

AGENDA

SPECIAL MEETING

University of Connecticut
Board of Trustees

Academic Affairs Committee
October 28, 2024, at 4:30 p.m.
Virtual Meeting

Public Streaming Link (with live captioning upon request): <https://ait.uconn.edu/bot>

(A recording of the meeting will be posted on the Board website, <https://boardoftrustees.uconn.edu/>, within seven days of the meeting.)

Call to order at **4:30 p.m.**

1. Public Participation*

* Individuals who wish to speak during the Public Participation portion, of the Monday, October 28, meeting, limited to agenda items, must do so 24 hours in advance of the meeting's start time (i.e., 4:30 p.m. on Friday, October 25) by emailing BoardCommittees@uconn.edu. Speaking requests must include a name, telephone number, topic, and affiliation with the University (i.e., student, employee, member of the public). The Committee may limit the entirety of public comment to a maximum of 30 minutes. As an alternative, individuals may submit written comments to the Committee via email (BoardCommittees@uconn.edu), and all comments will be transmitted to the Committee.

ACTION ITEMS

2. Minutes from the September 24, 2024, Meeting (Attachment 1)
3. Sabbatical Leave Recommendations (Attachment 2)
4. Bachelor of Music in Jazz (Attachment 3)
5. Advanced Business Certificate in Financial Reporting (Attachment 4)
6. Advanced Business Certificate in Taxation (Attachment 5)
7. Location Modification: Master of Social Work (Stamford) (Attachment 6)
8. Modality Modification: Executive LLM (Online) (Attachment 7)
9. Modality Modification: LLM in Energy and Environmental Law (Online) (Attachment 8)
10. Appointment of Professor Ji-Cheng 'JC' Zhao to the Raytheon Technologies Chair in Fuel Cell Technology in the College of Engineering (Attachment 9)

11. Reappointment of Professor Yiming Qian to the Toscano Family Chair in Finance in the School of Business (Attachment 10)

INFORMATIONAL ITEMS

12. Planned Master of Science in Nursing: Psychiatric Mental Health Nurse Practitioner (Attachment A)

13. Academic Program Inventory (Attachment B)

14. University Senate Representative Report

15. Executive Session (as needed)

16. Adjournment

PLEASE NOTE: *If you are an individual with a disability and require accommodations, please e-mail the Board of Trustees Office at boardoftrustees@uconn.edu prior to the meeting.*

ATTACHMENT 1

DRAFT MINUTES

University of Connecticut Board of Trustees

Academic Affairs Committee September 24, 2024 Virtual Meeting

Committee Trustees: Jeanine Gouin, Andrea Dennis-LaVigne,
Bryan Pollard, Philip Rubin

University Senate Representatives: Karen Bresciano, D. Betsy McCoach

University Staff: Radenka Maric, Anne D'Alleva, Jessica Cooperman, Sarah
Croucher, Deanna Fitzgerald, Nathan Fuerst, Amy Gorin, Ofer
Harel, Philip Hunt, Gladis Kersaint, Rachel Rubin, Leslie Shor,
Tadarrayl Starke, Michelle Williams, Reka Wrynn, Ji-Cheng
Zhao

Vice-Chair Trustee Gouin called the meeting to order at 8:30 a.m.

1. Public Participation

No members of the public signed up to address the Committee.

2. Minutes from the June 18, 2024, Special Meeting (Attachment 1)

On a motion by Trustee Rubin, seconded by Trustee Dennis-LaVigne, the Committee voted unanimously to approve the minutes of the June 18, 2024, Special Meeting.

3. Tenure at Hire (Attachment 2)

On a motion by Trustee Rubin, seconded by Trustee Dennis-LaVigne, the Committee voted unanimously to recommend Agenda Item #3 to the full Board for approval.

4. Designation of Emeritus Status (Attachment 3)

On a motion by Trustee Rubin, seconded by Trustee Dennis-LaVigne, the Committee voted unanimously to recommend Agenda Item #4 to the full Board for approval.

5. Sabbatical Leave Recommendations (Attachment 4)

On a motion by Trustee Rubin, seconded by Trustee Dennis-LaVigne, the Committee voted unanimously to recommend Agenda Item #5 to the full Board for approval.

6. Appointment of Associate Professor Jessica Cooperman to the Doris and Simon Konover Chair in Judaic Studies in the College of Liberal Arts and Sciences (Attachment 5)

On a motion by Trustee Rubin, seconded by Trustee Dennis-LaVigne, the Committee voted unanimously to recommend Agenda Item #6 to the full Board for approval.

7. Reappointment of Professor Robert Fahey to the George F. Cloutier Professorship in Forestry in the College of Agriculture, Health and Natural Resources (Attachment 6)

On a motion by Trustee Rubin, seconded by Trustee Dennis-LaVigne, the Committee voted unanimously to recommend Agenda Item #7 to the full Board for approval.

8. Modification of Name of the Wells Fargo Center for Neurodiversity and Employment Innovation (Attachment 7)

On a motion by Trustee Rubin, seconded by Trustee Dennis-LaVigne, the Committee voted unanimously to recommend Agenda Item #8 to the full Board for approval.

INFORMATIONAL ITEMS

9. Introduction of New Academic Deans

Provost D'Alleva introduced the following new academic leaders: Deanna Fitzgerald, Dean of the School of Fine Arts, Ji-Cheng Zhao, Dean of the College of Engineering, Ofer Harel, Dean of the College of Liberal Arts and Sciences, Leslie Shor, Vice Provost and Dean of the Graduate School, and Tadarrayl Starke, Vice Provost for Undergraduate Student Success.

10. NECHE Accreditation Overview

Assistant Vice Provost for Academic Affairs Croucher presented an overview of the New England Commission on Higher Education accreditation process which will take place in Fall 2026.

11. University Senate Representative Report

University Senate Representative Bresciano gave an update on the University Senate's review of policies and procedures related to transfer credits for undergraduate students including lab credits and block transfers.

University Senate Representative McCoach gave an update on the University Senate's work to evaluate measures of student experience of teaching, formerly referred to as student evaluation of teaching.

12. Other Business

There was no Other Business.

13. Executive Session (as needed)

There was no Executive Session.

14. Adjournment

On a motion by Trustee Rubin, seconded by Trustee Dennis-LaVigne, the Committee voted unanimously to adjourn the meeting. The Committee meeting adjourned at 9:14 a.m.

Respectfully submitted,

Alexis Lohrey
Secretary to the Committee

ATTACHMENT 2

University of Connecticut Office of the Provost

Sabbatical Leave Recommendations Requiring Board of Trustees Approval

October 30, 2024 Board of Trustees Meeting

SABBATICAL MODIFICATION REQUESTS

NAME	TITLE	DEPARTMENT	SCHOOL/COLLEGE	PAY	PERIOD
Bird, Robert	Professor	Marketing	Business	Full	Spring 2025
				Change to Full	Fall 2025
Elliott-Famularo, Heather	Department Head & Professor	Digital Media Design	Fine Arts	Full	Fall 2024
				Change to Full	Spring 2025
Siedlecki, Samantha A	Assoc Professor	Marine Sciences	Liberal Arts and Sciences	Half	AY24-25
				Change to Full	Fall 2024

SABBATICAL LEAVE REQUESTS

NAME	TITLE	DEPARTMENT	SCHOOL/COLLEGE	PAY	PERIOD
Degges, Douglas	Asst Professor	Art and Art History	Fine Arts	Full	Fall 2025
Dzhafarov, Damir	Assoc Professor	Mathematics	Liberal Arts and Sciences	Full	Spring 2026
Gabriel, Dexter J	Assoc Professor	History	Liberal Arts and Sciences	Full	Fall 2025
Holzer, Elizabeth	Assoc Professor	Sociology	Liberal Arts and Sciences	Half	AY 2025-2026
Jankovic, Jasna	Assoc Professor	Material Science and Engr	Engineering	Half	AY 2024-2025

NAME	TITLE	DEPARTMENT	SCHOOL/COLLEGE	PAY	PERIOD
Kazerounian, Kazem	Professor	Mechanical Aerospace Engr	Engineering	Full	Spring 2026
Lillo-Martin, Diane C	Distinguished Professor & Head	Linguistics	Liberal Arts and Sciences	Half	AY 2025-2026
Lurie, Nicholas H	Professor & Director	Marketing	Business	Full	Fall 2024
Matheou, Georgios	Assoc Professor	Mechanical Aerospace Engr	Engineering	Full	Spring 2025
Poludnenko, Oleksiy	Assoc Professor	Mechanical Aerospace Engr	Engineering	Half	AY 2025-2026
Zhu, Yuanyuan	Assoc Professor	Material Science and Engr	Engineering	Full	Spring 2025

ATTACHMENT 3

October 30, 2024

TO: Members of the Board of Trustees

FROM: Anne D'Alleva, Ph.D.
Provost and Executive Vice President for Academic Affairs



RE: Bachelor of Music in Jazz

RECOMMENDATION:

That the Board of Trustees approve the Bachelor of Music in Jazz in the School of Fine Arts.

BACKGROUND:

Jazz Studies is an academic field that focuses on the performance, creation, and contextual understanding of jazz—a uniquely American art form with profound global influence. The discipline emphasizes technical musicianship, improvisation, composition, arranging, and a deep appreciation for jazz's history and societal impact. Students in programs like the proposed Bachelor of Music in Jazz at the University of Connecticut are trained to perform, compose, and arrange. The program integrates both traditional and contemporary jazz practices, fostering creativity while equipping students with essential musical skills.

The proposed Bachelor of Music (BMus) in Jazz focuses on workforce development, equipping students with the skills to navigate the competitive jazz industry. Graduates from jazz studies programs pursue diverse career paths: some become professional musicians performing in clubs, festivals, or studios; others teach jazz, compose, arrange, or work in music production, sound engineering, or arts administration. There are also opportunities in the music business, music therapy, and entrepreneurship, such as starting record labels or music schools. The program emphasizes versatility, creativity, and entrepreneurship, preparing graduates to create opportunities, lead projects, and secure positions in cultural institutions.

The Bachelor of Music in Jazz Studies program will be offered exclusively on the UConn Storrs Campus using current Department of Music rehearsal and classroom facilities. The program will have specialist accreditation, and has received plan approval from the National Association of Schools of Music (NASM). Initially, approximately five students per year are anticipated to be admitted to the program, with likely stable growth in the longer term. Total enrollment is expected to be around 20 students, and will be a small proportion of the overall undergraduate enrollment in the Department of Music. There are no budgetary impacts from the program as all required classes are currently offered in the more generalist Music degree program. Although the presented plan of study indicates only 26 credits of general education, from fall 2025 Common Curriculum requirements totaling 40 credits will apply to students who are newly matriculated to the School of Fine Arts.

Bachelor of Music – Jazz

New Program Proposal, October 2024

Music, School of Fine Arts

CIP Code: 50.0910

Background

Introduction to the Field of Study

Jazz Studies is an academic field that focuses on the performance, creation, and contextual understanding of jazz—a uniquely American art form with profound global influence. The discipline emphasizes technical musicianship, improvisation, composition, arranging, and a deep appreciation for jazz's history and societal impact. Students in programs like the proposed Bachelor of Music in Jazz at the University of Connecticut are trained to perform, compose, and arrange, preparing them for diverse careers in music. The program integrates both traditional and contemporary jazz practices, fostering creativity while equipping students with essential musical skills.

Program Origin and Interdisciplinary Nature

This new Bachelor of Music in Jazz program is introduced by the Department of Music within the School of Fine Arts at the University of Connecticut. The program is primarily housed within a single department but maintains interdisciplinary elements by integrating UConn's general education requirements, ensuring that students develop critical skills such as communication, cultural understanding, and moral awareness. These interdisciplinary aspects prepare students to apply their jazz training to a variety of real-world contexts.

Focus on Employability and Workforce Development

The proposed Bachelor of Music in Jazz focuses on workforce development, equipping students with the skills to navigate the competitive jazz industry. Graduates from jazz studies programs pursue diverse career paths: some become professional musicians performing in clubs, festivals, or studios; others teach jazz, compose, arrange, or work in music production, sound engineering, or arts administration. There are also opportunities in the music business, music therapy, and entrepreneurship, such as starting record labels or music schools. The program emphasizes versatility, creativity, and entrepreneurship, preparing graduates to create opportunities, lead projects, and secure positions in cultural institutions.

In terms of career outcomes, jazz graduates will have opportunities in professional performance, teaching, arts administration, and music production. The analysis reveals over 900 unique job postings related to musicians and singers in the region within the past year. This supports the proposal's emphasis on equipping students with skills to thrive in a competitive market, where entrepreneurship in the music industry, such as starting music schools or record labels, is also a viable pathway.

