

**Massachusetts Board of Higher Education
ACADEMIC AFFAIRS COMMITTEE**

December 4, 2018
10:00 a.m.

One Ashburton Place, 14th Floor
DHE Large Conference Room
Boston, Massachusetts

Meeting Minutes

Committee Members Present: Committee Chair Nancy Hoffman; Fernando Reimers; Secretary of Education James Peyser; Student Board Member Kush Patel; Community College Segmental Student Advisor Stephanie Teixeira (non-voting member); Commissioner Carlos Santiago (non-voting member).

Committee Members Absent: Vice Chair Sheila Harrity; Board Chair Chris Gabrieli.

Department Staff Present: Cynthia Brown, Ignacio Chaparro, Keith Connors, Kate Flanagan, Winifred Hagan, Patricia Marshall, Constantia Papanikolaou, Elena Quiroz-Livanis, Kristen Stone

I. Call to Order

Committee Chair Nancy Hoffman called the meeting to order at 10:01 a.m.

II. Acceptance of Minutes

On a motion duly made and seconded, the minutes from the October 23, 2018 meeting of the Academic Affairs Committee were unanimously approved.

III. Remarks

Committee Chair Hoffman welcomed everyone, asked all present to introduce themselves and then turned to Deputy Commissioner of Academic Affairs and Student Success, Patricia Marshall, to provide remarks.

Deputy Commissioner Marshall highlighted two important agenda items: 1) the motion to amend the 1998 Common Assessment Policy to include the use of grade point average (GPA) and, 2) the penultimate version of the letter of intent (LOI) template for the Board's consideration and feedback. She stated that the Board vote on motion 19-08 to amend the 1998 Common Assessment Policy has the potential to positively impact thousands of MA students aspiring to earn a degree. She also mentioned that motion 19-08 represents an important milestone in developmental education, which has not seen official policy change in 20 years. She also stated that the review of the LOI as part of the new academic program review process should result in a final version of the LOI for the January meeting.

IV. MOTIONS

List of Documents Used

AAC Meeting PowerPoint, December 4, 2018

AAC Motions 19-04 through 19-06 new program motions

AAC Exhibit B: Developmental Mathematics Educational Pilot

A. AAC 19-04 University of Massachusetts Lowell Bachelor of Music in Composition for New Media

Associate Commissioner for Academic Affairs and Student Success, Winifred Hagan, presented the program. The University of Massachusetts Lowell intends that the proposed Bachelor of Music Composition for New Media program will embody the mission of the University. UMass Lowell intends that undergraduates will find careers in a wide range of professional fields that share sound and music at their core. It is intended that graduates will be qualified to create original music and sound art using the tools and techniques that are most relevant to contemporary practices in professional art, in industries such as film scoring, animation, and video game design, and in academic music. The proposed program has been designed as an interdisciplinary one that balances coursework in musicianship, performance, and liberal arts with contemporary training in music and sound composition for commercial and artistic media. It is intended that graduates will compose, mix, design, and arrange music and sound assets for multiple media, combining the elements of traditional music composition with an immersive, technology-focused course of study in both commercial and artistic pathways.

Members of the proposed program's external review team were enthusiastic and supportive of the program's design, noting that it represented an emerging field of musical pedagogy that emphasizes both traditional music study and more contemporary approaches. The reviewers found the program to be strong in academic content while also providing technical and business content knowledge. The team suggested that meaningful collaboration across disciplines could be strengthened by team-taught courses with music faculty teaching with faculty in fine arts, film, animation, and other relevant disciplines. UMass Lowell was pleased to incorporate the recommendation to support co-teaching across relevant disciplines. Staff recommendation is for approval of the proposed Bachelor of Music in Composition for New Media program.

Board Member Fernando Reimers expressed concern over the six-fold increase in expenditures from year 1 to year 2 while acknowledging some of the increase is based in faculty hiring. Board Member Reimers asked if UMass Lowell planned to redeploy underutilized staff as faculty for the program and wondered how the campus would support the expected program increases from year 1 through year 4.

