CSCU Board of Regents

AGENDA - REGULAR MEETING

10:00 a.m., Thursday, December 14, 2023
Conducted Virtually and In Person at 61 Woodland Street, Hartford
(if severe weather is predicted, the meeting will be moved to a virtual format)
Meeting will stream live at: https://youtube.com/live/l0xxED_h-tU

NOTE: If any member of the public is unable to attend the meeting in real-time due to a lack of physical location or electronic equipment, they may request assistance by email to PHeleen@commnet.edu at least 24 hours before the meeting.

OPPORTUNITY TO ADDRESS THE BOARD:

- Written comments will be accepted concerning any matters. They will become part of the permanent record of the meeting. Written comments must be received via email to pheleen@commnet.edu at least 24 hours in advance of the meeting. All emails received will be compiled, shared with the Board members, and posted on the CSCU website in advance of the meeting, as well as attached to the meeting minutes. Please provide your name, affiliation (public, faculty, staff, student) and, if applicable, college or university affiliation. Anonymous emails will not be posted or shared.
- The Board encourages public comment on matters that appear on this agenda. Requests to provide in-person comments (including virtual appearances) must be received at least 24 hours in advance of the meeting by emailing the Assistant Secretary to the Board at pheleen@commnet.edu. Each speaker must specify the subject of their comments. A confirmation email with instructions to access the meeting will be forwarded the day before the meeting. In fairness to all who wish to address the Board, each speaker must abide by a three-minute time limit. At the end of each speaker's allotted time, the speaker will be asked to yield to the next speaker.
- Presenters will be prioritized based on the agenda of the meeting. First, the Regents will hear comments on action items before them; students will speak first, followed by the public, faculty, and staff. If time remains within the 30 minutes allocated to public comment, general presentations will be heard first from students followed by the public, faculty, and staff. Supplemental information may be provided in written form for distribution to the Regents. Again, should time not be sufficient to accommodate all speakers, written submissions are encouraged.

1. **Call to Order, Roll Call & Declaration of Quorum**
2. **Adoption of Agenda**
3. **Comments from Chair JoAnn Ryan**
4. **Report from CSCU Chancellor Terrence Cheng**
5. **Public Comment**
6. **Approval of Previous Meeting Minutes**
   - October 19, 2023 - Regular Meeting……..**Page 1**
7. **Consent Agenda**
   a. Academic Program – Discontinuation……..**Page 40**
      i. Early Childhood Education – Infant and Toddler Concentration – BS – Charter Oak State College
      ii. Early Childhood Education – Preschool Concentration – BS – Charter Oak State College
      iii. Social Science – BA – Western CT State University
      iv. Meteorology – BS – Western CT State University

v. Hotel Management – AS – CT State Community College
vi. Restaurant Management – AS – CT State Community College

b. Academic Programs – Modifications……**Page 52**
i. Management Information Systems – BS – Central CT State University
ii. B.A. Biology – BA to BS – Western CT State University
iii. Early Childhood Education – Early Childhood Teacher Credential – BS Charter Oak State College

c. New Programs
i. Visual Arts – B.F.A. – Western CT State University……**Page 58**

d. Reinstatement of a Suspended Academic Program
i. Elementary Education – M.S. – Central CT State University……**Page 89**

e. Continuation of a Center/Institute
i. Center for Educational and Assistive Technology – Southern CT State University….**Page 100**

f. Board of Regents 2024 Schedule of Meetings……..**Page 102**

8. **Academic & Student Affairs Committee – Ira Bloom, Chair**
December Meeting: https://www.youtube.com/watch?v=dfMW270wUJg
Report. Update and Action Item
a. Student Enrollment and Completion Reporting ……**Page 103**
b. 3+2 Special Education Program – BS and MS – Central CT State University……**Page 104**
c. Software Development – B.S. – Charter Oak State College……**Page 126**
d. College of Health and Rehabilitation Sciences - Central CT State University……**Page 138**

9. **Audit Committee – Elease Wright, Chair**
Report. No action items.

10. **Finance & Infrastructure Committee – Richard J. Balducci, Chair**
December Meeting: https://www.youtube.com/watch?v=jTn4J_2-4Zo
Report. Action item.
a. FY2025 Tuition, Fees, and Financial Aid Set-Aside……**Page 140**

11. **Human Resources & Administration Committee – Sophia Jappinen, Chair**
No Report. No action items.

12. **Executive Committee – JoAnn Ryan, Chair**
No Report. No action items.

13. **Executive Session –** To discuss collective bargaining issues and the appointment, employment, performance, evaluation, health or dismissal of a public officer or employee.

14. **Adjourn**

BOARD OF REGENTS FOR HIGHER EDUCATION
CT STATE COLLEGES AND UNIVERSITIES (CSCU)
MINUTES OF REGULAR MEETING
THURSDAY, OCTOBER 19, 2023
CONDUCTED VIA WEBEX
LIVESTREAMED ON https://www.youtube.com/watch?v=AWB_ImWKPY4

REGENTS – PARTICIPATING (Y = yes / N = no)	
JoAnn Ryan, Chair	Y
Richard J. Balducci	Y
Ira Bloom	Y
Carla Galaise, Student Regent	Y
Marty Guay	Y
Juanita James	Y
Sophia Jappinen	Y
James McCarthy	Y
Richard Porth	Y
Luis Sanchez, Student Regent	Y
Ari Santiago	N
Erin Stewart	N
Elease E. Wright	Y
Ted Yang	Y
*David Blitz, FAC Vice Chair	Y
*Colena Sesanker, FAC Chair	Y
*Dante Bartolomeo, Labor Commissioner	N
*Dr. Manisha Juthani, Public Health Commissioner	N
*Alexandra Daum, DECD Commissioner	N
*Charlene Russell-Tucker, Education Commissioner	N
*Kelli-Marie Vallieres, Chief Workforce Officer	N
*ex-*officio, non-voting member*	

CSCU STAFF:

Terrence Cheng, CSCU Chancellor
Jessica Paquette, Vice Chancellor for System Affairs & Chief of Staff
Danny Aniello, Special Asst to the Chancellor, Executive Director for System Project Management
Dr. Lloyd Blanchard, CSCU Interim Vice President for Administration and Chief Financial Officer
Dr. Rai Kathuria, CSCU Provost & SVP of Academic and Student Affairs
Adam Joseph, Vice Chancellor of External Affairs
Vita Litvin, Interim General Counsel
Dr. Manohar Singh, Interim President, Western CT State University
Dr. John Maduko, President, CT State Community College
Dr. Dwayne Smith, Interim President, Southern CT State University
Ed Klonoski, President, Charter Oak State College
Dr. Elsa Nunez, President, Eastern Connecticut State University
Dr. Zulma Toro, President, Central CT State University
Chris Engler, CSCU Labor Counsel
Angelo Simoni, CSCU Sr. Executive Director; Compliance, Equity & Student Relations
Aynsley Diamond, AVP, Academic Affairs
Pam Heleen, Secretary of the Board of Regents (recorder)

DRAFT

1. **CALL TO ORDER**
Chair Ryan called the meeting to order at 10:01 a.m. Following roll call, a quorum was declared.

2. CHAIR RYAN'S REMARKS

- Chair Ryan welcomed two new Student Regents. Student Advisory Committee Chair Carla Galaise has been a student at CT State Northwestern since the summer of 2022, arriving as a transfer student from Community College of Vermont. SAC Vice Chair Luis Sanchez has transferred to Central Connecticut State University and again represents the SAC as Vice Chair.
- Chair Ryan continued by announcing several Committee appointments:
  - Marty Guay and Ted Yang will join Committee Chair Balducci and Regents Santiago and Stewart on the Finance and Infrastructure Committee.
  - Sophia Jappinen was appointed to chair the Human Resources and Administration Committee, taking over for Holly Howery whose terms expired at the end of June. She is joined by Regents Balducci and Wright on this committee.

3. CHANCELLOR CHENG'S REMARKS

- Chancellor Cheng commented on the horrific events taking place in Israel. nearly two weeks ago. He noted that he is heartbroken for the lives that have been lost in this conflict so far, and for the people in the CSCU system and in Connecticut who have been impacted. He has met with religious and community leaders who helped him establish context and gain perspectives in an effort to reconcile the enormous backdrop of geopolitical and global history. He unequivocally condemned the abomination of violence perpetrated by Hamas against innocent civilians in Israel. He stressed that on our campuses and in CSCU offices, communities and neighborhoods, people need to know that we are with them and that they have our support. As our Jewish friends are hurting, so are our Muslim and Arab friends who are being targeted by hateful rhetoric, vile images, and physical threats and attacks.
- During these times, Chancellor Cheng implored everyone to do what we can to take care of ourselves. Across CSCU, services are available through employee assistance programs and student mental health counseling. He encouraged everyone to be mindful and supportive of those around us. He reminded everyone that CSCU's diversity is our strength, and our ability to have peaceful, professional, and respectful student-centered dialogue is key.
- Chancellor Cheng also welcomed Student Regents Carla Galaise and Luis Sanchez.
- He thanked CSCU presidents, administrators, faculty and staff for shouldering the deficit mitigation responsibility admirably these past months - analyzing programs, operations, and finances. Following the lead of CSCU institutions, a realistic, sustainable, and balanced financial future will be created that continues to serve CSCU students and the entire state.
- Chancellor Cheng report on the status of the budget deficit mitigation efforts:
  - This past summer, with the support of the Board of Regents, Chancellor Cheng charged institution presidents to balance their budgets, using both revenue generation and expense reduction options. The status and summary of these plans will be presented at a Special Board of Regents Meeting scheduled for November 15th.
  - As part of the process, each institution has been working to bolster enrollment and retention. Initiatives and work in this area will be presented and discussed with the BOR at a Special Academic & Student Affairs Committee Meeting on November 9th.
- Today, at Central Connecticut State University, the university is hosting the Connecticut Supreme Court for two hearings – a civil case and a criminal case.

DRAFT

- The Bachelor of Social Work program at Charter Oak State College has been granted Pre-Candidacy status by the Council on Social Work Education's Board of Accreditation. Though there are no guarantees, when the process is said and done, accreditation will enhance the quality of education and further validate the competence of Charter Oak graduates.
- Eastern's Business Information Systems program recently hosted a Biz-Tech and IT Career Conversations event that gave students the opportunity to network with alumni from companies like Hartford Healthcare, Pfizer, The Hartford, and Travelers. This was a tremendous opportunity for CSCU students and CSCU alumni gave back generously with their experience, time, and advice.
- Online nursing website nurseeducator.com ranked WCSU's Ed.D. in Nursing program as one of the top-3 Nursing Education programs in the U.S. Western's program was the only program in Connecticut and the only one in the Northeast that earned a ranking.
- CT State received a 3-year, $1M Louis Stokes Alliances for Minority Participation (LSAMP) grant award from the National Science Foundation (NSF) for three of its campuses in southern Connecticut. Housatonic will spearhead the "STEMConnect Bridge to the Baccalaureate" initiative, aimed to elevate the number of underrepresented students transitioning from associate degrees to four-year STEM programs.
- The NSF has awarded Southern Connecticut State University a five-year, $3.2 million LSAMP grant designed to recruit, retain, and graduate students currently underrepresented in STEM disciplines. Benefiting all four of our universities, the goal of the award is to increase the number of STEM baccalaureate and graduate degrees awarded to students of color.

4. ADOPTION OF AGENDA

The motion to adopt the agenda was made by Regent Balducci, seconded by Regent Wright and adopted by unanimous voice vote.

5. PUBLIC COMMENT

Gordon Plouffe, Jr. Student CT State Manchester
Sara Berry Adjunct Professor, 4Cs Chapter Co-Chair CT State Manchester
Seth Freeman 4Cs President

6. APPROVAL OF PREVIOUS MEETING MINUTES

- **September 21, 2023 Meeting Minutes**

Professor Blitz expressed his concerns about the minutes, specifically several sections of the CSCU Spending and Deficit Mitigation Plan resolution passed by the Board at the June 28, 2023 Regular Board meeting (https://www.youtube.com/watch?v=AWB_ImWKPY4 - 33:52)

On a motion by Regent Wright and seconded by Regent Balducci, the September 21, 2023 Regular Meeting minutes were approved with 9 yea votes and three abstentions (Galaise/Porth/Sanchez).

DRAFT

7. CONSENT AGENDA

On a motion by Regent Balducci, seconded by Regent Wright, the Consent Agenda was unanimously adopted.

Academic Programs
Discontinuation
i. Justice and Law Administration – Paralegal Option – B.S. – Western CT State University

Finance Item
i. Discounted Tuition Rate for Strategic Enrollment Initiatives

RESOLUTIONS APPROVED ON CONSENT

a. Academic Programs – Discontinuation

i. RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of the Justice and Law Administration: Paralegal Option at Western Connecticut State University effective Spring 2024.

b. Finance Resolution

i. WHEREAS, The Board of Regents for Higher Education ("BOR"), in accordance with Connecticut General Statutes § 10a-6(a)(3), shall establish tuition and fee policies for the Connecticut State Colleges & Universities ("CSCU") institutions under the jurisdiction of the BOR ("CSCU institutions"); and

WHEREAS, The BOR, in accordance with Connecticut General Statutes § 10a-99(a), shall fix fees for tuition and shall fix fees for such other purposes as the BOR deems necessary at the CSCU Universities; and

WHEREAS, The BOR in accordance with Connecticut General Statutes § 10a-77(a), shall fix fees at CT State Community College (formerly, "Community-Technical Colleges") and shall fix fees for such other purposes as the BOR deems necessary; and

WHEREAS, The BOR in accordance with Connecticut General Statutes § 10a-143(e), shall fix fees at Charter Oak State College and shall fix fees for such other purposes as the BOR deems necessary; and

WHEREAS, Board Resolution 20-145 authorized the CSCU Universities to offer a discounted tuition rate, equivalent to the then-current New England Board of Higher Education ("NEBHE") regional tuition rate ("Discounted Tuition Rate"), for students from New York and New Jersey; and

WHEREAS, Board Resolutions 22-024 and 22-094 granted additional authority to the CSCU Universities and Charter Oak State College to offer the Discounted Tuition Rate to students from all states outside of the State of Connecticut; and

WHEREAS, In light of enrollment declines, CSCU institutions are actively employing strategic recruitment and enrollment initiatives designed to secure financial stability and strengthen long-term viability, with international student recruitment identified as an area of focus; and

WHEREAS, Attracting international students presents an opportunity, among other benefits, to diversify tuition and fee revenue sources, form strategic international partnerships, and provide a counterbalance to demographic fluctuations in regional enrollments. Now, therefore, be it

RESOLVED, That the BOR hereby authorizes CSCU institutions to offer the Discounted Tuition Rate equivalent to the then-current New England Board of Higher Education

("NEBHE") regional tuition rate to students from all locations outside of the State of Connecticut for use as a strategic recruitment and enrollment tool at the CSCU institutions' discretion.

8. <u>ACADEMIC & STUDENT AFFAIRS COMMITTEE</u> – Committee Chair Bloom

The Academic & Student Affairs Committee met on October 6. He thanked the Board for the approval of the item that was included on the Consent Agenda.

- *Committee Chair Bloom made a motion to move one item forward from the ASA Committee to the full Board for their consideration – a new Accelerated Bachelor of Science Program in Nursing at Western Connecticut State University. Regent James seconded the motion.*
  Approval of this proposed new Accelerated Bachelor in Nursing Program prepares the student who already has a Bachelor's degree in another field, to be able to complete the remaining nursing classes within 15 months. Cohorts would begin their work in May and complete their degree the following August. The student would then be able to sit for the national RN licensure exam. Regent Bloom read a letter of support into the record from CT Chief Workforce Officer Kelli Vallieres (Attachment A). Regent Balducci added his support to the resolution.
  The motion passed unanimously.

- Regent Bloom presented a summary of the 2022 Sexual Misconduct Report (Attachment B). This informational item was presented to the Joint Academic & Student Affairs and Human Resources Committees on October 6th by Angelo Simoni, CSCU Title IX Coordinator. It is a required annual report of student incidences of sexual misconduct and related interpersonal violence across the CSCU system, as mandated by Board Policy and State Law. The Report highlighted that in addition to responding appropriately to reports of sexual misconduct and interpersonal violence, all 6 institutions across all campuses are doing work that is proactive and educational as it relates to bringing awareness about this important topic to faculty, staff and students.

9. <u>AUDIT COMMITTEE</u> – Committee Chair Elease Wright

No report.

10. <u>FINANCE & INFRASTRUCTURE COMMITTEE</u> – Committee Chair Balducci

Regent Balducci thanked the Board for the approval of the Discounted Tuition Rate for Strategic Enrollment resolution which was included on the Consent Agenda.

FAC Vice Chair Blitz expressed a concern relative to the continued use of June 2023 budget data for the institutions as they are outdated and therefore misleading. Chancellor Cheng responded that CSCU needs to use consistent numbers based on where we are with the budget at a given point in time. This creates our baseline. Publicly presenting shifting numbers as situations materialize and publicly displaying a level of inaccurate, potentially confusing fluidity in the mitigation process would not be responsible as a System, to our legislators, to the Governor's Office, and to others who are trying to support CSCU. CFO Blanchard reported that we will be addressing updated deficit reports when the mitigation plan is presented.

11. <u>HUMAN RESOURCES & ADMINISTRATION COMMITTEE</u>

No report.

DRAFT

12. EXECUTIVE COMMITTEE – Chair Ryan

No report.

FAC Vice Chair Blitz requested a point of personal privilege to address claims made by the third speaker during the Public Comment portion of the meeting.
(https://www.youtube.com/watch?v=AWB_ImWKPY4 – 49:44)

13. EXECUTIVE SESSION

At 10:54 a.m. on a motion by Regent Balducci, seconded by Regent McCarthy, the Board voted to go into Executive Session for the purpose of discussion concerning collective bargaining issues and the appointment, employment, performance, evaluation, health or dismissal of a public officer or employee. Chair Ryan announced that no votes would be taken in Executive Session. Chair Ryan directed Chancellor Cheng, Provost Kathuria, CFO Blanchard, Jessica Paquette, Vita Litvin, Adam Joseph, Danny Aniello, and Chris Engler to remain with the Board in Executive Session.

14. ADJOURNMENT

With the conclusion of the Executive Session, Chair Ryan declared the meeting adjourned at 12:34 p.m.

DRAFT

Submitted,

Pamela Heleen
Secretary of the CT Board of Regents for Higher Education

DRAFT

OFFICE OF WORKFORCE STRATEGY CONNECTICUT

Office of the Chief Workforce Officer
Office of Workforce Strategy

October 18, 2023

Chancellor Cheng
BOR Chair Ryan
61 Woodland Street
Hartford, CT 06105

Dear Chancellor Cheng and Chair Ryan:

The State of Connecticut's Office of Workforce Strategy (OWS) would like to provide our enthusiastic support to the proposal for an accelerated Bachelor of Science in Nursing program at Western CT State university. There are approximately 15,000 open healthcare position in CT, with nursing the in highest demand. Connecticut's nursing shortage continues to be a top priority for OWS. Multiple programs and funding sources are necessary to address the shortage. We are excited that CSCU has developed this program that will be vital in expanding the nursing pipeline to meet the current and future demand.

Sincerely,

Kelli-Marie Vallieres, PhD
Chair, Governor's Workforce Council
Chief Workforce Officer, State of Connecticut

Attachment B

2022 Public Act 14-11
Sexual Misconduct Report Summary for CSCU

Angelo Simoni
CSCU Sr. Executive Director; Compliance, Equity & Student Relations;
CSCU Title IX Coordinator

CSCU

An Important Note

This presentation satisfies the data sharing requirement in the Sexual Misconduct Support Services Policy, as approved by the BOR.

CSCU

Sexual Misconduct Terms

Report **means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the institution investigate the allegation of sexual harassment. At the time of the filing the formal complaint, the complainant must be participating in or attempting to participate in an education program or activity of the institution.**

Disclosure **is the receipt of any communication of an incident of sexual misconduct that is not accompanied by a request for an investigation or adjudication by the institution.**

CSCU

Reports of Sexual Assault, Intimate Partner Violence (IPV) & Stalking – 2022

Student Reports at the CSUs:
10-Sexual Assault
4-Stalking
5- Intimate Partner Violence (IPV)

Student Reports at the CCs:
1-Sexual Assault
4-Stalking
1- Intimate Partner Violence (IPV)

Student Reports at COSC:
0- For all categories reported

CSCU

CSU Data Breakdown-2022

- CCSU:
  - Total Reports
    - 4 Sexual Assault
    - 0 Stalking
    - 2 Intimate Partner Violence (IPV)

- ECSU:
  - Total Reports
    - 1 Sexual Assault
    - 0 Stalking
    - 1 Intimate Partner Violence (IPV)

CSU Data Breakdown-2022

- SCSU:
  - Total Reports
    - 2 Sexual Assault
    - 2 Stalking
    - 2 Intimate Partner Violence (IPV)

- WCSU:
  - Total Reports
    - 3 Sexual Assault
    - 2 Stalking
    - 0 Intimate Partner Violence (IPV)

CC Data Breakdown-2022

Gateway:

- Total Reports
  - 0 Sexual Assault
  - 2 Stalking
  - 1 Intimate Partner Violence (IPV)

Housatonic:

- Total Reports
  - 1 Sexual Assault
  - 1 Stalking
  - 0 Intimate Partner Violence (IPV)

Tunxis:

- Total Reports
  - 0 Sexual Assault
  - 1 Stalking
  - 0 Intimate Partner Violence (IPV)

Investigations - Students

- In 2022 there were 25 total investigations of student reports systemwide.
- In 2021 there were 21 total investigations of student reports systemwide.

- *Some reports did not move to an investigation due to the complainant not wishing to proceed (& with a proper threat assessment done).*

CSCU

Investigation Outcomes - Students

- In 12 cases the student was found not responsible/no violation.
- In 1 case the student was found responsible & suspended/expulsion.
- In 3 cases the student was found responsible & given probation/warning.
- There was 1 appeal, which was upheld.

2021 Student Data-Comparison Point

Student Reports at the CSUs:

15-Sexual Assault

4-Stalking

6- Intimate Partner Violence (IPV)

Student Reports at the CCs:

0- For all categories reported

Student Reports at COSC:

0- For all categories reported

CSCU

CSCU Title IX Website & PA 14-11 Sexual Violence Reports

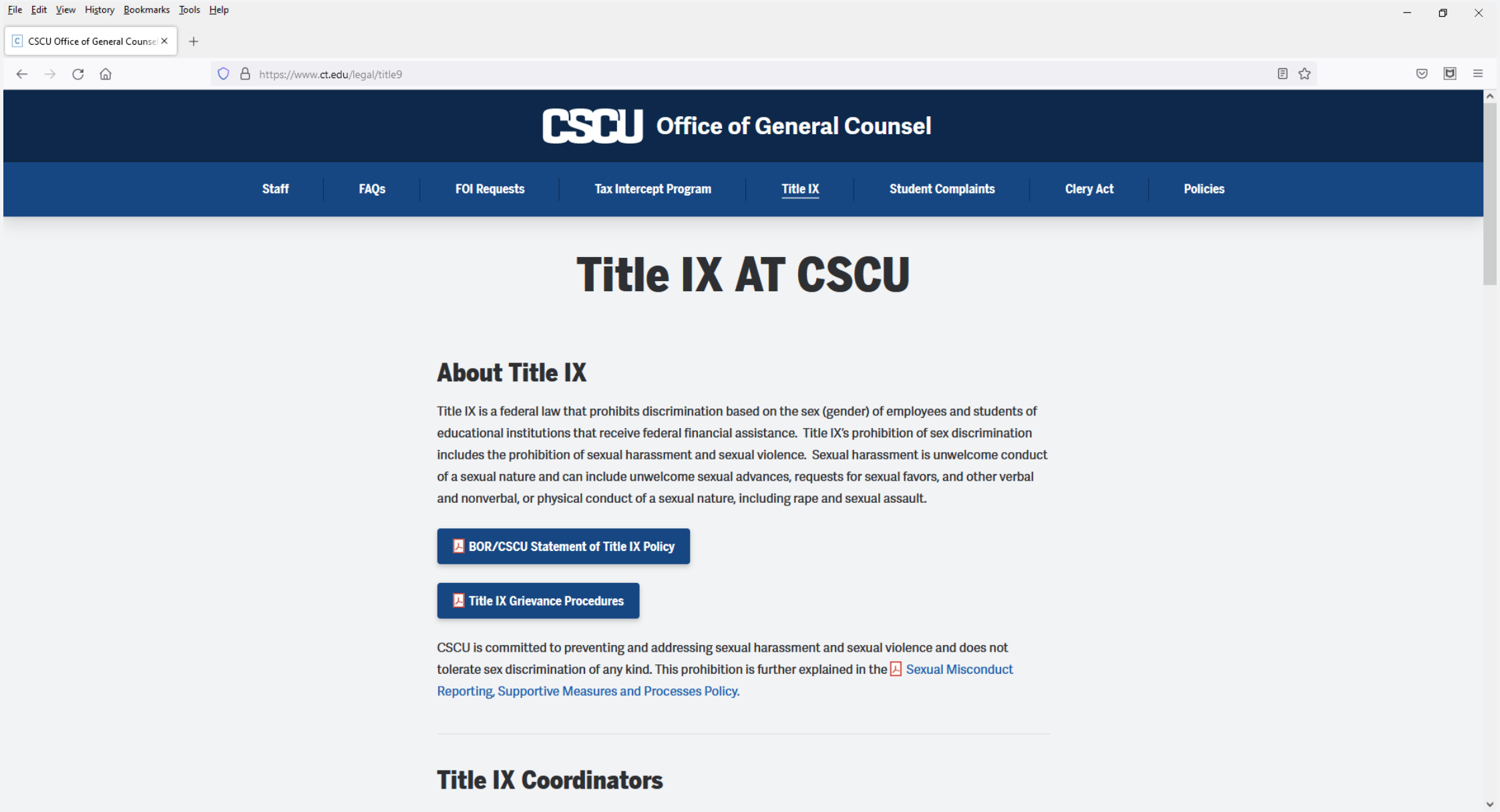
CSCU Office of the General Counsel– Title IX Webpage

https://www.ct.edu/legal/title9

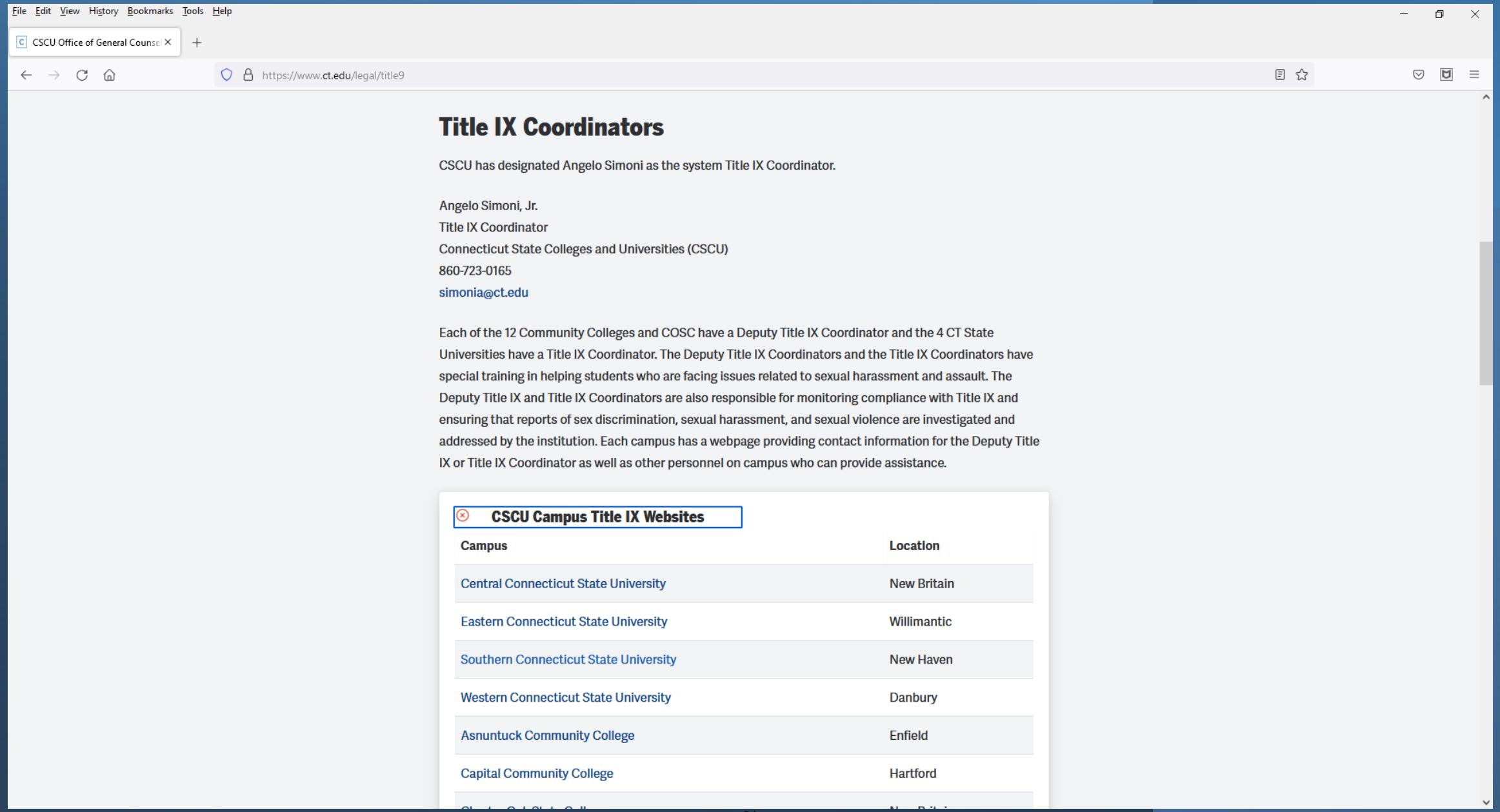
Public Act 14-11 Sexual Violence Reports

Annual reports to the Higher Education and Employment Advancement Committee

https://www.cga.ct.gov/hed/


File Edit View History Bookmarks Tools Help
CSCU Office of General Counsel
https://www.ct.edu/legal/title9
CSCU Office of General Counsel
Staff
FAQs
FOI Requests
Tax Intercept Program
Title IX
Student Complaints
Clery Act
Policies
Title IX AT CSCU
About Title IX
Title IX is a federal law that prohibits discrimination based on the sex (gender) of employees and students of educational institutions that receive federal financial assistance. Title IX's prohibition of sex discrimination includes the prohibition of sexual harassment and sexual violence. Sexual harassment is unwelcome conduct of a sexual nature and can include unwelcome sexual advances, requests for sexual favors, and other verbal and nonverbal, or physical conduct of a sexual nature, including rape and sexual assault.
BOR/CSCU Statement of Title IX Policy
Title IX Grievance Procedures
CSCU is committed to preventing and addressing sexual harassment and sexual violence and does not tolerate sex discrimination of any kind. This prohibition is further explained in the Sexual Misconduct Reporting, Supportive Measures and Processes Policy.
Title IX Coordinators

CSCU



Title IX Coordinators

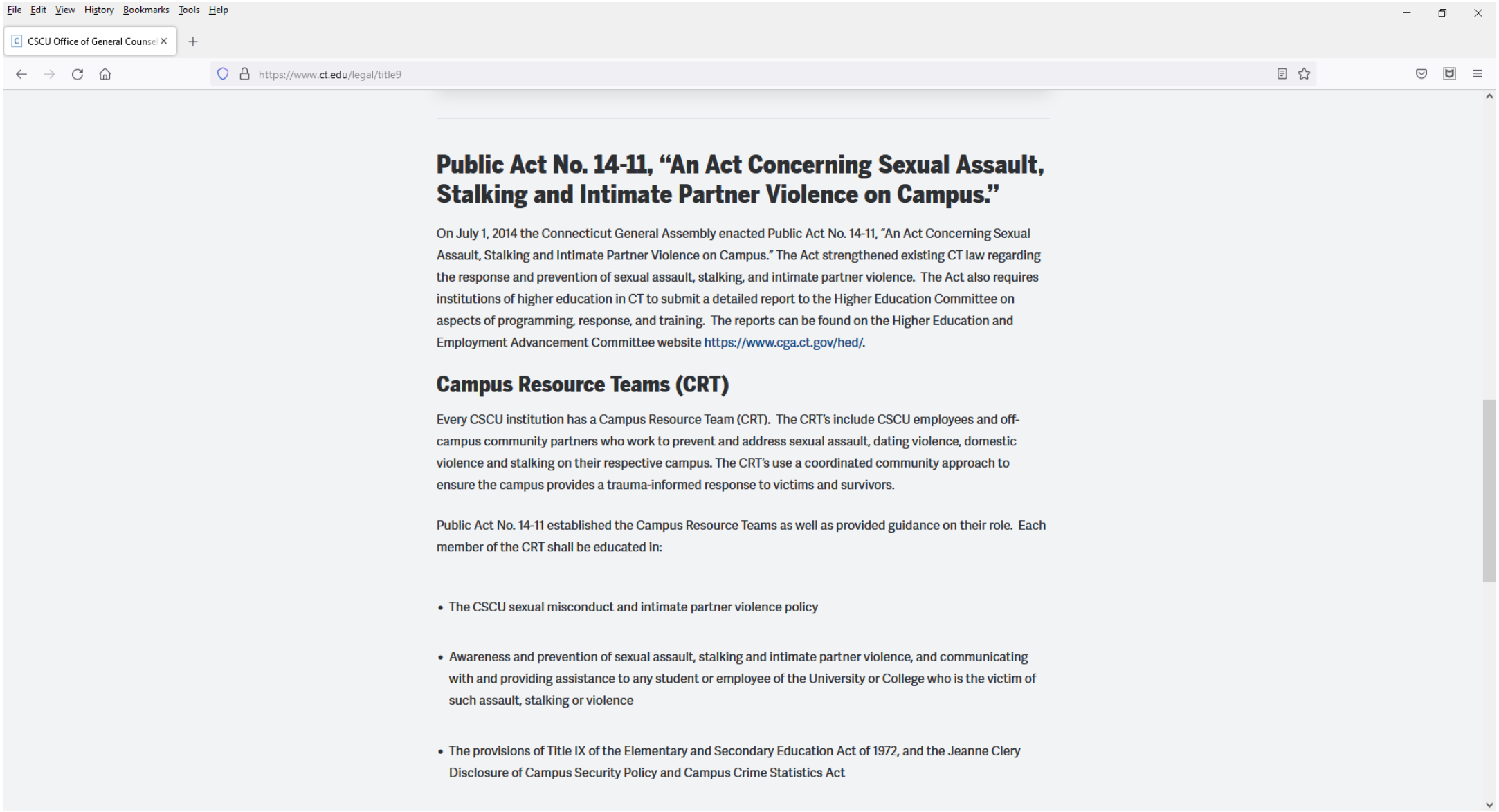
CSCU has designated Angelo Simoni as the system Title IX Coordinator.

Angelo Simoni, Jr.
Title IX Coordinator
Connecticut State Colleges and Universities (CSCU)
860-723-0165
simonia@ct.edu

Each of the 12 Community Colleges and COSC have a Deputy Title IX Coordinator and the 4 CT State Universities have a Title IX Coordinator. The Deputy Title IX Coordinators and the Title IX Coordinators have special training in helping students who are facing issues related to sexual harassment and assault. The Deputy Title IX and Title IX Coordinators are also responsible for monitoring compliance with Title IX and ensuring that reports of sex discrimination, sexual harassment, and sexual violence are investigated and addressed by the institution. Each campus has a webpage providing contact information for the Deputy Title IX or Title IX Coordinator as well as other personnel on campus who can provide assistance.

CSCU Campus Title IX Websites

Campus	Location
Central Connecticut State University	New Britain
Eastern Connecticut State University	Willimantic
Southern Connecticut State University	New Haven
Western Connecticut State University	Danbury
Asnuntuck Community College	Enfield
Capital Community College	Hartford



Public Act No. 14-11, "An Act Concerning Sexual Assault, Stalking and Intimate Partner Violence on Campus."

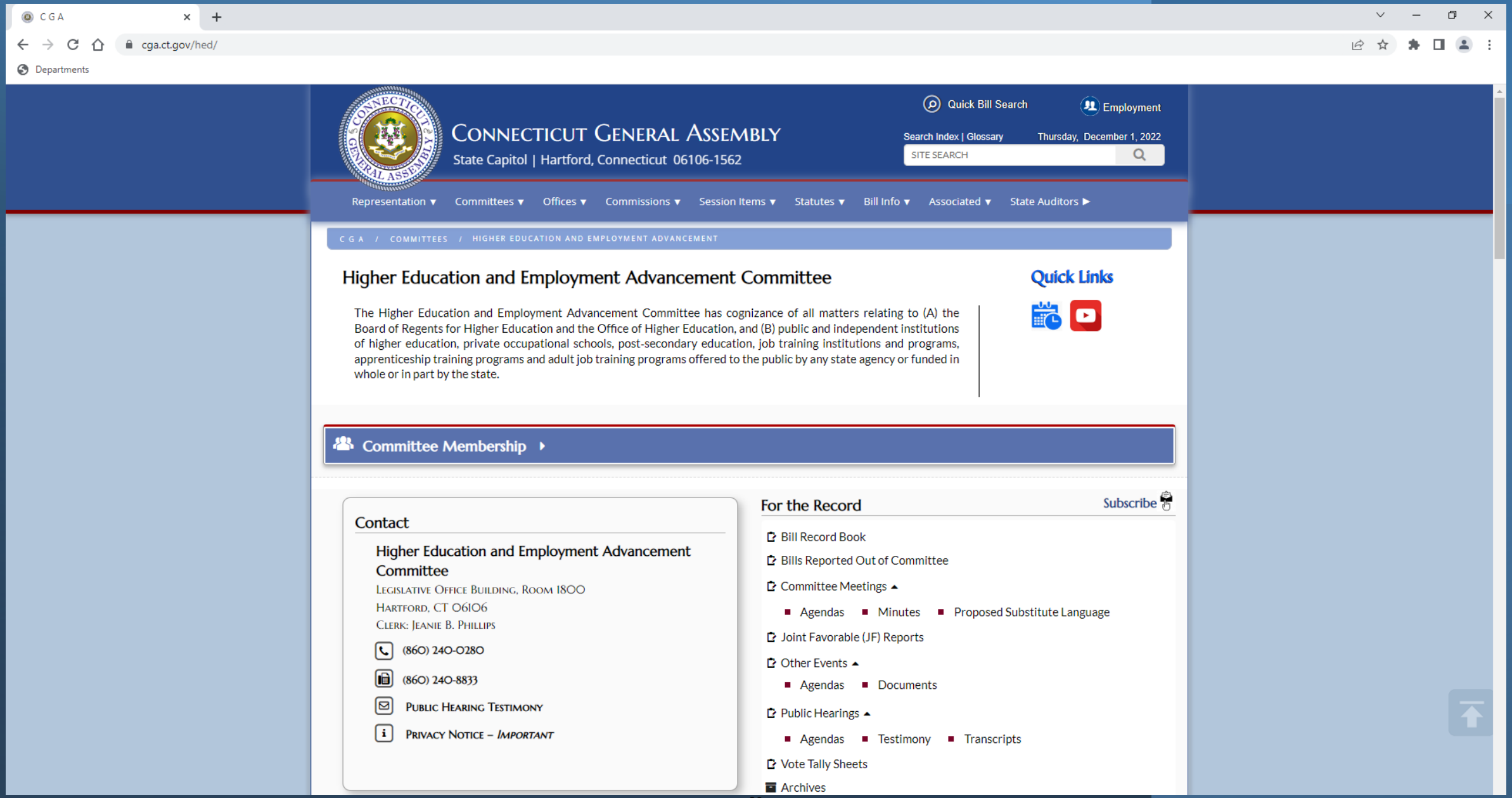
On July 1, 2014 the Connecticut General Assembly enacted Public Act No. 14-11, "An Act Concerning Sexual Assault, Stalking and Intimate Partner Violence on Campus." The Act strengthened existing CT law regarding the response and prevention of sexual assault, stalking, and intimate partner violence. The Act also requires institutions of higher education in CT to submit a detailed report to the Higher Education Committee on aspects of programming, response, and training. The reports can be found on the Higher Education and Employment Advancement Committee website https://www.cga.ct.gov/hed/.

Campus Resource Teams (CRT)

Every CSCU institution has a Campus Resource Team (CRT). The CRT's include CSCU employees and off-campus community partners who work to prevent and address sexual assault, dating violence, domestic violence and stalking on their respective campus. The CRT's use a coordinated community approach to ensure the campus provides a trauma-informed response to victims and survivors.

Public Act No. 14-11 established the Campus Resource Teams as well as provided guidance on their role. Each member of the CRT shall be educated in:

- The CSCU sexual misconduct and intimate partner violence policy
- Awareness and prevention of sexual assault, stalking and intimate partner violence, and communicating with and providing assistance to any student or employee of the University or College who is the victim of such assault, stalking or violence
- The provisions of Title IX of the Elementary and Secondary Education Act of 1972, and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act


CGA
cga.ct.gov/hed/
Departments
CONNECTICUT GENERAL ASSEMBLY
State Capitol | Hartford, Connecticut 06106-1562
Quick Bill Search
Employment
Search Index | Glossary
Thursday, December 1, 2022
SITE SEARCH
Representation ▾ Committees ▾ Offices ▾ Commissions ▾ Session Items ▾ Statutes ▾ Bill Info ▾ Associated ▾ State Auditors ▶
C G A / COMMITTEES / HIGHER EDUCATION AND EMPLOYMENT ADVANCEMENT
Higher Education and Employment Advancement Committee
The Higher Education and Employment Advancement Committee has cognizance of all matters relating to (A) the Board of Regents for Higher Education and the Office of Higher Education, and (B) public and independent institutions of higher education, private occupational schools, post-secondary education, job training institutions and programs, apprenticeship training programs and adult job training programs offered to the public by any state agency or funded in whole or in part by the state.
Quick Links
Committee Membership
Contact
Higher Education and Employment Advancement Committee
Legislative Office Building, Room 1800
Hartford, CT 06106
Clerk: Jeanie B. Phillips
(860) 240-0280
(860) 240-8833
Public Hearing Testimony
Privacy Notice – Important
For the Record
Subscribe
Bill Record Book
Bills Reported Out of Committee
Committee Meetings
Agendas Minutes Proposed Substitute Language
Joint Favorable (JF) Reports
Other Events
Agendas Documents
Public Hearings
Agendas Testimony Transcripts
Vote Tally Sheets
Archives

Training, Partnerships & Resources

CSCU

- Communicating sensitively and compassionately with the victims of such assault, stalking or violence, including, but not limited to, an awareness of responding to victims with diverse cultural backgrounds, and providing services to or assisting in locating services for such victims

SUNY SCI

CSCU is a member of the State University of New York's Student Conduct Institute or SUNY SCI.

SUNY SCI provides in-depth live and digital training to student conduct officials, hearing officers, Title IX officials and other college personnel in due process, trauma-informed investigations and adjudications, questioning and weighing of evidence, and other crucial best practices in the investigation and conduct process that comply with relevant case law, Title IX guidance and the Clery Act.