Differentiation from Existing Programs

A growing number of New England schools now offer competitive jazz programs, and UConn's new Bachelor of Music (BM) in Jazz is designed to ensure we remain at the forefront of student recruitment. With well-established jazz degrees at institutions like Berklee College of Music, New England Conservatory, and the University of Hartford—and prestigious programs in nearby New York City, such as the Manhattan School of Music, Juilliard, and City College of New York—it's crucial for us to stay competitive. Our new BM in Jazz positions UConn among these top-tier programs.

Based on the Labor Market Overview from Lightcast, job opportunities for musicians and singers are projected to grow by 3.1% regionally and 4.4% nationally between 2023 and 2028. This aligns with the Bachelor of Music in Jazz's focus on workforce development. While the labor market shows moderate growth, the earning potential for musicians is promising, with median annual wages ranging from \$63,000 to \$71,000.

The Bachelor of Music in Jazz at UConn distinguishes itself by focusing on performance-driven training in advanced improvisation and composition. This is a more specialized offering compared to the Bachelor of Arts in Music, which is interdisciplinary. UConn's competitive pricing compared to schools like The New School (\$54,000) and The University of Hartford (\$46,000) further enhances its attractiveness to students.

The new BM complements our existing Bachelor of Arts (BA) with a jazz emphasis. The BA is ideal for students blending jazz performance with other fields or those pursuing music education, while the BM in Jazz focuses on developing advanced performance, composition, and improvisation skills. Importantly, the BA integrates seamlessly with the music education track, allowing students to complete a BA, a BS in Music Education, and a Master of Arts in Curriculum and Instruction within five years. Meanwhile, the BM in Jazz offers a comprehensive, performance-driven curriculum that emphasizes improvisation, composition, continuous applied jazz instruction, and ensemble participation.

Together, these two degrees foster a dynamic jazz studies program at UConn, elevating the standard of musicianship while encouraging collaboration, as students from both programs perform side by side in ensembles.

Alignment with UConn's Strategic Priorities

The Bachelor of Music in Jazz aligns with UConn's strategic priorities by fostering artistic excellence, contributing to the university's cultural impact, and providing a pathway to creative and civic engagement through the arts. It supports UConn's mission to promote interdisciplinary learning and research, as students gain a broad skill set that equips them to succeed in a variety of settings both within and beyond the music industry. The program also contributes to the university's goals of diversity and inclusion by celebrating jazz's rich cultural heritage and encouraging students to explore its deep societal connections.

Innovation in the Program

The new Bachelor of Music in Jazz at UConn offers innovative features designed to provide real-world experience and modernize jazz education. Students collaborate with guest artists, perform both on and off campus, and have their compositions performed in ensemble settings. The program blends traditional jazz instruction with contemporary approaches to performance and composition, while also integrating the latest music technologies for notation and creating recorded demos. These elements ensure that graduates leave with a solid musical foundation, along with the skills to innovate and lead in the evolving jazz landscape.

Program Information

Program Description

Content and Structure:

The Bachelor of Music in Jazz Studies at UConn offers a comprehensive curriculum that immerses students in jazz performance, composition, and arranging. Covering a range of jazz styles, history, literature, and technical proficiency, students engage in hands-on experiences through ensemble performances, private lessons, and master classes with renowned artists. Key performance milestones, such as a junior half-recital and senior full recital, emphasize collaboration, creativity, and a deep understanding of jazz's cultural and societal impact, preparing students to excel in today's evolving jazz landscape.

Area of Study:

This program is firmly rooted in the academic study of jazz, reflecting its significant evolution within higher education and embracing modern innovations in performance and composition. It aligns with the high standards set by the National Association of Schools of Music (NASM).

Practical Experience:

Students gain valuable practical experience through regular ensemble performances on and off campus. These opportunities allow them to showcase their talents and collaborate in real-world settings. Additionally, student compositions and arrangements are rehearsed and performed by university ensembles, providing critical feedback from instructors, peers, and live audiences. This approach ensures that their music writing is enriched by real-time input and the dynamics of live performance.

Internships and Field Experiences:

While formal internships are encouraged, students primarily acquire field experience through ensemble performances, master classes, and public presentations of their compositions and arrangements. These activities are integrated into the program via regular performances, recitals, and participation in university and external events.

Location(s)/Modalities

The Bachelor of Music in Jazz Studies program will be offered exclusively on the UConn Storrs campus, mostly in the music building. The UConn Music Department's rehearsal and classroom facilities are well-suited and equipped to support the new curriculum and the anticipated student body, ensuring that the program's introduction will not place an undue strain on existing spaces or resources. While all instruction currently occurs on ground, some courses may be offered in hybrid or online formats in the future if deemed beneficial.

Catalog Description

Bachelor of Music in Jazz Studies

The Bachelor of Music in Jazz Studies is a professional degree program focused on developing students' skills in jazz performance and composition. Offered exclusively on the UConn Storrs campus, this program provides immersive, onground instruction in state-of-the-art music facilities.

The curriculum requires a total of 125 credits, including core courses in jazz theory, improvisation, history, and performance, along with specialized electives tailored to individual interests. Students will perform in various ensembles, collaborate with faculty, and participate in masterclasses with visiting artists, preparing them for careers in jazz or further graduate study.

Plan of Study

Course numbers, titles, and unit allotments under each applicable category:

Major Area

MUSI 1101*	Convocation	0 credits
MUSI 1115	Jazz Ensembles	8 credits
MUSI 1120	Jazz Combos	5 credits
MUSI 1222 and/or 3222	Applied Music	24 credits
MUSI 1601	Intro to Jazz Improvisation	2 credits
MUSI 3343	Jazz Composition	3 credits
MUSI 3407W	History of Jazz (CA1 & CA4)	3 credits
MUSI 3601	Jazz Improv. and Performance	2 credits
MUSI 3631	Jazz Arranging I	2 credits
MUSI 3632	Jazz Arranging II	2 credits
MUSI 4979	Senior Recital	0 credits

Total Major Area credits = 51

Supportive Courses in Music

MUSI 1110, 1111, or 1112	Large Ensemble	2 credits
MUSI 1231 or 1241†	Class Piano or Applied Accompanying	4 credits
MUSI 1311	Ear Training and Musicianship I	1 credit
MUSI 1312	Ear Training and Musicianship II	1 credit
MUSI 1313	Harmony I	3 credits
MUSI 1314	Harmony II	3 credits
MUSI 3311	Ear Training and Musicianship III	1 credit
MUSI 3313	Harmony III	3 credits
MUSI 3404	Culture & Context in Western Notated Music	3 credits
MUSI 3405	Music History and Literature 1750-present	3 credits

Total Supportive Courses in Music credits = 24

General Studies

ENGL 1007	Seminar and Studio in Writing	4 credits
Content Area 1	Arts and Humanities	3 credits
Content Area 2	Social Sciences	6 credits
Content Area 3	Science and Technology	7 credits
Content Area 4	Diversity and Multiculturalism	3 credits
MATH or STAT Q	Quantitative Skills	3 credits
Foreign Language	Two semesters of a single foreign language	(8 credits)

Total General Studies credits = 26

Foreign language proficiency is required of all students. It can be met through course work, but students are exempt from the requirement if they have completed three years of high school study in a single language before admission to the University. The majority of entering students who graduate from Connecticut schools meet the language requirement in this way.

Electives

Electives	May be either music or non-music courses	24 credits
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Total Elective credits = 24

Programmatic Learning Objectives

The following programmatic learning objectives were outlined in the assessment of compliance with NASM standards for the new Bachelor of Music in Jazz degree:

1. **Musical Expression:** By graduation, students will be able to improvise coherently over standard jazz chord progressions and engage in spontaneous musical interaction with ensemble members.
2. **Historical Context:** Students will evaluate the role of jazz in shaping and responding to American cultural identity, producing research papers and ensemble reflections on the social impact of jazz in at least two distinct decades.
3. **Stylistic Awareness:** Students will correctly identify and differentiate between at least 5 major jazz styles (e.g., Swing, Bebop, Cool Jazz) through blind listening tests with 80% accuracy.
4. **Performance Excellence:** Students will present a 60-minute recital featuring a diverse jazz repertoire, demonstrating improvisational and interpretive skills while showcasing a deep understanding of jazz traditions.
5. **Ensemble Integration:** Students will demonstrate the ability to blend their sound within their section and across the ensemble, applying a clear understanding of their role both within the section and the ensemble, as evaluated by faculty during rehearsals and performances.
6. **Self-Reflection:** Students will produce written critiques of their own performances and those of their peers, identifying at least three strengths and three areas for improvement in each.
7. **Artist Appreciation:** Students will be able to name and discuss the contributions of at least 15 significant jazz artists, placing them accurately within their historical and musical contexts.
8. **Sociopolitical Insight:** Students will analyze and present on at least three jazz recordings that address social justice issues, explaining their historical context and impact.
9. **Arranging Proficiency:** Students will create and notate at least one original jazz arrangement for the following instrumentations: small ensembles with one, two, three, and four horns plus rhythm section, as well as a big band, showcasing effective use of harmony, rhythm, and instrumentation.
10. **Compositional Mastery:** Students will develop a portfolio of at least six original jazz compositions that effectively incorporate key melodic, harmonic, rhythmic, and structural elements of jazz.

Curricular Map:

	MUSI 1115: Jazz Ens.	MUSI 1120: Jazz Combos	MUSI 1601: Intro to Jazz Improv.	MUSI 3601: Jazz Improv. & Perf.	MUSI 1222/3222: Applied Lessons	MUSI 3407W: History of Jazz	MUSI 3631/3632: Jazz Arr 1 &2	MUSI 3343: Jazz Comp.	MUSI 4979: Senior Recital
Learning Outcome #1		X	X	X	X				X
Learning Outcome #2	X	X				X			
Learning Outcome #3						X			
Learning Outcome #4					X				X
Learning Outcome #5	X	X							X
Learning Outcome #6	X	X							
Learning Outcome #7		X	X	X	X	X			
Learning Outcome #8	X	X				X			
Learning Outcome #9							X	X	X
Learning Outcome #10								X	X

Program Learning Objectives, Assessment, and Accreditation

The University of Connecticut (UConn) is accredited by the National Association of Schools of Music (NASM), having met the rigorous standards set by the Commission on Accreditation for music institutions and programs. NASM requires member institutions to submit documentation for any new or significantly revised curricula to ensure compliance with its regulations. Before admitting students to a new degree program, institutions must obtain Plan Approval, which follows internal approval. This process involves providing details about the curriculum's structure, as well as the relevant faculty, library, equipment, and resources needed for support. In October 2023, we submitted a Plan Approval request for the new Bachelor of Music in Jazz program, operating under the assumption that the necessary internal approval had already been secured. However, we later discovered that the program proposal had not yet been submitted for institutional approval. Despite this oversight, the degree has since received NASM Plan Approval and is currently listed in *italics* on the NASM website (<https://nasm.arts-accredit.org/directory-lists/accredited-institutions/search/?id=I0577>). Once the Commission reviews the program's implementation and verifies three student transcripts from the approved curriculum, Final Approval will be granted, and the listing will appear in regular type.

Graduate Outcomes

Graduates with a Bachelor of Music in Jazz Studies often pursue a wide range of careers in the music industry. Many work as professional musicians in jazz ensembles, big bands, or as solo artists, while others establish themselves as composers and arrangers. Their expertise in composition and arranging opens doors to careers in commercial film scoring and writing music for artistic projects. Some graduates play, tour, and record with pop musicians or work as session musicians. Others find opportunities in pit orchestras for Broadway musicals. Many also become music educators, teaching at schools, universities, or through private lessons, and explore roles in music production, recording, music direction, or arts administration within the jazz and broader music communities.

For reporting on the Connecticut Office of Higher Education Postsecondary Credential Registry, the following provide the following **Standard Occupational Codes (SOC)**

[https://www.bls.gov/oes/current/oes_stru.htm] that match potential outcomes for graduates include: 27-2042 – Musicians & Singers; 27-2041 – Music Directors and Composers.

All **North American Industry Classification System (NAICS)** codes that match potential areas of employment for graduates of the program [https://www.bls.gov/iag/tgs/iag_index_naics.htm]: NAICS 71 – Arts, Entertainment, and Recreation; NAICS 711 – Performing Arts, Spectator Sports, and Related Industries; NAICS 61 – Educational Services

Projected Enrollment, Resources, and Evaluation

Staffing

Faculty, Administration, and Student Support for the Jazz Studies Program

The jazz-specific course instruction for the new program will be primarily conducted by our two dedicated full-time jazz faculty members, Earl MacDonald (Professor and Director of Jazz Studies) and John Mastroianni (Assistant Professor in Residence). This arrangement eliminates the need for additional financial resources. Adjunct instructors will continue to provide specialized, private applied instrumental instruction, aligning with the established practices across the music department. Consequently, the budgetary impact of launching this new program is expected to be minimal.