UMass Lowell responded saying qualified, full-time faculty will fill the teaching positions, though some of them might only teach part of their time in the new program. The increase in program expenses are mostly connected to administrative and support staff. The school's technology resources, such as the recording studios and computer labs, are currently underutilized and, as the program grows, more resources will be required.

Secretary of Education Peyser noted that the second year shows projected enrollment of 15 new students and asked if these students would be new to the university, the department or the program. UMass Lowell responded saying the school projects the students would be new to the program and that the majority of them would be new to the university. It is expected that current

students that come into this new program would shift over from other music programs. Secretary Peyser asked if the revenue numbers reflect a net gain over time or a shifting of department revenue to offset losses elsewhere. UMass Lowell replied that they expect some transfer students from partner institutions (*i.e.*, Middlesex Community College and Northern Essex Community College) and foresee the program being fully sustained by tuition as recruiting efforts fill program seats.

Committee Chair Hoffman asked about the employment prospects of the students in the program. UMass Lowell responded saying the prospects are high because the program resides in a high technology region with over 30 technology companies. UMass Lowell identified many of these companies as working in the video gaming industry where sound design is a key component of the product. Further, there are several companies in Boston and the surrounding area involved in the creation of virtual reality where sound technicians are needed. Committee Chair Hoffman followed up by asking for a definition of “academic music.” UMass Lowell responded that it is technical music created to fill a particular social or industry need.

There being no further discussion, the following motion was duly made, seconded and approved unanimously by all board members present.

AAC 19-04 APPLICATION FROM UNIVERSITY OF MASSACHUSETTS LOWELL TO AWARD THE BACHELOR OF MUSIC IN COMPOSITION FOR NEW MEDIA

MOVED: The Board of Higher Education hereby approves the application of **University of Massachusetts Lowell** to award the **Bachelor of Music in Composition for New Media**.

Upon graduating the first class from this program, University of Massachusetts Lowell shall submit to the Board a status report addressing its success in reaching program goals as stated in the application and in the areas of enrollment, curriculum, faculty resources, and program effectiveness.

Authority: Massachusetts General Laws Chapter 15A, §9(b).

Contact: Winifred M. Hagan, Ed.D. Associate Commissioner for Academic Affairs & Student Success

B. AAC 19-05 Framingham State University Bachelor of Science in Hospitality and Tourism Management

Associate Commissioner for Academic Affairs and Student Success, Winifred Hagan, presented the program. The Framingham State University (FSU) proposed Bachelor of Science in Hospitality and Tourism Management is reported to be consistent with the University’s mission. The intent of the proposed program is to prepare graduates for thoughtful and responsible citizenship as well as careers and the opportunity for learning experiences in the diverse, global industry of hospitality and tourism. FSU expects that students will be prepared for various management functions within the hospitality industry including lodging, food and beverage, customer service, marketing, human resources, financial management, technology use and management, legal and ethical regulation, facilities management, and strategy. A feature of the

program is FSU's intent to seek accreditation from the Accreditation Commission for Programs in Hospitality Administration, after the program has completed 4 years of operation with 3 years of graduating students. FSU has noted that this accreditation is currently held by very few competing programs and will serve as a mark of distinction and quality. Opportunities generated by FSU's acquisition of the Warren Conference Center and Inn in Ashland, are intended to provide a rich learning environment for program majors in addition to other hospitality opportunities in the MetroWest area. The University also intends that students coming from related community college programs will have readily available pathways to transfer into the major.

The external reviewers found the proposed program to provide strong preparation to its graduates and to fit within the mission of the institution. Strengths of the proposal included its thoroughness, the opportunities to develop knowledge and skills required to be successful in the profession, and well-crafted, attainable annual goals for its first five years. The reviewers made curricular suggestions including explicit learning about interpersonal and intercultural communications, and augmenting field experiences. The proposal submitted for staff review reflected adjustments to the program design consistent with recommendations from the external reviewers. Staff thoroughly reviewed all documentation submitted by Framingham State University and the external reviewers. Staff recommendation is for approval of the proposed Bachelor of Science in Hospitality and Tourism Management program.

