campus to build and display architectural models and projects in progress. That effort is in keeping with the University's commitment to securing full accreditation from the National Architecture Accreditation Board.

University of Hartford

Master of Architecture

**Semester One**

|                             |                   |
|-----------------------------|-------------------|
| ARC 511 Arch Studio I       | 6 credits         |
| ARC 512 Adv'd Site Planning | 4 credits         |
| ARC 513 Adv'd Bldg Systems  | 3 credits         |
| Professional Elective       | 3 credits         |
| <i>Total</i>                | <i>16 credits</i> |

**Semester Two**

|                                  |                   |
|----------------------------------|-------------------|
| ARC 521 Arch Studio II           | 6 credits         |
| ARC 522 Adv'd Building Economics | 4 credits         |
| ARC 523 Adv'd Structural Systems | 3 credits         |
| Professional Elective            | 3 credits         |
| <i>Total</i>                     | <i>16 credits</i> |

**Semester Three**

|                             |                   |
|-----------------------------|-------------------|
| ARC 611 Arch Studio III     | 6 credits         |
| ARC 612 Adv'd Design Theory | 4 credits         |
| ARC 613 Thesis Research     | 3 credits         |
| Professional Elective       | 3 credits         |
| <i>Total</i>                | <i>16 credits</i> |

**Semester Four**

|                             |                   |
|-----------------------------|-------------------|
| ARC 621 Master's Thesis     | 6 credits         |
| ARC 622 Adv'd Urban Issues  | 4 credits         |
| Adv'd Professional Practice | 3 credits         |
| Professional Elective       | 3 credits         |
| <i>Total</i>                | <i>16 credits</i> |

**Program Total** **64 credits**

## STAFF REPORT: ACADEMIC AFFAIRS AND PLANNING COMMITTEE

Institution: Quinnipiac University

Item: Reaccreditation of the University

Quinnipiac University has requested reaccreditation by the Board of Governors for Higher Education on the basis of continuation of its regional accreditation by the New England Association of Schools and Colleges (NEASC). The College was reaccredited last by the Board of Governors in September 2000 until September 2005.

Quinnipiac University, in Hamden, was founded in 1929 as the Connecticut College of Commerce, a small business college awarding associate's degrees. Its name was changed in 1951 to Quinnipiac College, and the College began awarding bachelor's degrees. It began awarding master's degree two decades later. The College changed its name to Quinnipiac University on July 1, 2000. The University today enrolls more than 6,000 students, who pursue study in the University's School of Business, School of Health Sciences, School of Liberal Arts, and School of Law, and who are awarded certificates or an associate's, bachelor's, master's, or the Juris Doctor degree.

The Commission on Institutions of Higher Learning of the New England Association of Schools and Colleges, at its meeting on November 4, 2004, considered and accepted the University's fifth-year Interim Report. The Commission confirmed the comprehensive evaluation visit scheduled for Fall 2009, in that confirmation also affirming that – in addition to the information provided in all comprehensive evaluations, the University give emphasis to its continued success in designing and implementing plans for assessing student learning outcomes, achieving an appropriate balance between adjunct and full-time faculty and providing appropriate support for both categories of faculty, and achieving its own goals for diversity among students, faculty, and staff.

Connecticut Regulations 10a-34-6(c) state that “the Board of Governors for Higher Education shall accept regional or, where appropriate, national accreditation, in satisfaction of the requirements of this subsection unless the Board finds cause not to rely upon such accreditation.” The letter of notification from the New England Association of Schools and Colleges, dated December 21, 2004, gives no indication of serious problems at the institution, and the Board of Governors has no other information which could be interpreted as “cause” under 10a-34-6(c). There being no cause, it is recommended that the Board of Governors for Higher Education accept the NEASC assessment and grant reaccreditation to Quinnipiac University through September 2010. It is also recommended that the Board of Governors for Higher Education require the University to submit to the Department of Higher Education a copy of its report to NEASC in preparation for the Fall 2009 comprehensive evaluation visit, in which the Department of Higher Education will participate.



## STAFF REPORT: ACADEMIC AFFAIRS AND PLANNING COMMITTEE

Institution: Quinnipiac University

Item: Accreditation of a program in Organizational Leadership, leading to a Master of Science (M.S.) degree

### Executive Summary

Quinnipiac University has applied to the Board of Governors for accreditation of Master of Science in Organizational Leadership degree program. The program was licensed by the Board of Governors for Higher Education for a period of three years, until May 31, 2008. At the time of licensure, the Board of Governors required the University to provide the Department of Higher Education with a progress report in May 2006 that included the following: a report on enrollments and an admissions profile; an update on program finances; a report on the success of program delivery, including advising support for students; the success of the accelerated courses as measured by student learning outcomes and competency assessments; and a report on faculty hiring and program participation, including advising responsibilities. Quinnipiac University provided progress reports to the Department of Higher Education in May 2006 and August 2006.

The Advisory Committee on Accreditation, at its meeting on September 21, 2006, reviewed the program and found it to be in compliance with Board of Governors approval standards. The vote to recommend approval of the program was all in favor, with Kathleen McCourt of Quinnipiac University and Judith Resnick, who serves on a Quinnipiac University advisory board, abstaining.

### Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education accredit a program in Organizational Leadership, leading to a Master of Science (M.S.) degree, to be offered by Quinnipiac University, for a period of time concurrent with institutional accreditation.

## Description

### Purposes and Objectives

The program is offered through the College of Professional Studies, which is committed to helping meet the needs of various kinds of organizations throughout Connecticut. The program seeks to help students develop knowledge, skills, and abilities in leadership and management which can be applied in a variety of sectors. The University states that the program is designed to help students to advance in their careers in their field, to assume leadership positions in a wide range of profit and non-profit organizations, and to take on leadership roles in their communities. The program is offered with a schedule and delivery mode that fits the needs of working adults as well as provides the support services needed by this population.

### Administration

The program is administered by the Executive Director of Organizational Leadership Programs. The Executive Director reports to the Dean of the College of Professional Studies. The College of Professional Studies was created in January 2004 to leverage existing strengths of the University to develop and offer courses and programs with curricula, services, and support appropriate for adult learners.

An Organizational Leadership Curriculum Committee, which is made up of six full-time faculty has the authority to approve any and all degree program development and changes, as well as all for-credit courses offered in the program, including standards and learning outcomes. Any substantial changes in the Organizational Leadership degree proposed by the Organizational Leadership Curriculum Committee will be submitted to the Faculty Senate for approval.

