IN-PERSON LOCATION CHANGE

CSCU Board of Regents

AGENDA - REGULAR MEETING

10:00 a.m., Thursday, October 20, 2022
Conducted Remotely and In-Person
Meeting will stream live at: http://youtu.be/uaE8y7FRWDk
In Person in the Board Room, 61 Woodland Street, Hartford, CT 06105

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. **Comments from CSCU President Terrence Cheng**
5. **Institutional Updates - CT State Update/Progress Report**
   a. Charter Oak State College – President Ed Klonoski
   b. Northwestern CT Community College – Campus CEO Mike Rooke
6. **Public Comment**
7. **Approval of Previous Meeting Minutes**
   - September 22, 2022 - Regular Meeting……..**Page 1**
8. **Consent Agenda**
   a. Academic Programs – Discontinuations……**Page 25**
      i. Infant and Toddler - Certificate - Charter Oak State College
      ii. Information Management and Services - BS and Minor - Southern CT State University

b. Academic Programs – Modifications ……**Page 38**
   i. Counselor Education: School Counseling – MS – Western CT State University [Significant Modification of Courses/Course Substitutions]
   ii. Education Paraprofessional to Early Childhood Education – Certificate Northwestern CT Community College [Significant Modification of Courses/Course Substitutions and Change of Degree Title or Program Title]

c. Academic Programs – Suspensions ……..**Page 58**
   i. Speech and Language Pathology Studies – Certificate – Charter Oak State College

d. State University Centers and Institutes ……..**Page 63**
   i. Continuation of a Center/Institute - The Center for Communication Disorders Southern CT State University
   ii. Continuation and Name Change of a Center/Institute - Center for Sustainable Studies Eastern CT State University
   iii. Continuation and Name Change of a Center/Institute – Institute for Sustainability Eastern CT State University

9. **Academic & Student Affairs Committee – Ira Bloom, Chair**
   October Meeting: https://www.youtube.com/watch?v=REDlpTDfCvU
   Report. No items.
10. **Audit Committee – Elease Wright, Chair**
   No Report. No items
11. **Finance & Infrastructure Committee – Richard J. Balducci, Chair**
   October Meeting: https://www.youtube.com/watch?v=PhTZ801U77c
   Report. Action item
   a. FY 2024 Tuition and Fees at the State Universities……..**Page 135**
12. **Human Resources & Administration Committee – Holly Howery, Chair**
   No Report. No Items.
13. **Executive Committee – JoAnn Ryan, Chair**
   No Report. No Items.
14. **Executive Session -** to discuss the appointment, employment, performance, evaluation, health or dismissal of a public officer or employee and security matters
15. **Adjourn**

BOARD OF REGENTS FOR HIGHER EDUCATION
CT STATE COLLEGES AND UNIVERSITIES (CSCU)
MINUTES OF REGULAR MEETING
THURSDAY, SEPTEMBER 22, 2022
CONDUCTED IN PERSON AND VIA WEBEX

REGENTS – PARTICIPATING (Y = yes / N = no)	
JoAnn Ryan, Chair	Y – in person
Richard J. Balducci	Y – in person
Ira Bloom	Y - virtually
Felice Gray-Kemp	Y – virtually
Holly Howery	N
Juanita James	Y – virtually
James McCarthy	Y – in person
Richard Porth	Y – in person
Ari Santiago	N
Elease E. Wright	Y - virtually
*David Blitz, FAC Chair	Y – in person
*Colena Sesanker, FAC Vice Chair	Y – in person
*Dante Bartolomeo, Labor Commissioner	N
*Dr. Manisha Juthani, Public Health Commissioner	N
*David Lehman, DECD Commissioner	N
*Charlene Russell-Tucker, Education Commissioner	Y – virtually
*Kelli-Marie Vallieres, Chief Workforce Officer	N
**ex-officio, non-voting member*	

CSCU STAFF:

Terrence Cheng, CSCU System President
Dr. Alice Pritchard, Chief of Staff/Chief Strategy Officer
Dr. Rai Kathuria, Provost & SVP of Academic and Student Affairs
Dr. Paul Beran, Interim President, Western CT State University
Dr. Joe Bertolino, President, Southern CT State University
Ed Klonoski, President, Charter Oak State College
Dr. John Maduko, President, CT State Community College
Dr. Zulma Toro, President, Central CT State University
Ernestine Y. Weaver, CSCU System Counsel
Dr. Mike Rooke, Campus CEO, Northwestern CT Community College
Dr. Kim Sorrentino, CT State Director of Regional & Specialized Accreditation
Ann Harrison, CT State Chief of Staff, AVP of Communications & Strategic Marketing
Paul Steinmetz, Special Assistant to the President, WCSU
Pam Heleen, Asst. Secretary of the Board of Regents (recorder)

CALL TO ORDER

Chair Ryan called the meeting to order at 10:06 a.m. Following roll call, a quorum was declared.

ADOPTION OF AGENDA

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

CHAIR RYAN'S REMARKS

- Chair Ryan welcomed everyone to the first Board meeting of the 2022 Fall semester and noted that the Board has begun to meet in person with some of our Regents joining virtually. She also stated that this fall and spring, the Board will have both hybrid meetings (hosted at System Office and on campuses) and fully virtual meetings.
- She has also visited campuses and hosted events and shared her excitement about the work going on at CSCU:
  - President Cheng's address to the NW CT Chamber Legislative Breakfast hosted at Northwestern CT Community College
  - Dr. Paul Beran's Welcome Event at Western Connecticut State University

  Chair Ryan noted that President Cheng has been well received by all constituent groups as he has made his way around the State and how fortunate CSCU is to have him as our leader.

ELECTION OF VICE CHAIR OF THE BOARD OF REGENTS

With the conclusion of Matt Fleury's tenure on the Board of Regents in June, the Governor appointed JoAnn Ryan as Chair of the Board. This left the position of Vice Chair open. Dr. Jim McCarthy has expressed his willingness to serve as Vice Chair of the Board of Regents, if called.

Though Dr. McCarthy has only been a member of this board since June, he brings with him an academic career that spans 45 years in teaching, conducting research, and publishing on topics related to demography and public health. He is already making an impact on the Board's Academic & Student Affairs Committee.

Chair Ryan formally nominate Regent McCarthy to serve as Vice Chair. Regent Balducci seconded the nomination. There were no nominations from the floor.

Regent Porth thanked Dr. McCarthy for his leadership and willingness to serve. Chair Ryan noted that she was looking forward to having Dr. McCarthy as Vice Chair.

The Board unanimously elected Dr. Jim McCarthy to serve as Vice Chair of the Board of Regents effective immediately for a term of three years.

PRESIDENT CHENG'S REMARKS

- President Cheng recognized that this is Hispanic Heritage Month. CSCU is proud to have a population of students that grows more diverse every year. The percentage of students who identify as Hispanic or Latino at CSCU continues to increase from 14 percent in 2010, to 24 percent in 2021. As campuses become more diverse, they also grow stronger.
  Diversity, equity, and inclusion is a top priority of CSCU, the Board of Regents for Higher Education, and each of our institutions, remaining steadfast in the commitment to foster an environment that is supportive, welcoming, and inclusive to all, while making strides towards a workforce that is reflective of the state and the student body we serve.

- He reported on the successful fall re-opening. COVID is still with us, but it has been managed well by teams on each campus. This has allowed for the return to pre-pandemic normalcy which was hard to grasp not too long ago. President Cheng thanked everyone and noted that we continue to take the virus seriously and have tools in place to respond quickly and effectively if need be. Vaccine clinics will be held on all campuses throughout the semester. He encouraged everyone to receive the new 3rd booster.

- CSCU has been a lead partner in major state-wide initiatives like CT Health Horizons which provides $35 million to bolster healthcare students and programs across Connecticut. We are involved in the Tech Talent Accelerator that will sharpen and create new tech credentials tying our work in higher ed to the needs of industry. CSCU is poised to receive millions of dollars through the state's CareerConnect program to prepare thousands of students for careers in manufacturing, IT, green energy, and healthcare.

- CSCU has received great support from elected officials recently, with visits from U.S. Secretary of Labor Marty Walsh and Congressman Joe Courtney as well as a press event with Congressman John Larson celebrating the Wallet Hub #1 ranking of the community colleges, engagement with U.S. Secretary of Education Miguel Cardona, funding support through the efforts of Senator Richard Blumenthal and Congressman Himes, and Governor Lamont and legislators who champion CSCU's work across the state.

- CSCU has been recognized for our fine work, as new centers and academic programs are launched, communities are supported, and CSCU's rankings and profile increase regionally and nationally. As progress is made, CSCU will publicize new initiatives so all will understand the work our faculty, staff, and students are doing, and the value CSCU institutions bring to every corner of the state.

- President Cheng reported that the unification of our 12 community college campuses is moving along very well, and he is grateful to Dr. Maduko and his leadership team, and all the faculty, staff, and administrators across our system who have helped to move the process forward.

- President Cheng noted that CSCU is the primary engine of social mobility and economic impact for the state. By providing onramps and offramps to education for all of Connecticut's people, CSCU ensures that CSCU students come from Connecticut, are educated and trained in Connecticut, and stay to live and work in Connecticut. We are immensely proud of the achievements of our students and faculty, and the deep commitment and hard work of our administrators and staff.

- CSCU faces challenges every day. There are budget concerns. Enrollment drops, unfunded pension liability, and contractual obligations are real. CSCU institutions and our system will not cut our way out of these budget concerns. CSCU needs more state and extramural support to strengthen and sharpen the academic enterprise and address the infrastructure needs across the system. Leadership is in constant communication with legislators and the governor's office to try to generate support.

- CSCU must take responsibility for what we can control and work together to create solutions for the long term. Working with the presidents, President Cheng has asked them to lead their institutions boldly and intentionally to evolve, to gain efficiencies, and develop new ways of doing business that are more synergized and attuned to what CSCU students need to be successful - to strengthen academic programming and develop new programs that will serve our students and our communities. President Cheng has encouraged them to develop new enrollment tactics and strategies - to be the primary co-authors of our plans so that we work together in a unified effort to achieve system goals for a successful and sustainable future.

- President Cheng recognized Seth Freeman, President of the 4Cs, and his team for the progress we have made on many issues. We continue to find ways to work together to solve problems and create solutions. He also thanked Professors David Blitz and Colena Sesanker, ex-officio members of our board and representatives of the Faculty Advisory Committee for their engagement and partnership as we continue to find ways to collaborate.

- President Cheng welcomed the newest regents, Dr. Jim McCarthy, and Juanita James and the newest CSCU leaders, President Maduko of CT State; System Provost Rai Kathuria; Interim President for WCSU, Dr. Paul Beran; and VP for DEI for CT State, Dr. John-Paul Chaisson-Cardenas. All are dynamic leaders who keenly understand CSCU's strengths and challenges, are deeply committed to CSCU mission, vision, and values, and bring incredible bodies of work and life-experience to our system.

INSTITUTIONAL UPDATE – CT STATE – DR. JOHN MADUKO

Dr. Maduko shared a presentation, CT State Accreditation Progress highlighting the report recently sent to the accrediting body, New England Commission on Higher Education which outlines the progress to date on tasks required to meet standards for accreditation and expectations for the additional two reports due by June 2023 (Attachment A).

- He thanked Dr. Michael Rooke and Dr. Kim Sorrentino for spearheading the efforts in reporting, data collection and working with various stakeholders.
- He also recognized Steve McDowell for his work in the transition of Title IV funds and consolidating the financial aid process, as well as Michael Buccilli for leading the efforts in relation to the Guided Pathway Advisors.
- Dr. Maduko acknowledged Dr. Miah LaPierre-Dreger, interim provost and her team for their work on the alignment of college math and English courses (ACME).
- He cited the work with Ben Barnes and the System Office on the impact of faculty and staff retirements.

President Cheng thanked Dr. Maduko for the presentation and recognized the following members who had comments and questions:

- Regent Balducci asked what was going to be done to alleviate the burden we are putting on the faculty and staff when students arrive on campus without the fundamental skills of math and English. Dr. Maduko stated that he is not a proponent of a deficit mindset. We need to meet the students where they are. He encourages faculty and CT State leadership to develop strategies and a rollout for the ACME co-requisite model, as well as to the constant commitment to assessing students in a way that still respects who they are. He is committed to doing what is necessary while being data-informed.

- Professor Blitz read comments from the FAC concerning the characterization of the FAC's response to the strategic planning process as presented in the September 1 Report to NECHE and the draft Strategic Plan included in that Report (Attachment B). President Cheng thanked Professor Blitz for his engagement. Dr. Maduko stated that the luxury we have is that the document is a draft. If the document contains errors, they can be corrected to accurately reflect who has been involved. There is still time to gather input. Dr. Rooke added that the strategic planning process has had an open invitation to anyone who has wanted to participate in the process. Membership in all CT State working groups is listed in the Appendix of the Substantive Change document. He noted that during both meetings between the FAC and the chairs of the strategic planning work group, an invitation to participate in the process was offered. To his knowledge, the FAC has chosen not to participate.
- Regent James provided follow-up remarks to Regent Balducci's commentary about the burden placed on faculty to manage the lack of preparedness of incoming students. She suggests that we explore partnering with community groups/organizations/institutions to help alleviate some of the burden. She mentioned that in Fairfield County, the philanthropic and no-profit communities have established some very effective pilots working with the local community college systems to help address the additional support needs.
- Commissioner Russell-Tucker added that the collaboration and coordination of the K12 system with higher education is very important. The goal of the K12 system is to make sure that students graduate ready for the next steps in their education. To the extent that the K12 system is not achieving that at the highest levels, it is not about simply moving them along, but everyone working together to provide as much support as possible. The Commissioner referenced a performance-based data portal which includes the College Entrance and Persistence Rates and Trends. M. Rooke noted that he has seen considerable improvement in the readiness of students coming to the community colleges. ACME will go even further in supporting students where they are by providing co-requisite support. The support courses are being developed right now for pilot during the next few semesters.
- President Cheng provided comments about the importance of the partnership with Commissioner Russell-Tucker and the shared commitment to the students entering higher education.

OPPORTUNITY TO ADDRESS THE BOR

Faculty/Public
Brendan Cunningham Economics Professor ECSU
Rotua Lumbantobing (copy provided as Attachment C) Economics Professor WCSU
John O'Connor Sociology Professor CCSU
Wynn Gadkar-Wilcox History Professor WCSU
Seth Freeman 4Cs President

President Cheng thanked all who provided public comment. The engagement and dialogue provide opportunity to build collaboration. He encouraged all speakers to work with and through their Senates and institutional mechanisms and leadership teams to get through the work together.

In response to speakers from the university, WCSU Interim President Paul Beran noted that 6 reports from work groups were presented to him and Western's administration during the summer. Conversations will continue as the information is reviewed and analyzed at a deeper level so that decisions can be made. Reorganization and opportunity will be created; the institution will be right-sized in certain places. Graduation and retention rates are not adequate; student-centered initiatives need to be developed to specifically address these two issues.

APPROVAL OF PREVIOUS MEETING MINUTES

On a motion by Regent Balducci and seconded by Regent Porth, the June 23, 2022 Regular Meeting minutes were approved after a unanimous voice vote.

CONSENT AGENDA

On a motion by Regent Balducci, seconded by Regent Porth, the Consent Agenda with clarification (as requested by Professor Blitz) was unanimously adopted.

Professor Blitz requested that the versions of the "SUSPENSION OF COVID-19 IMMUNIZATION REQUIREMENTS FOR STUDENTS" resolution be clearly noted as to their date, status, and/or resolution number. Assistant Secretary Heleen noted his request and made all necessary notations.

Academic Programs

Discontinuations
- i. Early Childhood Teaching Credential – Eastern CT State University – **Correction**
- ii. Web Technology – Certificate – Manchester Community College

Continued Accreditation of a Program
- i. Massage Therapy – AS – Asnuntuck Community College

State University Centers and Institutes
- i. Continuation and Name Change of a Center/Institute
  - Center for Public Policy and Social Research – Central CT State University

Community College Emeritus
- i. Tunxis Community College

Promotions and Tenures – CSCU
- i. Central CT State University

Executive Committee Items
- i. Suspension of COVID-19 Immunization Requirements for Students
- ii. Amendments to Board Bylaws and Human Resources Committee Charter
- iii. Procedures for Public Participation at Board of Regents Meetings
- iv. Delegation of Authority for Awarding Community College Emeritus Status

Finance Items
- i. CSCU FY2023- FY2025 Biennium Baseline Operating and Capital Budget
- ii. Use of University Residence Halls by Persons Other than Students
- iii. Acceptance of Gifts – Tunxis Community College Advanced Manufacturing Program

RESOLUTIONS APPROVED ON CONSENT

Academic Programs – Discontinuations

i. RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program, Early Childhood Teaching Credential, (CIP Code: 13.1210 / OHE# 01382), at Eastern Connecticut State University, effective May 2022.

ii. RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program, Web Technology (CIP Code: 11.0801 / OHE: 015604), leading to a Certificate at Manchester Community College, effective September 2022.

Academic Programs - Continued Accreditation of a Program

i. RESOLVED: That the Board of Regents for Higher Education grant continued accreditation of a program, Massage Therapy (CIP Code: 51.3501 OHE # 00019514), leading to an Associate of Science at Asnuntuck Community College, through Fall 2024, at which time the BOR will consider an application for continued accreditation.

Academic Programs – State University Centers and Institutes

Continuation and Name Change of a Center/Institute

i. RESOLVED: That the Board of Regents for Higher Education approve continuation and name change of the Center for Public Policy and Social Research to the Center for Community Engagement and Social Research until September 31, 2029.

Approval of Connecticut State Community College's Emeritus Recommendations

i. RESOLVED: That the Board of Regents for Higher Education approve the 2022 emeritus recommendations from the Chief Executive Officer at Tunxis Community College.

Promotions and Tenures

RESOLVED: That the Board of Regents for Higher Education approve the promotion recommended by President Zulma Toro of Central Connecticut State University.

Executive Committee Items

i. Suspension of COVID-19 Immunization Requirements for Students (as amended 8-10-2022)

WHEREAS, all of the Governor's Executive Orders related to the Public Health Emergency declaration beginning March 10, 2020 were lifted by the Connecticut General Assembly; and
WHEREAS, the Connecticut General Assembly, enacted Special Act 22-1 to address the orderly removal of COVID-19 safety protocols such as masking, social distancing, mandatory vaccination of State employees and other COVID-19 related measures by no later than June 30, 2022 for all purposes; and
WHEREAS, as public institutions, the Connecticut State Colleges and Universities have abided by the state's enactment in lessening its COVID-19 related restrictions; and
WHEREAS, the above referenced student vaccination policy amendment does not lessen the authorization of the CSCU President to create and promulgate COVID-19 mitigation requirements, for employees, vendors, visitors, and others to ensure the health and safety of everyone who frequents a BOR controlled property; therefore, be it

RESOLVED, the Policy dated June 24, 2021 regarding COVID-19 Immunization Requirements for Students is hereby suspended until further notice.

AND BE IT FURTHER RESOLVED THAT, the BOR restates its charge to the CSCU President to continue exercising this authority, with the input of institutional and campus leaders across CSCU institutions and other state agencies, partners, and resources, to adapt to and evolve with local, regional, and state-wide conditions as related to the virus, in ways that will allow CSCU to enact mitigation strategies with both broad approaches and targeted tactics, to address the needs and circumstances of our students, faculty, and staff on all our campuses.

ii. Amendments to Board Bylaws and Human Resources Committee Charter

WHEREAS, the Bylaws of the Board of Regents have not been updated since September 2015; and
WHEREAS, all references to Public Acts have been removed and replaced by the proper citations in Connecticut General Statute, Chapter 185, Sec. 10a; and
WHEREAS, reference to the BOR President should accurately refer to the CSCU System President; and
WHEREAS, training for newly appointed members of the Board has been legislatively mandated in PA22-16; and
WHEREAS, procedures for providing public comment to the Board of Regents have been developed; and
WHEREAS, the charter for the Human Resources & Administration Committee has been amended, specifically in the "Meetings" section, to be consistent with other committee charters; and
WHEREAS, the Executive Committee of the Board of Regents has reviewed and approved the revised Bylaws at their September 8, 2022 meeting; therefore, be it

RESOLVED, that the Board of Regents for Higher Education ratifies the Board Bylaws dated September 22, 2022.

iii. Procedures for Public Participation at Board of Regents Meetings

WHEREAS, Members of the public – students, faculty, staff, and other individuals – seek access to the Board to present their views on existing or potential Board actions; and
WHEREAS, Although the Board is not required to provide for oral public comment, the Regents believe this is an opportunity to receive valuable information, helpful in their deliberations and general understanding of issues confronting the system.
WHEREAS, the bylaws of the Board of Regents have been revised to indicate that public comment must be made in accordance with Board procedures for oral and written presentations to the Board; therefore, be it

RESOLVED, That the attached procedure regarding Public Access to the Board of Regents is hereby adopted effective October 1, 2022.

iv. Delegation of Authority for Awarding Community College Emeritus Status

WHEREAS, The Agreement between the Congress of Connecticut Community Colleges and the Board of Regents of Higher Education ("4Cs Agreement") Article X, specifically Section O, provides for emeritus status to be awarded to professional staff members who have retired in accordance with the provisions of the 4Cs Agreement; and
WHEREAS, The Agreement between the Federation of Technical College Teachers, American Federation of Teachers, Local 1942, AFL-CIO and the Board of Regents of Higher Education

("AFT Agreement") Article XVII, specifically Section 17.5, provides for emeritus status to be awarded to professional staff members who have retired in accordance with the provisions of the AFT Agreement; and
WHEREAS, The Agreement between the Congress of Connecticut Community Colleges, AFSCME, Local 2480, Council 4, and the Board of Regents of Higher Education ("AFSCME Agreement") Article X, specifically Section 3M, provides for emeritus status to be awarded to professional staff members who have retired in accordance with the provisions of the AFT Agreement; and
WHEREAS, The provisions identified above further state that emeritus status is awarded by the Board of Regents upon the recommendation of the President or President of the Connecticut State Colleges and Universities, as appropriate; and
WHEREAS, The Board of Regents delegates this authority and authorizes the chief executive authority of the institution to award emeritus status in satisfaction of the 4Cs Agreement, the AFT Agreement, and the AFSCME Agreement; now therefore, be it

RESOLVED, the chief executive authority of the institution is authorized to award emeritus status to community college employees; and be it further

RESOLVED, that notice of an emeritus designation be sent to the Associate Director of Board Affairs so that recognition can be included in each May BOR meeting.