Board Member Reimers asked why none of the courses in the program are offered online, since the program does not require laboratory work. He added that offering some of the courses online would increase program accessibility for all students, but particularly for those who need to work and would benefit from a flexible delivery model. Representatives from FSU responded noting that some of the courses are, in fact, online - both day and evening offerings. Board Member Reimers added that higher education needs to be more accessible, especially to disadvantaged groups, and that he would like to see more program courses offered online. FSU expressed their agreement and added that they foresee more of their programs being offered online.

Secretary Peyser asked how the school planned to use the Warren Center, how many hours a student would typically spend at the Center, if the Center was designed as a lab and if use of the Center required internships as part of the coursework. FSU replied that the Warren Center provides a mix of opportunities and resources for students. Currently the courses held at the Center provide authentic experiences for students, and FSU has many relationships with employers in the area that provide students with internship opportunities. These internships augment the classroom hands-on experience at the Center. Numerous classes host speakers within the region and technology offers students links to experts across the globe. The General Manager of the Warren Center is also on the Program Advisory Committee. Secretary Peyser asked if the Warren Center staff are part of the faculty team. FSU answered that some Warren Center staff are qualified to teach, but none of the staff are engaged in the program at an instructor level at this time.

Secretary Peyser asked for an explanation of the "allocated funds" line in the program budget showing \$127,900 in year two, \$130,500 in year three and \$133,100 in year four. He asked why FSU treated the reallocated funds as revenue. FSU replied saying the funds were unspent salary from retired faculty. Secretary Peyser responded that he thought this money would be reported as expenses and not revenue. FSU replied that the money could really be reported as both an expense and as revenue to which Secretary Peyser asked if FSU considered the money savings and, if so, why were they reporting it as revenue. FSU replied that their vice

president of finance interpreted the funds as revenue, but they can understand these funds being reported as faculty salary expense. Secretary Peyser asked FSU to provide the Board an amended budget before final BHE approval.

Committee Chair Hoffman asked how the program will increase FSU's commitment to equity and how it will fit into the university's strategic plan. FSU replied that the program was planned to fit into the university's strategic plan from the start and added that the industry is very diverse. FSU's proposal highlighted the fact that industry is looking for diverse management. With a sizable number of students from diverse backgrounds, the program will be able to provide them a positive career trajectory. Committee Chair Hoffman asked if FSU planned to take steps to recruit students who may not see hospitality and tourism as a career. Provost Vaden-Goad responded that the first course FSU offers students is a general education course exposing many students to the program. Committee Chair Hoffman asked about program outreach to high schools. FSU replied they reached out to Ashland High School and work with them on career events which provide students with exposure to many facets of the hospitality and tourism career fields. Committee Chair Hoffman stated that she hopes FSU has plans to reach out to other area high schools. FSU replied that they do and that conversations are happening with teachers from other programs.

Student Representative Kush Petal asked how many students FSU expects will enroll in the winter class. FSU stated that they expect about ten students with five already enrolled. The current semester has twelve enrolled students. They noted that these enrollments happened without marketing and that there are already 17 students enrolled for the spring semester.

In the interest of time, Committee Chair Hoffman suggested ending discussion on the proposal and moving forward with the motion. Committee Chair Hoffman then moved for an approval of AAC19-05 subject to the condition that FSU submit an amended budget prior to the full Board meeting next week. The following motion was seconded and approved unanimously by all board members present.

AAC 19-05 APPLICATION FROM FRAMINGHAM STATE UNIVERSITY TO AWARD THE BACHELOR OF SCIENCE IN HOSPITALITY AND TOURISM MANAGEMENT

MOVED: The Board of Higher Education hereby conditionally approves the application of **Framingham State University** to award the **Bachelor of Science in Hospitality and Tourism Management** with receipt of an amended budget to address the mis-categorization of the reallocated funds.

Provided further that upon graduating the first class from this program, Framingham State University shall submit to the Board a status report addressing its success in reaching program goals as stated in the application and in the areas of enrollment, curriculum, faculty resources, and program effectiveness.

Authority: Massachusetts General Laws Chapter 15A, §9(b).