SUNY Student Conduct Institute – Posted Trainings

61 Woodland Street
Hartford, CT 06105

Contact
860-723-0000

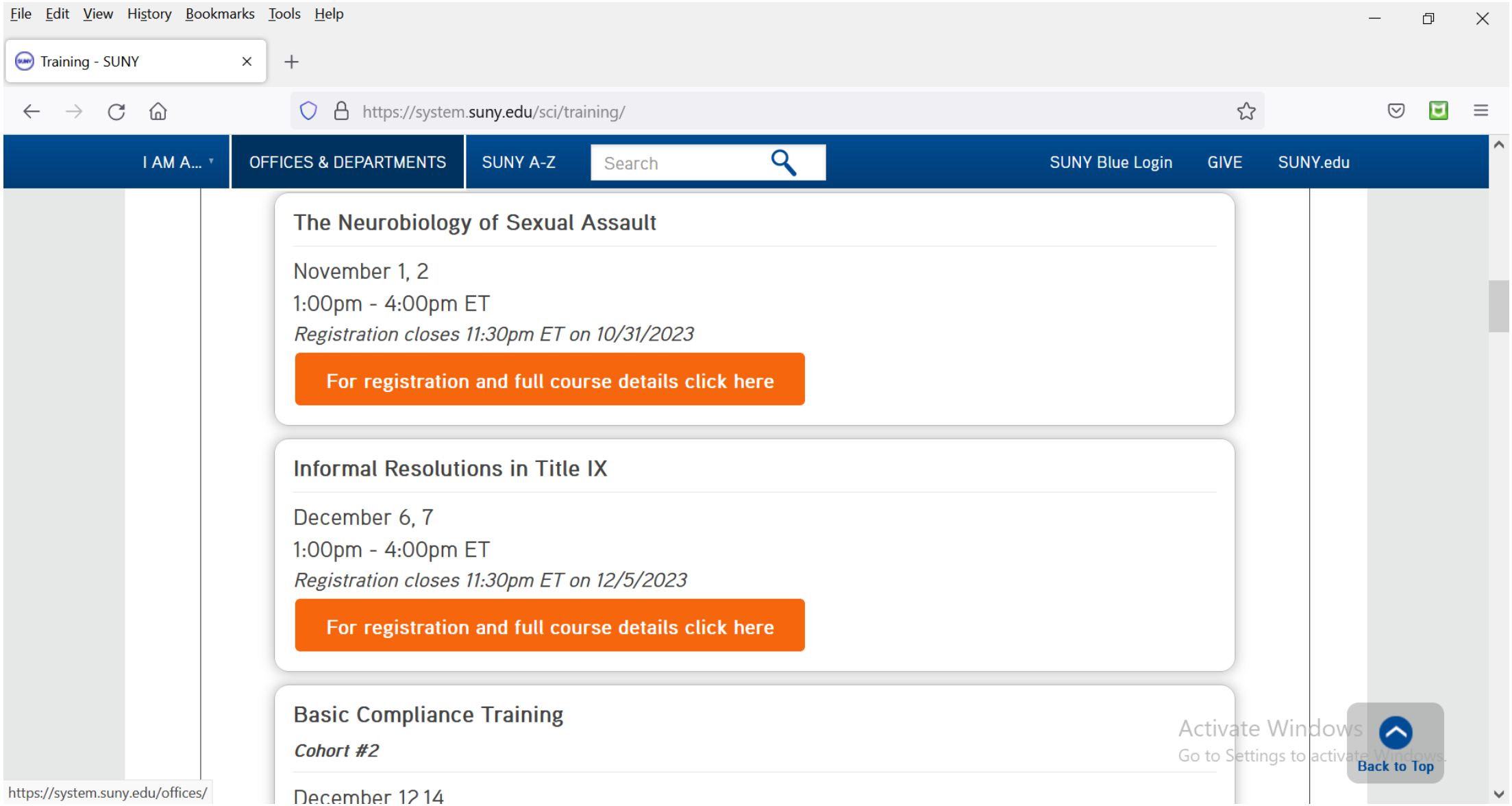
©CSCU

CSCU Resources

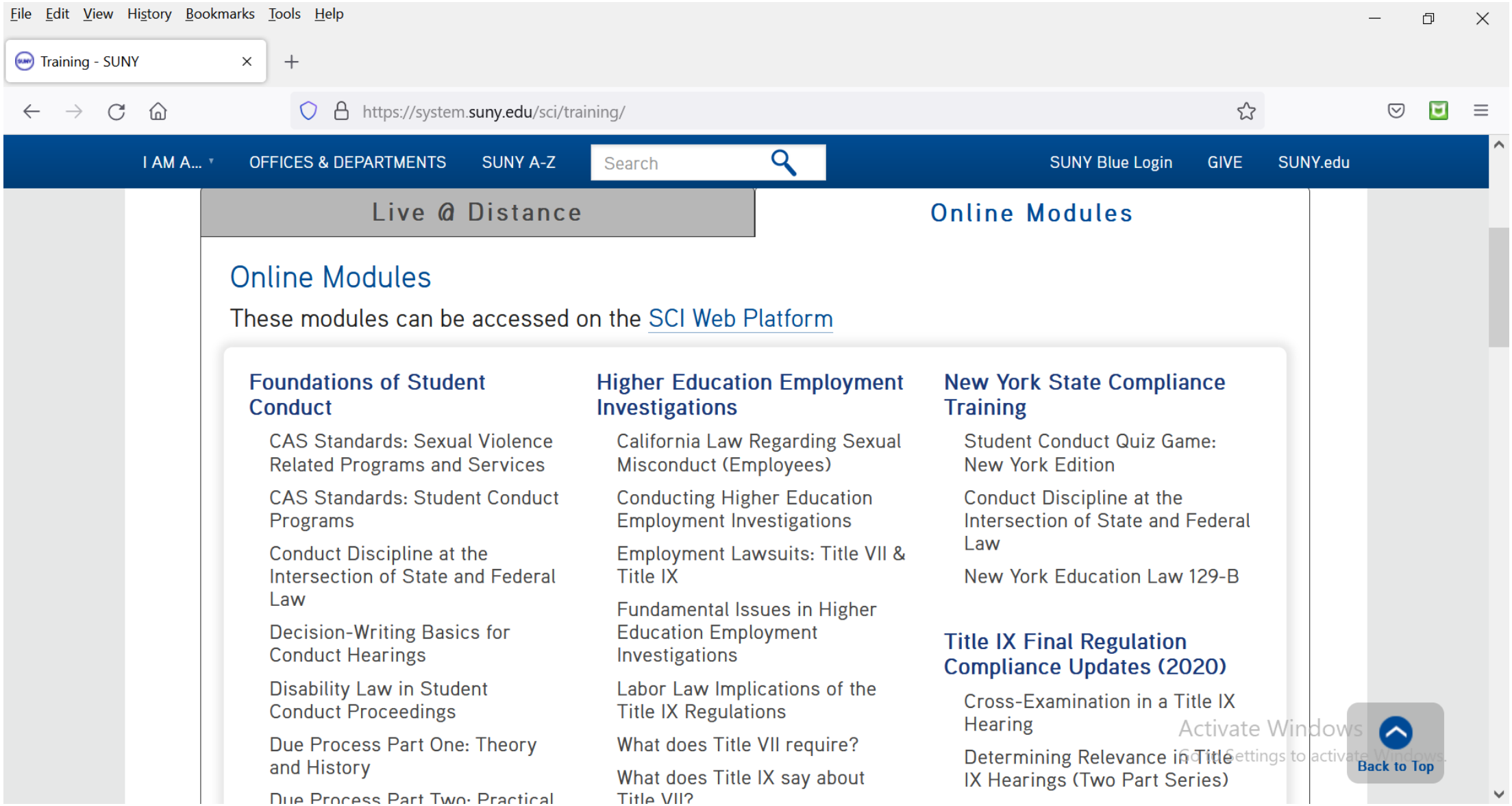
myCommNet
Office 365
NetID
Student Complaints
Privacy Notice
Employment
Directories
BOR Policies
Faculty Resources

Social Media

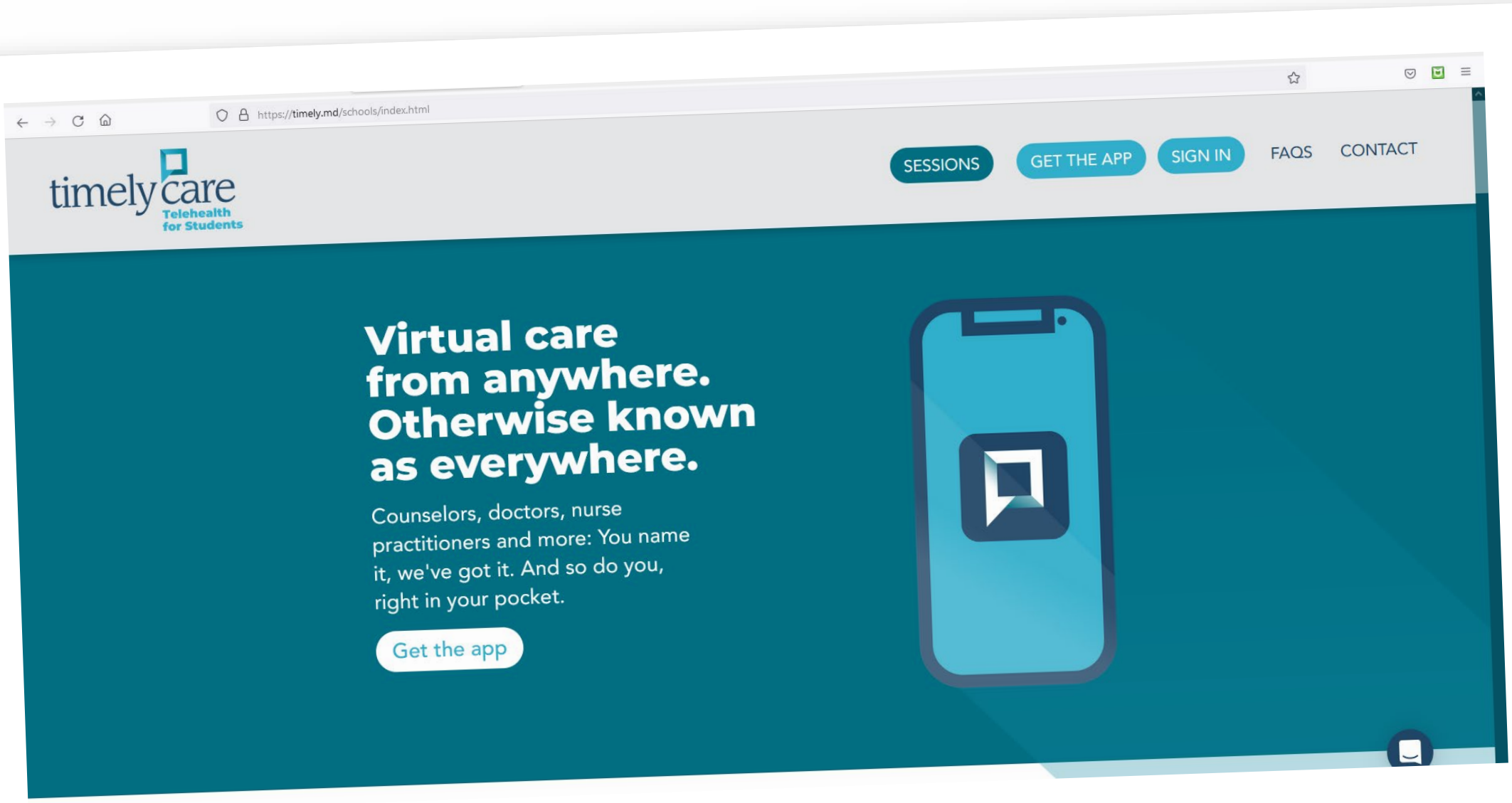
Twitter
Flickr
LinkedIn
YouTube
CSCU Connect


File Edit View History Bookmarks Tools Help
Training - SUNY
https://system.suny.edu/sci/training/
I AM A...
OFFICES & DEPARTMENTS
SUNY A-Z
Search
SUNY Blue Login
GIVE
SUNY.edu
The Neurobiology of Sexual Assault
November 1, 2
1:00pm - 4:00pm ET
Registration closes 11:30pm ET on 10/31/2023
For registration and full course details click here
Informal Resolutions in Title IX
December 6, 7
1:00pm - 4:00pm ET
Registration closes 11:30pm ET on 12/5/2023
For registration and full course details click here
Basic Compliance Training
Cohort #2
December 12 14
Activate Windows
Go to Settings to activate Windows.
Back to Top
https://system.suny.edu/offices/

CSCU

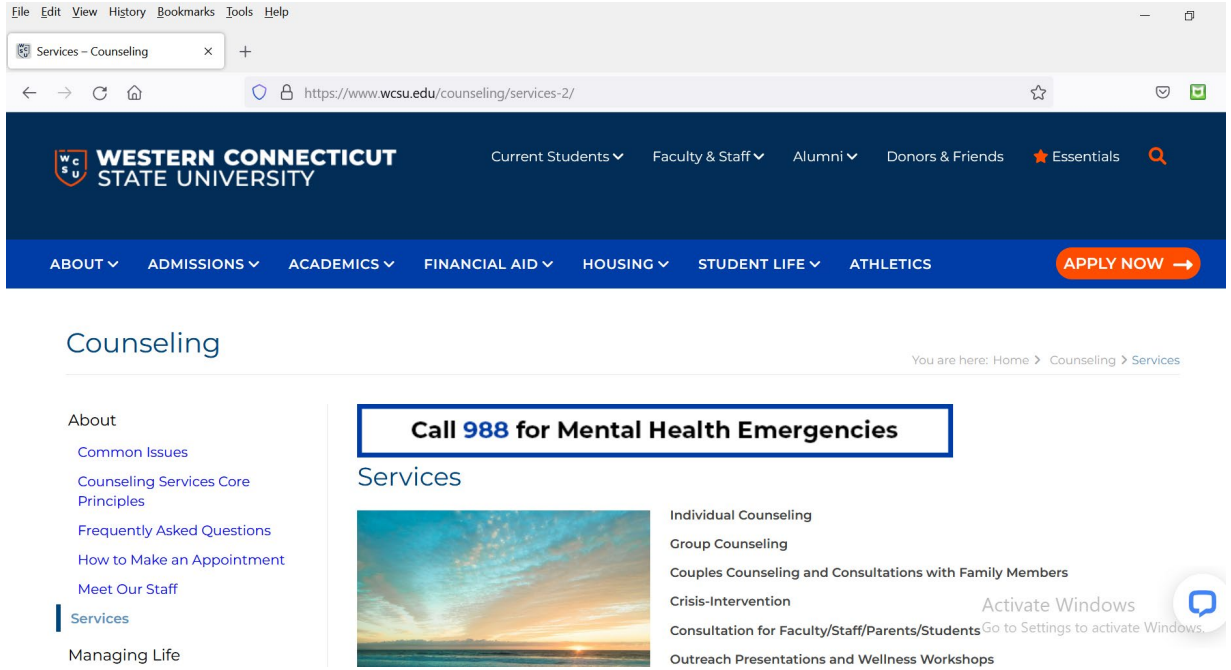

File Edit View History Bookmarks Tools Help
Training - SUNY
https://system.suny.edu/sci/training/
I AM A...
OFFICES & DEPARTMENTS
SUNY A-Z
Search
SUNY Blue Login
GIVE
SUNY.edu
Live @ Distance
Online Modules
Online Modules
These modules can be accessed on the SCI Web Platform
Foundations of Student Conduct
CAS Standards: Sexual Violence Related Programs and Services
CAS Standards: Student Conduct Programs
Conduct Discipline at the Intersection of State and Federal Law
Decision-Writing Basics for Conduct Hearings
Disability Law in Student Conduct Proceedings
Due Process Part One: Theory and History
Higher Education Employment Investigations
California Law Regarding Sexual Misconduct (Employees)
Conducting Higher Education Employment Investigations
Employment Lawsuits: Title VII & Title IX
Fundamental Issues in Higher Education Employment Investigations
Labor Law Implications of the Title IX Regulations
What does Title VII require?
What does Title IX say about
New York State Compliance Training
Student Conduct Quiz Game: New York Edition
Conduct Discipline at the Intersection of State and Federal Law
New York Education Law 129-B
Title IX Final Regulation Compliance Updates (2020)
Cross-Examination in a Title IX Hearing
Determining Relevance in Title IX Hearings (Two Part Series)
Activate Windows
Go to Settings to activate Windows.
Back to Top

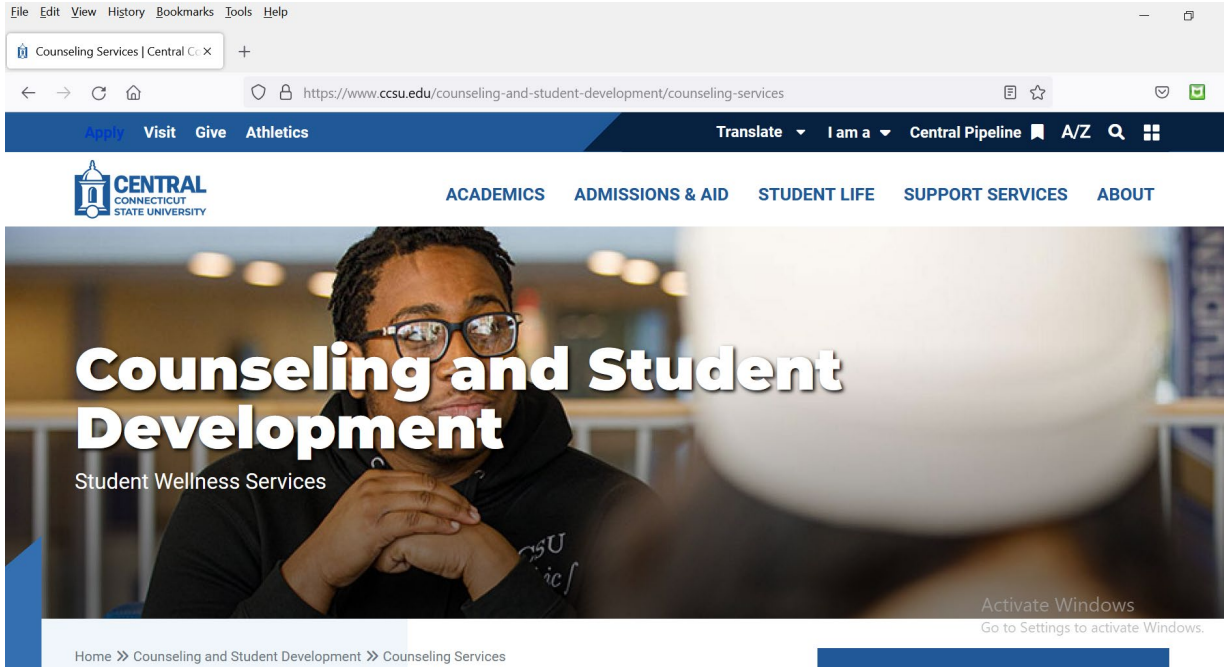
CSCU


https://timely.md/schools/index.html
timely care
Telehealth for Students
SESSIONS
GET THE APP
SIGN IN
FAQS
CONTACT
Virtual care from anywhere. Otherwise known as everywhere.
Counselors, doctors, nurse practitioners and more: You name it, we've got it. And so do you, right in your pocket.
Get the app

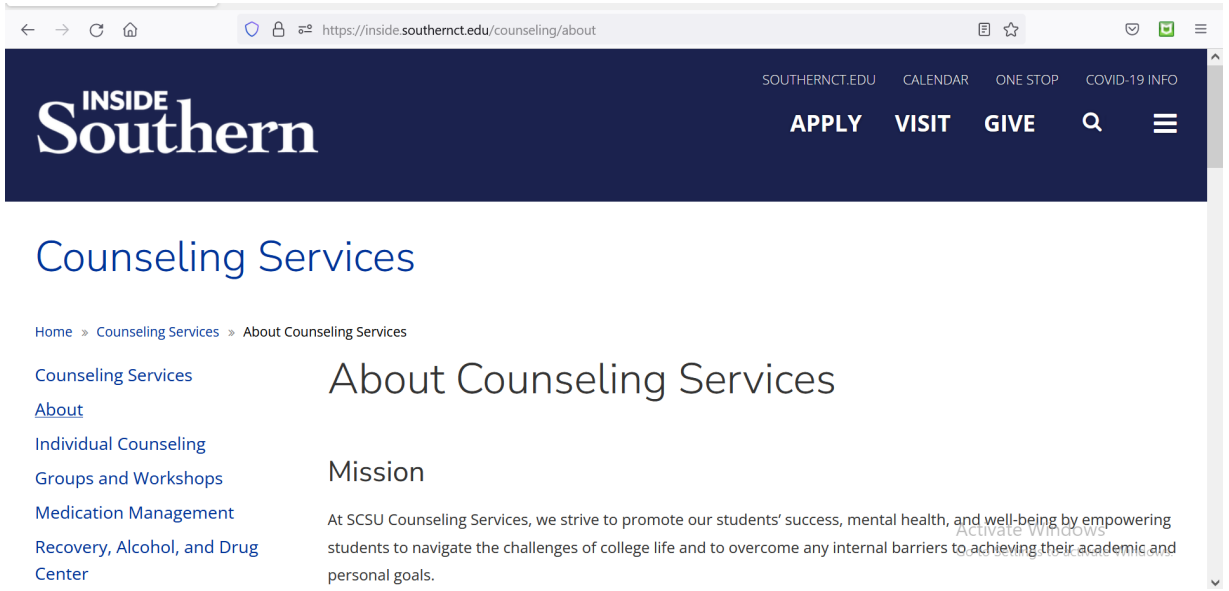
TimelyCare @ CC's and COSC

- Students can receive individual counseling visits (including for sexual assault, domestic violence and stalking victims).
- Offer scheduled and on-demand medical visits. Licensed providers are trained to treat a wide range of medical conditions.
- A licensed, board-certified TimelyCare provider will review and discuss symptoms, make a diagnosis, and develop the treatment plan.
- TimelyCare providers are licensed and able to prescribe certain medications as part of the care plan, if clinically appropriate.
- Used in conjunction with on-campus/local resources


Services – Counseling
https://www.wcsu.edu/counseling/services-2/
WESTERN CONNECTICUT STATE UNIVERSITY
Current Students
Faculty & Staff
Alumni
Donors & Friends
Essentials
ABOUT
ADMISSIONS
ACADEMICS
FINANCIAL AID
HOUSING
STUDENT LIFE
ATHLETICS
APPLY NOW
Counseling
You are here: Home > Counseling > Services
About
Common Issues
Counseling Services Core Principles
Frequently Asked Questions
How to Make an Appointment
Meet Our Staff
Services
Managing Life
Call 988 for Mental Health Emergencies
Services
Individual Counseling
Group Counseling
Couples Counseling and Consultations with Family Members
Crisis-Intervention
Consultation for Faculty/Staff/Parents/Students
Outreach Presentations and Wellness Workshops
Activate Windows
Go to Settings to activate Windows.


Counseling Services | Central Co
https://www.ccsu.edu/counseling-and-student-development/counseling-services
Apply
Visit
Give
Athletics
Translate
I am a
Central Pipeline
A/Z
CENTRAL CONNECTICUT STATE UNIVERSITY
ACADEMICS
ADMISSIONS & AID
STUDENT LIFE
SUPPORT SERVICES
ABOUT
Counseling and Student Development
Student Wellness Services
Home » Counseling and Student Development » Counseling Services
Activate Windows
Go to Settings to activate Windows.

Counseling and Psychological S
https://www.easternct.edu/counseling-services/index.html
APPLY
VISIT
REQUEST INFO
GIVE
EASTERN CONNECTICUT STATE UNIVERSITY
Counseling and Psychological Services
SCROLL
College students can experience difficulties that undermine success in their personal and academic lives. The Counseling & Psychological Services (CAPS) staff are here to assist students and enhance their emotional, developmental and relational health and growth.
YOU at Eastern
Counseling & Psychological Services (CAPS) has a new wellness platform called You@Eastern which
Self-Help and Resources
Faculty/Staff Resources
Services
Parents' Guide
Training Program
Mental Health During COVID-19
CAPS Staff
CAPS Home

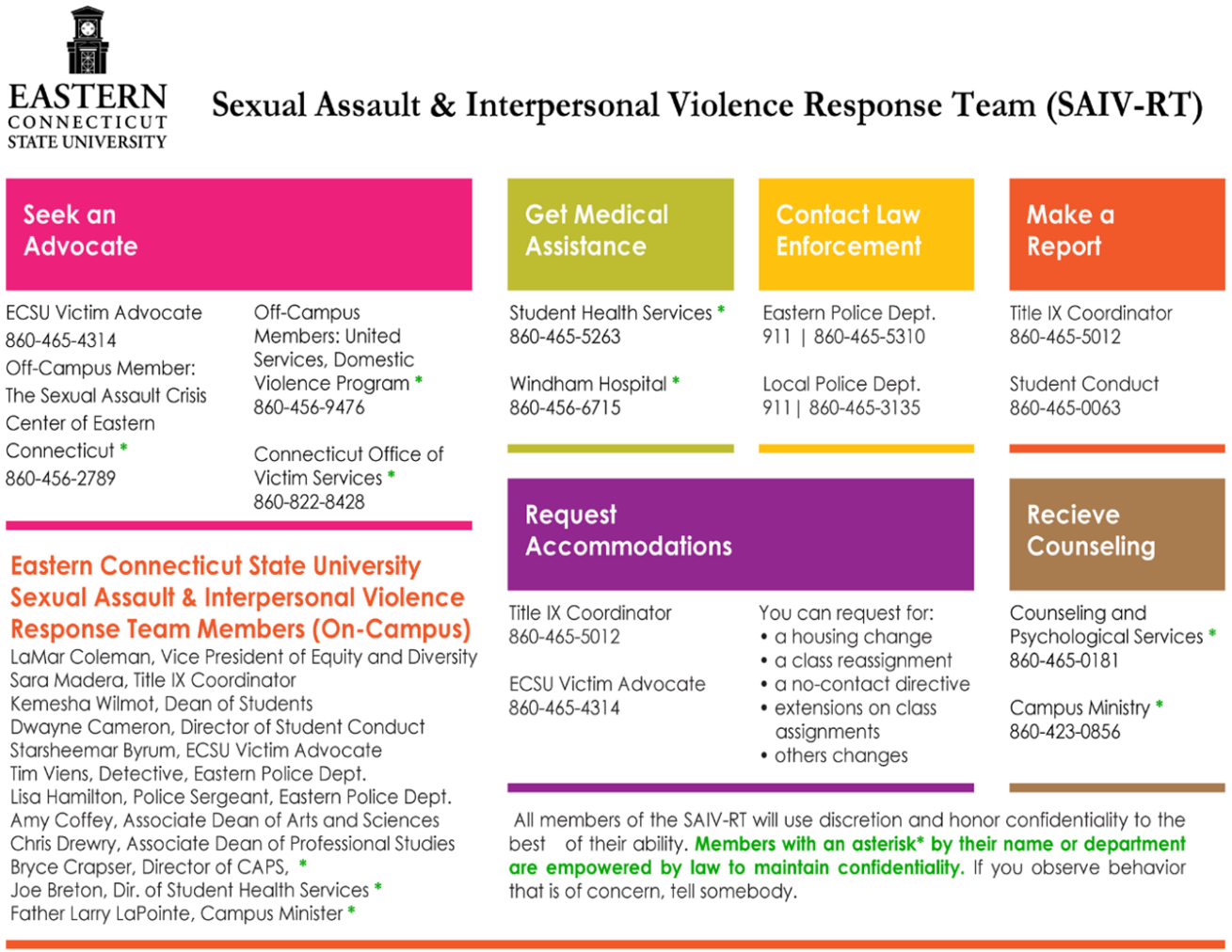

https://inside.southernct.edu/counseling/about
INSIDE Southern
SOUTHERNCT.EDU
CALENDAR
ONE STOP
COVID-19 INFO
APPLY
VISIT
GIVE
Counseling Services
Home » Counseling Services » About Counseling Services
Counseling Services
About
Individual Counseling
Groups and Workshops
Medication Management
Recovery, Alcohol, and Drug Center
About Counseling Services
Mission
At SCSU Counseling Services, we strive to promote our students' success, mental health, and well-being by empowering students to navigate the challenges of college life and to overcome any internal barriers to achieving their academic and personal goals.
Activate Windows

Training - Students

- *Not Anymore* is a video-based, online interactive training program that uses student testimonials to engage students in Title IX and VAWA-required interpersonal violence prevention education. The program addresses consent, sexual assault, dating violence, stalking, bystander intervention, sexual harassment as well as CSCU policies and procedures.

- Students, faculty & staff have been trained using the Bringing in the Bystander® curriculum. Bringing in the Bystander® is an evidenced-based curriculum that uses a community of responsibility approach that aims to equip students with skills to identify and intervene safely in risky situations and build empathy for survivors of sexual violence.

Resources @ ECSU



CSCU

KNOW YOUR TITLE IX RIGHTS
Federal Title IX regulations declare that sexual harassment is a form of discrimination and requires educational institutions to respond promptly and effectively to reports of sexual misconduct.
All complaints/ disclosures will be heard and will be taken seriously.
All complainants and respondents involved with Title IX will be communicated with and updated regularly throughout the process.
THE 5 GUARANTEES FROM THE OFFICE OF EQUITY & DIVERSITY/TITLE IX
We will practice trauma-informed, person-centered practices to ensure equitable, fair and supportive treatment for all.
Investigations will be prompt, thorough and confidential.
We will work toward a fair and just resolution to all cases.
For more information or to submit an online report: Scan this code to go to the Title IX website.
TITLE IX RESOURCES
Victim Advocates
Support Advisors
Academic Accommodations
Interim Supportive Measures
Connection to Law Enforcement
GELSI-YOUNG HALL
ROOM 254
(860) 465-5112
EASTERN CONNECTICUT STATE UNIVERSITY

What is the Red Flag Campaign?

The Red Flag Campaign is a public awareness campaign designed to address dating violence and promote the prevention of dating violence on college campuses. Through using the “bystander intervention” strategy, the campaign encourages friends and other campus community members to “say something” when they see warning signs (“red flags”) for dating violence in a friend’s relationship.

Source: TheRedFlagCampaign.Org

Have you noticed these flags on campus?

CCSU

Community Partnerships

All CSCU institutions hold formal MOUs with the community sexual assault and domestic violence program in their area. Additionally, the CT Coalition Against Domestic Violence (CCADV) & the CT Alliance to End Sexual Violence (The Alliance) partner with CSCU in several areas such as:

- Training
- Provide a 24/7 hotline in both English & Spanish to CSCU students and employees
- Free and confidential counseling either on or off campus
- Assistance with prevention programming and awareness campaigns
- Participation on Campus Resource Teams
- Hospital accompaniments
- Assistance with navigating criminal & civil court procedures

Gateway CC

CSCU

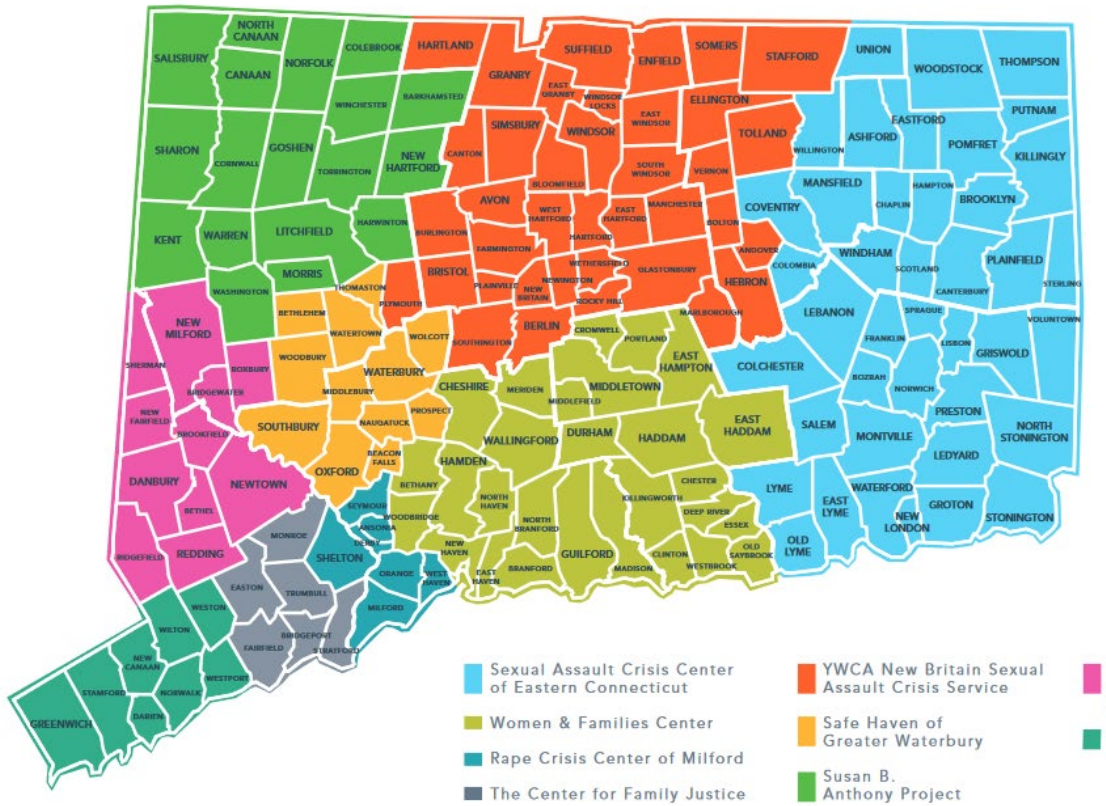
CONNECTICUT ALLIANCE TO END SEXUAL VIOLENCE

Support. Advocate. Prevent.

formerly CONNSACS

24-Hour, Toll-Free Hotlines:
1-888-999-5545 (English) | **1-888-568-8332** (Español)

Connecticut Alliance to End Sexual Violence is a statewide coalition of individual sexual assault crisis programs whose mission is to end sexual violence and to ensure high-quality, comprehensive, culturally competent sexual assault victim services.



All services are free and confidential.

The sexual assault crisis programs provide:

- certified sexual assault victim advocates
- 24/7 hotline services in English and Spanish
- short-term counseling for individuals and groups
- information and referrals to other social and legal services
- accompaniment and support in hospitals, police departments and courts

Summary

CSCU has a comprehensive Title IX plan, which includes:

- On-going training for students & employees (both virtual and in-person)
- Community partnerships
- Counseling & advocacy services
- Case triage and consult between System Office Title IX Coordinator and CSUs, CCs, & COSC

QUESTIONS?

CSCU

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Discontinuation of Infant and Toddler Concentration – Early Childhood Education

December 1, 2023

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of the Early Childhood Education: Infant and Toddler Concentration at Charter Oak State College effective December 1, 2023.

A True Copy:

_____

Pamela Heleen, Secretary of the
CT Board of Regents for Higher Education

ITEM

Discontinuation of Infant and Toddler Concentration – Early Childhood Education at Charter Oak State College.

BACKGROUND AND RATIONALE

Charter Oak State College developed the Early Childhood Education (ECE) major in 2018 with five approved concentrations:

- Preschool
- Infant & Toddler
- ECTC (Early Childhood Teacher Credential)
- Program Administration and Leadership
- Montessori

The ECTC Concentration led to a separate credential, issued by OEC (Office of Early Childhood). However, OEC is now requiring institutions of higher education to obtain accreditation through NAEYC (National Association for the Education of Young Children) so that any student who graduates from the program, in any teaching concentration, will be eligible to earn the ECTC. Due to this change, the college will no longer need to offer a separate infant and toddler concentration.

Students who previously enrolled in this program will now enroll in the concentration that will be called the 'Teaching Concentration.' With over 200 students currently enrolled in the ECE program, this change will provide less confusion for both academic advisors and students.

TEACH OUT

The college will allow all students enrolled in the Infant and Toddler Concentration to complete this program. However, new applicants will enter into the one teaching concentration of the ECE major as soon as this approval is granted.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve this discontinuation. The System's Provost and Senior Vice President for Academic and Student Affairs concurs with this recommendation.

12/1/2023 – BOR - Academic and Student Affairs Committee
12/14/2023 – Board of Regents

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Discontinuation of Preschool Concentration – Early Childhood Education

December 1, 2023

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of the Early Childhood Education: Preschool Concentration at Charter Oak State College effective December 1, 2023.

A True Copy:

_____

Pamela Heleen, Secretary of the
CT Board of Regents for Higher Education

ITEM

Discontinuation of Preschool Concentration – Early Childhood Education at Charter Oak State College.

BACKGROUND AND RATIONALE

Charter Oak State College developed the Early Childhood Education (ECE) major in 2018 with five approved concentrations:

- Preschool
- Infant & Toddler
- ECTC (Early Childhood Teacher Credential)
- Program Administration and Leadership
- Montessori

The ECTC Concentration led to a separate credential, issued by OEC (Office of Early Childhood). However, OEC is now requiring institutions of higher education to obtain accreditation through NAEYC (National Association for the Education of Young Children) so that any student who graduates from the program, in any teaching concentration, will be eligible to earn the ECTC. Due to this change, the college will no longer need to offer a separate preschool concentration.

Students who previously enrolled in this program will now enroll in the concentration that will be called the 'Teaching Concentration.' With over 200 students currently enrolled in the ECE program, this change will provide less confusion for both academic advisors and students.

TEACH OUT

The College will allow all students enrolled in the Preschool Concentration to complete this program. However, new applicants will enter into the one teaching concentration of the ECE major as soon as this approval is granted.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve this discontinuation. The System's Provost and Senior Vice President for Academic and Student Affairs concurs with this recommendation.

12/1/2023 – BOR - Academic and Student Affairs Committee
12/14/2023 – Board of Regents

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Discontinuation of BA – Social Science – Western Connecticut State University

December 1, 2023

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of the Bachelor of Arts in Social Science at Western Connecticut State University effective Fall 2023.

A True Copy:

_____

Pamela Heleen, Secretary of the
CT Board of Regents for Higher Education

ITEM
Discontinuation of Bachelor of Arts in Social Science at Western Connecticut State University

BACKGROUND
The Social Science (SS) major is an interdisciplinary program requiring courses in the Social Science department's other majors plus related courses in history. The SS major's only proprietary requirements are a three-course research sequence required by the other department majors (Anthropology/Sociology and Political Science) which can be taught by any department member. The degree has suffered a severe decline and now has only 10 enrolled majors, a more than 75% decline from its high of 46 in 2012. This discontinuance is part of an academic improvement process to strengthen the Anthropology/Sociology and Political Science degrees and was undertaken in response to the university's last periodic Academic Program Review per BOR policy.

RATIONALE
With requirements in both Anthropology/Sociology and Political Science, SS effectively pulls potential enrollments from the other two majors. Furthermore, its multiple options were designed to satisfy requirements for a discontinued social studies teaching certification program. The result is competition among too many departmental programs for too few students to sustain them all. Furthermore, while there is no question that the skills developed in this program are valuable, it has not resulted in a reliable stream of students who persist to degree completion.

TEACH OUT
In Fall 2023, WCSU admitted the last cohort of incoming students into the BA in Social Science. The Department will develop a teach-out plan to facilitate degree completion for currently enrolled SS majors. Since the Department will continue offering the research sequence, students completing this major during the teach-out phase will discern no difference in the program delivery since they will have the same experience as their predecessors.

RECOMMENDATION
Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve this discontinuation. The System's Provost and Senior Vice President for Academic and Student Affairs concurs with this recommendation.

12/1/2023 – BOR - Academic and Student Affairs Committee
12/14/2023 – Board of Regents

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Discontinuation of BS – Meteorology – Western Connecticut State University

December 1, 2023

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of the Bachelor of Science Meteorology program at Western Connecticut State University effective Fall 2023.

A True Copy:

_____

Pamela Heleen, Secretary of the
CT Board of Regents for Higher Education

ITEM
Discontinuation of Bachelor of Science in Meteorology at Western Connecticut State University

BACKGROUND
The BS in Meteorology has suffered persistent severe enrollment, retention, persistence, and degree completion declines for the last 10 years. These problems, coupled with the high cost of program operation, have rendered the program unsustainable. This discontinuance is part of an academic improvement process to reimagine the existing BS as a new BS/MS 4+1 dual degree program in climate science. This improvement process includes moving the meteorology faculty into the Biology Department with other climate scientists and was undertaken in response to the university's last periodic Academic Program Review per BOR policy.

RATIONALE
Despite being the only Meteorology program in the CSU System, WCSU is not attracting majors to this discipline. Furthermore, while there is no question that the skills developed in this program are valuable, it has not resulted in a reliable stream of students who persist to degree completion. Most students seeking this major at WCSU are not prepared for the level of math and physics required to do computational weather analysis and forecasting. Most require multiple semesters to pass three levels of calculus, physics with calculus, and statistics preparatory for the upper-level courses. Due the combination of this cohort thinning, natural attrition, and declining enrollments, it is typical that only one (1) to four (4) students are eligible to register for any upper-level courses in the major. As a result, WCSU has for several years been running the second half of the major as Student Independent Studies (SIS) to facilitate degree progress. Regularly offering nearly half of the degree in SIS format—particularly the upper-level—is pedagogically unsound, disliked by both students and faculty, and imprudently pulls resources from successful programs.

TEACH OUT
In Fall 2023, WCSU admitted the last cohort of incoming students into the BS in meteorology. The Department will develop a teach-out plan to facilitate degree completion for these and other currently enrolled MTR majors. Since the second half of the major is already delivered predominantly via SIS (Student Independent Study), students completing this major during the teach-out phase will discern no difference in the program delivery.

Per university review in 2022-2023, the faculty in this program are now developing a proposal for a 4+1 degree in Climate Science and Meteorology.

RECOMMENDATION
Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve this discontinuation. The System's Provost and Senior Vice President for Academic and Student Affairs concurs with this recommendation.

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Discontinuation of AS – Hotel Management – CT State Community College

December 1, 2023

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of the Associate of Science Hotel Management program at CT State Community College effective Spring 2023.

A True Copy:

_____

Pamela Heleen, Secretary of the
CT Board of Regents for Higher Education

ITEM

Discontinuation of Associates of Science Degree in Hotel Management at CT State Community College

RATIONALE

The Hotel Management Associate of Science Program is not in alignment with the CT state consolidation of the hospitality and culinary programs. Gateway's Culinary program faculty and Manchester's Culinary and Hospitality programs faculty have been working together to move forward with programs that are consistent across the sister colleges in CT State. The Hospitality & Tourism Management Associate Degree Program will be offered in place of the Hotel Management program which will keep programs fully aligned for CT State and allows for convenient transfers between campuses.

MCC is applying for accreditation of the Hospitality & Tourism Management Associate Degree Program with the Accreditation Commission for Programs in Hospitality Administration (ACPHA) GCC plans to offer this program, as well and eventually hopes to apply for accreditation.

TEACH OUT

According to an April 10, 2023 Degree Works search, there are currently eight (8) students enrolled in the Hotel Management degree program at Gateway Community College. Of those eight (8), only two (2) are active (classes taken in the last five years) students. These students will be given proper advisement to be able to progress in the Hospitality & Tourism program at CT State.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve this discontinuation. The System's Provost and Senior Vice President for Academic and Student Affairs concurs with this recommendation.

12/1/2023 – BOR - Academic and Student Affairs Committee
12/14/2023 – Board of Regents

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Discontinuation of Associates of Science Degree in Restaurant Management

CT State Community College

December 1, 2023

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of the Associates of Science Degree in Restaurant Management at CT State Community College effective Spring 2023.

A True Copy:

_____

Pamela Heleen, Secretary of the
CT Board of Regents for Higher Education

ITEM

Discontinuation of Associates of Science Degree in Restaurant Management at CT State Community College

RATIONALE

The Restaurant Management AS Program is not in alignment with the CT State consolidation of the hospitality and culinary programs. In the interest of best serving students, CT State is moving forward with programs that are eligible for accreditation through the American Culinary Federation (ACF). Foodservice Management is an accredited program while Restaurant Management does not meet the standards for accreditation. ACF accredited culinary and hospitality programs can be transferred to four-year institutions, such as the Culinary Institute of America and Johnson and Wales; Restaurant Management program and courses cannot.

Since CT State - Gateway has already applied for and been approved for accreditation for a Culinary Arts Associate degree and Culinary Arts Certificate, the pathway for approval of the Foodservice Management degree is clear. Gateway has been following the template set by Manchester. CT State - Norwalk and Naugatuck Valley (NVCC) are also following this pathway.

TEACH OUT

According to an April 10, 2023 Degree Works search, there are currently (8) eight students enrolled in the Restaurant and Food Service Management degree program at CT State Gateway. Of those eight, only two (2) are active students (classes taken in the last five years). These students will be given proper advisement to be able to progress in the Foodservice Management program at CT State.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve this discontinuation. The System's Provost and Senior Vice President for Academic and Student Affairs concurs with this recommendation.

12/1/2023 – BOR - Academic and Student Affairs Committee
12/14/2023 – Board of Regents

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Modification of a Program

Bachelor of Science in Management Information Systems
Central Connecticut State University

December 14, 2023

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – BS in Management Information Systems, specifically a modification of the Classification of Instructional Program (CIP) Code from 521201 to 11.0401 at Central Connecticut State University.

A True Copy:

_____

Pamela A. Heleen, Secretary of the
CT Board of Regents for Higher Education

ITEM

Modification of the CIP Code 521201 for B.S. in Management Information Systems at Central Connecticut State University to CIP Code 11.0401.

BACKGROUND

The MIS department recently updated its program to be aligned with the IS2020 Competency Model. CCSU's mission of providing quality education would be furthered by offering a program aligned with current industry standards and meeting international students' needs. The anticipated impact of this change would be positive for the institution, as it would accurately reflect the program's offerings and provide more opportunities for international students.

PROPOSED CHANGE

CCSU requests a change in the Classification of Instructional Programs (CIP) code to accurately reflect the current educational offerings of the MIS major. Changing the CIP code to a STEM code would positively impact the institution, its mission, and its students. It would better align the program with current industry trends and provide international students valuable postgraduate work experience opportunities in Optional Practical Training (OPT).

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve this modification. The System's Provost and Senior Vice President for Academic and Student Affairs concurs with this recommendation.

12/1/2023 – BOR - Academic and Student Affairs Committee
12/14/2023 – Board of Regents

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Modification of a Program

Bachelor of Arts to Bachelor of Science (Name Change)
Biology
Western Connecticut State University

December 14, 2023

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – BA in Biology, specifically a name change to Bachelor of Science in Biology at Western Connecticut State University (OHE# 00192 and CIP Code Number 26.0101 remain the same).

A True Copy:

_____

Pamela A. Heleen, Secretary of the
CT Board of Regents for Higher Education

ITEM

Modification – Name change from Bachelor of Arts to Bachelor of Science in Biology at Western Connecticut State University

PROPOSED CHANGE

There is no current B.S. Biology degree at WCSU, and the number of credits required in the major are above the minimal 48 credits required for a B.S. degree. Changing from a B.A. to a B.S. degree would make WCSU Biology comparable to CCSU and SCSU B.S. Biology degrees and thus more attractive to prospective WCSU Biology students. This name change was strongly recommended by the most recent external academic program review (2022). Furthermore, renaming corrects misconceptions that the "WCSU Biology program does not prepare students for health associated careers and post-graduate schools." By changing the designation of the Biology Degree to a B.S., the Biology department explicitly indicates it offers degrees that prepare undergraduates for pre-health associated professions, which it has successfully done for many years.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve this modification. The System's Provost and Senior Vice President for Academic and Student Affairs concurs with this recommendation.

12/1/2023 – BOR - Academic and Student Affairs Committee
12/14/2023 – Board of Regents

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Modification of a Program – Name Change

BS in Early Childhood Education with a Concentration in Early Childhood Teacher Credential

to

BS in Early Childhood Education with a Concentration in Teaching

Charter Oak State College

December 14, 2023

RESOLVED: That the Board of Regents for Higher Education approve the name change modification of a program – BS in Early Childhood Education with a Concentration in Early Childhood Teacher Credential to BS in Early Childhood Education with a Concentration in Teaching at Charter Oak State College (OHE# and CIP Code Number remain the same).

A True Copy:

_____

Pamela A. Heleen, Secretary of the
CT Board of Regents for Higher Education

ITEM

Modification – Name change – BS in Early Childhood Education with a Concentration in Early Childhood Teacher Credential to BS in Early Childhood Education with a Concentration in Teaching at Charter Oak State College.