The ongoing evaluation and quality management of the program includes review of course content by the Dean, the Executive Director, the Curriculum Committee, and others; student surveys; student evaluations of individual faculty teaching in the program; faculty surveys; faculty evaluations; assessment of learning outcomes; and input from industry professionals. The University indicates that continuous quality improvement practices will be employed as well.

### Admissions/Enrollment

Students who meet the University's standards for admission will be considered for matriculation into the M.S. in Organizational Leadership degree program. Applicants must meet the following minimum admissions standards:

1. A baccalaureate diploma from a regionally accredited institution of higher learning,
2. Generally, a minimum cumulative GPA of 2.75 for courses taken in achieving that baccalaureate diploma is required, but other factors such as work experience and GPA on most recently taken courses will be considered

3. Work experience of at least four years
4. Demonstrated potential for study of Organizational Leadership at the graduate level.

When the program was licensed, the University projected an enrollment of 40 part-time students by the end of the first year and 100 by the end of the second year of the program. The program enrolled 28 new students in Fall 2005 and 26 new students in Spring 2006.

### Curriculum

The curriculum consists of 33 credit hours in the area of Organizational Leadership. The curriculum is listed in Appendix A.

### Educational Planning Context

The University states that significant numbers of adults are seeking graduate degrees. In addition, the Department of Labor lists business management skills and human relations as two of the top ten in-demand job skills for adults in the workplace. The University affirms that the College of Professional Studies seeks to address both of these needs by offering this program.

### Comments for Other Institutions:

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

### Resource Support

#### Faculty

The Executive Director of Organizational Leadership and the Associate Directors have teaching responsibilities within the program. Additionally, full-time faculty and highly qualified adjunct faculty are assigned as additional sections are needed.

One full-time technologist was added to staff in Spring 2004 to support the registrar, bursar, Datatel, etc. needs of the College of Professional Studies. This person, the University attests, will be sufficient to ensure that the new M.S. degree program will be well supported in these areas.

#### Library and Learning Resources

The Arnold Bernhard Library currently holds a comprehensive selection of print and online resources related to the topics in this program. No additional cost will be incurred for materials. Students of the program will have ready access to online resources when they are off campus and

access to librarian support via email, phone, and on-ground extended hours, seven days per week. Students in the M.S. program will also be supported by the learning center, having access via email, phone, and on-ground extended hours, seven days per week.

### Facilities and Equipment

The facilities to be used for the program include University classrooms, QU Online and Academic Technology Resources, and off-site meeting places. Online resources (in addition to those of the library and learning center discussed above) available to students in the program will include:

- WebAdvisor (Datatel) for registration, grades, unofficial transcripts, etc.;
- Outlook for email, calendaring, scheduling, contacts, etc.; and
- Blackboard for program and course administration and content delivery.

Each of these is running in a backed up environment with redundancy and/or high availability.

## Appendix A

### Master of Science in Organizational Leadership

#### Curriculum

##### Prerequisites (8 credits)

Students coming in to the M.S. program will be required to take the four courses indicated below or demonstrate equivalent competency before taking the courses for which these are required.

OL 520 Business Accounting (3 credits)

OL 510 Marketing (3 credits)

OL 310 Customer Development and Management (3 credits)

OL 610L Power and Politics of Communication Writing Lab (1 credit)

OL 620L Metrics Lab (1 credit)

##### Required Core Courses (27 credits)

OL 601 Foundations of Organizational Leadership (3 credits)

OL 610 The Power and Politics of Communication (3 credits)

OL 615 Leadership Across Boundaries (3 credits)

OL 620 Leading through Metrics-based Results (3 credits)

OL 630 Performance Management (3 credits)

OL 640 Collaborative Project Management (3 credits)

OL 650 Leading Organizational Change (3 credits)

OL 690 Leadership Consulting (6 credits)

##### Elective Courses (6 credits)

OL 661 Managerial Economics (3 credits)

OL 662 Principled Leadership (3 credits)

OL 663 Analytical and Research Skills for Leadership (3 credits)

OL 664 Operations Management (3 credits)

OL 665 Blogging-Engaging Markets with Next Generation Web Technology (3 credits)

OL 677 E-Commerce for Today's Organizations (3 credits)



## STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: University of Bridgeport

Item: Licensure of a program in Dental Hygiene, leading to the Master of Science degree

### Executive Summary

The University of Bridgeport has applied to the Board of Governors for Higher Education for licensure of a program in Dental Hygiene leading to the Master of Science (M.S.) degree. The University states that the proposed program can provide professional dental hygienists path to further their education and move their careers into higher level positions within their profession, including roles in public health, administration and education. The intent of the program is to "prepare its graduates for life and leadership in an increasingly interconnected world" and to "promote academic excellence, personal responsibility, and commitment to service."

The Advisory Committee on Accreditation, at its meeting on September 21, 2006, reviewed the program and found in compliance with the Board of Governors' approval standards. The vote to recommend approval was all in favor, with Lawrence Connor, of the University of Bridgeport, abstaining.

### Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education license a program in Dental Hygiene leading to the Master of Science (M.S.) degree, to be offered by the University of Bridgeport, for a period of three years, until October 31, 2009.

## Description

### Purpose and Objectives

The purpose of the M.S. in Dental Hygiene is to prepare registered dental hygienists for leadership roles in the areas of education, administration, public health, and dental hygiene practice. Through academic courses, independent study, research and practical experience, graduate candidates are prepared to meet the present demand for dental hygiene leaders, practitioners, educators, oral health promoters, administrators/managers and researchers.

The objectives of the program are to: develop expertise in a specialized area of dental hygiene to prepare dental hygienists as educators as enrollments increase in dental hygiene higher education; expand knowledge and skills to support advanced dental hygiene practice and role development in preventive and therapeutic oral health services; expand knowledge in oral health promotion and education related to a specific functional role in dental hygiene; develop managerial and administrative skills; contribute to the dental hygiene scientific body of knowledge; acquire initial competence in conducting oral health research; develop and implement leadership strategies for the betterment of oral healthcare; and participate in graduate dental hygiene internship experiences in educational settings, rural areas, industry and community outreach sites.

### Administration

The program will be administered by the Chair of the Department of Dental Hygiene. The Director will be responsible for the oversight and coordination of the program.