Contact: Winifred M. Hagan, Ed.D. Associate Commissioner for Academic Affairs & Student Success

**C. AAC 19-06 Worcester State University
Master of Public Administration and Policy and the Master of Public
Management**

Associate Commissioner for Academic Affairs and Student Success, Winifred Hagan, presented the program. Worcester State University's Master of Public Administration and Policy and Master of Public Management are intended to directly support several strategic goals in the 2015-2020 Strategic Plan. The programs represent growth in the Graduate School offerings and focus on public service. They are planned to utilize a 4+1 approach to open opportunities for first-generation and minority undergraduate students to pursue master's degrees. The proposed programs are also designed to utilize existing infrastructure and deliver courses in a cost-effective manner while increasing revenue. The proposed programs are structured to build-out and integrate an existing MS program and offer differentiation that will provide career opportunities for students, as well as a talent pool for the workforce. Worcester State plans that the proposed programs will share some core and elective curriculum, utilizing internal economies and resource efficiencies in course delivery. The proposed Master of Public Management is expected to provide a pathway to students in disciplines such as Urban Studies, Geography, History and Fine Art for careers in the management of discipline-specific institutions such as Public Parks, Eco-centers and Museums, or careers in public management such as municipal, regional, and state management staff. The proposed Masters of Public Administration and Policy is expected to be offered to students interested in careers such as legislative aides, and municipal, regional, and state policy and planning staff.

The external review team recommended the programs and found them to provide viable, high-demand opportunities that will benefit students and employers in Massachusetts. The 4+1 approach was noted to be of central importance. The reviewers suggested adjustments to curriculum and assessments, a clearer rationale for cross-disciplinary faculty, and explicit clarification for where quantitative methods fit in the sequence of courses. Worcester State responded that there is enough flexibility to ensure that the timeliness of current events and practices can inform content delivery. The use of cross-disciplinary faculty underscored that management in common areas are as relevant to workplaces as specified content knowledge in more discreet disciplines. Worcester State further emphasized that opportunities to develop specific independent studies, internships, and field work can be enhanced through using cross-disciplinary faculty. Worcester State clarified the particular courses and requirements included in the curriculum that would cover the quantitative content knowledge. Staff recommendation is for approval of the proposed Master of Public Administration and Policy and the Master of Public Management programs.

Secretary Peyser asked what distinguished the two degrees, especially since an analysis of the core courses in each program shows strong similarities with very little distinction. One visible distinction Secretary Peyser did find was field work experience for students in public management. Public administration and policy students do not have this component but have a capstone project instead. The rest of the curriculum seems to be identical. WSU replied that they thought about not offering two distinct degrees and developing course concentrations instead, but research showed graduates want degrees that clearly define a concentration. In separating the degrees between management and policy, WSU sought to serve the needs of their students. Along with the two separate degrees, WSU created an intake process to help students identify their goals and interests for better degree path alignment. Secretary Peyser asked why WSU feels there is a real distinction between public policy and administration, and public management. WSU replied the decision to offer two separate degrees was to make sure the program was more attractive to minorities and their actual career interests. Representatives

from WSU added that the distinction between the degrees is that public administration is more quantitative and public management is more qualitative. Secretary Peyser replied saying it seemed the courses were designed more with administration/policy in mind. Students graduating from the program should be ready to succeed without the need for additional or deeper training in management, which seems lacking. WSU replied that management skills are embedded in all aspects of the courses while acknowledging that the course titles and descriptions might need updating to make this point clear.

Committee Chair Hoffman added that it seemed like one real difference between the degrees is that one degree has a high level of field work (project management) while the other degree (public administration) examines policy work and focuses on the development of white papers.

Secretary Peyser replied, saying that he sees the public management degree as a variation on the MBA program while the public administration degree would be a variation on a nonprofit program. He stated that the Committee should make sure the public management coursework is different, as it requires a deeper dive into the management side to prepare students to go into a public management role in a public agency. Currently Secretary Peyser sees no real difference between the two degrees.