PROPOSED CHANGE

When the Bachelor of Science in ECE was approved in 2018, there were five concentrations established to meet the needs of early childhood educators working in various settings. Students working in state-funded early childhood programs enrolled in the ECTC (Early Childhood Teacher Credential) concentration. Students completing this concentration were eligible to receive the ECTC Credential, awarded by OEC (Office of Early Childhood).

OEC now requires higher education ECE programs to become accredited through NAEYC (National Association for the Education of Young Children). This accreditation replaces the need for a separate concentration for the ECTC Credential.

With the change in name, all students who are teaching will enroll in a 'Teaching Concentration' and will be eligible for the ECTC upon completion of the plan of study. All coursework for the teaching concentration can be taken by all students, regardless of state of residency.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve this modification. The System's Provost and Senior Vice President for Academic and Student Affairs concurs with this recommendation.

12/1/2023 – BOR - Academic and Student Affairs Committee
12/14/2023 – Board of Regents

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Approval of a New Program

December 14, 2023

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a Visual Arts Program (CIP Code: 50.0799, OHE# TBD) leading to a Bachelor of Fine Arts degree at Western Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

A True Copy:

_____

Pamela Heleen, Secretary of the
CT Board of Regents for Higher Education

ITEM

Establishment of a new Visual Arts Program leading to a Bachelor of Fine Arts degree at Western Connecticut State University.

Name of Institution	Western Connecticut State University	
Name of Program	Visual Arts	
CIP Code	50.0799	
OHE# (Leave blank for new programs)		
Degree Level	Bachelor of Fine Arts	
Number of Collegiate Credits	120	
Date of Action (Anticipated)	12/14/2023	
Nature of Request	X Licensure and Accreditation _ Program Change _ Phase-out Program _ Terminate Program	
If Name Change, New Name		
Delivery	Current (If not a new program) _ On Ground _ Hybrid _ Online	Future X On Ground _ Hybrid _ Online
Effective Term	Fall 2024	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

BACKGROUND

Upon application to the National Association of Schools of Art and Design (NASAD) for program accreditation in 2017, the Visitor Report cited "Right now, the Bachelor of Arts program looks more like a Bachelor of Fine Arts. The institution should consider in its strategic planning how it might address this issue." In response, Art faculty at WCSU determined that the appropriate choice for the department would be to move forward with a BFA in all options.

PROPOSAL AND RATIONALE

WCSU will be the first of the CSCU institutions to offer a Bachelor of Fine Arts in Visual Arts, providing a professional degree and contributing to the CT workforce and is the only CSCU institution that is accredited by the National Association of Schools of Art and Design (NASAD). Their rationale includes the following:

1. WCSU is already teaching, as electives to the program, all but 6 additional semester hours (2 classes in Art History) that would be required to convert the degree to a BFA, and those hours could be staffed at the adjunct level. These 2 classes would make us compliant with NASAD standards.
2. The cost of conversion is nominal.
3. An increase in enrollment is anticipated. As the only NASAD accredited institution in the CSU system, inquiries into Western's current program often do not result in application to our current BA programs. Potential students have voiced their preference for a professional degree (BFA). This is a common sentiment based on discussions with prospective students during open house events, portfolio reviews and email correspondence.
4. The development of the BFA is a stronger choice than reducing credits in our current BA in order to bring it into compliance with NASAD.

The Bachelor of Fine Arts in Visual Art is for students who desire an intensive undergraduate concentration which fosters independent creative thinking and art creation in one of four options (Graphic Design, Illustration, Photography, and Studio Arts: Painting). Western's curriculum is designed to provide students with the technical skills and understanding of contemporary art practices required in pursuing a professional career in the field of fine arts. Additionally, courses in advanced art history provide the student with a cultural, historical, and philosophical context for understanding traditional and contemporary art and design. These acquired skills add to the development of their personal expression and cultural literacy.

Essential to the BFA proposal is the flexibility for students to obtain an internship. The curriculum is designed to leave credits available so that students can dedicate up to 6 semester hours to internship experiences. Opportunities exist with professional artists, design studios, museums, and arts organizations in Fairfield County through faculty outreach. Because of Western's proximity to New York City, the professional BFA provides additional opportunities for internships to be explored in allied industries including Fashion, Arts and Culture Management, Interior Design, and other industries within the Tri-State area.

According to the Jobs EQ Education Report, "As of 2022Q1, total employment for occupations linked to Fine Arts and Art Studies, Other in Connecticut was 1,670. Over the past three years, linked occupations shed 3 jobs in the region and are expected to need in aggregate approximately 1,153 newly trained workers over the next seven years."

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve this new program. The System's Provost and Senior Vice President for Academic and Student Affairs concurs with this recommendation.

SECTION 1: GENERAL INFORMATION

Date of Submission to CSCU Office of the Provost: September 18, 2023

Institution: Western Connecticut State University
Most Recent NECHE Institutional Accreditation Action and Date: 2013, reaccreditation 2024

Program Characteristics

Name of Program: ART

Program Type: **BFA,** Bachelor of Fine Arts in Visual Arts-Concentrations in Graphic Design, Illustration, Photography and Studio Art: Painting

Modality of Program: **X** On ground Online Hybrid, % of fully online courses 15–20% are offered as part of general schedule, but this is an on-ground program).

Locality of Program: **X** On Campus ☐ Off Campus ☐ Both

Anticipated Program Initiation Date: Fall 2024

Anticipated Date of First Graduation: AY 2025/26

Total # Credits in Program: 120

Credits in General Education: 40

IPEDS defined program duration: 4 Years.

CIP Code Number: 50.0799 Title of CIP Code: Fine Arts, Art Studies, Other

Department where program is housed: Art

Location Offering the Program *(e.g., main campus)*: Main Campus/Westside

Provide estimated cost of program (tuition and fees): $12,763 OR url for link to tuition/fee information:

Request for SAA Approval for Veterans Benefits? X Yes ☐ No

Program website: www.wcsu.edu/art

- Provide the intended catalog description for this program:

The Bachelor of Fine Arts in Visual Art is for students who desire an intensive undergraduate concentration which fosters independent creative thinking and art creation in one of four options (Graphic Design, Illustration, Photography, and Studio Arts: Painting).

Our curriculum is designed to provide students with the technical skills and understanding of contemporary art practices required in pursuing a professional career in the field of fine arts. Additionally, courses in advanced art history provide the student with a cultural, historical, and philosophical context for understanding traditional and contemporary art and design. These acquired skills add to the development of their personal expression and cultural literacy.

Candidates accepted for the program will be expected to maintain a high standard of excellence and demonstrate significant artistic growth. Before advancement to upper-division status, all BFA candidates must participate in a sophomore review/assessment by the departmental faculty. This typically occurs in the sophomore year at the start of their spring semester after taking core requirements.

If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: **N/A**

Program Discontinued: CIP: OHE#: BOR Accreditation Date:

Phase Out Period Date of Program Termination

Discontinuation of a program requires submission of form 301. Discontinuation form submitted? ☐ Yes ☒ No N?A

Other Program Accreditation:

- If seeking specialized/professional/other accreditation, name of agency and intended year of review:
  We are currently accredited by the National Association of Schools of Art and Design. This new program would be reviewed during the already scheduled 2023-2024 Reaccreditation Site Visit.
- If program prepares graduates eligibility to state/professional licensure,
  - identify credential:
  - confirm NC-SARA requirements met: ☐ Yes ☐ No

Institutional Contact for this Proposal

Name: Ken Scaglia

Title: Chair, Department of Art

Phone: 203-837-3975

Email: scagliak@wcsu.edu

NOTES:

- Please rename your completed application to include your institution and the degree name and type in the file name (e.g., SCSU DataSci MS 101 New Program Application) and submit your completed application to CSCU-ACandASASub@ct.edu by the posted deadlines (https://www.ct.edu/academics/approval)
- All applications to establish a new program will be considered for both Licensure and Accreditation by the BOR
- New programs include: degrees, degrees with option(s), degrees with certificates(s), stand-alone credit bearing certificates
- Use Form 102 *New Academic Offering – Below Threshold Report* for new:
  - degree minors, concentrations, or specializations
  - undergraduate certificates or programs ≤ 30 credits within an approved program
  - undergraduate certificates ≤ 15 credits
  - graduate certificates ≤ 12 credits
  - non-credit bearing certificates
  - programs that do not qualify students to become eligible for federal financial aid

SECTION 2: PROGRAM OVERVIEW: PURPOSE AND GOALS

In this section, provide an overview of the purpose and goals of the proposed program. Your narrative should include the following:

- clear statement of the program's purpose
- statement describing how the program meets students' educational goals and career objectives
- description of relevant national or local educational trends and connection of these to the program
- discussion of relevant faculty expertise and commitment with respect to the program
- description of other relevant specific institutional strengths and/or distinctive attributes that contribute to program
- the relationship of the program to the mission of the institution and CSCU (specifically, the program's relationship to current strategic priorities)
- the impact of the program on the institution; and the extent to which the program complements existing programs at the institution.
- the potential quality of the proposed program in relation to comparable programs within and outside CSCU

PROGRAM OVERVIEW: PURPOSE AND GOALS

WCSU will be the first of the CSCU institutions to offer a Bachelor of Fine Arts in Visual Arts, providing a professional degree and contributing to the CT workforce. The BFA at Western Connecticut State University will distinguish itself among the state universities of Connecticut. WCSU is the only CSCU institution that is accredited by the National Association of Schools of Art and Design (NASAD). Upon application to NASAD for program accreditation in 2017, the Visitor Report cited "*Right now the Bachelor of Arts program looks more*

like a Bachelor of Fine Arts. The institution should consider in its strategic planning how it might address this issue".

In response, Art faculty at WCSU determined that the appropriate choice for the department would be to move forward with a BFA in all options. Our rationale included the following:

1. We are already teaching, as electives to the program, all but 6 additional semester hours (2 classes in Art History) that would be required to convert the degree to a BFA, and those hours could be staffed at the adjunct level. These 2 classes would make us compliant with NASAD standards.
2. The cost of conversion is nominal.
3. An increase in enrollment is anticipated. As the only NASAD accredited institution in the CSU system, inquiries into our current program often do not result in application to our current BA programs. Potential students have voiced their preference for a professional degree (BFA). This is a common sentiment based on discussions with prospective students during open house events, portfolio reviews and email correspondence.
4. The development of the BFA is a stronger choice than reducing credits in our current BA in order to bring it into compliance with NASAD.

WCSU has a well-established commitment to the intersection of art, technology, and innovation. The School of Visual and Performing Arts brings together creative talent and the sophisticated technology meant to support a thriving fine arts school. Our reputation in the Visual Arts is outstanding, and our ability to support the required elements of a professional program in all four concentrations is secure. As a department we are nimble in our abilities to meet the crossover needs of an evolving workforce.

Western's Institutional Mission states that the university offers undergraduate and graduate programs that weave together liberal arts and professional education and instill a desire for life-long learning. This BFA in Visual Arts degree will be a liberal arts degree that incorporates professional training in four distinct areas of the Visual Arts: Graphic Design, Illustration, Photography, and Studio Arts: Painting. The very structure of this program with a common Visual Arts core, regardless of concentration, aligns with the overall mission of weaving liberal arts with professional training. This degree will complement the department's already established BA in Art degree allowing it to become wider reaching in its scope.

The proposed BFA program would require no additional Full-Time Faculty, and only 6 additional hours of adjunct instruction. At an average rate of $2271.83 per semester hour (Group F Ranking), this would result in an annual program expenditure of only $13,630.98. The projected program revenue would be approximately $1.9 million.

Proposed	BFA Visual Arts: Graphic Design	BFA Visual Arts: Illustration	BFA Visual Arts: Photography	BFA Visual Arts: Painting	BA in Art	Dept. total
Proposed Annual Cohorts	12	7	7	7	6	39
Totals at Full Matriculation	48	28	28	28	24	156
Proposed Annual Tuition at full matriculation. (Avg $12,763 (10% OS not included)	$612,624	$357,364	$357,364	$357,364	$306,312	$1,991,028

The implementation of the BFA in Visual Arts degree, with WCSU's affordable tuition, will make us an attractive alternative to other institutions offering this degree at a much higher cost here in the Northeast including the Hartford Art School, UConn, and SUNY Purchase.

SECTION 3: NEED AND JUSTIFICATION

Addressing Identified Needs

- How does the program address CT workforce needs and/or the wellbeing of CT communities? In your response, provide evidence of employment prospects, including specific job titles and estimated salary ranges, for graduates of the proposed program. For liberal arts and transfer-specific programs, demonstrate the need for the program in terms of student demand and describe specific transfer or employment opportunities for program graduates. *(Include and identify data sources, e.g., JobsEQ, Dept of Labor statistics, etc. Sample job postings, letters of support from employers and/or transfer/graduate/professional programs can be included as an appendix)*

Creative and critical thinking are the foundations of entrepreneurial opportunities. Connecticut has made creative industries a priority in workforce development. These include stand-alone arts organizations, public relations firms, marketing firms, advertising agencies, and these departments in major corporations. Students graduating with a BFA in Visual Arts from WCSU will be well suited for these positions, or as independent, freelance artists in Graphic Design, Illustration, Photography, and/or Painting. Our BFA students will be well-prepared to provide innovative approaches to creative problem solving in art and art-related fields.

Essential to this BFA proposal is the flexibility for students to obtain an internship. The curriculum is designed to leave credits available so that students can dedicate up to 6 semester hours to internship experiences. Opportunities exist both on and off campus.

According to the Jobs EQ Education Report, "As of 2022Q1, total employment for occupations linked to Fine Arts and Art Studies, Other in Connecticut was 1,670. Over the past three years, linked occupations shed 3 jobs in the region and are expected to need in aggregate approximately 1,153 newly trained workers over the next seven years." For current job titles and descriptions please see Appendix.

Careers/Professions and Earnings

- Identify the careers and professions available to graduates of the program using the Standard Occupational Classification (SOC) system. Provide SOC code number(s) and name(s) in the table below, along with the median estimated earnings (or salary range) for each. Add rows as needed.

SOC Code	SOC Title	Median Estimated Earnings
27-1000	Art and Design Workers	$58910
27-1013	Fine Artists	$69010
27-1014	Special Effects/Animators	$86220
27-1020	Designer	$53160
27-1024	Graphic Designer	$59970
27-1029	Designers/All Others	$73480
27-4020	Photographers.	$48210
25-4010	Archivists, Curators and Conservators	$58830

Graphic Design Careers

Art director, Creative designer, Brand/Corporate identity designer, Design Director, Freelance graphic designer, Web designer, Multimedia animator, Exhibition designer, Wayfinding Systems designer, Packaging designer, Motion Graphics, Publications designer, Typographic designer

Illustration Careers

Advertising Illustration, Animation and Gaming, Character Development (Television, Print), Comics, Children's Books, Digital Illustration, Educational Illustration (Products and Promotions), Fashion Illustration, Medical Illustrator.

Photography Careers

Architectural, Commercial, Editorial, Fashion, Fine Art, Medical/Scientific, Photographer's Assistant, Studio Manager, Wedding/Portraits, Photo Historian and Archivist, Photo Restorer & Retoucher, Movie Stills, Nature/Environmental, Photojournalism, Sports, Underwater/Marine.

Studio Art Careers

Gallery Owner/Operator, Mural Artist/Sign Painter, Artist-In-Residence, Museum Publications Director, Cartoonist, Web Page Designer, Art Teacher, Arts Fundraiser, Art Librarian, Arts Council Director, Illustrator, Picture Framer, Art Therapist, Community Arts Center Director, Museum Education Coordinator, Conservator/Restorer, Visual Merchandiser, Grants Specialist, Museum Curator Historical Preservation Coordinator, Arts & Humanities Council Director.

Applicable Industries

Identify the industry applicable to this program using the North American Industry Classification System (NAICS). Provide the NAICS code(s) and title(s) in the table below. Add rows as needed.

NAICS Code	NAICS Title
Sector 71	Arts Entertainment and Recreations
Sector 712	Museums, Historical Sites and Similar institutions.
Sector 7115	Independent Artists, Writers and Performers

Career/Program Pathways

Does this program prepare students for another program? **X Yes, specify program: MFA in Visual Arts**

Impact on related programming at the home institution

- Indicate what similar programs (e.g., programs with the same first 2-digit CIP) currently exist at your institution:
  WCSU offers the following programs that are codified as 50. Visual and Performing Arts.
  500501 Theater Arts BA
  500509 Musical Theater BFA
  500901 Music BA
  500904 Music (Performing, Composition, Theory) B.MUS
- ***Include enrollment and completion data for the past 5 years for each of these programs as an Appendix:***
  Please see *Appendix A* at the end of this document.
- **How will the proposed program impact enrollment and completion in these existing programs?**
  This new program will have no impact on the Theatre Arts or Music programs which operate independently, as separate departments. The impact of the BFA in Visual Arts will be an increase in enrollment.

- **Are there plans to discontinue any of the existing similar programs?** No.
- **What is the value added of the proposed program in relation to the existing programs?**

  The BFA will make us an attractive alternative to the other institutions offering these professional degrees at a much higher cost here in the Northeast. Any student in the BFA program who does not pass their sophomore review will be encouraged to complete the BA in Art program. Our existing BA will be revised to reduce the number of required credits in the art major, allowing us to satisfy the needs of WCSU students considering a double major in Communications, Education, or Psychology for later study in Art Therapy or Art Education. No courses in the BA are not in the BFA, so there is no additional expense for maintaining this program.

Briefly comment on the resources required for the proposed program in relation to the existing programs, e.g., does the proposed program make use of existing faculty and courses, how will the institution ensure that reassignment of faculty or other resources from an existing program does not negatively impact that program, etc. (*specific details should be provided in the Budget section*):

All needed resources are already in place and present in the Visual and Performing Arts Center and university libraries. This includes faculty and facilities. Current full time and adjunct faculty will continue to teach courses that fulfill the needs for both the new BFA and revised BA. Only 1 new adjunct faculty will be hired to cover the new art history course offering required for our BFA to be NASAD compliant.

Necessary facilities already exist. These include design studios, studios for painting, drawing, 3D projects, computer lab, and photography studio. In addition, each of these spaces is fully equipped with supplies, equipment, and technology.

Impact on related programming across CSCU

- Indicate what similar programs (e.g., programs with the same first 2-digit CIP) currently exist at other institutions within CSCU:

Each of our sister CSCU institutions offer programs with the same first 2-digit CIP codes but none offers the professional Bachelor of Fine Arts in Visual Arts degree nor are they NASAD accredited.

- ***Attach supplement 101a for each CSCU institution that has one or more similar programs***.
- How is the new program distinct from these existing programs?

WCSU will be the first of the CSCU system that will offer a Bachelor of Fine Arts and is also NASAD accredited.

- Explain why student or employer demand is not met through existing CSCU programs and provide an assessment of the sustainability/growth of the proposed and existing programs:

Existing Bachelor of Arts programs in the system are Liberal Arts degrees. The BA degree is ideal for students interested in pursuing traditionally non studio art-related careers such as Marketing and Art Therapy since students can focus in more than one area of study due to the allocation of credits in the degree.

Our BFA program will focus more heavily on substantial practical training in students' craft in art and design studies allowing for more focused time directed to students' studio practice. This will prepare them to work in a variety of arts-related professional fields such as corporate and freelance art and design studios, arts entrepreneurship and community development, and arts organizations or non-profits, like museums and galleries.

We've already established connections for our students with professional artists, design studios, museums, and arts organizations in Fairfield County through our faculty outreach. Because of our proximity to New York City, the professional BFA provides additional opportunities for internships to be

explored in allied industries including Fashion, Arts and Culture Management, Interior Design, and other industries within the Tri-State area.

As the only NASAD accredited institution in the CSU system, the professional Bachelor of Fine Arts degree program will heighten our uniqueness giving us more ability to attract, enroll, and provide future graduates meaningful skills for current and future workforce needs.

We will regularly assess the design, implementation, and outcomes of the program as measured against student job placements after graduation. Surveys to prospective employers will allow us to be nimble as we adjust curriculum to technology and methods that may change in the future—thereby assuring student success. Alumni outreach and interaction with current students will provide invaluable information and opportunities for both current and future students.

Once our current BA is brought into alignment according to NASAD standards, the Department of Art at WCSU will be poised to offer a full spectrum of Liberal Arts (BA) and Professional Degrees (BFA), thereby ensuring sustainability and growth.

SECTION 4: STUDENT ENROLLMENT & RETENTION

Enrollment Projections

Complete Supplement B – Pro Forma Budget.

Summarize expected student enrollment and completion in the program over the first three years. Identify the sources for these projections, and describe any assumptions made. Note, in particular, any existing CSCU programs or stakeholder groups from which enrollment may be drawn.

The WCSU Department of Art can accommodate up to a 36-40-person cohort (spread between the 4 new BFA options and revised BA degree) with minimal to no additional sections needed, particularly in the Foundation courses.

These enrollment projections are based on the review of AY22/23 applications and subsequent enrollments in our current BA program. With 98 students accepted, only 1/3 of those students enrolled in our program. Potential students have voiced their preference for a professional degree (BFA). This is a common sentiment based on discussions with prospective students during open house events, portfolio reviews and email correspondence. The implementation of the BFA will improve enrollment numbers, even with these conservative projections.

An estimate of initial annual cohorts for each concentration within the BFA are as follows:
Graphic Design Concentration: 12, Illustration Concentration: 7, Painting Concentration: 7, Photography Concentration: 7

This would result in the following cohorts at Full-Matriculation:
Graphic Design Concentration: 48, Illustration Concentration: 28, Painting Concentration: 28 and Photography Concentration: 28

The following chart of course enrollments show sample enrollments by course level and student degree designations. Besides courses in their chosen concentration, each student will be able to take elective courses offered in the other concentrations. This will increase enrollment in many 300 and 400 level classes offered in each concentration.

Art Classes	Number of students	Degree Designation and Eligibility
Art Level 100 classes	18-22 students average per class	BFA, BA, Minor
Art Level 200 classes	18-22 students average per class	BFA, BA, Minor
Art Level 300 classes	12-18 students average per class	BFA, BA (in concentration and as electives)
Art Level 400 classes	12-15 students average per class	BFA (in concentration and as electives-excluding *Portfolio*)

As a result of these projected BFA cohorts, the BA in Art annual cohort has been conservatively estimated to house 6 students: 24 at full matriculation.

The above numbers including both the BFA and BA would improve enrollment in the Department of Art to a total of 156 students. This is an improvement compared with the highest enrollment in 2018 of 146.

Prospective Students

Describe the prospective students for the program *(this information will be provided to OHE and become publicly available; your response can help market your program and recruit students)*:

The prospective student for the BFA in Visual Arts at WCSU is a student who seeks out opportunities for self-exploration and self-expression. They are students who wish to exercise their creativity with meaningful skills for current and future workforce needs. Our preparation is more than simply honing skills, we fine tune their critical thinking abilities to prepare them for adaptability to a variety of work situations that require creative, entrepreneurial thinking to solve communication challenges.

Student Recruitment / Student Engagement

- Describe the marketing, advising, and other student recruitment activities to be undertaken to ensure the projected enrollments are achieved:

We anticipate that recruitment for the BFA will be different than the BA and positively affect enrollment once the degree is implemented. Continued participation in WCSU and VPA Open House and Accepted Students events as well as continued social media presence and promotion of our numerous on-campus events, workshops, and exhibitions will build our visibility to prospective students.

One of the major recruitment factors for the Department of Art lies in the Visual and Performing Arts Center itself. Our facilities are unmatched in the region, and our ability to provide personalized tours and shadow days for prospective students is a major recruitment tool. Additionally, there is already a Visual and Performing Arts Center Coordinator on staff who regularly organizes and facilitates tours and interviews for prospective students.

- What student engagement strategies will be employed to advance student retention and completion in program?

The Department of Art has a strong history of student retention due to our commitment to keep students regularly engaged both inside and outside of the classroom. The department's new FY class has strengthened department retention strategies with focused sessions on advising, course registration, and career options. Noticeably, students have become more engaged in the courses they want to take and are invested in their four-year plans. Since all Art freshman are required to attend this FY class during their first Fall semester, the freshman cohort is strengthened as friendships are developed. Each cohort discovers and celebrates the connections to art their variety of personal experiences present. Faculty assigned to this class monitor students throughout the academic year. Any issues occuring early in a student's academic career can be identified creating a greater chance of ensuring momentum of timely completion in the program.

As students progress through the degree, every effort is made to connect students to alumni, practicing professionals and professional organizations. These offer students insight into the real-world, day-to-day practices of their chosen career paths. Additionally, dedicated efforts are made to connect students with internships in their field, with the help of WCSU's Office of Communications and Marketing and Career Success Center. The Office of Communication and Marketing currently employs 4-6 Art students per academic year to assist in the daily requests received from all academic departments and athletics on campus for design and photography services.

Admission Requirements

Does this program have special admission requirements (i.e., beyond those required for the institution as a whole)?

X Yes ☐ No

If yes, describe the selection process, including all criteria:

Each student, including all transfer students, applying for the BFA in Visual Arts will be required to submit a portfolio for review by a jury of Department of Art faculty. These reviews will analyze the BFA candidates' art making process including knowledge of formal elements, use of materials, problem solving, experimentation and innovative thinking. A rubric will be available to faculty for portfolio assessments.

Graduation Requirements

Does this program have special graduation requirements (e.g., capstone or special project)? X Yes ☐ No

If yes, describe:

To fulfill the graduation requirement for BFA students, all students must complete the sequence of all required Art classes within their concentrations and participate in the Senior Thesis Exhibition.

Experiential Learning Requirements

Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? ☐ Yes **X No**

If yes, describe here and attach copies of the contracts or other documents ensuring program support in an appendix:

SECTION 5: CURRICULUM & ASSESSMENT

Learning Outcomes - L.O.

1. Knowledge of basic principles of design and color, concepts, media and formats, and the ability to apply to them a specific aesthetic intent. This includes functional knowledge of the traditions, conventions, and evolutions of the discipline as related to issues of representation, illusion, and meaning. This will be assessed in courses like Fundamentals of 2D Design and Color Theory.

2. Development and creation of a significant body of work along with the ability to understand and evaluate works of art. This will be assessed in Level 300 and 400 courses including Portfolio.

3. Demonstrate critical analysis applied to their own work and the work of others. This will be assessed through individual and group critiques in all studio classes.

4. Capacity to be conversant with the historical record of art history and the works and philosophies of major artists/designers, and the ability to summarize contemporary thinking on art and design. This will be assessed through all Art History classes including Art History I and II, Non-Western Art History, Survey of Contemporary Art, History of Design, and History of Photography.

5. Progress toward developing a consistent, personal direction and style. This will be assessed in Level 200 and 300 studio courses.

6. Situate their artwork within a larger historical, cultural, and contemporary context. This will be assessed in Level 300 and 400 courses including Portfolio.

7. Demonstrate effective preparation and presentation of work with an understanding of basic professional practices in the field. This will be assessed in both Gallery Interactions and Portfolio.

Assessment of Learning Outcomes

- Briefly describe assessment methodologies to be used in measuring the program learning outcomes:

The seven Learning Outcomes for the BFA in Visual Arts will be assessed on a rotating schedule in various course levels, covering a different LO each academic year. Students are assessed on the requisite tasks associated within an outcome, what they are expected to know about the LO, and those results they can demonstrate that have been accomplished in each LO. A rubric of topics for each LO is created and the compiled ratings of five levels of accomplishment are entered into the rubric. The results lead to analysis and development of plans that can improve ratings where necessary. Additionally, students at the start of the spring semester of their sophomore year will submit a portfolio of their foundation course work for a juried review by faculty before moving into their chosen concentration. Any student not passing this sophomore review will be able to switch to the BA in Art or other degree paths that they choose after advisement.

Curriculum

BFA CORE: All Concentrations (37 SH)

Department	Course	LO	Prereqs.	CRHR
Art 100	History of Art (Begin to Ren)	4	None	3
Art 101	History of Art (Ren to Present)	4	None	3
Art 103	Art Seminar (FY)	3	None	1
Art 121	Fundamentals of 2D Design	1,3	None	3
Art 141	Drawing I	1,3	None	3
Art 105	Media and Methods	1,3	Art 130 &150	3
Art 130	Color Theory	1,3	Art 121	3
Art 150	Drawing II	1,3	Art 141	3
Art 117	Intro to Digital Photography	1,2	None	3
Art 201	Non-Western Art History	4	None	3
Art 266	Fundamentals of 3D Design	1,2,3,5	Art 121	3
Art 448	Gallery Interactions (WRT Tier III)	7	Junior/ Senior	3
Art 472,474,476,478	(Portfolio) (CE)	6,7	Senior	3
			TOTAL	**37**

1. Graphic Design Concentration (43 SH)

Department	Course	LO	Prereqs.	CRHR
Art 2XX	History of Design	4	None	3
Art 274	Bookmaking	1,2,3,5	Art 266 or 309	3
Art 302	Graphic Processes	1,2,3,5,6	Art 208 or 266	3
Art 310	Typography	1,2,3,5,6	Art 208 or 266	3
Art 315	Communication Design I	1,2,3,5,6	Art 302	3
Art 332	Digital Production: InDesign	1,2,3,5,6	Art 302	3

Art 352	Digital Production: Web Development	1,2,3,5,6	Art 302	3
Art 432	Communication Design II	1,2,3,5,6	Art 315	3
Art 442	Communication Design III	1,2,3,5,6	Art 432	3
Art	Art Electives	1,2,3,5,6		16
			TOTAL	**43**

2. Illustration Concentration (43 SH)

Department	Course	LO	Prereqs.	CRHR
Art 2XX	History of Design	4	None	3
Art 270	Figure Drawing	1,2,3,5	Art 150	3
Art 304	Illustration I	1,2,3,5,6	Art 266	3
Art 317	Illustration II	1,2,3,5,6	Art 304	3
Art 333	Intro to Animation	1,2,3,5,6	Art/DIMA 210 or Art 317	3
Art 324	Digital Illustration	1,2,3,5,6	Art 304	3
Art 342	Digital Imaging and Production	1,2,3,5,6	Art 210 or 304	3
Art 434	Adv. Digital Illustration	1,2,3,5,6	Art 324	3
Art 444	Illustration III	1,2,3,5,6	Art 304	3
Art	Art Electives	1,2,3,5,6		16
			TOTAL	**43**

3. Photography Concentration (43 SH)

Department	Course	LO	Prereqs.	CRHR
Art 145	History of Photography	4	None	3
Com 146	Basic Video Production	1.2	None	3
Art 207	Photography I	1,2,3,5	Art 150	3
Art 210	Fundamentals of Imaging Software I	1,2,3,5	Art 117	3
Art 216	Photography II	1,2,3,5	Art 207	3
Art 326	Alternative Photographic Process	1,2,3,5,6	Art 216	3
Art 346	Color Photography	1,2,3,5,6	Art 207	3
Art 356	Advanced Photographic Methods	1,2,3,5,6	Art 216	3
Art 4XX	Photography III	1,2,3,5,6	Art 216	3
Art	Art Electives	1,2,3,5,6		16
			TOTAL	**43**

4. Painting Concentration (43 SH)

Department	Course	LO	Prereqs.	CRHR
Art 2XX	Survey of Contemporary Art	4	None	3
Art 208	Painting I	1,2,3,5	Art 130 and 270	3

Art 268	Alternative Creative Process	1,2,3,5	Art 105	3
Art 270	Figure Drawing	1,2,3,5	Art 150	3
Art 274	Bookmaking	1,2,3,5	Art 266 or 309	3
Art 309	Sculpture I	1,2,3,5,6	Art 208 and 266	3
Art 318	Painting II	1,2,3,5,6	Art 208	3
Art 329	Painting III	1,2,3,5,6	Art 318	3
Art 438	Painting IV	1,2,3,5,6	Art 329	3
Art	Art Electives	1,2,3,5,6		16
			TOTAL	**43**

Current GE Requirements:

Students must complete each of the competencies listed below. In Unmet conditions for this set of requirements: addition, students must complete 3 of the competencies a second time excluding First Year (FY) and WRT 101 (WI).

General Education Competencies	
Creative Process (CP)	1 to 2 Classes
Oral Communication (OC)	1 to 2 Classes
Critical Thinking (CT)	1 to 2 Classes
Oral Communication (OC)	1 to 2 Classes
Health and Wellness (HW)	1 to 2 Classes
Scientific Inquiry (SI)	1 to 2 Classes
Intercultural Competence (IC)	1 to 2 Classes
Information Literacy (IL)	1 to 2 Classes
First Year Experience (FY)	1 Class
Culminating Experience (CE)	1 to 2 Classes
Writing Course (WRT 101)	WRT 101
Writing Intensive II (W2)	1 to 2 Classes
Writing Intensive III (W3)	1 to 2 Classes
Quantitative Reasoning (QR)	1 to 2 Classes

General Education Course Requirements

Unmet conditions for this set of requirements: 40 credits are required.

Writing Course (3 S.H.)	WRT 101
37 Credits in courses outside of major	

Art Courses **80**
General Education Courses **40**

Open Electives (*Indicate number of credits of open electives*)	
Total Program Credits (must match number of credits reported on page 1)**:**	**120**

CSCU Transfer Pathways

CSCU four-year institutions and CT State Community College are required to collaborate on transfer pathways during new curriculum develop.

CSU/COSC Bachelor's Degree Programs: Programs at four-year institutions should document how an existing Transfer Ticket, Liberal Arts and Science Degree, Pre-program, or other Transfer Track will articulate to the proposed program by completing the appropriate CSCU Pathway Articulation form. CSCU Pathway Articulation forms are available through the Academic and Student Affairs forms website. Completion of the form must be verified by the signature of the CSCU Director of Transfer and Articulation and the completed form should be submitted with this proposal.

- Identify the CT State Community College program that best articulates to the proposed program:
  ☐ Liberal Arts & Science: ☐ A.A. only ☐ A.S. only X A.A. or A.S.
  X Transfer Ticket, specify: Framework 30
  ☐ Other pre-program or transfer track, specify:

- With respect to this CT State degree program, which of the following is true?
  X This associate degree will transfer and apply in whole (if students complete the degree) or in part (if students transfer before completing the degree) to the requirements for the proposed program
  ☐ Only the full completed Associate degree will transfer and apply to the requirements for the proposed program (i.e., students must complete the degree to receive the full transfer benefit)
  ☐ Only a portion of the Associate degree will transfer and apply to the requirements for the proposed program, even if students complete the full degree

- If students complete the above CT State degree, can the proposed program be completed in no more than 60 credits following transfer? **X** Yes ☐ No, please explain:

Credit Summary	
CSU/COSC Proposed Program total credits:	120 credits
CT State program total credits:	60 credits
CT State program credits that can be applied to proposed degree:	60 credits
CSU/COSC general education credits remaining after transfer	0 credits
CSU/COSC program credits remaining after transfer	60 credits
Excess credit hours for CT State transfer students who have completed an associate degree	0 credits

CT State Community College Associate Degrees: As per Board policy, all new A.A. and A.S. degrees should consider transfer possibilities within the CSCU system (https://www.ct.edu/files/policies/1.13%20Policy_Statement_on_Associate_Degrees.pdf). With few exceptions, transfer associate degrees should be designed for transfer to any and all CSCU four-year institutions that offer the corresponding four-year degree. Associate degrees designed for transfer to CSU/COSC will follow Transfer and Articulation Policy (TAP)

guidelines and processes (https://www.ct.edu/tap). CSCU Pathway Articulation forms are available through the Academic and Student Affairs forms website. Completion of the form(s) must be verified by the signature of the CSCU Director of Transfer and Articulation and the completed form(s) should be submitted with this proposal. Document below how the proposed degree program will articulate to CSCU and/or non-CSCU institutions.

- What is the primary purpose of the proposed degree? ☐ Career ☐ Transfer ☐ Both career and transfer
- Does the proposed degree include the Framework30? ☐ Yes ☐ No, please explain:
- Following completion of a CT State transfer degree, students should be able to transfer to a CSU/COSC program that would require they complete no more than 60 credits following transfer. Identify all such four-year degree programs in the table below. Include the number of credits remaining to complete the four-year degree.

Institution	Program	# of credits remaining (if > 60, provide explanation)

- If the proposed degree also transfers to non-CSCU institutions, add the relevant information for those institutions to the table above and attach the corresponding articulation agreements to this proposal.

Internal Stackable Pathways

Describe any stackable pathways to, and/or from, this program to other programs at your own institution (e.g., certificate stackable to associates degree, accelerated pathways from bachelors to masters, etc.):

Click or tap here to enter text.

Other Stackable Pathways

Use this section to describe any other pathways to/from the proposed program not captured above:

Click or tap here to enter text.

Program Evaluation

Describe how the quality and success of the program will be monitored during the first five years:

Click or tap here to enter text.

Assuring Equitable Outcomes

- Equity (eliminating institutional performance disparities along dimensions of ability, ethnicity/race, economics, and gender) is one of the Board of Regents' Goals.

What specific metrics will be used to assess equity across these dimensions in terms of recruitment, enrollment, retention, and completion?

Broader recruitment in underserved regional communities has been implemented to boost the diversity of potential enrollment. Before the start of each Fall semester, the department will review student enrollment against

student applications to monitor location trends and identify missed communities where recruitment can be targeted and increased.
Identifying the needs of those communities will be reviewed and addressed in the First-Year seminar giving all incoming Art students skills that will serve them throughout their college career. The university's First-Year Program's schedule of activities prepares the students' readiness, support and adaptability to the college environment and its numerous demands on their time and skills. Activities include introductions to many student services including the Writing Center, Tutoring Resource Center, Math Emporium, Counseling Center, and Career Success Center along with class sessions specifically designed to educate the student on advisement practices, course choices, and extracurricular activities and clubs.

- Describe specific aspects of the program (e.g., interventions to address college readiness, targeted recruitment strategies, comprehensive supports, etc.) intended to advance equitable student outcomes.

Tracking students starting in their freshman year is a vital element to our program's student retention and degree completion. Throughout their freshman year, our Art Seminar and Foundation faculty take the lead on freshman engagement through class activities which build community, specifically the freshman cohort, which is a strong marker of student retention. Foundation faculty and faculty advisors with the help of the department chair, identify students in need of additional support. With input from the student, department chair, advisor and faculty, a plan is developed to provide targeted support.

Connecting with others is an important element in student retention and completion. This bonding not only takes place between classmates but includes faculty and upper classmen too. This is why we assign some fulltime faculty to the foundation courses. These faculty anchor the students and can speak about the individual concentrations and prospective careers each may offer. These faculty provide the bridge between the foundation classes and upper-level courses in their concentrations. By inviting upperclassman and the various support services available on campus to the FY class and foundation classes, students are educated on methods which promote their success not only in their major but college life overall. They learn to take charge of their studies and career paths rather than relying on a best guess scenario which may delay their degree completion and increase a student's financial debt.

At the end of each semester, the department chair reviews each student's final grades in all classes. This helps identify any student who may need additional support.

- Where inequities are found, how will the data be used by program and institutional leaders to address the inequities?

Data collected from Admissions, the Registrar, student surveys, and faculty advisors will inform the department on effective strategies relating to recruitment, enrollment, retention, and completion. These strategies will be reviewed, discussed, and revised each year to promote successful outcomes in each area.

Our updated DegreeWorks with both student and advisor interactive capabilities has begun to resolve inequities in a student's ability to understand their own academic progress.

If inequities are found, the department chair along with faculty advisor will meet with the student to guide, discuss concerns, and offer achievable outcomes.

SECTION 6: COST EFFECTIVENESS AND RESOURCES

Institutions should demonstrate that they have the necessary resources and faculty expertise to maintain the proposed program and demonstrate reasonable evidence that the program is, or will be, fiscally sustainable.

Cost Effectiveness and Availability of Adequate Resources

Complete Supplement B: PRO FORMA Budget – Resources and Expenditure Projections.

Provide a narrative below regarding the cost effectiveness, availability of adequate resources, and sustainability for the proposed program. Add any annotations for the budget form below, as well.

The curriculum for each concentration within this BFA degree has been carefully crafted to utilize courses already offered regularly at the institution, as well as developing two new courses that will be populated by more than one concentration's cohort. This helps to ensure robust sections that keep adjunct costs at a minimum.

Between all four concentrations within the BFA, there are only two new courses being proposed: History of Design and Survey of Contemporary Art.

Course Descriptions for New Courses:

- Art 2XX History of Design - This course explores the needs for and styles of visual communication from cave drawing to the development and proliferation of advertising, graphic design, and illustration to the present. It locates both graphic design and illustration within the history of art and articulates its aesthetic contributions to cultural development. It examines links between socio-political phenomena and development of advertising and propaganda art and introduces students to works of leading designers, art directors, illustrators, animators, and typographers. Major styles will be analyzed and compared, and influences identified.
- Art 2XX Survey of Contemporary Art - This course focuses on art produced since 1945, including American, European and art from other cultures. Major movements and artists will be presented both chronologically and thematically. Themes that run through contemporary art, including issues of identity, the avant-garde, the art object and the object of art, institutions, and challenges to them, and branding and marketing in the art world will be examined.

By adding these 2 classes, we will be compliant with NASAD curricular structure of 10-15% of studies in art/design history and theory. The Department has a strong history of non-Art Major enrollment in all of the current Art History offerings and these 2 additional art history courses will be open for any WCSU student interested in taking the course as a free elective.

When considering the proposed BFA alone, our first BFA cohort of 33 students have the potential to supply an annual program revenue of $484,182. At full matriculation, 132 students have the potential to supply $1,684,716 to the annual program revenue (average tuition including program fees and lab fees: $12,763+$150 which is reflective of our anticipated Fall 23 in-state tuition).

The proposed BFA program would require no additional Full-Time Faculty, and only 6 additional hours of adjunct instruction. At an average rate of $2954. ($2272 + 30% fringe) per semester hour (Group F Ranking), this would result in an annual program expenditure of only $17,224.

Special Resources

- Provide a brief description of resources needed specifically for this program, including facilities (lab space, computer classrooms), instructional materials and equipment, specialized library collections, etc. Distinguish resources currently available and those requiring additional expenditures (*Include all costs in the Resources and Expenditures Projections spreadsheet*)

  All needed resources are already in place or present in the Visual and Performing Arts Center and university libraries. This includes faculty and facilities. Current full time and adjunct faculty will continue to teach courses that fulfill the needs for both the new BFA and revised BA. Only 1 new adjunct faculty will be hired to teach the new art history course offering required for our BFA to be NASAD compliant.

  Necessary facilities already exist. These include design studios, studios for painting, drawing, 3D projects, computer lab, and photography studio. In addition, each of these spaces is fully equipped with supplies, equipment, and technology.

Program Administration

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Ken Scaglia, scagliak@wcsu.edu, 203-837-3975

Describe the qualifications and assigned FTE load of the administrator/faculty member responsible for the day-to-day operations of the proposed academic program.

The program administrator (Dept. Chair) is elected by the full-time Department of Art faculty. The Chair currently receives 7.5 non-instructional credit load which will be sufficient to oversee this degree along with other chair duties.

Program Faculty

How many new full-time faculty, if any, will need to be hired for this program? **0**

If any new full-time hires, what percentage of program credits will they teach?