Finance Items:

i. CSCU FY2023- FY2025 Biennium Baseline Operating and Capital Budget
WHEREAS, the Board of Regents under its statutory authority reviews and approves the consolidated CSCU Biennium budget submittal to the Secretary of the Office of Policy and Management (OPM); and
WHEREAS, based on instructions from OPM, CSCU projected the FY24/FY25 operating budget based on FY23 revised budget using assumptions for enrollment, tuition and fees, personnel cost and other operating expense; and
WHEREAS, the biennial capital request continues our programs of Code Compliance and Infrastructure Improvements and near-term priorities of the system are focused on modifying and improving use of existing facilities; therefore, be it

RESOLVED, That the Board of Regents does hereby approve the FY24/FY25 Biennium Baseline Operating Fund and Capital Requests as presented.

ii. Use of University Residence Halls by Persons Other than Students
WHEREAS, the Board of Regents is chiefly concerned about the protection of all members of the university communities, the personal safety of the residents who live on its campuses, and the protection and appropriate use of its facilities and equipment; and
WHEREAS, although the primary residents of university residence halls are students who are actively engaged in a course of study during their period of residency, some employees, as a condition of their employment, are required to live on campus in university-provided housing and other persons may be offered temporary housing arrangements to support the educational mission of the institution; and
WHEREAS, the Board of Regents acknowledges that to attract and retain exceptional employees to live on campus, it must allow their partners/spouses, dependents and pets to live with the housed employee; and
WHEREAS, the Board of Regents recognizes a need to allow guests of the Connecticut State Universities to reside on-campus from time to time in order to support their educational missions; therefore, be it

RESOLVED, that the Board of Regents hereby adopts a Policy regarding Use of University Residence Halls by Persons other than Students and said policy supersedes CSUS BOT Resolution #06-52 Policy Related to Employment University Residence, and be it further

RESOLVED, the CSCU institutions are to incorporate appropriate institutional guidelines and/or establish procedures in conjunction with the System Office to facilitate compliance with this Board policy.

iii. Acceptance of Gifts – Tunxis Community College Advanced Manufacturing Program

WHEREAS, Tunxis Community College is the recipient of a generous donation from Richard and Marion Leonhardt of one TRAK 1630RX Lathe and one TRAKTMC5 milling machine, manufactured by TRAK Machine Tools.
WHEREAS, Mr. Leonhardt is the former President of TRAK Machine Tools; and
WHEREAS, this donation supports beneficial Advanced Manufacturing program curriculum while providing college students with learning and career opportunities that they may not normally obtain; now, therefore, be it

RESOLVED that the Board of Regents accepts and acknowledges with appreciation the following TRAK Machine Tools gift from Mr. & Mrs. Leonhardt:

- One (1) TRAK—1630RX Lathe plus accessories of advanced features, buck chuck, coolant pump, work light, limit switch, remote stop/go switch, tooling kit, tailstock, classroom training and equipment delivery
- One (1) TRAK TMC milling machine plus accessories of a converter (Parasolid and DXF files), electronic hand wheel, networking, remote stop/go switch, retention knobs, chip auger, classroom training and equipment delivery
- Total Current Market Value: $104,382

ACADEMIC & STUDENT AFFAIRS COMMITTEE – Committee Chair Bloom
No report.

AUDIT COMMITTEE – Committee Chair Wright
No report.

FINANCE & INFRASTRUCTURE COMMITTEE – Committee Chair Balducci
Committee Chair Balducci reported that the Finance and Infrastructure Committee met on September 14 to act on several items including an updated policy regarding use of residence halls, a gift of some machining equipment, and approval of our biennial budget baseline submission to OPM. These matters appear on the consent agenda today.

The Committee meeting also included a discussion regarding a change in the schedule for adopting tuition and fees. The administration will ask the Board to approve tuition and fees for the universities in October, for CT State in December, and for Charter Oak early in 2023, rather than doing them all together in February of March as has been the recent practice.

- The reason for approving university tuition sooner is to assist in student recruitment efforts. Not having final tuition and fee approvals until the spring prevents the universities from making final financial aid awards to students and makes the university less able to compete with institutions that are able to make unconditional offers to prospective students.
- CT State has asked for some additional time but will also seek approval of tuition rates before the new calendar year begins.

- Charter Oak prefers to wait to ensure they have more complete information about competitor tuition rates.

Regents were encouraged to review the biennial budget submittal approved on the Consent Agenda. It lays out the scale of the financial challenges because of reliance on one-time funding during the pandemic and in this current year. In addition, costs continue to increase while enrollment and revenue from tuition, room and board continue to be down. These challenges and the adjustments to all budgets will be ongoing discussion items for the Board.

President Cheng reassured the Board and all constituents that work is ongoing with institution presidents to synthesize as much data as possible and make the appropriate recommended adjustments.

HUMAN RESOURCES & ADMINISTRATION COMMITTEE – Committee Chair Howery
No report.

EXECUTIVE COMMITTEE – Chair Ryan
In addition to the four items that appeared on the Consent Agenda, two items that are included as information items:

- The Freedom of Information Act Public Meetings Guide has been updated and incorporates guidance that has been codified since the pandemic. It will become part of the new Regent Training and will be posted on the website.
- A Regent Mentor Program has been outlined to assist in the onboarding activities for new Regents. Details and structure will be added to the outline over the next several months. Any feedback may be forwarded to Pam Heleen.

EXECUTIVE SESSION
At 11:44 a.m. on a motion by Regent Wright, seconded by Regent Bloom, the Board voted to go into Executive Session for the purpose of discussion concerning 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 and that the meeting will be immediately adjourned following Executive Session. Chair Ryan directed President Cheng and Dr. Pritchard to remain with the Board in Executive Session.

ADJOURNMENT

The meeting adjourned at 12:16 p.m.

Submitted,

Alice Pritchard
Secretary of the CT Board of Regents for Higher Education

Attachment A

Board of Regents

CT State Accreditation Progress

CT STATE COMMUNITY COLLEGE

Completed to Date

- Aligned curriculum for all CT State degrees and certificates
- Formal transition of Title IV funds from 12 colleges to CT State has started
- All Guided Pathways Advisors have all been hired/transitioned and on-boarded across all 12 campuses
- September 2022 Progress Report

CT STATE COMMUNITY COLLEGE

Ongoing

- Building the CT State Governance structure
- Alignment of College English and Mathematics courses
- An Initial Strategic Plan for CT State is under review
- Updated Enrollment Projections
- Impact on the retirements of faculty & staff and their replacements

CT STATE
COMMUNITY COLLEGE

Progress Reports

- September 1, 2022 – Includes Completed to Date
- February 10, 2023 – Underway
- June 1, 2023 – Final Report Due
- July 1, 2023 – Officially Become One College

CT STATE COMMUNITY COLLEGE

Feb. 2023 Report Deliverables

- Governance elections have taken place
- Strategic Plan has been adopted
- All existing legal agreements for the 12 campuses are being transitioned to CT State as the legal entity
- CT State catalog and website are published
- Students are being accepted into CT State for Fall 2023
- Title IV funding will be available for AY2023-2024

CT STATE
COMMUNITY COLLEGE

June 2023 Report Deliverables

- Identify measures for all KPIs tied to priorities within the Strategic Plan
- CT State budget has been developed
- Governance Structure is operational
- All specialized accredited programs have transitioned to CT State
- All external agreements have been transitioned to CT State
- Assessment of the Guided Pathways model is underway

CT STATE COMMUNITY COLLEGE

CT State Comprehensive Site Visit

- First comprehensive site visit as an accredited institution will be in Fall 2025
- 2-Year Self-Study Process will begin in Fall 2023
- Self Study to be complete by August 2025

CT STATE COMMUNITY COLLEGE

NECHE's Next Steps

- The Commission will send a letter after its September meeting
- Will request further updates on any outstanding items to be included in our February 2023 report
- Each progress report will focus on what has been completed and what will take more time

CT STATE COMMUNITY COLLEGE

Stabilize
Build
Thrive

CT STATE
COMMUNITY COLLEGE

From: Blitz, David (Philosophy)
To: Heleen, Pamela
Cc: Colena Sesanker
Subject: For inclusion in Minutes of BOR Sept. 22 meeting
Date: Friday, September 23, 2022 1:06:55 PM

The following were my comments on the CSCC "Draft Strategic Plan" which I request be included in the minutes of the Sept. 22 BOR meeting:

"The FAC at its meeting of July 15th discussed the "CT State Community College Draft Strategic Plan through Academic Years 2023-2025", which I had obtained and previously circulated to members of the FAC. I sent the statement which follows by email on July 21, 2022 to the relevant system officers, but I note that the introductory letter to the draft strategic plan is reproduced without the requested corrections. It appears on p. 28 of the "Progress Report to NECHE" dated Sept. 1, 2022 and linked to item 6, "Institutional Updates" on today's agenda.

While I realize that the document is marked "Draft (for Review and Feedback)", it contains serious errors reflective of the kind of problems faculty and staff have faced in the "Students First" process, at least as it has proceeded t date. I will focus on just the cover letter as this is indicative of the flawed process that underlies the document as a whole, and renders it of no value for its intended purpose. On p.1 the draft states the following about the CT State Executive Strategic Planning Council that prepared the draft:

"The inclusiveness of this process cannot be overstated or underestimated. More than 50 people have served on the Council, and membership consisted of faculty, staff, and administrators, with representatives from all the campuses and CT State. Importantly, students have also served as council members. We are thankful to all the Council members, as well as to all the individuals who provided feedback to council members."

On p. 2 this is followed up with a list of 48 individuals, none of whom are identified as to their status – either in terms of their role as faculty, staff, administrators or students, or in terms of their affiliation to one of 12 "campuses" or "CT State". It is therefore unclear how many or what proportion of the Council are in any of the constitutive groups previously mentioned. The consequence of this is not just lack of clarity. There is an obscuring of relevant information, which clearly was available to the drafters but which they saw fit to exclude. A preliminary search for affiliations of the indicated individuals reveals very few faculty, and none so far as I can tell from the FAC.

The draft "strategic plan" continues: "We want to also express our deep appreciation to the Faculty Advisory Council to the Board of Regents, who provided honest and earnest feedback during the development of the plan. Each time we engaged the FAC, we got useful feedback from them, and the Council subsequently incorporated their comments into our planning work."

As chair of the FAC, I can state without hesitation that this is simply not the case. In the first place, the FAC is the Faculty Advisory *Committee* to the BOR, not the Faculty Advisory *Council*. This might be considered as a mere slip (which is repeated twice) but the authors of this document compound the error with the claim that the FAC (however designated) provided substantial ("honest and earnest") feedback, "comments" which were "subsequently incorporated… into our planning work". This is not the case.

While we did invite at their request and on one occasion each, Tanya Milner (past chair) and Terry Brown (co-chair) to meetings of the FAC, we indicated at both meetings that the content of the their presentations were inadequate to anything we could consider to be a framework for a strategic plan. In particular, we noted the lack of any reference to the determining role of faculty in developing curriculum and pedagogy, the lack of guarantee for the continuation of the existing colleges, vague terminology without content about shared governance, and more. Not only is the document fundamentally flawed as to content or lack thereof, the FAC never had any follow-up, or saw, never mind commented, on the draft plan.

Therefore, to claim that faculty in any significant way participated in the draft is unsubstantiated, and the further claim that the FAC contributed in any meaningful way to the draft is incorrect. If this were just a one-off the matter it might be less significant than it is. To the contrary, the problems illustrate a strategy that has been persistently used in the course of Students First – claiming faculty participation in committees from which faculty have withdrawn or merely attended on one or a few occasions, and then claiming – as has been done above --, that faculty have fully participated in preparing a document which most have never have seen or approved.

As a result, please withdraw any statement or implication that the FAC has participated in the drafting of the "Draft Strategic Plan", and in particular that we provided "feedback … subsequently incorporated… into our planning work". I remain available to discuss this matter in greater detail and to consider constructive proposals that could redress the situation. But as it stands, the "Draft Strategic Plan" is unacceptable for the reasons stated above."

David Blitz, PhD,
Chair, Faculty Advisory Committee to the BOR/CSCU
Professor of Philosophy, CCSU

President, Bertrand Russell Society
Member, Editorial Board, Journal of Bertrand Russell Studies
Member, Community Editorial Board, Connecticut Mirror

Members of the Board of Regents,

My name is Rotua Lumbantobing and I'm an economist and the AAUP chapter president at Western Connecticut State University.

The last time I addressed this Board, I spoke about the financial crisis Western is facing, and the underlying reasons behind it.

The Board's response to this crisis was to fire John Clark, hire a new university president without any input from faculty members, and retain the rest of the administrators at Western who have made one bad decision after the next.

Our union's response, on the other hand, was to work hand-in-hand with other unions at Western. Over 100 of us spent the summer tirelessly analyzing all available information regarding the university's operations.

It was clear from the start, however, that management sought to continue with business as usual. And as usual, management showed no interest in transparency or shared governance.

Perhaps the most outrageous example of management's complete unwillingness to change is that our working groups were never provided financial data that supposedly illustrates Western's financial position.

I repeat, faculty members – including experts in finance, accounting, economics, and other fields – were never given the financial data that supposedly illustrates Western's financial position. Instead, we had to FOIA information at our own public university.

Meanwhile, a handful of union leaders such as myself were invited to backroom meetings with Western's new president, Paul Beran.

Well as Paul learned, AAUP doesn't do secret meetings at Western anymore. I have no interest in backroom VIP meetings or playing the telephone game with my members.

To his credit, Paul did finally hold an open forum yesterday, where he confirmed his salary - $350,000 a year. This, mind you, is in addition to John Clark's ongoing salary, including a raise, at a university that is ostensibly in financial trouble.

Clearly, management, including this Board, has yet to learn a single lesson from the still unfolding financial crisis at Western.

So here we are, still with no transparency and accountability. Still with the majority of the people who grossly mismanaged this university sitting comfortably in their lucrative jobs. Still with a secretive and defiant Board of Regents.

Well, we won't settle for that. Despite the challenges our summer working groups faced, we persisted. And we are not done.

Make no mistake, the more you resist our calls for transparency, accountability, and shared governance, the louder those calls will become, until this university becomes the sort of university we, our students, and our community deserve.

Thank you.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

October 20, 2022

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program, Infant and Toddler, (CIP Code: 19.0709 / OHE# 015448), leading to a Certificate at Charter Oak State College, effective Spring 2024.

A True Copy:

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Alice Pritchard, Secretary of the
CT Board of Regents for Higher Education

ITEM

Discontinuation of a program, Infant and Toddler, leading to a Certificate at Charter Oak State College, effective Spring 2024.

Name of Institution	Charter Oak State College	
Name of Program	Infant and Toddler	
CIP Code	19.0709	
OHE# (Leave blank for new programs)	015448	
Degree Level	Certificate	
Number of Collegiate Credits		
Date of Action (Anticipated)	10/20/22	
Nature of Request	☐ Licensure and Accreditation ☐ Program Change ☒ Phase-out Program – Spring 2022 ☒ Terminate Program – Spring 2024	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) ☐ On Ground ☐ Hybrid ☒ Online	Future ☐ On Ground ☐ Hybrid ☐ Online
Effective Term	N/A	
If a Discontinuation, date of Termination	Spring 2024	
If a Suspension, dates of Suspension	N/A	

BACKGROUND

This 12-credit certificate was approved at a time when the State of CT Professional Development Program (formerly known as CT Charts A Course) for Early Childhood Education recognized the certificate and supported enrollment in the program by providing scholarship funding to students. The current Office of Early Childhood no longer supports this certificate program due to changes in early childhood teacher qualification requirements. At 12 credits, this certificate is below the threshold for students to qualify for federal financial aid. Students thus have neither financial aid nor Office of Early Childhood scholarship funding to utilize to pay for the tuition and related fees. Students are unable to afford the program without these financial supports.

Phase out:

We will provide all students with active enrollment the opportunity to complete the program by the end of spring 2023. There is currently one matriculated student enrolled in the program and one registered to begin in summer semester. There are four additional students who have applied to the program yet lack

financial resources to register for courses. When this occurs, students are kept active in terms of admissions status for two terms. If they do not register for courses, their applications are deleted by our admissions office. The one matriculated student has not taken courses for a year now, so she is due for deactivation at the end of spring semester. This is consistent with college policy.

The program will be eliminated from the 2022-2023 catalog and from the admission application. The program director will work with the Admissions Office and Registrar's Office to ensure that the college catalog no longer lists this certificate program as an option for which potential students may apply. Additionally, the program director will work with the marketing team to ensure that content is eliminated from the college website as of July 1st. A statement will be placed on the college website indicating that the certificate program will be discontinued as of July 1, 2022.

RECOMMENDATION

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

10/07/22 – BOR -Academic and Student Affairs Committee
10/20/22 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
*APPLICATION FOR **DISCONTINUATION OF EXISTING PROGRAM***

SECTION 1: GENERAL INFORMATION			
Institution: Charter Oak State College		Date of Submission to CSCU Office of the Provost: 8-29-2022	
Discontinued Program: Infant and Toddler Certificate Program CIP: 190709 OHE#: 015448 BOR Accreditation Date: Fall 2016 Phase Out /Teach Out Period Spring 2022 Expected Date of Program Termination Spring 2024			
Program Characteristics Name of Program: Infant and Toddler Certificate Degree: Title of Award *(e.g. Master of Arts)* **Certificate in Infant and Toddler Care** Degree Certificate: *(specify type and level)* Stand-Alone Certificate: *(specify type and level)* C1 Modality of Program: On ground X Online Combined Locality of Program: On Campus **X** Off Campus Both			
Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* offering the Program: Charter Oak State College			
Institutional Contact for this Proposal: Dr. David Ferreira	Title: Provost	Tel.: 860-515-3727 e-mail: dferreira@charteroak.edu	

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

Consider whether discontinuation: a) occurs in the context of a related academic improvement, e.g., the merging of programs with declining enrollment/completions into a new program that effectively addresses relevant state needs and students' interests; b) emerge as a result of the periodic Academic Program Review for all programs at each institution, under the guidance of existing BOR policy; c) other institutional considerations such as redirecting capacity, adoption of new mission, etc. Provide any quantitative information in support of the discontinuation, including any relevant financial information. Program discontinuation should not impact state priorities for workforce preparation.

This 12-credit certificate was approved at a time when the State of CT Professional Development Program (formerly known as CT Charts A Course) for Early Childhood Education recognized the certificate and supported enrollment in the program by providing scholarship funding to students. The current Office of Early Childhood does not support this certificate program due to changes in early childhood teacher qualification requirements. Therefore, students have neither financial aid nor Office of Early Childhood Scholarship funding to utilize to pay for the tuition and related fees. Additionally, teachers working in infant and toddler classrooms make very low wages, so they do not have the funds to pay for this certificate program out of pocket.

Phase Out/Teach Out Strategy

Describe how the institution will ensure that students currently enrolled will be provided opportunities to complete the program. Provide quantitative information as needed (e.g. enrollments, any special resources needed, etc.)

There is currently one matriculated student enrolled in the program and one registered to begin in summer semester. There are four additional students who have applied to the program yet lack financial resources to register for courses. When this occurs, students are kept active in terms of admissions status for two terms. If they do not register for courses, their applications are deleted by our admissions office. The one matriculated student has not taken courses for a year now, so she is due for deactivation at the end of spring semester. This is consistent with college policy.

The program will be eliminated from the 2022-2023 catalog and from the admission application. We will provide all students with active enrollment the opportunity to complete the program by the end of spring 2023.

SECTION 3: RESOURCES

Close Out

What resources/costs would be employed and/or expended to discontinue program? What would be the total cost?

The program director will work with the Admissions Office and Registrar's Office to ensure that the college catalog no longer lists this certificate program as an option for potential students to apply for. Additionally, the program director will work with the marketing team to ensure that content is eliminated from the college website as of July 1st. A statement will be placed on the college website indicating that the certificate program will be discontinued as of July 1, 2022.

The courses do not need to be eliminated since they are all still required for students to take as part of the early childhood majors.

SECTION 4: LESSONS LEARNED

(A debriefing exercise):

NOTE: Lessons Learned is knowledge or understanding gained from experience(s) that might be positive or negative, that might underscore strengths or weaknesses of an undertaking's preparation, design or implementation.

Are there lessons learned – experiences distilled from: (a) circumstances that precipitated this program discontinuation, (b) institutional or programmatic action(s) in the face of the referenced circumstances, (c) institutional or programmatic inaction(s) in the face of the referenced circumstances, and/or (d) some other occurrence(s); that can be **beneficially** shared with / taken into account by current and future programs?

The college continuously evaluates its programs. Since the Infant and Toddler Certificate Program is no longer supported by the scholarship fund of the Office of Early Childhood, and there is no financial aid available to students, it makes sense to eliminate this program. The lesson learned is to maintain programs only when they are of benefit to our students as well as CT communities.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

October 20, 2022

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program, Information Management and Services, (CIP Code: 25.0101 / OHE# 000646), leading to a Bachelor of Science at Southern Connecticut State University, effective December 20, 2024.

A True Copy:

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Alice Pritchard, Secretary of the
CT Board of Regents for Higher Education

ITEM

Discontinuation of a program, Information Management and Services, leading to a Bachelor of Science at Southern Connecticut State University, effective December 20, 2024.

Name of Institution	Southern Connecticut State University	
Name of Program	Information Management and Services	
CIP Code	25.0101	
OHE# (Leave blank for new programs)	000646	
Degree Level	Bachelor of Science	
Number of Collegiate Credits		
Date of Action (Anticipated)	10/20/22	
Nature of Request	☐ Licensure and Accreditation ☐ Program Change ☒ Phase-out Program – 1/18/2023-12/20/2024 ☒ Terminate Program – 12/20/2024	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) ☐ On Ground ☒ Hybrid ☐ Online	Future ☐ On Ground ☐ Hybrid ☐ Online
Effective Term	N/A	
If a Discontinuation, date of Termination	December 20, 2024	
If a Suspension, dates of Suspension	N/A	

BACKGROUND

This application to discontinue Southern's Information Management and Services (IMS) Bachelor of Science degree program comes after careful consideration of the documented reasons for declining enrollment and follows a self-study in preparation for a scheduled Academic Program Review. A combination of circumstances, including changes in professional standards for workforce preparation, have had an impact on the effectiveness of the program to position graduates for professional positions in the field of library and information science. While it has been a difficult decision, especially given the over 80-year history of this program, it has become clear that changes in professional standards, lower enrollment, and limited resources have all combined to provide justification for discontinuing this once vibrant degree program.

The IMS program is scheduled for Academic Program Review in February 2023. The Information and Library Science Department (ILS) faculty have been preparing for the review by evaluating the effectiveness and value of the program through various means, both internal and

external to the University. As a part of that two-year process, the faculty have been engaged in a passionate debate about the value and potential of the undergraduate offering, and have finally, painfully, come to the realization that it is indeed time to sunset the Department's Bachelor of Science degree program.

For many years, SCSU graduates with the Bachelor's Degree in library science, while not qualified for most public or academic library professional positions, could begin their careers as school library media specialists. However, once Connecticut began requiring teachers to have master's degrees, the library science bachelor's program ceased to provide graduates with a marketable degree that qualified them for any professional position in the field. Department alums regularly reported that they were either not working in the field, or they were pursuing (or had pursued) the graduate degree necessary for full library and information science professional participation. It is important to note, however, that a library science bachelor's degree is of no advantage when applying to MLS/MLIS programs, and may even show a lack of proficiency in other valued academic interests.