No new faculty hires are required for the program's initial launch, nor are any anticipated for its successful continuity. Students in the new program will be advised by a combination of faculty and staff, with faculty members taking the primary role in guiding students' academic and artistic progress. The current advising model is expected to remain sustainable with the introduction of the new program, and no immediate increase in faculty advising loads is anticipated, as existing faculty have the capacity to manage the advising needs of new students.

The program will be administered using existing administrative staff, as the music department's current administrative resources are deemed sufficient to handle the program's needs. We anticipate minimal initial impact on the resources of support services offered by the university, including the library, writing centers, and the Center for Career Development. While we have not yet engaged directly with these units regarding the program, students will have access to these broader support services beyond advising. As the program develops, we will hold further discussions to ensure ongoing student support.

Students

We anticipate recruiting approximately five students per year into this program. Based on current expressed interest from potential students, we expect to meet these recruitment numbers immediately upon launching the program. Over time, we anticipate that it will take only a few years to reach full capacity, given the current enthusiasm surrounding jazz studies.

The analysis projects that UConn can recruit approximately five students per year for the Bachelor of Music in Jazz program, with growth potential in subsequent years due to increasing interest in jazz education, particularly in the New England region. UConn's program aligns well with student demand trends in jazz, as highlighted by Hanover Research, making it a strong candidate to attract students from diverse backgrounds, especially given its alignment with the university's diversity goals.

When looking at comparable programs, institutions like UMass and the University of Hartford offer useful benchmarks. These programs have shown a consistent influx of students, and we expect to attract similar numbers based on the increasing interest in jazz education. Given the specialized nature of jazz, this program will likely represent a smaller portion of the overall student body in the UConn Music Department, perhaps around 3%.

We do not anticipate that this program will pull significant numbers of students from existing programs, as jazz is often pursued for its artistic fulfillment rather than its financial returns. However, it is possible that some students may choose to double major, rather than fully transition, given the interdisciplinary opportunities and appeal of jazz. Those with a truly artistic mindset will be naturally drawn to this field.

Retention and timely graduation are strong in our current jazz program. Students in the BA in jazz typically graduate on time, often pairing their degree with a dual major in music education. We are confident that this trend will continue with the new program and expect that retention will remain high. As such, we project that nearly all students who matriculate will graduate, with a graduation rate close to 100%.

Recruiting a diverse student population is a priority for this program. Jazz has international recognition and is rooted in Black American culture, which positions us to attract more African-American students and further diversify our department. Additionally, jazz education has emphasized the need to bring more women into instrumental roles, not just as vocalists. We are encouraged by the presence of a female trumpet player on our adjunct faculty, who plays with the U.S. Coast Guard Band, and our involvement in initiatives like the *Sisters in Jazz*

competition, sponsored by the Jazz Education Network, for which two of our students have been semi-finalists. We also actively engage female clinicians and guest artists to serve as role models.

To ensure diversity, we are deliberate in hiring guest artists and faculty who represent various racial, gender, and marginalized identities. This also extends to the repertoire we perform, which features works by composers from underrepresented communities. The inclusion of diverse students in jazz is crucial, as this genre has its origins in African-American culture. Expanding our jazz program will allow us to contribute meaningfully to the diversification of our student body, a key goal for our department, which still has progress to make in this area.

We plan to continuously evaluate our recruitment efforts to ensure we meet our enrollment goals. We will closely monitor student recruitment and retention data each semester and adjust our strategies as necessary. This will allow us to identify and address any issues in a timely manner to keep the program on track.

	AY2025/26	AY2026/27	AY2027/28	AY2028/29	AY2029/30	AY2030/31
New students enrolled this year	5	4	4	5	6	6
Total students enrolled	5	9	13	18	19	21
Anticipated completions	0	0	0	0	5	4

Budget Projections

The market demand for jazz-related careers supports the viability of this program. With UConn’s strong infrastructure and minimal additional resource requirements, the Bachelor of Music in Jazz is projected to be a budget-neutral initiative. This means that the program can launch without significant additional costs.

International Students

While international students are not our primary target demographic for the new Bachelor of Music degree in jazz, our program is designed to be accessible to them. Since the program is delivered primarily in-person, there are no concerns regarding F-1 visa regulations related to remote learning.

Our recruitment efforts, both online and in print, aim to reach international audiences effectively. We have initiated discussions with Global Affairs to explore establishing study abroad and exchange programs. Through professional relationships and friendships with colleagues at two respected European institutions—the Hochschule für Musik und Tanz in Köln, Germany, and the Swiss Jazz School in Bern—we aim to leverage these connections to establish collaborative study abroad opportunities. This initiative will enhance our efforts to recruit international

students for the new program while providing our American students with valuable international study experiences.

Library or ITS resources

No new resources from the library or ITS will be required to support the Bachelor of Music in Jazz Studies program. The UConn Music Library already offers an extensive collection of jazz materials and educational assets. Since becoming the Director of Jazz Studies in August 2000, Professor MacDonald has actively submitted acquisition requests for a variety of resources, including jazz recordings, instructional books, solo transcription materials, composition and arrangement guides, and literature pertinent to the music industry. The collection is robust and features the complete set of Jamie Aebersold's jazz play-along recordings, which will adequately support teaching and learning in the program.

Program Evaluation

The evaluation plan for the proposed Bachelor of Music degree in jazz focuses on multiple metrics to assess the program's success and growth. Key areas of evaluation include enrollment numbers, demographic diversity, student satisfaction, graduation rates, and post-graduation outcomes. By tracking the number of applications, retention rates, and the diversity of enrolled students, the program can gauge its attractiveness and inclusivity. Regular surveys and focus groups will provide insights into student experiences, while monitoring graduation and employment rates will evaluate the program's effectiveness in preparing students for professional careers in music.

Recruitment efforts will emphasize engagement with local high schools through participation in jazz festivals, adjudication, and clinics. These events allow faculty to build relationships with band directors throughout New England, fostering a network that promotes the program and encourages student recruitment. Additionally, the program's involvement in community events will help connect with local audiences, further enhancing visibility and interest in the Bachelor of Music degree in Jazz.

A regular curriculum review will ensure the program remains relevant to industry trends. Feedback from students, faculty, and industry professionals will inform necessary updates to course offerings and extracurricular activities. Annual review meetings with stakeholders will facilitate continuous improvement, allowing the program to adapt and thrive while maintaining high standards in jazz education.

Appendices

- Appendix A: Sample Semester Sequence for Bachelor of Music – Jazz
- Appendix B: Feasibility Analysis for the Proposed Undergraduate Program in Jazz Studies, provided by Academic Program Development and Support
- Appendix C: NASM plan approval, submitted Oct. 2023; approved Nov. 2023

Internal Attachments for the Office of the Provost

- Approval Minutes

Appendix A:

Sample Semester Sequence for
Bachelor of Music – Jazz

UNIVERSITY OF CONNECTICUT
School of Fine Arts – Department of Music
Sample Semester Sequence for Bachelor of Music — Jazz

I - Fall		II - Spring	
ENGL 1007 Seminar and Studio in Writing	4	Content Area 2 Social Sciences	3
MUSI 1101 Convocation	0	Content Area 3 Science & Technology (lab with Q)	4
MUSI 1115 Jazz Ensembles	1	MUSI 1101 Convocation	0
MUSI 1120 Jazz Combos	1	MUSI 1115 Jazz Ensembles	1
MUSI 1222 Applied Music (Private Lessons; Jazz)	3	MUSI 1120 Jazz Combos	1
MUSI 1231 Class Piano or MUSI 1241 Accompanying	1	MUSI 1222 Applied Music (Private Lessons; Jazz)	3
MUSI 1311 Ear Training and Musicianship I	1	MUSI 1231 Class Piano or MUSI 1241 Accompanying	1
MUSI 1313 Harmony I	3	MUSI 1312 Ear Training and Musicianship II	1
MUSI 1601 Intro to Jazz Improvisation	2	MUSI 1314 Harmony II	3
16		17	
III - Fall		IV - Spring	
MATH or Statistics (Q)	3	Content Area 1 Arts and Humanities	3
MUSI 1101 Convocation	0	MUSI 1101 Convocation	0
MUSI 1115 Jazz Ensembles	1	MUSI 1115 Jazz Ensembles	1
MUSI 1222 Applied Music (Private Lessons; Jazz)	3	MUSI 1120 Jazz Combos	1
MUSI 1120 Jazz Combos	1	MUSI 1222 Applied Music (Private Lessons; Jazz)	3
MUSI 1231 Class Piano or MUSI 1241 Accompanying	1	MUSI 1231 Class Piano or MUSI 1241 Accompanying	1
MUSI 3311 Ear Training and Musicianship III	1	MUSI 3405 Music History & Literature, 1750 to Present	3
MUSI 3313 Harmony III	3	MUSI 3601 Jazz Improvisation and Performance	2
MUSI 3404 Culture & Context in Western Notated Music	3		
16		14	
V - Fall		VI - Spring	
Content Area 4 Diversity and Multiculturalism (International)	3	Elective	3
Elective	3	MUSI 1101 Convocation	0
Elective	3	MUSI 1110/1111/1112 Ensemble	1
MUSI 1101 Convocation	0	MUSI 1115 Jazz Ensembles	1
MUSI 1110/1111/1112 Ensemble	1	MUSI 3222 Applied Music (Private Lessons; Jazz)	3
MUSI 1115 Jazz Ensembles	1	MUSI 3407W History of Jazz (CA 1 & 4)	3
MUSI 3222 Applied Music (Private Lessons; Jazz)	3	MUSI 3632 Jazz Arranging II	2
MUSI 3631 Jazz Arranging I	2		
16		13	
VII - Fall		VIII - Spring	
Content Area 2 Social Sciences (with E)	3	Content Area 3 Science and Technology (without lab)	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	MUSI 1101 Convocation	0
MUSI 1101 Convocation	0	MUSI 1115 Jazz Ensembles	1
MUSI 1115 Jazz Ensembles	1	MUSI 3222 Applied Music (Private Lessons; Jazz)	3
MUSI 1120 Jazz Combos	1	MUSI 3343 Jazz Composition	3
MUSI 3222 Applied Music (Private Lessons; Jazz)	3	MUSI 4979 Senior Recital	0
17		16	
Total Credits			125

NOTES (PLEASE SEE THE CATALOG TO VERIFY ALL REQUIREMENTS)

General Education: in addition to what is listed here, students must fulfill the University's foreign language requirement. Students who have taken three years of a language in high school are generally exempt.

MUSI 1110/1111/1112 Students with keyboard as their primary instrument and students pursuing the BA in jazz studies are only required to take four semesters of large ensemble; students pursuing the BA with no emphasis are only required to take six semesters; students pursuing the BM in composition or theory are only required to take seven semesters. Unless an exception is made by the Department Head, MUSI 1101 (Convocation) and MUSI 1222/3222 (Applied Music) must be taken concurrently.

MUSI 1222/3222 Applied Study is for 2 credits for all degree programs except the Bachelor of Music with Performance Emphasis, for which 3 credits are required each semester. Students pursuing the BA with no emphasis, the BM in composition, or the BM in theory need not promote to 3222. Applied Music is not required for composition, theory, or music education students in semester VIII.

MUSI 1119 Opera Workshop may be taken any semester, is recommended as early as possible, and may be substituted for MUSI 1111 in the last two semesters of residency.

MUSI 1231 Class Piano: the requirement may be fulfilled by passing a proficiency examination or by completing MUSI 1231, Level II; Level IV is required for all other degrees.

MUSI 1241 Accompanying: Students with keyboard as their primary instrument must complete four semesters of this course in lieu of MUSI 1231.

Appendix B:

Feasibility Analysis for the
Proposed Undergraduate Program
in Jazz Studies, provided by
Academic Program Development
and Support

Feasibility Analysis for the Proposed Undergraduate Program in Jazz Studies

Market and Competitive Landscape

Based on the Labor Market Overview from Lightcast and the Program Development report from Hanover Research, the labor market demand for musicians and related occupations, including those within the jazz genre, shows moderate growth. For example, job opportunities for musicians and singers are expected to grow by 3.1% regionally and 4.4% nationally between 2023 and 2028. Median annual wages for these professions range between \$63,000 and \$71,000, which suggests reasonable earning potential for graduates in jazz and music-related fields¹.