How many full-time faculty, if any, will teach in the program's core curriculum, including any proposed new hires? (*note: OHE requires a numerical response to this item*) **1-3**

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? (*note: OHE requires a numerical response to this item*) **8**

What percentage of program credits will be taught by adjunct faculty? **50-55%**

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program:

MFA or equivalent professional experience

Faculty Name and Title	Highest Degree & Institution of Highest Degree	Area of Specialization/ Pertinent Experience	Other Administrative or Teaching Responsibilities
Assoc. Prof. Kenneth Scaglia	MFA/Yale University	Foundations, Graphic Design	Chair
Prof. Terry Wells	MFA/Yale University	Graphic Design	
Assoc. Prof. Sabrina Marques	MFA/Yale University	Studio Art: Painting	
Prof. Jack Tom	MFA/University of Hartford	Illustration, Graphic Design	
Prof. David Skora	MFA/School of Visual Arts	Graphic Design	
Prof. Catherine Vanaria	MFA/Art Institute of Boston	Photography	
Prof. Darby Cardonsky	MA/ Hunter College	Gallery Studies	MFA Coordinator
Paula Carabell	Ph.D, Columbia University	Art History	
Ryan Ames	MFA/WCSU	Foundations, Illustration	
Stacey Kolbig	MFA/WCSU	Foundations/Interdisciplinary	
David Boyajian	MFA/ Maryland Institute College of Art	Sculpture/3D Design	
Colleen McGuire	MFA/WCSU	Painting	
Bruce Dunbar	MFA/Lesley University	Photography	
Leslie Cober Gentry	MFA/University of Hartford	Illustration	
David Flook	MFA/WCSU	Drawing	
Riley Brewster	MFA/Yale University	Painting	
Jennifer Sullivan	MFA/WCSU	Painting/Gallery Studies	
Jurg Lanzrein	Fellow, Institute of Choreography, Benesh Institute	Ceramics	
Terry Laslo	MA/CCSU	Digital Technology	
Jeffrey Mueller	MA/Purchase College	Art History	
Chad Wallace	MFA/Fashion Institute of Technology	Illustration	

Appendix A

Enrollment Data

Degrees Conferred

School	Dept.	Degree/Certificate Program	2018	2019	2020	2021	2022
SVPA	Music/ Music Educ.	BA Music (500901)	6	12	6	9	10
SVPA	Music/ Music Educ.	BM Bachelor of Music (500904)	24	19	25	17	11
SVPA	Theatre Arts	BFA Musical Theatre (500509)	7	10	15	15	11
SVPA	Theatre Arts	BA Theatre Arts (500501)	13	21	19	25	35
SVPA	Art	BA Art (500701)	25	26	26	30	27

Enrollment

			2018		2019		2020		2021		2022	
School	Dept./Division	Program	Heads	*FTE*	Heads	*FTE*	Heads	*FTE*	Heads	*FTE*	Heads	*FTE*
SVPA	Music & Music Educ.	BA Music (500901)	29	*27.5*	31	*29.7*	24	*22.4*	27	*23.1*	26	*22.3*
SVPA	Music & Music Educ.	BM Bachelor of Music (500904)	105	*109.1*	101	*103.3*	76	*69.4*	66	*66.7*	75	*71.8*
SVPA	Theatre Arts	BA Theatre Arts (500501)	126	*132.2*	139	*143.3*	125	*127.5*	106	*105.8*	72	*69.0*
SVPA	Theatre Arts	BFA Musical Theatre (500509)	62	*69.7*	62	*68.6*	54	*57.8*	51	*54.4*	51	*51.1*
SVPA	Art	BA Art (500701)	145	*127.7*	127	*111.3*	113	*100.5*	108	*94.2*	100	*85.8*

Current Job Listings
https://artjobs.artsearch.us/job/the-met-museum-jobs/

https://artjobs.artsearch.us/job/director-2/

https://www.nyfa.org/view-job/?id=146da8ce-e5dd-4f7b-ba41-ede3a653dd85

https://www.nyfa.org/view-job/?id=1a97c338-052d-4d94-bcb8-8ab65e214ef4

https://www.indeed.com/jobs?q=graphic+designer&l=Danbury%2C+CT&from=searchOnHP&vjk=af69ebd907b76d5a

https://www.indeed.com/jobs?q=graphic+designer&l=Danbury%2C+CT&from=searchOnHP&vjk=acb233928991511f

https://www.indeed.com/jobs?q=graphic+designer&l=Danbury%2C+CT&radius=35&start=10&pp=gQAPAAAAAAAAAAAAACAf9BTgAJAQA8vwyn5M6kAAA&vjk=22e5f2e6e9bc5f88

https://www.indeed.com/jobs?q=photographer&l=Danbury%2C+CT&vjk=e94dd2d697db7e7b

https://www.indeed.com/jobs?q=photographer&l=Danbury%2C+CT&radius=50&start=10&pp=gQAPAAAAAAAAAAAAAACAd7qegATAQEBBwlCyKFii6LsWDYpGLbB1wAA&vjk=1900a2d8402993c8

CSCU Transfer Articulation Form: Liberal Arts and Sciences
WCSU: Bachelor of Fine Arts in Visual Arts

Liberal Arts and Sciences Course/Degree Requirement at CT State		***Recommended CT State Course***		***Course/Degree Requirement at Receiving Institution***	
		FrameWork 30 (only change if encumbered by receiving institution)			
Written Communication I	3	Open	3	Written Comm I	3
Written Communication II	3	Open	3	Written Comm II	3
Arts and Humanities	3-4	Open	3-4	Creative Process?	3-4
Social and Behavioral Science	3	Open	3	Information Literacy?	3
Quantitative Reasoning	3	Open	3	Quantitative Reasoning	3
Historical Knowledge	3	Open	3	Critical Thinking	3
Scientific Reasoning	4	Open	4	Scientific Inquiry I	4
Scientific Knowledge and Understanding	3-4	Open	3-4	Scientific Inquiry II	3-4
Oral Communication	3	Open	3	Oral Communication	3
Continued Learning and Information Literacy	3	Open	3	General Education Elective	3
FrameWork 30 Credits	***31-33***	***FrameWork 30 Credits***	***31-33***	***FrameWork 30 Credits***	***31-33***
		Recommended Program Courses		***Received as***	
Visual or Performing Arts Elective	3	ART 1110 Drawing I	3	ART 141 Drawing I	3
Social/Behavioral Science Elective	3	Global Knowledge Course	3	Intercultural Competency or Explorations	3
Humanities Elective	3	ARTH 1002 - Global Art History 1500 CE to present	3	ART 101 History of Art (Ren to Present)	3
Liberal Arts Elective	3	ART 1120 - Drawing II	3	ART 150 Drawing II	3
Liberal Arts Elective	3	ART 1250 - Color Theory	3	ART 130 Color Theory	3
Foreign Language	3-4	FL or Elective?	3-4	FL or Elective	3
Foreign Language	3-4	FL or Elective?	3-4	FL or Elective	3
Program Credits	***21-23***	***Program Credits***	***21-22***	***Program Credits***	***21***
		Recommended Electives		***Received as***	
Open Elective	3	ART 1210 - Two-Dimensional Design	3	ART 121 Fundamentals of 2D Design	3
Open Elective	3	ART 1450 - Digital Photography I	3	ART 117 Intro to Digital Photography	3
Open Elective	3	ARTH 1001 Global Art History Prehistory 10 1500 CE	3	ART 100 History of Art (Begin to Ren)	3
Open Elective Credits*	***2-9***	***Open Elective Credits****	***9***	***Open Elective Credits****	***9***
****Varies based on what the student needs to obtain at least 60 credits***					
				LAS Credits	***61***

General Education Courses Remaining		***Program Courses Remaining***		***Credit Summary***	
		ART 103 Art Seminar	1	***Program Credits Remaining***	***59***
		ART 105 Media Methods	3	***General Education Credits Remaining***	***0***
		ART 201 Non-Western Art History	3	***LAS Credits***	***61***
		ART 266 Fundamentals of 3D Design	3	***Estimated Total Credits***	***120***
		ART 448 Gallery Interactions	3	***Credits Required***	
		ART 472, 474, 476, 478 Portfolio	3	***Non-Transfer Student versus Transfer Student***	
				Credits Required for Bachelor's Degree	***120***
		Concentration Courses	43	***Transfer Credits + Remaining Credits***	***120***
		ART 2xx		***Extra Credit Hours***	***0***
		Art 274			
		Art 302			
		Art 310			
		Art 315			
		Art 332			
		Art 352			
		Art 432			
		Art 442			
		ART Electives (16 Credits)			

Program Outline:

BFA in Visual Arts (80SH): Art Core: 37SH
- Graphic Design Concentration: 43SH
- Illustration Concentration: 43SH
- Photography Concentration: 43SH
- Painting Concentration: 43SH

General Education Courses: (40SH)

Total: (120SH)

4-Year Plans of Study for Each Concentration start on the next page.

BFA in Visual Art: Graphic Design

	SEMESTER 1			SEMESTER 2		
FIRST YEAR	ART 103 Art Seminar (FY)	1		ART 101 Hist & App. Western Art: Renaissance to Present	3	
	ART 100 Hist. & App. Western Art: Beg. to Renaissance	3		ART 130 Color Theory (CP)	3	
	ART 121 Fundamentals of 2D Design (CP)	3		ART 150 Drawing II (CP)	3	
	ART 141 Drawing I (CP, RPT 1)	3		Gen Ed: Oral Communication (OC)	3	
	WRT 101 Composition I (W1)	3		MAT 100(P) Intermediate Math **OR** Quantitative Reasoning (QR)	3-4	
		Total	13		Total	15 -16

	SEMESTER 3			SEMESTER 4		
SECOND YEAR	ART 117 Intro to Digital Photography	3		ART 201 Non-Western Art History (IC)	3	
	ART 266 Fundamentals of 3-D Design	3		ART 302 Graphic Processes	3	
	ART 2XX History of Design	3		ART 274 Bookmaking	3	
	ART 105 Media and Methods	3		Gen Ed: Scientific Inquiry (SI)	4	
	Gen Ed: Critical Thinking (CT)	3		Gen Ed: Writing Intensive Tier II	3	
	Sophomore Review at beginning of Spring semester	Total	15		Total	16

	SEMESTER 5			SEMESTER 6		
THIRD YEAR	ART 310 Typography	3		ART 315 Communication Design I	3	
	ART 352 Digital Production: Web Development	3		ART 332 Digital Production: InDesign	3	
	Gen Ed: Information Literacy (IL)	3		Gen Ed: Repeat Competency 3	3	
	Gen Ed: Repeat Competency 2	3		ART Elective **OR** Quantitative Reasoning (QR)	3	
	Gen Ed: Health and Wellness	2		ART Elective	3-4	
		Total	14		Total	15-16

	SEMESTER 7			SEMESTER 8		
FOURTH YEAR	ART 432 Communication Design II	3		ART 442 Communication Design III	3	
	ART 448 Gallery Interactions (W3)	3		ART 472 Portfolio (CE)	3	
	ART Elective	3-4		ART Elective	3-4	
	ART Elective	3-4		ART Elective	3-4	
	Free Elective	3		Free Elective	3	
	Complete a degree audit and plan for application for graduation	Total	15-16		Total	15-16

Hours within the BFA Core	37 Credits
Hours withing the Painting Concentration	43 Credits
Additional Hours outside the Major	40 Credits
TOTAL	120 Credits

BFA in Visual Art: Illustration

	SEMESTER 1			SEMESTER 2		
FIRST YEAR	ART 103 Art Seminar (FY)	1		ART 101 Hist & App. Western Art: Renaissance to Present	3	
	ART 100 Hist. & App. Western Art: Beg. to Renaissance	3		ART 130 Color Theory (CP)	3	
	ART 121 Fundamentals of 2D Design (CP)	3		ART 150 Drawing II (CP)	3	
	ART 141 Drawing I (CP, RPT 1)	3		Gen Ed: Oral Communication (OC)	3	
	WRT 101 Composition I (W1)	3		MAT 100(P) Intermediate Math **OR** Quantitative Reasoning (QR)	3-4	
		total	13		total	15-16

	SEMESTER 3			SEMESTER 4		
SECOND YEAR	ART 117 Intro to Digital Photography	3		ART 201 Non-Western Art History (IC)	3	
	ART 266 Fundamentals of 3-D Design	3		ART 270 Figure Drawing	3	
	ART 2XX History of Design	3		ART Elective	3	
	ART 105 Media and Methods	3		Gen Ed: Scientific Inquiry (SI)	4	
	Gen Ed: Critical Thinking (CT)	3		Gen Ed: Writing Intensive Tier II	3	
	Sophomore Review at beginning of Spring semester	total	15		total	16

	SEMESTER 5			SEMESTER 6		
THIRD YEAR	ART 304 Illustration I	3		ART 317 Illustration II	3	
	ART 342 Digital Imaging and Production	3		ART 332 Digital Illustration	3	
	Gen Ed: Information Literacy (IL)	3		Gen Ed: Repeat Competency 3	3	
	Gen Ed: Repeat Competency 2	3		ART Elective **OR** Quantitative Reasoning (QR)	3	
	Gen Ed: Health and Wellness	2		ART 333 Intro to Animation	3	
		Total	14		total	15

	SEMESTER 7			SEMESTER 8		
FOURTH YEAR	ART 434 Advanced Digital Illustration	3		Free Elective	3	
	ART 448 Gallery Interactions (W3)	3		ART 474 Portfolio (CE)	3	
	ART 444 Illustration III	3		ART Elective	3-4	
	ART Elective	3-4		ART Elective	3-4	
	Free Elective	3		Free Elective	3	
	Complete a degree audit and plan for application for graduation	total	15-16		total	15-16

Hours within the BFA Core	37 Credits
Hours withing the Painting Concentration	43 Credits
Additional Hours outside the Major	40 Credits
TOTAL	120 Credits

BFA in Visual Art: Photography

	SEMESTER 1			SEMESTER 2		
FIRST YEAR	ART 103 Art Seminar (FY)	1		ART 101 Hist & App. Western Art: Renaissance to Present	3	
	ART 100 Hist. & App. Western Art: Beg. to Renaissance	3		ART 130 Color Theory (CP)	3	
	ART 121 Fundamentals of 2D Design (CP)	3		ART 150 Drawing II (CP)	3	
	ART 141 Drawing I (CP, RPT 1)	3		Gen Ed: Oral Communication (OC)	3	
	WRT 101 Composition I (W1)	3		MAT 100(P) Intermediate Math **OR** Quantitative Reasoning (QR)	3-4	
		total	13		total	15-16

	SEMESTER 3			SEMESTER 4		
SECOND YEAR	ART 117 Intro to Digital Photography	3		ART 201 Non-Western Art History (IC)	3	
	ART 266 Fundamentals of 3-D Design	3		ART 210 Fundamentals of Imaging Software I	3	
	ART 145 History of Photography	3		COM 146 Basic Video Production	3	
	ART 105 Media and Methods	3		Gen Ed: Scientific Inquiry (SI)	4	
	Gen Ed: Critical Thinking (CT)	3		Gen Ed: Writing Intensive Tier II	3	
	Sophomore Review at beginning of Spring semester	total	15		total	16

	SEMESTER 5			SEMESTER 6		
THIRD YEAR	ART 207 Photography I	3		ART 216 Photography II	3	
	ART 346 Color Photography	3		ART 356 Advanced Photographic Methods	3	
	Gen Ed: Information Literacy (IL)	3		Gen Ed: Repeat Competency 3	3	
	Gen Ed: Repeat Competency 2	3		ART Elective **OR** Quantitative Reasoning (QR)	3	
	Gen Ed: Health and Wellness	2		ART or Free Elective	3-4	
		Total	14		total	15-16

	SEMESTER 7			SEMESTER 8		
FOURTH YEAR	ART 4XX Photography III	3		ART 476 Portfolio (CE)	3	
	ART 448 Gallery Interactions (W3)	3		ART Elective	3-4	
	ART 326 Alternative Photographic Methods	3		ART Elective	3-4	
	ART Elective	3-4		ART Elective	3-4	
	Free Elective	3		Free Elective	3	
	Complete a degree audit and plan for application for graduation	total	15-16		total	15-16

Hours within the BFA Core	37 Credits
Hours withing the Painting Concentration	43 Credits
Additional Hours outside the Major	40 Credits
TOTAL	120 Credits

BFA in Visual Art: Painting

	SEMESTER 1			SEMESTER 2		
FIRST YEAR	ART 103 Art Seminar (FY)	1		ART 101 Hist & App. Western Art: Renaissance to Present	3	
	ART 100 Hist. & App. Western Art: Beg. to Renaissance	3		ART 130 Color Theory (CP)	3	
	ART 121 Fundamentals of 2D Design (CP)	3		ART 150 Drawing II (CP)	3	
	ART 141 Drawing I (CP, RPT 1)	3		Gen Ed: Oral Communication (OC)	3	
	WRT 101 Composition I (W1)	3		MAT 100(P) Intermediate Math **OR** Quantitative Reasoning (QR)	3-4	
		Total	13		total	15-16
	SEMESTER 3			**SEMESTER 4**		
SECOND YEAR	ART 117 Intro to Digital Photography	3		ART 201 Non-Western Art History (IC)	3	
	ART 266 Fundamentals of 3-D Design	3		ART 270 Figure Drawing	3	
	ART 2XX Survey of Contemporary Art	3		ART 208 Painting I	3	
	ART 105 Media and Methods	3		Gen Ed: Scientific Inquiry (SI)	4	
	Gen Ed: Critical Thinking (CT)	3		Gen Ed: Writing Intensive Tier II	3	
	Sophomore Review at beginning of Spring semester	Total	15		total	16
	SEMESTER 5			**SEMESTER 6**		
THIRD YE	ART 274 Bookmaking	3		ART 329 Painting III	3	
	ART 318 Painting II	3		ART 309 Sculpture I	3	
	Gen Ed: Information Literacy (IL)	3		Gen Ed: Repeat Competency 3	3	
	Gen Ed: Repeat Competency 2	3		ART Elective **OR** Quantitative Reasoning (QR)	3	
	Gen Ed: Health and Wellness	2		ART 268 Alternative Creative Process	3	
		Total	14		total	15
	SEMESTER 7			**SEMESTER 8**		
FOURTH YEAR	ART 438 Painting IV	3		ART 478 Portfolio (CE)	3	
	ART 448 Gallery Interactions (W3)	3		Free Elective	3	
	ART Elective	3-4		ART Elective	3-4	
	ART Elective	3-4		ART Elective	3-4	
	Free Elective	3		ART Elective	3-4	
	Complete a degree audit and plan for application for graduation	total	15-17		total	15-17

Hours within the BFA Core	37 Credits
Hours withing the Painting Concentration	43 Credits
Additional Hours outside the Major	40 Credits
TOTAL	120 Credits

PRO FORMA BUDGET: Resources and Expenditures Projections (whole dollars only)

PROJECTED Enrollment	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Internal Transfer (from other programs																		
New Students (first time matriculating)	33						33						33					
Continuing Students progressing to credential			33				33		66				66		99			
Headcount Enrollment	33		33				66		66				99		99			
Total Estimated FTE per Year[1]	66						132						198					

PROJECTED Program Revenue	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Tuition * [2]	$237,141		$237,141				$474,283		$474,283				$698,148.5		$698,148.5			
Tuition from Internal Transfer[2]																		
Program Specific Fees (lab fees, etc.) **	$4,950		$4,950				$9,990		$9,990				$14,850		$14,850			
Other Revenue (annotate in narrative)																		
Total Annual Program Revenue	$484,182						$968,366						$1,425,997					

PROJECTED Program Expenditures[3]	First Year	Second Year	Third Year
Administration (Chair or Coordinator)[4]			
Faculty (Full-time, total for program) [4]			
Faculty (Part-time, total for program) *** [4]	$17,724	$17,724	$17,724
Support Staff (lab or grad assist, tutor) ****	$1000	$500	$500
Library Resources Program			
Equipment (List in narrative)			
Other ***** [5]	$1500	$1200	$1000
Estimated Indirect Costs[6]			
Total Expenditures per Year	$20,224	$19,424.	$19,224.

NOTE: Existing regulations require that: "an application for a new program shall include a complete and realistic plan for implementing and financing the proposed program during the first cycle of operation, based on projected enrollment levels; the nature and extent of instructional services required; the availability of existing resources to support the program; additional resource requirements; and projected sources of funding. If resources to operate a program are to be provided totally or in part through reallocation of existing resources, the institution shall identify the resources to be employed and explain how existing programs will be affected. Reallocation of resources to meet new and changing needs is encouraged, provided such reallocation does not reduce the quality of continuing programs below acceptable levels."

[1] 1 FTE = 12 credit hours for both undergraduate and graduate programs; both for Fall & Spring, the formula for conversion of part-time enrollments to Full-Time Equivalent (FTE): Divide part-time enrollment by 3, and round to the nearest tenth - for example 20 part-time enrollees equals 20 divided by 3 equals 6.67 or 6.7 FTE.

[2] Revenues from all courses students will be taking.

[3] Capital outlay costs, instructional spending for research and services, etc. can be excluded.

[4] If full-time person is solely hired for this program, use rate time; otherwise, use a percentage. Indicate if new hires or existing faculty/staff. Record Salary and Fringe Benefits, accordingly.

[5] e.g. student services. Course development would be direct payment or release time; marketing is cost of marketing that program separately.

[6] Check with your Business Office – community colleges have one rate; the others each have their own. Indirect Costs might include such expenses as student services, operations, and maintenance.

*Tuition based on the following calculations
(90% In State: $12,763. ($6381.50 per semester) Year One- 33 total. (29 In State/ 4 Out of State)
(10% Out of State $26,039. ($13,019.50 per semester). Year Two- 66 total. (58 In State/ 8 Out of State)
Year Three- 99 total (89 In State/ 10 Out of State)

** Program Fees (based on revised BOR program and lab fees:
$150 per student per semester (1 program fee and 2 Lab fees per semester)

**** Student worker: to assist in marketing (social media and printed material)

***** Marketing: both printed and digital to advertise new program

*** Faculty/Part Time
Based on Adjunct (pay group F: $2272) (with 30% Fringe $682) =$2954, assuming the pay rate stays flat for Year 2 and 3. Teaching 2 classes (3 credits each)
1st year-$2954 x 3credits=$8,862 per class For 2 classes= $17,724.
2nd year-$2954 x 3credits=$8,862 per class For 2 classes= $17,724.
3rd year-$2954 x 3credits=$8,862 per class For 2 classes= $17,724.

SAMPLE SCHEDULES

Fall Semester												
Subject	Course #	Title	BFA Graphic Design	BFA Illustration	BFA Photography	BFA Painting	BA Art	Total	Capacity	FT Faculty	PT Faculty	NOTES
ART	100	His & App of Art: Beg to Ren	12	7	7	7	6	39	30		2	Open seats for any WCSU non Art major
ART	103	Art Seminar FY	12	7	7	7	6	39	25	K.Scaglia		
ART	117	Introduction to Digital Photography	12	7	7	7	6	39	18	C.Vanaria ***OR***	2	Also requirement for Digital & Interactive Media Arts majors
ART	121	Fundamentals of 2D Design	12	7	7	7	6	39	18	K.Scaglia/ D.Skora	1	Also requirement for Digital & Interactive Media Arts majors
ART	141	Drawing I	12	7	7	7	6	39	18		2	
ART	105	Media and Methods	12	7	7	7	6	39	18		2	
ART	145	History of Photography		7					30		1	Every other Fall semester/ Open seats for any WCSU non Art major
ART	2XX	History of Design	12	7					30		1	Open seats for any WCSU non Art major
ART	2XX	Survey of Contemporary Art				7			30		1	Every other Fall semester/ Open seats for any WCSU non Art major
ART	207	Photography I			7				18		1	
ART/DIMA	210	Fundamentals of Imaging Software I			7						1	Also requirement for Digital & Interactive Media Arts ART majors
ART/DIMA	224	Fundamentals of Imaging Software II									1	Also requirement for Digital & Interactive Media Arts ART majors
ART	266	Fundamentals of 3D Design	12	7	7	7	6	39	16	D.Skora	1	
Art/HONOR	274	Bookmaking	12			7		18		D. Skora		

ART	304	Illustration I		7						J.Tom		
ART	310	Typography	12							T.Wells		
ART	318	Painting II				7				S.Marques		
ART	336	Photography III			7					C.Vanaria		
ART	338	Painting IV				7				S.Marques		
ART	342	Digital Imaging and Production		7						J.Tom		
ART	346	Color Photography I			7					C.Vanaria ***OR***	1	Also requirement for Digital & Interactive Media Arts ART majors
ART	352	Digital Production: Web Development	12								1	Also requirement for Digital & Interactive Media Arts ART majors
ART	432	Communication Design II	12							T.Wells		
ART	434	Advanced Digital Illustration		7						J. Tom ***OR***	1	
ART	444	Illustration III		7						J. Tom		
ART	448	Gallery Interactions	12	7	7	7	6	39	20		1	WRT Tier III Attached
Courses for NON-ART MAJORS												
ART	104	Collage/Assemblage							18		1	CP Competency attached
ART	160	Ceramics							16		1	CP Competency attached

Spring Semester

Subject	Course	Title	BFA Graphic Design	BFA Illustration	BFA Photography	BFA Painting	BA Art	Total	Capacity	FT Facult	PT Faculty	NOTES
ART	101	His & App of Art: Ren to Pres	12	7	7	7	6	39	30		1	Open seats for any WCSU non-Art major
ART	117	Intro to Digital Photography	12	7	7	7	6	39	18		2	Also requirement for Digital & Interactive Media Arts majors-CP Competency attached
ART	130	Color Theory	12	7	7	7	6	39	18	K.Scaglia	2	CP Competency attached
ART	150	Drawing II	12	7	7	7	6	39	30		2	CP Competency attached
ART	201	History of Non-Western Art	12	7	7	7	6	39	30		1	Open seats for any WCSU non-Art major- IC Competency attached
ART	208	Painting I				7					1	
ART/DIMA	210	Fund of Imaging Software I									1	requirement for Digital & Interactive Media Arts ART majors
ART	216	Photography II			7					C.Vanaria	1	
ART	268	Alternative Creative Process				7				S.Marques		
ART	270	Figure Drawing		7		7					1	
ART	302	Graphic Processes	12							D.Skora		
ART	309	Sculpture I				7				D.Skora		

ART	315	Communication Design I	12							T.Wells		
ART	317	Illustration II		7							1	
ART	324	Digital Illustration		7						J.Tom		
ART	326	Alternative Photographic Process			7				18		1	
ART	329	Painting III				7			16	S.Marques	1	
ART	332	Digital Production: InDesigr	12						18	T.Wells		
ART	333	Intro to Animation		7					18		1	
ART	356	Advanced Photographic Methods			7				18	C.Vanaria		Also requirement for Digital & Interactive Media Arts ART majors
ART	442	Communication Design III	12						18	D. Skora		
ART	472	Art Portfolio: Graphic Design	12						18	T.Wells		CE Experience- FOR BFA ONLY
ART	474	Art Portfolio: Illustration		7						J.Tom		CE Experience-FOR BFA ONLY
ART	476	Art Portfolio: Photography			7				18	C.Vanaria		CE Experience-FOR BFA ONLY
ART	478	Art Portfolio: Painting				7			18	S.Marques		CE Experience-FOR BFA ONLY
Courses for NON-ART majors												
ART	102	Art Appreciation							3		1	IC Competency attached
ART	106	Smart Phone Photography							1		1	CP Competency attached
ART	160	Ceramics							1		1	CP Competency attached

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Reinstatement of the M.S. in Elementary Education

December 14, 2023

WHEREAS: The Board of Regents suspended the Master of Science Program in Elementary Education at Central Connecticut State University in June, 2021 (BR 21-104).

WHEREAS: The Master of Science Program in Elementary Education has been redesigned to address the elementary education teacher shortage in Connecticut (and nationally). The program will lead to initial certification in Elementary Education (grades 1-6).

WHEREAS The program's field experience and student teaching requirements, along with the option of a paid residency in urban and suburban schools/partners have been redesigned to provide support for current classroom teachers while the students are completing the program.

RESOLVED: That the Board of Regents for Higher Education approve the reinstatement of the M.S. in Elementary Education (CIP Code: 13.1202, OHE# 00051) at Central Connecticut State University effective Spring 2024.

A True Copy:

_____

Pamela Heleen, Secretary of the
CT Board of Regents for Higher Education

STAFF REPORT ACADEMIC AND STUDENT AFFAIRS COMMITTEE

ITEM

Reinstatement of the M.S. in Elementary Education at Central Connecticut State University.

BACKGROUND

The program was initially designed as a two- to three-year degree for certified teachers who were actively teaching and were interested in enhancing their knowledge and skills in elementary education. Following a decrease in enrollment, a BOR-approved program suspension was granted in June, 2021 to provide time for a redesign of the program.

Upon the completion of the redesign, CCSU would seek reinstatement to address the elementary education teacher shortage in Connecticut (and nationally).

PROPOSED CHANGES

The redesigned program will be completed in one and a half years and will lead to the initial certification in Elementary Education (grades 1-6). The applicants will be candidates who already hold a bachelor's degree and wish to gain the credentials to apply for teaching positions in elementary education.

Part of the redesign of this program is the development of a Residency Program that will start in Spring 1 and continue through part of summer, fall, and spring 2. Courses and field experience will be offered in a cohort model, so that all students will be offered the same courses and will be graduating at the same time.

During the first half of the program, students will complete their residency through field experience in a suburban school district (same school for spring 1 and summer 1). During the second half of the program (fall 1 and spring 2), they will be completing residency requirements (field experience and student teaching) in an urban school district. This model gives our students time in each of the school districts to be exposed to authentic field experiences that will prepare them for student teaching training as part of the CT certification requirements. Also, the participating schools will be given time to observe the students and offer them employment if pleased with their performance.

The option of a paid residency will make it possible for students to cover the cost of their studies while working in a Next Generation school during the day and completing courses in the afternoon.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve this reinstatement. The System's Provost and Senior Vice President for Academic and Student Affairs concurs with this recommendation.

12/1/2023 – BOR - Academic and Student Affairs Committee
12/14/2023 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities

APPLICATION TO ***REINSTATE DISCONTINUED OR SUSPENDED ACADEMIC PROGRAM***

SECTION 1: GENERAL INFORMATION

Institution: Central CT State University	Please enter the following dates: Final approval by institution: Submission to CSCU Office of the Provost for Academic Council:

Most Recent NECHE Institutional Accreditation Action and Date: **2018 reaccreditation (interim report submitted August 2023)**

Program Characteristics

Name of Program: **MS in Elementary Education**

OHE #: **00051**

Modality of Program *(check all that apply)*: ☒ On ground ☐ Online ☐ Hybrid, % of fully online courses

Locality of Program: ☒ On Campus ☐ Off Campus ☐ Both

Program website: **https://www.ccsu.edu/program/ElementaryEducation_MS/**

Program Type *(degree type, abbreviation, name, e.g., Associates, AS, Associate of Science)*: **Master of Science**

Anticipated Program Reinstatement Date: **Summer 2024**

Anticipated Date of First Graduation: **2025**

Total # Credits in Program: **33**

Credits in General Education: **N/A**

IPEDS defined program duration *(if no IPEDS data, provide standard duration of program for full-time student in years)*: 2

Provide estimated cost of program (tuition and fees): $ OR url for link to tuition/fee information:
https://www.ccsu.edu/bursar/

CIP Code Number: **13.1202** Title of CIP Code: **Elementary Education and Teaching**

Department where program is housed: **Elementary Education and Teaching**

Location Offering the Program *(e.g., main campus)*: **Main Campus**

Request for SAA Approval for Veterans Benefits? ☒ Yes ☐ No

Provide the intended catalog description for this program: **This program is designed for applicants who hold a Bachelor's degree (some exceptions apply) and wish to pursue graduate study that will prepare them to apply for Connecticut's initial certification in Elementary Education (grades 1-6).**

If reinstatement of the new program is concurrent with discontinuation of related program(s), please list for each program:

Program Discontinued: CIP: OHE#: BOR Accreditation Date:

Phase Out Period Date of Program Termination

Discontinuation of a program requires submission of form 301. Discontinuation form submitted? ☐ Yes ☐ No

Other Program Accreditation:

- If seeking specialized/professional/other accreditation, name of agency and intended year of review:
- If program prepares graduates eligibility to state/professional licensure,
  - identify credential: **Elementary Education grades 1-6 (endorsement #305)**
  - confirm NC-SARA requirements met: ☒ Yes ☐ No

(As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)

Institutional Contact for this Proposal: Paula Talty	Title: Dean	Tel.: **860-832-2430** e-mail: **taltypam@ccsu.edu**

NOTES:

- All applications to reinstate a new program will be considered for both Licensure and Accreditation by the BOR

SECTION 2: PROGRAM PLANNING ASSESSMENT

Rationale for Reinstatement

- Describe the reasons why the program was previously suspended or discontinued:

  The program was suspended and then discontinued due to low enrollment. The program was initially designed as a two- to three-year degree for certified teachers who were already teaching in schools and were interested in enhancing their knowledge and skills in elementary education. Over the years, degrees like this one became less popular mainly because they did not lead to additional certifications, such as a reading specialist or an administrator certification, that could create the conditions for teachers to advance in their career and salary scale.

- Describe the rationale for reinstating the program:

  The program has been redesigned to address the elementary education teacher shortage in Connecticut (and nationwide). The program will be completed in 1.5 years and will lead to the initial certification in Elementary Education (grades 1-6). The applicants will be candidates who already hold a Bachelor's degree and wish to get the credentials to apply for teaching jobs in elementary schools.

- Summarize any modifications made to the program and describe how such modifications will contribute to the success of the reinstated program:

  -- The modifications led to the development of a Residency Program that will start in Spring 1 and continue through part of summer, fall, and spring 2. Courses and field experience will be offered in a cohort model, so that all students will be offered the same courses and will be graduating at the same time. We will no longer offer the specialization tracks of the old program, because they make it difficult to offer all courses every semester when there are not enough students in each track. The modified program allows candidates to complete the degree and apply for initial certification in a timely manner (1.5 years).

  -- During the first half of the program, students will be completing their residency through field experience in a suburban school district (same school for spring 1 and summer 1). During the second half (fall 1 and spring 2), they will be completing residency requirements (field experience and student teaching) in an urban school district. This model gives our students a long enough time in each of the school districts to be exposed to authentic field experiences that prepare them for student teaching training as part of the CT certification requirements. Also, the participating schools will be given enough time to observe our students and offer them employment if pleased with their performance.

  --The residency requirement will offer our students the option to get paid to work for a Next Generation school during the day, while taking classes in the afternoon. The paid residency will make it possible for our students to cover the cost of their studies.

Alignment of Program with Institutional Mission, Role, and Scope

How does the reinstated program align with the institutional mission? *(Provide a concise statement)* The reinstated program aligns perfectly with the CCSU mission, as it supports access to higher education and advances social mobility, by offering students the option of afternoon classes with a morning, paid residency in public schools, and it supports the economic needs of Connecticut at a time when there is a shortage of elementary education teachers. Our innovative partnership with Next Generation schools (and other schools that are looking for substitute teachers), and our redesigned curriculum that lasts only 1.5 years supports the University in its role of strengthening the communities it serves, and making it affordable for students to advance professionally and socially.

Addressing Identified Needs

- How does the reinstated program address CT workforce needs and/or the wellbeing of CT communities? In your response, include a description/analysis of employment prospects for graduates of this proposed program. *(Succinctly*

present as much factual evidence and evaluation of stated needs as possible and identify data sources, e.g., JobsEQ, Dept of Labor statistics, etc.)

COVID-19 caused many teachers to leave the profession. Since then, the state of CT has been dealing with tremendous shortages of classroom teachers, as well as substitute teachers. Elementary teachers with content areas in Science and Math are currently listed on the CSDE shortage areas, making these areas eligible for DSAP's

This program's field experience and student teaching requirements, along with the option of paid residency in urban and suburban schools/partners, will provide support for classroom teachers during the day. The program's graduates will help address the need for more teachers/applicants that meet state regulations for initial certification in elementary education.

- How does the reinstated program make use of the strengths of the institution (*e.g., curriculum, faculty, resources)* and of its distinctive character and/or location?

  CCSU is centrally located and surrounded by diverse local communities and school districts with supportive and dedicated community partners. It is important to note that over 90% of our graduates remain in CT and many are actively engaged as alumni. The CCSU Graduate Student Assembly (GSA) provides support for graduate students through orientations, lectures, research and conference scholarships. CCSU has additional services to support student learning, including the writing and learning center (offering one-on-one tutoring) and an outstanding counseling center. A diverse faculty, with extensive research and professional resources offer a varied curricula and are notable strengths of CCSU. Faculty from five different disciplines and four different departments will be collaborating to offer courses and advising to the new students.

- Equity (eliminating institutional performance disparities along dimensions of ability, ethnicity/race, economics, and gender) is one of the Board of Regents' Goals.
  - What specific metrics will be used to assess equity across these dimensions in terms of recruitment, enrollment, retention, and completion?

    Recruitment will include advertising in diverse school districts (e.g., target paraprofessionals) and communities (e.g., professionals who are looking to change careers) to connect with underrepresented individuals.

    Our admissions criteria follow the minimum requirements of the state of CT and CCSU (Bachelor's degree with a 2.7 GPA or higher and evidence of having taken PRAXIS I or SAT or ACT or GRE. To ensure fairness and absence of bias, we also require a written statement by applicants, through which they discuss why they wish to be admitted to the program and explain any reasons as to why their application might not meet the admissions criteria. This way, the applicants' unique experiences, diversity, distinct attributes, and potential for success become part of the overall review process.

    Masters' students will become part of a professional community at the university and in schools, that provides mentorship and networking opportunities, both of which are fundamental in retention and completion. Additional supports will include advising meetings with faculty and staff to develop and follow a plan of study; use of the university's writing center and resources for certification exam preparation; summer workshop on tutoring for Praxis II; winter tutoring for Foundations of Reading Test.
  - Describe specific aspects of the program (e.g., interventions to address college readiness, targeted recruitment strategies, comprehensive supports, etc.) intended to advance equitable student outcomes.

    As a graduate program for students who already hold a bachelor's degree, many of these are not issues as the students have already demonstrated the ability to do college level work successfully. That said, the school is committed to student success and will provide any additional supports needed to assist students such as tutoring, test preparation, assistance with endorsements through the CSDE.
  - Where inequities are found, how will the data be used by program and institutional leaders to address the inequities?

If inequities are identified, the Dean's Office will assist the program faculty in determining the root cause of the inequities and take measures to remediate the inequities. The most frequent inequity appears to be at the point of application. The school has already adopted new policies and procedures to make the application process more equitable and/or flexible to provide more opportunities for students.

- Describe any pathways to, and/or from, this program to programs at your own institution and other institutions, both within and outside of CSCU, e.g., stackable credentials, transfer agreements, etc. (*Include additional details in the Quality Assessment portion of this application, as appropriate)*

  Pathways to this program: BA/BSc graduates can apply to it. Post-baccalaureate students already admitted to a graduate degree can transfer to this program, if they meet the admissions criteria. Undergraduate courses taken at community colleges will count towards the state's prerequisites to getting certified (general education courses, courses in math, US history, science, English/writing, child development).

  Pathways from this program: Graduates can apply to a 6th Year Certificate or another MS that leads to cross endorsement (e.g., special education) or advanced certification (e.g., reading specialist).

- Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided
  ECSU has a program, but it offers specialization tracks, whereas our program is the same for all students and will be offered as a cohort program, so that all courses have enough attendance to run and all students complete it at the same time. WCSU has a program that is currently not accepting applications. SCSU has a program that is 36 cr. and does not lead to initial certification. Our program will lead to initial certification.
- Also, unlike the other programs, our program will be HyFlex (students can attend on-ground or online synchronously), and will be a Residency-type Program (with paid option). Students in the program will be able to participate in the Next Generation Educators program. We are also currently in the process of setting up more formal relationships for a teacher residency program.

Cost Effectiveness and Availability of Adequate Resources

Complete the PRO FORMA Budget – Resources and Expenditure Projections (*see last page of this application*). Provide a narrative below regarding the cost effectiveness, availability of adequate resources, and sustainability for the proposed program. Add any annotations for the budget form below, as well.

The structure of the program makes use of some existing courses that are part of other programs thus have no additional cost. As a cohort model, the sequencing and offering of courses is controlled to ensure appropriate enrollment in each course, for example, courses scheduled in Summer sessions:

-LLA 509, LLA 508, and SPED 501 are offered for other graduate programs, during fall. The MS Elementary Education students will join these sections. No additional instructor, unless the new cohort has 15-20 students.

EDEL 512, EDEL 502, and LLA 520 will be offered in summer, so they will generate revenue to cover the cost of the instructor.

EDEL 515, EDEL 529 are the only two courses we might need to hire adjuncts, if the faculty teaching needs are covered with the undergraduate program.

Special Resources

Provide a brief description of resources that would be needed specifically for this program and how they will be used, e.g., laboratory equipment, specialized library collections, etc. (*Include these resources in the Resources and Expenditures Projections spreadsheet*)

No additional resources are needed. Necessary personnel are in place. Field placements will be made by Barbara's office. admissions will be made by grad school and EDEL faculty. Teaching needs-see above.

Student Recruitment / Student Engagement

What are the sources for the program's projected enrollments? Describe the marketing, advising, and other student recruitment activities to be undertaken to ensure the projected enrollments are achieved.

Sources for projected enrollment: CCSU currently offers a Post Bac in Elementary Education. Enrollments in the program on average are 10-12 students each year. Inquiries about the program suggest enrollments would be greater in the MS program as students do not find the post bac attractive. The post bac does not lead to an additional degree, is not eligible for any traditional financial aid/student loans, and takes a minimum of two years to complete. This discourages some students from pursuing the post bac. The MS program is shorter, results in the same preparation for CT certification, and results in an additional degree (CT requires teachers to have a Master's degree). In addition students completing BA/BS degrees in other content areas may find this program attractive.

If applicable, what student engagement strategies will be employed to advance student retention and completion in program? Group and individual advising, group orientation at the start of each semester, tutoring for Praxis II and Foundations of Reading exams, in addition the inclusion of the Next Generation Educators Program (High Impact Practice) should also assist in engaging and retaining students.

Careers/Professions and Earnings

Identify the careers and professions available to graduates of the program using the Standard Occupational Classification (SOC) system. Provide SOC code number(s) and name(s): 25-2021 Elementary School Teachers, except special education; 25-2022 Middle School Teachers (for reading/language arts in gr. 5-6)

What would be the median estimated earnings for a graduate in this profession (*if more than one SOC code listed, include earnings for each*)? $60,000-$69,000

Applicable Industries

Identify the industry applicable to this program using the North American Industry Classification System (NAICS). Provide NAICS code(s) and title(s): 611110 Elementary and Secondary Schools

Career/Program Pathways

Does this program prepare students for another program? ☐ Yes, specify program: ☒ No . . . While the program does not specifically prepare students for another program, students completing this program could elect to pursue additional education in one of our SYC programs (Reading and Language Arts, Educational Leadership) or cross endorsement in Special Education.

SECTION 3: PROGRAM QUALITY ASSESSMENT

Learning Outcomes - L.O.

List the student learning outcomes for the program – add lines as necessary. If the program will seek external accreditation or qualifies graduates to opt for a professional/occupational license, please frame outcomes with attention to such requirements. With as much detail as possible, please map these learning outcomes to courses listed under the "Curriculum" section of this application.

1. Candidates use their understanding of each child's developmental and learning needs, individual differences, and diverse families, cultures, and communities to plan and implement inclusive learning environments that provide each learner with equitable access to high quality learning.
   Courses: EDEL 502; EDEL 515; EDEL 508; SPED 501
2. Candidates demonstrate and apply understandings of major concepts, skills, and practices, as they interpret disciplinary curricular standards and related expectations within and across literacy, mathematics, science, and social studies for grades 1-6.
   Courses: EDEL 529, LLA 509, LLA 508
3. Candidates plan and adapt instructional sequences to promote a full range of competencies for every learner based on knowledge of each child, educational goals, instructional practices, disciplinary knowledge, and student assessment.
   Courses: EDEL 508

4. Candidates design, compose, select, adapt and administer formative, summative, and performance-based assessments appropriately to gather data on student learning and engagement.
   Courses: EDEL 512
5. Candidates make informed decisions about instruction guided by knowledge of children and assessment of student learning that result in the use of a variety of effective instructional practices.
   Courses: EDEL 512, EDEL 508
6. Candidates use a variety of communication strategies to interact effectively with learners, families, and colleagues as well as work collaboratively with colleagues, mentors, and school leaders in a professional way.
   Courses: EDEL 530
7. Candidates conduct themselves professionally at all times in accordance to the Connecticut Code of Professional Responsibility for Teachers, Section 10-145d-400a of the Regulations of Connecticut State Agencies.
   Courses: EDEL 530

Assessment of Learning Outcomes

Briefly describe assessment methodologies to be used in measuring the program learning outcomes:

Praxis II & Foundations of Reading Tests; Lesson Plans, Learning Segments, and Unit Planning; Student Teaching Evaluation Instrument for midterm and final evaluation, Educator Disposition Assessment, EdTPA.

Program Administration

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Julia Kara-Soteriou, karaiou@ccsu.edu, 860-832-2181.

Describe the qualifications and assigned FTE load of the administrator/faculty member responsible for the day-to-day operations of the proposed academic program. Julia Kara-Soteriou currently serves as Department Chairperson and receives CBA contractual release time for being chair.

Program Faculty

How many new full-time faculty, if any, will need to be hired for this program? 0

If any new full-time hires, what percentage of program credits will they teach? N/A

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 7

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 2

What percentage of program credits will be taught by adjunct faculty? 18%

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program: MS or MA with appropriate experience in the field of Elementary Education.

Complete the table below to include current full-time faculty who will be teaching in this program and their qualifications. If you anticipate hiring new faculty for this program, you may list "to be hired" under name and title. Provide required credentials, experience, and other responsibilities for each new position anticipated over the first three years of implementation of the program. Add rows as needed.

Faculty Name and Title	Highest Degree & Institution of Highest Degree	Area of Specialization/ Pertinent Experience	Other Administrative or Teaching Responsibilities
James French	Ph.D, University of Connecticut	Curriculum: Bilingual & Multicultural Education	Professor, Elementary Education
Barbara Clark	Ed.D, University of Hartford	Moral Imagination & Aesthetic Education	Professor & Coordinator Elementary Education
Michael Bartone	Ph.D, Georgia State University	LGBTQ2+; Race; Queer Theory; Critical Race Theory; Qualitative Research	Professor, Elementary Education

Julia Kara-Soteriou	Ph.D, University of Connecticut	Reading/Language Arts; Decoding and spelling Instruction; Literacy for ELLs.	Department Chair; Professor & Coordinator, Literacy Education
Jessica Edwards	Ph.D, University of North Texas	Reading/Language Arts; Children's Literature; Critical Literacy, Social/Emotional Learning through Literacy	Professor, Literacy Education
Helen Abadiano	Ph.D, Ohio State University	Reading/Language Arts; Educational Theory & Practice	Professor, Literacy Education
Natsuko Takemae	Ph.D, University of North Carolina, Greensboro	Special Education; Inclusive Education; Universal Design for Learning	Professor, Special Education

Curriculum

*Please list all courses in the proposed program, including the core/major area of specialization, prerequisites, electives, required general education courses, etc. Using numerals, map the Learning Outcomes listed in the Section 3 to relevant program courses in this table. Mark any new courses with an asterisk * and attach course descriptions. Note any core program courses that serve to fulfill general education requirements within the program. Insert/delete rows as needed.*

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
Program Core: Required & Elective Courses			
EDEL 502 Focus on Diversity in Education		Admission to MS Program or approval by department chair	3
EDEL 508 Current Instructional Trends in Elementary Education		Admission to MS Program or approval by department chair	3
EDEL 512 Assessment of Learning		EDEL 508 or approval by department chair	3
EDEL 515 Developmental Theories of Learning		Acceptance into a graduate program or permission of department chair.	3
EDEL 529 Analysis of Teaching		Admission to MS in Elementary Education or approval by dept. chair.	3
LLA 508 Teaching Literacy in the Content Areas		This course currently has prerequisites associated with the Literacy Program (as listed below). Course prerequisites will be adjusted for those in the MS in Elem. "Admission to the MS in Elementary Education" Current: LLA 501 or LLA 502 or LLA 503 or LLA 505 and admission to M.S. or Sixth-Year program in reading and language arts.	3
LLA 509 Comprehensive Reading Instruction		Admission to a graduate program in the Dept. of Special Education or Literacy, Elementary & Early Childhood Education, or department chair approval.	3
LLA 520 Seminar in Literary Research and Assessments		15 credits in graduate reading courses or approval of chair.	3

SPED 501 Education of the Exceptional Learner		Undergraduate degree or permission of department chair	3
EDEL 530 Internship		Acceptance to the MS Program in Elementary Education and completion of 21 credits in the program or permission by department chair	6
General Education Courses			
Not applicable to a graduate program			
Open Electives (*Indicate number of credits of open electives*)			0
Total Program Credits:			33

What are the admissions requirements for the program? **(Standard Graduate Admission Policy) A**pplicants must hold a bachelor's degree from a regionally accredited institution of higher education.
Applicants must also have a minimum undergraduate GPA of 2.70 on a 4.00-point scale (where A is 4.00), or its equivalent, and good standing (3.00 GPA) in all post-baccalaureate course work.