### Curriculum

The curriculum consists of: core requirements of 19 credits and 4 tracks of between 17 and 18 credits each. All students are required to complete a thesis. Below is a summary of the tracks:

**Dental Hygiene Education:** This specialization provides a theoretical and practical approach to instructional strategies and their application to dental hygiene education. Emphasis is on higher education, instructional technology, instructional development, implementation and evaluation, and the role and responsibilities of faculty within an accredited, professional program affected by internal and external constituencies.

**Dental Hygiene Administration/Management:** This component provides an opportunity to apply principles of administration and management and philosophies of administration and budgeting, personnel evaluations, and methods of effecting change. Emphasis is on the development of effective leadership, problem solving techniques, administrative tasks, and

practical experience in the performance of common educational-clinical administrative responsibilities.

**Dental Public Health:** This area of specialization provides an in-depth study of interdisciplinary oral healthcare in diverse community health settings. Emphasis is placed on the leadership roles of the dental hygienist in promoting health through the assessment of community oral health needs and the planning, implementing, and evaluating of population-based health programs.

**Dental Hygiene Practice:** This area of specialization expands upon the basic knowledge and skills practiced in the dental hygiene process of care. Emphasis is placed on advanced dental hygiene practice consisting of preventive therapies, diagnosis, expanded functions, and referrals.

A sample curriculum is attached.

### Enrollment Projections

The University projects an enrollment of 10 part time and 4 full-time students in the first year and 21 part-time and 10 full-time students by year three of the program.

### Similar Programs

There are no similar programs in Connecticut.

## Educational Planning Context

The University indicates that the dental hygiene professional role has expanded from that of a clinician to include but not limited to clinician, administrative/manager, educator, researcher, consumer advocate, change agent, and public health dental hygienist. The University notes that Dental hygiene was projected in 2006 to be one of the 10 highest growing professions according to the U.S. Department of Labor – Bureau of Labor Statistics, Occupation Outlook Handbook, 2006 ed. In response to future health care demands, dental hygienists can be expected to seek the advanced degrees necessary to compete for these jobs. Most dental hygienists who have advanced degrees have them in areas other than dental hygiene, presumably due to the lack of a balanced geographic distribution of the master's program.

## Resource Support

### Faculty

The University lists 7 dental hygiene faculty (6 master's and 1 doctorate) and several other faculty from other schools (education, business, etc.) that will teach courses in the program.

### Library and Learning Resources

The dental hygiene collection includes books, serial standing orders, CD-ROMs, anatomical models, radiographs, and videos. There are 422 circulating books and 25 Reference/Reserve books available.

Specific electronic resources of interest to the dental hygiene online completion program include the following: PubMed (This health sciences database includes an option to search a subset with only dental journals); CINAHL (Cumulative Index to Nursing and Allied Health Literature); Gale Health and Wellness Resource Center and Alternative Health Module (This database covers magazines, journals, newspapers, definitions, and directories); Lexis/Nexis Academic Universe (This online database is available from throughout campus and provides access to a wide range of news, business, legal, medical, and reference information in full text format); Gale's Expanded Academic ASAP (This multidisciplinary database covers journals, news magazines, and newspapers, many with full text); EBSCOhost Academic Search Elite (This multidisciplinary database provides full text for over 1,500 journals, with indexing/abstracting from hundreds of additional journals); Gale's Reference Center Gold (Covers articles from newspapers, reference books, and periodicals, many with full text and images); The OCLC FirstSearch Service (Includes the following databases which cover topics in the area of dental hygiene:

WorldCat, ECO (Electronic Collections Online), General Science Index, MDX Health Digest, NetFirst, Article First, Periodical Abstracts, Wilson Select Plus, netLibrary.

The online full text journals include:

Journal of Dental Hygiene (In EBSCOhost Academic Search Elite 1/01/01-present; In Gale's Health and Wellness database 3/96-present)

Dental Lab Products (In Gale's Health and Wellness database 7/02-present)

European Journal of Dental Education (In EBSCOhost 8/1/02-present)

### Facilities and Equipment

No additional facilities or specialized equipment are needed at this time.

### Advisory Committee on Accreditation

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

## Master's Degree in Dental Hygiene

| Course:  | Credits: |
|--|----------|
| <u>Core Requirements</u> (19 credits)                              |          |
| EDUC 600 – Statistics and Research Design                          | 3        |
| NUTR 560M – Biostatistics  | 3        |
| DHYG 400 – Leadership in Dental Hygiene                            | 3        |
| DHYG 504 – Clinical/Laboratory Teaching                            | 3        |
| DHYG 516 - Concentrated Practicum                                  | 3        |
| DHYG 520 – Master's Thesis   | 4        |
| <u>Education</u> (18 credits)                                      |          |
| DHYG 503 – Clinical and Didactic Educational Concepts              | 3        |
| DHYG 506 - Didactic Student Teaching                               | 3        |
| DHYG 508 – Curriculum Development and Management                   | 3        |
| COUNS 522 – Career Development Theory, Research,<br>and Counseling | 3        |
| EDUC 509 – Psychological Foundations of Education                  | 3        |
| EDUC 558 – Evaluation of Instructional Outcomes                    | 3        |
| <u>Administration/Management</u> (18 credits)                      |          |
| DHYG 508 – Curriculum Development and Management                   | 3        |
| DHYG 509 – Health Services Administration                          | 3        |
| GSB 400 – Accounting Concepts                                      | 3        |
| GSB 430 – Organizational Behavior                                  | 3        |
| GSB 440 – Marketing Concepts                                       | 3        |
| GSB 533 – Human Resources Management                               | 3        |
| <u>Dental Public Health</u> (17 credits)                           |          |
| DHYG 507 – Dental Public Health                                    | 3        |
| DHYG 509 – Health Services Administration                          | 3        |
| NUTR 560H – Developmental Nutrition                                | 3        |
| NBS 522 – Microbiology   | 5        |
| NCS 613 – Public Health/Epidemiology                               | 3        |
| <u>Dental Hygiene Practice</u> (17 credits)                        |          |
| DHYG 502 - Evidence Based Research                                 | 2        |
| DHYG 507 - Dental Public Health                                    | 3        |
| DHYG 512 - Dental Hygiene Practitioner                             | 5        |
| NUTR 560P – Botanical Medicine                                     | 3        |
| NHM 621 - Homeopathy I   | 2        |
| NPP 511 – History of Naturopathic Medicine                         | 2        |