Completion Trends highlight that the number of completions in Jazz Studies across the U.S. has declined by about 10.6% from 2012 to 2023; however, certain institutions like The Juilliard School and the University of Hartford have experienced notable growth¹. This suggests that while the overall market might shrink, select institutions with robust programs can still thrive.

Hanover Research views Jazz Studies as an emerging field with high growth potential in student demand and moderate labor market opportunities. It represents a promising niche for UConn, particularly as it aligns with the university's capabilities and strategic priorities in fostering artistic excellence and interdisciplinary learning².

If structured well, UConn's program could compete effectively against regional rivals like the University of Hartford and New England Conservatory.

Student Demand and Recruitment Potential

The Proposal Draft emphasizes an expected enrollment of around five students per year, with the potential to grow in the initial years due to current interest. Benchmarking against programs at nearby institutions like UMass, UConn could attract a comparable number of students based on regional interest in jazz education. UConn's established Bachelor of Arts in Music can serve as a feeder program for this specialized Bachelor of Music in Jazz.

Tuition fees for similar programs at other institutions, such as \$46,000 at the University of Hartford and \$54,000 at The New School, provide a benchmark for pricing¹. UConn's pricing is more competitive, attracting students who want a high-quality education at a lower cost.

As the department proposal highlights, jazz's demographic appeal, rooted in Black American culture, presents an opportunity for UConn to attract a more diverse student body, particularly African American students. This aligns with institutional diversity goals and could enhance recruitment efforts.

¹ (2024, September). Jazz/Jazz Studies (50.0910). Retrieved from Lightcast.

² (2024, October). HE AAS – Academic Program Review. Retrieved from Hanover Research.

Enrollment Projections

These projections are based on the department's proposal, which anticipates an initial enrollment of five students, with modest growth aligned with current market trends.

	AY2025/26	AY2026/27	AY2027/28	AY2028/29	AY2029/30	AY2030/31
New students enrolled this year	5	4	4	5	6	6
Total students enrolled	5	9	13	18	19	21
Anticipated completions	0	0	0	0	5	4

Program Differentiation and Strategic Alignment

Differentiation from existing programs is critical. UConn's new BM in Jazz is positioned to provide a performance-driven curriculum focusing on advanced improvisation and composition. This is distinct from UConn's BA in Music, which is more interdisciplinary. Additionally, UConn aims to integrate jazz into the general education framework, which could attract students who want rigorous music training and broader educational experiences.

This program would be aligned with UConn's strategic mission. This program supports interdisciplinary learning, diversity, and artistic excellence. Moreover, the alignment with regional labor market demand and UConn's broader cultural goals makes the program relevant for both the university and the students it serves.

Resource and Staffing Considerations

No additional faculty hires are anticipated for the program's initial launch. Current faculty members are expected to support the program's teaching and advising needs. This minimizes budgetary strain, and adjunct faculty will continue providing specialized instruction consistent with the department's current practices.

The facility and resource assessment shows that UConn's current music facilities are well-equipped to handle the additional cohort of students, so there is no immediate concern about straining physical resources.

Financial Projections and Budget Neutrality

The proposed program is expected to be budget-neutral, with minimal additional costs for its implementation. The Proposal Draft suggests that since no new faculty hires are required, the university can leverage its existing resources to support the program. Students would enroll in courses already being offered.

Labor Market and Career Pathways

Career pathways for jazz graduates include professional performance, teaching, arts administration, and music production. The past year's job posting data shows over 900 unique job postings related to musicians and singers in the region, reflecting ongoing demand for such roles¹.

The Proposal also notes that the program will emphasize entrepreneurship, a growing area within the music industry. This prepares graduates for diverse opportunities, including starting music schools or record labels.

Overall Assessment

The feasibility of the proposed Bachelor of Music in Jazz Studies at UConn is strong based on the following:

- **Market Demand:** Moderate labor market growth and reasonable salary expectations.
- **Student Interest:** Initial recruitment projections align with peer institutions. Lower cost than other local and regional institutions.
- **Program Differentiation:** Clear positioning against competitors regarding performance focus and interdisciplinary integration.
- **Resource Efficiency:** No additional faculty or resource strain is expected, supporting the program's budget neutrality.
- **Alignment with Strategic Goals:** The program supports diversity, interdisciplinary learning, and artistic excellence in alignment with UConn's mission.

The overall outlook is favorable, provided the program is marketed effectively and focuses on practical career outcomes for graduates.

Jazz/Jazz Studies (50.0910)

Contents

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About Lightcast

Lightcast is a labor market analytics firm that is passionate about providing meaningful data for colleges and their students.

Our data is trusted by a breadth of users including researchers at colleges and universities, economic development organizations, and Fortune 500 companies.

Lightcast data offers a three-pronged approach to labor market information:

1. Our traditional LMI combines dozens of government sources from agencies like the Bureau of Economic Analysis, U.S. Census Bureau, and Bureau of Labor Statistics into one dataset that details industries, occupations, demographics, academic programs, and more.
2. Lightcast's job posting analytics give a real-time look into the needs of employers in today's labor market. Each month, millions of postings are scraped from employer sites and job boards, de-duplicated, and compiled into an actionable dataset.
3. Lightcast also leverages workforce profiles—an innovative database of more than 100 million resumés and professional profiles that are aggregated from the open web. These profiles unify information for workers—such as education, employment history, skills, and more—to reveal robust detail on what is happening in today's workforce.

Together, these data related to labor market demand, relevant skills, and the competitive landscape help colleges and universities make informed decisions about their program offerings.

Program Definition

Institution:

Code	Description
129020	University of Connecticut

Program in Question:

Code	Description
50.0910	Jazz/Jazz Studies

Competitive Landscape

Institution Sectors:

Description	Description
Administrative Unit Only	Private not-for-profit, 2-year
Public, 4-year or above	Private for-profit, 2-year
Private not-for-profit, 4-year or above	Public, less-than-2-year
Private for-profit, 4-year or above	Private not-for-profit, less-than-2-year
Public, 2-year	Private for-profit, less-than-2-year

Education Levels:

Description
Bachelor's Degree

Program Type:

Description	Description
Distance Offered (Includes Hybrid & Mixed Modality Programs)	Non-Distance Offered Programs

Region:

124 items selected. See Appendix A for details.

Student Charges Type: Tuition & Fees

Student Charges Grad Status: Undergraduate

Student Charges Residency: In-State

Program Overview

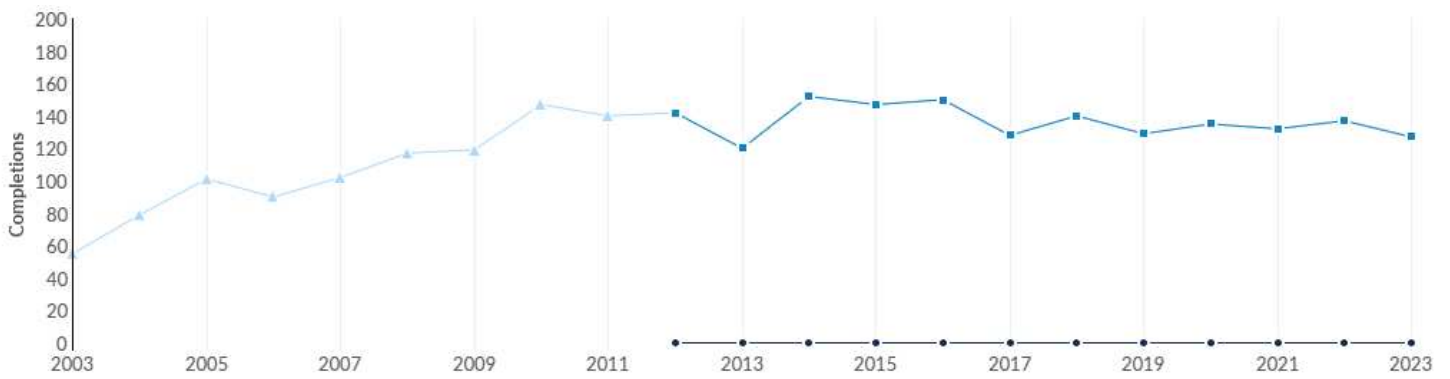


	Completions (2023)	% Completions	Institutions (2023)	% Institutions
● All Programs	127	100%	9	100%
● Distance Offered Programs	0	0%	0	0%
● Non-Distance Offered Programs	127	100%	9	100%

Completions by Institution

Institution	Bachelor's Degree Completions (2023)	Growth % YOY (2023)	Market Share (2023)	IPEDS Tuition & Fees (2022)	Completions Trend (2019-2023)
The New School	56	12.0%	44.1%	\$54,371	
The New England Conservatory of Music	16	-11.1%	12.6%	\$55,910	
SUNY at Purchase College	13	0.0%	10.2%	\$8,953	
Temple University	10	-28.6%	7.9%	\$21,097	
CUNY City College	9	-35.7%	7.1%	\$7,340	
University of Hartford	8	60.0%	6.3%	\$46,148	
The Juilliard School	7	75.0%	5.5%	\$52,250	
Manhattan School of Music	6	-64.7%	4.7%	\$52,550	
Ithaca College	2	0.0%	1.6%	\$48,276	

Regional Trends



	2012 Completions	2023 Completions	% Change
● Distance Offered Programs	0	0	0.0%
■ Non-Distance Offered Programs	142	127	-10.6%
▲ All Programs	142	127	-10.6%

Labor Market Demand

Labor Market Area Selection:

124 items selected. See Appendix B for details.

Target Occupations:

Code	Description
27-2042	Musicians and Singers

Degree Levels:Any

Completions Year (default):2023

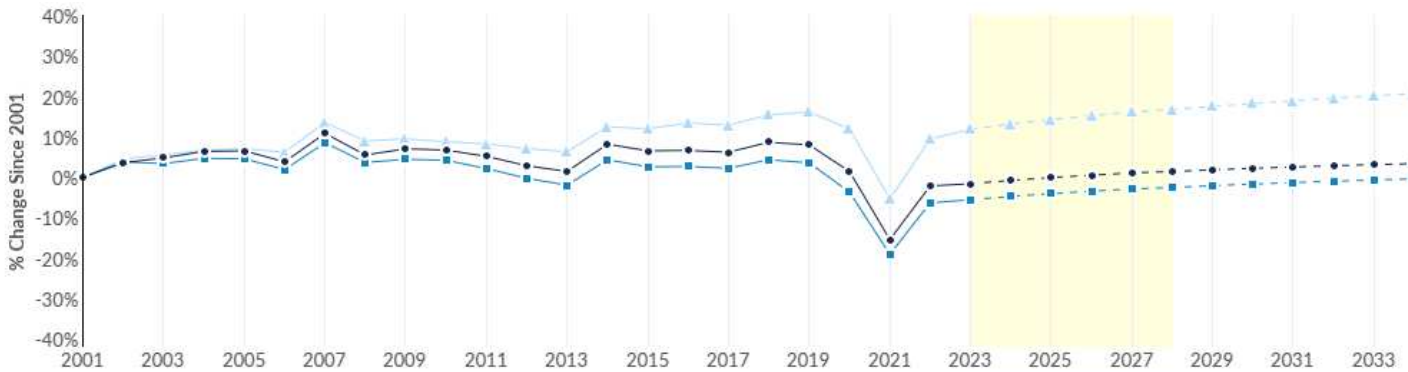
Jobs Year (default):2023

Target Occupations

<p>26,102</p> <p>Jobs (2023)</p> <p>12% above National average</p>	<p>+3.1%</p> <p>% Change (2023-2028)</p> <p>Nation: +4.4%</p>	<p>\$34.37/hr</p> <p>\$71.5K/yr</p> <p>Median Earnings</p> <p>Nation: \$30.43/hr;</p> <p>\$63.3K/yr</p>	<p>3,635</p> <p>Annual Openings</p>
--	---	---	-------------------------------------

Occupation	2023 Jobs	Annual Openings	Median Earnings	Growth (2023 - 2028)
Musicians and Singers	26,102	3,635	\$34.37/hr	+3.08%

Regional Trends



Region	2023 Jobs	2028 Jobs	Change	% Change
● Region	26,102	26,906	804	3.1%
■ State	31,357	32,370	1,013	3.2%
▲ Nation	169,538	176,929	7,391	4.4%

Select a Program

[Click for Instructions](#)

Begin assessing the market for a new academic program by selecting a Classification of Instructional Program (CIP) code and award level.

After determining your program of interest and reviewing fast facts, use the navigation menu (left sidebar) to take a deeper dive into student and employer demand for your selected program, as well as to gauge existing competition in this area.

Which Program Are You Interested in Exploring?