Since 2017 (the current Program Review period), as the undergraduate program lost relevance and enrollment decreased to an all-time low, the Master's program has been reinvented and re-populated; re-gaining ALA accreditation in June 2020 and showing enrollment growth every year since 2017. With significantly under-enrolled courses, the dwindling undergraduate program expends resources that could be better spent continuing to improve and build on the success of the newly invigorated and accredited graduate program. The discontinuation of the IMS program will not impact state priorities for workforce preparation as the Bachelor's Degree does not meet the standards for library professional employment; as a matter of fact, graduates of the Connecticut Community College Library Certification Program are more adequately prepared for support staff positions in libraries and information centers.

Phase out:

The faculty is committed to shepherding the final classes through the program, and is confident that many of those graduates will ultimately pursue their Master's degree at SCSU. While committed to the needs of current students, the faculty is requesting permission to stop accepting students immediately (beginning of the Spring 2023 semester) and that the IMS program be considered for discontinuation with a sunset date of the end of the Fall 2024 semester.

The department will continue to offer required classes, fully enrolled where possible and as independent study options when not, for the next two years and will advise students to fulfill required courses as quickly as possible. Currently, 14 upper class students expect to graduate by May 2024. The remaining 4 students will be encouraged to finish all department degree requirements by the end of the Fall 2024 semester. In some cases, prerequisites may be waived so that students can fulfill requirements.

There are no additional costs related to the discontinuation of the program. The department has been offering under enrolled courses as needed for at least 5 years and will continue that practice

as necessary for four more semesters until required department courses are completed by all currently enrolled students. The SCSU ILS Department firmly believes that the elimination of the undergraduate degree program will allow resources and energy to be redirected to the growing MLIS program, providing an increase in revenue and a more appropriate, balanced, responsible use of University resources

RECOMMENDATION

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

10/07/22 – BOR -Academic and Student Affairs Committee
10/20/22 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
*APPLICATION FOR **DISCONTINUATION OF EXISTING PROGRAM***

SECTION 1: GENERAL INFORMATION

Institution: Southern CT State University	Date of Submission to CSCU Office of the Provost: 8.31.22

Discontinued Program: Information Management and Services CIP: 250101 OHE#: 000646 BOR Accreditation Date: 1946 Phase Out /Teach Out Period 1/18/2023 - 12/20/2024 Expected Date of Program Termination 12/20/2024

Program Characteristics

Name of Program: Information Management and Services*

Degree: Title of Award *(e.g. Master of Arts)* Bachelor of Science

***and *Minor* in Information Management Services**

Degree Certificate: *(specify type and level)*

Stand-Alone Certificate: *(specify type and level)*

Modality of Program: On ground Online X Combined

Locality of Program: X On Campus Off Campus Both

Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* offering the Program: College of Education, Main Campus

Institutional Contact for this Proposal: Dr. Robert S. Prezant	Title: Provost and VPAA	Tel.: (203) 392-5350 e-mail: prezantr1@southernct.edu

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

Consider whether discontinuation: a) occurs in the context of a related academic improvement, e.g., the merging of programs with declining enrollment/completions into a new program that effectively addresses relevant state needs and students' interests; b) emerge as a result of the periodic Academic Program Review for all programs at each institution, under the guidance of existing BOR policy; c) other institutional considerations such as redirecting capacity, adoption of new mission, etc. Provide any quantitative information in support of the discontinuation, including any relevant financial information. Program discontinuation should not impact state priorities for workforce preparation.

This application to discontinue Southern's Information Management and Services (IMS) Bachelor of Science degree program comes after careful consideration of the documented reasons for declining enrollment and follows a self-study in preparation for a scheduled Academic Program Review. A combination of circumstances, including changes in professional standards for workforce preparation have had an impact on the effectiveness of the program in positioning graduates for professional positions in the field of library and information science.

The IMS program is scheduled for Academic Program Review in February 2023. The department faculty have been preparing for the review by evaluating the effectiveness and value of the program through various means, both internal and external to the University. As a part of that two-year process, the Information and Library Science Department (ILS) faculty members have been engaged in a passionate debate about the value and potential of the undergraduate offering, and have finally, painfully, come to the realization that it is indeed time to sunset the Department's Bachelor of Science degree program.

Background: In 1946, the Connecticut State Board of Education authorized a comprehensive undergraduate degree program in Library Science at Southern Connecticut State College. At that time, the degree prepared students to be fully qualified librarians in public, academic, school and special libraries. But today, according to the American Library Association (ALA):

> A master's degree in library science (MLS), preferably from an American Library Association (ALA) accredited program, is necessary for most librarian positions in most public, academic, and special libraries. School librarians may not need an MLS, but must meet state teaching requirements.

Beginning in the 1980s, the majority of undergraduate programs in the country, including Southern's, specifically

trained school librarians, or school library media specialists. For many years SCSU graduates with the Bachelor's Degree in library science, while not qualified for most public or academic library professional positions, could begin their careers as school library media specialists. However, once Connecticut began requiring teachers to have master's degrees, the library science bachelor's program ceased to provide graduates with a marketable degree that qualified them for any professional position in the field. While an effort was made to pivot the program to include other aspects of information management, there was overlap with the Computer Science Department where the business and application sides of systems were developed to complement their mathematical/theoretical computer science offerings. Programs and courses in areas such as information systems, data management and data mining competed for students looking ahead to similar careers in the same general workforce as IMS students who were now ineligible for professional library positions. Department alums regularly reported that they were either not working in the field, or they were pursuing (or had pursued) the graduate degree necessary for full library and information science professional participation. It is important to note, that a library science bachelor's degree is of no advantage when applying to MLS/MLIS programs, and may even show a lack of proficiency in other valued academic interests.

Current Situation: Since 2017 (the current Program Review period), as the undergraduate program lost relevance and enrollment decreased to an all-time low, the Master's program has been reinvented and re-populated; re-gaining ALA accreditation in June 2020 and showing enrollment growth every year since 2017. The following graphs (fig.1 and fig. 2) clearly illustrate the direction of enrollment in the two programs during same time period.

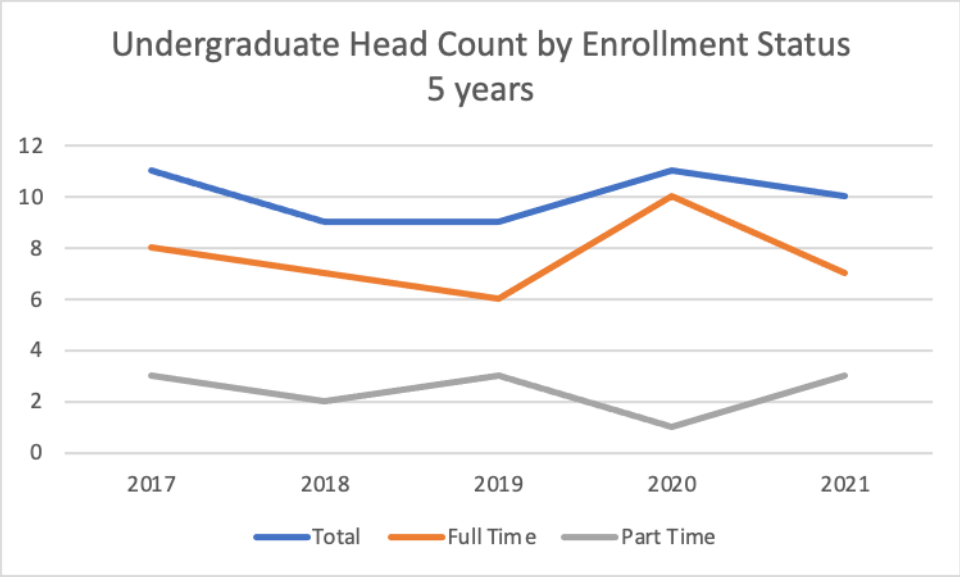

Fig. 1

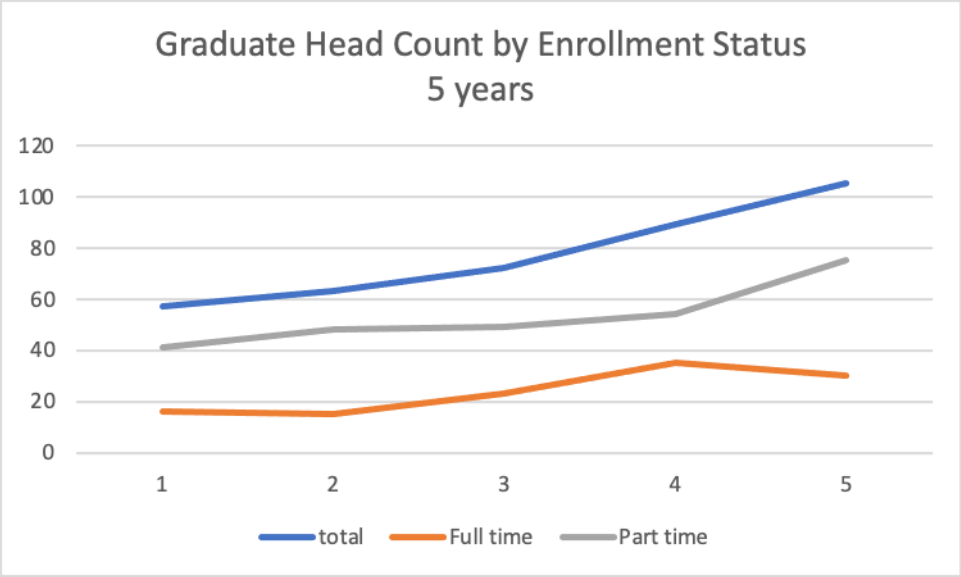

Fig. 2

The seven ILS faculty members teach both graduate and undergraduate courses. With the undergraduate program dwindling, courses have had enrollment numbers as low as 1 and only as high as 6 or 7. As degree requirements, these sparsely enrolled courses must be offered, sometimes as independent study courses for one or two students, even though the university enrollment minimum is 10. With such under enrolled courses, the dwindling undergraduate program expends resources that could be better spent continuing to improve and build on the success of the newly invigorated and accredited graduate program. The discontinuation of the IMS program will not impact state priorities for workforce preparation as the Bachelor's Degree does not meet the standards for library professional employment; as a matter of fact, graduates of the Connecticut Community College Library Certification Program are more adequately prepared for support staff positions in libraries and information centers.

Phase Out/Teach Out Strategy

Describe how the institution will ensure that students currently enrolled will be provided opportunities to complete the program. Provide quantitative information as needed (e.g. enrollments, any special resources needed, etc.)

While it has been a difficult decision to make, especially given the over 80-year history of this program, it has become clear that changes in professional standards, lower enrollment and limited resources have all combined to provide justification for discontinuing this once vibrant degree program. The faculty is committed to shepherding the final classes through the program, and is confident that many of those graduates will ultimately pursue their Master's degree at SCSU. While committed to the needs of current students, the faculty is requesting permission to stop accepting students immediately (beginning of the Spring 2023 semester) and that the IMS program be considered for discontinuation with a sunset date of the end of the Fall 2024 semester.

The department will continue to offer required classes, fully enrolled where possible and as independent study options when not, for the next two years and will advise students to fulfill required courses as quickly as possible. Currently, 14 upper class students expect to graduate by May 2024. The remaining 4 students will be encouraged to finish all department degree requirements by the end of the Fall 2024 semester. In some cases, prerequisites may be waived so that students can fulfill requirements.

SECTION 3: RESOURCES

Close Out

What resources/costs would be employed and/or expended to discontinue program? What would be the total cost?

There are no additional costs related to the discontinuation of the program. The department has been offering under enrolled courses as needed for at least 5 years and will continue that practice as necessary for four more semesters until required department courses are completed by all currently enrolled students.

SECTION 4: LESSONS LEARNED

(A debriefing exercise):

NOTE: Lessons Learned is knowledge or understanding gained from experience(s) that might be positive or negative, that might underscore strengths or weaknesses of an undertaking's preparation, design or implementation.

Are there lessons learned – experiences distilled from: (a) circumstances that precipitated this program discontinuation, (b) institutional or programmatic action(s) in the face of the referenced circumstances, (c) institutional or programmatic inaction(s) in the face of the referenced circumstances, and/or (d) some other occurrence(s); that can be **beneficially** shared with / taken into account by current and future programs?

The forces that ultimately made the undergraduate IMS program irrelevant were primarily outside agencies including the national professional organization, ALA, and the State of Connecticut as they changed and upgraded requirements for entry level employment in libraries and schools. It is possible that the department waited too long to adapt their program, instead initially relying on students to use the undergraduate degree as a stepping stone to their master's, without considering graduates' needs for immediate full-time employment after college. By the time analysis revealed that coursework and learning objectives needed to be adjusted, other departments were already attracting viable students with similar information-related courses of study. The ILS faculty found themselves offering a program that did not fulfill professional requirements and was in direct competition for an associate's degree in the CSCU system that prepared students for para-professional positions.

The SCSU ILS Department firmly believes that the elimination of the undergraduate degree program will allow resources and energy to be redirected to the growing MLIS program, providing an increase in revenue and a more appropriate, balanced, responsible use of University resources.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

October 20, 2022

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Counselor Education: School Counseling (CIP Code: 13.1101 / OHE# 000175), specifically modification of courses and total program credits – leading to a Master of Science at Western Connecticut State University.

A True Copy:

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Alice Pritchard, Secretary of the
CT Board of Regents for Higher Education

ITEM

Modification of a program – Counselor Education: School Counseling, specifically modification of courses and total program credits – leading to a Master of Science at Western Connecticut State University.

Name of Institution	Western Connecticut State University	
Name of Program	Counselor Education: School Counseling	
CIP Code	13.1101	
OHE# (Leave blank for new programs)	000175	
Degree Level	Master of Science	
Number of Collegiate Credits		
Date of Action (Anticipated)	10/20/22	
Nature of Request	☐ Licensure and Accreditation ☒ Program Change: 6 new courses, 5 revised courses, increase from 48 to 60 total credits required ☐ Phase-out Program ☐ Terminate Program ☐ Suspend Program	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) ☐ On Ground ☐ Hybrid ☒ Online	Future ☐ On Ground ☐ Hybrid ☒ Online* *with campus visits
Effective Term	No later than July 1, 2023	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

BACKGROUND

The MS in Counselor Education program was introduced at WCSU in 1974 and has been accredited by the Council for Accreditation of Counseling and Related Education Programs (CACREP) since 1995. CACREP Standards have changed requiring the school counseling program to move from a 48-credit to a 60-credit program to maintain accreditation. The 60-credit program must be in place by July 1, 2023 per CACREP. The Clinical Mental Health option has already been approved for this transition.

The modifications result in an increase in the number of credits required for graduation, moving from 48 to 60 credits per CACREP Standard 1.J. The revised curriculum includes six new courses and five revised courses.

The revised 60 credit program will require an additional 12 semester hours of adjunct faculty to meet instructional needs. Faculty will be teaching 21 credits for the summer session each year (increase of 3) and one additional course in the spring semester in the revised 60 credit program.

It is necessary for staffing levels for core FT faculty to remain in a 1:12 faculty to student ratio per CACREP Standard 1.T. FT staff must also teach more than 50% of the course load each calendar year per CACREP Standard 1.S. Core faculty must meet the CACREP established criteria to be eligible to teach in CACREP accredited programs per CACREP Standard 1.W, 1.X, 1.BB. Given current demand, we anticipate the need for additional staffing in the near future.

Counselor Education is an essential part of the staffing necessary to support school districts, school transition programs in CT. This program is part of our Education Preparation Programs and it has had steady enrollment for decades. Although Central and Southern also offer this degree, WCSU was the first to move our Counseling programs online, with limited requirements to come to campus. National projections for this field suggest 11% growth over the next 10-year period.

RECOMMENDATION

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

10/07/2022 – BOR -Academic and Student Affairs Committee
10/20/2022 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
CSCU: APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM

SECTION 1: GENERAL INFORMATION

Institution: Western Connecticut State University	Date of Submission to CSCU Office of the Provost: 8/31/2022
Most Recent NECHE Institutional Accreditation Action and Date: 2013	

Original Program Characteristics

CIP Code No. **13.1101** Title of CIP Code: **Counselor Education/School & Guidance Counseling**

Name of Program: **Counselor Education: School Counseling**

Degree: Title of Award *(e.g. Master of Arts)* **MS**

Stand-Alone Certificate: *(specify type and level)*

Date Program was Initiated: **1974** OHE#: **00175**

Modality of Program: On ground **X Online** Combined

Original Program Credit Distribution

Credits in General Education: **0**

Credits in Program Core Courses: **36**

Credits of Electives in the Field: **3**

Credits of Free Electives: **0**

Cr Special Requirements *(include internship, etc.):* **9**

Total # Cr in the Program *(sum of all #Cr above)*: **48**

From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **48**

Type of Program Modification Approval Being Sought (mark all that apply):

x Significant Modification of Courses/Course Substitutions*

Modified Program Characteristics

Name of Program: **Counselor Education: School Counseling**

Degree: Title of Award *(e.g. Master of Arts)* **MS**

Certificate[1]: *(specify type and level)*

Program Initiation Date: **May 2023**

Modality of Program: On ground **X Online (all courses are online, but some visits to campus occur).**

If "Combined", % of fully online courses? 100

Locality of Program: **X On Campus**

Modified Program Credit Distribution

Credits in General Education: **0**

Credits in Program Core Courses: **51**

Credits of Electives in the Field: 0

Credits of Free Electives: 0

Cr Special Requirements *(include internship, etc.):* **9**

Total # Cr in the Program: **60**

From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **48**

Total Number of courses and course credits to be modified by this application: **5 new courses, 5 revised courses, total Credits Required 60**

If program modification is concurrent with discontinuation of related program(s), list information for such program(s): N/A

Other Program Accreditation:

- If seeking specialized/professional/other accreditation, name of agency and intended year of review: **CACREP Accreditation March 2019-2027, Mid-cycle Review 2024**
- If program prepares graduates eligibility to state/professional license, please identify: **SDE Certification Endorsement 068, School Counselor**

Institutional Contact for this Proposal: Dr. Nicole DeRonck, Program Coordinator, (203) 837-8513, deronckn@wcsu.edu

Institution's Unit Offering the Program: School of Professional Studies

SECTION 2: BACKGROUND, RATIONALE AND NATURE OF MODIFICATION
(Please Complete Sections as Applicable)

[1] If creating a Stand-Alone Certificate program from existing courses belonging to a previously approved baccalaureate/associate degree program, enter information about that program in the "Original Program" section.

Background and Rationale:

The MS in Counselor Education program was introduced at WCSU in 1974 and is accredited by the Council for Accreditation of Counseling and Related Education Programs (CACREP). CACREP Standards have changed requiring the school counseling program to move from a 48-credit to a 60-credit program to maintain accreditation. The 60-credit program must be in place by July 1, 2023 per CACREP. The Clinical Mental Health option has already been approved for this transition. The Counselor Education Program has been accredited since 1995.

As applicable, please describe:

- How does the program address CT workforce needs and/or the wellbeing of CT society/communities?

  Counselor Education is an essential part of the staffing necessary to support school districts, school transition programs in CT.
- 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 program is part of our Education Preparation Programs and it has had steady enrollment for decades.
- Please describe any transfer agreements with CSCU institutions that will become instituted as a result of the approval of this program. **N/A**
- Please indicate what similar programs exist in other institutions within the CSCU System, and how unnecessary duplication is being avoided

  Central and Southern both offer this degree. WCSU was the first to move our Counseling programs online, with limited requirements to come to campus.
- Please provide a description/analysis of employment prospects for graduates of this proposed program

  As of August 30, 2022, there were 31 open positions in CT listed on Indeed.com. In addition, the national projections for this field suggest 11% growth over the next 10-year period.

Present side-by-side listing of curricular modification: (From **Original** to **Modified**)

ORIGINAL	**MODIFIED** (New curriculum & revisions included in proposal
EPY 601 Fundamentals of Research & Statistics for Counselors	Course remains with update to content
EPY 602 EPY Interviewing & Consulting Across the Life Span	Course replaced with new course EPY XXX Counseling Skills and Helping Relationships for both School Counseling & Clinical Mental Health
EPY 603 Group Counseling	Course remains with update to content
EPY 604 Individual Counseling in the Schools	Course replaced with EPY XXX Advanced Counseling Skills for School Counselors
EPY 606 Advanced Group	Course replaced with EPY XXX Human Development for both School Counseling & Clinical Mental Health
EPY 600 Assessment for Counselors	No Change
EPY 610 Practicum	No change
EPY 612 Internship (Fall)	No change
EPY 613 Internship (Spring)	No change
ED 500 Contemporary Issues in Education	Course replaced with EPY 618 Crisis Counseling in the Schools & Community
ED 572 Career Education & Development	Course remains with updates to content
ED 585 Intro to School & Community Counseling	Course remains with updates to content
ED 586 Counseling Theories	No change
ED 587 Counseling Diverse Populations	No change
EPY 509 Exceptional Learners (if needed) or Program Related Elective	Electives will be replaced with additional required courses: EPY 625 Family Counseling in the Schools EPY 509 Exceptional Learners EPY 609 Counseling People with Physical Disabilities EPY XXX School Counselors as Change Agents EPY XXX Career Readiness Planning EPY XXX School Counseling Frameworks

Description of Related Modification: The modifications result in an increase of the amount of credits required for graduation, moving from 48 to 60 credits per CACREP Standard 1.J.

Description of Resources Needed

The hiring of additional part-time faculty will be required to cover the four additional courses (12 credits) added to the revised program.

- The current program includes four FT faculty members. In addition, 12 semester hours of adjunct and EPY faculty are required during the Fall and Spring semesters to meet instructional needs. Finally, our current program, and this program proposal requires faculty to teach summer courses. Faculty are currently teaching ED 500, ED 587, EPY 509, EPY 601, EPY 620/625, and one elective that rotates for a total of 18 semester hours for the summer session each year.

The revised 60 credit program will require an additional 12 semester hours of adjunct faculty to meet instructional needs. Faculty will be teaching 21 credits for the summer session each year (increase of 3) and one additional course in the spring semester in the revised 60 credit program.

Other Considerations

It is necessary for staffing levels for core FT faculty to remain in a 1:12 faculty to student ratio per CACREP Standard 1.T

- FT staff must also teach more than 50% of the course load each calendar year per CACREP Standard 1.S
- Core faculty must meet the CACREP established criteria to be eligible to teach in CACREP accredited programs per CACREP Standard 1.W, 1.X, 1.BB.

Given current demand, we anticipate the need for additional staffing in the near future.