To apply to the MS in Elementary Education, applicants must apply for graduate admission to the CCSU School of Graduate Studies. The following should be submitted with the application:

1. Official transcripts from each college and university attended (except Central Connecticut State University).
2. Personal statement (no more than 500 words) that briefly describes the applicant's educational and professional background and the reasons for choosing to apply to the MS in Elementary Education.
3. Evidence of having taken Praxis I or SAT or ACT or GRE.
4. Application fee paid directly to the CCSU Office of Graduate Studies.

Applicants who meet the Admission Requirements, will be admitted to the MS in Elementary Education. While in the program, admitted students will be advised on how to meet additional state requirements for initial certification in Elementary Education (ex. Course in US History, Lifespan course, etc).

Does this program have special graduation requirements (e.g., capstone or special project)? ☒ Yes ☐ No
If yes, describe: Capstone

Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? ☒ Yes ☐ No
If yes, describe and attach copies of the contracts or other documents ensuring program support: Field Experience 1 (minimum of 30 hours) in Spring 1 (February to mid-May); Field Experience 2 (minimum of 45 hours) from mid-May to end of June; Field Experience 3 (minimum of 60 hours) in Fall 1 (from September to December); Student Teaching in Spring 2 (from February to May). CCSU, as an EPP already has agreements with districts across the state for student teaching placement and Next Generation Educators Program. This program will make use of existing partnership agreements within local school districts.

Describe the prospective students for the program: Prospective students will hold a Bachelor's degree in any field except General Studies and they will be interested in completing a Master's degree that offers coursework and field experience leading to initial certification in Elementary Education gr. 1-6.

NOTE: The PRO FORMA Budget on the last page should provide reasonable assurance that the proposed program can be established and is sustainable. Some assumptions and/or formulaic methodology may be used and annotated in the "Cost Effectiveness …" narrative in section 2.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities

*APPLICATION TO **REINSTATE DISCONTINUED OR SUSPENDED ACADEMIC PROGRAM***

PRO FORMA BUDGET

Institution: CCSU Program: MS Elementary

PRO FORMA Budget - Resources and Expenditures Projections (whole dollars only)

PROJECTED Enrollment	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Internal Transfer (from other programs																		
New Students (first time matriculating)				6						8						10		
Continuing Students progressing to credential						6	6		6			8	8		8			10
Headcount Enrollment				6		6	6		6	8		8	8		8	10		10
Total Estimated FTE per Year[1]	(FTE =4) Cohort model= 6 students						(FTE =9) 14, Cohort model-1st 6 finish in spring, 2nd cohort 8						(FTE =12) 18, 8 from 2nd cohort, 10 in new 3rd cohort					
PROJECTED Program Revenue	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Tuition[2] **(based on 2023-24)**				27756		41634	37140		37140	37008		55512	49520		49520	46260		69390
Tuition from Internal Transfer[2]																		
Program Specific Fees (lab fees, etc.)																		
Other Revenue (annotate in narrative)																		
Total Annual Program Revenue	$69,390						$166,800						$214,692					

PROJECTED Program Expenditures[3]	First Year	Second Year	Third Year
Administration (Chair or Coordinator)[4]	$0.00	$0.00	$0.00
Faculty (Full-time, total for program)[4]	$23,247	$38,365	$38,365
Faculty (Part-time, total for program)[4]	$13,188	$19,782	$19,782
Support Staff (lab or grad assist, tutor)			
Library Resources Program			
Equipment (List in narrative)			
Other[5]			
Estimated Indirect Costs[6]			
Total Expenditures per Year			

NOTE: Existing regulations require that: "an application for a new program shall include a complete and realistic plan for implementing and financing the proposed program during the first cycle of operation, based on projected enrollment levels; the nature and extent of instructional services required; the availability of existing resources to support the program; additional resource requirements; and projected sources of funding. If resources to operate a program are to be provided totally or in part through reallocation of existing resources, the institution shall identify the resources to be employed and explain how existing programs will be affected. Reallocation of resources to meet new and changing needs is encouraged, provided such reallocation does not reduce the quality of continuing programs below acceptable levels."

[1] 1 FTE = 12 credit hours for both undergraduate and graduate programs; both for Fall & Spring, the formula for conversion of part-time enrollments to Full-Time Equivalent (FTE): Divide part-time enrollment by 3, and round to the nearest tenth - for example 20 part-time enrollees equals 20 divided by 3 equals 6.67 or 6.7 FTE.

[2] Revenues from all courses students will be taking.

[3] Capital outlay costs, instructional spending for research and services, etc. can be excluded.

[4] If full-time person is solely hired for this program, use rate time; otherwise, use a percentage. Indicate if new hires or existing faculty/staff. Record Salary and Fringe Benefits, accordingly.

[5] e.g. student services. Course development would be direct payment or release time; marketing is cost of marketing that program separately.

[6] Check with your Business Office – community colleges have one rate; the others each have their own. Indirect Costs might include such expenses as student services, operations, and maintenance.

NOTES: First Year (program begins in Spring): Spring- 2 courses (6 credits total- taught by adjuncts), Summer- 3 courses taught by FT faculty. Second year- Fall semester- no additional costs as program uses existing courses that are part of other programs. Spring includes two courses taught by adjuncts plus student teacher supervision (0.5 LH/student), and 1 course (3 cr) taught by FT (1/4 total load ~$15,118), Summer- 3 courses taught by FT faculty. Third year—same as second year. (RATES BASED ON AAUP CONTRACT)

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Continuation of a Center

December 14, 2023

RESOLVED: That the Board of Regents for Higher Education approve continuation of a center, the Center for Educational and Assistive Technology at Southern Connecticut State University, until December 31, 2030.

A True Copy:

_____

Pamela A. Heleen, Secretary of the
CT Board of Regents for Higher Education

ITEM

Continuation of the Center for Educational and Assistive Technology (CEAT) at Southern Connecticut State University.

RATIONALE and PROPOSAL

CEAT Report

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve this modification. The System's Provost and Senior Vice President for Academic and Student Affairs concurs with this recommendation.

12/1/2023 – BOR - Academic and Student Affairs Committee
12/14/2023 – Board of Regents

Board of Regents for Higher Education

2024 Meeting Schedule

Student Advisory Committee 10 am Fridays	Faculty Advisory Committee 1 pm Fridays	Academic and Student Affairs 9:30 am Fridays	Audit 10 am Tuesdays	HR & Administration 9:30 am Wednesdays	Finance & Infrastructure 10:30 am Wednesdays	Executive Committee 10 am Thursdays	Board of Regents 10 am Thursdays
	January 26					January 25 *	
February 9	February 9	February 2			February 14 **		February 29
March 22 (with BOR)	March 8	March 8		March 6	March 6	Friday, March 22 (with SAC)	March 21
	April 12	April 5				April 25 *	
May 3	May 10	May 3	May 7		May 15 ***		May 23
	June 14 (joint w/ BOR)	June 7		June 12	June 12	June 6	June 14 (w/FAC) June 27
	July 19						
	August 16					August 22 *	
September 20	September 13	September 6		September 11	September 11		September 26
October 18	October 11	October 4			October 9		October 24
Thurs, November 21 (joint w/BOR)	November 15 (joint w/BOR)					November 21 (joint w/SAC)	November 15 (joint w/FAC)
	December 13	December 6 (joint w/HR)	December 17	Friday, December 6 (joint w/ASA)	December 11		December 19

*Wanted to have an Executive Committee meeting before Session begins. It could become a Special Board Meeting, if needed.

** Mid-year adjustments won't be ready earlier in February and need to avoid Lincoln's birthday (2/12) and President's Recess (2/16 – 19)

*** After legislative session ends on May 8.

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

TO

DEVELOP AN ANNUAL REPORT ON STUDENT ENROLLMENT AND PROGRAM COMPLETION

December 14, 2023

WHEREAS, Student enrollment and the completion of academic programs leading to undergraduate and graduate degrees and certificates are among the fundamental purposes of the Colleges and Universities that comprise the Connecticut State Colleges and Universities (CSCU); and

WHEREAS, Members of the Board of Regents, along with other CSCU stakeholders, including the Faculty Advisory Committee, have suggested improvements in the timeliness, accuracy, and regular use of a variety of enrollment data provided by the CSCU system; and

WHEREAS, The Board of Regents, in carrying out its fiduciary responsibilities, requires access to timely, concise, consistent, and readily available annual reports that establish enrollment targets at the start of each academic year and provide comparative data of actual enrollment and credit-bearing program completion rates achieved during each academic year.

RESOLVED, The CSCU Chancellor, in collaboration with CSCU staff, shall develop an Annual Report on Student Enrollment and Program Completion ("Annual Report") and shall submit the Annual Report in two parts to the Board of Regents, through its Academic and Student Affairs Committee, as follows: Part one shall include an analysis comparing each CSCU institution's student enrollment projections, made before the beginning of each academic year, with the actual enrollment numbers attained during that year. Part one of the Annual Report shall be submitted to the Academic and Student Affairs Committee annually on or before May 1st, beginning on May 1, 2024. Part two of the Annual Report shall include data on credit-bearing program student completion rates at each CSCU institution for the same academic year and shall be submitted annually to the Academic and Student Affairs Committee on or before September 1st, beginning on September 1, 2024.

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Approval of a New Program

December 14, 2023

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a 3+2 Special Education Program (CIP Code: 131001, OHE# TBD) leading to a Bachelor of Science degree and a Master of Science degree at Central Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

A True Copy:

_____

Pamela Heleen, Secretary of the
CT Board of Regents for Higher Education

ITEM

Establishment of a new 3+2 Special Education Program leading to a Bachelor of Science degree and a Master of Science degree at Central Connecticut State University.

Name of Institution	Central Connecticut State University	
Name of Program	3+2 Special Education Program	
CIP Code	131001	
OHE# (Leave blank for new programs)		
Degree Level	Bachelor of Science and Master of Science	
Number of Collegiate Credits	140 total; 120 for BS, 30 for MS, 10cr double counted for accelerated 3+2	
Date of Action (Anticipated)	12/14/2023	
Nature of Request	X Licensure and Accreditation _ Program Change _ Phase-out Program _ Terminate Program	
If Name Change, New Name		
Delivery	Current (If not a new program) _ On Ground _ Hybrid _ Online	Future _ On Ground X_ Hybrid _ Online
Effective Term	Summer 2024	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

BACKGROUND

The 3+2 Special Education program focuses on certifying teachers in an area in which the state has faced a shortage of qualified teachers. Specific areas of teacher shortages for the 2022-2023 academic year include Comprehensive Special Education K-12 (https://portal.ct.gov/SDE/Talent_Office/Talent-Officehome-page/Shortage-Areas). Special education teacher shortages in Connecticut are persistent and are expected to increase with the growing number of teacher retirements in the next decade. National estimates conservatively forecast a need 316,000 new teachers annually (Sutcher, Darling-Hammond, & Carver-Thomas, 2016). Candidates who complete the 3+2 Special Education program will be "learner ready-day one" (EPAC, 2014) and will be in high demand in Connecticut school systems.

PROPOSAL

The proposed 3+2 special education program is consistent with the mission of the School of Education and Professional Studies: "to encourage the development and application of knowledge and ideas through research and outreach activities, guided by the purpose of preparing leaders for service in diverse communities." The 3+2 program will have the support of the Central Teacher Education Network (CTEN). CTEN is an interdisciplinary committee of university and community representatives who assemble to review, analyze, and provide input on all aspects of teacher education at CCSU. CTEN is charged with enhancing teacher preparation at CCSU through a shared vision of excellence and the integration of data analysis, feedback from partner districts, professional standards in teacher preparation, and consistent and rigorous standards across programs. The 3+2 program will work in collaboration with CTEN to support better preparation of candidates in alignment with national and state teacher education reforms including:

- A coherent structure focused on practice-based preparation
- Utilizing edTPA's formative assessment materials prior to the student teaching semester, Stanford Center for Assessment, Learning and Equity [SCALE];
- Integrating the Council for the Accreditation of Educator Preparation's [CAEP's] accreditation standards;
- Aligning to the Connecticut Educator Preparation Advisory Council's [EPAC's] guidelines for the preparation of beginning teachers in Connecticut; and
- Approaching 3+2 special education program candidates' unit and lesson planning through a Universal Design for Learning framework (www.cast.org/) that applies research-based principles to guide the design of learning environments and instruction to optimize accessibility and efficacy for diverse learners.

The undergraduate portion of this 3+2 program is designed to provide a strong interdisciplinary content major. Content-specific preparation is often lacking from special education teacher preparation programs. This aspect of our 3+2 program coupled with an early and comprehensive approach to practice-based preparation (3 supervised practica and a yearlong residency) will ensure our candidates will be well prepared to meet the needs of K-12 schools.

The program includes all the necessary coursework to fulfill state certification requirements. The content and scaffolding of the courses will provide candidates with the necessary knowledge, skills, and dispositions to be "learner-ready, day one" teachers. Perhaps even more importantly, within the program, candidates will develop the problem solving, executive functioning, and resiliency skills to be successful and remain in special education for the duration of their career, if they choose.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve this new program. The System's Provost and Senior Vice President for Academic and Student Affairs concurs with this recommendation.

CSCU Academic & Student Affairs

Application for **New Program Approval**

SECTION 1: GENERAL INFORMATION

Date of Submission to CSCU Office of the Provost:

Institution: Central Connecticut State University

Most Recent NECHE Institutional Accreditation Action and Date: 2018 reaccreditation (interim report submitted Aug 2023)

Program Characteristics

Name of Program: 3+2 Special Education Program

Program Type *(degree type, abbreviation, name, e.g., Associates, AS, Associate of Science)*: BS and MS

Modality of Program *(check all that apply)*: ☐ On ground ☐ Online ☒ Hybrid, % of fully online courses .06%

Locality of Program: ☒ On Campus ☐ Off Campus ☐ Both

Anticipated Program Initiation Date: Summer 2024

Anticipated Date of First Graduation: 2027

Total # Credits in Program: 140 total; 120 for BS, 30 for MS, 10cr double counted for accelerated 3+2

Credits in General Education: 42

IPEDS defined program duration *(if no IPEDS data, provide standard duration of program for full-time student in years)*:

CIP Code Number: 131001 Title of CIP Code: Special Education and Teaching, General

Department where program is housed: Special Education & Interventions

Location Offering the Program *(e.g., main campus)*: Main Campus

Provide estimated cost of program (tuition and fees): $ OR url for link to tuition/fee information: https://www.ccsu.edu/bursar/fullTimeFees.html

Request for SAA Approval for Veterans Benefits? ☒ Yes ☐ No

Program website: https://www.ccsu.edu/sped/

Provide the intended catalog description for this program: The accelerated Special Education program focuses on certifying teachers in an area in which the state has faced a shortage of qualified teachers. The undergraduate portion of this accelerated program is designed to provide a strong interdisciplinary content major. Content-specific preparation is often lacking from special education teacher preparation programs. This aspect of our accelerated program coupled with an early and comprehensive approach to practice-based preparation (3 supervised practica and a yearlong residency) will ensure our candidates will be well prepared to meet the needs of K-12 schools. Students must complete the master's degree in order to become certified teachers by the State.

Admissions Policy

First year students can apply to the BS ED Special Education through the regular CCSU admissions process. Eligible undergraduate students can apply for admission to the Five-Year Accelerated B.S./M.S. in the Spring of their third year of full-time study. Selected students may be able to complete a B.S. in Special Education and a M.S. in Special Education in as few as 5 years of full-time study and will double count 10 credits. Students apply in the Spring of their third year of full-time study and must meet the requirements specified below:

- Completed 90 earned credit hours by the end of the Fall semester of their third year of full-time study. At least 12 credits must have been earned at CCSU.
- Have at GPA of 2.7 or higher.
- Have at least a 3.00 grade point average in Special Education courses.
- Have been accepted into the professional program.

- Students must maintain a cumulative undergraduate GPA of at least 3.00 to remain in Accelerate Central.
- Successful completion of the following courses, either the specified CCSU courses or their equivalents:

Students who are accepted into Accelerated Special Education Program will officially matriculate into the School of Graduate Studies the semester immediately following conferral of their Bachelor's degree, even if they have already taken graduate-level courses while completing their Bachelor's degree. Students wishing to defer their graduate studies must notify Graduate Admissions of this decision prior to the start of the term following the conferral of their bachelor's degree.

If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: N/A

Program Discontinued: CIP: OHE#: BOR Accreditation Date:

Phase Out Period Date of Program Termination

Discontinuation of a program requires submission of form 301. Discontinuation form submitted? ☐ Yes ☐ No

Other Program Accreditation:

- If seeking specialized/professional/other accreditation, name of agency and intended year of review: Council for Exceptional Children (CEC)
- If program prepares graduates eligibility to state/professional licensure,
  - identify credential: Initial Certification in Comprehensive Special Education, K–12, Endorsement 165
  - confirm NC-SARA requirements met: ☒ Yes ☐ No

(As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)

Institutional Contact for this Proposal

Name: Megan Mackey

Title: Department Chairperson, Professional Program Coordinator, Associate Professor of Special Education

Phone: 860-832-2404

Email: mackey@ccsu.edu

When was the program approved by (insert date in mm/dd/yyyy format):

- College/School: 10/14/2022
- Curriculum committee: 10/25/2022
- Faculty senate: 11/21/2022
- Institutional president: 11/21/2022

NOTES:

- Please rename your completed application to include your institution and the degree name and type in the file name (e.g., SCSU DataSci MS 101 New Program Application) and submit your completed application to CSCU-ACandASASub@ct.edu by the posted deadlines (https://www.ct.edu/academics/approval)
- All applications to establish a new program will be considered for both Licensure and Accreditation by the BOR
- New programs include: degrees, degrees with option(s), degrees with certificates(s), stand-alone credit bearing certificates
- Use Form 102 *New Academic Offering – Below Threshold Report* for new:
  - degree minors, concentrations, or specializations
  - undergraduate certificates or programs ≤ 30 credits within an approved program
  - undergraduate certificates ≤ 15 credits
  - graduate certificates ≤ 12 credits
  - non-credit bearing certificates
  - programs that do not qualify students to become eligible for federal financial aid

SECTION 2: PROGRAM OVERVIEW: PURPOSE AND GOALS

In this section, provide an overview of the purpose and goals of the proposed program. Your narrative should include the following:

- clear statement of the program's purpose
- statement describing how the program meets students' educational goals and career objectives
- description of relevant national or local educational trends and connection of these to the program
- discussion of relevant faculty expertise and commitment with respect to the program
- description of other relevant specific institutional strengths and/or distinctive attributes that contribute to program
- the relationship of the program to the mission of the institution and CSCU (specifically, the program's relationship to current strategic priorities)
- the impact of the program on the institution; and the extent to which the program complements existing programs at the institution.
- the potential quality of the proposed program in relation to comparable programs within and outside CSCU

- Clear statement of the program's purpose
  - The 3+2 Special Education program focuses on certifying teachers in an area in which the state has faced a shortage of qualified teachers. Specific areas of teacher shortages for the 2022-2023 academic year include Comprehensive Special Education K-12 (https://portal.ct.gov/SDE/Talent_Office/Talent-Office-home-page/Shortage-Areas). Special education teacher shortages in Connecticut are persistent and are expected to increase with the growing number of teacher retirements in the next decade. National estimates conservatively forecast a need 316,000 new teachers annually million (Sutcher, Darling-Hammond, & Carver-Thomas, 2016). Candidates who complete the 3+2 Special Education program will be "learner ready-day one" (EPAC, 2014), and will be in high demand in Connecticut school systems. The undergraduate portion of this 3+2 program is designed to provide a strong interdisciplinary content major. Content-specific preparation is often lacking from special education teacher preparation programs. This aspect of our 3+2 program coupled with an early and comprehensive approach to practice-based preparation (3 supervised practica and a yearlong residency) will ensure our candidates will be well prepared to meet the needs of K-12 schools
- Statement describing how the program meets students' educational goals and career objectives
  - Candidates in the 3+2 Special Education program will have the educational and career goal of being effective special education teachers. The program includes all the necessary coursework to fulfill state certification requirements. The content and scaffolding of the courses will provide candidates with the necessary knowledge, skills, and dispositions to be "learner-ready, day one" teachers. Perhaps even more importantly, within the program, candidates will develop the problem solving, executive functioning, and resiliency skills to be successful and remain in special education for the duration of their career, if they choose.
- Description of relevant national or local educational trends and connection of these to the program
  - The 3+2 Special Education program focuses on certifying teachers in an area in which the state and nation has faced a shortage of qualified teachers. Specific areas of teacher shortages for the 2022-2023 academic year include Comprehensive Special Education K-12 (https://portal.ct.gov/SDE/Talent_Office/Talent-Office-home-page/Shortage-Areas). Special education teacher shortages in Connecticut are persistent and are expected to increase with the growing number of teacher retirements in the next decade. National estimates conservatively forecast a need 316,000 new teachers annually million (Sutcher, Darling-Hammond, & Carver-Thomas, 2016).
- Discussion of relevant faculty expertise and commitment with respect to the program
  - The development of this program was driven and constructed by the entire faculty within the Department of Special Education & Interventions. Faculty recognized the need to begin developing special educators through an undergraduate program as it allowed for more in-depth knowledge, skill, and disposition development. All faculty teaching in the program were once K-12 special educators and each one is fully committed to contributing to the field of special education through the development of effective special education teachers.

- Description of other relevant specific institutional strengths and/or distinctive attributes that contribute to program
  - The 3+2 program is an interdisciplinary undergraduate and graduate program and teacher preparation program, and therefore its operation is governed by several groups beyond the typical department and school structure. These governing groups include the Dean of the School of Education and Professional Studies (SEPS) [head of the CAEP EPP]; the Associate Vice President of Academic Affairs, School of Graduate Studies; the Central Teacher Education Network (CTEN); and the CCSU Graduate Studies Committee (GSC). Therefore, the 3+2 special education program will receive supports across each of these groups (for example, GSC scholarships and research/travel funds for students, SEPS Dean's office support for recruitment and applications, CTEN advisory support for updating curriculum and assessment review).
  - The 3+2 program will benefit significantly from the support of the Elihu Burritt Library at CCSU. Burritt Library contains nearly 100,000 square feet of assignable space with a seating capacity of 1500. A separate curriculum laboratory on the third floor includes a computer lab classroom, and over 100,000 instructional/children's books, media, software, study prints, recordings, and teaching aids. The library is open 84 hours a week when school is in session, but digital access is provided around the clock to any faculty member or registered student from both on and off campus through the library's home page. Patrons can access resources electronically, reserve and request materials from any of the libraries of the CSU system using the CentralSearch engine or other databases or catalogs (http://library.ccsu.edu/). If books or articles are not held by CCSU, students can access these materials digitally or in hard copy form through Interlibrary Loan. Students can request research support in person, via email, or live chat with a library media specialist.
  - The 3+2 program will also benefit from the support of CCSU's Information Technology Department. Center for Teaching and Innovation (CTI), IT Help Desk, Walk-in Support Center (for personally owned computers and campus technology), and smart classrooms across campus. Every member of campus, including students, receives a network account to access resources electronically. Thus, students have on or off campus access to email as well as library databases, Blackboard Learn course sites, registration, bill-paying, etc. through Central Pipeline. Faculty and students can work with the CTI on technology assistance and training for products or software. CTI staff also support faculty and students with instructional design and the use of technology to support learning. The CTI is equipped with the latest computers (Windows and Mac) and has available scanning devices and an interactive white board. Space can be reserved in the CTI for classes, workshops, webinars, and the development of media rich course enhancements (videos, podcasts, etc.). The CTI also offers activities that promote innovation, intellectual vitality, and ongoing growth and development for faculty.
  - The 3+2 program will also be supported by the Office of School and Community Partnerships in SEPS. This office works with local districts and CTEN to foster mutually beneficial partnerships among CCSU's teacher preparation programs and local districts. The Office will collaborate with the 3+2 program coordinator to place candidates in high quality practicum and student teaching placements. CTEN and the Office of School and Community Partnerships are advised by district partners, therefore district feedback on the 3+2 program and the preparation of its candidates will be ongoing and supportive in helping the program to provide candidates who are "learner-ready, day one" (Connecticut's Educator Preparation Advisory Council [EPAC], 2014).
- The relationship of the program to the mission of the institution and CSCU (specifically, the program's relationship to current strategic priorities)
  - Central Connecticut State University (CCSU) is a regional, comprehensive public university dedicated to learning in the liberal arts and sciences, and to education for the professions. CCSU offers Connecticut citizens access to academic programs of high quality and serves as a responsive and creative intellectual resource for the people and institutions of our state's capital region. The university mission (http://www.ccsu.edu/about/mission/index.html) states that CCSU is a community of learners dedicated to teaching and scholarship. CCSU's mission focuses on development and application of knowledge and ideas through research and outreach activities. We prepare students to be thoughtful, responsible, and successful citizens. We aspire to be the premier public comprehensive university in Connecticut with

teaching as its primary focus. CCSU identifies four elements of distinctiveness within the Connecticut State Colleges and Universities systems. The 3+2 program embodies three of those elements: *Workforce and State Economic Development* (in the exceptional preparation of teachers to fill state shortages), *Community Engagement* (through partnerships with local school district communities who support the program's preparation of special education candidates and then hire them as first year teachers), and *Interdisciplinary Studies and Cross-Curricular Initiatives* (with the collaboration across and among CCSU schools: the School of Education & Professional Studies [SEPS], College of Liberal Arts & Social Sciences [CLASS], School of Engineering, Science & Technology [SEST], and School of Graduate Studies).

- The 3+2 program is not only consistent with the university's mission and vision, but also with CCSU's historic role in the exceptional preparation of state residents for the teaching professions and for service to Connecticut's schools. Founded in 1849 as the New Britain Normal School, CCSU is Connecticut's oldest publicly supported institution of higher education. The school was moved to the present campus in 1922 and became Teachers College of Connecticut in 1933 when it began offering four-year baccalaureate degrees. After extensive growth and expansion, including the approval to grant degrees in the liberal arts, the college was renamed Central Connecticut State College in 1959. The present name, Central Connecticut State University, was conferred in 1983 to recognize the institution's change in commitment, mission, strategy, and aspiration, including extensive offerings at the graduate level. The 3+2 program addresses teacher shortage areas and prepares special education candidates to meet the needs of students with disabilities. The 3+2 program benefits from the expertise of integrating teachers with special expertise drawn from partner school settings into the faculty.
- The proposed 3+2 special education program is consistent with the mission of the School of Education and Professional Studies: "to encourage the development and application of knowledge and ideas through research and outreach activities, guided by the purpose of preparing leaders for service in diverse communities." The 3+2 program will have the support of the Central Teacher Education Network (CTEN). CTEN is an interdisciplinary committee of university and community representatives who assemble to review, analyze, and provide input on all aspects of teacher education at CCSU. CTEN is charged with enhancing teacher preparation at CCSU through a shared vision of excellence and the integration of data analysis, feedback from partner districts, professional standards in teacher preparation, and consistent and rigorous standards across programs. The 3+2 program will work in collaboration with CTEN to support better preparation of candidates in alignment with national and state teacher education reforms including:
  - A coherent structure focused on practice-based preparation
  - Utilizing edTPA's formative assessment materials prior to the student teaching semester, Stanford Center for Assessment, Learning and Equity [SCALE];
  - Integrating the Council for the Accreditation of Educator Preparation's [CAEP's] accreditation standards;
  - Aligning to the Connecticut Educator Preparation Advisory Council's [EPAC's] guidelines for the preparation of beginning teachers in Connecticut; and
  - Approaching 3+2 special education program candidates' unit and lesson planning through a Universal Design for Learning framework (www.cast.org/) that applies research-based principles to guide the design of learning environments and instruction to optimize accessibility and efficacy for diverse learners

- The impact of the program on the institution; and the extent to which the program complements existing programs at the institution.
  - The 3+2 Special Education program will impact the institution through an increase in undergraduate student enrollment that will then lead to graduate student enrollment.
  - This new program complements the existing graduate programs in special education as candidates will complete many of the same courses as special education candidates in our current master's program and in some courses, they may even learn alongside each other.

- The potential quality of the proposed program in relation to comparable programs within and outside CSCU
  - Candidates who complete the 3+2 Special Education program will be "learner ready-day one" (EPAC, 2014), and will be in high demand in Connecticut school systems. The undergraduate portion of this 3+2 program is designed to provide a strong interdisciplinary content major. Content-specific preparation is often lacking from special education teacher preparation programs. This aspect of our 3+2 program coupled with an early and comprehensive approach to practice-based preparation (3 supervised practica and a yearlong residency) will ensure our candidates will be well prepared to meet the needs of K-12 schools.
  - Despite the existence of other certification programs in the state, as well as CCSU's own graduate special education program, significant shortages of special education teachers persist. Since the shortage of teachers has not been filled by the existing programs, the 3+2 program at CCSU will increase the supply of "learner-ready, day one" teachers for the shortage area of special education.

Sutcher, L., Darling-Hammond, L., & Carver-Thomas, D. (2016). A coming crisis in teaching? Teacher supply, demand, and shortages in the US. *Learning Policy Institute*.

SECTION 3: NEED AND JUSTIFICATION

Addressing Identified Needs

How does the program address CT workforce needs and/or the wellbeing of CT communities? In your response, provide evidence of employment prospects, including specific job titles and estimated salary ranges, for graduates of the proposed program. For liberal arts and transfer-specific programs, demonstrate the need for the program in terms of student demand and/or program value, and, if applicable, describe specific transfer or employment opportunities for program graduates. *(Include and identify data sources, e.g., JobsEQ, Dept of Labor statistics, etc. Sample job postings, letters of support from employers and/or transfer/graduate/professional programs can be included as an appendix)*

The Connecticut workforce is in desperate need of special education teachers. We are seeing unprecedented amounts of applications for Durational Shortage Area Permits (DSAP) in the area of special education. The requests for DSAP continue to come into CCSU and other special education programs across the state. At any given time, CTReap has over 200 special education teaching jobs lists: https://www.ctreap.net/teaching_jobs/classroom_teacher_special_education.php. The positions range from early elementary to high school and beyond and are part-time or full-time positions. Salary ranges vary based on the school district in which graduates are employed.

Additionally, Hanover Research conducted a market analysis, and a strong labor market illustrated the need for these programs, as well as significant precedent in the market for an undergraduate level offering in this field. The full report is available upon request.

Careers/Professions and Earnings

Identify the careers and professions available to graduates of the program using the Standard Occupational Classification (SOC) system. Provide SOC code number(s) and name(s) in the table below, along with the median estimated earnings (or salary range) for each. Add rows as needed.

SOC Code	SOC Title	Median Estimated Earnings
25-2055	Special Education Teachers, Kindergarten	$50,000
25-2056	Special Education Teachers, Elementary School	$50,000

25-2057	Special Education Teachers, Middle School	$50,000
25-2058	Special Education Teachers, Secondary School	$50,000
25-2059	Special Education Teachers, All Other	$50,000

Applicable Industries

Identify the industry applicable to this program using the North American Industry Classification System (NAICS). Provide the NAICS code(s) and title(s) in the table below. Add rows as needed.

NAICS Code	NAICS Title
611110	Elementary and Secondary Schools

Career/Program Pathways

Does this program prepare students for another program? ☐ Yes, specify program: ☒ No

Impact on related programming at the home institution

- Indicate what similar programs (e.g., programs with the same first 2-digit CIP) currently exist at your institution: None – we only have graduate programs in special education.
- ***Include enrollment and completion data for the past 5 years for each of these programs as an Appendix***
- How will the proposed program impact enrollment and completion in these existing programs? N/A
- Are there plans to discontinue any of the existing similar programs? N/A
- What is the value added of the proposed program in relation to the existing programs? Accelerated 3+2
- Briefly comment on the resources required for the proposed program in relation to the existing programs, e.g., does the proposed program make use of existing faculty and courses, how will the institution insure that reassignment of faculty or other resources from an existing program does not negatively impact that program, etc. (*specific details should be provided in the Budget section*): Creation of program will require filling a previous faculty line, which is currently vacant due to a retirement in 2021. With the overall decline in enrollments in COVID, not all vacant faculty lines were refilled. Additional vacant positions are available should the enrollment warrant filling the vacant positions. No reassignment of resources/faculty lines thus no impact on other programs.

Impact on related programming across CSCU

- Indicate what similar programs (e.g., programs with the same first 2-digit CIP) currently exist at other institutions within CSCU: The Connecticut State Department of Education lists several institutions in the state that offer certification programs in special education. The Guide to Approved Educator Preparation Programs in Connecticut (CSDE, 2021) summarizes the availability of special education certification programs. The program that is most like the 3+2 special education program is the Integrated Bachelor's / Master's Program at the University of Connecticut. Southern Connecticut State University, and the University of St. Joseph have undergraduate special education certification programs. The University of Hartford has a graduate master's program that is offered completely online.
- ***Attach supplement 101a for each CSCU institution that has one or more similar programs***.
- How is the new program distinct from these existing programs? CCSU's 3+2 program has many unique features that distinguish it from other programs:
    - *Geography*: CCSU is centrally located in Connecticut. The 3+2 program is unique in this part of the state.
    - *History*: CCSU has the longest history of preparing educators in the state. Many residents are familiar with CCSU's programs and trust in its ability to effectively prepare educators.
    - *Affordability*: CCSU offers lower tuition for such a program than nearby private and research-intensive public universities.

- *Partnerships*: SEPS has a strong partnership structure to facilitate field experiences, student teaching, and subsequent job placements. CCSU's relationship with district partners promotes simultaneous renewal of the schools and the university and presents many opportunities for job placement for our graduates.
- *Supervision*: Special education candidates will participate in robust, supervised clinical experiences within partner school settings. Most competing programs do not offer the same quality and quantity of supervised field experiences.
- Opportunity for participation in the new Teacher Residency program with Waterbury Public Schools.

- Explain why student or employer demand is not met through existing CSCU programs and provide an assessment of the sustainability/growth of the proposed and existing programs: Despite the existence of multiple certification programs, as well as CCSU's own graduate special education program, significant shortages of special education teachers persist. Since the shortage of teachers has not been filled by the existing programs, the 3+2 program at CCSU will increase the supply of "learner-ready, day one" teachers for the shortage area of special education.

SECTION 4: STUDENT ENROLLMENT & RETENTION

Enrollment Projections

Complete Supplement B – Pro Forma Budget.

Summarize expected student enrollment and completion in the program over the first three years. Identify the sources for these projections, and describe any assumptions made. Note, in particular, any existing CSCU programs or stakeholder groups from which enrollment may be drawn.

See attached.

Prospective Students

Describe the prospective students for the program *(this information will be provided to OHE and become publicly available; your response can help market your program and recruit students)*: Any person interested in pursuing a career in special education. This includes people who have: 1) never taken a college class, 2) completed some college course work, or 3) earned an associate degree. This program is especially beneficial for people who have or are working as paraeducators, teacher assistants, or otherwise working with children with identified needs in a school or other facility. Central will work with individuals to develop their schedule and support them as they complete course work and assessments needed to earn initial special education teacher certification.

Student Recruitment / Student Engagement

- Describe the marketing, advising, and other student recruitment activities to be undertaken to ensure the projected enrollments are achieved: Recruiting efforts for the 3+2 program will include consistent representation in all enrollment outreach events at the graduate and undergraduate level at CCSU. Additionally, we will reach out to TEACH Connecticut, in partnership with CSDE, is the first statewide support initiative of its kind in the nation and serves as a one-stop shop for free, valuable tools and resources to help anyone who is considering becoming a teacher. Additionally, faculty from the 3+2 program will outreach to CT's expanded Educator Rising Academy's. This nationally recognized program, which includes curriculum, teacher training, and "beginning to teach" micro-credentials for high school students, is a center piece of the "grow your own" teacher recruitment strategy.
- If applicable, what student engagement strategies will be employed to advance student retention and completion in program? Students in the 3+2 program will be enrolled in a first-year experience (FYE) course designed for educators to provide an immediate connection to our program, its faculty, and the field of special education. 3+2 students will also be afforded opportunities to participate in our university's chapter of our national organization, The Council for Exceptional Children (CCSU CEC Chapter). Additionally, strategically designed early practica experiences, early admission to our department's Professional Program, and opportunities to be paid for course embedded field-based learning opportunities via CCSU's NextGen Program will provide students with engaging and applied practice-based learning. The 3+2 program will abide by CTEN's retention policy and access CTEN's Competency Review Team.

- What student engagement strategies will be employed to advance student retention and completion in program? Candidates will take their first special education course in spring of their first year. The course is taught by a full-time special education faculty member or a current special education teacher. Both of which are well-prepared to discuss the program and address any concerns that candidates express. Accompanying that course will be a special education practicum in a K-12 school. Candidates will have the opportunity to work directly with students with disabilities. Candidates will apply to the 3+2 Professional Program spring of their sophomore year and a full-time special education faculty member will take over as their advisor. Candidates will be back in classrooms working with students with disabilities in spring of their sophomore year and all the remaining six semesters of the program.

Admission Requirements

Does this program have special admission requirements (i.e., beyond those required for the institution as a whole)?

☒ Yes ☐ No

If yes, describe the selection process, including all criteria: In Spring of Undergraduate Year 2, candidates will apply to the Professional Program. The application process will entail:

1. Application
2. Two Recommendations
3. Evidence of Basic Skills Test Scores
4. Micro-Teaching Lesson-(formative assessment to determine necessary supports)-does not prevent acceptance
5. Group Interview
6. On-Demand Essay (formative assessment to determine necessary supports)- does not prevent acceptance

Graduation Requirements

Does this program have special graduation requirements (e.g., capstone or special project)? ☒ Yes ☐ No

If yes, describe: Students will complete a 3-course capstone sequence involving research in their classrooms.

Experiential Learning Requirements

Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? ☒ Yes ☐ No

If yes, describe here and attach copies of the contracts or other documents ensuring program support in an appendix: The 3+2 program will also be supported by the Office of School and Community Partnerships in SEPS. This office works with local districts and CTEN to foster mutually beneficial partnerships among CCSU's teacher preparation programs and local districts. The Office will collaborate with the 3+2 program coordinator to place candidates in high quality practicum and student teaching placements. CTEN and the Office of School and Community Partnerships are advised by district partners, therefore district feedback on the 3+2 program and the preparation of its candidates will be ongoing and supportive in helping the program.

SECTION 5: CURRICULUM & ASSESSMENT

Learning Outcomes - L.O.

List the student learning outcomes for the program – add lines as necessary. If the program will seek external accreditation or qualifies graduates to opt for a professional/occupational license, please frame outcomes with attention to such requirements. With as much detail as possible, map these learning outcomes to courses listed under the "Curriculum" section below.

1. Possess strong knowledge of content, content pedagogy, and learner development (typical and atypical).
2. Create an inclusive and culturally responsive learning environment.
3. Use data, content knowledge, and evidence-based pedagogical content knowledge to critically examine practice for the purpose of improving.
4. Design and deliver instructional and assessment strategies that facilitate significant learning for all students.
5. Design, deliver, and assess literacy/language strategies to deepen literacy and content learning.
6. Act collaboratively, ethically, and responsibly to ensure student growth and advance the profession.

Assessment of Learning Outcomes

Briefly describe assessment methodologies to be used in measuring the program learning outcomes:

Candidate attainment of the SLOs will be evaluated with the same six key assessments that have been approved by the Council for Exceptional Children (CEC) CCSU's currently accredited graduate special education program. Those assessments are the state licensure exam: Special Education: Core Knowledge and Mild to Moderate Applications (ETS 5543). Three performance-based assessments: Functional Behavior Assessment / Behavior Intervention Plan; Lesson Plan Sequence; and edTPA Tasks 1-3. The two final assessments are the Student Teaching Evaluation and the Educator Disposition Assessment, which are both criterion-referenced.

LO 1. Possess strong knowledge of content, content pedagogy, and learner development (typical and atypical).

ASSESSMENT INSTRUMENT(S):

(a) Evidence of basic skills in reading, writing, and mathematics (**Praxis Core exam scores** or State of CT DOE issued waiver)

(b) Evidence of content knowledge (**Praxis II** Core Knowledge and Mild to Moderate Applications (ETS 5543); State licensure test); passing standards set by the State of Connecticut for initial educator certificate

Note, content pedagogy is also assessed within LO 3 (edTPA) and LO 4 (Unit Plan).

LO 2. Create an inclusive and culturally responsive learning environment.

ASSESSMENT INSTRUMENT(S):

(a) Performance on **Student Teaching Evaluation (Rubric)**, specified items measuring inclusive and culturally responsive learning environment

(b) Performance on **teacher candidate performance assessment (edTPA)**

(c) Performance on **Educator Disposition Assessment**

LO 3. Use data, content knowledge, and evidence-based pedagogical content knowledge to critically examine practice for the purpose of improving student learning.

ASSESSMENT INSTRUMENT(S):

(a) Performance on planning **Lesson Plan Sequence Assignment**

(b) Performance on **Functional Behavior Assessment / Behavior Intervention Plan**

(c) Performance on **edTPA**

LO 4. Design and deliver instructional and assessment strategies that facilitate significant learning for all students.

ASSESSMENT INSTRUMENT(S):

(a) Performance on **Functional Behavior Assessment / Behavior Intervention Plan**

(b) Performance on planning **Assessment Project Parts I and II**

(c) Performance on **edTPA**

LO 5. Design, deliver, and assess literacy/language strategies to deepen literacy and content learning.

ASSESSMENT INSTRUMENT(S):

(a) Performance on planning **Lesson Plan Sequence Assignment**

(b) Performance on **edTPA**, rubrics for Task 1 and 2

LO 6. Act collaboratively, ethically, and responsibly to ensure student growth and advance the profession.

ASSESSMENT INSTRUMENT(S):

(a) Performance on **Student Teaching Evaluation (rubric)**, specified items measuring collaboration, ethics, responsibility, and professionalism

(b) Performance on **Educator Disposition Assessment**

Curriculum

*Please list all courses (core/major area of specialization, prerequisites, electives, required general education, etc.), by number and title, in the proposed program. Mark any new courses with an asterisk * and attach course descriptions. Note any core program courses that serve to fulfill general education requirements within the program. Insert/delete rows as needed; additional curriculum information (e.g., semester by semester sequences, course syllabi) to support this application can be attached in an appendix if desired.*

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
Program Core: Required & Elective Courses			
SPED 215 Diversity, Equity, and Inclusion through (dis)ability Perspectives	1		3
SPED 315 Introduction to SPED	1-4, 6		3
SPED 415 Assessment in Special Education	1-6	Admission to Prof. Prog.	3
SPED 416 Instructional Programming	1-4, 6	Admission to Prof. Prog.	3
SPED 419 Content Methods	2, 6	Admission to Prof. Prog.	3
SPED 414 Behavior Management	1-3, 6	Admission to Prof. Prog.	3
SPED 430 Classroom Assessment (General)*	1-3, 6	Admission to Prof. Prog.	3
SPED 417 SPED Methods in Teaching Reading	1-4, 6	Admission to Prof. Prog.	3
SPED 412 Teaching Students with Special Needs How to Access K-12 General Education Content	1-3, 6	Admission to Prof. Prog.	3
SPED 537 Executive Functioning	1-6	Admission to Prof. Prog.	3
SPED 543 Collaboration & Case Management	1-6	Admission to Prof. Prog.	3
SPED 598 Research Intro	1-3, 6	Admission to Prof. Prog.	3
SPED 581 Assistive Tech	1-4, 6	Admission to Prof. Prog.	3
SPED 596 Research Capstone	1-3, 6	SPED 598	3
SPED 535 Special Topics in Educational Foundations: Mindfulness and Wellness for Teachers	1-4, 6	Admission to Prof. Prog.	3
SPED 520 Student Teaching Seminar	1-6	Co-Req = SPED 521	1
SPED 520 Student Teaching Seminar	1-6	Co-Req = SPED 522	1
SPED 541 Person-Centered Planning and Transition	1-4, 6		3
SPED 597 Research Capstone	1-3, 6	SPED 596	3
SPED 421 Practicum #1 Elementary SPED	1-4, 6		3
SPED 422 Practicum #2 Secondary SPED	1-6		3
SPED 423 Practicum #3 Secondary SPED	1-6		3
SPED 521 Elementary Student Teaching	1-6		3
SPED 522 Secondary Student Teaching	1-6		3
General Education Courses			
HIST 161 or 162	1		3
MATH 113 Structure of Math I	1		3
WRT 105 or 110	1		3
PSY 136 Life-Span Development	1		3
PS 110 Amer Gov & Politics or GEOG 120 World Regional Geog	1		3
FYE 101			1
ENG-LIT COURSE	1		3
MATH 213 Structure of Math II	1	MATH 112	3
PS 110 Amer Gov & Politics or GEOG 120 World Regional Geog	1		3
Course that fulfills CCSU Skill Area IV Requirement	1		2

WRT 202 or 280	1-6		3
LING 200 Intro	1, 2, 5		3
Gen Ed Study Area IV Natural Science	1-6		3
LLA 315 Reading I	1-6		3
LING 300 Language Acquisition	1-4, 6	LING 200	3
Gen Ed Study Area IV Natural Science	1-6		3
PSY 362 Child Psychology	1-4, 6		3
LLA 316 Reading II	1-6	LLA 315	3
LLA 412 Lit Inst in Elem School	1-4, 6	LLA 315, LLA 316	3
LING 406 TESOL Methods	1-6	LING 300	3
Open Electives (*Indicate number of credits of open electives*)			15
Total Program Credits (must match number of credits reported on page 1)**:**			140

UNDERGRADUATE - YEAR 1

Fall	Spring
• HIST 161 or 162 • MATH 113 Structure of Math I • WRT 105 or 110 • PSY 136 Life-Span Development • PS 110 Amer Gov&Politics or GEOG 120 World Regional • FYE 16 credits	• ENG-LIT COURSE • MATH 213 Structure of Math II • PS 110 Amer Gov&Politics or GEOG 120 World Regional • Skill Area IV • SPED 215 Diversity, Equity, and Inclusion through (dis)ability Perspectives. 14 credits

UNDERGRADUATE - YEAR 2

Fall	Spring
• WRT 202 or 280 • LING 200 Intro • General Education Study Area IV Natural Science • PSY 362 Child Psychology • Elective 15 credits	• LING 300 Language Acquisition • General Education Study Area IV Natural Science • SPED 315 Introduction to SPED • LLA 315 Reading I • Elective 15 credits

UG Year 2 Notes

- Field Experience – Students will begin field experiences in K-12 schools in Spring of UG Year 2. Placement for field experiences will be made through the Office of School-Community Partnership. Students will be required to complete fingerprinting per the K-12 schools' guidelines once they have received a placement (additional information will be provided by CCSU faculty and staff).
- Spring – Students will apply for admission to the Professional Program. Information about the Professional Program Application process will be provided in SPED 315.