Select Program

Select Award Level

'50.0910 - Jazz/Jazz Studies. 

Bachelor's degree 

Jazz/Jazz Studies.

A program that prepares individuals to study and master the performance and composition of Jazz. Includes instruction in the history of Jazz and related musical styles such as the Blues, Jazz composition and theory, improvisation, Jazz instrument and ensemble performance, and related topics.

Fast Facts - Bachelor's degree programs in Jazz/Jazz Studies.



377

Total Completions in
2023



65

Total Programs in
2023



1

Total Distance
Programs in 2023



4.5%

Completions Growth
2019-2023



1.6%

Program Growth
2019-2023



--

Distance Program
Growth 2019-2023



Powered by **Chmura/JobEQ**

Student Demand

Review recent trends in student demand for **Bachelor's degree** programs in **Jazz/Jazz Studies**. Use the geography filters to the right of the screen to examine student completions in different areas of the United States.

National Completions

Show Benchmark

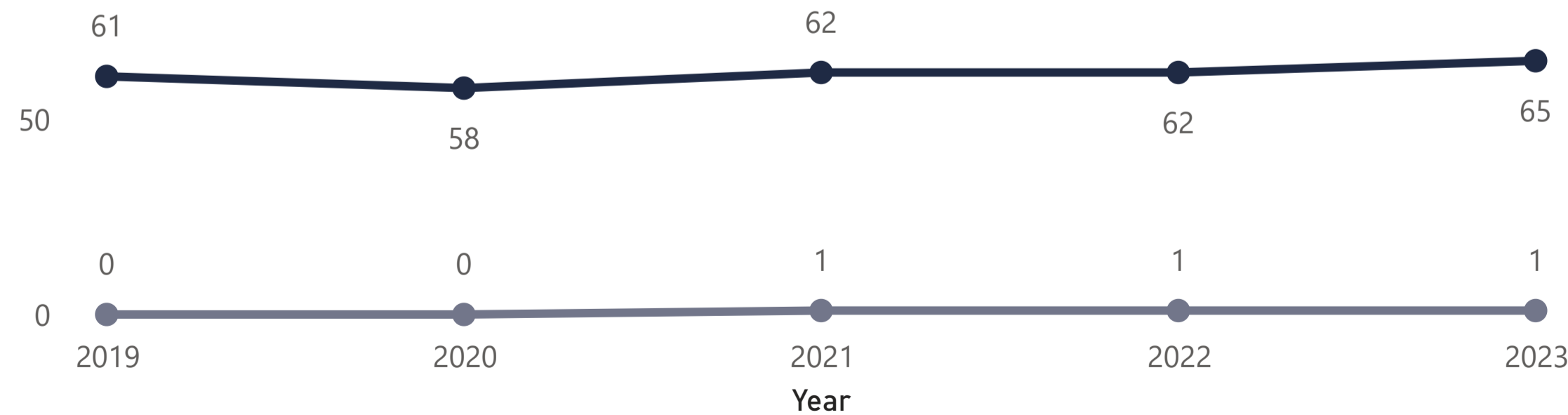
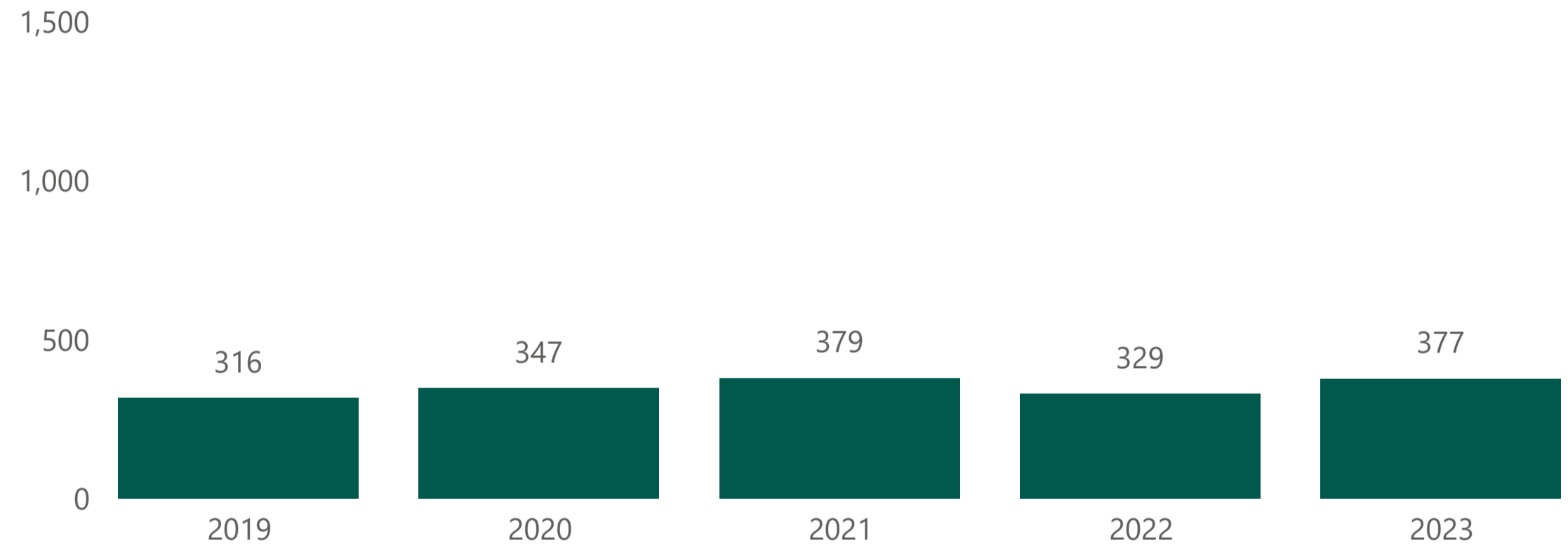
Select Program Format



4.5%

2019-2023 CAGR

1,687



Regional Completions

Select Geographic Level

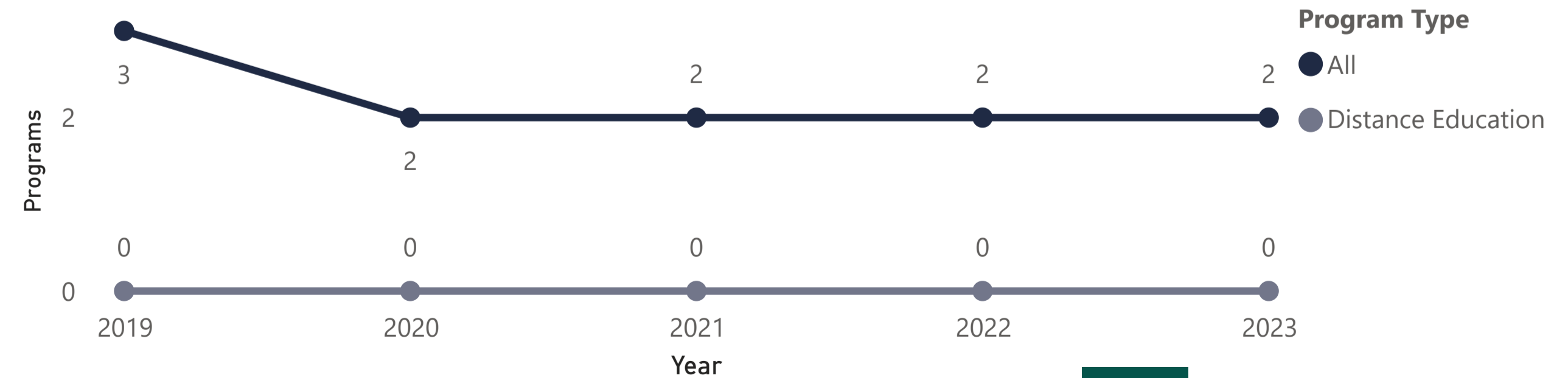
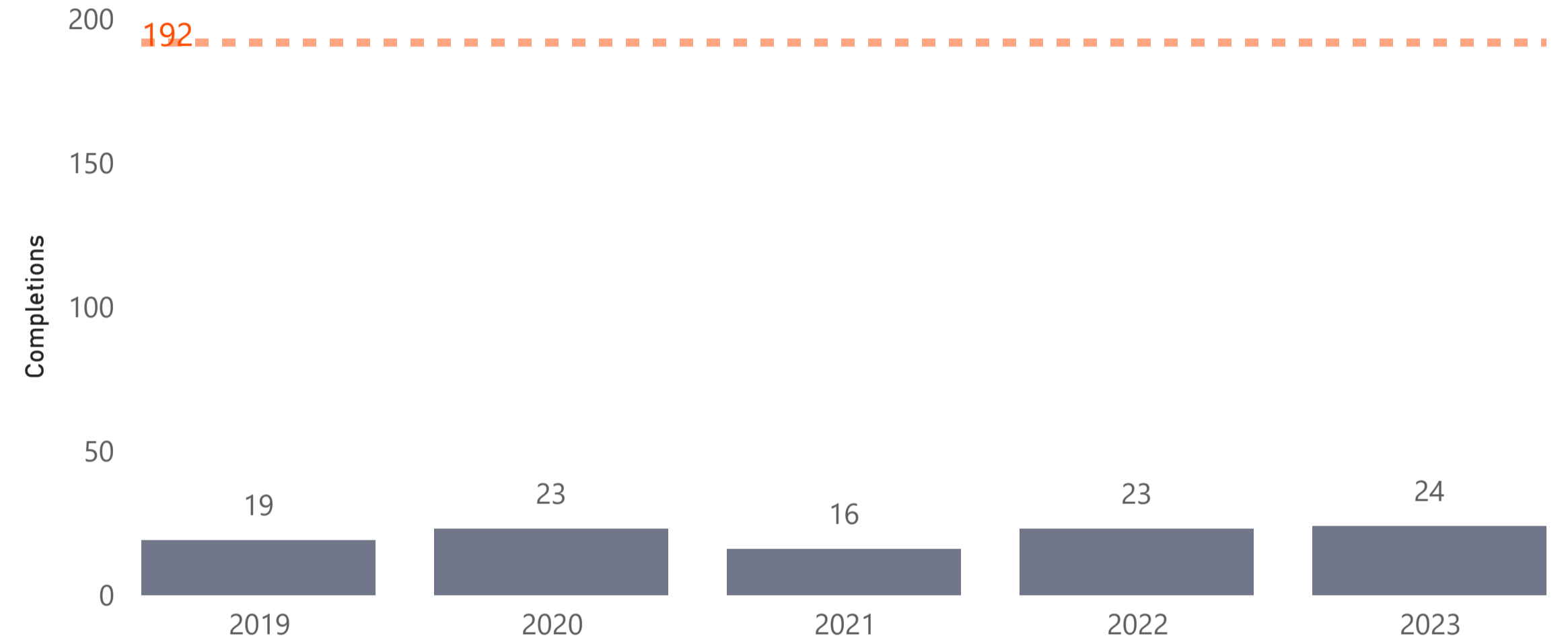
Select Geography



6.0%

2019-2023 CAGR

192



ATTACHMENT 4

October 30, 2024

TO: Members of the Board of Trustees

FROM: Anne D'Alleva, Ph.D.
Provost and Executive Vice President for Academic Affairs



RE: Advanced Business Certificate in Financial Reporting in the School of Business

RECOMMENDATION:

That the Board of Trustees approve the Advanced Business Certificate in Financial Reporting in the School of Business.

BACKGROUND:

As the accounting profession continues to evolve, more specialized skills will be required. The CPA exam is changing to reflect the need for students to have a focus beyond the broad skill set required of all accounting professionals. This certificate will allow students to pursue a focus on the area of financial reporting and be prepared to meet the challenges of a career in financial reporting. Professionals are demanding programs with a focus on specific areas of accounting practice, both as part of a master's degree program, or as part of a stand-alone certificate. MS in Accounting (MSA) students can show that they pursued a focus on financial reporting through completing the certificate as part of the MSA.

The stand-alone certification will allow students from other universities to complete additional hours to gain knowledge in the area in which they wish to focus. The availability of the certificate program online will allow students from universities without a financial reporting program to complete a specialization in financial reporting and enter a career in financial reporting better prepared. Students will complete four courses related to financial reporting from the MSA curriculum.

The new certificate will be offered entirely online, consistent with the longstanding online MSA degree. Students will be able to take the certificate alone or as part of the MS in Accounting (MSA). We anticipate 3-5 students a year will complete the certificate as a stand-alone program. The program will fall within the School of Business specialist AACSB accreditation.