Previous Three Years Enrollment and Completion for the Program being Modified

ACTUAL Enrollment	Fall Term, Year 2019		Fall Term, Year 2020		Fall Term, Year 2021	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In						1
New Students		14		20		21
Returning Students		29		21		25
ACTUAL Headcount Enrollment		43		41		47
Fall FTE accounted for by Program Majors		14.3		13.6		15.6
Size of Credentialed Group(s) for Given Year	11		14		11	

Curriculum Details for a Program Modification

Course Number and Name [2]	L.O. #	Pre-Requisite	Cr Hrs
Program Core Courses			
EPY 601 Fundamentals of Research & Statistics for Counselors	1-3		3
EPY 603 Group Counseling	1-3	ED 586 EPY XXX Counseling Skills	3
EPY 600 Assessment for Counselors	1-3	ED 585/586 EPY 601	3
EPY 610 Practicum	1-3	ED 585, ED 586, ED 587, EPY 600, EPY 603 EPY XXX Counseling Skills EPY XXX Human Growth & Development	3
EPY 612 Internship (Fall)	1-3	EPY 610	3
EPY 613 Internship (Spring)	1-3	EPY 612	3
EPY 509 Exceptional Learners (if needed or maybe substituted for a CMH course within the program if candidate has previously taken this course or its equivalent for teacher certification)	1-3		3
EPY 618 Crisis Counseling in the Schools	1-3		3
EPY 625 Family Counseling in the Schools	1-3		3
EPY 609 Counseling People with Physical Disabilities	1-3	ED 586 EPY XXX Counseling Skills & Helping Relationships EPY XXX Human Development	3
EPY XXX Counseling Skills & Helping Relationships	1-3	ED 585/586	3
EPY XXX Adv. Counseling Skills for School Counselors	1-3	ED 586 EPY XXX Counseling Skills & Helping Relationships	3
EPY XXX Human Development	1-3		3
EPY XXX Career Readiness Planning	1-3		3
EPY XXX School Counseling Frameworks	1-3	ED 585	3
EPY XXX School Counselors as Change Agents	1-3	ED 585 EPY XXX School Counseling Frameworks	3
ED 585 Intro to School & Community Counseling	1-3		3
ED 586 Counseling Theories	1-3		3
ED 587 Counseling Diverse Populations	1-3	ED 585/586	3
ED 572 Career Education & Development	1-3		3
All new courses have been developed and are currently being reviewed by our Graduate Council. Course outlines available on request.			

[2] Make any detailed annotations for individual courses as needed to understand the curricular modifications taking place

Learning Outcomes - L.O. *(Please list up to seven of the most important student learning outcomes for the program, and any changes introduced)*

Program Goals	Knowledge & Skills Outcomes
1. The Counselor Education Program provides students with the knowledge and skills necessary to be successful professional counselors	• 1.A. Students will demonstrate an understanding of professional identity and be able to apply ethical standards. • 1.B. Students will demonstrate counseling skills necessary to develop, maintain and manage a helping relationship. • 1. C. Students will demonstrate the knowledge and skills necessary to identify and successfully practice as professional counselors. • 1.D. Students will demonstrate their ability to research evidence-based practices and create interventions for counseling issues. • 1.E. Students will demonstrate career theory knowledge and students will be able to demonstrate contemporary approaches in career assessment and practice. • 1. F. Students will demonstrate skills and knowledge in group counseling and group work.
2. The Counselor Education Program prepares students to consider each client as unique, multi-dimensional individuals, throughout the counseling relationship.	• 2. A. Students will be able to apply multicultural competencies in both the individual and group counseling settings. • 2. B. Students will demonstrate the ability to select, conduct, and interpret assessments, and to use the data to formulate culturally and developmentally appropriate goals and interventions.
3. The Counselor Education program assures students have developed dispositions aligned with the legal, ethical and humanistic parameters of the American Counseling Association and/or the American School Counseling Association.	• 3. A. Students will demonstrate disposition in line with the humanistic, legal, and ethical parameters of the counseling profession.

Note: No changes have been introduced to the goals of the program as a result of the credit increase.

SECTION 3: RESOURCE AND FINANCIAL CONSIDERATIONS

Cost Effectiveness and Availability of Adequate Resources

- There are 3.5 full-time faculty supporting two Counselor Education Options (School Counseling, and Clinical Mental Health Counseling). The costs listed below represent 50% of their costs, because they support both programs with roughly equal enrollment. The combined programs have approximately 90 students enrolled each year (new cohorts of 40-45).
- Similarly, the Program Coordinator supports both programs, so the salary has been cut in half.
- Finally, this is a year-round program, so the costs and revenues include summer.
- Enrollment estimates reflect our past experience and consideration of the projected employment opportunities for this field. We have calculated at a flat enrollment of 40 students per year.

PRO FORMA Budget - Projected Revenues and Expenditures
(Whole Dollars Only)

PROJECTED Program Revenue	Fall 2023	Fall 2024	Fall 2024
Tuition (do not include internal transfers)	536,800	552,800	568,800
Program-Specific Fees: N/A	0	0	0
Other Revenue: N/A	0	0	0
Total Estimated Program Revenue	**$ 536,800**	**$ 552,800**	**$ 568,800**

PROJECTED Program Expenditures*	Fall 2023	Fall 2023	Fall 2023
Administration (Chair or Coordinator)	42,028	45,075	48,111
Faculty (Full-time, total for program)**	287,031	307,808	329,874
Faculty (Part-time, total for program)	128,638	137,079	146,021
Support Staff (Graduate Assistants)	4,800	4,800	4,800
Library Resources Program	0	0	0
Equipment (List as needed)	0	0	0
Other (e.g. student services)	0	0	0
Estimated Indirect Costs (e.g. student services, operations, maintenance)	0	0	0
Total Estimated Program Expenditures	**$ 462,497**	**$ 494, 762**	**$ 528,806**

*Note: Capital outlay costs, institutional spending for research and services, etc. can be excluded.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

October 20, 2022

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Education Paraprofessional (CIP Code: 13.1501 / OHE# 019243), specifically modification of program name, courses, and total program credits – leading to a Certificate at Northwestern Connecticut Community College.

A True Copy:

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Alice Pritchard, Secretary of the
CT Board of Regents for Higher Education

ITEM

Modification of a program – Education Paraprofessional, specifically modification of program name, courses, and total program credits – leading to a Certificate at Northwestern Connecticut Community College.

Name of Institution	Northwestern Connecticut Community College	
Name of Program	Education Paraprofessional	
CIP Code	13.1501	
OHE# (Leave blank for new programs)	019243	
Degree Level	Certificate (C1 → C2)	
Number of Collegiate Credits	15 → 24	
Date of Action (Anticipated)	10/20/22	
Nature of Request	☐ Licensure and Accreditation ☒ Program Change: 3 courses removed, 6 courses added, increase from 15 to 24 total credits required ☐ Phase-out Program ☐ Terminate Program ☐ Suspend Program	
If Name Change, New Name	Early Childhood Education	
Delivery	Current (If not a new program) ☒ On Ground ☐ Hybrid ☐ Online	Future ☒ On Ground ☐ Hybrid ☐ Online
Effective Term	Immediate	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

BACKGROUND

This modification is designed to revise the existing Education Paraprofessional Certificate to the Early Childhood Education (ECE) Certificate to be offered by CT State Community College beginning in Fall 2023. Modifying the existing certificate to align with the CT State curriculum allows for Northwestern to award the certificate to students who will fulfill the requirements for the program in spring 2023. In addition, providing the opportunity to offer this certificate prior to Fall 2023 will support Northwestern's recruitment of students into the ECE field and ensure that students who begin the program at Northwestern prior to Fall 2023 can transition seamlessly to the CT State program.

The revised program maintains two critical ECE courses in the existing curriculum (ECE 182: Child Development and ECE 231 Early Language and Literacy Development) but replaces three courses with two new required courses (ECE 101: Introduction to Early Childhood Education and ECE 215: Exceptional Learners), a choice of two electives (ECE 103: Creative Experiences for Young Children, ECE 109: Science and Math for Young Children, 206: Administration and Supervision of Early Childhood Programs, ECE 225: Anti-Bias, Equity, and Diversity in ECE, ECE 275: Child, Family, and School Relations and EDU 102: Educational Paraprofessional) and two general education courses (English 101: Composition and PSY 111: General Psychology).

The modified certificate is designed to develop skills and knowledge necessary and desirable to work with all young children. Students who complete this certificate can provide the basic aspects of professional childcare and inclusion education such as lesson planning, instruction, guiding student behavior, supporting families, and caring for and monitoring the safety for all young learners including those with special needs. Students with a certificate in ECE will be more marketable for early childhood teaching positions, including teaching assistant and education paraprofessional. In addition, all courses within this certificate can be fully applied to the Associate of Science Degree in ECE.

RECOMMENDATION

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

10/07/2022 – BOR -Academic and Student Affairs Committee
10/20/2022 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
*APPLICATION FOR **MODIFICATION OF ACCREDITED PROGRAM***

SECTION 1: GENERAL INFORMATION

Institution: Northwestern CT Comm College | Date of Submission to CSCU Office of the Provost: 08-30-22

Most Recent NECHE Institutional Accreditation Action and Date:

Original Program Characteristics

CIP Code No. 13.1501 Title of CIP Code: Teacher Assistant/Aide

Name of Program: **Education Paraprofessional**

Degree: Title of Award *(e.g. Master of Arts)*

Stand-Alone Certificate: *(specify type and level)* C1 **Certificate**

Date Program was Initiated: OHE#: 019243

Modality of Program: x On ground Online Combined

If "Combined", % of fully online courses?

Locality of Program: x On Campus Off Campus Both

Original Program Credit Distribution

Credits in General Education: 0

Credits in Program Core Courses: 15

Credits of Electives in the Field: 0

Credits of Free Electives: 0

Cr Special Requirements *(include internship, etc.):*

Total # Cr in the Program *(sum of all #Cr above)*: 15

From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **15**

Type of Program Modification Approval Being Sought (mark all that apply):

x Significant Modification of Courses/Course Substitutions*

Offering of Program at Off-Campus Location (specify new location)

Offering of Program Using an Alternate Modality (e.g. from on ground to online)

x Change of Degree Title or Program Title

***Significant** is defined as "more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program.

Modified Program Characteristics

Name of Program: **Early Childhood Education**

Degree: Title of Award *(e.g. Master of Arts)*

Certificate[1]: *(specify type and level)* C2 **Certificate**

Program Initiation Date: Fall 2022

Modality of Program: x On ground Online Combined

If "Combined", % of fully online courses?

Locality of Program: x On Campus Off Campus Both

Modified Program Credit Distribution

Credits in General Education: 6

Credits in Program Core Courses: 12

Credits of Electives in the Field: 6

Credits of Free Electives: 0

Cr Special Requirements *(include internship, etc.): 0*

Total # Cr in the Program *(sum of all #Cr above)*: 24

From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 6

Total Number of courses and course credits to be modified by this application: **18**

If program modification is concurrent with discontinuation of related program(s), list information for such program(s):

Program Discontinued: Spring 2022 CIP: OHE#: Accreditation Date:

Phase Out Period Date of Program Termination

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 license, please identify:

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

Institutional Contact for this Proposal: Tracy Smith-Michnowicz Title: Assistant Professor/Program Coor Tel.: 860 738-6305 e- mail: tsmith-michnowicz@nwcc.commnet.edu

[1] If creating a Stand-Alone Certificate program from existing courses belonging to a previously approved baccalaureate/associate degree program, enter information about that program in the "Original Program" section.

Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: Social & Behavioral Sciences

SECTION 2: BACKGROUND, RATIONALE AND NATURE OF MODIFICATION

(Please Complete Sections as Applicable)

Background and Rationale *(Please provide the context for and need for the proposed modification, and the relationship to the originally approved program)*

This modification of the Early Childhood Education Certificate, which includes the addition of nine credits to the program, is fully aligned with the APRC approved Early Childhood Education Certificate for CT State Community College. Providing the opportunity to offer this certificate prior to Fall 2023 will support Northwestern's recruitment of students into the ECE field and ensure that students who begin the program at Northwestern will transition seamlessly to the CT State program. In addition, it allows for Northwestern to award the certificate to students who will fulfill the requirements for the program in spring 2023.

As applicable, please describe:

How does the program address CT workforce needs and/or the wellbeing of CT society/communities? *(Succinctly present as much factual evidence and evaluation of stated needs as possible)*

The certificate is designed to develop skills and knowledge necessary and desirable to work with all young children. Students who complete this certificate can provide the basic aspects of professional childcare and inclusion education such as lesson planning, instruction, guiding student behavior, supporting families, and caring for and monitoring the safety for all young learners including those with special needs.

- 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 all courses within this certificate can be fully applied to the Associate of Science Degree in ECE.

- Please describe any transfer agreements with CSCU institutions that will become instituted as a result of the approval of this program *(Please highlight details in the Quality Assessment portion of this application, as appropriate)*

n/a

- Please indicate what similar programs exist in other institutions within the CSCU System, and how unnecessary duplication is being avoided

The Early Childhood Education Certificate is alignedwith the APRC approved Early Childhood Education Certificate for Ct State Community College.

- Please provide a description/analysis of employment prospects for graduates of this proposed program

Students with a certificate in ECE will be more marketable for early childhood teaching positions, including teaching assistant and education paraprofessional.

Present side-by-side listing of curricular modification: (From **Original** to **Modified**)

Original: Educational Paraprofessional Certificate

EDU 102 Educational Paraprofessional

ECE 141 or ECE 182 Infant Toddler Growth & Development or Child Development

ECE 231 Early Language & Literacy Development

ECE 275 Child, Family & School Relations

ECE 210 or ECE 222 Observation & Participation or Methods & Techniques in ECE

Modified: Early Childhood Education Certificate
ECE 101 Introduction to ECE
ECE 182 Child Development
ECE 231 Early Language & Literacy Development
ECE 215 Exceptional Learner
ECE Elective
ECE Elective
ENG 101 Composition
PSY 111 General Psychology

Description of Related Modification *(Provide a summary of other changes necessitated by curricular modification such as admissions or graduation requirements ,mode of delivery etc., and concisely describe how the institution will support these changes.)*
n/a

Description of Resources Needed *(As appropriate please summarize faculty and administrative resources, library holdings, specialized equipment, etc. Details to be provided in the next section, as appropriate)*
n/a

Other Considerations
n/a

Previous Three Years Enrollment and Completion for the Program being Modified

ACTUAL Enrollment	Fall Term, Year ____		Fall Term, Year ____		Fall Term, Year ____	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In						
New Students						
Returning Students						
ACTUAL Headcount Enrollment						
Fall FTE accounted for by Program Majors						
Size of Credentialed Group(s) for Given Year	0		0		0	

Curriculum Details for a Program Modification *(to be used as appropriate for specific modification request)*[2]

Course Number and Name [3]	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				**Other Related/Special Requirements**		
ECE 101 Intro to ECE		Eligible for ENG 101	3	ENG 101 Composition		3
ECE 182 Child Development		Eligible for ENG 101	3	PSY 111 General Psy		3
ECE 215 Exceptional Learner		ECE 101	3			
ECE 231 Language & Literacy		ECE 101	3			
Core Course Prerequisites				**Elective Courses in the Field**		
				ECE Elective		3
				ECE Elective		3
Total Other Credits Required to Issue Modified Credential						

Learning Outcomes - L.O. *(Please list up to seven of the most important student learning outcomes for the program, and any changes introduced)*

1. Know and promote child development by understanding young children characteristics; the multiple influences development; and recognize and create appropriate learning environments where all young children thrive.
2. Facilitate meaningful opportunities to foster physical, social, emotional, language, cognitive, and aesthetic development for all children from birth through age eight.
3. Build, support, and engage family and community relationships through understanding and valuing diversity and all families and knowledge of the community; and create respectful, reciprocal relationships that involve all families in their children's education and development.
4. Develop a basic knowledge of and use observation, documentation, and assessment including assistive technology positively and responsibly to describe, discuss, and promote positive outcomes for a child's learning and development including children with developmental delays and disabilities.
5. Use effective communication in a professional setting.

[2] **Details of course changes for Community College institutions should be provided with enough detail to introduce necessary changes in the centralized programmatic database for that system.**
[3] Make any detailed annotations for individual courses as needed to understand the curricular modifications taking place

SECTION 3: RESOURCE AND FINANCIAL CONSIDERATIONS

Cost Effectiveness and Availability of Adequate Resources

(Please complete the Pro-Forma Budget – Projected Revenues and Expenditures on the following page. Provide any necessary annotations for the Pro-Forma Budget and other commentary regarding the cost effectiveness and availability of adequate resources for the proposed modification below:

n/a

PRO FORMA Budget - Projected Revenues and Expenditures
(Whole Dollars Only)

PROJECTED Program Revenue	Fall 2022	Spring 2023	Fall 2023
Tuition (do not include internal transfers)	4,176	4,176	4,176
Program-Specific Fees			
Other Revenue (Annotate in narrative)			
Total Estimated Program Revenue	**$4,176 -**	**$4,176 -**	**$4,176 -**

NCCC has two students that are projected to complete the ECE Certificate program by Spring 2023

PROJECTED Program Expenditures*	Fall 2022	Spring 2023	Fall 2023
Administration (Chair or Coordinator)			
Faculty (Full-time, total for program)			
Faculty (Part-time, total for program)			
Support Staff			
Library Resources Program			
Equipment (List as needed)			
Other (e.g. student services)			
Estimated Indirect Costs (e.g. student services, operations, maintenance)			
Total Estimated Program Expenditures	**$ - 0**	**$ - 0**	**$ - 0**

No projected program expenditures since all courses run for the ECE AS Degree Program.

*Note: Capital outlay costs, institutional spending for research and services, etc. can be excluded.

This PRO FORMA Budget provides reasonable assurance that the proposed program modification can be established

and is sustainable. Some assumptions and/or formulaic methodology may be used and annotated in narrative on page 4 of Application.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Suspension

October 20, 2022

RESOLVED: That the Board of Regents for Higher Education approve the suspension of a program in Speech and Language Pathology Studies (CIP Code: 51.0816 / OHE # 016819) leading to a Certificate at Charter Oak State College until no later than Spring 2024.

A True Copy:

_____

Alice Pritchard, Secretary of the
CT Board of Regents for Higher Education

ITEM

Suspension of a program in Speech and Language Pathology Studies leading to a Certificate at Charter Oak State College until no later than Spring 2024.

Name of Institution	Charter Oak State College	
Name of Program	Speech and Language Pathology Studies	
CIP Code	51.0816	
OHE# (Leave blank for new programs)	016819	
Degree Level	Certificate – C2	
Number of Collegiate Credits		
Date of Action (Anticipated)	10/20/22	
Nature of Request	☐ Licensure and Accreditation ☐ Program Change ☐ Phase-out Program ☐ Terminate Program ☒ Suspend Program	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) ☐ On Ground ☐ Hybrid ☒ Online	Future ☐ On Ground ☐ Hybrid ☐ Online
Effective Term	N/A	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	Until Spring 2024	

BACKGROUND

Charter Oak State College developed the Speech and Language Pathology Studies (SLPS) Certificate Program in collaboration with the Capital Region Education Council (CREC). CREC has been responsible for the upkeep of courses within the program and courses remain the property of CREC. Because the program has had low enrollment over the past years, CREC is no longer interested in teaching the courses for Charter Oak State College and they do not have the resources at this time to redevelop the courses so that they are reflective of current program outcomes.

Charter Oak State College has cancelled this contract with CREC as of May 15, 2022 and would like to re-envision the program with an up-to-date alignment of the curriculum by hiring new instructors to redevelop and teach the courses. This would also allow the courses to become the property of Charter Oak State College, which is essential for ongoing curriculum maintenance and design.

The admissions department has stopped accepting applications into the program and the college has notified all enrolled students of its plan to suspend the program. Students have been meeting with their academic advisor to plan out their final courses.

There are currently thirteen students enrolled in the program. Eight of these students will take their final practicum course in fall semester 2022. The remaining five students are on a plan to complete their final courses during the fall and spring semester of the 2022-2023 school year and will take their final practicum in fall 2023. This will allow all current students to graduate from the program.

New faculty will be hired to teach out the program and Charter Oak State College will network within the system with institutions offering SLP programs already to write content for its courses.

RECOMMENDATION

It is the recommendation of the System's Provost and Senior Vice President for Academic and Student Affairs that the Board of Regents approve the suspension of this program.

10/07/2022 – BOR -Academic and Student Affairs Committee
10/20/22 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities System Office
APPLICATION FOR ***SUSPENSION OF EXISTING PROGRAM***

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Date of Submission to CSCU Office of the Provost: 8-29-2022

Program: Speech and Language Pathology Studies CIP: 510816 OHE#: 016819

BOR Accreditation Date: Fall 2016

Date Program will be reinstated or deleted (one, two, or three years maximum): Spring 2024

Program Characteristics

Name of Program: Speech and Language Pathology Studies

Degree: Title of Award *(e.g. Master of Arts)* Certificate Associated Certificate(s) (if any) C2

Stand-Alone Certificate: *(specify type and level)* C2

Modality of Program: On ground **X** Online Combined

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

Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* offering the Program: Education

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

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM SUSPENSION

Narrative

Please provide reason for requested suspension and plans for follow-up including the sunset date as indicated above.

Charter Oak State College developed the Speech and Language Pathology Studies (SLPS) Certificate Program in collaboration with the Capital Region Education Council (CREC). CREC has been responsible for the upkeep of courses within the program and courses remain the property of CREC. Because the program has had low enrollment over the past years, CREC is no longer interested in teaching the courses for Charter Oak State College and they do not have the resources at this time to redevelop the courses so that they are reflective of current program outcomes.

Charter Oak State College has cancelled this contract with CREC as of May 15, 2022. Charter Oak State College would like to re-envision the program by hiring new instructors to redevelop the courses to ensure an up-to-date alignment of the curriculum, and to teach the courses. This would allow courses to become the property of Charter Oak State College, allowing for management of them in terms of future curriculum upkeep and design.

Phase Out/Teach Out Strategy

Please describe how the institution will ensure that students currently enrolled will be provided opportunities to complete the program. Provide quantitative information as needed (e.g. enrollments, any special resources needed, etc.)

There are currently thirteen students enrolled in the program. Eight of these students will take their final practicum course in fall semester 2022. The remaining five students are on a plan to complete their final courses during the fall and spring semester of the 2022-2023 school year and will take their final practicum in fall 2023. This will allow all current students to graduate from the program.

The admissions department has stopped accepting applications into the program as this plan for program suspension is submitted for approval.

SECTION 3: RESOURCES

Close Out

What resources/costs would be employed and/or expended to suspend program:

The college has notified all enrolled students of its plan to suspend the program. Students have been meeting with their academic advisor to plan out their final courses. No other resources are required with the exception of new faculty being hired to teach out the program.

SECTION 4: LESSONS LEARNED

(A debriefing exercise):

NOTE: Lessons Learned is knowledge or understanding gained from experience(s) that might be positive or negative, that might underscore strengths or weaknesses of an undertaking's preparation, design or implementation.

Are there lessons learned – experiences distilled from: (a) circumstances that precipitated this program suspension, (b) institutional or programmatic action(s) in the face of the referenced circumstances, (c) institutional or programmatic inaction(s) in the face of the referenced circumstances, and/or (d) some other occurrence(s); that can be **beneficially** shared with / taken into account by current and future programs?

While it can be a positive thing to utilize outside resources to write courses for a program, there are limitations that can come with the college not having control over the courses, especially when courses are standardized to be offered in the online environment. It would be best for Charter Oak State College to network within the BOR system with institutions offering SLP programs already to write content for its courses.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Continuation of a Center

October 20, 2022

RESOLVED: That the Board of Regents for Higher Education approve continuation of a center, the Center for Communication Disorders, at Southern Connecticut State University, until September 30, 2029.