UNDERGRADUATE - YEAR 3

Fall	Spring
• LLA 316 Reading II • SPED 415 Assessment in Special Education - Link w/ SPED 515 • SPED 416 Instructional Programming - Link w/ SPED 516 • SPED 421 Practicum #1 Elementary Special Education (3) • Elective (200 level or higher) 15 credits	• SPED 419 Content Methods- Link w/ SPED 519 • SPED 414 Behavior Management - Link w/ SPED 514 • SPED 430 Classroom Assessment (General) • SPED 422 Practicum #2 Secondary Special Education • Elective (200 level or higher) 15 credits

UG Year 3 Notes:

- Spring – Students will apply to admission to the School of Graduate Studies to begin taking 500 level courses (additional information will be provided by CCSU faculty and staff).

SENIOR/GRADUATE - YEAR 1

Fall	Spring
• LLA 412 Lit Inst in Elem School • SPED 412 Teaching Students with Special Needs How to Access K-12 General Education Content • Elective (300 level or higher) • LING 406 TESOL Methods • SPED 443 Practicum #3 (Secondary SPED) 15 credits	• SPED 598 Research Intro • SPED 417 Special Education Methods in Teaching Reading - Link w/SPED 517 • SPED 521 Student Teaching • SPED 522 Student Teaching • SPED 520 Student Teaching Seminar 15 credits

G Year 1 Notes:

- Students will apply to graduate with your bachelor's degree (additional information will be provided by CCSU faculty and staff).
- Students will apply for certification at end of spring semester (additional information will be provided by CCSU faculty and staff).
- Those not entering Graduate Year 2 can graduate with four-year degree, and certification.

G Year 1 Additional Notes/Pathway Options:

- Students will apply to graduate with your bachelor's degree (additional information will be provided by CCSU faculty and staff), which is the same in either pathway.
- Senior/Graduate Year 1 course cycling can change to include 2 semesters of student teaching if staying on for graduate program, it is suggested to spread out the semesters of student teaching to ensure "learner-ready, day one" teachers when students are pursuing 3+2 model.

GRADUATE - YEAR 2

Fall	Spring
• SPED 596 Research Capstone • EPS 535 Special Topics in Educational Foundations: Mindfulness and Wellness for Teachers • SPED 537 Executive Functioning • SPED 543 Collaboration & Case Management 12 credits	• SPED 541 Person-Centered Planning and Transition • SPED 597 Research Capstone • SPED 581 Assistive Tech 8 credits

G Year 2 Notes:

- Students will apply to graduate with their master's degree (additional information will be provided by CCSU faculty and staff).

CSCU Transfer Pathways

CSCU four-year institutions and CT State Community College are required to collaborate on transfer pathways during new curriculum develop.

CSU/COSC Bachelor's Degree Programs: Programs at four-year institutions should document how an existing Transfer Ticket, Liberal Arts and Science Degree, Pre-program, or other Transfer Track will articulate to the proposed program by completing the appropriate CSCU Pathway Articulation form. CSCU Pathway Articulation forms are available through the Academic and Student Affairs forms website. Completion of the form must be verified by the signature of the CSCU Director of Transfer and Articulation and the completed form should be submitted with this proposal.

- Identify the CT State Community College program that best articulates to the proposed program:
  ☐ Liberal Arts & Science: ☐ A.A. only ☐ A.S. only ☐ A.A. or A.S.

☒ Transfer Ticket, specify: CC PreEducation Program (currently being completed with the System Office)

☐ Other pre-program or transfer track, specify:

- With respect to this CT State degree program, which of the following is true?

  ☒ This associates degree will transfer and apply in whole (if students complete the degree) or in part (if students transfer before completing the degree) to the requirements for the proposed program

  ☐ Only the full completed associates degree will transfer and apply to the requirements for the proposed program (i.e., students must complete the degree to receive the full transfer benefit)

  ☐ Only a portion of the associates degree will transfer and apply to the requirements for the proposed program, even if students complete the full degree

- If students complete the above CT State degree, can the proposed program be completed in no more than 60 credits following transfer? ☐ Yes ☒ No, please explain: This is a 5-year program that leads to teacher certification in special education. There are specific Connecticut State Department of Education criteria that the candidate must meet to attain certification. That includes coursework and clinical placement hours.

Credit Summary	
CSU/COSC Proposed Program total credits:	140 credits
CT State program total credits:	60 credits
CT State program credits that can be applied to proposed degree:	57 credits
CSU/COSC general education credits remaining after transfer	14 credits
CSU/COSC program credits remaining after transfer	83 credits
Excess credit hours for CT State transfer students who have completed an associate degree	3 credits (CC pathway being dev)

CT State Community College Associate Degrees: As per Board policy, all new A.A. and A.S. degrees should consider transfer possibilities within the CSCU system (https://www.ct.edu/files/policies/1.13%20Policy_Statement_on_Associate_Degrees.pdf). With few exceptions, transfer associate degrees should be designed for transfer to any and all CSCU four-year institutions that offer the corresponding four-year degree. Associate degrees designed for transfer to CSU/COSC will follow Transfer and Articulation Policy (TAP) guidelines and processes (https://www.ct.edu/tap). CSCU Pathway Articulation forms are available through the Academic and Student Affairs forms website. Completion of the form(s) must be verified by the signature of the CSCU Director of Transfer and Articulation and the completed form(s) should be submitted with this proposal. Document below how the proposed degree program will articulate to CSCU and/or non-CSCU institutions.

- What is the primary purpose of the proposed degree? ☒ Career ☐ Transfer ☐ Both career and transfer
- Does the proposed degree include the Framework30? ☐ Yes ☒ No, please explain: Required general education courses within the degree to meet state teacher certification, i.e. US History, Lifespan Development
- Following completion of a CT State transfer degree, students should be able to transfer to a CSU/COSC program that would require they complete no more than 60 credits following transfer. Identify all such four-year degree programs in the table below. Include the number of credits remaining to complete the four-year degree.

Institution	**Program**	**# of credits remaining (if > 60, provide explanation)**

Internal Stackable Pathways

Describe any stackable pathways to, and/or from, this program to other programs at your own institution (e.g., certificate stackable to associates degree, accelerated pathways from bachelors to masters, etc.):

Proposed program is an accelerated Bachelor's to master's program. Students can elect to earn a bachelor's degree or continue into the master's that includes requirements for CT State Teacher Certification.

Other Stackable Pathways

Use this section to describe any other pathways to/from the proposed program not captured above:

N/A

Program Evaluation

Describe how the quality and success of the program will be monitored during the first five years:

CCSU has an academic assessment policy requiring the submission of annual reports and review/feedback from the Academic Assessment Committee. Programs must report on Learning Outcomes, Data, Analysis, Use of Data and a 5-year assessment plan. As an EPP program, CAEP standard must also be met and reported on.

Assuring Equitable Outcomes

Equity (eliminating institutional performance disparities along dimensions of ability, ethnicity/race, economics, and gender) is one of the Board of Regents' Goals.

- What specific metrics will be used to assess equity across these dimensions in terms of recruitment, enrollment, retention, and completion? As part of CAEP reporting, education programs are required to track and include race/ethnicity/gender data for all students applying to and accepted into the professional program.
- Describe specific aspects of the program (e.g., interventions to address college readiness, targeted recruitment strategies, comprehensive supports, etc.) intended to advance equitable student outcomes. The Dean's office holds information workshops early in a student's time at CCSU to assist in creating a roadmap for student success, including assistance with applying to the professional program. Once in the program there are workshops/supports to assist students with the various requirements (application to student teach, praxis prep, edTPA, video creation/editing). For students with disadvantages, we currently have a TRIO-SSS program designed specifically for teacher education. In terms of recruitment, CCSU is currently expanding programs in high schools (dual enrollment in Pre-Ed courses) as well as experiential learning (Next Gen Educators). Specific to Special Education, we are developing/enhancing partnerships with area districts with a focus on current paraprofessionals who have some level of education (AA/AS) or college level work to assist them in completing their degree leading to certification.
- Where inequities are found, how will the data be used by program and institutional leaders to address the inequities? The Dean's Office is committed to addressing inequities and removing barriers. Various resources are available within the Dean's office and on campus (TRIO-SSS, Teacher Preparation) to support students academically, and financially. In addition, there are several offices that support students with advising, disabilities, financial planning, test preparation, etc. Data will be used to determine where needs exist to address where additional resources/supports need to be allocated.

SECTION 6: COST EFFECTIVENESS AND RESOURCES

Institutions should demonstrate that they have the necessary resources and faculty expertise to maintain the proposed program and demonstrate reasonable evidence that the program is, or will be, fiscally sustainable.

Cost Effectiveness and Availability of Adequate Resources

Complete Supplement B: PRO FORMA Budget – Resources and Expenditure Projections.

Provide a narrative below regarding the cost effectiveness, availability of adequate resources, and sustainability for the proposed program. Add any annotations for the budget form below, as well.

See attached

Special Resources

Provide a brief description of resources needed specifically for this program, including facilities (lab space, computer classrooms), instructional materials and equipment, specialized library collections, etc. Distinguish resources currently available and those requiring additional expenditures (*Include all costs in the Resources and Expenditures Projections spreadsheet*)

The Department of Special Education & Interventions has a UDL lab space and model classroom to utilize with students. The space was built in 2022 with the renovation of Barnard Hall and contains new furniture, desks, UDL materials, assistive technologies, and tests, among other resources, for program implementation.

Program Administration

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Name: Megan Mackey

Title: Department Chairperson, Professional Program Coordinator, Associate Professor of Special Education

Phone: 860-832-2404

Email: mackey@ccsu.edu

Describe the qualifications and assigned FTE load of the administrator/faculty member responsible for the day-to-day operations of the proposed academic program. Megan Mackey currently serves as Department Chairperson and receives CBA contractual release time for being chair.

Program Faculty

How many new full-time faculty, if any, will need to be hired for this program? No new, but will re-fill current vacant faculty position.

If any new full-time hires, what percentage of program credits will they teach? 12 credits

How many full-time faculty, if any, will teach in the program's core curriculum, including any proposed new hires? (*note: OHE requires a numerical response to this item*) 6

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? (*note: OHE requires a numerical response to this item*) 11-13 -based on previous averages. Curriculum requires, for example, field experience which requires a University Supervisor which is typically filled with an adjunct. Number of adjuncts varies based on enrollment and site placements.

What percentage of program credits will be taught by adjunct faculty? Based on University data, adjuncts teach between 20-40% with an average around 33%

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program: At minimum, faculty must have an earned masters degree in an appropriate field from a regionally accredited institution.

Complete the table below to include current full-time faculty who will be teaching in this program and their qualifications. If you anticipate hiring new faculty for this program, you may list "to be hired" under name and title. Provide required credentials, experience, and other responsibilities for each new position anticipated over the first three years of implementation of the program. Add rows as needed.

Faculty Name and Title	Highest Degree & Institution of Highest Degree	Area of Specialization/ Pertinent Experience	Other Administrative or Teaching Responsibilities
John Foshay, Professor	West Virginia University	Special Education	
Laura Jacobson, Assistant Professor	University of Nebraska	Special Education	
Megan Mackey, Associate Professor	Binghamton University	Special Education	Department Chair Program Coordinator

Natsuko Takemae, Assistant Professor	University of North Carolina at Greensboro	Special Education	
Kaitlyn Morgis, Assistant Professor	Southern Connecticut State University	Special Education	
Christina Christian, Assistant Professor	University of North Carolina at Charlotte	Special Education	
Vacant due to retirement and will refill for 2024			

***Reminder:** Be sure the document name includes the names (or abbreviations) of your institution and program when you submit this document.

Completed forms should be submitted to CSCU Academic and Student Affairs office by email (CSCU-ACandASASub@ct.edu)

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities

*APPLICATION FOR **NEW PROGRAM APPROVAL — SUPPLEMENT B***

PRO FORMA BUDGET

Institution: CCSU Program: Special Education 3+2 Program

Resources and Expenditures Projections (whole dollars only)

PROJECTED Enrollment	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Internal Transfer (from other programs	3		5				5		5				5		5			
New Students (first time matriculating)	5		3				8		3				10		3			
Continuing Students progressing to credential			8				16		29				37		53			
Headcount Enrollment	8		16				29		37				53		61			
Total Estimated FTE per Year[1]																		
PROJECTED Program Revenue	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Tuition[2]	49520		99040				179510		229030				328070		377590			
Tuition from Internal Transfer[2]	18570		30950				30950		30950				30950		30590			
Program Specific Fees (lab fees, etc.)																		
Other Revenue (annotate in narrative)																		
Total Annual Program Revenue	$148,560						$408,540						$705,660					

PROJECTED Program Expenditures[3]	First Year	Second Year	Third Year
Administration (Chair or Coordinator)[4]	0		
Faculty (Full-time, total for program)[4]	$120,960	$120,960	$120,960
Faculty (Part-time, total for program)[4]	$13,188	$13,188	$13,188
Support Staff (lab or grad assist, tutor)			
Library Resources Program			
Equipment (List in narrative)			
Other[5]			
Estimated Indirect Costs[6]			
Total Expenditures per Year	$134,148	$134,148	$134,148

NOTE: Existing regulations require that: "an application for a new program shall include a complete and realistic plan for implementing and financing the proposed program during the first cycle of operation, based on projected enrollment levels; the nature and extent of instructional services required; the availability of existing resources to support the program; additional resource requirements; and projected sources of funding. If resources to operate a program are to be provided totally or in part through reallocation of existing resources, the institution shall identify the resources to be employed and explain how existing programs will be affected. Reallocation of resources to meet new and changing needs is encouraged, provided such reallocation does not reduce the quality of continuing programs below acceptable levels."

[1] 1 FTE = 12 credit hours for both undergraduate and graduate programs; both for Fall & Spring, the formula for conversion of part-time enrollments to Full-Time Equivalent (FTE): Divide part-time enrollment by 3, and round to the nearest tenth - for example 20 part-time enrollees equals 20 divided by 3 equals 6.67 or 6.7 FTE.

[2] Revenues from all courses students will be taking.

[3] Capital outlay costs, instructional spending for research and services, etc. can be excluded.

[4] If full-time person is solely hired for this program, use rate time; otherwise, use a percentage. Indicate if new hires or existing faculty/staff. Record Salary and Fringe Benefits, accordingly.

[5] e.g. student services. Course development would be direct payment or release time; marketing is cost of marketing that program separately.

[6] Check with your Business Office – community colleges have one rate; the others each have their own. Indirect Costs might include such expenses as student services, operations, and maintenance.

NOTES- one faculty line (refill from vacant position due to retirement) has been approved contingent on BOR program approval. Salary is estimated using base salary of $72,000 plus 68% fringe. Part time equals 6 credits taught by an adjunct.

From: Toro, Zulma R. (President CCSU)
To: Kathuria, Rai; Kostelis, Kimberly T. (Provost)
Cc: Davis, Kaylah
Subject: Re: Evidence for BOR-ASA Committee Agenda Packet
Date: Wednesday, November 22, 2023 12:09:52 PM

Provost Kathuria:

Yes, both are part of our mitigation plan.

Thank you,

Zulma

Get Outlook for iOS

From: Kathuria, Rai
Sent: Wednesday, November 22, 2023 9:51:27 AM
To: Toro, Zulma R. (President CCSU) ; Kostelis, Kimberly T. (Provost)
Cc: Davis, Kaylah
Subject: Evidence for BOR-ASA Committee Agenda Packet

EXTERNAL EMAIL: This email originated from outside of the organization. Do not click any links or open any attachments unless you trust the sender and know the content is safe.

Respected President Toro,

As per instructions from BOR-ASA Committee Chair, I am requesting you to confirm that the creation of –

1. College of Health and Rehabilitation Sciences, and
2. 3+2 BS and MS Special Education Program

at CCSU are in alignment with CCSU's Deficit Mitigation Plan as presented to BOR on November 15, 2023.

Your response to this email will be added to the BOR-ASA agenda packet as evidence of alignment with the Deficit Mitigation Plan. Thank you for your kind response.

Best regards,
Rai

--
Hitesh Rai Kathuria, Ph.D. (he/him/his)
Provost & Senior Vice President of Academic and Student Affairs
Connecticut State Colleges and Universities
61 Woodland Street, Hartford, CT – 06105

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Approval of a New Program

December 14, 2023

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a Software Development Program (CIP Code: 11.0501, OHE# TBD) leading to a Bachelor of Science degree at Charter Oak State College; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

A True Copy:

_____

Pamela Heleen, Secretary of the
CT Board of Regents for Higher Education

ITEM

Establishment of a new Software Development Program leading to a Bachelor of Science degree at Charter Oak State College.

Name of Institution	Charter Oak State College	
Name of Program	Software Development	
CIP Code	11.0501	
OHE# (Leave blank for new programs)		
Degree Level	Bachelor of Science	
Number of Collegiate Credits	120	
Date of Action (Anticipated)	12/14/2023	
Nature of Request	X Licensure and Accreditation _ Program Change _ Phase-out Program _ Terminate Program	
If Name Change, New Name		
Delivery	Current (If not a new program) _ On Ground _ Hybrid _ Online	Future _ On Ground _ Hybrid X Online
Effective Term	Fall 2024	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

PROPOSAL AND RATIONALE

The establishment of this new program is concurrent with discontinuation of the BS in General Studies – Information Systems Concentration.

As a graduate of Charter Oak State College's Bachelor of Science (BS) in Software Development degree, students will be able to work with a variety of programming languages, mobile and web technologies, web application frameworks and today's cloud platform. With courses designed through practical application and industry expert faculty, students will develop the skills needed to enter this field after graduation. The program is designed to prepare students to sit for numerous industry recognized credentials and to stack career advancement while pursuing the program.

This program will be the only online Software Development program within CSCU thus fulfilling Charter Oaks mission as the state's only public online institution.

Currently, there are 565 students in the Computer Science TAP pathway and several hundred more in non-TAP computer associate programs. Furthermore, the Charter Oak General Studies – Information Systems Studies concentration has high potential to enroll many more students with a separate, not General Studies, concentration with clearly defined major tied to jobs and industry certifications. This concentration has 28 students currently enrolled indicating a clear demand for Charter Oak to invest in expanding this pathway.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve this new program. The System's Provost and Senior Vice President for Academic and Student Affairs concurs with this recommendation.

12/1/2023 – BOR - Academic and Student Affairs Committee
12/14/2023 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities

*APPLICATION FOR **NEW PROGRAM APPROVAL***

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College | Date of Submission to CSCU Office of the Provost: 2/15/2023

Most Recent NECHE Institutional Accreditation Action and Date: 2016

Program Characteristics

Name of Program: Software Development

Modality of Program *(check all that apply)*: ☐ On ground ☒ Online ☐ Hybrid, % of fully online courses

Locality of Program: ☐ On Campus ☐ Off Campus ☐ Both

Program website: https://www.charteroak.edu/bachelors/

Program Type *(degree type, abbreviation, name, e.g., Associates, AS, Associate of Science)*: **Bachelor of Science, BS**

Anticipated Program Initiation Date: Fall 2023

Anticipated Date of First Graduation: Spring 2025

Total # Credits in Program: 120

Credits in General Education: 40

IPEDS defined program duration *(if no IPEDS data, provide standard duration of program for full-time student in years)*: 4 years

Provide estimated cost of program (tuition and fees): $ OR url for link to tuition/fee information:
https://www.charteroak.edu/catalog/current/fees_financial_aid_scholarships/undergraduate-current-fees.php

CIP Code Number: 11.0501 Title of CIP Code: Computer Systems Analysis/Analyst

Department where program is housed: Business & Technology

Location Offering the Program *(e.g., main campus)*: Online

Request for SAA Approval for Veterans Benefits? ☒ Yes ☐ No

Provide the intended catalog description for this program: As a graduate of Charter Oak State College's Bachelor of Science (BS) in Software Development degree, you will be able to work with a variety of programming languages, mobile and web technologies, web application frameworks and today's cloud platform. With courses designed through practical application and industry expert faculty, you will develop the skills needed to enter this field after graduation. The program is designed to prepare you to sit for numerous industry recognized credentials to allow students the ability to stack career advancement while pursuing the program.

If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program:

Program Discontinued: General Studies – Information Systems Concentration CIP: 240102 OHE#: 8963 BOR Accreditation Date: Fall 2016

Phase Out Period Fall 2025 Date of Program Termination Fall 2025

Discontinuation of a program requires submission of form 301. Discontinuation form submitted? ☒ Yes ☐ No

Other Program Accreditation:

- If seeking specialized/professional/other accreditation, name of agency and intended year of review:
- If program prepares graduates eligibility to state/professional licensure,
  - identify credential:
  - confirm NC-SARA requirements met: ☒ Yes ☐ No

(As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)

Institutional Contact for this Proposal: Dr. David Ferreira	Title: Provost	Tel.: 860-515-3727 e-mail: dferreira@charteroak.edu

NOTES:

- All applications to establish a new program will be considered for both Licensure and Accreditation by the BOR
- New programs include: degrees, degrees with option(s), degrees with certificates(s), stand-alone credit bearing certificates
- Use Form 102 *New Academic Offering – Below Threshold Report* for new:

- degree minors, concentrations, or specializations
- undergraduate certificates or programs ≤ 30 credits within an approved program
- undergraduate certificates ≤ 15 credits
- graduate certificates ≤ 12 credits
- non-credit bearing certificates
- programs that do not qualify students to become eligible for federal financial aid

SECTION 2: PROGRAM PLANNING ASSESSMENT

Alignment of Program with Institutional Mission, Role, and Scope

How does the program align with the institutional mission? *(Provide a concise statement)* As part of the Connecticut State Colleges & Universities (CSCU) system, Charter Oak State College, the state's only public, online, degree-granting institution, provides affordable, diverse and alternative opportunities for adults to earn undergraduate and graduate degrees and certificates. This program will be the only online Software Development program within CSCU thus fulfilling our mission as the state's only public online institution.

Addressing Identified Needs

- How does the program address CT workforce needs and/or the wellbeing of CT communities? In your response, include a description/analysis of employment prospects for graduates of this proposed program. *(Succinctly present as much factual evidence and evaluation of stated needs as possible and identify data sources, e.g., JobsEQ, Dept of Labor statistics, etc.)*

  The Bureau of Labor Statistics (BLS) anticipates a 22% job growth rate for the country between 2020-2030 and a raw number of 189,200 annual job openings and has a bright Outlook. Median Wages is over $110,000 with a starting salary of approximately $65,000.

  On the student demand side, currently there are 565 students in the Computer Science TAP pathway and several hundred more in non-TAP computer associate programs. Furthermore, the Charter Oak General Studies - Information Systems Studies concentration has high potential to enroll many more students with a separate (not general studies concentration) and clearly defined major tied to jobs and industry certifications. The fact that this concentration has 28 students show that there is clear demand for Charter Oak to invest in expanding this pathway. The goal is to discontinue this program concurrently with the creation of a Software Development Bachelor's degree that will prepare students for a career in the high demand field of Software Development. We anticipate that the majority of those 28 students will transfer to this new major upon approval as it has a clearer career path.

- How does the program make use of the strengths of the institution (*e.g., curriculum, faculty, resources)* and of its distinctive character and/or location?

  This will be the only online Software Development program within the CSCU system. The only other online similar programs in Connecticut are at Post University and Albertus Magnus (called Computer Information Systems). This program can provide our students with a much more affordable path from entry-level IT into a higher level career in Software Development, especially with Connecticut community college students with the community college tuition match program. Charter Oak State College currently has a General Studies – Information Systems Concentration and we plan to utilize some of that curriculum within the new program. Furthermore, this program is designed for a student to stack their Google IT Support Certificate into the Software Development bachelor's degree creating a career pathway from quick entry-level IT into a well-paying career.

- Equity (eliminating institutional performance disparities along dimensions of ability, ethnicity/race, economics, and gender) is one of the Board of Regents' Goals.
  - What specific metrics will be used to assess equity across these dimensions in terms of recruitment, enrollment,

retention, and completion?

As stated in our program review template, we assess recruitment, retention, enrollment and completion for both SES and race/ethnicity. Equity gaps within the program are required to develop an action plan for correction.

- Describe specific aspects of the program (e.g., interventions to address college readiness, targeted recruitment strategies, comprehensive supports, etc.) intended to advance equitable student outcomes.

  One of the main goals is to project promote social equity and learner empowerment by investing in priority populations. By having a focus on recruiting students from the community colleges and our community college tuition match program, Charter Oak is in a strong position to recruit students with low socio-economic status (SES) and other diverse backgrounds. We have also engaged with the Hartford non-profit Girls for Technology about developing a strategic partnership to serve their 18-24 year old diverse and underserved female cohort into this career field option. In fact, the CEO of Girls for Technology is a Charter Oak Alum.

- Where inequities are found, how will the data be used by program and institutional leaders to address the inequities?

  When equity gaps are found, program directors submit a correction plan. For example, if may include a redesign of certain courses where we have identified significant equity gaps.

- Describe any pathways to, and/or from, this program to programs at your own institution and other institutions, both within and outside of CSCU, e.g., stackable credentials, transfer agreements, etc. (*Include additional details in the Quality Assessment portion of this application, as appropriate)*

  The program is designed to infuse 4 stackable credentials. The first 12 credits = Google IT Support Professional Certificate. Upon completion, students can sit for CompTIA A+ Certification. Two web courses two courses = CIW Web Development Professional Certification. Three targeted business courses, These three courses = Project Management Micro-credential. Upon completion, students can sit for Certified Scrumaster (CSM) Certification and Certified Associate in Project Management (CAPM).

- Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided

  This will be the only online Software Development program within the CSCU system. The only other online similar programs in Connecticut are at Post University and Albertus Magnus (called Computer Information Systems).

Cost Effectiveness and Availability of Adequate Resources

Complete the PRO FORMA Budget – Resources and Expenditure Projections (*see last page of this application*). Provide a narrative below regarding the cost effectiveness, availability of adequate resources, and sustainability for the proposed program. Add any annotations for the budget form below, as well.

Tuition will cover the cost of the development, usually break even comes the second time the course is offered. (See special resources section for anticipated course development, instructional design, and project management costs).

Special Resources

Provide a brief description of resources that would be needed specifically for this program and how they will be used, e.g., laboratory equipment, specialized library collections, etc. (*Include these resources in the Resources and Expenditures Projections spreadsheet*)

Course development, instructional design, and project management costs are estimated at $90,000 and will start to be incurred prior to Year one. However, we included this as indirect costs in Year one of the pro forma budget. Charter Oak State College will pay for the course development costs either through philanthropic support and/or institutional resources. No equipment costs are anticipated.

Student Recruitment / Student Engagement

What are the sources for the program's projected enrollments? Describe the marketing, advising, and other student recruitment activities to be undertaken to ensure the projected enrollments are achieved.

All new programs begin with the development of a variety of foundational elements including but not limited to a Program specific brochure that is sent to prospects and also used by Admissions staff; a Digital Flyer that is given to Admissions Staff, the Assistant Director of Corporate Admissions and the Program Director for distribution and also the development of a Program page on CharterOak.edu designed to promote the program and encourage conversion via an on page Inquiry Form

button.

Marketing Efforts include but will not be limited to:

Google Campaigns:

The Search campaign will be expanded to include all related search terms for this program. The related search terms will be targeted to adults 25-54 yrs of age with some college, no degree searching for a career in computers. Searchers on Google that click our ads will be sent to an appropriate landing page where details of the program and the College are shared with the push for conversion – a completed Inquiry Form.

The Display/Remarketing campaigns will begin to pick up those who have landed on our dedicated Software Development landing page(s) and begin to serve them remarketing ads that are focused on College brand awareness. The ads "follow" the consumer on the Internet and serve as a reminder that they were interested in the program and on our site at one time. The goal is to encourage the consumer to revisit CharterOak.edu.

Neighbor to Neighbor:

The College currently runs a Neighbor to Neighbor Marketing campaign in NY, MA and RI offering residents of those states our in-state rates. The Software Development degree will be integrated into this campaign in the following ways:

- "Career in Computers" and "Software Developer" Search Terms will be added to the NY and MA Google Search campaigns
- Software Development call outs will be added to the NY and MA LinkedIn campaigns
- The Software Development program will be added to our /ny, /ma and /ri landing pages

CT Community College Tuition Match Program:

The College currently offers graduating community college students with a minimum GPA of 2.0 the opportunity to enroll at Charter Oak at the current community college rate. The Marketing Department produces and direct mails a series of oversized postcards detailing the offer and all of the online programs we have that they can take advantage of. We will add the Software Development program to this direct mail effort.

First Responder Umbrella:

For efficiency purposes, and to reach the working adult target market in their industry we employ an "umbrella" approach – ganging programs together under the workforce umbrella that makes the most sense and the including those programs in advertising efforts within those industries. For the Software Development program that means they will join our First Responder umbrella and receive visibility within the digital ad campaign that is run in this specific vertical industry.

Social Media:

We will create awareness of the program by featuring posts about the program, the date the application opens, our expert faculty, program director, students, program strengths, program credentials, etc over the course of time. Eventually we will have Alum testimonials to add to the mix to highlight the strength of the program. Social channels include FB, LinkedIN, Twitter, Instagram, YouTube.

Email Communications:

A communications plan will be built for prospects of the program to send them news, open house invitations, program director messages, etc., and to emphasize key features of the program.

Equity:

We have already started to engage the employer and non-profit communities about this program. The example mentioned earlier with Girls for Technology is one example of the type of strategic partnerships we will engage to intentionally diversify this historically white male dominated career/program.

If applicable, what student engagement strategies will be employed to advance student retention and completion in program?

There will be two areas of focus to recruit students. First are the CSCC students in their first year of the Computer Science TAP degree and other computer AS programs. We will conduct proactive outreach with the emphasis on the online accessibility along with the community college tuition match scholarship. We will also work with CSCC academic advisors on connecting students to Charter Oak when they display an interest in computer technology.

The second are our corporate, regional workforce, and non-profit partners. For example, this career aligns with one of the pillars in the Governor's Workforce Council and Office of Workforce Strategies.

Careers/Professions and Earnings

Identify the careers and professions available to graduates of the program using the Standard Occupational Classification (SOC) system. Provide SOC code number(s) and name(s): 15-1253.00 Software Developers, Quality Assurance Analysts and Testers

A January 2023 O*Net search resulted in 1,288 current job openings in Connecticut. This included titles such as Software Developer, Principal Software Developer, Full Stack Software Developer, Java Software Developer – Agile.

What would be the median estimated earnings for a graduate in this profession (*if more than one SOC code listed, include earnings for each*)? $109,020

Applicable Industries

Identify the industry applicable to this program using the North American Industry Classification System (NAICS). Provide NAICS code(s) and title(s): 541511 Custom Computer Programming Services

Career/Program Pathways

Does this program prepare students for another program? ☐ Yes, specify program: ☒ No

SECTION 3: PROGRAM QUALITY ASSESSMENT

Learning Outcomes - L.O.

List the student learning outcomes for the program – add lines as necessary. If the program will seek external accreditation or qualifies graduates to opt for a professional/occupational license, please frame outcomes with attention to such requirements. With as much detail as possible, please map these learning outcomes to courses listed under the "Curriculum" section of this application.

1. Apply learned knowledge and techniques to develop software systems designed to solve specific problems
2. Develop requirements, build designs, implement & test code and deploy on a variety of architectures
3. Utilize the foundations of software development in current and future computer languages
4. Develop the necessary project management and improvement skills required in the IT industry
5. Appraise the importance of databases in modern applications and develop the skills to build them.
6. Execute the necessary skills necessary for explain the network and associated components relevant to modern development
7. Recognize the importance of security in both the network and applications running on the Internet

Assessment of Learning Outcomes

Briefly describe assessment methodologies to be used in measuring the program learning outcomes:

In accordance with NECHE Standard 4, Charter Oak's academic programs are consistent with and serve to fulfill its mission and purposes. Charter Oak works systematically and effectively to plan, provide, oversee, evaluate, improve, and assure the academic quality and integrity of its academic programs and the credits and degrees awarded. Charter Oak sets a standard of student achievement appropriate to the degree or certificate awarded and develops the systematic means to understand how and what students are learning and to use the evidence obtained to improve the academic program.

Overview of Charter Oak State College Program Review Process

- Program Reviewer/s will meet with Institutional Research Director to discuss data needed for analysis and incorporation into program internal review documentation.
- Program Reviewer/s conducts internal review and fills out the Charter Oak program review report. The program reviewer can be one or more teaching faculty and/or Program Director. Topics covered include: program enrollments, course enrollments, course success rates, program completions, faculty evaluations, program curriculum and course materials, Blackboard and ADA compliance, employment outcomes, equity gaps, equity plan, and enrollment and completion trend analysis.
- Program Reviewer/s presents internal review along with actions and recommendations to external reviewer/s (peers from another college, advisory board, etc.) and documents external reviewer's actions and recommendations.
- If the program falls under the definition of the BOR Low Completer Policy and the recommendation is to consolidate or continue the program, the justification as listed in the BOR Low Completer Policy must be included within the review.
- Program Reviewer/s will submit an electronic version of completed document to the Program Director and Provost for review and signatures of receipt. The Provost has authority to approve action plans outlined in the program review document.
- After completion of the program review, an electronic copy is sent to Charter Oak's Academic Council (our governance) for review and feedback. An electronic copy is sent to Charter Oak's Cabinet and a 15-20-minute presentation by the lead program reviewer will take place at Cabinet to discuss findings, recommendations, and feedback from Cabinet.

Program Administration

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Dr. Thomas A Barron, Jr. tbarron@charteroak.edu 860-515-3838

Describe the qualifications and assigned FTE load of the administrator/faculty member responsible for the day-to-day operations of the proposed academic program. We plan to hire a lead faculty member to provide subject matter expertise for day-to-day operations. If program enrollment becomes very high (above 100 students), the college then indents to look at hiring a part-time or full-time program coordinator to assist with duties.

Program Faculty

How many new full-time faculty, if any, will need to be hired for this program? 0

If any new full-time hires, what percentage of program credits will they teach?

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)?

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 5

What percentage of program credits will be taught by adjunct faculty? 100

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program: Master's in relevant field.

Complete the table below to include current full-time faculty who will be teaching in this program and their qualifications. If you anticipate hiring new faculty for this program, you may list "to be hired" under name and title. Provide required credentials, experience, and other responsibilities for each new position anticipated over the first three years of implementation of the program. Add rows as needed.

Faculty Name and Title	Highest Degree & Institution of Highest Degree	Area of Specialization/ Pertinent Experience	Other Administrative or Teaching Responsibilities
Joseph Gradecki, Software Development Program Lead *Not FT but noting for program proposal	MS in Computer Science (University of Wyoming)	Software Engineering, Quality Assurance	Adjunct Faculty, Program Consultant

Curriculum

*Please list all courses in the proposed program, including the core/major area of specialization, prerequisites, electives, required general education courses, etc. Using numerals, map the Learning Outcomes listed in the Section 3 to relevant program courses in this table. Mark any new courses with an asterisk * and attach course descriptions. Note any core program courses that serve to fulfill general education requirements within the program. Insert/delete rows as needed.*

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
Program Core: Required & Elective Courses			
ITE 1XX: Computer Information Systems I	1		3
ITE 1XX: Computer Information Systems II	1	ITE 1XX – CIS I	3
CSS 1XX: Cybersecurity Fundamentals	7	ITE 1XX – CIS I/CSS 1XX	3
ITE 220: Computer Networking	6	ITE 1XX CIS I && II	3
ITE 1XX: Program Logic and Design with Python	1	ITE 220	3
ITE 2XX: Data Structures and Algorithms	3	ITE 1XX	3
ITE 2XX: Software Development Process Overview	2, 4	ITE 1XX	3
ITE 3XX: Web-based Development	3	ITE 1XX	3
ITE 430: Database Management and Design	5	ITE 3XX	3
ITE 2XX: Object Oriented Programming and Architectures	3	ITE 2XX Data Structures…	3
ITE 3XX: DevOps Methodology	2	ITE 430	3
MGT 101 Principles of Management	4	ITE 2xx Software Development…	3
MGT 460 Fundamentals of Project Management	4	MGT 101	3
MGT 4XX: Agile Project Management	4	MGT 460	3
Choose 1 of the following: ITE 330: Systems Analysis and Design ITE 345: Computer Ethics ITE 410: Software Engineering ITE 225: Computer Organization ITE 399: Information Systems Practicum			3
ITE 495: Capstone	1-7	Taken in last term	3
General Education Courses			
Written Com I (ENG 101)			3
Written Com II			3
Oral Communication			3
Arts and Humanities			3
Quantitative Reasoning			3
Scientific Reasoning			4
Scientific Knowledge and Understanding			3
Historical Knowledge			3
Social and Behavioral Sciences			3
Continued Learning/Information Literacy			3
Diversity, Equity, and Inclusion			3
Digital/Technological Literacy			3
Innovative Thinking			3

Open Electives (*Indicate number of credits of open electives*)	32
Total Program Credits:	120
What are the admissions requirements for the program? Open access institution.	
Does this program have special graduation requirements (e.g., capstone or special project)? ☒ Yes ☐ No If yes, describe: All Charter Oak student take a capstone course in their final semester.	
Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? ☐ Yes ☒ No If yes, describe and attach copies of the contracts or other documents ensuring program support:	
Describe the prospective students for the program: Any student currently in an entry-level IT job or an interest in the computer technology field. From CT State, currently there are 565 students in the Computer Science TAP pathway and several hundred more in non-TAP computer associate programs.	

NOTE: The PRO FORMA Budget on the last page should provide reasonable assurance that the proposed program can be established and is sustainable. Some assumptions and/or formulaic methodology may be used and annotated in the "Cost Effectiveness …" narrative in section 2.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities

*APPLICATION FOR **NEW PROGRAM APPROVAL***

PRO FORMA Budget - Resources and Expenditures Projections (whole dollars only)

PROJECTED Enrollment	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Internal Transfer (from other programs	8	12																
New Students (first time matriculating)	4	11	4	10	3	8	8	17	6	14	4	12	10	21	8	17	5	15
Continuing Students progressing to credential			6	10	4	9	4	6	4	6	3	5	4	6	4	6	3	5
Headcount Enrollment	12	23	10	20	7	17	12	23	10	20	7	17	14	27	12	23	8	20
Total Estimated FTE per Year[1]	57						57						68.5					
PROJECTED Program Revenue	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Tuition[2]	$45,936	$44,022	$38,280	$38,280	$26,796	$32,538	$45,936	$44,022	$38,280	$38,280	$26,796	$32,538	$55,123	$52,826	$45,936	$45,936	$32,155	$39,046
Tuition from Internal Transfer[2]																		
Program Specific Fees (lab fees, etc.)	$2,688	$5,152	$2,240	$4,480	$1,568	$3,808	$2,688	$5,152	$2,240	$4,480	$1,568	$3,808	$3,226	$6,183	$2,688	$5,376	$1,882	$4,570
Other Revenue (annotate in narrative)	$900	$1,725	$750	$1,500	$525	$1,275	$900	$1,725	$750	$1,500	$525	$1,275	$1,080	$2,070	$900	$1,800	$630	$1,530
Total Annual Program Revenue	$252,463						$252,463						$302,957					

PROJECTED Program Expenditures[3]	First Year	Second Year	Third Year
Administration (Portion of Program Coordinator)[4]	$15,000	$15,000	$15,000
Faculty (Full-time, total for program)[4]			
Faculty (Part-time, total for program)[4]	$81,455	$81,455	$97,746
Support Staff (program faculty lead)	$5,000	$5,000	$5,000
Library Resources Program			
Equipment (List in narrative)			
Other (Marketing)[5]	$2,500	$2,500	$2,500
Estimated Indirect Costs (Course Developments prior to Year 1)	$90,000		
Total Expenditures per Year	$203,955	$113,955	$120,246

NOTE: Existing regulations require that: "an application for a new program shall include a complete and realistic plan for implementing and financing the proposed program during the first cycle of operation, based on projected enrollment levels; the nature and extent of instructional services required; the availability of existing resources to support the program; additional resource requirements; and projected sources of funding. If resources to operate a program are to be provided totally or in part through reallocation of existing resources, the institution shall identify the resources to be employed and explain how existing programs will be affected. Reallocation of resources to meet new and changing needs is encouraged, provided such reallocation does not reduce the quality of continuing programs below acceptable levels."

[1] 1 FTE = 12 credit hours for both undergraduate and graduate programs; both for Fall & Spring, the formula for conversion of part-time enrollments to Full-Time Equivalent (FTE): Divide part-time enrollment by 3, and round to the nearest tenth - for example 20 part-time enrollees equals 20 divided by 3 equals 6.67 or 6.7 FTE.

[2] Revenues from all courses students will be taking.

[3] Capital outlay costs, instructional spending for research and services, etc. can be excluded.

[4] If full-time person is solely hired for this program, use rate time; otherwise, use a percentage. Indicate if new hires or existing faculty/staff. Record Salary and Fringe Benefits, accordingly.

[5] e.g. student services. Course development would be direct payment or release time; marketing is cost of marketing that program separately.

[6] Check with your Business Office – community colleges have one rate; the others each have their own. Indirect Costs might include such expenses as student services, operations, and maintenance.

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Establishing

The College of Health and Rehabilitation Sciences

at
Central Connecticut State University

December 14, 2023

WHEREAS: Central Connecticut State University recognizes the need to prepare the next generation of health care providers through experiential learning and a community-focused approach that goes beyond traditional health care education approaches, to foster professionals that are culturally competent and advocates for healthcare.

WHEREAS: CCSU's College of Health and Rehabilitative Sciences will provide positive outcomes including, but not limited to:

- Increased enrollment at both the graduate and undergraduate levels
- Stronger collaborations on and off campus
- Streamlining resources that are currently duplicated in different schools
- Enhanced community engagement with a community clinic

WHEREAS: The designation "college" confers no special rights or privileges beyond those afforded to CCSU's undergraduate schools, but rather is meant to recognize and make students aware of the different programs and emphases—curricular, pedagogical, and professional.

RESOLVED: That the Board of Regents for Higher Education approves the naming of the College of Health and Rehabilitation Sciences at Central Connecticut State University.

A True Copy:

_____

Pamela A. Heleen, Secretary of the
CT Board of Regents for Higher Education

ITEM

Naming of a New College of Health and Rehabilitation Sciences at Central Connecticut State University.

PROPOSAL

CCSU Executive Summary
CCSU Full Report

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve this modification. The System's Provost and Senior Vice President for Academic and Student Affairs concurs with this recommendation.

12/1/2023 – BOR - Academic and Student Affairs Committee
12/14/2023 – Board of Regents

RESOLUTION

Concerning

CONNECTICUT STATE COLLEGES AND UNIVERSITIES
FY2025 TUITION AND FEES

December 14, 2023

WHEREAS, The Board of Regents for Higher Education ("BOR"), in accordance with Connecticut General Statutes § 10a-6(a)(3), shall establish tuition and fee policies for the Connecticut State Colleges & Universities ("CSCU") institutions under the jurisdiction of the BOR ("CSCU institutions"); and

WHEREAS, The BOR, in accordance with Connecticut General Statutes § 10a-99(a), shall fix fees for tuition and shall fix fees for such other purposes as the BOR deems necessary at the CSCU Universities; and

WHEREAS, The BOR in accordance with Connecticut General Statutes § 10a-77(a), shall fix fees at CT State Community College (formerly, "Community-Technical Colleges") and shall fix fees for such other purposes as the BOR deems necessary; and

WHEREAS, The BOR in accordance with Connecticut General Statutes § 10a-143(e), shall fix fees at Charter Oak State College and shall fix fees for such other purposes as the BOR deems necessary; and

WHEREAS, CSCU institutions are projecting significant budget deficits in FY2025, presenting significant financial challenges that require comprehensive financial strategies to ensure the sustainability and continuity of services; and

WHEREAS, The proposed FY2025 tuition and mandatory fee increases, along with several adjustments to Tier II fees, for CT State Community College and the Connecticut State Universities are necessary to maintain the quality of education and manage operating costs, while providing adequate support to current student services and funding union-negotiated wages and benefits for dedicated faculty and staff; and

WHEREAS, The proposed FY2025 tuition and mandatory fee increases were developed through comprehensive leadership efforts at each CSCU institution and are an essential component of a balanced approach towards mitigating budget deficits projected for FY2025, as further detailed in the Deficit Mitigation Plan BOR presentation dated November 15, 2023; and now, therefore, be it

RESOLVED, That the BOR approves the FY2025 tuition and mandatory fee increases and schedules as presented in the attached Staff Report and attachments; and be it further

RESOLVED, That the BOR grants the CSCU Chancellor the authority to make any necessary

adjustments to the FY2025 tuition and fees rates and schedules as approved herein, provided that, such adjustments shall not significantly increase the overall cost of tuition and mandatory fees as set by the BOR, ensuring that the overall financial burden on students remains limited. Any such adjustments shall be promptly reported to the BOR Finance and Infrastructure Committee for review; and be it further

RESOLVED, That the approved FY2025 tuition and mandatory fee increases may be revised or reconsidered by the BOR as the BOR deems appropriate.