## Suggested Curriculum Sequence

### Semester I

|                                |   |   |
|--------------------------------|---|---|
| <u>Core Courses</u>            | EDUC 600 – Statistics and Research Design             | 3 |
|                                | DHYG 400 – Leadership in Dental Hygiene               | 3 |
| <u>Education</u>               | DHYG 503 – Clinical and Didactic Educational Concepts | 3 |
|                                | DHYG 508- Curriculum Development and Assessment       | 3 |
|                                | EDUC 509 - Psychological Foundations of Education     | 3 |
| <u>Administration</u>          | GSB 400 – Accounting Concepts                         | 3 |
|                                | GSB 430 – Organizational Behavior                     | 3 |
|                                | DHYG 508 – Curriculum Development and Assessment      | 3 |
| <u>Dental Public Health</u>    | NBS 522 – Microbiology                                | 5 |
|                                | NUTR 560H – Developmental Nutrition                   | 3 |
| <u>Dental Hygiene Practice</u> | DHYG 502 – Evidence Based Research                    | 2 |
|                                | DHYG 512 – Dental Hygiene Practitioner                | 5 |
|                                | NPP 511 – History of Naturopathic Medicine            | 2 |

### Semester II

|                                |  |   |
|--------------------------------|--|---|
| <u>Core Courses</u>            | NUTR 560M – Biostatistics                                      | 3 |
|                                | DHYG 504 – Clinical/Laboratory Teaching                        | 3 |
| <u>Education</u>               | DHYG 505 – Didactic Student Teaching                           | 3 |
|                                | COUN 522 – Career Development Theory, Research, and Counseling | 3 |
|                                | EDUC 558 – Evaluation of Instructional Outcomes                | 3 |
| <u>Administration</u>          | DHYG 509 –Health Services Administration                       | 3 |
|                                | GSB 440 – Marketing Concepts                                   | 3 |
|                                | GSB 533 – Human Resources Management                           | 3 |
| <u>Dental Public Health</u>    | DHYG 507 – Dental Public Health                                | 3 |
|                                | DHYG 509 – Dental Health Services Administration               | 3 |
|                                | NCS 613 – Public Health/Epidemiology                           | 3 |
| <u>Dental Hygiene Practice</u> | DHYG 507 – Dental Public Health                                | 3 |
|                                | NUTR 560P – Botanical Medicine                                 | 3 |
|                                | NHM 621 - Homeopathy I   | 2 |

### Semester III

|                     |                                   |   |
|---------------------|-----------------------------------|---|
| <u>Core Courses</u> | DHYG 516 – Concentrated Practicum | 3 |
|                     | DHYG 520 – Master’s Thesis        | 4 |



## STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: University of Connecticut

Item: Accreditation of a Bachelor of General Studies degree (on-line) with an emphasis in Occupational Safety and Health

### Background

The University of Connecticut has applied for accreditation of a Bachelor of General Studies degree, offered on-line, with emphasis on Occupational Safety and Health. The University currently offers an accredited Bachelor of General Studies (BGS) degree.

The Board of Governors for Higher Education licensed the program, without stipulations or reporting requirements, in October 2004, for a period of two years, until October 31, 2006.

The Advisory Committee on Accreditation, at its meeting on September 21, 2006, reviewed the program and found it to be in compliance with Board of Governors approval standards. The vote to recommend approval of the program was all in favor, with Krista Rodin of the University of Connecticut abstaining.

### Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education accredit a Bachelor of General Studies (B.G.S.) degree, with an emphasis in Occupational Safety and Health, to be offered on-line by the University of Connecticut, for a period of time concurrent with institutional accreditation.

## Description

### Purpose and Objectives

The program is intended for adult learners who have earned at least 60 collegiate credits, and who are interested in a General Studies degree with a focus in Occupational Safety and Health. The focus, within the University's BGS program, seeks to provide students with the interdisciplinary skill sets required for positions in emerging fields. Students are prepared with the skills and knowledge they need to run safety and health programs for small corporations and businesses having up to 200 employees and to work in larger organizations. They will also be able to work as consultants in their field.

### Administration

The program is offered through the Division of Continuing Studies.

In addition, the University established an Occupational Health and Safety Advisory Board to advise on current trends in the profession and to provide input to program oversight and development. The Advisory Board represents industry, academia, professional organizations, labor, and business.

### Curriculum

The requirements for the BGS degree include a minimum of 120 credits; degree requirements must be completed within eight years. A BGS plan of study consists of at least 60 credits, which include a minimum of 30 credits at UConn (at any campus or online) and a minimum of 30 credits in upper division/junior-senior level courses. The program of study also should contain courses from several different academic disciplines and be inter- and/or multidisciplinary in nature. Courses needed to fulfill the BGS plan of study, in addition to the courses in a focus area, are based on individual student needs and goals. All BGS plans of study must be approved by the Director of the Bachelor of General Studies Program.

Since the program was licensed, the University's General Education requirements were changed. Students are now required to complete one writing intensive course in the emphasis. Students in this program must, therefore, take either OSH 221W – Trends in Occupational Safety and Health, or OSH 277W – Hazardous Chemicals.

Also, two online courses were added for students who wished to apply for professional certification in safety and health: OSH 220 –Pollution Control and Prevention, and OSH 269—Environmental Management Systems.

In addition, course curriculums were updated to meet the knowledge and skills requirements for accreditation of the program by the joint Board of American Society of Safety Engineers and the Accrediting Board for Engineering and Technology—Applied Science.

### Admissions Requirements

Admission to the program includes an associate's degree from a regionally accredited college or university or completion of at least 60 college credits from a regionally accredited college or university.

At the time of program licensure, the University projected an annual enrollment of 25 students. There are currently 16 part-time students who have earned between 0 and 12 credits; 27 part-time students who have earned between 12 and 24 credits; and 3 part-time students who have earned between 24 and 26 credits.

### Similar Programs

There are several BGS degree programs offered in Connecticut, both in public and independent colleges and universities.

### Assessment of Need

When it applied for licensure of the program, the University indicated that it responded to the growing need of employed individuals who wished to upgrade skills and complete their baccalaureate degrees. The on-line degree, the University noted, allowed working adults to further their education conveniently.

### Resource Support

#### Faculty

The University lists twenty full-time and adjunct faculty members who teach in the program. All are experienced in on-line teaching and have taught courses in the past.