A True Copy:

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Alice Pritchard, Secretary of the
CT Board of Regents for Higher Education

ITEM

Continuation of a center, the Center for Communication Disorders, at Southern Connecticut State University, until September 31, 2029.

BACKGROUND

The Board of Regents established a new Policy for the Establishment of Centers and Institutes in the Connecticut State Colleges and University System on September 19, 2017. That Policy requires the chief administrative officer of each center or institute in the System to undertake an evaluation of the entity in terms of its achieving its goals and objectives, and to submit a Sunset Report for Continuation or Discontinuation every seven years.

Following the institution's acceptance, the Sunset Report is forwarded to the System Office. This Staff Report, prepared by a staff member within the System's Office of the Provost and Senior Vice-President for Academic and Student Affairs, is a summation of the Center's 2022 Sunset Report.

The Center for Communication Disorders (CCD), an integral component of the Department of Communication Disorders (CMD) of Southern Connecticut State University, is an on-campus speech-language pathology clinic. The mission of the CCD is to provide a variety of family inclusive speech, language and advocacy services for children and adults with communication disorders in the culturally and economically diverse communities of Greater New Haven and its surrounding counties. The CCD serves as a required clinical training venue for undergraduate and graduate students. Clinical services are provided by graduate students working under the supervision of licensed and certified faculty and clinical instructors employed by CMD.

The CCD is a campus-based clinical training venue created to meet the SCSU Department of Communication Disorders graduate program accreditation requirements, assist its students in meeting the academic and professional certification requirements of the American Speech-Language-Hearing Association, and assist the University in meeting its mission of providing "service for the public good". The need for the CCD has remained unchanged.

All undergraduate students in the Department of Communication Disorders (172 in the 2018/2019 academic year) completed 15 hours of direct observation of clinical speech-language pathology clinical services at the CCD for Communication Disorders as a mandatory part of their studies. Direct in-person observations were discontinued due to the pandemic, but will resume in Spring, 2023. Students completed observations using Master Clinician, a commercial platform recognized by the accrediting agency- American Speech-Language Association (ASHA).
From 2015 through 2022 over 360 graduate students completed from 75 to 100 hours of supervised direct clinical service within the CCD during the course of their first three on-campus clinical practica. This experience allows them to be placed subsequently in off-campus externships.

Clinical competencies established by each graduate student when working in the CCD are measured each semester, and cumulatively throughout a student's program, using a standards-based competency-rating tool aligned with accreditation and certification standards. 99% percent of graduate students scheduled to graduate in the academic years 2015 through 2022 completed their course of study, including supervised clinical experiences in the CCD, and thus met the requirements for national accreditation from the American Speech-Language Hearing Association, licensure as speech-language pathologists from the Connecticut State Department of Health, and certification as speech-language pathologists by the Connecticut Department of Education.

In the last seven years, 100% of students who completed their graduate studies in CMD, including supervised clinical experiences in the CCD, and who subsequently sought employment as speech-language pathologists, were successful in obtaining part-time or full-time employment. The majority were employed within Connecticut.

RECOMMENDATION

President Joe Bertolino recommends that the Board of Regents approve the continuation of the Center for Communication Disorders at Southern Connecticut State University until September 31, 2029.

10/07/2022 – BOR -Academic and Student Affairs Committee
10/20/2022 – Board of Regents

CONNECTICUT STATE COLLEGES & UNIVERSITIES

Connecticut State Universities

Center/Institute Report – Seven-Year Sunset Report/Review for Continuation

This report must be completed and submitted electronically to the Connecticut Board of Regents for Higher Education, Office of Academic Affairs by September 1 of the year in which the authorization for The Center/Institute lapses. Please email to Arthur Poole (poolea@ct.edu) with a copy to Maureen McClay (mcclaym@ct.edu).The maximum length for this document including the budget and budget narrative is 12 pages.

Name of University:	Southern Connecticut State University
Name of Center/Institute:	Center for Communication Disorders
Director/Coordinator:	
Date of Original Approval:	1977
Date of Last Approval:	x/x/2014
Board Resolution of Last Approval:	10/16/2014
Sunset Date:	12/31/2022

Summary of Financial Statements:

PROJECTED REVENUE & EXPENSES	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027
REVENUE (from lines 1-5 in Projected Budget)					
Gifts/Grant Support					
General Fund					
Operating Fund					
Other Revenue	$120,000	$130,000	$140,000	$150,000	$160,000
TOTAL REVENUE	$120,000	$130,000	$140,000	$150,000	$160,000
EXPENSES (from line 15 in Projected Budget)	$108,500	$119,000	$120,000	$123,250	$128,750
TOTAL EXPENSES	$108,500	$119,000	$120,000	$123,250	$127,750

CONNECTICUT STATE COLLEGES & UNIVERSITIES

Connecticut State Universities

Center/Institute Report – Seven-Year Sunset Report/Review for Continuation

Recommendation from President:

I have reviewed the attached report and the following is my recommendation to the Board of Regents:
☑ I recommend continuation of this Center/Institute
□ I recommend discontinuation of this Center/Institute

Signature of President

Comments (OPTIONAL):

I. Mission:

The Center for Communication Disorders (CCD), an integral component of the Department of Communication Disorders (CMD) of Southern Connecticut State University, is an on-campus speech-language pathology clinic. The mission of the CCD is to provide a variety of family inclusive speech, language and advocacy services for children and adults with communication disorders in the culturally and economically diverse communities of Greater New Haven and its surrounding counties. The CCD serves as a required clinical training venue for undergraduate and graduate students. Clinical services are provided by graduate students working under the supervision of licensed and certified faculty and clinical instructors employed by CMD.

II. Needs Assessment:

The CCD is a campus-based clinical training venue created to meet the SCSU Department of Communication Disorders graduate program accreditation requirements, assist its students in meeting the academic and professional certification requirements of the American Speech-Language-Hearing Association, and assist the University in meeting its mission of providing "service for the public good".

III. Needs Modification:

The need for the CCD has remained unchanged. The population of individuals served under the structure of the CCD was adjusted in FY 2018. Adults who have acquired communication disorders due to neurological events (e.g. stroke, traumatic brain injury, etc.) are now served free of charge through a separate departmental service-learning project, the Access Network. Individuals seen for hearing assessment and hearing aid dispensing are now served through a separate clinic, Southern Connecticut Audiology Services (SCAS). Revenue generated through SCAS is included in annual revenue totals for the CCD. The need for a separate checking account for SCAS was identified and will be pursued. All other speech-language pathology clients continue to be served through the CCD. Medicare recipients are no longer seen in the CCD. This separation was established in order to comply with

current Medicare regulations regarding obligatory billing policies for Medicare recipients. It allows the CCD to maintain its direct billing protocol without the expense, billing infrastructure, and service limitations associated with being a Medicare provider, factors that would significantly compromise the function and mission of the CCD. This change in program structure was approved at the University level by the Dean of the College of Health and Human Resources and the Executive Vice President for Finances and Administration.

All on-campus services provided by the CCD were temporarily discontinued on March 17, 2020, due to the shut-down of the university because of the COVID-19 pandemic. Within three weeks approximately 80 percent of clients receiving therapy from the CCD were re-accommodated via remote telepractice free of charge[1]. Speech-language pathology diagnostic services were temporarily discontinued at that time. On-campus speech-language pathology diagnostic services were resumed on a limited controlled basis in September, 2020. Currently, the clinic serves approximately 30% of the clients in-person and 70% via telepractice. The CCD will offer more than 90% of services in-person by Spring of 2023.

CCD Goals, Objectives, Principal Activities and Assessment:

The Center for Communication Disorders will:

1. Goal: Provide an on-going clinical experience for the training of graduate students in Speech- Language Pathology

    a) Objective: the CCD will provide opportunities for guided clinical instruction for approximately 45 graduate students per annual cohort.
        Activity/Outcome: 360 graduate of student clinicians were accommodated during 8-year review period.
        Assessment: Enrollment data

    b) Objective: Provide opportunities for graduate students to develop culturally informed clinical practices through direct service experiences with individuals who vary by culture, religion, race, economic circumstances, gender identity and other cultural variables.

[1] According to the guidance of The American Speech and Language Association (ASHA), therapies were conducted via Zoom Healthcare, a HIPAA compliant platform. ASHA also approved clinical hours accrued via telepractice towards the students' graduation requirements during 2019-2021. Per recent guidelines, up to 125 clinical clock hours accrued via telepractice can be counted towards their required hours.

Activity/Outcome: The data reported by students and authorized by clinic instructors indicate students' experience across review period (2015-2018) included individuals representing multiple races, ethnic backgrounds, socio-economic circumstances, gender identities/sexual orientation and different languages. The tracking was discontinued due to COVID-19 pandemic. Currently, the tracking form is under revision to make it more equitable to the clients.

Assessment: Diversity tracking form (See Appendix 1 for template)

c) Objective: Provide opportunities for graduate students to develop specific clinical knowledge and skills needed to work with children and adults presenting with a variety of types of communication disorders.

Activity/Outcome: CCD clients included children and adults with the following needs: developmental language; school-aged language; articulation/phonology; voice; stuttering; transgender communication; motor-speech disorders; social communication impairment, augmentative communication; adult language-based learning disability; language/literacy.

Assessment: CCD census data/impairment information (see Appendix 2 for Template)

2. Goal: Provide comprehensive quality services, including consultative, preventive, diagnostic, treatment, information-and-referral, and follow-up services to persons of all ages who present communication disorders.

a) Objective: Maintain an annual CCD client census at or above 250 individuals to ensure adequate student experiences.

Activity/Outcome: On average, 348 clients served per year, 2015-2022.

Assessment: CCD census data

b) Objective: Provide evidence-based speech-language services to a diverse client population, based on individual needs assessment.

Activity/Outcome*:* Individual skills assessments and evidence-based reviews completed for each client served; Cultural information infused in academic and clinical instruction.

Assessment*:* Clinical instructor review – ongoing (See Appendix 3 for rubric)

c) Objective: Maintain client satisfaction level at or above 90%

Activity/Outcome: 100% overall satisfaction rate reported on client satisfaction surveys for 5-year review period.

Assessment: Client satisfaction survey data collected each semester. (See Appendix 4 for survey template)

d) Objective: Obtain qualitative feedback regarding professional trends and program outcomes from current and former students and an array of community-based practitioners and leaders and use to refine CCD services and operations.
Activity/Outcome: Focus group interviews were conducted in 2017/2018 and 2021 with current graduate students; recent graduates and post-graduate employers. Positive trends identified included: "Practical application of course content [in clinic]"; "opportunity to interact with clients in the clinic"; "Clinically active faculty"; "well-prepared for externship placements". Comments for improvement of on-campus clinical experience include suggestions for: increased opportunities for dynamic assessment; increased emphasis on deeper synthesis and critical analysis of clinical information; bilingual service provision; behavioral management.
Assessment: Qualitative analysis of focus group data

3. Goal: Provide the expertise of CCD faculty and staff to the community in advisory or consultative capabilities through presentation of workshops, case conferencing, or program design.

a) Objective: Provide professional consultation to speech-language pathology service providers in other settings regarding current best practices.
Activity/Outcome: Faculty and clinical instructors have presented research, workshops annually at state and national professional conferences, and ongoing professional consultation to service providers in the communities served by the CCD.
Assessment: Staff survey/updated CVs (See Appendix 5 for sample CV)

4. Goal: Provide objective client advocacy through which additional information concerning clients' communication can be gathered and directed toward appropriate agencies, with necessary supportive services.

a) Objective: Establish and implement an individualized case management plan as part of each client's service plan at the CCD.
Activity/Outcome: Each client treatment plan includes an individualized case management plan identifying actions to take to collaborate with or refer to other service providers.
Assessment: Clinical Instructors review all plans and monitor implementation by student – 100% compliance (See Appendix 6 for sample notes/reports)

5. Goal: Bind together research and clinical practice in order to provide the most efficient, innovative and individualized evidence-based service possible to clients, as well as to develop new and/or alternative methods of assessment, intervention and supervision.

    a) Objective: the CCD will serve as a source of subject referral and setting for clinical research. Clinical instructional staff and student clinicians will engage in collaborative research with program faculty.
    Activity/Outcome: the CCD and its staff collaborated with 8 CMD faculty researchers and their students by participating in research protocols, facilitating subject recruitment, providing clinical materials space, and scheduling clients who agreed to participate in research studies. These collaborations resulted in numerous conference presentations and several publications in the professional literature.
    Assessment: Staff survey/CV

IV. Principal accomplishments since the most recent approval

- The CCD has maintained its clientele of 2784 individuals during the 2015-2022 review period.
- The graduate program in speech-language pathology achieved eight-year academic re-accreditation, based in part on the contributions of the CCD to graduate education.
- At least three full- time Speech-Language Pathology Clinical Instructors, one full-time Speech-Language Pathology Clinic Manager positions were maintained, improving continuity of clinical instruction and clinical service provision. An additional full-time audiology clinical instructor was established to manage the Southern Connecticut Audiology Services, collaborating with CCD staff in addressing the audiological needs of CCD clients.
- The Director of Clinical Education position was added and filled in August 2020 to oversee all aspects of clinical education and support the operations of the department's clinical service programs.
- The CCD instituted enhanced individual and group services addressing the social communication needs of adolescents and adults with autism.
- The CCD collaborated with departmental academic faculty and community agency representatives to establish a therapeutically focused undergraduate academic course on social communication.
- An active transgender voice and communication program was maintained within the CCD, helping support the university's social justice mission.
- The CCD collaborated with Quinnipiac University to implement case-based inter-professional learning opportunities for Communication Disorders graduate students.
- Established and maintained community relationships to provide students with the experience of working in real-world scenarios.

- Implemented processes (Electronic Health Record system and Student data tracking system) to effectively manage paperwork and student data allowing clinical instructors to focus on student education.

V. Faculty, Staff, and Responsibilities:

The Department of Communication Disorders currently employs four full-time speech-language clinical instructors (SUOAF administrative faculty); one Clinic Manager (SUOAF); one Director of Clinical Education, who serves as Director of the Clinical Services Program (i.e., CCD, Access Network and SCAS). Seven academic faculty from the Department of Communication Disorders (AAUP) have served as clinical instructors for the CCD for part of their full-time academic credit load during this review period. Currently, 10 adjunct faculty (AAUP) serve as clinical instructors for a limited credit load. One full-time audiology clinical instructor (SUOAF) supports audiological needs of CCD clients as part of her duties. All clinical instructors, as licensed and credentialed speech-language pathologists and audiologist, provide direct service and case management services to clients of the CCD, and direct supervision and clinical instruction to graduate student clinicians.

VI. Student Involvement and Student Outcomes:

All undergraduate students in the Department of Communication Disorders (172 in the 2018/2019 academic year) completed 15 hours of direct observation of clinical speech-language pathology clinical services at the CCD for Communication Disorders as a mandatory part of their studies. Direct in-person observations were discontinued due to the pandemic but will resume in Spring, 2023. Students completed observations using Master Clinician, a commercial platform recognized by the accrediting agency-American Speech-Language Association (ASHA).

From 2015 through 2022 over 360 graduate students completed from 75 to 100 hours of supervised direct clinical service within the CCD during the course of their first three on-campus clinical practica. This experience allows them to be placed subsequently in off-campus externships.

Clinical competencies established by each graduate student when working in the CCD are measured each semester, and cumulatively throughout a student's program, using a standards-based competency-rating tool aligned with accreditation and certification standards. 99% percent of graduate students scheduled to graduate in the academic years 2015 through 2022 completed their course of study, including supervised clinical experiences in the CCD, and thus met the requirements for national accreditation from the American Speech-Language Hearing Association, licensure as speech-language pathologists from the Connecticut State Department of Health, and certification as speech-language pathologists by the Connecticut Department of Education.

In the last seven years, 100% of students who completed their graduate studies in CMD, including supervised clinical experiences in the CCD, and who subsequently sought employment as speech-language pathologists, were successful in obtaining part-time or full-time employment. The majority were employed within Connecticut.

VII. Assessment and Evaluation:

(Describe how progress toward meeting goals and objectives has been measured and include a brief description of lessons learned)

Assessment: See section IV for assessment methods and outcomes

Lessons Learned: the CCD continues to be an essential and viable program, supporting the graduate program in speech-language pathology, serving the needs of individuals with communication impairments at SCSU and in the greater New Haven CT community, and actualizing the service mission of SCSU. Stable enrollment in the graduate program and its clinical practica have allowed the CCD to maintain a stable client census and diverse menu of clinical services. Feedback from the professional community, as well as the community-at-large, suggests that the CCD continues to serve a vital role in preparing future speech-language pathologists to meet the critical service needs of the State of Connecticut. Current/future goals for program refinement, based on self-assessment and constituent feedback, include expansion of services to serve the communication needs of critical and/or underserved populations (e.g. autism, transgender voice, AAC); increasing bilingual and racial minority staff; increasing interprofessional experience in the optimally designed and expanded facility within the new SCSU Health and Human Services building.

CONNECTICUT STATE COLLEGES & UNIVERSITIES

Connecticut State Universities

Center/Institute Report – Seven-Year Sunset Report/Review for Continuation

VIII. ACTUAL Revenues and Expenses:

(For FY 2014, include encumbrances to the end of the approved period, use estimates where necessary)

BUDGET CATEGORIES	FY 2015	FY 2016	FY 2017	FY 2018*	FY 2019*	FY 2020*	FY 2021*	FY 2022
REVENUE								
1. Gifts/Grant Support [a]								
2. General Fund [b]								
3. Operating Fund [c]								
4. Other Revenue [d]	$128,151	$187,916	$207,455	$122,436	$132,494	$100,474	$84,469	$54,711
5. TOTAL REVENUE (lines 1-4)	$128,151	$187,916	$207,455	$122,436	$132,494	$100,474	$84,469	$54,711
EXPENSES								
6. Personnel [e]	$31,532	$37,672	$12, 407	$3,896	$4,427	$5,632	$13,897	$57,271
7. Fringe Benefits	$2,453	$8,927	$2,578	$319	$189	$294	$4,687	$42,566
8. Travel	$4,658	$2,865	$2,886	$1,229	$3,183	$3,327	$700	$24
9. Equipment & Supplies								
10. Contractual								
11. Construction [f]								
12. Other	$25,334	$49,199	$54,967	$41,010	$49.330	$40,543	$38,902	$12,679
13. Total Direct Costs (lines 6 through 12)	$63,977	$98,663	$72,838	$46,454	$57,129	$49,796	$58,186	$112,540
14. Indirect Costs [g]	$35,247	$32,122	$16,908	$14,781	$31,771	$44,342	$43,633	$37,399
15. TOTAL COSTS (lines 13 + 14)	$99,224	$130,785	$89,746	$61,235	$88,900	$94,138	$101,819	$149,939
NET								

16. TOTAL REVENUE - TOTAL COSTS	$28,887	$57,131	$117,709	$61,201	$43,594	$6,336	$(17,350)	$(95,227)
surplus / (deficit)								
17. OPERATIONAL BALANCE	$244,560	$301,693	$419,402	$480,603	$524,197	$530,533	$513,183	$417,956
from previous year	$215,673	$244,560	$301,693	$419,402	$480,603	$524,197	$530,533	$513,183

*See Needs Modification section for explanation of changes in revenue and expenses starting FY 18

NOTES:

a. Include and break out revenues from foundations and gift/nonoperational revenues from other sources. Provide description in Budget Narrative
b. Include revenues for support of Center/Institute from block grant (e.g. Reassigned time for faculty supported on block grant).
c. Include revenues for support of Center/Institute from operating funds (e.g. tuition and fees).
d. Other revenue includes operating revenue (fees charged to participants, event fees, etc.) and/or other sources not listed above. Provide description in Budget Narrative.
e. Include breakout and costs for faculty reassigned time and costs for other personnel. Provide detail and FTE estimate in proposal narrative on faculty and staff involvement.
f. Include breakout and costs for new construction and costs for renovation or upgrade of existing facility/space.
g. Estimate costs for facilities use, utilities consumption, etc.

CONNECTICUT STATE COLLEGES & UNIVERSITIES

Connecticut State Universities

Center/Institute Report – Seven-Year Sunset Report/Review for Continuation

PROJECTED Revenues and Expenses:

(For FY 2014, include encumbrances to the end of the approved period, use estimates where necessary)

BUDGET CATEGORIES	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027
REVENUE					
1. Gifts/Grant Support [a]					
2. General Fund [b]					
3. Operating Fund [c]					
4. Other Revenue [d]	$120,0000	$130,000	$140,000	$150,000	$160,000
5. TOTAL REVENUE (lines 1-4)					
EXPENSES					
6. Personnel [e]	$50,000	$50,000	$50,000	$52,500	$52,500
7. Fringe Benefits	$5,000	$5,000	$5,000	$5,250	$5,250
8. Travel	$3,500	$4,000	$5,000	$5,500	$6,000
9. Equipment & Supplies					
10. Contractual					
11. Construction [f]					
12. Other	$30,000	$30,000	$30,000	$30,000	$30,000
13. Total Direct Costs (lines 6 through 12)	$88,500	$89,000	$90,000	$93,250	$93,750
14. Indirect Costs [g]	$20,000	$30,000	$30,000	$30,000	$35,000
15. TOTAL COSTS (lines 13 + 14)	$108,500	$119,000	$120,000	$123,250	$128,750
NET					
16. TOTAL REVENUE - TOTAL COSTS	$11,500	$11,000	$20,000	$26,750	$31,250
surplus / (deficit)					

CONNECTICUT STATE COLLEGES & UNIVERSITIES

Connecticut State Universities

Center/Institute Report – Seven-Year Sunset Report/Review for Continuation

17. OPERATIONAL BALANCE	$429,356	$440,356	460,356	487,106	518,356
from previous year	$417,856	$429,356	440,356	460,356	487,106

NOTES:

a. Include and break out revenues from foundations and gift/nonoperational revenues from other sources. Provide description in Budget Narrative
b. Include revenues for support of Center/Institute from block grant (e.g. Reassigned time for faculty supported on block grant).
c. Include revenues for support of Center/Institute from operating funds (e.g. tuition and fees).
d. Other revenue includes operating revenue (fees charged to participants, event fees, etc.) and/or other sources not listed above. Provide description in Budget Narrative.
e. Include breakout and costs for faculty reassigned time and costs for other personnel. Provide detail and FTE estimate in proposal narrative on faculty and staff involvement.
f. Include breakout and costs for new construction and costs for renovation or upgrade of existing facility/space.
g. Estimate costs for facilities use, utilities consumption, etc.

Budget Narrative:

(Provide any important context about ACTUAL and PROJECTED Revenues and Expenses)

Revenue: The fees for speech-language and central auditory processing evaluations currently range from $100.00 to $350.00. The fee for therapy services is $20.00 per hour. A sliding scale for evaluation and treatment services is available for those of limited financial means. Services are provided at no cost to students, faculty and staff of the SCSU community. Revenue for 2022 reflects revenue as of July 31, 2022.