Advanced Business Certificate in Financial Reporting (Graduate Certificate)

New Program Proposal, October 2024

Department of Accounting, School of Business

CIP Code: 52.0301

Planned effective term: spring 2025

Introduction

As the accounting profession continues to evolve, more specialized skills will be required. The CPA exam is changing to reflect the need for students to have a focus beyond the broad skill set required of all accounting professionals. This certificate will allow students to pursue a focus on the area of financial reporting and be prepared to meet the challenges of a career in financial reporting. Professionals are demanding programs with a focus on specific areas of accounting practice, both as part of a master's degree program, or as part of a stand-alone certificate. Master's in Accounting students can show that they pursued a focus on financial reporting through completing the certificate as part of the MSA.

The stand-alone certification will allow students from other universities to complete additional hours to gain knowledge in the area in which they wish to focus. The availability of the certificate will support students who are completing the 150 credits required for CPA licensure as preparation for the CPA. This certificate will allow students to use relevant courses to accumulate the credits. Students will complete four courses related to Financial Reporting from the MSA curriculum

Program Information

Location(s)/Modalities

Program Entirely Online

Professional Licensure/Certification

Although the program has content that supports areas of educational preparation for the CPA exam, a graduate certificate program cannot meet the educational requirements for CPA licensure, as this requires the combination of an undergraduate and graduate degree, totaling

150 credits. This program does not meet the definition of a program leading to licensure or certification.

Catalog Description

Advanced Business Certificate in Financial Reporting Designed for students who are accepted into the Master of Science in Accounting (MSA) degree program, and for students seeking a stand-alone certification. For current MSA students, participation in the certificate is elective. Students in this certificate are interested in supplementing their accounting studies with a focus on Financial reporting, including the proper financial reporting of both completed and contemplated transactions. Students must successfully complete four of the following courses for a total of 12 credits: ACCT 5570, 5571, 5575, 5583, and 5894 (when offered with a tax topic) This certificate is offered by the School of Business.

Program Learning Objectives

Certificate in Financial Reporting graduates will be able to:

1. Determine the correct accounting treatment of completed or contemplated transactions.
2. Create financial reports that comply with financial reporting regulations.
3. Identify and correct errors in the application of financial reporting standards.

Programmatic Accreditation

This program will be accredited through the School of Business AACSB accreditation.

In accordance with the accreditation guidelines from AACSB the graduate programs in the School of Business have clearly defined program objectives and course objectives which are assessed regularly to determine whether programmatic goals are being met. This information is used to determine whether goals are being met, as well as what changes can be made to improve program outcomes. The school and department have advisory boards of stakeholders who provide feedback which is integrated with other program success data to enable continuous improvement.

Graduate Outcomes

Graduates of the program will be expected to work in the field of accountancy.

Enrollment and Resource Use

Staffing

The program will be administered by the existing MS Accounting faculty and staff, including the department chair, academic director and program manager.

Students

Students will be able to take the certificate alone or as part of the MS in Accounting (MSA). The enrollment projections are for those who are taking the certificate without completing the MSA.

We anticipate 3-5 students a year will complete the certificate as a stand-alone certificate. Most students will complete the certificate in one year, so the overall enrollments and admissions should be relatively steady.

Some students who enroll in our current certificates go on to complete the MS in accounting and we anticipate that to be the case with new certificates. An additional benefit of the Taxation certificate is that some public accounting firms will pay for master's programs with significant tax focus, making the MS in Accounting with Certificate in Taxation appealing for those who can then qualify for employer tuition reimbursement programs.

Resource Use

No additional resources required. The certificate requires no new courses, and all courses are available to all students in the MS Accounting program. All courses run with sufficient enrollments to cover their variable costs.

ATTACHMENT 5

October 30, 2024

TO: Members of the Board of Trustees

FROM: Anne D'Alleva, Ph.D.
Provost and Executive Vice President for Academic Affairs



RE: Advanced Business Certificate in Taxation in the School of Business

RECOMMENDATION:

That the Board of Trustees approve the Advanced Business Certificate in Taxation in the School of Business.

BACKGROUND:

As the accounting profession continues to evolve, more specialized skills will be required. The CPA exam is changing to reflect the need for students to have a focus beyond the broad skill set required of all accounting professionals. This certificate will allow students to pursue a focus on the area of taxation and be prepared to meet the challenges of a career in tax. Professionals are demanding programs with a focus on specific areas of accounting practice, both as part of a master's degree program, or as part of a stand-alone certificate. MS in Accounting (MSA) students can show that they pursued a focus on taxation through completing the certificate as part of the MSA.

The stand-alone certification will allow students from other universities to complete additional hours to gain knowledge in the area in which they wish to focus. The availability of the certificate program online will allow students from universities without a tax program to complete a specialization in taxation and enter a career in tax better prepared. Students will complete four courses related to Tax from the MSA curriculum.

The new certificate will be offered entirely online, consistent with the longstanding online MSA degree. Students will be able to take the certificate alone or as part of the MS in Accounting (MSA). We anticipate 3-5 students a year will complete the certificate as a stand-alone program. An additional benefit of the Taxation certificate is that some public accounting firms will pay for master's programs with significant tax focus, making the MS in Accounting with Certificate in Taxation appealing for those who can then qualify for employer tuition reimbursement programs. The program will fall within the School of Business specialist AACSB accreditation.

Advanced Business Certificate in Taxation (Graduate Certificate)

New Program Proposal, October 2024

Department of Accounting, School of Business

CIP Code: 52.1601

Planned effective term: spring 2025

Introduction

As the accounting profession continues to evolve, more specialized skills will be required. The CPA exam is changing to reflect the need for students to have a focus beyond the broad skill set required of all accounting professionals. This certificate will allow students to pursue a focus on the area of taxation and be prepared to meet the challenges of a career in tax. Professionals are demanding programs with a focus on specific areas of accounting practice, both as part of a master's degree program, or as part of a stand-alone certificate. Master's in Accounting students can show that they pursued a focus on taxation through completing the certificate as part of the MSA.

The stand-alone certification will allow students from other universities to complete additional hours to gain knowledge in the area in which they wish to focus. The availability of the certificate program online will allow students from universities without a tax program to complete a specialization in taxation and enter a career in tax better prepared. Students will complete four courses related to Tax from the MSA curriculum.

Program Information

Location(s)/Modalities

Program Entirely Online

Professional Licensure/Certification

Although the program has content that supports areas of educational preparation for the CPA exam, a graduate certificate program cannot meet the educational requirements for CPA licensure, as this requires the combination of an undergraduate and graduate degree, totaling 150 credits. This program does not meet the definition of a program leading to licensure or certification.

Catalog Description

Advanced Business Certificate in Taxation Designed for students who are accepted into the Master of Science in Accounting (MSA) degree program, and for students seeking a stand-alone certification. For current MSA students, participation in the certificate is elective. Students in this certificate are interested in supplementing their accounting studies with a focus on Taxation, including compliance and planning. Students must successfully complete four of the following courses for a total of 12 credits: ACCT 5327, 5532, 5535, 5543, 5549, 5559, 5582, 5583 and 5894 (when offered with a financial reporting topic) This certificate is offered by the School of Business.

Program Learning Objectives

Certificate in Taxation graduates will be able to:

1. Calculate the tax implications of completed or contemplated transactions.
2. Determine the necessary steps to maintain compliance with tax obligations.
3. Apply tax rules to help improve business decisions.

Programmatic Accreditation

This program will be accredited through the School of Business AACSB accreditation.

In accordance with the accreditation guidelines from AACSB the graduate programs in the School of Business have clearly defined program objectives and course objectives which are assessed regularly to determine whether programmatic goals are being met. This information is used to determine whether goals are being met, as well as what changes can be made to improve program outcomes. The school and department have advisory boards of stakeholders who provide feedback which is integrated with other program success data to enable continuous improvement.

Graduate Outcomes

Graduates of the program will be expected to work in the field of accountancy.

Enrollment and Resource Use

Staffing

The program will be administered by the existing MS Accounting faculty and staff, including the department chair, academic director and program manager.

Students

Students will be able to take the certificate alone or as part of the MS in Accounting (MSA). The enrollment projections are for those who are taking the certificate without completing the MSA.

We anticipate 3-5 students a year will complete the certificate as a stand-alone certificate. Most students will complete the certificate in one year, so the overall enrollments and admissions should be relatively steady.

Some students who enroll in our current certificates go on to complete the MS in accounting and we anticipate that to be the case with new certificates. An additional benefit of the Taxation certificate is that some public accounting firms will pay for master's programs with significant tax focus, making the MS in Accounting with Certificate in Taxation appealing for those who can then qualify for employer tuition reimbursement programs.


Resource Use

No additional resources required. The certificate requires no new courses, and all courses are available to all students in the MS Accounting program. All courses run with sufficient enrollments to cover their variable costs.

ATTACHMENT 6

October 30, 2024

TO: Members of the Board of Trustees

FROM: Anne D'Alleva, Ph.D. 
Provost and Executive Vice President for Academic Affairs

RE: Location Modification: Master of Social Work (Stamford)

RECOMMENDATION:

That the Board of Trustees approve the additional location of the Stamford Campus for the Master of Social Work (MSW) program in the School of Social Work.

BACKGROUND:

The UConn School of Social Work is proposing to extend the delivery of our Master of Social Work (MSW) degree program to the Stamford campus. We currently offer our MSW degree in Hartford and online. We intend to launch the program in Fall 2025. This new program can help meet state and national labor force demands for social workers. We believe the program will add to our recent enrollment gains as only eleven percent of our applicants (and 8% of our incoming students) reside in Fairfield county. The Stamford MSW constitutes a new program location. There will be no curricular or degree changes and no new classes.

The Stamford MSW program combines in-person and online classes. The majority of classes will be offered in person, with less than 50% offered online. This means that the program will be reported as an in-person program. Like the current UConn MSW program, the MSW program in Stamford will fulfill the degree requirement towards a social work license in CT and other states. The MSW is accredited by the Council of Social Work Education (CWSE). A substantive change proposal, which follows approval of the program by the University, will be submitted to the CSWE and accreditation for the Stamford location is anticipated to be in place for fall 2025.

A Stamford launch team has been assembled to manage program design and launch. This includes the Dean, the Director of Strategic Programming, the MSW Director and the Associate Dean of Academic Affairs. We anticipate serving a small initial cohort (25 student) to ensure a successful program launch. In the 2nd and 3rd years, we anticipate expanding as additional cohorts join. Overall enrollment is projected to reach around 75 students per year across all cohorts by the third year. Only relatively minimal startup costs are required to offer the program at Stamford, as detailed in the full proposal document.

Masters of Social Work (MSW), School of Social Work Additional Location: Stamford Campus

Planned effective term: Fall 2025

Introduction

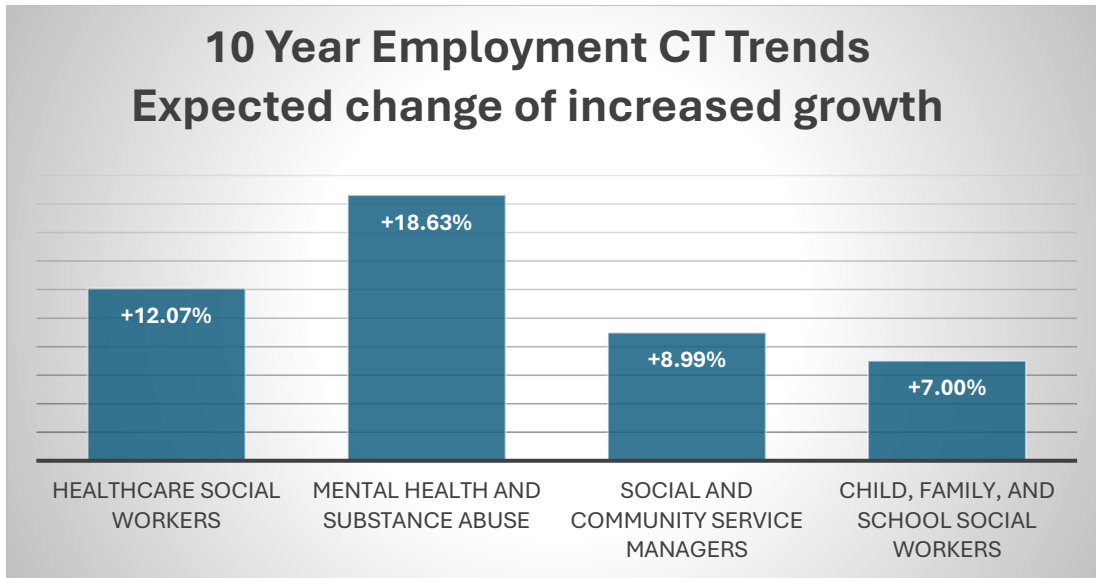
The UConn School of Social Work is proposing to extend the delivery of our MSW degree program to the Stamford campus. We currently offer our MSW degree in Hartford and online. We intend to launch the program in Fall 2025. This new program can help meet state and national labor force demands for social workers. We believe the program will add to our recent enrollment gains (detailed below) as only eleven percent of our applicants (and 8% of our incoming students) reside in Fairfield county. The Stamford MSW constitutes *a new program location*. There will be no curricular or degree changes and no new classes.