Assistant Commissioner Winnie Hagan stated that when she was reviewing the full proposal, she too initially had difficulty trying to understand the differences. From her deep dive into the course/syllabi, however, she understood there were six credits for the capstone/management projects. These credits provide learning experiences aligned with the policy side or administration side. The external reviewers all made similar commentary and called out the quantitative coursework.

Committee Chair Hoffman asked Secretary Peyser, and the full committee, how he and they wanted to handle the concerns raised and move forward. She asked Secretary Peyser if he was seeking an amendment to the motion. Secretary Peyser replied that he did not want to revise the program “on the fly” through a quick amended motion but, rather, wanted the Committee to be deliberative. Committee Chair Hoffman asked board members for suggested next steps in the interest of time.

Provost Wims from WSU said the program had been under development for a very long time with the effort spearheaded by Urban Studies not by the Business Department. WSU designed the program to be interdisciplinary and the program is in response to undergraduate and graduate student demand. WSU designed the program based on what they heard from their students and from their external reviewers (market studies).

Board Member Reimers said the rationale for public administration and policy is well-argued and he saw real benefit to underserved students. He agreed with Secretary Peyser that the distinction between public policy and administration and public management is not clear and he expressed concern with the underlying theory behind the program. Most people would think this is one field, not two separate ones. Board Member Reimers raised two questions: 1) Does WSU feel the program will succeed without a deeper engagement of students with diverse backgrounds and with diverse field/job experience? And, 2) Why not make this degree an online program? Why not invest some of the program profits in the students allowing them to gain important experiences

Committee Chair Hoffman said the members needed to move on to other business and she saw two options to resolve the impasse. One, the members could vote on the motion as is or, two, the Committee could table the motion and ask WSU to rework it to address the Committee's concerns and bring the proposal back.

Secretary Peyser asked WSU if they planned to enroll students this upcoming fall and, if the Board delayed the vote, would it make it impossible for WSU to start the program on time. WSU confirmed that would be the case and asked if the Board could vote on the Master of Public Administration and Policy.

DHE General Counsel Constantia Papanikolaou confirmed that the Committee could amend the motion to move forward with one of the programs.

Committee Chair Hoffman noted that the decision to separate the programs conflicts with Board Member Riemer's view of seeing the programs as one. Secretary Peyser posed that if the Board did amend the motion to segregate the master's in public management, WSU could always come forward with a revised proposal – one that is sufficiently distinct in comparison to the MPA. Board Member Reimers expressed that he was willing to separate the degrees, but he still wanted to know why WSU did not make more of an investment in student experiences through internships given the program's projected profit. Provost Wims said the internships are embedded in the 4+1 program in addition to aspects of the program offered online. The program is largely delivered in hybrid form with a good amount of online content.

Student Representative Kush Petal said he would be in favor on voting separately.

Committee Chair Hoffman said she heard sufficient concern about voting on the motion as is (*i.e.*, two degrees) and suggested the BHE table the motion until January. Secretary Peyser suggested instead that the Board move forward and vote to recommend the Master of Public Administration and Policy and strike the Public Management degree. This motion was seconded with all committee members present voting in favor.

There being no further discussion, the following motion was duly made, seconded and approved unanimously by all board members present.

AAC 19-06 APPLICATION FROM WORCESTER STATE UNIVERSITY TO AWARD THE MASTER OF PUBLIC ADMINISTRATION AND POLICY

MOVED: The Board of Higher Education hereby approves the application of **Worcester State University** to award the **Master of Public Administration and Policy**.

Upon graduating the first class from this program, Worcester State University shall submit to the Board a status report addressing its success in reaching program goals as stated in the application and in the areas of enrollment, curriculum, faculty resources, and program effectiveness.

Authority: Massachusetts General Laws Chapter 15A, §9(b).