#### Library and Learning Resources

The University of Connecticut currently offers access to more than 12,000 full text journals electronically, in addition to 4,500 print journal subscriptions. Approximately 40 percent of our print journal subscriptions are available from their publishers electronically. The Libraries also acquire more than 30,000 print volumes annually.

Electronic course reserves, when required, are maintained by the library and can be accessed through WebCT, the e-learning platform utilized in our online courses. The primary library support: for the Program is provided through the Homer D. Babbidge Library on the Storrs campus. That library, which is housed in a building of almost 400,000 square feet, provides a full range of library services to faculty and students. Its

collections and services are supplemented by other libraries, information centers, and learning resources. In addition, the University libraries participate in a wide range of cooperative programs designed to make library collections elsewhere in the state and the nation readily available to faculty and students. These include participation in the CTUW project, which provides direct and ready access to the library collection at Yale University, and the OCLC system, which links the UConn library with over 2,000 other libraries nationwide in an interlibrary loan network. The Research and Information Services Department of the Homer Babbidge Library has more than adequate personnel; eleven reference librarians are available for research support.

There are many specific Web sites supported by government agencies that act as resources for occupational safety and health. A sampling of the government agency Web sites students will use include the Occupational Safety and Health Administration (<http://www.osha.gov>), the National Institute for Occupational Safety and Health (<http://www.cdc.gov/niosh>), and the United States Department of Energy (<http://www.energy.gov>).

Students will utilize the Library Information Literacy Tutorial on the UConn Library Web site (<http://vwww.lib.uconn.edu/LILT/index.html>) as well as tutorials that are part of the BGS online degree program.

### Facilities and Equipment

There are currently 5 Linux servers which support the CCS academic ISKM and IT program:

- The Online IT Courses Student Accounts Computer or "Student Server" functions as primary system for students in their IT-related work. This is the server on which the students login to either complete assignments or to build experience with the operating system.
- GS Online IT Courses WWW Content Computer or "Content Server" provides a limited access web and data delivery server. Many of the web-service examples presented in class require an environment separate from the student space to ensure availability for study and review. This system is generally available.
- GS Student Administrator Cluster Computer or "VM Server" provides advanced students access to their own virtual server with full administrator privileges. This provides advanced students hands on experience in routine server administration and internet services administration.
- Linux GS 230 Course Instructor Test Computer or "GS 230 Server" provides a research and experimentation platform for GS 230 instructors. Course materials need to be tested before being moved into service. This reduces vulnerability of student-available systems.
- GS Online IT Courses Linux Server Administrator Test Computer or "Admin

Server" provides a research and experimentation platform for the systems administrator. This reduces vulnerability of student–available and instructor-only systems.

Electronic course reserves, when required, are maintained by the library and can be accessed through WebCT, the e-learning platform utilized in our online courses.

## **BGS On-Line**

### **BGS DEGREE REQUIREMENTS**

All BGS students must earn a minimum of 120 degree credits, must complete an approved BGS plan of study of at least 60 credits, fulfill minimum university general education requirements applicable to the year of entrance into the program, and have a minimum grade point average (GPA) of 2.0 in the upper division. The 120 credit minimum refers to degree credits and may include credits earned at UConn as well as credits transferred to UConn upon admission or while in the BGS program.

A BGS plan of study consists of at least 60 credits, which includes a minimum of 30 credits at UConn (at any campus or online) and a minimum of 30 credits in upper division/junior-senior level courses. The program of study should contain courses from several different academic disciplines and be inter- and/or multidisciplinary in nature. BGS foci are created to help students reach occupational goals in select inter- and/or multidisciplinary fields. Courses needed to fulfill the BGS plan of study, in addition to the courses in a focus area, are based on individual student needs and goals. All BGS plans of study must be approved by the Director of the Bachelor of General Studies Program or his representative.

Students may choose to design their own individualized inter- and/or multidisciplinary plan of study. Students may also choose to complete a specialized BGS focus. BGS specialized foci usually have a set of required courses and may have recommended courses. Each focus requires a minimum of 24 credits, 18 of which must be at the 200 level.

Students not in one of the foci areas must complete a BGS Summary Project (GS 297) at or near the end of the program of study. This project synthesizes the courses taken during the program of study. The 3 credit BGS Summary Project may also be used towards fulfilling the requirements of a BGS focus.

## STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: University of Connecticut

Item: Accreditation of a Bachelor of General Studies degree (on-line) with an emphasis in Web Technology

### Executive Summary

The University of Connecticut has applied for accreditation of a Bachelor of General Studies degree, offered on-line, with emphasis on Web Technology. The University currently offers an accredited Bachelor of General Studies (BGS) degree.

The Board of Governors for Higher Education licensed the program, without stipulations or reporting requirements, in October 2004, for a period of two years, until October 31, 2006.

The Advisory Committee on Accreditation, at its meeting on September 21, 2006, reviewed the program and found it to be in compliance with Board of Governors approval standards. The vote to recommend approval of the program was all in favor, with Krista Rodin of the University of Connecticut abstaining.

### Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education accredit a Bachelor of General Studies (B.G.S.) degree, with an emphasis in Web Technology, to be offered on-line by the University of Connecticut, for a period of time concurrent with institutional accreditation.

## Description

### Purpose and Objectives

The program is intended for adult learners who have earned at least 60 collegiate credits, and who are interested in a General Studies degree with a focus in Web Technology. The focus, within the University's BGS program, seeks to provide students with the interdisciplinary skill sets required for positions in emerging fields. Students are prepared with the skills and knowledge they need to run information science and knowledge-related programs for small corporations and businesses having up to 200 employees and to work in larger organizations. They will also be able to work as consultants in their field.

### Administration

The program is offered through the Division of Continuing Studies.

### Curriculum

The requirements for the BGS degree include a minimum of 120 credits; degree requirements must be completed within eight years. A BGS plan of study consists of at least 60 credits, which include a minimum of 30 credits at UConn (at any campus or online) and a minimum of 30 credits in upper division/junior-senior level courses. The program of study also should contain courses from several different academic disciplines and be inter- and/or multidisciplinary in nature. Courses needed to fulfill the BGS plan of study, in addition to the courses in a focus area, are based on individual student needs and goals. All BGS plans of study must be approved by the Director of the Bachelor of General Studies Program.

Since the program was licensed, the University's General Education requirements were changed. Students are now required to complete one writing intensive course in the emphasis. Students in this program must, therefore, take ISKM 210W – Introduction to Information Technology.