National and State of Connecticut Social Work Landscape and Graduate Outcomes

Given the UConn School of Social Work's history of providing a Master of Social Work education for more than 75 years, we remain integral in equipping the workforce with professionally trained social workers who work in various sectors across Connecticut. Social workers continue to make a profound impact in working to improve the quality of life for individuals, groups, families, and communities. While there is a long history of social work professionals dealing with complex social problems, the COVID-19 pandemic and the opioid crisis exasperated the enormity of these problems and increased the need for behavioral health services in the United States. Social workers are the primary providers of mental health services in the United States (National Center for Health Workforce Analysis, 2022).

There remains a high demand for social workers, both nationally and in Connecticut. According to national employment projection data, there is a demonstrated increased need (5% ~ 11%) from 2022 to 2032 for child, family, and school social workers, healthcare social workers, and mental health and substance abuse social workers (U.S. Bureau of Labor Statistics, 2023). Moreover, there is an increasing employment demand for social workers over the next ten years in Connecticut (see chart below). According to the [U.S. Bureau of Labor Statistics \(2023\)](#), the average salary of a mental health and substance abuse social worker in CT is \$ 77,930. ¹

¹ Note SOC code for reporting purposes is 21-1020 Social Workers (21-1021 [Child, Family, and School Social Workers](#); 21-1022 [Healthcare Social Workers](#); 21-1023 [Mental Health and Substance Abuse Social Workers](#); 21-1029 [Social Workers, All Other](#)). NAICS code is Social Assistance 624 (Individual and Family Services: NAICS 624; Community Food and Housing, and Emergency and Other Relief Services: NAICS 6242).



U.S. Department of Labor, Employment and Training Administration (2023)

Location(s)/Modalities

The Stamford MSW program combines in-person and online classes. The majority of classes will be offered in person (>50%). Please see the curriculum plan of study below.

Professional Licensure/Certification

MSWs are licensed in all 50 states. Many states have an entry level licensure as well as an advanced clinical license. In all states, a MSW from an accredited educational institution is required (among other criteria) for licensure. Like the current UConn MSW program, the MSW program in Stamford will fulfill the degree requirement towards a social work license in CT and other states.

Accreditation

Our MSW program is currently accredited by the Council of Social Work Education through 2029. For the addition of the Stamford campus program. CSWE requires a [substantive change proposal](#) to be reviewed and approved for the addition of a program site. To be clear, this is a modification process and does not constitute an accreditation process. The anticipated timeline for review by CSWE is three to six months. As there are few substantive modifications and none impact our compliance with accreditation standards, we do not anticipate any concerns. *Please note that CSWE permits programs to market and recruit students while the modification proposal is under review.* We will submit our application to CSWE once the BOT approval has been completed.

Plan of Study

As noted, we are requesting to deliver our MSW degree program (currently delivered in Hartford) on the Stamford campus. We are not proposing any changes to our degree, curriculum, or courses. The MSW is a 60 credit program. The program will launch in Fall 2025.

To start, we will only offer our most popular MSW concentration in Individuals, Groups, and Families Practice (IGFP) in Stamford. Our present enrollment is comprised of 85% of IGFP students. This is typical of social work programs nationally. As the program develops, we may offer other concentrations as well.

Initially, the program will be offered in part time model format (2.5 years) to attract working students, a large component of the general MSW population nationally. In person classes will be offered on Saturdays with some online classes as well. Weekend classes reduce burden on Stamford infrastructure, attract working students, and minimize traffic concerns. Additional pacing models may be added as the program evolves. Less than 50 percent of the classes will be offered online.

Year 1 Fall

Year 1 Spring

BASC 5362 – HBSE: Macro and Micro Theories (online)	BASC 5350 – Analysis of Social Welfare Policy (online)
BASC 5390 - Macro Foundation Practice	BASC 5300 - Human Oppression
BASC 5391 – Micro Foundation Practice	IGFP 5301 Practice with IGP
FED 5351 – Field education Foundation 1	FED 5352 – Field Education Foundation II
FED 5301 Field Education Seminar I	FED 5302 – Field Education Seminar I

Summer 1

BASC 5333 – Research (online)
4 th IGFP course (5342, 5343, 5345 or 5346, pre-req 5351 and 5301) (online)

Year 2 Fall

Year 2 Spring

IGFB 5302 Advanced Practice	IGFP 5303 – Advanced Practice with IGF Across Settings & Populations
Elective	Advanced Research - 5341 or 5342 (pre-req 5333)
Elective (online)	Elective (online)
IGFP 5353 Advanced Field Education 111	IGFP 5354 Advanced Field Education IV
FED 5310 Field Seminar III	FED 5311 Field Seminar IV

Practicum Education/Clinical Placements

Of the total 60 credits required for graduation for the MSW degree, 18 are completed through an in-person field education practicum experience. Students will be placed in their geographical area. The MSW program will use a similar clinical placement and practicum education model as it employs in its Hartford program and develop additional placement in Fairfield county as necessary. Notably several of our current practicum partners have sites in Fairfield county and would welcome our interns. We will also have the opportunity to collaborate with internship offices at UConn Stamford.

Program Learning Objectives/Assessment

We do not anticipate any changes to our learning goals or assessment processes in any courses. Our assessment processes are currently standard across our classes and are guided by our accreditation body, the Council on Social Work Education. We will notify our accreditation body of the additional program site, as noted.

Projected Enrollment

We anticipate serving a small initial cohort (25 student) to ensure a successful program launch. In the 2nd and 3rd years, we anticipate expanding as additional cohorts join.

Year 1 Enrollment	Year 2 Enrollment	Year 3 Enrollment
25	~50	~75

Staffing

A Stamford launch team has been assembled to manage program design and launch. This includes the Dean, the Director of Strategic Programming, the MSW Director and the Associate Dean of Academic Affairs. The larger faculty body as well as key staff in practicum education will be involved in discussions and decisions as appropriate. Our current MSW Director will oversee the implementation of the program in year 1 along with current staff in our student services office. Assuming the program launches successfully, we may consider the placement of an APIR faculty member in Stanford in Year 2. Campus Dean Jennifer Orlikoff has expressed strong support for the program and believes the Stamford campus has the capacity to host the program.

Students

Current UConn SSW Enrollment Context

The UConn SSW currently runs an in-person MSW program on the Hartford campus (incoming class ~ 150) and will welcome its first class of fully online students in Fall 2024 (incoming class~100). Notably, the addition of the online program has not undermined enrollment in the on- campus program which has actually witnessed an increase over recent years (see below). It is likely that the marketing and recruitment associated with the program contributed to growth

across the board with the numbers of entering students poised to double. Importantly, we recently witnessed a reversal in the decline of applications and enrollments with our recruitment efforts and the addition of the online program.

	Submitted	Offered Admission	Enrolled	Yield
2019	356	273	146	53%
2020	318	281	193	68%
2021	272	249	144	58%
2022	263	230	141	61%
2023	265	220	136	62%
2024	436	379	273*	72%**

Despite the addition of the online program that serves the entire state, *only 8 percent of our incoming students (6% in person; 13% online) reside in **Fairfield County***. Approximately eleven percent of our 2024 applicant pool reside in Fairfield County. This is despite the fact that Fairfield County is the most populous county in the state. To meet workforce demands for more social workers and serve the entire state of CT in keeping with our land grant mission, we are proposing offering our MSW program on the Stamford Campus.

Regional MSW Landscape: Connecticut and Fairfield Country

Six other universities are offering MSW programs in Connecticut with a potential seventh program offering in the near future (see *Appendix A*). Currently, there are two competitor MSW program in the Fairfield area: 1) Fairfield University (~54k tuition): This is a low residency program with primary online classes; 2) Fordham University Westchester (~64k tuition): This private university in nearby Westchester country offering a variety of program options. Information about applicants admitted to the School of Social Work, but who chose another MSW program, is illustrative. A clearinghouse data report (October 2023, See *Appendix B*), reflecting the past five years of applicants, finds that top three universities our admitted students chose over UConn includes Fordham University. We believe a Stamford program can successfully compete with these institutions given our tuition and rankings.

Marketing and Admissions

In the past AY, the SSW launched a digital recruitment campaign as well as a new website and search engine marketing for its online program. We also expanded our recruitment efforts with regular online open houses and the appointment of a staff member to lead admissions and recruitment. We can build on these current effective efforts to recruit for the Stanford program with little additional cost. The undergraduate population at the UConn Stamford campus will obviously provide a strong pool of potential applicants. Our admissions standards and review processes will remain the same as this proposal only represents a change in program location.

Budget Projections

We anticipate relatively minimal startup costs for the Stamford option. These include adjunct costs; a portion of our MSW Director time (APIR faculty member); a portion of FT faculty time to teach in the program; and special payroll field practicum advisors. We do not anticipate additional marketing costs as they can be rolled into current efforts and there are no new course developments necessary.

Program Evaluation

The School will conduct an ongoing review and evaluation of the program, examining key performance indicators including 1) enrollment; 2) completion/graduation rates; 3) financial investments and outcomes; 4) student experience data.

School Name	Location	Private/ Public	Program	Modality	Website	Tuition	Completions 2021
UConn SSW						Online 880 credit ~\$52,800K total FT/PT In person FT ~\$41,272 In person PT ~\$63,000k	
Southern Connecticut State University	501 Crescent Street, New Haven, CT 06515	Public	Clinical Practice, Community Practice	F2F, hybrid	Department of Social Work Programs Southern Connecticut State University (southernct.edu)	~\$29,920 total FT PT penalty unclear*	68
Sacred Heart University	5151 Park Avenue Fairfield, CT 06825	Private	Direct Clinical Practice, Direct Community Practice	Fully online, on campus or hybrid	https://www.sacredheart.edu/offices--departments-directory/student-accounts/tuition--fees/graduate-tuition--fees-2023-2024/	\$840 credit (plus fees) ~\$54,000 total FT/PT	88
University of Saint Joseph	1678 Asylum Avenue West Hartford, CT 06117	Private	MSW	F2F, hybrid	Program: Social Work, M.S.W. - University of Saint Joseph - Acalog ACMS™ (usj.edu)	\$1,076/credit hour ~\$64,650 total PT/FT	66


Fairfield University	1073 North Benson Road Fairfield, Connecticut 06824	Private	MSW	Low residency model online courses & two required on campus residencies FT/PT 9-48 mths. Start: Sept., Jan. or May	Social Work Fairfield University	\$910 credit hour ~\$54,600 FT/PT	56 (24" data)
Quinnipiac University	275 Mount Carmel Avenue Hamden, CT 06518	Private	MSW	F2F	MSW - Master of Social Work (qu.edu)	\$755 per credit FT/PT plus fees ~\$49,860 FT ~\$52,140 PT	25
Central CT State University	1615 Stanley Street New Britain, CT 06050	Public	specialize in mental health and addiction treatment	F2	Social Work, MSW Central Connecticut State University (ccsu.edu)	~\$29,000 total <i>PT penalty unclear*</i>	1 st year of pre-candidacy
Fordham University Westchester	400 Westchester Ave, West Harrison NY 10604	Private				1076 per credit ~64,560 FT/PT plus fees	

Date: 10/03/2023		NATIONAL STUDENT CLEARINGHOUSE								
		STUDENTTRACKER AGGREGATE REPORT: ANALYSIS OF INITIAL TRANSFERS								
		FOR UNIVERSITY OF CONNECTICUT (001417-00)								
		SUBMISSION ID #551180								
FILE NAME:		00141700_clearinghouse_socwrk_admitted_not_enrolled_revised								
FILE CREATION DATE:		10/3/23								
QUERY/SEARCH TYPE:		Subsequent Enrollment (SE)								
SCHOOL CODE	SCHOOL NAME	SCHOOL TYPE	PUBLIC/PRIVATE	STATE	% OF STUDENTS	# OF STUDENT ID'D AT INITIAL SCHOOL	# OF STUDENT BLOCKED	# OF STUDENT ON DETAIL R	# OF STUDENT AWARDED BY THIS SCH	# OF STUDENT AWARDED DEGREE BY LATER SCHOOL(S)
001406-00	SOUTHERN C	4	Public	CT	9.01%	43	0	43	32	1
002722-00	FORDHAM U	4	Private	NY	7.76%	37	0	37	32	0
001409-00	UNIVERSITY	4	Private	CT	6.71%	32	0	32	26	0

ATTACHMENT 7

October 30, 2024

TO: Members of the Board of Trustees

FROM: Anne D'Alleva, Ph.D. 
Provost and Executive Vice President for Academic Affairs

RE: Modality Modification: Executive LLM (Online)

RECOMMENDATION:

That the Board of Trustees approve the online modality for the Executive LLM in the School of Law.