Contact: Winifred M. Hagan, Ed.D. Associate Commissioner for Academic Affairs & Student Success

D. AAC 19-07 Approval of Academic Affairs Committee Motions AAC 19-04

Through AAC 19-06 on a Consent Agenda

The following motion was brought forth, seconded and unanimously approved:

D. AAC 19-07 CONSENT AGENDA

MOVED: The Board of Higher Education approves the following motions on a consent agenda:

AAC 19-04 University of Massachusetts Lowell
Bachelor of Music in Composition for New Media

AAC 19-05 Framingham State University
Bachelor of Science in Hospitality and Tourism
Management

AAC 19-06 Worcester State University
Master of Public Administration and Policy

Authority: Article III, Section 6, By-Laws

Contact: Winifred M. Hagan, Ed.D., Associate Commissioner for Academic
Affairs & Student Success

E. AAC 19-08 Amendment to the 1998 Common Assessment Policy to Include the Use of High School GPA

Commissioner Santiago introduced the motion to amend the 1998 Common Assessment Policy. He heralded the large impact the motion will have on developmental education where a high number of Massachusetts' students never complete college and attain a degree because developmental education becomes an impenetrable barrier. Commissioner Santiago noted that research shows this approach has become a game changer nationally with high levels of success. The Commissioner took time to thank our public institutions for their work on this initiative and then passed on the presentation to Chief of Staff and Director of Academic Policy and Student Success, Elena Quiroz-Livanis.

Before Chief of Staff Quiroz-Livanis began, Secretary Peyser inquired if the comprehensive approach to developmental education included mathematics pathways since that focused on college-level coursework. Chief of Staff Quiroz-Livanis said mathematics pathways belonged in the three-pronged approach since the creation of multiple pathways also called for restructuring and changing developmental mathematics course sequences. However, the motion today was focused on only one approach, the use of multiple measures.

Chief of Staff Quiroz-Livanis presented motion AAC 19-08 to the Board. She shared Massachusetts' three-pronged approach to reduce remediation and increase student success. This approach included 1) assessing students properly for credit-bearing courses by utilizing multiple measures, 2) ensuring students are completing the ensuring students are completing the appropriate mathematics for their major and, 3) giving students who require remediation access to co-requisite courses in mathematics, reading, and writing. Chief of Staff Quiroz-Livanis reviewed the three phases in which the policy change was informed and pointed out that

the committee involved in presenting the motion also framed the following recommendations: 1) Amend 1998 Common Assessment Policy to allow for use of GPA, 2) continue to convene campus stakeholders, 3) enhance data collections, 4) revisit common assessment policy regularly, and 5) present a policy on the formal adoption of the comprehensive strategy to transform developmental education in Spring 2019. These recommendations led to Chief of Staff Quiroz-Livanis final slide highlighting the salient features of the motion itself which allows institutions of public higher education to use the following standards to place students directly into college-level, credit-bearing English and mathematics courses:

- 2.7 cumulative high school GPA for students who have graduated from high school within the past ten years to place directly into a college-level, credit-bearing English course
- 2.7 cumulative high school GPA for students who have graduated from high school within the past three years to place directly into a college-level, credit-bearing mathematics course

Secretary of Education Peyser asked if specific, subject area high school GPAs were used. Chief of Staff Quiroz-Livanis answered that campuses piloted a 2.7 cumulative high school GPA and had the option to also use a “B” or higher in Algebra II in order to place students directly into college-level mathematics. The national research suggests that using a cumulative high school GPA without looking at specific subject grades was a valid predictor of success. Commissioner Santiago asked if there were differences between high school GPA from one school to another. Hearing there were differences, he asked if these differences account for the quality of the courses. Chief of Staff Quiroz-Livanis replied that the evaluation could not account for the quality of high school curriculum, but that institutions of higher education would recalculate GPA using the same calculator used for admission standards.

Secretary Peyser asked if the MCAS assessments could potentially become an additional measure to determine if a student is ready for college-level coursework. Chief of Staff Quiroz-Livanis replied saying any tool to help keep a student out of a developmental course is worth exploring. Committee Chair Hoffman mentioned that Lawrence High School and Northern Essex Community College are working together to better align mathematics curriculum and said she thought it was important to ensure postsecondary institutions and high schools are communicating. Chief of Staff Quiroz-Livanis said DHE and the Department of Elementary and Secondary Education (DESE) have been working together to improve curricular alignment. She and Allison Little, Assistant Commissioner for P-16 Alignment and Outreach, worked with Erin Hashimoto, DESE’s Director of STEM, and convened over 300 individuals for a 9-16 Mathematics Pathways Alignment Summit. Secretary Peyser said since the policy was permissive rather than mandatory, how would the Department ensure the institutions would implement the policy consistently? Chief of Staff Quiroz-Livanis replied that this is a question the campuses will need to ask themselves and given the new metrics associated with the performance measurement system, campuses should be incentivized to work with students and use multiple measures consistently.