### Admissions Requirements

Admission to the program includes an associate's degree from a regionally accredited college or university or completion of at least 60 college credits from a regionally accredited college or university.

At the time of program licensure, the University projected an annual enrollment of 25 students. There are currently 17 part-time students who have earned between 0 and 12 credits; 3 part-time students who have earned between 12 and 24 credits; and 4 part-time students who have earned between 24 and 26 credits.

### Similar Programs

There are several BGS degree programs offered in Connecticut, both in public and independent colleges and universities.

### Assessment of Need

When it applied for licensure of the program, the University indicated that it responded to the growing need of employed individuals who wished to upgrade skills and complete their baccalaureate degrees. The on-line degree, the University noted, allowed working adults to further their education conveniently.

### Resource Support

#### Faculty

The University lists eight full-time and adjunct faculty members who teach in the program. All are experienced in on-line teaching and have taught courses in the past.

#### Library and Learning Resources

The University of Connecticut currently offers access to more than 12,000 full text journals electronically, in addition to 4,500 print journal subscriptions. Approximately 40 percent of our print journal subscriptions are available from their publishers electronically. The Libraries also acquire more than 30,000 print volumes annually.

Electronic course reserves, when required, are maintained by the library and can be accessed through WebCT, the e-learning platform utilized in our online courses. The primary library support: for the Program is provided through the Homer D. Babbidge Library on the Storrs campus. That library, which is housed in a building of almost 400,000 square feet, provides a full range of library services to faculty and students. Its collections and services are supplemented by other libraries, information centers, and learning resources. In addition, the University libraries participate in a wide range of cooperative programs designed to make library collections elsewhere in the state and the nation readily available to faculty and students. These include participation in the CTUW project, which provides direct and ready access to the library collection at Yale University, and the OCLC system, which links the UConn library with over 2,000 other libraries nationwide in an interlibrary loan network. The Research and Information Services Department of the Homer Babbidge Library has more than adequate personnel; eleven reference librarians are available for research support.

There are many specific Web sites supported by government agencies that act as resources for occupational safety and health. A sampling of the government agency Web sites students will use include the Occupational Safety and Health Administration (<http://www.osha.gov>), the National Institute for Occupational Safety and Health (<http://www.cdc.gov/niosh>), and the United States Department of Energy (<http://www.energy.gov>).

Students will utilize the Library Information Literacy Tutorial on the UConn Library Web site (<http://vwww.lib.uconn.edu/LILT/index.html>) as well as tutorials that are part of the BGS online degree program.

### Facilities and Equipment

There are currently 5 Linux servers which support the CCS academic ISKM and IT program:

- The Online IT Courses Student Accounts Computer or "Student Server" functions as primary system for students in their IT-related work. This is the server on which the students login to either complete assignments or to build experience with the operating system.
- GS Online IT Courses WWW Content Computer or "Content Server" provides a limited access web and data delivery server. Many of the web-service examples presented in class require an environment separate from the student space to ensure availability for study and review. This system is generally available.
- GS Student Administrator Cluster Computer or "VM Server" provides advanced students access to their own virtual server with full administrator privileges. This provides advanced students hands on experience in routine server administration and internet services administration.
- Linux GS 230 Course Instructor Test Computer or "GS 230 Server" provides a research and experimentation platform for GS 230 instructors. Course materials need to be tested before being moved into service. This reduces vulnerability of student-available systems.
- GS Online IT Courses Linux Server Administrator Test Computer or "Admin Server" provides a research and experimentation platform for the systems administrator. This reduces vulnerability of student-available and instructor-only systems.

Electronic course reserves, when required, are maintained by the library and can be accessed through WebCT, the e-learning platform utilized in our online courses.

## **BGS On-Line**

### **BGS DEGREE REQUIREMENTS**

All BGS students must earn a minimum of 120 degree credits, must complete an approved BGS plan of study of at least 60 credits, fulfill minimum university general education requirements applicable to the year of entrance into the program, and have a minimum grade point average (GPA) of 2.0 in the upper division. The 120 credit minimum refers to degree credits and may include credits earned at UConn as well as credits transferred to UConn upon admission or while in the BGS program.

A BGS plan of study consists of at least 60 credits, which includes a minimum of 30 credits at UConn (at any campus or online) and a minimum of 30 credits in upper division/junior-senior level courses. The program of study should contain courses from several different academic disciplines and be inter- and/or multidisciplinary in nature. BGS foci are created to help students reach occupational goals in select inter- and/or multidisciplinary fields. Courses needed to fulfill the BGS plan of study, in addition to the courses in a focus area, are based on individual student needs and goals. All BGS plans of study must be approved by the Director of the Bachelor of General Studies Program or his representative.

Students may choose to design their own individualized inter- and/or multidisciplinary plan of study. Students may also choose to complete a specialized BGS focus. BGS specialized foci usually have a set of required courses and may have recommended courses. Each focus requires a minimum of 24 credits, 18 of which must be at the 200 level.

Students not in one of the foci areas must complete a BGS Summary Project (GS 297) at or near the end of the program of study. This project synthesizes the courses taken during the program of study. The 3 credit BGS Summary Project may also be used towards fulfilling the requirements of a BGS focus.



## STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: Quinnipiac University

Item: Modification of an accredited program in Organizational Leadership, leading to a Bachelor of Science (B.S.) degree, to be offered on-line

### Executive Summary

Quinnipiac University has applied to the Board of Governors for modification of a program in Organizational Leadership leading to the Bachelor of Science (B.S.) degree. The University seeks accreditation of the program to be offered on-line. The Board of Governors accredited the program, offered on-site at the University, at its meeting in October 2005.

The Advisory Committee on Accreditation, at its meeting on September 21, 2006, reviewed the program and found it to be in compliance with Board of Governors approval standards. The vote to recommend approval of the program was all in favor, with Kathleen McCourt of Quinnipiac University and Judith Resnick, who serves on a Quinnipiac University advisory board, abstaining.

### Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education approve a program modification of the accredited program in Organizational Leadership, leading to a Bachelor of Science (B.S.) degree, to be offered on-line by Quinnipiac University, and accredit the program for a period of time concurrent with institutional accreditation.