Fees for therapy services were suspended when the CCD transitioned to telepractice and suspended all on-campus services due to the COVID-19 pandemic (Mar-Aug 2020). Fees for service were resumed in September 2020.

Expenditures: Physical overhead costs are shared with the Department of Communication Disorders, where the CCD is housed. The cost of consumable materials and capital equipment are supported through revenue generated by the CCD and, by occasional one-time-only bond fund allocations. Full-time and adjunct faculty who provide clinical supervision at the CCD are compensated as part of their academic credit assignment as instructors of clinical practica courses. One part-time (50%) position was funded with the CCD fund. Permanent clinical staff members are compensated with an hourly rate or annual salary and benefits package as specified by 1199 and SUOAF union contracts. These costs are assumed in the Departmental budget line for faculty and staff salaries. Graduate assistants and student workers funded by the Dept. maintain the day-to-day clerical operations of the CCD. Overall clinical revenue is projected to maintain at or above pre-pandemic levels. Expenditures will be modified accordingly, and clinic revenue reserves will be used if needed to maintain at levels of service before the pandemic. Excess revenue accrued across fiscal years (reflected in line 17 in the above tables) is being held in reserve in anticipation of major expenditures in capital equipment associated with moving into new clinical facilities in the the School of Health and Human Services building (Move-In commenced Aug. 2022).

Appendix 1
Southern Connecticut State University
Department of Communication Disorders

CLINICAL REFLECTION JOURNAL

Student:
Practicum:
Semester/Year:

INTRODUCTORY ESSAY (Due Monday, September 18): *Give an illustration of your "best practice(s)" to date. Discuss why you consider what you did/what happened best practice relative to developing expertise and clinical decision making, current scientific evidence, client values and perspectives as well as your own philosophy, beliefs and values.*

SEMESTER GOALS FOR SELF-DIRECTED LEARNING (Monday, September 18):*What skills, knowledge, and/or attitudes would you like to develop/change in order to become a better clinician?*

.

REVIEW OF SEMESTER GOALS FOR SELF-DIRECTED LEARNING (Due Monday, December 4: *To be completed at the end of the semester; please put your review following each goal above.*

MID-TERM ESSAY (Due Monday, October 23): *There is some evidence that the client-clinician alliance may be the most important factor in therapy success. What have you done to establish a partnership with your clients to date?*

END-OF-SEMESTER ESSAY (Due Monday, December 4): *In reviewing your overall experience this term, identify the defining moments of your clinical work and what they meant to you. What new knowledge and skills do you feel you've acquired? In what ways have you adjusted your philosophy/perspective, assumptions/beliefs/values relative to your clinical practice this term? What influenced the change?*

STANDARDS V-B LOG: **(Due Monday, December 4)**
You are to submit ten (10) entries for this portion of the reflective log over the course of the semester. For each entry, record your experiences this semester that satisfy an outcome statement from Standard V-B of ASHA's Standards for Clinical Certification in Speech-language pathology. Please list the date(s) and a brief description of your experience(s) that satisfy the competency. While you should enter descriptions of your experience(s) with competencies as they occur (i.e., throughout the semester), your ten (10) entries are due on . As this portion of the journal is ongoing, you will continue to add entries and descriptions to each competency throughout each of your practicum experiences.

1. EVALUATION:
2. INTERVENTION:
3. INTERACTION AND PERSONAL QUALITIES:

GOALS FOR NEXT SEMESTER (Due Monday, December 4)

CLINICAL EXPERIENCES DIVERSITY TRACKING FORM: **(Due Monday, December 4)**

As a summary of your clinical practicum, please mark any of the following categories that pertain to your experience by the end of the semester.

Diversity Tracking Form

Practicum: **CMD56** Speech and Language Practicum Semester: Fall Year: 2017

My clinical assignments have included people who presented with needs in the following disorders categories (mark all that apply):

Articulation	Fluency	Voice and Resonance	Receptive and Expressive Language Disorders	
Hearing	Swallowing Disorders	Other Communication Modalities	Cognitive Aspects of Communication	Social Aspects of Communication

This semester, one or more of the people with whom I worked was from the following age categories (mark all that apply):

(0-3) (4-6) (7-17) (18-59) (60 or over)

This semester, one or more of the people with whom I worked was from a background substantially different from my own in the following ways (mark all that apply):

Ethnicity	Country of Origin	Socio-Economic Status	Sexual Orientation	Religion	Educational level	Race

Appendix 2

PROGRAM	FEE WAIVER OR REDUCTION ?	on campus ? Y/N	EMAIL OR MAILING ADDRESSES	CLIENT	PARENTS	INSTRUCTOR	Schedule Fall 2021	Clinician	AGE	DISORDER	A/D	PROGRAM

Appendix 3
Assessment Rubric

INTERVENTION	1	2	3	4
FOUNDATIONAL SKILLS FOR PLANNING AND IMPLEMENTING				
Identifies central issues to be addressed in intervention. 2a				
Accurately interprets baseline and/or ongoing assessment data. 2a 2d				
Selects appropriate therapy techniques, strategies, methods. 2c				
Selects appropriate therapy materials. 2c				
Develops a variety of functional and appropriate tasks/activities to support objectives. 2c				
Implements therapy intervention protocols appropriately. 2b				
Sequences and paces activities within the treatment session to facilitate intervention. 2b				
Demonstrates flexibility within session, modifying intervention techniques and activities as necessary. 2b				
Adjusts client's intervention plan using qualitative and quantitative data. 2d 2e				
Provides appropriate information and opportunities for skill generalization beyond therapy session. 3a 3b				
Retrieves and implements academic information/research into clinical practice. 2a 2c				
Develops appropriate treatment goals and objectives. 2a				
Efficiently collects accurate quantitative and qualitative data during session. 2d				
WRITTEN COMMUNICATION				
Uses correct grammar, spelling, and composition. 1f 2f				
Appropriately organizes information according to report format. 1f 2f				
Writes in a clear, concise manner, using professional terminology appropriately. 1f 2f 3a				
Summarizes pertinent background information and conditions. 1b 1f				
Clearly describes assessment and intervention procedures and their rationale. 1f				
Clearly summarizes all assessment and/or treatment data. 1f				
Integrates all assessment and/or treatment information to draw logical conclusions. 1e 1f				
Clearly states prognosis supported by analysis of outcomes/data. 1e 1f				
Makes appropriate recommendations based on analysis of outcomes/data. 1f 1g 2g				

INTERPERSONAL				
Uses appropriate behavioral supports to foster attention and participation in therapy. 2b				
Reacts appropriately and professionally when conflicting viewpoints are expressed. 3a 3b				
Collaborates appropriately with other professionals to facilitate case management. 3a 3b				
Effectively educates the client about communication and techniques used for intervention 3a 3b 3c				
Effectively provides counseling to the client related to area of communication being supported 3a 3b 3c				

Effectively educates the caregiver about communication and techniques used for intervention 3a 3b 3c
Effectively provides counseling to the caregiver related to area of communication being supported 3a 3b 3c

Effectively educates team members about communication and techniques used for intervention 3a 3b 3c

ORAL COMMUNICATION

Contributes relevant comments and question during client-centered team meetings. 3a 3b
Adjusts speech rate to optimize client response 2b 3a
Adjusts language level to optimize client response 2b 3a
Adjusts pace to optimize client response 2b 3a
Uses instructional feedback to optimize client response 2b 3a

Total by frequency of rating numbers

TK20

EVALUATION

	1	2	3	4
FOUNDATIONAL SKILLS FOR PLANNING AND EXECUTION				
identifies central issues for assessment, based on presenting concerns. 1b				
Chooses standardized and non-standardized assessment procedures that relate to identified diagnostic central issues. 1c				
Develops an appropriate interview agenda and questions 1b 1d 3a				
Implements and adapts evaluation procedures as appropriate. 1c 1d				
Engages in "on-line" analysis of initial assessment information. 1e				
Interprets, integrates and synthesizes all final assessment data accurately; draws logical conclusions. 1e				
Makes appropriate recommendations and referrals, based on evaluation outcomes. 1f 1g				
Retrieves and implements academic information/research into clinical practice. 2a 2c				
Makes appropriate recommendations and referrals, based on evaluation outcomes. 1f 1g				
WRITTEN COMMUNICATION				
Develops an appropriate interview agenda and questions. 1b 1d 3a				
Accurately scores assessments and records all assessment data in the required format(s). 1f				
Interprets, integrates and synthesizes all final assessment data accurately; draws logical conclusions. 1e				
Makes appropriate recommendations and referrals, based on evaluation outcomes. 1f 1g				
Uses correct grammar, spelling, and composition. 1f 2f				
Appropriately organizes information according to report format. 1f 2f				
Writes in a clear, concise manner, using professional terminology appropriately. 1f 2f 3a				
Summarizes pertinent background information and conditions. 1b 1f				
Clearly describes evaluation, assessment and intervention procedures and their rationale. 1f				
Clearly summarizes all assessment data. 1f				
Integrates all assessment information to draw logical conclusions. 1e 1f				
Clearly states prognosis supported by analysis of outcomes/data. 1e 1f				
Makes appropriate recommendations based on analysis of outcomes/data. 1f 1g 2g				
INTERPERSONAL				
Shares initial assessment findings with clients and caregivers in a clear, accurate and supportive manner.				
Reacts appropriately and professionally when conflicting viewpoints are expressed. 3a 3b				
Collaborates appropriately with other professionals to facilitate case management. 3a 3b				
ORAL COMMUNICATION				

Conducts an interview appropriately, modifying questions and agenda as needed. 1b 3a 3c
Shares initial assessment findings with clients and caregivers in a clear, accurate and supportive manner. 1e 3a 3c

PROFESSIONALISM	1 Yes	4 No
Exhibits interest and enthusiasm in all aspects of clinical assignment. 3d		
Recognizes and respects cultural beliefs, values, and linguistic diversity of others. 3a		
Demonstrates effective organizational and time management skills related to all aspects of clinical work. 3d		
Manages changes in assignment or routine. 3d		
Adheres to all aspects of the ASHA Code of Ethics. 3d		
Prioritizes client needs and clinical responsibilities above personal convenience. 3d		
Maintains appropriate professional dress, appearance, and demeanor. 3d		
Demonstrates prompt and regular attendance and timely completion of all assignments. 3d		
Actively and cooperatively participates in a collaborative learning process. 3b 3d		

Appendix 4

Default Question Block

Department of Communication Disorders

SOUTHERN CONNECTICUT STATE UNIVERSITY

CLIENT SERVICE DELIVERY EVALUATION

Please take a minute to complete the following survey regarding the quality of the service you or your family members received at one of our clinical sites. Remember to click the submit button at the bottom of the screen when you are done. When submitted successfully you will be redirected to a confirmation window.

Clinical Site:

Service Received:

Area of Service:

Select the term that your service took place:

Semester	Year

Select who is completing this survey

- Client
- Parent / Guardian
- Other

Read the statements below and select the response option that best reflects the experience you or your family member had. If you feel that any of the statements do not apply to your experience, please select the 'N/A' option.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
Overall, the Speech-Language Pathology or Audiology services provided were satisfactory.	○	○	○	○	○	○
I believe that my, or my family member's, communication improved because of the help received.	○	○	○	○	○	○
Family or other appropriate people were included in the therapy services.	○	○	○	○	○	○
The clinician did a good job answering questions about my, or my family member's, problem.	○	○	○	○	○	○
I and/or my family member were treated with respect and dignity.	○	○	○	○	○	○
The clinician clearly explained evaluation or therapy goals and procedures.	○	○	○	○	○	○
The evaluation and / or therapy provided addressed my primary concerns.	○	○	○	○	○	○
The clinician clearly explained the results of the evaluation and / or therapy.	○	○	○	○	○	○
I was offered useful recommendations and, if necessary, additional resources to pursue.	○	○	○	○	○	○

How may we better serve your or your family in the future?

Please put any additional comments that you may have below:

Powered by Qualtrics

Appendix 5

Prepared August 2022

Barbara A. Cook, Ed.D, CCC-SLP
Department of Communication Disorders
Southern Connecticut State University

Professional Experience

2019 -	Associate Professor, Communication Disorders, Southern Connecticut State University
2014-2019	Assistant Professor, Communication Disorders, Southern Connecticut State University
2014-	Clinical Supervisor, Communication Disorders, Southern Connecticut State University
2010-	Center of Excellence on ASD, Southern Connecticut State University
2014-2016	Associate, Yale Child Study Center, Autism Center, Yale University
2013-2014	Adjunct Professor, Communication Disorders, Southern Connecticut State University
2004-2013	Consultant, Eden Family of Services, Princeton New Jersey
2002-2004	Speech-Language Pathologist, Regional School District #14 Woodbury, CT
1994-1997	Speech-Language Pathologist, Brewster Central Schools, Brewster NY
	Chair of the Preschool Committee on Special Education, Brewster Central Schools, Brewster NY

Education and Training

2014	Ed.D., Educational Leadership, Southern Connecticut State University Dissertation: Cook, B. (2014). *Exploring how school staff support the development of self-determination in individuals identified with autism spectrum disorders in Connecticut Public High Schools.* Ann Arbor, MI: ProQuest.
1989	M.S., Communication Disorders, State University of New York at New Paltz
1984	B.A., Speech and Hearing Handicapped Education, State University of New York at Plattsburgh

Academic Awards and Honors at Southern Connecticut State University

2013	Golden Key International Honor Society

Courses Developed and Taught at SCSU

Fundamentals of Social Communication and Cognition (CMD 205)

Courses Taught at SCSU

Speech and Language Practicum (CMD 560, 561, & 564), Anatomy and Physiology of the Speech and Hearing Mechanism (CMD 317), Introduction to Developmental Communication Disorders (CMD 200), Communication and Developmental Disabilities (CMD 610), School Age Language Disorders (CMD 551), Research Methods (CMD 503), Augmentative and Alternative Communication (CMD 602), Clinical Practices in Mental Retardation/Intellectual Disabilities (SED 519), Curriculum Methods and Materials for Students with Autism Spectrum Disorders and other Developmental Disabilities (SED 512)

Publications

Published

Bender J., Gelinas E., Fischer N., Cook B. (2020) Culturally Responsive Assessment of Language and the Challenge Within Standardized Tests. In: Volkmar F. (eds) Encyclopedia of Autism Spectrum Disorders. Springer, New York, NY https://doi.org/10.1007/978-1-4614-6435-8

Cook, B. (2020). Test of Narrative Language. In: Volkmar, F.R. (ed) *Encyclopedia of Autism Spectrum Disorders*. New York, NY: Springer. https://doi.org/10.1007/978-1-4614-6435-8_102417-1

Weiss, D., Cook, B., & Eren, R. (2020). Transdisciplinary approach practicum for speech-language pathology and special education graduate students. Journal of Autism and Developmental Disorders. New York, NY: Springer. DOI 10.1007/s10803-020-04413-7

Bean, K., Meers, K., Cook, B., & Eren, R. (2019). Babysitter training guide for families with individuals with ASD. (2nd) In: Volkmar, F.R. (ed) *Encyclopedia of Autism Spectrum Disorders*. New York, NY: Springer.

Accardo, A. L., Bean, K., Cook, B., Gillies, A., Edgington, R., Kuder S. J., & Bomgardner, E. M. (2019). College access, success, and equity for students on the autism spectrum. *Journal of Autism and Developmental Disorders.* doi: 10.1007/s10803-019-04205-8 https://rdcu.be/bQf53

Cook, B. (2018). Interpersonal supports. (2nd) In: Volkmar, F.R. (ed) *Encyclopedia of Autism Spectrum Disorders*. New York, NY: Springer.

Cook, B. (2018). Relationship enhancement methods. (2nd) In: Volkmar, F.R. (ed) *Encyclopedia of Autism Spectrum Disorders*. New York, NY: Springer

Cook, B. & Weiss, D. (2018). Peer mentors for students with ASD in college. In: Volkmar, F.R. (ed) *Encyclopedia of Autism Spectrum Disorders*. New York, NY: Springer

Cook, B., Weiss, D., & Hodge, V. (2017). A facilitated natural mentoring program. *The ASHA Leader*, 22(7), 40-42. doi:10.1044/leader.AE.22072017.40.

Irwin, J., Avery, T., Turcios, J., Brancazio, L., Cook, B., & Landi, N. (2017). Electrophysiological indices of audiovisual speech perception and social responsiveness in children. *Brain Science*, 7(6), doi: 10.3390/brainsci7060060

Bean, K., Cook, B., Eren, R., & Meers, K. (2017). Empowering parents: Caregiver support for youth and adolescents with ASD. *Autism Spectrum News, 9*(4), p. 23 – 26, http://www.mhnews-autism.org/back_issues/ASN-Spring2017.pdf.

Turcios, J., Cook, B., Irwin, J., Rispoli, T., & Landi, N. (2017). A familiarization protocol facilitates participation of children with ASD in electrophysiological research. *Journal of Visualized Experiments* doi:10.3791/55941

Cook, B. (2013). Interpersonal supports. In F. Volkmar (Ed.), *Encyclopedia of autism spectrum disorders.* Springer: New York.

Cook, B. (2013). Relationship enhancement methods. In F. Volkmar (Ed.), *Encyclopedia of autism spectrum disorders*. Springer: New York

Eren, R. & Cook, B. (2005). *Chapel haven program for transition into independent adulthood: adults with asperger syndrome, a curriculum.* New Haven, CT: Chapel Haven. Curriculum document in use by the Chapel Haven ASAT program since 2005.

Presentations and posters (last 5 years)

Cook, B., Najar, A., & Burnham, S. (2022, November). Session Number: 1740L. In-Vivo Teletherapy Caregiver Training to Facilitate the Use of a Speech Generating Device (Seminar 1-hour) at the Annual Convention of the American Speech-Language-Hearing Association, New Orleans, LA.

Cook, B., Najar, A., & Burnham, S. (2022, June). Teletherapy Parent Training to Facilitate the use of AAC. 2 hour presentation sponsored by CSHA and approved as a .2 ASHA CEU event.

Cook, B., Ramachandar, S., & Buckley, S. (2021, November). Session Number:1256. C-FIT Update: Effectiveness for Clear & Targeted Feedback for Ongoing Clinical Instruction (Seminar 1-hour) at the Annual Convention of the American Speech-Language-Hearing Association, Washington, D.C.

Cook, B., Ramachandar, S., & Buckley, S. (2020, November). Proposal Number: 11859. C-FIT update: Effectiveness of the C-FIT for clear and targeted feedback for ongoing instruction. Proposal accepted and Meritorious Submission at the Annual Convention of the American Speech-Language-Hearing Association, San Diego, CA (Convention canceled).

Lituma-Solis, D. & Cook, B. (2020, November). Proposal Number: 10528. Culturally responsive evaluation and diagnosis of ASD in children ages birth to three. Proposal accepted at the Annual Convention of the American Speech-Language-Hearing Association, San Diego, CA (Convention canceled).

Accardo, A., Bean, K., Cook, B., Gillies, A., Edgington, R., Kuder, S. & Bomgardner, E. M. (2020, Apr 17 - 21) *College Access and Success for Students on the Autism Spectrum* [Symposium]. AERA Annual Meeting San Francisco, CA http://tinyurl.com/rtcjxym (Conference Canceled)

Cook, B. & Weiss, D. (January 2020). Social networks: Supporting college/university students with autism spectrum disorder. A 1 hour interactive presentation at the 21st International Conference on Autism, Intellectual Disability, Council for Exceptional Children Division on Autism and Developmental Disabilities, Sarasota, Florida.

Cook, B., Ramachandar, S., & Buckley, S. (November, 2019). The clinical instructional feedback tool (C-FIT) (Seminar 1-hour) American Speech-Language Hearing Association Convention, Orlando Florida

Cook, B. (September, 2019). Supporting students with ASD on a college campus: A training for Inquiry Peer Mentor leaders. An invited 1-hour interactive seminar presented at Southern Connecticut State University as part of monthly training exercise. https://www.instagram.com/p/B2pfThmhnul/?igshid=uidpqrt7je49

Volkmar, F., Cook, B., Bean, K., McDaniel, M., & Zamfir, B. (May, 2019). Instructional strategies to support writing in college students with autism. 1-hour lecture presentation at the SCSU Teaching Academy, New Haven CT.

Accardo, A., Bean, K., Cook, B., Gillies, A., & Edgington, R. (January 18, 2019). Voices of college students with ASD: A multi-university study. 1-hour lecture presentation. 20th International Conference on Autism, Intellectual Disability, Council for Exceptional Children Division on Autism and Developmental Disabilities, Lahaina, Maui.

Bean, K., Brahm, M., Sassu, K., & Cook, B. (January 16, 2019). Educational practices currently used with students with ASD. Poster Presentation. 20th International Conference on Autism, Intellectual Disability, Council for Exceptional Children Division on Autism and Developmental Disabilities, Lahaina, Maui.

Cook, B., Rubin, M., Schiano, J., Spadory, R., & Bleau, K. (November 17, 2018). Establishing access to video-based learning for clinical education. 1-hour seminar presentation. American Speech-Language Hearing Association Annual Convention, Boston, Massachusetts.

Cook, B. & Adele, G. (October 5, 2018). Supporting students with social learning challenges in the resident halls. 1-hour presentation. Invited by Office of Resident Life, Southern Connecticut State University.

Cook, B. (August 24, 2018). Supporting peers with autism. 1-hour presentation. Invited by Office of Student Life, Southern Connecticut State University.

Cook, B. (June, 2018). School communication assessment. Invited guest lecture for SED 652. Summer Session A, Southern Connecticut State University, New Haven, CT.

Cook, B. & Weiss, D. (May 11, 2018). Social networks: Supporting college/university students with high functioning Autism Spectrum Disorder: year 3 of a pilot study. Poster Presentation. INFAR (International Society for Autism Research), Rotterdam, Netherlands.

Cook, B. & Weiss, D. (November 2017). Social networks: Supporting college/university students with high functioning Autism Spectrum Disorder: year 3 of a pilot study. 1 hour 15, minute seminar. OCALICON annual national conference on autism and low incidence disabilities, Columbus, Ohio.

Sassu, K., Eren, R., Tilt, D., Loomis, J., & Cook, B. (November 2017). *The peer mentoring program: A pilot study.* Poster presented at the annual conference, OCALICON, of the Ohio Center for Autism and Low Incidence. Columbus, Ohio.

Cook, B. (June, 2017). School communication assessment. Invited guest lecture for SED 652. Summer Session A, Southern Connecticut State University, New Haven, CT.

Cook, B. (January, 2017). Supporting students with ASD on a college campus. Professional development presentation to staff from residence life, student life, first year experience, counseling services, academic success, health and wellness, conduct and civil responsibility. Southern Connecticut State University, New Haven, CT.

Cook, B. & Weiss, D. (November, 2016). Social networks: Supporting college/university students with high-functioning Autism Spectrum Disorder. Poster Presentation. 3rd Annual Tapas Event: A taste of scholarship and creative activity across the disciplines. SCSU, Adanti Student Center, New Haven, CT.