A True Copy:

_____

Pamela A. Heleen, Secretary
Board of Regents for Higher Education

ITEM

FY 2025 Tuition and Fees: State Universities, CT State Community College, and Charter Oak State College

The Board of Regents under its authority CGS 10a-99 and Public Act 11-48 reviews and approves tuition and fees for Connecticut State Universities, CT State Community College, and Charter Oak State College. For FY2024-25, CSCU is recommending a 5% increase in tuition and mandatory fees for the academic year that begins in the fall of 2024. Several adjustments to Tier II fees are also included, as described herein.

Tuition increases are necessary to maintain the cost of operating and supporting current student services including union-negotiated wages and benefits for faculty and staff. This proposed increase in tuition and mandatory fees is part of the balanced approach to mitigating large, expected deficits, which includes new revenues, expenditure reductions, and the use of cash reserves. The Deficit Mitigation Plan as presented to the Board on November 15th, assumes a 5% increase in Tuition and Fees at State Universities and CT State Community College.

CSCU institutions are focused on educating the majority of CT college goers, so we do not have the luxury of hundreds of millions in research and clinical revenues to offset changes in the major sources of revenue. State university revenue comes from three major sources—tuition & fees (46%), state aid (25%), and auxiliaries (15%)—while the college revenue (for CT State and Charter Oak) comes only from two major sources—tuition & fees and state aid—because they do not have residence halls and dining operations (i.e., auxiliary revenues).

Since FY19, only CT State and Charter Oak total expenditures have increased by 1% and 14%, respectively. State university expenditures have been declining, driven entirely by reductions in personnel costs. Yet, state support has only increased—over the 5-year period—by 2% for CT State, 4% for Central, and 4% for Southern.

Percent change from FY19 to FY24

	Personnel	Non-personnel	Total expenditures	State support
CT State	-8%	48%	1%	2%
Charter Oak	5%	52%	14%	-42%
Central	-16%	9%	-8%	4%
Eastern	-18%	7%	-10%	-9%
Southern	-10%	6%	-6%	4%
Western	-16%	32%	-3%	-5%

CSCU has been doing its part to cut costs, but recent changes in state support for the current biennium have led to a projected FY25 deficit of $140 million. Our Deficit Mitigation Plan includes $30 million in new revenues, $49 million in additional expenditure reductions, and $20 million in cash reserves. The proposed increase in tuition and fees comprise the vast majority (~$25 million) of the new revenues in this plan.

State Universities

We propose changes to the State Universities tuition, housing and food service fees, and specific Tier II fees for FY2024-25 as outlined below.

The FY25 tuition proposal reflects an increase of $305 per semester for in-state undergraduate commuting students and $346 per semester for graduate students.

	SYSTEMWIDE AVERAGE			
	Actual FY 2024	Proposed FY 2025	($) Increase Per Semester	Per Credit
Undergraduate In-State Full Time Students				
Tuition	$6,664	$6,998	$167	$14
University General Fee	4,886	5,130	122	10
University Fee	1,024	1,056	16	1
Total, Commuting Student	$12,574	$13,184	$305	$25

	SYSTEMWIDE AVERAGE			
	Actual FY 2024	Proposed FY 2025	($) Increase Per Semester	Per Credit
Graduate In-State Full Time Students				
Tuition	$8,300	$8,716	$208	$17
University General Fee	4,886	5,130	122	10
University Fee	1,024	1,056	16	1
Total, Commuting Student	$14,210	$14,902	$346	$29

The increase to the University Fee of $16 per semester is based on the analysis of future debt service requirements and available reserves for debt service payment on CHEFA bonds. Among the proposed increases are changes to housing and food service rates and Tier II fees. The housing fee is campus-specific based on the market analysis and demand within each area. The Food Service fee is also campus-specific and influenced by future contract negotiations or increased food costs. The proposed changes to housing and food service rates requested by each University are summarized below:

	FY2025 Proposed Changes			
	Housing Fee		Food Services Fee	
	$ Increase	% Increase	$ Increase	% Increase
Central	$218	2.9%	$158	3.0%
Eastern	$178	2.0%	$200	3.0%
Southern	$238	3.0%	$0	0.0%
Western	$302	3.5%	$226	3.5%

Our proposed changes to Tier II fees are summarized for each institution below.

Central Connecticut State University (CCSU)
CCSU tuition and fee proposal for FY2025 reflects an increase of $590 or 4.7% for in-state undergraduate commuting students and $966 or 3.8% for residential students.

CCSU is requesting approval to increase the Orientation fee from $150 to $200, which will help to cover the actual costs of the program. The fee would be effective with new students for the Fall 2024 semester (FY2025).

CCSU's Orientation program consists of a two-day program model for all incoming first year students. The Office of New Student Programs coordinates 5 orientation 2-day programs and 2 one-day orientation programs for first time first year students during the summer months for new Fall students, and 3 one-day orientations for new Fall Transfer students. Due to increased enrollment, New Student Programs will be increasing the number of their two-day programs from 5-6 for the Summer of 2024 and beyond. *(New Student Programs also hosts 2 one-day orientations in January for new first years and transfer students starting in the Spring semester.)*

The current Orientation fee is $150 per student. Due to rising food costs, it has been determined that $150 was not sufficient during the summer of 2023 to cover the cost of the orientation program and will not be sufficient moving forward.

For reference, before 2023, the cost per session for food was approximately $18,000 for a two-day program. During the summer of 2023, the cost per session for food was $33,000. An increase of about $15,000 per session, spread out through the multiple sessions, can only be sustained by increasing the cost per person to attend (the orientation fee) to $200 per student.

Eastern Connecticut State University (ECSU)
ECSU tuition and fee proposal for FY2025 reflects an increase of $636 or 4.8% for in-state undergraduate commuting students and $1,014 or 3.5% for residential students.

Beginning with fall 2024, ECSU is requesting two new Tier II Fees:
1) Undergrad Nursing Lab Fee of $450 per semester or $50 per credit: This lab fee will be used to support the nursing program with supplies, maintenance of simulation equipment, adjunct faculty providing clinical experiences, and simulation scenario actors. Additionally, it will support the software to schedule clinical placement, develop orientation materials and track student health requirements, as well as the curriculum mapping software for accreditation.
2) Applied Music Fee for half hour per week or one hour per week for a maximum of $320 or $620 per semester respectively: this fee will help subsidize the cost of the adjunct faculty hired to provide individualized music lessons to students. Semester long lessons can be either a half hour per week or one hour per week, the equivalent of 1 – 3 FLC's.

Southern Connecticut State University (SCSU)
SCSU tuition and fee proposal for FY2025 reflects an increase of $610 or 4.8% for in-state undergraduate commuting students and $848 or 3.1% for residential students.

SCSU's FY2025 Tuition & Fee request is compliant with the assumptions made in the development of the FY2025 Spending Plan that accompanied our Deficit Mitigation Plan with one exception.

The FY2025 Food Service rate increase had been 3% in the mitigation plan, but SCSU has chosen to leave it flat in our FY25 Tuition & Fee request. Not increasing the rate is to begin the process of pricing realignment with our sister schools. Keeping the rate flat will not affect the FY25 bottom line of the FY2025 Mitigation Plan, as they are implementing some cost-saving changes to the food offerings that will offset the loss in Food Service revenue. SCSU feels strongly that this pricing realignment is also in accordance with all efforts to increase Food Service participation by our students.

SCSU will charge all Graduate programs that are completely online the same rate we charge for our MLS program, which is exclusively online and consists of the same rate - $8,313 per semester - regardless of residency. Currently, there are 5 Graduate Out-of-State students who have been paying the NEBHE rate per semester, the impact on the current revenue base will be minimal. However, SCSU expects this lower online rate to increase out-of-state online students, it will be more competitively priced compared to current online programs being offered by neighboring states. This change is in line with SCSU's aggressive effort to increase enrollment.

SCSU's FY2025 Tuition & Fee request reflects the elimination of a Tier II fee – the Nursing EdD Residency course fee. When the program was created over 20 years ago, the Nursing Residency consisted of a 3-day conference that was held before the start of each new cohort. The cost of this conference was funded by the revenue received by charging each student the equivalent of one Nursing EdD credit, and each student received one credit toward their degree. Costs included food, speaker fees, venue rental costs, etc. This residency is now completely online, it lasts 3 hours, there is no charge for speakers as participating faculty do it at no cost, and there is no food provided. Most importantly, the students no longer receive one credit for participating, there are no charges.

Western Connecticut State University (WCSU)
WCSU tuition and fee proposal for FY2025 reflects an increase of $606 or 4.8% for in-state undergraduate commuting students and $1,134 or 4.1% for residential students.

Beginning with Fall 2024 semester, WCSU proposes the following changes to Tier II fees:

1) Installment Payment Program (per semester) fee increase from $35 to $45: the payment plan enrollment fee cost has not increased since its inception over 23 years ago. There are rising costs to administering the payment plan, such as personnel, technology, payment plan reminders, message notifications, etc. The Installment plan enrollment fee can vary from $15 to $52 or more per semester depending on the institution per this US News reporting https://www.usnews.com/education/best-graduate-schools/articles/a-guide-to-college-tuition-payment-plans. An increase to $45 would still be within the national average range and can continue to be a low-cost alternative for students who are unable to pay their balance in full.
2) Past Due Payment Plan fee of $50 (per occurrence): there is currently no charge for a past due payment plan enrollment fee. Administratively, there are a lot of resources involved to do outreach, setting up, and maintaining the past-due payment plan. This cost will offset student worker costs to facilitate the plan. The past due payment plan is for students who are not registering for a future semester until their past due balance is paid in full. It is advantageous for the student to enroll in a past due payment plan, as there would be no additional fees or interest

associated with the plan, whereas if the student were sent to a collection agency, they would be billed 15% and their credit would be impacted.

3) Orientation Fee (Orientation Program Fee): this Orientation Fee will align WCSU with the other CSUs and be able to provide an impactful and high-quality orientation for incoming students, replacing the First Year Experience fee which has not been charged. The Orientation Fee would cover food, overnight stay, program activities, student labor (before, during, after), giveaways, and other meaningful experiences to continue the engagement between the university and the new student to increase retention and satisfaction with WCSU. This fee will also cover first-year initiatives including academic planners, supplies and resources for development programs, and help with other workshops and tools for the success and development of first-year students to better prepare them in college. The actual cost of providing orientation and first-year experience is much higher but WCSU proposes to charge $200 to make it affordable for new students.
4) Nursing Lab Fee increase: the Nursing Lab fee supports a variety of Nursing program offerings such as facilities including skills labs, a physical assessment lab, simulation rooms and patient dummy simulators to ensure WCSU's Nursing Program remains a top- rated nursing school in New England. The $50 or 11% increase will support the increased cost of offering those programs and the Examsoft licensure ($24K for FY24) to help Nursing students prepare for the National Council Licensure Examination (NCLEX).
5) Writing Center Fee of $16 per semester: the Writing Center supports students from across the university. On a three-year average, the students who visited were 34% first-year students, 15% sophomore, 17% junior, 25% senior, 6% graduate. This fee would fund student labor for individual visits and general workshops.
6) Composition 1 Course Fee: In Fall 2023, 85% of incoming students were mainstreamed into Composition 1, without placement, with the goal of adding embedded tutors to each WRT 101 class. WCSU piloted embedded tutors in WRT 105 (a support course) the previous year. Of students who took the same course in the previous years, 30.2% had a DFW in the WRT 101. In the year with embedded tutors, this changed to a 21.4% DFW rate. WCSU removed the support course and needs to add embedded tutors to provide assistance to instructors and students. Embedded tutors will sit in on class sessions, consult with the professor, and hold two office hours per week outside of class over the course of the semester, at a minimum wage average of $16/hour.
7) BBA Business Program Fee of $60 per semester and Graduate Business Program of $120 per semester: the proposed program fee will cover a range of activities and initiatives that are specific to business programs. These include business school-specific extracurricular activities and programs, assessment activities, business-technology advancement, accreditation-related activities, guest speaker events, certification exams, diversity and inclusion initiatives, and career success services. This fee will enable the school to provide students with a well-rounded and enriched learning experience that goes beyond the classroom, preparing them

for success in the dynamic world of business.

8) Nursing Course Fee (NUR 475) of $600: this fee will go towards the purchasing of the Hesi package for seniors which is required. They presently pay for this on their own, but student surveys indicate the students would prefer this to be included in tuition and fees. This package includes software for exams and practice exams needed for NCLEX. It includes the Hesi tests students take during the semester. It also includes an NLCEX review students have access to for exam preparation.
9) Media Arts Fee (per designated course) & Digital Interactive Media Arts (per designated course) of $80: courses in these degree programs rely heavily on media equipment (including digital video recorders, virtual reality headsets, microphones, etc.) that is often loaned to students as part of their projects/education. This fee is imperative for the repair, purchase, replacement, and upgrading of equipment as technology changes.
10) PSY 530 Course Fee of $100: Students in the Addiction Studies program are required to use the Typhon tracking system to track their internship hours. It is $100.00 per student and is good for five years. The system tracks our students' hours and activities on internships which is required for us to be able to certify their hours to the Department of Public Health (DPH). Students in our program all apply for licensure after graduation and need precise tracking of their fieldwork for DPH to accept their documentation.

WCSU eliminated the following Tier II Fees:

1) MATH 100/E Course Fee of $120 has been removed.
2) Graduate Re-entry Fee of $50 has been removed.
3) Education/Ed Cert Fee of $125 (one time per student) has been removed.
4) Teach Certificate/Transcript Evaluation Fee of $75 has been removed.

CT State Community College

CT State Community College continues to face enrollment challenges and fiscal pressure. A five percent increase in tuition and college service fee is recommended. The revised FY 25 forecast deficit of $41.3 million, presumes a 5% increase for tuition and the college services fee. **Using the FY 25 forecast enrollment decline of 2%, the proposed tuition increase yields a net $2.2 million, after the 15% tuition set-aside for student financial aid.**

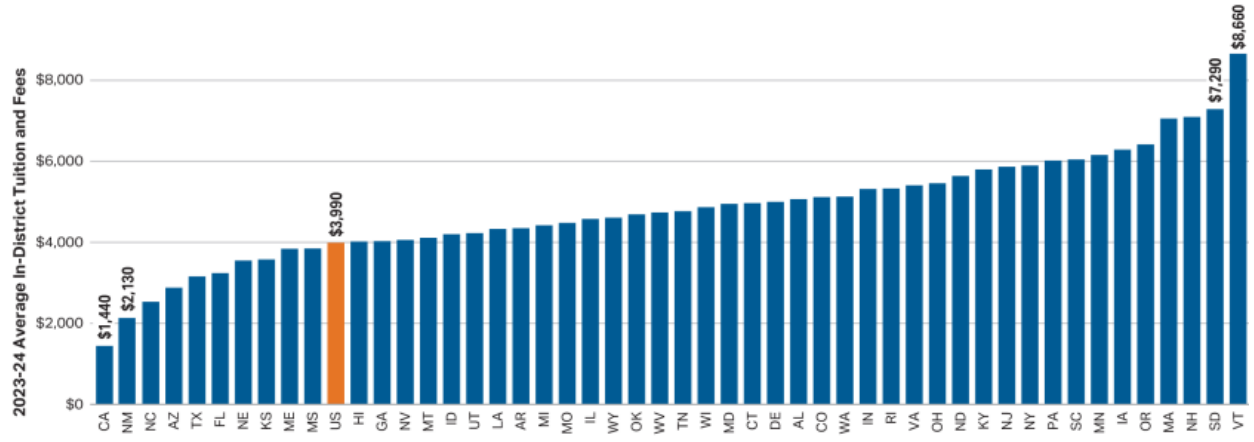
Additionally, the clinical program fees, supplemental course fees, and material fees all increase by 5% for Fall 2025. The Advanced Manufacturing lab fee of $120 increases to $200 for related instructional and facilities costs, which will yield an additional $180,000 annually. Finally, the NV-Rides program which provides bus service to students at Naugatuck Valley campus increases from $5 per semester for part-time students to $10 to align with actual costs for the program. The current rate of $10 per semester for full-time students remains unchanged.

Affordability

The recommended in-state tuition and college service fee increase results in a combined increase of $15 for a one-credit class from $293 to $308, and an annual increase of $246 for a full-time student from $4,972 to $5,218.

CT State Community College is committed to maintaining affordability for our students in the following ways: The 2023-2024 maximum Federal Pell Grant award is $7,395 for full-time students for a full academic year. This amount may be prorated for enrollment of less than full-time. The approximate cost of a full-time student for a full academic year (fall and spring) is $6,592, which is inclusive of tuition, fees, and an allowance for books and supplies of $1,500. Students with an Expected Family Contribution of $0-800 are able to have these costs fully covered by a Federal Pell Grant. For the Fall 2023 semester, this equated to 11,860 students at any enrollment level. This represents 80.0% of all Federal Pell Grant recipients at CT State or 47.2% of all enrolled financial aid applicants in Fall 2023. To date, CT State has disbursed $33.5 million in Federal Pell Grant funds for Fall 2023. Valuations of the 2024-2025 Federal Pell Grant will not be provided until January 2024. During the Fall 2023 semester, 57% of all enrolled students and 80% of enrolled financial aid applicants paid nothing for tuition and fees as a recipient of Pell, PACT, and/or Institutional Aid. Fifteen percent (15%) of all tuition is set-aside and dedicated for institutional aid, in FY25 this is projected to be $14.7 million.

Connecticut remains affordable compared to public community colleges in other states and will continue to compare favorably with Rhode Island, New York, Massachusetts, New Hampshire, Vermont, and



Charter Oak State College
Charter Oak's proposed tuition rate for FY2025 remains flat with the prior year. Charter Oak is not seeking to increase tuition for the upcoming year primarily due to the online price point of various competitors.

RECOMMENDATION

We recommend that the Board approve the proposed tuition and fee increases.

Attachment A – CSU FY25 Tuition and Fee
Attachment B – CT State FY25 Tuition and Fee
Attachment C – Charter Oak FY25 Tuition and Fee

Finance and Infrastructure Committee 12/6/23
Board of Regents 12/14/23

CONNECTICUT STATE UNIVERSITIES

SYSTEMWIDE AVERAGE

FY2024-25 Tuition and Fee Rates - Academic Year

	SYSTEMWIDE AVERAGE											
	Undergraduate In-State				Undergraduate Out-of-State				Undergraduate NE Regional			
	Actual FY 2023-24	Approved FY 2024-25	FY25 vs. FY24 $	FY25 vs. FY24 %	Actual FY 2023-24	Approved FY 2024-25	FY25 vs. FY24 $	FY25 vs. FY24 %	Actual FY 2023-24	Approved FY 2024-25	FY25 vs. FY24 $	FY25 vs. FY24 %
Tuition	6,664	6,998	334	5.0%	19,940	20,938	998	5.0%	9,996	10,498	502	5.0%
University General Fee	4,886	5,130	244	5.0%	4,886	5,130	244	5.0%	4,886	5,130	244	5.0%
University Fee	1,024	1,056	32	3.1%	1,024	1,056	32	3.1%	1,024	1,056	32	3.1%
Student Activity Fee	178	178	0	0.0%	178	178	0	0.0%	178	178	0	0.0%
Media Fee	15	15	0	0.0%	15	15	0	0.0%	15	15	0	0.0%
Subtotal	12,767	13,377	610	4.8%	26,043	27,317	1,274	4.9%	16,099	16,877	778	4.8%
Transportation Fee ($40 per semester)	80	80	0	0.0%	80	80	0	0.0%	80	80	0	0.0%
Total - Commuting Student	12,847	13,457	610	4.7%	26,123	27,397	1,274	4.9%	16,179	16,957	778	4.8%
Housing (Double)	8,214	8,448	234	2.8%	8,214	8,448	234	2.8%	8,214	8,448	234	2.8%
Food Service	6,279	6,425	146	2.3%	6,279	6,425	146	2.3%	6,279	6,425	146	2.3%
Residence Hall Social Fee	45	45	0	0.0%	45	45	0	0.0%	45	45	0	0.0%
Total Tuition and Fees	27,385	28,375	990	3.6%	40,661	42,315	1,654	4.1%	30,717	31,875	1,158	3.8%
Tuition Part Time (Per Credit Hour)	278	292	14	5.0%	278	292	14	5.0%	278	292	14	5.0%
General University Fee (Per Credit Hour)	349	366	17	4.9%	353	370	17	4.8%	353	370	17	4.8%
Extension Fee (Per Credit Hour)	627	658	31	4.9%	631	662	31	4.9%	631	662	31	4.9%
Registration Fee (Per Semester)	58	58	0	0.0%	58	58	0	0.0%	58	58	0	0.0%
Transportation Fee ($40 per semester)	40	40	0	0.0%	40	40	0	0.0%	40	40	0	0.0%
Student Activity Fee	3	8	5	166.7%	3	8	5	166.7%	3	8	5	166.7%

	SYSTEMWIDE AVERAGE											
	Graduate In-State				Graduate Out-of-State				Graduate NE Regional			
	Actual FY 2023-24	Approved FY 2024-25	FY25 vs. FY24 $	FY25 vs. FY24 %	Actual FY 2023-24	Approved FY 2024-25	FY25 vs. FY24 $	FY25 vs. FY24 %	Actual FY 2023-24	Approved FY 2024-25	FY25 vs. FY24 $	FY25 vs. FY24 %
Tuition	8,300	8,716	416	5.0%	21,380	22,446	1,066	5.0%	12,450	13,074	624	5.0%
University General Fee	4,886	5,130	244	5.0%	4,886	5,130	244	5.0%	4,886	5,130	244	5.0%
University Fee	1,024	1,056	32	3.1%	1,024	1,056	32	3.1%	1,024	1,056	32	3.1%
Student Activity Fee	132	132	0	0.0%	132	132	0	0.0%	132	132	0	0.0%
Total Commuting Student	14,342	15,034	692	4.8%	27,422	28,764	1,342	4.9%	18,492	19,392	900	4.9%
Housing (Double)	8,214	8,448	234	2.8%	8,214	8,448	234	2.8%	8,214	8,448	234	2.8%
Food Service	6,279	6,425	146	2.3%	6,279	6,425	146	2.3%	6,279	6,425	146	2.3%
Residence Hall Social Fee	45	45	0	0.0%	45	45	0	0.0%	45	45	0	0.0%
Total Tuition and Fees	28,880	29,952	1,072	3.7%	41,960	43,682	1,722	4.1%	33,030	34,310	1,280	3.9%
Tuition Part Time (Per Credit Hour)	459	482	23	5.0%	459	482	23	5.0%	459	482	23	5.0%
General University Fee (Per Credit Hour)	295	309	14	4.7%	298	313	15	5.0%	298	313	15	5.0%
Extension Fee (Per Credit Hour)	753	791	38	5.0%	757	795	38	5.0%	757	795	38	5.0%
Registration Fee (Per Semester)	60	60	0	0.0%	60	60	0	0.0%	60	60	0	0.0%
Student Activity Fee	3	8	5	166.7%	3	8	5	166.7%	3	8	5	166.7%

ATTACHMENT A

CONNECTICUT STATE UNIVERSITIES

Undergraduate and Graduate Tuition and Fee Increases by Commuting & Resident Student
Dollar & Percent Change FY2024-25

FY 2024-25 Academic Year	CENTRAL				EASTERN				SOUTHERN				WESTERN			
	Undergraduate		Graduate		Undergraduate		Graduate		Undergraduate		Graduate		Undergraduate		Graduate	
In-State Commuting Student	$590	4.7%	$672	4.8%	$636	4.8%	$718	4.8%	$610	4.8%	$692	4.9%	$606	4.7%	$688	4.8%
In-State Resident Student	$966	3.8%	$1,048	3.9%	$1,014	3.5%	$1,096	3.6%	$848	3.1%	$930	3.2%	$1,134	4.1%	$1,216	4.1%
Out-of-State Commuting Student	$1,254	4.9%	$1,322	4.9%	$1,300	4.9%	$1,368	4.9%	$1,274	4.9%	$1,342	4.9%	$1,270	4.9%	$1,338	4.9%
Out-of-State Resident Student	$1,630	4.2%	$1,698	4.3%	$1,678	4.0%	$1,746	4.0%	$1,512	3.7%	$1,580	3.8%	$1,798	4.4%	$1,866	4.4%

CONNECTICUT STATE UNIVERSITIES

In-State Undergraduate Cost of Attendance Schedule

FY2023-24 & FY2024-25 Tuition and Fee Rates - Academic Year

	CENTRAL Undergraduate In-State				EASTERN Undergraduate In-State				SYSTEMWIDE AVERAGE Undergraduate In-State			
	Actual FY 2023-24	Proposed FY 2024-25	FY25 vs. FY24 $	FY25 vs. FY24 %	Actual FY 2023-24	Proposed FY 2024-25	FY25 vs. FY24 $	FY25 vs. FY24 %	Actual FY 2023-24	Proposed FY 2024-25	FY25 vs. FY24 $	FY25 vs. FY24 %
Tuition	6,664	6,998	334	5.0%	6,664	6,998	334	5.0%	6,664	6,998	334	5.0%
University General Fee	4,492	4,716	224	5.0%	5,404	5,674	270	5.0%	4,886	5,130	244	5.0%
University Fee	1,024	1,056	32	3.1%	1,024	1,056	32	3.1%	1,024	1,056	32	3.1%
Student Activity Fee	172	172	0	0.0%	200	200	0	0.0%	178	178	0	0.0%
Media Fee	28	28	0	0.0%			0	N/A	15	15	0	0.0%
Subtotal	12,380	12,970	590	4.8%	13,292	13,928	636	4.8%	12,767	13,377	610	4.8%
Transportation Fee ($40 per semester)	80	80	0	0.0%			0	N/A	80	80	0	0.0%
Total - Commuting Student	12,460	13,050	590	4.7%	13,292	13,928	636	4.8%	12,847	13,457	610	4.7%
Housing (Double)	7,412	7,630	218	2.9%	8,902	9,080	178	2.0%	8,214	8,448	234	2.8%
Food Service	5,254	5,412	158	3.0%	6,666	6,866	200	3.0%	6,279	6,425	146	2.3%
Residence Hall Social Fee	44	44	0	0.0%	40	40	0	0.0%	45	45	0	0.0%
Total Tuition and Fees	25,170	26,136	966	3.8%	28,900	29,914	1,014	3.5%	27,385	28,375	990	3.6%
Tuition Part Time (Per Credit Hour)	278	292	14	5.0%	278	292	14	5.0%	278	292	14	5.0%
General University Fee (Per Credit Hour)	334	350	16	4.8%	348	365	17	4.9%	349	366	17	4.9%
Extension Fee (Per Credit Hour)	612	642	30	4.9%	626	657	31	5.0%	627	658	31	4.9%
Registration Fee (Per Semester)	58	58	0	0.0%	60	60	0	0.0%	58	58	0	0.0%
Transportation Fee (Per semester)	40	40	0	0.0%			0	N/A	40	40	0	0.0%
Student Activity Fee									3	8	5	166.7%

	SOUTHERN Undergraduate In-State				WESTERN Undergraduate In-State			
	Actual FY 2023-24	Proposed FY 2024-25	FY25 vs. FY24 $	FY25 vs. FY24 %	Actual FY 2023-24	Proposed FY 2024-25	FY25 vs. FY24 $	FY25 vs. FY24 %
Tuition	6,664	6,998	334	5.0%	6,664	6,998	334	5.0%
University General Fee	4,850	5,094	244	5.0%	4,796	5,036	240	5.0%
University Fee	1,024	1,056	32	3.1%	1,024	1,056	32	3.1%
Student Activity Fee	140	140	0	0.0%	199	199	0	0.0%
Media Fee	30	30	0	0.0%			0	N/A
Subtotal	12,708	13,318	610	4.8%	12,683	13,289	606	4.8%
Transportation Fee ($40 per semester)	80	80	0	0.0%	80	80	0	0.0%
Total - Commuting Student	12,788	13,398	610	4.8%	12,763	13,369	606	4.7%
Housing (Double)	7,912	8,150	238	3.0%	8,630	8,932	302	3.5%
Food Service	6,738	6,738	0	0.0%	6,456	6,682	226	3.5%
Residence Hall Social Fee	50	50	0	0.0%	45	45	0	0.0%
Total Tuition and Fees	27,488	28,336	848	3.1%	27,894	29,028	1,134	4.1%
Tuition Part Time (Per Credit Hour)	278	292	14	5.0%	278	292	14	5.0%
General University Fee (Per Credit Hour)	384	403	19	4.9%	328	344	16	4.9%
Extension Fee (Per Credit Hour)	662	695	33	5.0%	606	636	30	5.0%
Registration Fee (Per Semester)	55	55	0	0.0%	60	60	0	0.0%
Transportation Fee (Per semester)	40	40	0	0.0%	40	40	0	0.0%
Student Activity Fee					3	8	5	166.7%

CONNECTICUT STATE UNIVERSITIES

Out-of-State Undergraduate Cost of Attendance Schedule

FY2023-24 & FY2024-25 Tuition and Fee Rates - Academic Year

	CENTRAL Undergraduate Out-of-State				EASTERN Undergraduate Out-of-State				SYSTEMWIDE AVERAGE Undergraduate Out-of-State			
	Actual FY 2023-24	Proposed FY 2024-25	FY25 vs. FY24 $	FY25 vs. FY24 %	Actual FY 2023-24	Proposed FY 2024-25	FY25 vs. FY24 $	FY25 vs. FY24 %	Actual FY 2023-24	Proposed FY 2024-25	FY25 vs. FY24 $	FY25 vs. FY24 %
Tuition	19,940	20,938	998	5.0%	19,940	20,938	998	5.0%	19,940	20,938	998	5.0%
University General Fee	4,492	4,716	224	5.0%	5,404	5,674	270	5.0%	4,886	5,130	244	5.0%
University Fee	1,024	1,056	32	3.1%	1,024	1,056	32	3.1%	1,024	1,056	32	3.1%
Student Activity Fee	172	172	0	0.0%	200	200	0	0.0%	178	178	0	0.0%
Media Fee	28	28	0	0.0%			0	N/A	15	15	0	0.0%
Subtotal	25,656	26,910	1,254	4.9%	26,568	27,868	1,300	4.9%	26,043	27,317	1,274	4.9%
Transportation Fee ($40 per semester)	80	80	0	0.0%			0	N/A	80	80	0	0.0%
Total - Commuting Student	25,736	26,990	1,254	4.9%	26,568	27,868	1,300	4.9%	26,123	27,397	1,274	4.9%
Housing (Double)	7,412	7,630	218	2.9%	8,902	9,080	178	2.0%	8,214	8,448	234	2.8%
Food Service	5,254	5,412	158	3.0%	6,666	6,866	200	3.0%	6,279	6,425	146	2.3%
Residence Hall Social Fee	44	44	0	0.0%	40	40	0	0.0%	45	45	0	0.0%
Total Tuition and Fees	38,446	40,076	1,630	4.2%	42,176	43,854	1,678	4.0%	40,661	42,315	1,654	4.1%
Tuition Part Time (Per Credit Hour)	278	292	14	5.0%	278	292	14	5.0%	278	292	14	5.0%
General University Fee (Per Credit Hour)	350	367	17	4.9%	348	365	17	4.9%	353	370	17	4.8%
Extension Fee (Per Credit Hour)	628	659	31	4.9%	626	657	31	5.0%	631	662	31	4.9%
Registration Fee (Per Semester)	58	58	0	0.0%	60	60	0	0.0%	58	58	0	0.0%
Transportation Fee (Per semester)	40	40	0	0.0%			0	N/A	40	40	0	0.0%
Student Activity Fee									3	8		

	SOUTHERN Undergraduate Out-of-State				WESTERN Undergraduate Out-of-State			
	Actual FY 2023-24	Proposed FY 2024-25	FY25 vs. FY24 $	FY25 vs. FY24 %	Actual FY 2023-24	Proposed FY 2024-25	FY25 vs. FY24 $	FY25 vs. FY24 %
Tuition (1)	19,940	20,938	998	5.0%	19,940	20,938	998	5.0%
University General Fee	4,850	5,094	244	5.0%	4,796	5,036	240	5.0%
University Fee (1)	1,024	1,056	32	3.1%	1,024	1,056	32	3.1%
Student Activity Fee	140	140	0	0.0%	199	199	0	0.0%
Media Fee	30	30	0	0.0%			0	N/A
Subtotal	25,984	27,258	1,274	4.9%	25,959	27,229	1,270	4.9%
Transportation Fee ($40 per semester)	80	80	0	0.0%	80	80	0	0.0%
Total - Commuting Student	26,064	27,338	1,274	4.9%	26,039	27,309	1,270	4.9%
Housing (Double)	7,912	8,150	238	3.0%	8,630	8,932	302	3.5%
Food Service	6,738	6,738	0	0.0%	6,456	6,682	226	3.5%
Residence Hall Social Fee	50	50	0	0.0%	45	45	0	0.0%
Total Tuition and Fees	40,764	42,276	1,512	3.7%	41,170	42,968	1,798	4.4%
Tuition Part Time (Per Credit Hour) (1)	278	292	14	5.0%	278	292	14	5.0%
General University Fee (Per Credit Hour)	384	403	19	4.9%	328	344	16	4.9%
Extension Fee (Per Credit Hour)	662	695	33	5.0%	606	636	30	5.0%
Registration Fee (Per Semester)	55	55	0	0.0%	60	60	0	0.0%
Transportation Fee (Per semester)	40	40	0	0.0%	40	40	0	0.0%
Student Activity Fee					3	8	5	166.7%

Notes:

BOR Resoulution BR-23-065 authorizes CSCU institutions to offer the Discounted Tuition Rate equivalent to the current NEBHE regional tuition rate to students from all locations outside of the State of Connecticut.

CONNECTICUT STATE UNIVERSITIES

NE Regional Undergraduate Cost of Attendance Schedule

FY2023-24 & FY2024-25 Tuition and Fee Rates - Academic Year

	CENTRAL Undergraduate NE Regional				EASTERN Undergraduate NE Regional				SYSTEMWIDE AVERAGE Undergraduate NE Regional			
	Actual FY 2023-24	Proposed FY 2024-25	FY25 vs. FY24 $	FY25 vs. FY24 %	Actual FY 2023-24	Proposed FY 2024-25	FY25 vs. FY24 $	FY25 vs. FY24 %	Actual FY 2023-24	Proposed FY 2024-25	FY25 vs. FY24 $	FY25 vs. FY24 %
Tuition	9,996	10,498	502	5.0%	9,996	10,498	502	5.0%	9,996	10,498	502	5.0%
University General Fee	4,492	4,716	224	5.0%	5,404	5,674	270	5.0%	4,886	5,130	244	5.0%
University Fee	1,024	1,056	32	3.1%	1,024	1,056	32	3.1%	1,024	1,056	32	3.1%
Student Activity Fee	172	172	0	0.0%	200	200	0	0.0%	178	178	0	0.0%
Media Fee	28	28	0	0.0%					15	15	0	0.0%
Subtotal	15,712	16,470	758	4.8%	16,624	17,428	804	4.8%	16,099	16,877	778	4.8%
Transportation Fee ($40 per semester)	80	80	0	0.0%					80	80	0	0.0%
Total - Commuting Student	15,792	16,550	758	4.8%	16,624	17,428	804	4.8%	16,179	16,957	778	4.8%
Housing (Double)	7,412	7,630	218	2.9%	8,902	9,080	178	2.0%	8,214	8,448	234	2.8%
Food Service	5,254	5,412	158	3.0%	6,666	6,866	200	3.0%	6,279	6,425	146	2.3%
Residence Hall Social Fee	44	44	0	0.0%	40	40	0	0.0%	45	45	0	0.0%
Total Tuition and Fees	28,502	29,636	1,134	4.0%	32,232	33,414	1,182	3.7%	30,717	31,875	1,158	3.8%
Tuition Part Time (Per Credit Hour)	278	292	14	5.0%	278	292	14	5.0%	278	292	14	5.0%
General University Fee (Per Credit Hour)	350	367	17	4.9%	348	365	17	4.9%	353	370	17	4.8%
Extension Fee (Per Credit Hour)	628	659	31	4.9%	626	657	31	5.0%	631	662	31	4.9%
Registration Fee (Per Semester)	58	58	0	0.0%	60	60	0	0.0%	58	58	0	0.0%
Transportation Fee (Per semester)	40	40	0	0.0%			0	N/A	40	40	0	0.0%
Student Activity Fee									3	8		

	SOUTHERN Undergraduate NE Regional				WESTERN Undergraduate NE Regional			
	Actual FY 2023-24	Proposed FY 2024-25	FY25 vs. FY24 $	FY25 vs. FY24 %	Actual FY 2023-24	Proposed FY 2024-25	FY25 vs. FY24 $	FY25 vs. FY24 %
Tuition	9,996	10,498	502	5.0%	9,996	10,498	502	5.0%
University General Fee	4,850	5,094	244	5.0%	4,796	5,036	240	5.0%
University Fee	1,024	1,056	32	3.1%	1,024	1,056	32	3.1%
Student Activity Fee	140	140	0	0.0%	199	199	0	0.0%
Media Fee	30	30	0	0.0%			0	N/A
Subtotal	16,040	16,818	778	4.9%	16,015	16,789	774	4.8%
Transportation Fee ($40 per semester)	80	80	0	0.0%	80	80	0	0.0%
Total - Commuting Student	16,120	16,898	778	4.8%	16,095	16,869	774	4.8%
Housing (Double)	7,912	8,150	238	3.0%	8,630	8,932	302	3.5%
Food Service	6,738	6,738	0	0.0%	6,456	6,682	226	3.5%
Residence Hall Social Fee	50	50	0	0.0%	45	45	0	0.0%
Total Tuition and Fees	30,820	31,836	1,016	3.3%	31,226	32,528	1,302	4.2%
Tuition Part Time (Per Credit Hour) (1)	278	292	14	5.0%	278	292	14	5.0%
General University Fee (Per Credit Hour)	384	403	19	4.9%	328	344	16	4.9%
Extension Fee (Per Credit Hour)	662	695	33	5.0%	606	636	30	5.0%
Registration Fee (Per Semester)	55	55	0	0.0%	60	60	0	0.0%
Transportation Fee (Per semester)	40	40	0	0.0%	40	40	0	0.0%
Student Activity Fee					3	8	5	166.7%

Notes:

BOR Resoulution BR-23-065 authorizes CSCU institutions to offer the Discounted Tuition Rate equivalent to the current NEBHE regional tuition rate to students from all locations outside of the State of Connecticut.