## Description

### Purposes and Objectives

The program is targeted at working adults who already have some college credits and seeks to prepare them to grow as leaders in their organizations. It is offered through the University's College of Professional Studies. The University offers a number of programs in business and related fields, at the undergraduate and graduate levels, under the auspices of the School of Business. This program, however, does not fall under the AACSB accreditation of the School of Business. It is not available to the University's traditional students, only to adult learners committed to advancing in their employment fields.

The program seeks to help students develop knowledge, skills, and abilities in leadership and management which can be applied in a variety of sectors by focusing on five areas: Self Development, Team Process, Project Management, Customer Focus, and Quality Management. The program seeks to prepare students to enter graduate study, to further their careers in their current organizations, to play leadership roles in a wide range of profit and non-profit organizations, to play leadership roles in their communities, to develop start-up companies, and to become involved with consulting companies.

The University seeks to offer the program in a pure on-line format in order to expand the program's reach and to support the needs of a geographically widespread student population.

### Administration

The program is administered by the Executive Director of Organizational Leadership programs, who reports to the Dean of the College of Professional Studies. The Dean of the College of Professional Studies reports to the Senior Vice President of Academic Affairs, who reports directly to the University President.

The College of Professional Studies was created in January 2004 to leverage existing strengths of the University to develop and offer courses and programs with curricula, services, and support appropriate for adult learners. In support of the B.S. in Organizational Leadership degree program, the College of Professional Studies has hired the Executive Director for Organizational Leadership Programs, the Director of Admissions and Advising, the Assistant Director of Admissions and Advising, a Student Support Coordinator, and a Technologist to support the registrar, bursar, Datatel, and other back-end technology needs of the College of Professional Studies.

Ongoing evaluation and quality management of the program includes review of course content by the Dean, the Executive Director, the Curriculum Committee, and others; direct observation

of courses by the Dean and Executive Director; student surveys related to course evaluation, learning outcomes and student services; faculty surveys related to learning outcomes; portfolio assessment of learning outcomes; and input from industry professionals. Continuous Quality Improvement practices are employed throughout.

### Admissions and Enrollment

Applicants to the program are enrolled in the College of Professional Studies. Students who apply are required to have a high school diploma, a minimum of 30 credit hours of college course work acceptable toward the B.S. in Organizational Leadership; and a minimum cumulative GPA of 2.2 on those 30 or more credit hours. Applicants must be at least 22 years of age and must also have an interview, in person or by phone, with a CPS advisor. Students will be admitted into the program six times a year. Students will find out about the pure online version of the program through Quinnipiac's Web pages, emails, Web advertisements, mailings, referrals from their Human Resources areas (for those working at organizations willing to provide referrals) and other mechanisms currently used for the hybrid version of the program. Once potential students contact us, they are sent information via email and hardcopy, and offered an advising session to learn more about the program.

### Curriculum

The curriculum consists of 120 credits distributed as follows: 48 credits of general education requirements, 41 credits of open electives, and 31 credits in the Organizational Leadership major. The program will be delivered through the University's campus network, which consists of a high speed backbone (1000 mbps over optic fiber), dedicated wired connections to over 10,000 locations (up to 100 mbps over CAT5 or CAT6 twisted pair wiring), and over 150 wireless access points ( a mixture of 11 mbps 802.11b and 54 mbps 802.11g). The campus network is connected to the internet through a full T3 (45 mbps) link provisioned by the Connecticut Educational Network (CEN).

The network and the services it provides access to are protected from unauthorized use by User Authentication based on Microsoft active directory (using two CISCO access control servers), firewalls and router filters, two intrusion detection devices (based on SNORT and StealthWatch), and 128 bit encryption of wireless traffic.

The network and its electronics are maintained by the 4 staff of the Information Services Network Group, augmented by 40 hours per week of student help. Network security is managed by the Information Security Officer, in concert with IS staff.

One full-time technologist was added to staff in Spring 2004 to support the registrar, bursar, Datatel, etc. needs of the College of Professional Studies. No additional staff will be needed in this area, as the change to pure online will not change the resources needed, nor will it substantially change the way they are used.

The facilities to be used for the program include QU Online (the unit responsible for working with faculty to develop and deliver traditional courses online, mostly over the summer, and

which is a partner in development and support of all College of Professional Studies courses—more on QU Online below) and Academic Technology Resources. Online resources (in addition to those of the library and learning center discussed below) available to students in the program will include: WebAdvisor (Datatel) for registration, grades, unofficial transcripts, etc.; Outlook for email, calendaring, scheduling, contacts, etc.; and Blackboard for program and course administration and content delivery. To enhance the learning experience within Blackboard, the University created multimedia presentations, videos and learning objectives using the Macromedia FLASH tool.

Advising is available to students by appointment nights and weekends as well as weekdays. Advising takes place in person and over the phone. Once enrolled, virtually all students call or email advisors with advising questions at a rate of approximately one such contact for each student each term.

All classes in the program are capped at 25 students and the typical class is expected to be 15-20 students.

The pure online delivery will mean that advising for students geographically distant from Quinnipiac campus would take place over the phone and online.

## Resource Support

### Faculty

The Executive Director of Organizational Leadership has teaching responsibilities within the Bachelor of Science in Organizational Leadership program, as does the Director of Admission and Advising. Full-time faculty from other parts of the University and highly qualified part-time faculty provide additional support to the program. A list of program faculty and the courses they teach is attached.

Faculty members are expected to interact with classes at least once each weekday and to return student e-mail within 24 hours.

### Library and Learning Resources

The Arnold Bernhard Library currently holds a comprehensive selection of online resources (the list is viewable at <http://www.quinnipiac.edu/x6353.xml>) related to the topics in this program. No additional cost will be incurred for library materials. Students of the program will have ready access to online resources when they are off campus and access to librarian support via email, phone, and on-ground extended hours, seven days per week.

Any print materials (textbooks, etc.) that students need are sent to them before the course starts. Acceptance of more geographically diverse students will mean some of these materials may need to be “over-nighted” to ensure distant students receive the materials in time.

### Facilities and Equipment

Quinnipiac University Online (QU Online) was instituted in 2001 to provide distance learning opportunities for our institution and collaborates with the College of Professional Studies on all of its programs. Its main mission is to provide support to students and faculty for Web-based education in all of the schools at Quinnipiac.