Cook, B. & Weiss, D. (November, 2016). Social networks: Supporting college/university students with high-functioning Autism Spectrum Disorder. 1 hour seminar. American Speech-Language Hearing Association Annual Convention, Philadelphia, PA.

Lasto, C., Cook, B., Irwin, J., Avery, T., & Landi, N. (November, 2016). Audio-visual speech perception in autism: A behavioral & neurobiological correlational study. Poster presentation. American Speech-Language Hearing Association Annual Convention, Philadelphia, P.A.

Cook, B. (October, 2016). Supporting students with ASD on a college campus. 1 –hour professional development presentation. Invited by the Office of Student Affairs, Southern Connecticut State University.

Cook, B. (June, 2016). School communication assessment. Invited guest lecture for SED 652. Summer Session A, Southern Connecticut State University, New Haven, CT.

Cook, B. (May, 2016). Self-determination: What, why, who, how, and where. 2-hour seminar. Invited by Chapel Haven, Inc., New Haven, CT.

Cook, B., Turcios, J., & Irwin, J. (November, 2015). Ethical application of EBP interventions during a research protocol supporting individuals with ASD. Poster presentation. American Speech-Language Hearing Association Annual Convention, Denver, Colorado.

Weiss, D., Eren, R., & Cook, B. (November, 2015). Transdisciplinary practicum for Speech-Language Pathology and Special Education students. Poster presentation. American Speech-Language Hearing Association Annual Convention, Denver, Colorado.

Research Support: External Funding

2018-2021 **Co-Investigator**, "Neurobiological Signatures of Perception and Imitation in Children with ASD". AREA Award, National Institutes of Health, Division of Deafness and Communication Disorders (NIDCD). 2018-2021. Awarded to SCSU.

2014-2017 **Co-Investigator**, "Neurobiological Signatures of Perception and Imitation in Children with ASD". AREA Award National Institutes of Health, Division of Deafness and Communication Disorders (NIDCD). $300,000.00

2012-2014 **Co-Investigator**, "State Implementation Grant for Improving Services for Children and Youth with Autism Spectrum Disorders (ASD) and other Developmental Disabilities (DD) Health Resources and Services Administration (HRSA), Maternal and Child Health Bureau (MCHB) through Combatting Autism Reauthorization Act of 2011Award to Connecticut Department of Public Health (DPH).

2010-2012 **Co-Investigator**, U.S. Department of Education "Center of Excellence on Autism Spectrum Disorders" Institute of Educational Sciences
Amount of Award: $300,000.00

Research Support: Internal Funding

2019-2021 **Primary Investigator:** CT State University (CSU) Research Grant, A naturalistic peer mentor program to support college students with ASD, year 5 longitudinal study ($6500.00). Barbara Cook and Deborah Weiss

2018-2019 **Primary Investigator:** CT State University (CSU) Research Grant, A naturalistic peer mentor program to support college students with ASD, year 4 pilot ($5000.00). Barbara Cook and Deborah Weiss

2017-2018 **Primary Investigator:** CT State University (CSU) Research Grant, Social Networks: Supporting College/University Students with high functioning Autism Spectrum Disorder, year 3 pilot ($7,425.00). Barbara Cook and Deborah Weiss

2017-2018 **Primary Investigator**: Faculty Development fund Grant, Yes and, Lets get engaged: The pedagogy of improvisation, ($4000.00). Barbara Cook and Kevin McNamara.

2016-2017 **Primary Investigator:** CT State University (CSU) Research Grant, Social Networks: Supporting College/University Students with high functioning Autism Spectrum Disorder ($5,000.00). Barbara Cook and Deborah Weiss

2015-2016 **Primary Investigator:** Southern Connecticut State University Curriculum Related Project Grant, Development of course in Foundations of Social Communication and Cognition ($2000.00). Barbara Cook and Deborah Weiss

University Level Service

Graduate Council, Chair
2022 –

Faculty Senate
2019 –

Rule Committee: role includes reviewing policy related to the process of promotion and tenure for faculty, coaches, and librarians. Recommendations regarding ways to consider advising of students have been presented to the Faculty Senate

Adhoc 2 + 2 Committee: Co-Chair, role was to oversee determining feasibility of collaborating with a peer community college to offer a SCSU degree on the campus of the community college. Following extensive research which included meeting with stakeholders from numerous community colleges and faculty from departments interested in pursuing this option, a report was submitted to the Faculty Senate with recommendations.

Student Policy Committee: role was to support revision of the Academic policy

CSCU Accessibility Advisory Council
2018 –

Role: Selected member from across the CSU system invited to contribute to the development of a plan to increase use of Universal Design for Learning principles to address accessibility concerns.

Curricular Task Force on Social Justice and Human Diversity
2018 – 2020
Role: Invited member to work on developing goals and actions designed to identify curriculum and pedagogy that exists, or may need to be developed, in the area of Social Justice and Diversity here at SCSU. The charge of the group is; 1) *to identify existing courses* that address issues and topics in the areas of Social Justice and Human Diversity; 2) to determine if there is a need to propose the development of *new courses* that address these areas; and, 3) to determine, further, if there is a need to hire new faculty to meet the needs of our existing or new courses.

Coordinator of the Committee on Academic, Social, and Personal Supports for individuals with ASD
2017 – 2020
Role: Organize and gather a group of stake holders from the Southern Connecticut State University Campus to respond to and implement recommendations from the Autism Task Force to increase supports for university students with Autism and other social communication challenges.
Impact: Lead the group in identifying goals to accomplish the five recommendations. Actions that have been complete include autism specific training for student peer leaders for the Office of Student Affairs. A centralized web-based list of resources linked to frequently asked questions and autism specific training for faculty and staff anticipated by Spring 2019. Actively seeking grant funding to implement a peer mentor program for students with social learning challenges.

Coordinator of Autism Task Force
2016-2017
Role: Organize and gather a group of stake holders from the Southern Connecticut State University Campus to identify recommendations to increase supports for university students with Autism and other social communication challenges. Developed a report with recommendations to the Provost.

Steering Committee Member, President's Commission on Social Justice
2017 – 2020
Role: Chair of the Campus Climate Survey group responsible for gathering information for the development and dissemination of a campus wide survey to support the university mission of social justice. This committee has been reimagined into the Diversity, Equity, and Inclusion Advisory Council to the Vice President for Diversity and Equity Education.

Impact: Lead the administration of a school-wide survey on campus climate resulting in about 30% of faculty and staff participation and about 14% of student participation. A comprehensive report for both participant groups will be completed and results shared at University leadership meetings during October & November 2018.

Undergraduate Curriculum Forum
2016 – 2020

Fall 2019 – Spring 2020: Director of the LEP
Impact: Responsible for updating aspects of the general education curriculum to increase ease of access for all students.

Fall 2019 – Spring 2020: Elected as Co-chair to the LEPC

Impact: Currently investigating requirement for World Language; developing a statement for instructors of LEP courses to include in their syllabus; developing coherent plan for communicating all aspects of the LEP to the University community

Fall 2018 – Spring 2019: Elected as Co-chair to the LEPC.
Impact: Completed development and anlysis of a fact-finding survey to identify faculty perceptions regarding major restrictions and the LEP leading to a motion to allow sharing between major requirements and the LEP on a limited basis (see LEPC revisions).

At large Representative, voted member
Term: Fall 2016 – 2019
Term: Fall 2019 – Spring 2022

Served from Fall 2016 – Spring 2017 on Transfer Adhoc Committee
LEPC, voted member
Term: Fall 2017 - 2020

Faculty Development Advisory Committee
2016- 2020
HHS Representative, voted member
Impact: Involved in the revision of both the Curriculum and Faculty Development Grants, including a clearer and more comprehensive rubric to rate submitted proposals. Currently involved in determining options to increase funding for faculty.

Lead Co-Advisor, The SCSU Student Autism Awareness and Advocacy Club
2014 -
Role: Lead advisor, in partnership with Dr. Kimberly Bean, to conduct activities to increase support, awareness and advocacy for individuals with autism spectrum disorders.
Impact: The club has over 166 registered members and regularly has about 15 – 20 members attend bi-weekly meetings. Leads yearly WOW event to increase understanding of the challenges experienced by fellow students with social learning challenges and distributes information at monthly fundraising events. The largest impact activity is the book reading and share we complete each semester at one of 2 local elementary schools in New Haven. During this activity, the club students read stories about autism, engage students in activities to increase autism awareness, and donate up to 3 books to the classroom teacher. The success of this program is seen in the renewed interest by the school administration and teachers. A new initiative will be to volunteer in classrooms to interact with students with autism during the Spring 2019 semester.

Steering Committee Member, President's Commission on Social Justice (previously on Campus Climate and Inclusion)
2016 – 2017
Roles: Chair of the Campus Climate Survey subgroup and a Co-Chair to the Disability, Accommodation and Mental Health Subcommittee responsible for gathering the committee to meet to develop activities to support the goals of the President's Commission.
Impact: Revised yearly student survey question related to students' perspective of access to accommodations. The multiple stages added ensured that only those students for whom the question is relevant will answer the question, correcting the problem with the currently used question that

has around a 30% response rate, as opposed to less that 4% which is the percentage of students who are registered with the DRC.

Member, Graduate Advisory Council
2015 - 2017
Role: To provide advice and counsel to the office of Graduate Studies. Serve as a member on the subcommittee, Graduate Curriculum Committee and provide advice and council on the submission of proposed and revised graduate level courses.

Member, Search Committee for the Dean of the School of Education
2013 - 2014
Role: To actively participate in the search by reviewing application materials, interviewing and successfully hiring an applicant (Dr. Stephen Hegedus) for the position as Dean. Dr. Hegedus joined the President's cabinet Fall 2014.

School Level Service

Member, School of Health and Human Services Strategic Planning Committee
2016- 2019
Role: collaborate with the members of the committee to develop a strategic plan for the School of Health and Human Services.
Impact: directly involved in completing a SWOT analysis, developing a mission, vision, and value statements and initial steps of creating primary goals to support actions to adhere to the mission and vision. Invited by the chair of this committee to lead the Interprofessional Practice Education (IPE) group in the development of goals for this area of the strategic plan. The group was successful in developing five goal areas.

Member School of Health and Human Services Continuing Education Committee
2014 - 2016
Role: To develop professional development activities to support current professionals in meeting their continuing education unit requirements.

Faculty Representative, Undergraduate Open House
Fall 2017
Fall 2015
Fall 2014
Role: Respond to questions regarding the Communication Disorders program and assist the University in promotion of the various programs and opportunities offered here at SCSU. In Fall 2017, invited undergraduate students to assist and developed a color printed brochure to share.

Departmental Service

Augmentative and Alternative Communication Initiative
Fall 2020 – present
Coordinated initiative to enhance the education of our graduate students in the area of AAC. Gathered and collected information via a focus group that consisted of 7 SLPs with expertise in conducting AAC

Evaluations and Intervention. Beginning Fall 2022, a team of 5 Clinical Instructors will develop and implement a standard AAC assessment to support client needs and provide clinical training to graduate student clinicians.

Strategic Planning Committee
2020 – 2021

Role: assisted in revising the department vision, mission statement, and development of goals; providing feedback on ways to include explicit approaches to addressing systemic racism.

Academic Search Committee
2018 – 2019
Role: assist in developing a plan to conduct a search to fill the role of a Tenure Track, Full-time Faculty member in our department. Activities will include developing the job description and posting, reviewing applicant resumes, interviewing candidates from the pool of applicants.

Clinical Instructor Search Committee
2018, Summer
Role: assisted in developing a plan to conduct a search to fill the role of a Full-time Clinical Instructor position. Activities included reviewing and rating applicant files, interviewing candidates, and rating each candidate and making recommendations of candidates to consider to the Dean of the School of Health and Human Services.

Department Curriculum Committee
2015 –
Role: A collaborative member of the committee responsible for analyzing and developing curriculum related policy, procedures and materials.
Impact: Review and recommend acceptance of two new courses in the department. Collaborated with the committee to conduct a study regarding the possibility of developing concentrations as well as regarding the benefits and barriers of shifting from a 6 semester to a 5 semester program. I have recommended holding a retreat to conduct a curriculum alignment with all academic and clinical faculty to gain greater insight regarding how courses support one another to educate and train our students.

Member, Department Adhoc Committee on Assessment
2014 - 2015
Role: To develop direct and indirect assessment processes and tools to evaluate and monitor the progress of the undergraduate students with Communication Disorders as their declared majors.
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Professional Service

Editorial Board, Journal of Autism and Developmental Disorders
2018 –
Invited managing editor for this leading peer-reviewed, scholarly periodical focusing on all aspects of autism spectrum disorders and related developmental disabilities.

National Affiliation

Voting Member, International Society for Autism Research
2016-
Reviewer ~ 50 presentation proposals for the May 2018 national conference
Reviewer ~ 70 presentation proposals for the May 2017 national conference

Voting Member, American Speech-Language-Hearing Association
1984 -
Impact: Attend the yearly convention and engage in online meetings and voting for various colleagues to leadership roles.

Regional

Ad Hoc Reviewer, New England Education Research Organization (NEERO) for presentation proposals
2014 - 2016

State

Connecticut Speech-Language-Hearing Association
School Leadership Council member
Purpose: Provide support to school based SLP's in areas of legislation and intervention.

Connecticut Speech and Hearing Foundation
2016 -
Secretary: maintain meeting minutes and correspondence with contributors to the foundation

Active Participating Member, Department of Developmental Disabilities Workgroup: Statewide training for professionals in understanding Autism Spectrum Disorders
2013-2015

Active Participating Member, Department of Developmental Disabilities Workgroup: Development of statewide credential for professionals working with individuals with Autism Spectrum Disorders.
2013-2015

Professional Development

December 2020	White People Confronting Racism, 3-Day workshop
January 2020	Racial and Intersectional Justice Forum, Southern Connecticut State University
January 2020	Council for Exceptional Children, Developmental Disabilities Division International Conference, Sarasota Florida
November 2019	American Speech-Language Hearing Association Convention
January 2019	Council for Exceptional Children, Developmental Disabilities Division International Conference in Maui, Hawaii

May 2018	International Meeting for Autism Research, Rotterdam, Amsterdam
November 2018	American Speech-Language Hearing Association Convention
August 2017	Association of College and University Education (ACUE) Effective Teaching Practices
June 2017	New York Presbyterian Center for Autism and the Developing Brain Certification to conduct the ADOS in research
May 2017	UCLA Program for the Education and Enrichment of Relational Skills (PEERS)
November 2016	American Speech-Language Hearing Association Convention
August 2016	Faculty forum: Teaching unprepared students: Strategies for promoting success and retention. SCSU. Engleman Hall
June 2016	Writing Retreat sponsored by the Dean of HHS
May 2016	International Meeting for Autism Research, Baltimore, Maryland
April 2016	Testing Issues by Dr. Walter Stroup
November 2015	American Speech-Language Hearing Association Convention
May 2015	UCONN Lecture Series: Reflective supervision: The view from Speech-Language Pathology
April 2015	Faculty Senate Forum: Shared governance, balancing expectations, becoming engaged. SCSU, Conn Hall Seminar Room, participant and presenter.
April 2015	Connecticut Speech-Language Hearing Association Conference
December 2014	Pivotal Response Training, Introduction off site training
November 2014	Ohio Center for Low Incidence National Conference American Speech-Language Hearing Association Convention
October 2014	Connecticut Speech-Language Hearing Association Conference
April 2014	Connecticut Speech-Language Hearing Association Conference
January 2014	Council for Exceptional Children, Developmental Disabilities Division International Conference in Orlando, Florida

Appendix 6

Southern Connecticut State University
SCSU

Department of Communication Disorders
Clinical Services
Davis Hall Room 012
501 Crescent Street
New Haven, CT 06515

203/392-5955
FAX 203/392-5968

Therapy Progress Report
Therapy Discharge Summary

Client: **DOB**: **C.A.**: 10 years, 10 months
Date of Service: 07/07/2022 **Address**: **Phone No.**:
Diagnosis: Childhood onset fluency disorder
Type of Service and Schedule: Individual 1hr/week

Initial Evaluation: 07/2018
Sessions Attended: 4

Functional Outcome Goal: T.R. will use stuttering modifications and fluency enhancing strategies to improve his verbal communication at school and in social settings, as well as improve his attitude towards speaking to unfamiliar communication partners.

Semester Goal: T.R. will use light contacts during semi-structured conversation in 8/10 opportunities with minimal cueing.
Initial Data/Date: 02/15/2022 - T.R. used light contacts in structured discourse in 6/9 opportunities with 1 cue
Ending Data/Date: 06/30/2022 - T.R. used light contacts in semi-structured conversation in 3/22 opportunities given one verbal cue at the beginning of the activity.

Semester Goal: T.R. will use a stuttering modification strategy (pull-outs) with pseudo stutters during semi-structured conversation in 8/10 opportunities with minimal cueing
Initial Data/Date: 06/23/22 - T.R. used no pull-outs in semi-structured conversation in 0/5 opportunities given one verbal cue at the beginning of the activity
Ending Data/Date: 6/30/22 - T.R. used no pull-outs in semi-structured conversation in 0/22 opportunities given given one verbal cue at the beginning of the activity.

Semester Goal: T.R. will use a strategy of choice (easy onsets, light contacts, pull-outs, cancellations) at the discourse level in 8/10 opportunities with minimal cueing.
Initial Data/Date: 06/23/22 - T.R. used one light contact and two easy onsets in semi-structured discourse in 3/5 opportunities given one verbal cue at the beginning of the activity
Ending Data/Date: 06/30/22 - T.R. used one light contact in semi-structured conversation in 1/1 opportunities given one verbal cue at the beginning of the activity.

Semester Goal: T.R. will self-identify two avoidant behaviors secondary to his stuttering, during structured treatment tasks, at least one time.
Initial Data/Date: 06/23/22 - 0 avoidant behaviors identified
Ending Data/Date: 06/30/22 - 0 avoidant behaviors identified

Semester Goal: T.R. will come up with at least one strategy to mitigate the avoidant behaviors, during structured treatment tasks, at least one time.
Initial Data/Date: 06/23/22: 0 strategies
Ending Data/Date: 06/30/22 - 0 strategies

*Ending data should be taken with precaution as client only attended 4 sessions and had to temporarily discontinue sessions towards the end of the semester.

Summary:
T.R. is a 10 year-old boy with childhood onset fluency disorder that is characterized by blocks, prolongations, and repetitions with secondary behaviors (eye blinking, pursing lips, averting gaze, raising shoulders). He was initially evaluated at the Center for Communication Disorders in July of 2018 and since, has received individual speech therapy services. T.R.'s caregivers have reported that he does not speak to anyone other than his family members, speech language pathologists, and teachers. Overall, impact of stuttering on his life is severe. Desensitization activities have been performed in previous semesters to address attitudes and feelings towards stuttering and talking to unfamiliar communication partners.

The approach utilized this semester was client-centered and clinician-directed, and the clinician reviewed a variety of strategies for T.R. to choose from in order to improve his communication across various settings. Practice of fluency enhancing techniques (light contacts and easy onsets) were tailored to his previous preferences for using strategies with specific sounds that were difficult for him. For example, he practiced light contacts most frequently with stops (/b/) and fricatives (/s/) and easy onsets with liquids (/l/), glides (/w/), and nasals (/n/). T.R. also practiced stuttering modification strategies (pull-outs) with pseudo stutters (blocks and syllable repetitions) with the clinician in order to help reduce tension in his speech. T.R. benefitted from warm-up activities that focused on light contacts, easy onsets, and pull-outs at the word and sentence-level at the beginning of sessions. Warm-ups would aid T.R. in use of strategies during a reading-level structured task as less cognitive energy is needed and more focus can be spent on strategy use. Emerging generalization of his strategies were observed during the reading task as he chose which strategies to use and when to use them. Additionally, T.R. improved his reading skills by slowing down his speech and taking the necessary pauses in between sentences. At the discourse-level, T.R.'s used light contacts and easy onsets most frequently indicating emerging generalization of those strategies.

At the beginning of the semester, T.R. disclosed feeling anxious when he spoke to his baseball coach for the first time (at the end of the Spring semester) indicating he is self-aware of his feelings towards talking. Therefore, desensitization activities where discussions of avoidant behaviors of not talking were prioritized. While T.R. exhibited moments of discomfort during desensitization activities, he engaged in conversation about his brother who stutters during a structured activity suggesting he is more open to discussing his brother in the context of stuttering based on previous semesters.

The clinician provided modeling, verbal feedback, and prompting to T.R. throughout the semester for additional support.

T.R. attended 4/9 individual tele-therapy sessions on Zoom this semester. He actively participated in all session activities and worked diligently towards all of his goals this semester.

Prognosis Statement: Prognosis for T.R. to improve his verbal communication and positive attitude toward speaking is good given familial support, progress to date, consistent participation and his active role in

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Continuation, Name Change, and Revised Mission of a Center

October 20, 2022

RESOLVED: That the Board of Regents for Higher Education approve continuation of a center, including a name change from Center for Sustainable Energy Studies to Center for Sustainability Studies, and revision of mission, at Eastern Connecticut State University, until September 30, 2029.

A True Copy:

_____

Alice Pritchard, Secretary of the
CT Board of Regents for Higher Education

ITEM

Continuation of a center, including a name change from Center for Sustainable Energy Studies to Center for Sustainability Studies, and revision of mission, at Eastern Connecticut State University, until September 31, 2029.

BACKGROUND

The Board of Regents established a new Policy for the Establishment of Centers and Institutes in the Connecticut State Colleges and University System on September 19, 2017. That Policy requires the chief administrative officer of each center or institute in the System to undertake an evaluation of the entity in terms of its achieving its goals and objectives, and to submit a Sunset Report for Continuation or Discontinuation every seven years.

Following the institution's acceptance, the Sunset Report is forwarded to the System Office. This Staff Report, prepared by a staff member within the System's Office of the Provost and Senior Vice-President for Academic and Student Affairs, is a summation of the Center's 2022 Sunset Report.

The President of ECSU described "concerns about energy conservation and energy efficiency" in Connecticut and globally and the need for greater emphasis on: research and undergraduate education that prepared Connecticut graduates to put to practice the theory, and learn the interdisciplinary approaches needed to ensure that energy research, policy, the creative process for enacting of solutions to energy conservation and efficiency problems met the challenges emerging in Connecticut and globally.

The needs expressed in the original document are even more pressing today than in 2000 and they have intensified since the last renewal in 2015. It is broadly recognized that to meet the challenges posed by climate change, interdisciplinary knowledge and skills are required. In addition to supporting research and education in sustainable energy studies, the Center will broaden its reach to develop and administer an interdisciplinary sustainability curriculum. Research and teaching will include the study of energy, mineral extraction, natural resource conservation, biodiversity conservation, environmental economics, environmental policy, and environmental justice. This interdisciplinary experience is increasingly important to prepare students to understand and engage with a wide range of energy, environmental, and geopolitical issues critical to mitigating and adapting to climate change. This curriculum will empower students to take advantage of new business opportunities, to engage in research, and to enter the workforce with a clear understanding of the important issues and the skills to move society toward a sustainable future. The revisions to mission and vision will align and strengthen the liberal arts mission of Eastern Connecticut State University.