CONNECTICUT STATE UNIVERSITIES

In-State Graduate Cost of Attendance Schedule

FY2023-24 & FY2024-25 Tuition and Fee Rates - Academic Year

	CENTRAL Graduate In-State				EASTERN Graduate In-State				SYSTEMWIDE AVERAGE Graduate In-State			
	Actual FY 2023-24	Proposed FY 2024-25	FY25 vs. FY24 $	FY25 vs. FY24 %	Actual FY 2023-24	Proposed FY 2024-25	FY25 vs. FY24 $	FY25 vs. FY24 %	Actual FY 2023-24	Proposed FY 2024-25	FY25 vs. FY24 $	FY25 vs. FY24 %
Tuition	8,300	8,716	416	5.0%	8,300	8,716	416	5.0%	8,300	8,716	416	5.0%
University General Fee	4,492	4,716	224	5.0%	5,404	5,674	270	5.0%	4,886	5,130	244	5.0%
University Fee	1,024	1,056	32	3.1%	1,024	1,056	32	3.1%	1,024	1,056	32	3.1%
Student Activity Fee	74	74	0	0.0%	200	200	0	0.0%	132	132	0	0.0%
Total - Commuting Student	13,890	14,562	672	4.8%	14,928	15,646	718	4.8%	14,342	15,034	692	4.8%
Housing (Double)	7,412	7,630	218	2.9%	8,902	9,080	178	2.0%	8,214	8,448	234	2.8%
Food Service	5,254	5,412	158	3.0%	6,666	6,866	200	3.0%	6,279	6,425	146	2.3%
Residence Hall Social Fee	44	44	0	0.0%	40	40	0	0.0%	45	45	0	0.0%
Total Tuition and Fees	26,600	27,648	1,048	3.9%	30,536	31,632	1,096	3.6%	28,880	29,952	1,072	3.7%
Part Time Tuition (Per Credit Hour)	458	481	23	5.0%	458	481	23	5.0%	459	482	23	5.0%
General University Fee (Per Credit Hour)	313	328	15	4.8%	256	269	13	5.1%	295	309	14	4.7%
Extension Fee (Per Credit Hour)	771	809	38	4.9%	714	750	36	5.0%	753	791	38	5.0%
Registration Fee (Per Semester)	65	65	0	0.0%	60	60	0	0.0%	60	60	0	0.0%
Student Activity Fee									3	3	0	0.0%
Ed.D Leadership Tuition (Per Credit Hour)									715	751	36	5.0%
Ed.D Leadership General University Fee (Per Credit Hour)									348	365	17	4.9%
Doctoral Program Fee PT Tuition (Per Credit Hour)	717	753	36	5.0%					836	878	42	5.0%
Doctoral Program General University Fee	341	356	15	4.4%					394	412	18	4.6%
Doctoral Program Extension Fee (Per Credit Hour)	1,058	1,109	51	4.8%					1,058	1,109	51	4.8%
Ed. D. Nursing Part Time (Per Credit Hour)									954	1,002	48	5.0%
Ed. D.Nursing General University Fee (Per Credit Hour)									446	468	22	4.9%
MBA Part Time Tuition (Per Credit Hour)									565	593	28	5.0%
MBA General University Fee (Per Credit Hour)									382	401	19	5.0%
MLS Part Time Tuition (Per Credit Hour)									565	593	28	5.0%
MLS General University Fee									382	401	19	5.0%
MFA - Writing Part Time Tuition (Per Credit Hour)									536	562	26	4.9%
MFA - General University Fee									232	244	12	5.2%
MS Education Program (Full-time Commuting)									14,319	15,007	688	4.8%
MS Music Education Program (Full-time Commuting)									14,319	15,007	688	4.8%
MS Counseling Education Program (Full-time Commuting)									14,319	15,007	688	4.8%
MAT Secondary Education Program (Full-time Commuting)									14,319	15,007	688	4.8%
MBA Program (Full-time)									15,834	16,626	792	5.0%
Accelerated MBA Program (Full-time Online/Hybrid)									15,834	16,626	792	5.0%
On Line Full Time MBA/MLS/Sports and Ent. Mgt.									15,834	16,626	792	5.0%
MFA Art Program (Full-time)									10,546	11,072	526	5.0%
MFA Writing Program (Full-time)									8,710	9,146	436	5.0%

	SOUTHERN Graduate In-State				WESTERN Graduate In-State			
	Actual FY 2023-24	Proposed FY 2024-25	FY25 vs. FY24 $	FY25 vs. FY24 %	Actual FY 2023-24	Proposed FY 2024-25	FY25 vs. FY24 $	FY25 vs. FY24 %
Tuition	8,300	8,716	416	5.0%	8,300	8,716	416	5.0%
University General Fee	4,850	5,094	244	5.0%	4,796	5,036	240	5.0%
University Fee	1,024	1,056	32	3.1%	1,024	1,056	32	3.1%
Student Activity Fee	54	54	0	0.0%	199	199	0	0.0%
Total - Commuting Student	14,228	14,920	692	4.9%	14,319	15,007	688	4.8%
Housing (Double)	7,912	8,150	238	3.0%	8,630	8,932	302	3.5%
Food Service	6,738	6,738	0	0.0%	6,456	6,682	226	3.5%
Residence Hall Social Fee	50	50	0	0.0%	45	45	0	0.0%
Total Tuition and Fees	28,928	29,858	930	3.2%	29,450	30,666	1,216	4.1%
Part Time Tuition (Per Credit Hour)	461	484	23	5.0%	458	480	22	4.8%
General University Fee (Per Credit Hour)	377	396	19	5.0%	232	244	12	5.2%
Extension Fee (Per Credit Hour)	838	880	42	5.0%	690	724	34	4.9%
Registration Fee (Per Semester)	55	55	0	0.0%	60	60	0	0.0%
Student Activity Fee					3	3	0	0.0%
Ed.D Leadership Part Time Tuition (Per Credit Hour)	717	753	36	5.0%	712	748	36	5.1%
Ed.D Leadership General University Fee (Per Credit Hour)	373	392	19	5.1%	322	338	16	5.0%
Doctoral Program Part Time (Per Credit Hour)	954	1,002	48	5.0%				
Doctoral Program General University Fee (Per Credit Hour)	446	468	22	4.9%				
Ed.D. Nursing Part Time (Per Credit Hour)					954	1,002	48	5.0%
Ed.D. Nursing General University Fee (Per Credit Hour)					446	468	22	4.9%
MBA Part Time Tuition (Per Credit Hour)	565	593	28	5.0%				
MBA General University Fee (Per Credit Hour)	382	401	19	5.0%				
MLS Part Time Tuition (Per Credit Hour)	565	593	28	5.0%				
MLS General University Fee (Per Credit Hour)	382	401	19	5.0%				
MFA - Writing Part Time Tuition (Per Credit Hour)					536	562	26	4.9%
MFA - General University Fee					232	244	12	5.2%
MS Education Program (Full-time Commuting)					14,319	15,007	688	4.8%
MS Music Education Program (Full-time Commuting)					14,319	15,007	688	4.8%
MS Counseling Education Program (Full-time Commuting)					14,319	15,007	688	4.8%
MAT Secondary Education Program (Full-time Commuting)					14,319	15,007	688	4.8%
MBA Program (Full-time) On Ground Only	15,834	16,626	792	5.0%				
Accelerated MBA Program (Full-time Online/Hybrid)	15,834	16,626	792	5.0%				
On Line Full Time MBA/MLS/Sports and Ent. Mgt.	15,834	16,626	792	5.0%				
MFA Art Program Tuition (Full-time)					10,546	11,072	526	5.0%
MFA Writing Program Tuition (Full-time)					8,710	9,146	436	5.0%

This page has been revised 12-12-23

CONNECTICUT STATE UNIVERSITIES

Out-of-State Graduate Cost of Attendance Schedule

FY2023-24 & FY2024-25 Tuition and Fee Rates - Academic Year

	CENTRAL Graduate Out-of-State				EASTERN Graduate Out-of-State				SYSTEMWIDE AVERAGE Graduate Out-of-State			
	Actual FY 2023-24	Proposed FY 2024-25	FY25 vs. FY24 $	FY25 vs. FY24 %	Actual FY 2023-24	Proposed FY 2024-25	FY25 vs. FY24 $	FY25 vs. FY24 %	Actual FY 2023-24	Proposed FY 2024-25	FY25 vs. FY24 $	FY25 vs. FY24 %
Tuition	21,380	22,446	1,066	5.0%	21,380	22,446	1,066	5.0%	21,380	22,446	1,066	5.0%
University General Fee	4,492	4,716	224	5.0%	5,404	5,674	270	5.0%	4,886	5,130	244	5.0%
University Fee	1,024	1,056	32	3.1%	1,024	1,056	32	3.1%	1,024	1,056	32	3.1%
Student Activity Fee	74	74	0	0.0%	200	200	0	0.0%	132	132	0	0.0%
Total - Commuting Student	26,970	28,292	1,322	4.9%	28,008	29,376	1,368	4.9%	27,422	28,764	1,342	4.9%
Housing (Double)	7,412	7,630	218	2.9%	8,902	9,080	178	2.0%	8,214	8,448	234	2.8%
Food Service	5,254	5,412	158	3.0%	6,666	6,866	200	3.0%	6,279	6,425	146	2.3%
Residence Hall Social Fee	44	44	0	0.0%	40	40	0	0.0%	45	45	0	0.0%
Total Tuition and Fees	39,680	41,378	1,698	4.3%	43,616	45,362	1,746	4.0%	41,960	43,682	1,722	4.1%
Part Time Tuition (Per Credit Hour)	458	481	23	5.0%	458	481	23	5.0%	459	482	23	5.0%
General University Fee (Per Credit Hour)	328	344	16	4.9%	256	269	13	5.1%	298	313	15	5.0%
Extension Fee (Per Credit Hour)	786	825	39	5.0%	714	750	36	5.0%	757	795	38	5.0%
Registration Fee (Per Semester)	65	65	0	0.0%	60	60	0	0.0%	60	60	0	0.0%
Student Activity Fee			0	N/A					3	3	0	0.0%
Ed.D Leadership Tuition (Per Credit Hour)									715	751	36	5.0%
Ed.D Leadership General University Fee (Per Credit Hour)									348	365	17	4.9%
Doctoral Program Fee Tuition (Per Credit Hour)	717	753	36	5.0%					836	878	42	5.0%
Doctoral Program General University Fee	341	356	15	4.4%					394	412	18	4.6%
Doctoral Program Extension Fee (Per Credit Hour)	1,058	1,109	51	4.8%					1,058	1,109	51	4.8%
Ed. D. Nursing Part Time (Per Credit Hour)									954	1,002	48	5.0%
Ed. D.Nursing General University Fee (Per Credit Hour)									446	468	22	4.9%
MBA Part Time Tuition (Per Credit Hour)									565	593	28	5.0%
MBA General University Fee									382	401	19	5.0%
MLS Part Time Tuition (Per Credit Hour)									565	593	28	5.0%
MLS General University Fee									382	401	19	5.0%
MFA - Writing Part Time Tuition (Per Credit Hour)									536	562	26	4.9%
MFA - General University Fee									232	244	12	5.2%
MS Education Program (Full-time Commuting)									14,319	15,007	688	4.8%
MS Music Education Program (Full-time Commuting)									14,319	15,007	688	4.8%
MS Counseling Education Program (Full-time Commuting)									14,319	15,007	688	4.8%
MAT Secondary Education Program (Full-time Commuting)									14,319	15,007	688	4.8%
MBA Program (Full-time)									28,738	30,175	1,437	5.0%
Accelerated MBA Program (Full-time Online/Hybrid)									28,738	30,175	1,437	5.0%
On Line Full Time MBA/MLS/Sports and Ent. Mgt.									15,834	16,626	792	5.0%
MFA Art Program (Full-time)									25,426	26,698	1,272	5.0%
MFA Writing Program (Full-time)									22,430	23,552	1,122	5.0%

	SOUTHERN Graduate Out-of-State				WESTERN Graduate Out-of-State			
	Actual FY 2023-24	Proposed FY 2024-25	FY25 vs. FY24 $	FY25 vs. FY24 %	Actual FY 2023-24	Proposed FY 2024-25	FY25 vs. FY24 $	FY25 vs. FY24 %
Tuition	21,380	22,446	1,066	5.0%	21,380	22,446	1,066	5.0%
University General Fee	4,850	5,094	244	5.0%	4,796	5,036	240	5.0%
University Fee	1,024	1,056	32	3.1%	1,024	1,056	32	3.1%
Student Activity Fee	54	54	0	0.0%	199	199	0	0.0%
Total - Commuting Student	27,308	28,650	1,342	4.9%	27,399	28,737	1,338	4.9%
Housing (Double)	7,912	8,150	238	3.0%	8,630	8,932	302	3.5%
Food Service	6,738	6,738	0	0.0%	6,456	6,682	226	3.5%
Residence Hall Social Fee	50	50	0	0.0%	45	45	0	0.0%
Total Tuition and Fees	42,008	43,588	1,580	3.8%	42,530	44,396	1,866	4.4%
Part Time Tuition (Per Credit Hour)	461	484	23	5.0%	458	480	22	4.8%
General University Fee (Per Credit Hour)	377	396	19	5.0%	232	244	12	5.2%
Extension Fee (Per Credit Hour)	838	880	42	5.0%	690	724	34	4.9%
Registration Fee (Per Semester)	55	55	0	0.0%	60	60	0	0.0%
Student Activity Fee					3	3	0	0.0%
Ed.D Leadership Part Time Tuition (Per Credit Hour)	717	753	36	5.0%	712	748	36	5.1%
Ed.D Leadership General University Fee (Per Credit Hour)	373	392	19	5.1%	322	338	16	5.0%
Doctoral Program Part Time (Per Credit Hour)	954	1,002	48	5.0%				
Doctoral Program General University Fee (Per Credit Hour)	446	468	22	4.9%				
Ed. D. Nursing Part Time (Per Credit Hour)					954	1,002	48	5.0%
Ed. D.Nursing General University Fee (Per Credit Hour)					446	468	22	4.9%
MBA Part Time Tuition (Per Credit Hour)	565	593	28	5.0%				
MBA General University Fee	382	401	19	5.0%				
MLS Part Time Tuition (Per Credit Hour)	565	593	28	5.0%				
MLS General University Fee	382	401	19	5.0%				
MFA - Writing Part Time Tuition (Per Credit Hour)					536	562	26	4.9%
MFA - General University Fee					232	244	12	5.2%
MS Education Program (Full-time Commuting)					14,319	15,007	688	4.8%
MS Music Education Program (Full-time Commuting)					14,319	15,007	688	4.8%
MS Counseling Education Program (Full-time Commuting)					14,319	15,007	688	4.8%
MAT Secondary Education Program (Full-time Commuting)					14,319	15,007	688	4.8%
MBA Program (Full-time) On Ground Only	28,738	30,175	1,437	5.0%				
Accelerated MBA Program (Full-time Online/Hybrid)	28,738	30,175	1,437	5.0%				
On Line Full Time MBA/MLS/Sports and Ent. Mgt.	15,834	16,626	792	5.0%				
MFA Art Program Tuition (Full-time)					25,426	26,698	1,272	5.0%
MFA Writing Program Tuition (Full-time)					22,430	23,552	1,122	5.0%

This page has been revised 12-12-23

CONNECTICUT STATE UNIVERSITIES

NE Regional Graduate Cost of Attendance Schedule

FY2023-24 & FY2024-25 Tuition and Fee Rates - Academic Year

	CENTRAL Graduate NE Regional				EASTERN Graduate NE Regional				SYSTEMWIDE AVERAGE Graduate NE Regional			
	Actual FY 2023-24	Proposed FY 2024-25	FY25 vs. FY24 $	FY25 vs. FY24 %	Actual FY 2023-24	Proposed FY 2024-25	FY25 vs. FY24 $	FY25 vs. FY24 %	Actual FY 2023-24	Proposed FY 2024-25	FY25 vs. FY24 $	FY25 vs. FY24 %
Tuition	12,450	13,074	624	5.0%	12,450	13,074	624	5.0%	12,450	13,074	624	5.0%
University General Fee	4,492	4,716	224	5.0%	5,404	5,674	270	5.0%	4,886	5,130	244	5.0%
University Fee	1,024	1,056	32	3.1%	1,024	1,056	32	3.1%	1,024	1,056	32	3.1%
Student Activity Fee	74	74	0	0.0%	200	200	0	0.0%	132	132	0	0.0%
Total - Commuting Student	18,040	18,920	880	4.9%	19,078	20,004	926	4.9%	18,492	19,392	900	4.9%
Housing (Double)	7,412	7,630	218	2.9%	8,902	9,080	178	2.0%	8,214	8,448	234	2.8%
Food Service	5,254	5,412	158	3.0%	6,666	6,866	200	3.0%	6,279	6,425	146	2.3%
Residence Hall Social Fee	44	44	0	0.0%	40	40	0	0.0%	45	45	0	0.0%
Total Tuition and Fees	30,750	32,006	1,256	4.1%	34,686	35,990	1,304	3.8%	33,030	34,310	1,280	3.9%
Part Time Tuition (Per Credit Hour)	458	481	23	5.0%	458	481	23	5.0%	459	482	23	5.0%
General University Fee (Per Credit Hour)	328	344	16	4.9%	256	269	13	5.1%	298	313	15	5.0%
Extension Fee (Per Credit Hour)	786	825	39	5.0%	714	750	36	5.0%	757	795	38	5.0%
Registration Fee (Per Semester)	65	65	0	0.0%	60	60	0	0.0%	60	60	0	0.0%
Student Activity Fee			0	N/A					3	3	0	0.0%
Ed.D Leadership Tuition (Per Credit Hour)									715	751	36	5.0%
Ed.D Leadership General University Fee (Per Credit Hour)									348	365	17	4.9%
Doctoral Program Fee Tuition (Per Credit Hour)	717	753	36	5.0%					836	878	42	5.0%
Doctoral Program General University Fee	341	356	15	4.4%					394	412	18	4.6%
Doctoral Program Extension Fee (Per Credit Hour)	1,058	1,109	51	4.8%					1,058	1,109	51	4.8%
Ed. D. Nursing Part Time (Per Credit Hour)									954	1,002	48	5.0%
Ed. D.Nursing General University Fee (Per Credit Hour)									446	468	22	4.9%
MBA Part Time Tuition (Per Credit Hour)									565	593	28	5.0%
MBA General University Fee									382	401	19	5.0%
MLS Part Time Tuition (Per Credit Hour)									565	593	28	5.0%
MLS General University Fee									382	401	19	5.0%
MFA - Writing Part Time Tuition (Per Credit Hour)									536	562	26	4.9%
MFA - General University Fee									232	244	12	5.2%
MS Education Program (Full-time Commuting)									14,319	15,007	688	4.8%
MS Music Education Program (Full-time Commuting)									14,319	15,007	688	4.8%
MS Counseling Education Program (Full-time Commuting)									14,319	15,007	688	4.8%
MAT Secondary Education Program (Full-time Commuting)									14,319	15,007	688	4.8%
MBA Program (Full-time)									23,754	24,942	1,188	5.0%
Accelerated MBA Program (Full-time Online/Hybrid)									23,754	24,942	1,188	5.0%
On Line Full Time MBA/MLS/Sports and Ent. Mgt.									15,834	16,626	792	5.0%
MFA Art Program (Full-time)									15,816	16,608	792	5.0%
MFA Writing Program (Full-time)									13,064	13,718	654	5.0%

	SOUTHERN Graduate NE Regional				WESTERN Graduate NE Regional			
	Actual FY 2023-24	Proposed FY 2024-25	FY25 vs. FY24 $	FY25 vs. FY24 %	Actual FY 2023-24	Proposed FY 2024-25	FY25 vs. FY24 $	FY25 vs. FY24 %
Tuition	12,450	13,074	624	5.0%	12,450	13,074	624	5.0%
University General Fee	4,850	5,094	244	5.0%	4,796	5,036	240	5.0%
University Fee	1,024	1,056	32	3.1%	1,024	1,056	32	3.1%
Student Activity Fee	54	54	0	0.0%	199	199	0	0.0%
Total - Commuting Student	18,378	19,278	900	4.9%	18,469	19,365	896	4.9%
Housing (Double)	7,912	8,150	238	3.0%	8,630	8,932	302	3.5%
Food Service	6,738	6,738	0	0.0%	6,456	6,682	226	3.5%
Residence Hall Social Fee	50	50	0	0.0%	45	45	0	0.0%
Total Tuition and Fees	33,078	34,216	1,138	3.4%	33,600	35,024	1,424	4.2%
Part Time Tuition (Per Credit Hour)	461	484	23	5.0%	458	480	22	4.8%
General University Fee (Per Credit Hour)	377	396	19	5.0%	232	244	12	5.2%
Extension Fee (Per Credit Hour)	838	880	42	5.0%	690	724	34	4.9%
Registration Fee (Per Semester)	55	55	0	0.0%	60	60	0	0.0%
Student Activity Fee					3	3	0	0.0%
Ed.D Leadership Part Time Tuition (Per Credit Hour)	717	753	36	5.0%	712	748	36	5.1%
Ed.D Leadership General University Fee (Per Credit Hour)	373	392	19	5.1%	322	338	16	5.0%
Doctoral Program Part Time (Per Credit Hour)	954	1,002	48	5.0%				
Doctoral Program General University Fee (Per Credit Hour)	446	468	22	4.9%				
Ed. D. Nursing Part Time (Per Credit Hour)					954	1,002	48	5.0%
Ed. D.Nursing General University Fee (Per Credit Hour)					446	468	22	4.9%
MBA Part Time Tuition (Per Credit Hour)	565	593	28	5.0%				
MBA General University Fee (Per Credit Hour)	382	401	19	5.0%				
MLS Part Time Tuition (Per Credit Hour)	565	593	28	5.0%				
MLS General University Fee (Per Credit Hour)	382	401	19	5.0%				
MFA - Writing Part Time Tuition (Per Credit Hour)					536	562	26	4.9%
MFA - General University Fee					232	244	12	5.2%
MS Education Program (Full-time Commuting)					14,319	15,007	688	4.8%
MS Music Education Program (Full-time Commuting)					14,319	15,007	688	4.8%
MS Counseling Education Program (Full-time Commuting)					14,319	15,007	688	4.8%
MAT Secondary Education Program (Full-time Commuting)					14,319	15,007	688	4.8%
MBA Program (Full-time) On Ground Only	23,754	24,942	1,188	5.0%				
Accelerated MBA Program (Full-time Online/Hybrid)	23,754	24,942	1,188	5.0%				
On Line Full Time MBA/MLS/Sports and Ent. Mgt.	15,834	16,626	792	5.0%				
MFA Art Program Tuition (Full-time)					15,816	16,608	792	5.0%
MFA Writing Program Tuition (Full-time)					13,064	13,718	654	5.0%

This page has been revised 12-12-23

CONNECTICUT STATE UNIVERSITIES

TIER II FEES SCHEDULE FY2023-24, FY2024-25 Rates

FEE DESCRIPTION	CENTRAL Fiscal Year		EASTERN Fiscal Year		SOUTHERN Fiscal Year		WESTERN Fiscal Year	
	2023-24	2024-25	2023-24	2024-25	2023-24	2024-25	2023-24	2024-25
Application Fee (one time)	$50	$50	$50	$50	$50	$50	$50	$50
ED.D Evaluation Fee					$100	$100	$100	$0
Bad Check Penalty (per occurrence)	20	20	20	20	20	20	20	20
Late Fee (per occurrence)	50	50	50	50	50	50	50	50
(1) Transcript Fee (per occurrence)			-	-	0/15	0/15	0	0
Full-time Students (one-time)			40	40	-	-	30	30
Part-time Students (one-time)			12	12	-	-	30	30
Duplicate Diploma Fee (per occurrence)	25	25	25	25	25	25	25	25
Lost ID Card Fee-Resident	10/25	10/25	10	10	10/20	10/20	15	15
Lost ID Card Fee-Non Resident	10/25	10/25	10	10	10/20	10/20	15	15
Nautilus/Fitness Center User Fee (per semester)								
On-campus residents	-	-	-	-	45	45	-	-
Off-campus residents	-	-	-	-	45	45	-	-
Cooperative Education Fee (per semester)	200	200	-	-	-	-	-	-
Installment Payment Program (per Semester)	35	35	35	35	45	45	35	45
(8) Past Due Payment Plan Enrollment Fee (for inactive students) per semester	-	-	-	-	50	50	-	50
Re-registration Fee	100	100	100	100	100	100	100	100
(5) Orientation Fee (Orientation Program Fee)	150	200	150	150	150	150	-	200
(5) First Year Experience	-	-	-	-	-	-	100	-
(3) Credit Card Service Fee/Convenience Fee (per transaction/$3 min.)	2.95%	2.95%	2.95%	2.95%	2.95%	2.95%	2.95%	2.95%
(4) Over-Registration / Excess Credit Fee								
Undergraduate (per credit hour)	612	642	626	657	662	695	606	636
Graduate (per credit hour)	771	809	714	750	838	880	690	725
Study Abroad Program Fee (per semester)								
Undergraduate	150	150	150	150	150	150	150	150
Graduate	150	150	150	150	150	150	150	150
Nat'l Student Exchange Application Fee	-	-	150	150	-	-	-	-
Study Abroad Application Fee (per semester)								
Undergraduate	75	75	75	75	75	75	75	75
Graduate	75	75	75	75	75	75	75	75
Study Abroad Placement Fee (per semester)								
Undergraduate	75	75	-	-	-	-	-	-
Graduate	75	75	-	-	-	-	-	-
Graduate Continuing Enrollment Fee								
Graduate Resident (per semester)	40	40	-	-	150	150	40	40
Graduate Nonresident (per semester)	40	40	-	-	150	150	40	40
Part-time Matriculating (per semester)	40	40	-	-	150	150	40	40
(9) Graduate Re-entry Fee:								
Graduate Resident (per occurrence)	50	50	-	-	-	-	50	-
Graduate Nonresident (per occurrence)	50	50	-	-	-	-	50	-
Part-time (per occurrence)	50	50	-	-	-	-	50	-
(7) Undergraduate Nursing Lab Fee								
Full Time (per semester)	325	325	-	450	500	500	450	500
Part Time (per credit)	27	27	-	50	50	50	38	40
Graduate Nursing Lab Fee								
Full Time (per semester)	-	-	-	-	500	500	450	500
Part Time (per credit)	-	-	-	-	50	50	38	40
Marriage & Family Therapy Program Fee								
Full Time (per semester)	-	-	-	-	150	150	-	-
Part Time (per credit)	-	-	-	-	15	15	-	-
(8) Writing Center Fee								
Full Time (per semester)	-	-	-	-	20	20	-	16
Part Time (per semester)	-	-	-	-	10	10	-	16
(8) Composition 1 Course Fee								
Full Time (per course)								50
Part Time (per course)								50
(8) BBA Business Program Fee (per semester)								
Full Time (per semester)								60
Part Time (per credit)								2
(8) Graduate Business Program Fee (per semester)	125	125	-	-	-	-	-	
Full Time (per semester)								120
Part Time (per credit)								4

CONNECTICUT STATE UNIVERSITIES

TIER II FEES SCHEDULE FY2023-24, FY2024-25 Rates

FEE DESCRIPTION	CENTRAL		EASTERN		SOUTHERN		WESTERN	
	Fiscal Year		Fiscal Year		Fiscal Year		Fiscal Year	
	2023-24	2024-25	2023-24	2024-25	2023-24	2024-25	2023-24	2024-25
(10) Nursing Ed. D. Residency Fee	-	-	-	-	1,400	-	1,400	-
(8) NUR 475 Course Fee								600
Art Studio Fee (per course)	-	-	50	50	60	60	50	50
(8) Media Arts (per designated course)								40
(8) Digital Interactive Media Arts (per designated course)								40
Biology Lab Fee (per course)	-	-	50	50	-	-	50	50
Chemistry Lab Fee (per course)	-	-	50	50	-	-	50	50
Earth Science Lab Fee (per course)	-	-	50	50	-	-	50	50
Science Lab Fee	-	-	-	-	60	60	-	-
(8) PSY 530 Course Fee (per course)								100
Physical Activity Equipment Fee								
Full Time (One Time)					60	60		
Part Time (per credit for One Course)					20	20		
(2) Science Engineering Technology Lab Fee (per course)	40	40	-	-	-	-	-	-
Math Emporium Lab Fee (Full Time and Part Time per MAT 100P course)	-	-	-	-	65	65	-	-
(9) MATH 100/E Course Fee	-	-	-	-	-	-	120	-
Music Lab Fee (per course)	-	-	50	50	50	50	-	-
(6) Applied Music Fee (max./sem.)								
Undergraduate (1/2 hr./1 hr. lesson)	200/400	200/400	-	320/620	-	-	320/620	320/620
Graduate (1/2 hr./1 hr. lesson)	200/400	200/400	-	320/620	-	-	320/620	320/620
Theater Lab Fee (per course)	30	30	50	50	-	-	-	-
Language Lab Fee	-	-	-	-	25	25	-	-
Physics Lab Fee (per course)	-	-	50	50	-	-	50	50
EMT Lab Fee (per course)	-	-	-	-	75	75	-	-
Counseling Procedures with Children Lab Fee	-	-	-	-	20	20	-	-
Counseling Procedures Lab Fee	-	-	-	-	200	200	-	-
Outdoor Adventure Leadership Lab Fee (per course)	-	-	-	-	30	30	-	-
Rec & Leisure Program Fee	-	-	-	-	10	10	-	-
Exercise Science Lab Fee (Standard First Aid & Safety per course)	-	-	-	-	40	40	-	-
Athletic Training Clinical Course Fee (per course)								
Undergraduate	-	-	-	-	60	60	-	-
Graduate	-	-	-	-	75	75	-	-
EPY 600 Course Fee (per course)	-	-	-	-	-	-	75	75
(9) Education /Ed Cert Fee (one time per student)	-	-	-	-	-	-	125	-
Design Lab Fee (per designated course)	65	65	-	-	-	-	-	-
(9) Teacher Cert/Transcript Eval. Fee	-	-	-	-	-	-	75	-
MBA Challenge Exam Fee (per occurrence)	-	-	-	-	250	250	-	-
Challenge Exam Fee								
Full-time Students (per occurrence)	-	-	-	-	-	-	200	200
Part-time Students (per occurrence)	-	-	-	-	-	-	200	200
Other Students (per occurrence)	-	-	-	-	-	-	250	250
Full-time Undergraduate Program Fee (per semester)								
Music Program	-	-	-	-	-	-	150	150
Art Program	-	-	-	-	-	-	50	50
Theatre Program	-	-	-	-	-	-	150	150
Musical Theater Program	-	-	-	-	-	-	150	150

Notes:

(1) CCSU - $5 per semester within the University General Fee for FT students and $3 per semester charge within the registration fee for PT students

(2) Cap on lab fees will be set to $80 per semester for students who enroll in 2 or more labs.

(3) Approved Credit Card Service Fee modification to accommodate the new credit card convenience fees, rate changed effective 5/1/23.

(4) Over-Registration / Excess Credit Fee applies to credit hours in excess of 18 credit hours per semester.

(5) WCSU is replacing the First Year Experience Fee with Orientation Fee. CCSU and WCSU is increasing the Orientation Fee beginning with fall 2024.

(6) ECSU is requesting the Applied Music Fee beginning with Fall 2024 semester.

(7) ECSU is requesting the Undergrad Nursing Lab Fee beginning with Fall 2024 semester.

(8) WCSU is proposing new Tier II Fee beginning with Fall 2024 semester.

(9) WCSU is eliminating a number of fees.

(10) Western & SCSU have eliminated the Nursing EdD Residency Fee, since Nursing EdD students no longer receive 1.0 credit for taking part in it.

CONNECTICUT STATE UNIVERSITIES

ATTACHMENT A

eLearning Tuition and Fees

	CENTRAL							
	AY 2024				AY 2025			
	Fall and Spring			Extension Fee (per Credit Hour)	Fall and Spring			Extension Fee (per Credit Hour)
	Tuition	GUF	Total		Tuition	GUF	Total	
Undergraduate								
In State	278	334	612	612	292	350	642	642
Out of State	278	350	628	628	292	367	659	659
NE	278	350	628	628	292	367	659	659
Graduate (1)								
In State	458	313	771	771	481	328	809	809
Out of State	458	328	786	786	481	344	825	825
NE	458	328	786	786	481	344	825	825
Doctoral Program								
In State	717	341	1058	1058	753	356	1109	1109
Out of State	717	341	1058	1058	753	356	1109	1109
NE	717	341	1058	1058	753	356	1109	1109

	EASTERN							
	AY 2024				AY 2025			
	Fall and Spring			Extension Fee (per Credit Hour)	Fall and Spring			Extension Fee (per Credit Hour)
	Tuition	GUF	Total		Tuition	GUF	Total	
Undergraduate								
In State	278	348	626	626	292	365	657	657
Out of State	278	348	626	626	292	365	657	657
NE	278	348	626	626	292	365	657	657
Graduate (1)								
In State	458	256	714	714	481	269	750	750
Out of State	458	256	714	714	481	269	750	750
NE	458	256	714	714	481	269	750	750

	SOUTHERN							
	AY 2024				AY 2025			
	Fall and Spring			Extension Fee (per Credit Hour)	Fall and Spring			Extension Fee (per Credit Hour)
	Tuition	GUF	Total		Tuition	GUF	Total	
Undergraduate								
In State	278	388	666	666	292	407	699	699
Out of State	278	388	666	666	292	407	699	699
NE	278	388	666	666	292	407	699	699
Graduate								
In State	461	377	838	838	484	396	880	880
Out of State	461	377	838	838	484	396	880	880
NE	461	377	838	838	484	396	880	880

	WESTERN							
	AY 2024				AY 2025			
	Fall and Spring			Extension Fee (per Credit Hour)	Fall and Spring			Extension Fee (per Credit Hour)
	Tuition	GUF	Total		Tuition	GUF	Total	
Undergraduate								
In State	278	328	606	606	292	344	636	636
Out of State	278	328	606	606	292	344	636	636
NE	278	328	606	606	292	344	636	636
Graduate								
In State	458	232	690	690	482	244	726	726
Out of State	458	232	690	690	482	244	726	726
NE	458	232	690	690	482	244	726	726

Note:

(1) Data Mining program - beginning with Fall 2023 semester, the tuition structure will be the same as the standard graduate tuition rates.

CT STATE COMMUNITY COLLEGE **ATTACHMENT B**

FY 25 Tuition, General Fees and Mandatory Usage Fees

Semester Hours	FY2024 Approved (effective Fall 2023) Tuition	College Services Fee	Total	FY2025 Proposed (effective Fall 2024) Tuition	College Services Fee	Total
In-state						
1	$183	$110	$293	192.00	116.00	308.00
2	$366	$110	$476	384.00	116.00	500.00
3	$549	$110	$659	576.00	116.00	692.00
4	$732	$130	$862	768.00	137.00	905.00
5	$915	$150	$1,065	960.00	158.00	1,118.00
6	$1,098	$170	$1,268	1,152.00	179.00	1,331.00
7	$1,281	$190	$1,471	1,344.00	200.00	1,544.00
8	$1,464	$210	$1,674	1,536.00	221.00	1,757.00
9	$1,647	$230	$1,877	1,728.00	242.00	1,970.00
10	$1,830	$250	$2,080	1,920.00	263.00	2,183.00
11	$2,013	$270	$2,283	2,112.00	284.00	2,396.00
12 or more**	**$2,196**	**$290**	**$2,486**	**2,304.00**	**305.00**	**2,609.00**
Annual Full-time	**$4,392**	**$580**	**$4,972**	**4,608.00**	**610.00**	**5,218.00**
Out-of-State *						
1	$550	$310	$860	578.00	325.00	903.00
2	$1,100	$310	$1,410	1,156.00	325.00	1,481.00
3	$1,650	$310	$1,960	1,734.00	325.00	2,059.00
4	$2,200	$360	$2,560	2,312.00	378.00	2,690.00
5	$2,750	$410	$3,160	2,890.00	431.00	3,321.00
6	$3,300	$460	$3,760	3,468.00	484.00	3,952.00
7	$3,850	$510	$4,360	4,046.00	537.00	4,583.00
8	$4,400	$560	$4,960	4,624.00	590.00	5,214.00
9	$4,950	$610	$5,560	5,202.00	643.00	5,845.00
10	$5,500	$660	$6,160	5,780.00	696.00	6,476.00
11	$6,050	$710	$6,760	6,358.00	749.00	7,107.00
12 or more**	**$6,600**	**$760**	**$7,360**	**6,936.00**	**802.00**	**7,738.00**
Annual Full-time	**$13,200**	**$1,520**	**$14,720**	**13,872.00**	**1,604.00**	**15,476.00**
NEBHE *						
1	$275	$140	$415	289.00	147.00	436.00
2	$550	$140	$690	578.00	147.00	725.00
3	$825	$140	$965	867.00	147.00	1,014.00
4	$1,100	$170	$1,270	1,156.00	179.00	1,335.00
5	$1,375	$200	$1,575	1,445.00	211.00	1,656.00
6	$1,650	$230	$1,880	1,734.00	243.00	1,977.00
7	$1,925	$260	$2,185	2,023.00	275.00	2,298.00
8	$2,200	$290	$2,490	2,312.00	307.00	2,619.00
9	$2,475	$320	$2,795	2,601.00	339.00	2,940.00
10	$2,750	$350	$3,100	2,890.00	371.00	3,261.00
11	$3,025	$380	$3,405	3,179.00	403.00	3,582.00
12 or more**	**$3,300**	**$410**	**$3,710**	**3,468.00**	**435.00**	**3,903.00**
Annual Full-time	**$6,600**	**$820**	**$7,420**	**6,936.00**	**870.00**	**7,806.00**

* In-state tuition and fees for neighboring States (Massachusetts, Rhode Island and New York) at the following Campuses:
Asnuntuck, Quinebaug Valley, Three Rivers, Norwalk, Northwestern, Housatonic, and Naugatuck Valley Danbury Campus

**Excess Credits Tuition Charge - An additional flat tuition charge of $100 per semester shall apply when total registered credits exceed 17 for the sem

Mandatory Usage Fees	FY24 Approved	Max per Term	FY25 Approved	Max per Term
Clinical Program Fee-Level 1*	$487.00	-	$511.00	-
Clinical Program Fee-Level 2*	$359.00	-	$377.00	-
Advanced Manufacturing Lab Fee (per course) *** (	$120.00	-	$200.00	-
Supplemental Course Fee Level 1 **	$102.50	$410.00	$108.00	430.00
Supplemental Course Fee Level 2 ** (2)	$205.00		$215.00	
Material Fee *** (1)	$51.00	$102.00	$54.00	108.00

* Per semester; not assess Material or Supplemental Course Fee

** Per course; level determined by additional contact hours
Level 1 = 1 to 1.5 contact hours greater than credit hours
Level 2 = 2 or more contact hours greater than credit hours

*** Per course, where applicable

(1) Material Fee excludes Advanced Manufacturing and Nursing courses which have different material assessments.

(2) Supplemental Course Fee Level 2 is maximum per course and maximum per Semester to $430.

(3) Advanced Manufacturing Program Fee with a per lab class fee of $200. No max - # labs per semester can vary greatly.

Semester Hours	FY2024 Approved (effective Fall 2023) Extension Fee	College Services Fee	Total	FY2025 Proposed (effective Fall 2024) Extension Fee	College Services Fee	Total
In-State						
1	$198.00	$110.00	$308.00	208.00	116.00	$324.00
2	$396.00	$110.00	$506.00	416.00	116.00	$532.00
3	$594.00	$110.00	$704.00	624.00	116.00	$740.00
4	$792.00	$130.00	$922.00	832.00	137.00	$969.00
5	$990.00	$150.00	$1,140.00	1,040.00	158.00	$1,198.00
6	$1,188.00	$170.00	$1,358.00	1,248.00	179.00	$1,427.00
7	$1,386.00	$190.00	$1,576.00	1,456.00	200.00	$1,656.00
8	$1,584.00	$210.00	$1,794.00	1,664.00	221.00	$1,885.00
9	$1,782.00	$230.00	$2,012.00	1,872.00	242.00	$2,114.00
10	$1,980.00	$250.00	$2,230.00	2,080.00	263.00	$2,343.00
11	$2,178.00	$270.00	$2,448.00	2,288.00	284.00	$2,572.00
12	**$2,376.00**	**$290.00**	**$2,666.00**	2,496.00	**305.00**	**$2,801.00**
13	$2,574.00	$290.00	$2,864.00	2,704.00	305.00	$3,009.00
14	$2,772.00	$290.00	$3,062.00	2,912.00	305.00	$3,217.00
15	$2,970.00	$290.00	$3,260.00	3,120.00	305.00	$3,425.00
etc.						
ut-of-State *						
1	$198.00	$310.00	$508.00	208.00	325.00	533.00
2	$396.00	$310.00	$706.00	416.00	325.00	741.00
3	$594.00	$310.00	$904.00	624.00	325.00	949.00
4	$792.00	$360.00	$1,152.00	832.00	378.00	1,210.00
5	$990.00	$410.00	$1,400.00	1,040.00	431.00	1,471.00
6	$1,188.00	$460.00	$1,648.00	1,248.00	484.00	1,732.00
7	$1,386.00	$510.00	$1,896.00	1,456.00	537.00	1,993.00
8	$1,584.00	$560.00	$2,144.00	1,664.00	590.00	2,254.00
9	$1,782.00	$610.00	$2,392.00	1,872.00	643.00	2,515.00
10	$1,980.00	$660.00	$2,640.00	2,080.00	696.00	2,776.00
11	$2,178.00	$710.00	$2,888.00	2,288.00	749.00	3,037.00
12	**$2,376.00**	**$760.00**	**$3,136.00**	**2,496.00**	**802.00**	**3,298.00**
13	$2,574.00	$760.00	$3,334.00	2,704.00	802.00	3,506.00
14	$2,772.00	$760.00	$3,532.00	2,912.00	802.00	3,714.00
15	$2,970.00	$760.00	$3,730.00	3,120.00	802.00	3,922.00
etc.						
NEBHE *						
1	$198.00	$140.00	$338.00	208.00	147.00	355.00
2	$396.00	$140.00	$536.00	416.00	147.00	563.00
3	$594.00	$140.00	$734.00	624.00	147.00	771.00
4	$792.00	$170.00	$962.00	832.00	179.00	1,011.00
5	$990.00	$200.00	$1,190.00	1,040.00	211.00	1,251.00
6	$1,188.00	$230.00	$1,418.00	1,248.00	243.00	1,491.00
7	$1,386.00	$260.00	$1,646.00	1,456.00	275.00	1,731.00
8	$1,584.00	$290.00	$1,874.00	1,664.00	307.00	1,971.00
9	$1,782.00	$320.00	$2,102.00	1,872.00	339.00	2,211.00
10	$1,980.00	$350.00	$2,330.00	2,080.00	371.00	2,451.00
11	$2,178.00	$380.00	$2,558.00	2,288.00	403.00	2,691.00
12	**$2,376.00**	**$410.00**	**$2,786.00**	**2,496.00**	**435.00**	**2,931.00**
13	$2,574.00	$410.00	$2,984.00	2,704.00	435.00	3,139.00
14	$2,772.00	$410.00	$3,182.00	2,912.00	435.00	3,347.00
15	$2,970.00	$410.00	$3,380.00	3,120.00	435.00	3,555.00
etc.						

* In-state tuition and fees for neighboring States (Massachusetts, Rhode Island and New York) at the following campuses:
Asnuntuck, Quinebaug Valley, Three Rivers, Norwalk, Northwestern, Housatonic, and Naugatuck Valley-Danbury Campus

Mandatory Usage Fees	FY24 Approved	Max per Term	FY25 Approved	Max per Term
Clinical Program Fee-Level 1*	$487.00	-	$511.00	-
Clinical Program Fee-Level 2*	$359.00	-	$377.00	-
Advanced Manufacturing Lab Fee (per course) *** (3)	$120.00	-	$200.00	-
Supplemental Course Fee Level 1 **	$102.50	$410.00	$108.00	$430.00
Supplemental Course Fee Level 2 ** (2)	$205.00		$215.00	
Material Fee *** (1)	$51.00	$102.00	$54.00	$108.00

* Per semester; not assess Material or Supplemental Course Fee
** Per course; level determined by additional contact hours
Level 1 = 1 to 1.5 contact hours greater than credit hours
Level 2 = 2 or more contact hours greater than credit hours
*** Per course, where applicable

(1) Material Fee excludes Advanced Manufacturing and Nursing courses which have different material assessments.
(2) Supplemental Course Fee Level 2 is maximum per course and maximum per Semester to $430.
(3) Advanced Manufacturing Program Fee with a per lab class fee of $200. No max - # labs per semester can vary greatly.

CT STATE COMMUNITY COLLEGE **ATTACHMENT B**

FY2023-24 Student Activity and Transportation Fees
Per Semester

Campus	FY2024 Approved		FY2025 Proposed	
	Full-Time	Part-Time	Full-Time	Part-Time
Asnuntuck	$ 20.00	$ 10.00	$ 20.00	$ 10.00
Capital	$ 20.00	$ 10.00	$ 20.00	$ 10.00
Gateway	$ 20.00	$ 10.00	$ 20.00	$ 10.00
Housatonic	$ 20.00	$ 10.00	$ 20.00	$ 10.00
Manchester	$ 20.00	$ 10.00	$ 20.00	$ 10.00
Middlesex	$ 20.00	$ 10.00	$ 20.00	$ 10.00
Naugatuck Valley	$ 20.00	$ 10.00	$ 20.00	$ 10.00
Northwestern	$ 20.00	$ 10.00	$ 20.00	$ 10.00
Norwalk	$ 20.00	$ 10.00	$ 20.00	$ 10.00
Quinebaug	$ 20.00	$ 10.00	$ 20.00	$ 10.00
Three Rivers	$ 20.00	$ 10.00	$ 20.00	$ 10.00
Tunxis	$ 20.00	$ 10.00	$ 20.00	$ 10.00
	$ 240.00	$ 120.00	$ 240.00	$ 120.00
Transportation Fee (U-PASS Per Semester) (1-2)	$ 40.00	$ 40.00	$ 40.00	$ 40.00
NV-Rides (4)	$ 10.00	$ 5.00	$ 10.00	$ 10.00

Notes:
(1) Transportation Fee applies to all credit students at campuses except those who identify Naugatuck Valley and Quinebaug Valley as their home campus
(2) Some exclusions apply
(3) For students identifying Naugatuck Valley as the home campus

FY2023-24 Tier II Fees

		Effective Fall 2023 Approved FY2024	Effective Fall 2024 Proposed FY2025
	Educational Extension Fees		
	Academic Evaluation Fee	$15.00	$15.00
	Portfolio Assessment Fee	$100.00	$100.00
(1)	Proctoring fee per test	$15/$35	$15/$35
(2)	CT-CCNP Student Assessment Fee	$136.25/$316.25	$136.25/$316.25
(3)	Nursing Media Fee	$247.75	$247.75
	Auxiliary Activity Fees		
(4)	Application Fee	$0.00	$0.00
(4)	Program Enrollment Fee	$0.00	$0.00
	Late Registration Fee	$5.00	$5.00
	Replacement of Lost ID Card	$10.00	$10.00
(5)	Replacement of Lost Parking Access Card Fee	$15.00	$15.00
	Returned Check Fee	$25.00	$25.00
	Late Payment Fee	$15.00	$15.00
	Late Drop Fee (per course)	withhold 10% of tuition	withhold 10% of tuition
	Installment Plan Fee	$25.00	$25.00
(6)	CLEP Service Fee (6)	$15.00	$15.00

Notes:

(1) Proctoring fee of $15 for CCC students and $35 for non-CCC students.

(2) Connecticut Community College Nursing Program (CT-CCNP) Student Assessment and NCLEX-RN Preparation Fee; $136.25 per student per semester for semesters 1-3; $316.25 per student in semester 4. The higher fee in the final semester accounts for the cost of the NCLEX-RN Review course provided at the end of the program.

(3) Nursing Media Fee of $247.75 per semester represents 25% of total cost of the publisher resources is collected from students when they register for each of the four semesters of the nursing program. Based on strategic partnership with Pearson Education, Inc. and Follett, Inc., this "installment plan" will allow CCC nursing students to receive materials, including books and digital content at the beginning of the nursing program.

(4) Beginning with Fall 2019, Application Fee and Program Enrollment Fee have been eliminated.

(5) Capital campus replacement of Lost Parking Access Card Fee

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

Charter Oak State College **ATTACHMENT C**

Fiscal Year 2025 Tuition Rate & Fee Schedule

	Adopted 2024 Rate	Proposed 2025 Rate	Annual Change $	Annual Change %
Tier I Tuition Rates				
Online Undergraduate Programs (Resident & Non Resident)				
Undergraduate Tuition per credit	$ 329	$ 329	$ -	0.00%
Student Services Fee	$ 230	$ 230	$ -	0.00%
Technology Fee	$ 75	$ 75	$ -	0.00%
Online Undergraduate Programs (Military Personnel)				
Active Duty, Guardsmen's and Drilling Reservist per Credit Fee	$ 250	$ 250	$ -	0.00%
Online Graduate Programs (Resident & Non Resident)				
Graduate Tuition per credit	$ 529	$ 529	$ -	0.00%
Student Services Fee	$ 340	$ 340	$ -	0.00%
Technology Fee	$ 75	$ 75	$ -	0.00%
Tier II Fees				
<1> **Course Material Fee**				
Digital Bookstore Access	TBD	TBD		
Miscellaneous				
Application Fee for Certificate or Degree Program	$ 50	$ 50	$ -	0.00%
Payment Plan Registration Fee	$ 45	$ 45	$ -	0.00%
Late Registration Fee	$ 100	$ 100	$ -	0.00%
Late Payment Plan Fee	$ 40	$ 40	$ -	0.00%
Bad Check Fee	$ 50	$ 50	$ -	0.00%
Diploma Replacement	$ 30	$ 30	$ -	0.00%
Course Audit Fee				
Undergraduate Course Audit	$ 350	$ 350	$ -	0.00%
Graduate Course Audit	$ 475	$ 475	$ -	0.00%
Alternative Route to Certification (ARC) Early Childhood Program				
ARC Tuition Per Credit	$ 270	$ 270	$ -	0.00%
ARC EDTPA Credentialing Retake Fee	$ 300	$ 300	$ -	0.00%
Connecticut Directors Credential				
Initial Level Credentialing	$ 107	$ 107	$ -	0.00%
Standard Level Credentialing	$ 134	$ 134	$ -	0.00%
Master Level Credentialing	$ 161	$ 161	$ -	0.00%
Initial & Standard Level Renewal	$ 80	$ 80	$ -	0.00%
Master Level Renewal	$ 107	$ 107	$ -	0.00%

	Adopted 2024 Rate	Proposed 2025 Rate	Annual Change $	Annual Change %
Testing & Examinations				
COSC Pathways Exam	$ 100	$ 100	$ -	0.00%
General Credit Registry				
Registry for CSCU School	$ 100	$ 100	$ -	0.00%
Registry for Non-CSCU School	$ 475	$ 475	$ -	0.00%
Reactivate Registry	$ 150	$ 150	$ -	0.00%
Pharmacy Refresher				
Pharmacists Refresher Courses	$ 550	$ 550	$ -	0.00%
Credit for Prior Learning (CPL) & Connecticut Credit Assessment Program (CCAP)				
Portfolio Program Per Course Assessment Fee (Matriculated Students)	$ 350	$ 350	$ -	0.00%
Portfolio Program Per Course Assessment Fee (Visiting Students)	$ 450	$ 450	$ -	0.00%
Credential Evaluation under Credential Credit Program	$ 500	$ 500	$ -	0.00%
CCAP Administrative Fee (Non-Profit Training Sponsor)	$ 2,500	$ 2,500	$ -	0.00%
CCAP Administrative Fee (For Profit Training Sponsor)	$ 5,000	$ 5,000	$ -	0.00%

Notes to Tuition Rate & Fee Schedule

<1> *CSCU is currently performing an RFP for bookstore services. At the completion of the process, Charter Oak will begin providing digital bookstore access to students at cost.*

Calculation of Annual Tuition Rate Change

Annual percent change in tuition based on a student taking 24 credits over the Fall and Spring semester.

	Adopted 2024 Rate	Proposed 2025 Rate	% Change
Undergraduate			
Tuition	7,896	7,896	
Student Services Fee	460	460	
Technology Fee	150	150	
	8,506	8,506	0.00%
Graduate			
Tuition	8,160	8,160	
Student Services Fee	680	680	
Technology Fee	150	150	
	8,990	8,990	0.00%