FACULTY TEACHING IN B.S. IN ORGANIZATIONAL LEADERSHIP DEGREE AT QUINNIPIAC UNIVERSITY

| <b>COURSE</b>  | <b>PRIMARY INSTRUCTOR</b>  | <b>SECONDARY INSTRUCTOR</b>  | <b>TERTIARY INSTRUCTOR</b>   |
|--|--|--|--|
| OL 100   | Neil Nelan:<br>Associate Professor;<br>PhD, Mathematics;<br>Full Time  |  |  |
| OL 101 Self Development                                    | Frank Bellizzi<br>Professor of Management<br>EdD, Applied Behavior Science<br>Full Time  | Vin Viega:<br>Adjunct Professor;<br>Master of Social Work;<br>Significant experience in development and counseling;<br>Part Time | Chris McMullen;<br>Adjunct Professor;<br>MBA;<br>Wide-ranging consulting and work experience, particularly in the area of diversity;<br>Part Time          |
| OL 102 Mastering Persuasive Written and Oral Communication | Connie Cordaro<br>Director of Admissions and Advising, CPS<br>MA, Communications<br>Full Time  | Anne Harrigan<br>Adjunct Professor,<br>PhD (in progress) Adult Education and Instructional Technology.<br>Part Time              |  |
| OL 210 Ethics in Leadership                                | David Vance<br>Manager of Training and Communications, Quinnipiac University<br>MA, Philosophy<br>Significant teaching experience in Ethics<br>Full Time | Jim DeMaio<br>Adjunct Professor<br>MBA;<br>President of a Leadership Training Company.<br>Part Time                              | Henry Adobor<br>Associate Professor<br>PhD, Strategic Management and Management Policy<br>Extensive research and teaching in business ethics.<br>Full Time |
| OL 310 Customer Development and Management                 | Linda Richetelli-Pepe;<br>Adjunct Professor<br>MS, Business Economics<br>Significant experience in Sales and Marketing.<br>Part Time.                    | Valerie Oben;<br>Adjunct Professor<br>MBA;<br>Extensive executive experience in marketing and customer relations.<br>Part Time.  | Juhi Naithani<br>Adjunct Professor<br>MBA;<br>Concentration in Marketing<br>Part Time.   |
| <b>PRIMARY INSTRUCTOR</b>                                  | <b>SECONDARY INSTRUCTOR</b>  | <b>TERTIARY INSTRUCTOR</b>   |  |
| OL 301 Leadership: Individual and Team Processes           | Cheryl Harrison<br>Executive Director, OL Programs   | Jim DeMaio<br>Adjunct Professor<br>MBA;  |  |

|  |   |  |   |
|--|---|--|---|
|  | EdD, Organization Behavior<br>Extensive Corporate Experience in Leadership Development and Management<br>Full Time  | President of a Leadership Training Company.<br>Part Time   |   |
| OL 350 Quality Systems and Project Management  | David Cadden<br>Professor<br>PhD, Management Planning Systems<br>Full Time  | Joe Petti<br>Adjunct Professor<br>MBA;<br>Extensive work experience in engineering and project management.<br>Part Time.                         |   |
| OL 410 Change Management: Initiating and Coping With Change                                  | Jane Nebelung<br>Adjunct Professor<br>MA, Psychology<br>Extensive professional experience in Human Resources, Change Management and Leadership<br>Part Time | Chris McMullen<br>Adjunct Professor;<br>MBA;<br>Wide-ranging consulting and work experience, particularly in the area of diversity;<br>Part Time |   |
| OL 450 Building Successful Organizations Through Strategic Decision Making (Capstone course) | Dale Jasinski<br>Associate Professor<br>PhD, Strategic Management and Entrepreneurship<br>Full Time   |  |   |
| OL 220 Business Accounting   | Anne Rich<br>Professor<br>PhD, Accounting<br>Full Time  | Kathleen Simione<br>Assistant Professor<br>MBA with concentration in Accounting<br>Full Time   | Richard Hirsch<br>Adjunct Professor<br>BBA, Bachelor of Business Administration - Accounting<br>Part Time |
|  | <b>PRIMARY INSTRUCTOR</b>   | <b>SECONDARY INSTRUCTOR</b>  | <b>TERTIARY INSTRUCTOR</b>  |
| OL 230 Creativity and Innovation: Entrepreneurial Thinking in the Workplace                  | Dale Jasinski<br>Associate Professor<br>PhD, Strategic Management and Entrepreneurship<br>Full Time   | Sherry Rappaport<br>Adjunct Professor<br>MS in Creativity Research and Change Leadership<br>Entrepreneur and significant consulting experience   |   |

|   |   |           |  |
|---|---|-----------|--|
|   |   | Part Time |  |
| OL 235 Evaluating Business Opportunities: Writing a Business Feasibility Plan | Dale Jasinski<br>Associate Professor<br>PhD, Strategic Management and Entrepreneurship<br>Full Time               |           |  |
| OL 255 Applications of Intellectual Property Law                              | Michael Clorite<br>Adjunct Professor<br>J.D.;<br>Attorney, Specializing in Intellectual Property Law<br>Part Time |           |  |
| Orientation Program   | Christine Fitzgerald<br>Associate Professor of Cardiopulmonary Sciences<br>PhD, Adult Education<br>Full Time      |           |  |

## STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Item: Request for State Funds to Support an Endowed Chair in Early Childhood Education at Eastern Connecticut State University

### Background Information

Since 1985, the Board of Governors has administered the Endowed Chair Investment Fund. Presently the fund supports eight Endowed Chairs: four at the University of Connecticut and its Health Center, two at Central Connecticut State University and one each at Eastern and Western Connecticut State Universities. Contingent upon available funding, the state provides a 1:1 match of private contributions of \$500,000 to \$1 million to support each endowed chair.

The Board of Trustees of the Connecticut State University seeks approval from the Board of Governors to establish an Endowed Chair in Early Childhood Education at Eastern Connecticut State University. It confirms that Eastern has raised \$500,000 from private sources and is thus eligible for a matching state grant. The new chair will be housed at Eastern's Center for Early Childhood Education.

Pending the Board of Governors' approval of this application, the Department will include a request for state matching funds for this Endowed Chair in its FY 2007-09 operating budget. The one-time matching funds are held by the State Treasurer in an investment account for the drawdown of interest against annual activity. Non-state funds, in this case, will be held by the ECSU Foundation.

### Commissioner's Recommendation

It is recommended that the Board of Governors approve the establishment of an Endowed Chair in Early Childhood Education at Eastern Connecticut State University and request \$500,000 in state matching funds as part of its FY 2007-09 operating budget request.

10/19/06