BACKGROUND:

In September 2017 the Board of Trustees approved an Executive LLM program to be offered by the University of Connecticut School of Law at a partner institution, Hallym University of Graduate Studies (HUGS), a private institution in Seoul, South Korea. As the program was offered through in-person instruction at HUGS, approval from our institutional accreditor, NECHE, was required in order to offer the program. This approval was granted with an effective date of November 16, 2017.

The program has been successful, with enrollments at around 55-65 students in total each year. Students have taken the program while simultaneously enrolled in the HUGS Master of American Law program. The Washington DC Bar permits foreign law graduates to sit if the applicants have successfully completed 26 credits from an ABA-accredited law school in courses on subjects covered by the DC Bar Exam. Graduates of the Executive LLM program who have also graduated from a South Korean law school can therefore seek to qualify to sit for the DC Bar Exam.

The Executive LLM requires 24 credits. The curriculum courses of study correspond to the core LLM curriculum in US Law and cover subjects tested on the Uniform Bar Examination. The UConn School of Law is accredited by American Bar Association (ABA), primarily for the JD degree. ABA accreditation has a required process of "acquiescence" in order for a law school to offer the LLM degree, for which the UConn School of Law has been approved. However, the LLM program itself is not encompassed within the ABA programmatic accreditation.

Following the need to shift to online modalities during the COVID-19 pandemic, regulatory changes in South Korea mean that the program no longer has to be offered in person at the HUGS campus. As the original approval related to in-person instruction, formal approval for online modality is required, effective from the spring 2025 term. No additional resources are required for this change, which supports current instructional practice. The flexibility offered by the online modality will also support the School of Law in seeking additional international partnerships for the Executive LLM.

ATTACHMENT 8

October 30, 2024

TO: Members of the Board of Trustees

FROM: Anne D'Alleva, Ph.D.
Provost and Executive Vice President for Academic Affairs



RE: Modality Modification: LLM in Energy and Environmental Law (Online)

RECOMMENDATION:

That the Board of Trustees approve the online modality for the LLM in Energy and Environmental Law in the School of Law.

BACKGROUND:

In December 2014 the Board of Trustees approved an LLM program in Energy & Environmental Law (E&E LLM), offered by the School of Law. The program was designed for candidates holding a law degree from either a law school in the United States or an accredited law program in another country who demonstrate minimum English fluency standards. The program requires 24 credits, which include a research paper, project, or thesis, created under the supervision of a faculty member. All E&E LLM students take courses areas of energy law and of environmental law. International students are also required to take both U.S. Law & Legal Institutions and Legal Research and Writing


The School of Law E&E LLM was developed based on growing expertise across the University in areas related to energy and the environment. From these same strengths, an online interdisciplinary Master's Degree in Energy and Environmental Management (MEEM) degree was approved in 2018, with courses drawn from CAHNR, CLAS, and LAW. This program has grown rapidly, with over 90 enrolled students and increasing numbers of completions each year. As online courses in energy and environmental law are already offered to support the MEEM curriculum, the addition of an online modality for the LLM in Energy & Environmental Law will require no additional resources. The online E&E LLM will further develop UConn's program portfolio and will contribute to the "wellness of people and planet" area of focus in the strategic plan.

The UConn School of Law is accredited by American Bar Association (ABA), primarily for the JD degree. ABA accreditation has a required process of "acquiescence" in order for a law school to offer the LLM degree, for which the UConn School of Law has been approved. However, the LLM program itself is not encompassed within the ABA programmatic accreditation. This fully online modality will be offered from fall 2025.

ATTACHMENT 9

October 30, 2024

TO: Members of the Board of Trustees

FROM: Anne D'Alleva, Ph.D. 
Provost and Executive Vice President for Academic Affairs

RE: Appointment of Professor Ji-Cheng 'JC' Zhao to the Raytheon Technologies
Chair in Fuel Cell Technology in the College of Engineering

RECOMMENDATION:

That the Board of Trustees approve the appointment of Professor Ji-Cheng 'JC' Zhao to the Raytheon Technologies Chair in Fuel Cell Technology in the College of Engineering

BACKGROUND:

The Raytheon Technologies Chair in Fuel Cell Technology was originally established as the United Technologies Corporation Chair in Fuel Cell Technology by an agreement dated February 25, 2002, which amended the terms of the March 21, 2000, "United Technologies Corporation Endowment for Engineering." Following the change of the donor's name to Raytheon Technologies Corporation, the fund was formally renamed during the Board of Trustees meeting on June 29, 2022. This prestigious professorship supports a researcher, scholar, and educator in fuel cell technology who is recognized both nationally and internationally. Professor Zhao's appointment to the Professorship will be for a five-year term from November 1, 2024 through October 30, 2029.

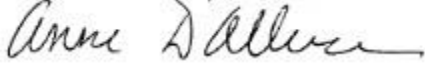
Professor Ji-Cheng 'JC' Zhao joined the University of Connecticut on August 1, 2024 as the Dean of the College of Engineering and Professor of Materials Science and Engineering. He is a distinguished expert in materials science and engineering. Professor Zhao served as a Program Director at the U.S. Department of Energy's ARPA-E (Advanced Research Projects Agency – Energy), managing projects to develop energy-efficient and green technologies. Previously, he was a Materials Scientist and project leader at GE Research Center, inventing new materials and processes for gas turbines and jet engines. His pioneering work in the design of advanced alloys and coatings, additive manufacturing, and high-throughput materials science methodologies, among other areas, has established him as a leader in the field, leading to the induction to the National Academy of Engineering (NAE) in 2023. In addition to many materials innovations, he pioneered the development of a diffusion-multiple approach and co-developed several materials property microscopy tools for accelerated materials discovery and development. He holds 49 U.S. patents covering a range of materials, processes, and systems.

Professor Zhao's research has been recognized with numerous awards, including the William Hume-Rothery Award from the Minerals, Metals, and Materials Society and the J. Willard Gibbs Phase Equilibria Award from ASM International. Professor Zhao is a Fellow of the American Association for the Advancement of Science (AAAS), the National Academy of Inventors (NAI), American Society for Metals (ASM), the Materials Research Society (MRS), and the Minerals, Metals and Materials Society (TMS). He served on the Subcommittee on the Materials Genome Initiative (MGI) of the White House Office of Science and Technology Policy (OSTP) from 2014 to 2017, and on the Board of Trustees of ASM International from 2019 to 2022.

ATTACHMENT 10

October 30, 2024

TO: Members of the Board of Trustees

FROM: Anne D'Alleva, Ph.D. 
Provost and Executive Vice President for Academic Affairs

RE: Reappointment of Professor Yiming Qian to the Toscano Family Chair in Finance
in the School of Business

RECOMMENDATION:

That the Board of Trustees reappoint Professor Yiming Qian to the Toscano Family Chair in Finance in the School of Business.

BACKGROUND:

The Board of Trustees voted to reappoint Professor Yiming Qian to the Toscano Family Chair in Finance in the School of Business at their meeting on June 26, 2024. This resolution is to correct the appointment term from August 23, 2024 through August 22, 2027 to August 23, 2024 through August 22, 2029.

Established in 2014, this Chair is supported by an endowment from the Toscano Family to recognize a notionally or internationally researcher, scholar and teacher and will have made significant contributions to the field of finance. The Chair will provide intellectual leadership for existing courses, offer specific dedicated classes, conduct and oversee faculty research, as well as publish in the field of finance.

The decision to reappoint was made following the School of Business policy. Dean Elliott is making his recommendation based on consultation with the associate deans and the relevant department head in the School of Business.

Professor Yiming Qian (Ph.D. in Finance, New York University) is a tenured Professor who is nationally recognized within her profession as a leader in the field and a very accomplished scholar with over 20 publications. Professor Qian's research focuses on varying topics in corporate finance, including initial public offerings, mergers and acquisitions, behavioral finance, and emerging markets. She is widely published in leading finance journals including the Journal of Financial Economics, the Review of Financial Studies, Management Science, Journal of Financial and Quantitative Analysis, and Review of Finance, among others. Professor Qian has served as a board member of Midwest Finance Association. She is on the editorial board of Journal of Empirical Finance and Quarterly Journal of Finance. She has also served on the program committees for many international finance conferences.

ATTACHMENT A

October 28, 2024

TO: Members of the Board of Trustees

FROM: Anne D'Alleva, Ph.D.
Provost and Executive Vice President for Academic Affairs



RE: Planned Master of Science in Nursing: Psychiatric Mental Health Nurse Practitioner

BACKGROUND:

The University of Connecticut currently offers a portfolio of online Master of Science in Nursing degrees, tailored toward specialist practice and licensure as advanced practice registered nurses (APRNs). At present, this includes pathways to Family Nurse Practitioner (FNP), Adult Gerontology Acute Care Nurse Practitioner (AGACNP), and Neonatal Nurse Practitioner (NNP). Master of Science in Nursing degrees are also offered for non-licensed fields of Nurse Educator and Nursing Administration & Leadership.

In addition to these fields, there is a growing need for a program that leads to the Psychiatric Mental Health Nurse Practitioner (PMHNP) license. The United States Department of Health and Human Services projects that the mental health field will be short 250,000 mental health professionals by 2025. Offering a MS Nursing with a Psychiatric Mental Health Nurse Practitioner focus would fit with the growing portfolio of online graduate programs in the School of Nursing. Market research shows that offering a program in this field at the same cost as existing UConn MS Nursing programs would be competitive versus other programs in the region, with a per-credit cost below the average cost for both in- and out-of-state students at other programs. Few other online programs exist in the region at present, but the online model supports the flexibility needed for graduate programs in these specialist areas of practice.

The MS in Nursing program will require 15 credits of core graduate nursing courses, 12 credits of role-specific courses, 13 credits of psychiatric mental health population specific diagnosis and management courses, and 10 credits of psychiatric mental health practicums. Students who already had a MS in Nursing would be able to utilize a post-graduate certificate pathway to meet educational requirements for PMHNP licensure.

A nationally certified and licensed PMHNP is required to serve as the Graduate Track Director in the program. The program will not be fully approved until the Graduate Track Director is appointed, as specialist direction is required to fully develop the curriculum for this licensure pathway. This informational item is being shared to document the support of Provost D'Alleva for this program.

Rigorous market research has demonstrated the need for the program, and internal budget analysis and modeling have shown the financial viability of appointing the PMHNP Graduate Track Director. As the job market for qualified candidates to serve as the Graduate Track Director is expected to be extremely competitive, sharing this information with the Board of Trustees is intended to demonstrate the institutional commitment to fully developing and approving this program.

ATTACHMENT B

October 28, 2024

TO: Members of the Board of Trustees

FROM: Anne D'Alleva, Ph.D.
Provost and Executive Vice President for Academic Affairs



RE: Academic Program Inventory

BACKGROUND:

In accordance with Connecticut General Statutes § 185-10a-35a, authority over establishment of new academic programs, the the Board of Trustees for The University of Connecticut is provided with the authority, “to review and approve recommendations for the establishment of new academic programs at the university.” These programs are reported to the Office of Higher Education, which maintains an inventory of approved academic programs offered by public and independent colleges and universities in Connecticut.

Core information provided on these program listings including credential type, locations and modalities in which programs are offered, program names, and CIP (Classification of Instructional Programs) codes is vital for students and for external reporting.

The Provost presents changes to the name or CIP code of programs, the addition or removal of locations or modalities, and changes to concentrations and minors to the Board for informational purposes. Such changes have already been approved through appropriate shared governance bodies in schools and colleges and by the Council of Deans.

ACADEMIC INVENTORY CHANGES:

The Graduate School

- Closure of program concentration: MEng Global Entrepreneurship concentration. Program concentration closed to new admissions and removed from AY25/26 catalog. Final program concentration closure as per teach-out plan.
- Change of name of program concentration: MA in Educational Psychology, name change of program concentration *from* Counselor Education and Counseling Psychology *to* Counselor Education. Effective term, fall 2025.
- Change of name of program concentration, PhD in Educational Psychology, name change of program concentration *from* Counselor Education and Counseling Psychology *to* Counselor Education. Effective term, fall 2025.