There being no further discussion, the following motion was duly made, seconded and approved unanimously by all committee members present.

AAC 19-08 AMENDMENT TO THE 1998 COMMON ASSESSMENT POLICY TO INCLUDE THE USE OF HIGH SCHOOL GPA

MOVED: The Board of Higher Education hereby amends the **1998 Common Assessment Policy** to allow institutions of public higher education to use the following standards to place students directly into college-level, credit-bearing English and mathematics courses:

- 2.7 cumulative high school GPA for students who have graduated from high school within the past ten years to place directly into a college-level, credit-bearing English course
- 2.7 cumulative high school GPA for students who have graduated from high school within the past three years to place directly into a college-level, credit-bearing mathematics course

To that end, the Board calls upon the Commissioner to (1) work with institutions of public higher education to build upon work already underway to transform developmental education; and (2) periodically report to the Board on progress towards implementation.

Authority: Massachusetts General Laws Chapter 15A, Section 6 and 9

Contact: Elena Quiroz-Livanis, Chief of Staff and Director of Academic Policy and Student Success or Patricia A. Marshall, Deputy Commissioner of Academic Affairs and Student Success

V. Presentations

List of documents used:

AAC Meeting Power Point, December 4, 2018

New Academic Programs Letter of Intent Template

Letter of Intent Template for Public Program Approval Process

Deputy Commissioner Marshall began the presentation by reviewing the timeline for the development of the letter of intent (LOI) template. The presentation continued by reviewing stakeholder feedback and showing how the DHE integrated the feedback into the revised template. Board members suggested the following edits and additions:

- Include a “summary” limited to 200 words or less to “Proposed Degree Title” on the first page.
- Reference the regional workforce development blueprint plans in AQ4
- Tweak AQ6 to include examples
- Edit BQ1 to change “why” to “how” the proposed program “is a priority” and how it supports the campus strategic plan
- Consider a pro-forma budget for the replacement of former CQ1.

Committee Chair Hoffman expressed concern about eliminating the advising/student success question. Deputy Commissioner Marshall said the information can now be found in question A2. Board Member Reimers asked if we could make partnerships and online learning more prominent in BQ1. He also wanted to know what other alternative program designs were

considered and included. Deputy Commissioner Marshall replied that his concerns are captured in AQ6. General Counsel Constantia Papanikolaou reminded committee members the intent of the LOI was not to capture every question that they may have, but rather to ensure the LOI provides a placeholder to do so.

Community College Segmental Student Advisor Stephanie Teixeira asked if BQ1 was redundant and unnecessary since the LOI captures the program summary up front. Committee Chair Hoffman and others responded that the addition at the beginning of the LOI is like an executive summary whereas the information sought in BQ1 is for understanding why the program is needed. Secretary Peyser suggested the Board might consider a pro-forma budget for the replacement of former CQ1. Committee Chair Hoffman asked why the Board would need such information at this stage. Secretary Peyser responded because he feels the Board should want to know whether a program will make or lose money. The Board should also ask about the impact the program will have on the overall financial health and stability of the institution and on its overall enrollment. Board Member Reimers said the Board should ask about the number of in-state students. Committee members agreed the LOI should include the curriculum outline and that institutions should highlight new courses developed specifically for the proposed program.

Deputy Commissioner Marshall thanked the Board for their input, said she would adjust the LOI to reflect their comments and would have the final revised LOI ready for their consideration at the January meeting.

VI. OTHER BUSINESS:

There was no other business.

VII. ADJOURNMENT:

On a motion duly made and seconded, the meeting adjourned at 12:08 p.m.