Eastern Connecticut State University seeks approval for a change of the name of the center and its mission to the following: The mission of the renamed Center for Sustainability Studies is to engage in research and to provide curriculum that actively engages students with sustainability issues including climate change and the disproportionate impact environmental crises have on

marginalize communities and racial minority populations. The Center endeavors to prepare students to enter the workforce or graduate studies through training in the scientific, environmental, economic, political, and social aspects of sustainability science and policy.

Since 2015, the coursework provided by the Center for Sustainable Energy Studies faculty (Endowed Chair, full-time temporary and tenure-track faculty, and part-time faculty) has continued to serve Eastern's academic programs associated with the Sustainable Energy Science concentration of the major in Environmental Earth Science (EES), the Bachelor of General Studies in Sustainable Energy Management, the minor in Sustainable Energy Studies and Eastern's Liberal Arts Core Curriculum natural science coursework in Tier I, Tier II and Tier III courses. As of Fall 2020, the Endowed Chair position has been vacant. Collaboration with faculty with environmental research focus in other Eastern academic departments has led to improved scores in the STARS rating system of the American Association of Sustainability in Higher Education (AASHE).

Five courses (25 course sections-BES 204, EES 205, EES 207, EES 305, EES 306, EES 402, EES 405), senior practicum projects, and internships are provided by the Center-affiliated faculty, reaching an average of 516 students per year in EES Sustainable Energy Science concentration, BGS in Sustainable Energy Studies, Sustainable Energy Studies minor and the Liberal Arts Core curriculum. The EES department graduates an average of 20 students each Spring semester, many from the Energy Science concentration in the major.

RECOMMENDATION

President Elsa Nunez recommends that the Board of Regents approve the continuation of the Center for Sustainable Energy Studies, with a name change to Center for Sustainability Studies, and revision of mission, at Eastern Connecticut State University, until September 31, 2029.

10/07/2022 – BOR -Academic and Student Affairs Committee
10/20/2022 – Board of Regents

CONNECTICUT STATE COLLEGES & UNIVERSITIES
Connecticut State Universities
Center/Institute Report – Seven-Year Sunset Report/Review for Continuation

This report must be completed and submitted electronically to the Connecticut Board of Regents for Higher Education, Office of Academic Affairs by September 1 of the year in which the authorization for the Center/Institute lapses. Please email to Arthur Poole (poolea@ct.edu) with a copy to Maureen McClay (mcclaym@ct.edu).

Name of University:	Eastern Connecticut State University
Name of Center/Institute:	Center for Sustainable Energy Studies
Director/Coordinator:	Dr. Steve Nathan
Date of Original Approval:	7/14/2000
Date of Last Approval:	October 15, 2015
Board Resolution of Last Approval:	15-099
Sunset Date:	12/31/2022

Recommendation from President:

I have reviewed the attached report and the following is my recommendation to the Board of Regents:

☒ I recommend continuation of this Center/Institute

☐ I recommend discontinuation of this Center/Institute

Signature of President

Comments (OPTIONAL):

Mission:
Prior mission: The mission of the Center for Sustainable Energy Studies is to engage in energy research, to enable students to understand the crucial role and impacts of energy resources and energy consumption in society and to prepare students for post-graduate employment and advanced education through the study of the scientific, environmental, economic, political, and social implications of energy science and energy policy. Energy research and study includes energy conservation and efficiency, environmental impacts associated with energy consumption, conventional and renewable energy industries, energy resources and energy uses, energy management, energy politics, and current developments in energy science, energy technology, energy economics, energy-related business, and public energy policy.

In 2022 the name of the Center and its mission have been revised:

The mission of the Center for Sustainability Studies is to engage in research and to provide curriculum that actively engages students with sustainability issues including climate change and the disproportionate impact environmental crises have on marginalize communities and racial minority populations. The Center endeavors to prepare students to enter the workforce or graduate studies through training in the scientific, environmental, economic, political, and social aspects of sustainability science and policy.

Needs Assessment:
(Describe why this Center/Institute was created)

The President of ECSU described "concerns about energy conservation and energy efficiency" in Connecticut and globally and the need for greater emphasis on: research and undergraduate education that prepared Connecticut graduates to put to practice the theory, and learn the interdisciplinary approaches needed to ensure that energy research, policy, the creative process for enacting of solutions to energy conservation and efficiency problems met the challenges emerging in Connecticut and globally.

Needs Modification:
(Describe changes to the original conditions)

The needs expressed in the original document are even more pressing today than in 2000 and they have intensified since the last renewal in 2015. It is broadly recognized that to meet the challenges posed by climate change, interdisciplinary knowledge and skills are required. In addition to supporting research and education in sustainable energy studies, the Center will broaden its reach to develop and administer an interdisciplinary sustainability curriculum. Research and teaching will include the study of energy, mineral extraction, natural resource conservation, biodiversity conservation, environmental economics, environmental policy, and environmental justice. This interdisciplinary experience is increasingly important to prepare students to understand and engage with a wide range of energy, environmental, and

geopolitical issues critical to mitigating and adapting to climate change. This curriculum will empower students to take advantage of new business opportunities, to engage in research, and to enter the workforce with a clear understanding of and skills to move society toward a sustainable future. These revisions to mission and vision will align and strengthen the liberal arts mission of Eastern Connecticut State University.

Goals, Objectives, and Principal Activities:
(List goals, objectives and principal activities of the Center/Institute)

1. The Director and affiliated faculty will engage in sustainability research and promote student participation in such research activities.
2. The Director would lead curriculum development to educate students in sustainability studies.
3. In carrying out its objectives, the Center for Sustainability Studies would solicit and receive grants, contracts, donations, and endowments from a variety of sources in accordance with university policies and procedures.
4. The Center will continue to operate within the Department of Environmental Earth Science at Eastern Connecticut State University in cooperation with affiliated faculty representing most disciplines in the School of Arts and Sciences and the School of Education and Professional Studies.
5. The Center's work is coordinated by the Director of Sustainability Studies and supported by the endowment originally set up by the Energy Conservation Management Board with funds from the Northeast Utilities and United Illuminating.

Principal Accomplishments:
(List the Center/Institute's principal accomplishments since its last report. Attach a chronological list of the Center/Institute major activities over the course of the past five years; under specific, relevant categories such as research, papers, conferences, presentations, workshops, sponsored events, exhibits, etc.)

Since 2015, the coursework provided by the Center for Sustainable Energy Studies faculty (Endowed Chair, full-time temporary and tenure-track faculty, and part-time faculty) has continued to serve Eastern's academic programs associated with the Sustainable Energy Science concentration of the major in Environmental Earth Science (EES), the Bachelor of General Studies in Sustainable Energy Management, the minor in Sustainable Energy Studies and Eastern's Liberal Arts Core Curriculum natural science coursework in Tier I, Tier II and Tier III courses. As of Fall 2020, the Endowed Chair position has been vacant. Collaboration with faculty with environmental research focus in other Eastern academic departments has led to improved scores in the STARS rating system of the American Association of Sustainability in Higher Education (AASHE).

Curriculum

The Sustainable Energy Studies minor prepares students to understand the scientific, environmental, economic, and political forces important to energy uses. This includes fossil fuels and increasingly more efficient use of energy and renewable energy technologies such as hydroelectricity, fuel cells, solar

energy, and wind energy. The Environmental Health Sciences minor explores the inter-relationship between human activities, natural earth processes, ecological processes, and geochemistry. The Environmental Earth Science major provides a broad education in environmental earth science with a strong foundation in geoscience, using classroom, laboratory, and field-based learning. The curriculum stresses the materials, processes, and features of the Earth, Earth history and the ways in which earth scientists address scientific, societal, and environmental problems.

Each of these paths of study emphasizes field research, independent study, and internships with private consulting firms and government agencies, to offer students the opportunity to apply the skills they have learned. Students frequently present their findings at local, regional, and national conferences.

As natural resource use increases, environmental problems such as climate change, water pollution, and land degradation become more difficult to mitigate. Sea level rise, which will inundate low-lying areas, is a particular concern for Connecticut. Site analysis, geological mapping, hydrological testing, and GIS (Geographic Information Systems) analysis are examples of the techniques used to prepare our students to confront these growing problems. Classroom demonstration items include a solar powered engine, bicycle generator, and solar cookers. Field trips are included for students to gain practical experience for material learned in class (physical plants, combined cycle gas power plant, hydroelectric facility, wastewater treatment and water recovery).

Research

Students and faculty continued to conduct research, present it at local and regional conferences and obtain grant funding to support the research projects.

1) Faculty Peer-Reviewed Publications

Torcellini, P.; Bonnema, E.; Sheppy, M.; Pless, S. Strategies for Controlling Plug Loads: A Tool for Reducing Plug Loads in Commercial Buildings. NREL Technical Report TP-5500-63736, www.nrel.gov/docs/fy15osti/63736.pdf.

Studer, D.; Livingood, W.; Torcellini, P.; Improving Access to Foundational Energy Performance Data, NREL/TP-5500-61543, www.nrel.gov/docs/fy15osti/61543.pdf.

McMillen, A.; Torcellini, P.; Ray, S.; Rodgers, K. Procurement Path for Energy-Efficient Buildings. ASHRAE Journal, Vol 57, No. 4, April 2015, pp 12-26.

Torcellini, P.; Peterson, K.; Grant, R.; A Common Definition for Zero Energy Buildings, U.S. Department of Energy and the National Institute of Building Science, September 2015, www.buildingdata.energy.gov/cbrd/resource/1938.

Peterson, K.; Torcellini, P.; Defining Zero Energy Buildings, Journal of the National Institute of Building Science, February 2016, pp 32-35.

Nathan, S.A., and Loxsom, F., 2016. A Sustainable Energy Laboratory Course for Non-Science Majors. The Physics Teacher, v. 54, p. 420-422. (October 2016). (doi: 10.1119/1.4962779)

Girma, S., Torcellini, P., Livingood, W., Pless, S.; Taylor, C., Hartke, J., "Driving Market Adoption of Zero Energy Buildings," Proceedings of the 2016 ACEEE Summer Study on Energy Efficiency in

Buildings, 21-26 August 2016, Pacific Grove, California. Washington, DC: American Council for an Energy-Efficient Economy (ACEEE).

Pless, S., Torcellini, P., Bonnema, E., Goldwasser., D., "Technical Feasibility for Zero Energy K-12 Schools," Proceedings of the 2016 ACEEE Summer Study on Energy Efficiency in Buildings, 21-26 August 2016, Pacific Grove, California. Washington, DC: American Council for an Energy-Efficient Economy (ACEEE).

Torcellini, P., Bonnema, E., Pless., S., "Analysis of Different Methods of Computing Source Energy" Proceedings of the 2016 ACEEE Summer Study on Energy Efficiency in Buildings, 21-26 August 2016, Pacific Grove, California. Washington, DC: American Council for an Energy-Efficient Economy (ACEEE).

Peterson, K., Grant, R., Torcellini, P., "A Common Definition for Zero Energy Buildings," Proceedings of the 2016 ACEEE Summer Study on Energy Efficiency in Buildings, 21-26 August 2016, Pacific Grove, California. Washington, DC: American Council for an Energy-Efficient Economy (ACEEE).

McMillen, A., Pless, S., Scheib, J., Torcellini, P., "Codes Don't Always Get Enforced, But Contracts Do: Changing the Procurement Paradigm to Drive Building Energy Performance," Proceedings of the 2016 ACEEE Summer Study on Energy Efficiency in Buildings, 21-26 August 2016, Pacific Grove, California. Washington, DC: American Council for an Energy-Efficient Economy (ACEEE).

Henry, S., Cowan, C., Stoddard, L., Torcellini., P.," Verified! How Performance-Based Procurement Can Boost New Construction Program Savings, Streamline Evaluation, and Empower Building Owners," Proceedings of the 2016 ACEEE Summer Study on Energy Efficiency in Buildings, 21-26 August 2016, Pacific Grove, California. Washington, DC: American Council for an Energy-Efficient Economy (ACEEE).

Lui, B., Torcellini, P., et al. "Zero Energy," ASHRAE Journal, June 2017, ASHRAE, Atlanta, GA

Torcellini, P., "Zero Energy House Experience," High Performance Buildings, Spring 2018, ASHRAE, Atlanta, GA., pp. 14-20.

2) Faculty Conference Participation

Torcellini, P.A., "Moving Building Technology to the Era of Zero-Energy Buildings," Vision 2020 at Greenbuild, New Orleans, LA, October 21, 2014. http://www.ecobuildingpulse.com/videos/moving-building-technology-to-the-era-of-zero-energy- buildings; https://www.usgbc.org/education/sessions/greenbuild-international-conference-and-expo- 2014/vision-2020-summit-greenbuild-4

Torcellini, P.A., "Zero Energy Buildings: Fantasy or Reality?" Building Enclosure Council-Research Triangle Chapter, Raleigh, NC, August 27, 2015.

Torcellini, P.A., "Moving the Mainstream towards Zero-Energy Buildings," Keynote address for iiSBE Annual Conference, Montreal, Quebec, August 18, 2015

Torcellini, P.A., "The Big Picture: Guide Overview and Analysis," for Seminar "Innovation for Food Retail: the 50% Advanced Energy Design Guide for Grocery Stores," 2015 Annual Conference, ASHRAE, Atlanta, GA, July 2, 2015.

Torcellini, P.A., "NREL's Research Support Facility," Net-Zero North American Leadership Summit, Boston, MA, March 3, 2015.

Torcellini, P.A., "Zero Energy Nonresidential Buildings: Making Them a Reality," PG&E Pacific Energy Center, San Francisco, CA, October 21, 2015.

Torcellini, P.A., "What is ZERO and How Do We Get There?" Yale University Lunch and Learn, New Haven, CT, July 22, 2015.

Torcellini, P.A., "Innovation for Food Retail: The 50% Advanced Energy Design Guide for Grocery Stores," Better Buildings Webinar Series, U.S. Department of Energy, June 3, 2015.

Torcellini, P.A., "Creating a Market Facing Definition," Webinar entitled "Ramping up the Market for Zero Energy Buildings," Sponsored by the U.S. Department of Energy, March 2, 2016.

Torcellini, P.A., Macey, P., "Moving from Zero Energy Definitions to Wide-spread Practical Implementation," American Institute of Architects, 2016 Annual Convention, Philadelphia, PA, May 19, 2016.

Torcellini, P.A., "Creating a World of Zero Energy Buildings," Bi-State ASHRAE Chapter Meeting, Thornwood, NY, April 13, 2016.

Torcellini, P.A., "High Performance Building Design with Radiant Heating," Uponor Connections 2016, Las Vegas, NV, March 31, 2016.

Torcellini, P.A., "Zero Energy Buildings," Connecticut Chapter of ASHRAE, Cromwell, CT, May 10, 2016

Torcellini, P.A., McMillan, A., "Accelerate Performance: This Changes Everything: A Sustainability Revolution in New Construction," AASHE Annual Conference, Baltimore, MD, October 10, 2016.

Torcellini, P.A., "Creating a World of Zero Energy Buildings," Columbus ASHRAE Chapter Meeting, Columbus, OH, November 21, 2016.

Torcellini, P.A., Macey, P., Brune, M., "Making Net Zero Net Positive: Solving the Efficiency and Cost Paradox," 2016 ASHRAE Webcast, Atlanta, GA, April 21, 2016.

Torcellini, P.A., "Performance Based Acquisition: Creating Next Generation Energy Efficient Buildings," Invited presentation to Colliers International, May 13, 2016.

Torcellini, P.A., "Creating a World of Zero Energy Buildings," Keynote Speaker, Cool Roof Rating Council Membership Meeting, Las Vegas, NV, June 15, 2016

Torcellini, P.A., Pless, S., "Designing to the Zero Energy Performance Target," Getting to Zero National Forum, Denver, CO, October 12-14, 2016.

Torcellini, P.A., "Designing to the Zero Energy Performance Target," Rhode Island Advance Schools Workshop, Providence, RI, October, 21, 2016.

Torcellini, P.A., "Future-proofing ZNE Buildings in California," Berkeley, CA, November 29, 2016.

Torcellini P.A., "PV Systems Cannot be Attached to the Gird and Other Renewable Energy Myths," ASHRAE Winter Conference, Las Vegas, NV, January 29, 2017.

Torcellini, P.A., "Accelerate Performance, Securing your Investment in Sustainability," NESEA [Northeast Sustainable Energy Association] Conference, Boston, MA, March 18, 2017.

Torcellini, P.A., Zaleski, S., Lee, D., "Zero Energy Buildings: Are we there yet?" Special Invited Panel Presentation for the Building Technology Office, Technical Peer Review, Arlington, VA, March 14, 2017.

Torcellini, P.A., "The Future of Zero Energy Houses," Keynote speech for the EnergizeCT Zero Energy Housing Awards, East Windsor, CT, April 20, 2017.

Torcellini, P.A., "Energy Future Proofing," Energy Exchange 2017, Federal Energy Management Program, Tampa, FL, August 15, 2017.

Torcellini, P.A. "Creating a World of Zero Energy Buildings," Worcester Polytechnic Institute, Worcester, MA, September 11, 2017.

Torcellini, P.A. "Zero Energy," MFAA Conference and Expo", Hyannis, MA, October 18, 2017.

Torcellini, P.A., "Moving Zero Energy Buildings to the Mainstream: A Pathway for True Change," Keynote for the Path to Net Zero for Commercial Buildings Conference, Berlin, CT, October 27, 2017.

Torcellini, P.A., "Advanced Energy Design Guidance for Zero Energy K-12 Schools," ASHRAE Winter Conference, Chicago, IL, January 24, 2018.

Torcellini, P.A., D. Kaneda, "Teslas vs. Ducks Can Zero Energy Buildings Kill the Duck?" Greenbuild 2018, Chicago, IL, November 15, 2018.

Torcellini, P.A., "Zero Energy Today," Keynote for the Net Zero Commercial Buildings Conference, Berlin, CT, October 18, 2018

Nathan, S. A. and Drzewiecki, P, Co-chairs, meeting session T7: "Hartford Basin through Time", GSA Northeastern Section Annual Meeting, Bretton Woods, NH, March 23-25, 2015.

Wicks, B. C. and Nathan, S. A., "Analyzing Geothermal Properties of Hartford Basin Material", GSA Northeastern Section Annual Meeting, Bretton Woods, NH, March 23-25, 2015.

Nathan, S. A. and Drzewiecki, P, Co-chairs, meeting session T23: "Eastern North American Rift Valleys Through Time", GSA Northeastern Section Annual Meeting, Albany, NY, March 21-23, 2016.

Nathan, S. A., Fazzino, A. H., McCormick, K. D., Rhodes, J. M., "Thermal Conductivity of Hartford Basin Strata: A Pilot Study Comparing Outcrop K Values to Test Borings", GSA Northeastern Section Annual Meeting, Albany, NY, March 21-23, 2016.

Nathan, S. A, Loxsom, F., 2017. A Sustainable Energy Laboratory Course for Non-Science Majors, AASHE Conference and Expo (Association for the Advancement of Sustainability in Higher Education, San Antonio, TX, Oct. 15-18, 2017.

Nathan, S. A., "Higher Education Climate Leadership Summit", Second Nature annual meeting, member, ECSU delegation, Tempe AZ, Feb. 10-12, 2019.

Nathan, S. A., "Higher Education Climate Leadership Summit", Second Nature annual meeting, member, ECSU delegation, Atlanta, GA, Feb. 23-25, 2020.

Nathan, S. A., "Higher Education Climate Leadership Summit", Second Nature annual meeting (virtual), member, ECSU delegation, Atlanta, GA, Feb. 24-26, 2021.

Green Campus

- Drs. Nathan and Torcellini actively participated on the Campus Green Committee local outreach
- Green Campus Committee submitted STARS portfolio for evaluation by AASHE, receiving Silver rating.
- Student interns staffed a campus Earth Day booth educating students about recycling and energy efficiency.
- Student interns evaluated recycling and waste disposal on the Eastern campus which in turn substantially reduced campus waste disposal fees.

Faculty, Staff, and Responsibilities:
(Specify Director/Coordinator, Departments/Disciplines of Members, and Time Commitment for each and changes of personnel over time)

Tenure-track and part-time faculty provide coursework in Sustainability Studies to support the Center's curriculum, student mentoring, research and public outreach activities.

Dr. Stephen Nathan - geothermal and climate change expertise.

Endowed Chair, Dr. Paul Torcellini, served as Director for the Center for Sustainable Energy Studies (CSES), with one course release time for his directing activities, and nine faculty load credits per semester to provide curriculum for the academic programs supported by the CSES 2014 until his resignation in 2020. This position remains unoccupied at this time.

For any given semester, up to four part-time adjunct faculty continue to teach introduction laboratory and courses per semester representing 4-5 distinct sections. Courses include: EES 204, EES 205, EES 207, EES 306, and EES 405.

Student Involvement and Student Outcomes:

(*If applicable, discuss Center/Institute's impact upon the university's students; specifically, what was the nature of student involvement and how many students were involved with Center/Institute activities; what were the resultant student outcomes of that involvement stated numerically. Student outcomes may include such measures as learning outcomes, achievement, persistence, graduation, employment and graduate school placements. Along with or without student involvement and student outcome; a focus of the Center/Institute's mission might be public engagement/outreach. If so, that construct should be discussed here.*)

Students served by the Sustainable Energy Studies curriculum

Five courses (25 course sections – EES 204, EES 205, EES 207, EES 305, EES 306, EES 402, EES 405) senior practicum projects and internships are provided by the Center-affiliated faculty, reaching an average of 516 students per year in EES Sustainable Energy Science concentration, BGS in Sustainable Energy Studies, Sustainable Energy Studies minor and the Liberal Arts Core curriculum. The EES department graduates an average of 20 students each Spring semester, many from the Energy Science concentration in the major.

Learning Outcomes in Sustainable Energy Studies:

Program Goals:

1. Develop knowledge of key concepts, scientific principles, and over-arching themes in Environmental Earth Science and Sustainability
2. Demonstrate techniques and approaches in scientific inquiry and critical thinking
3. Apply concepts of scientific responsibility
4. Effectively communicate scientific information

Liberal Arts Learning Outcomes:

1. Critical Thinking
2. Creativity
3. Communication
4. Ethical Reasoning
5. Quantitative Literacy

Core Competencies:

1. Problem solving
2. Verbal communication
3. Written communication
4. Independent thinking
5. Teamwork
6. Numeracy
7. Leadership
8. Resiliency

Assessment and Evaluation:
(Describe how progress toward meeting goals and objectives has been measured and include a brief description of lessons learned)

The Endowed Chair, now the Director, reports to the Provost and is in contact with the President on a regular basis, and is also evaluated as a faculty member on a regular basis by the Environmental Earth Science Department Evaluation Committee.

External validation of the success of the Center also is associated with external awards received by Eastern – the U.S. Green Building Council has chosen Eastern as one of the nation's top "Green Colleges" in the Princeton Review.

The Center faculty facilitate Eastern's AASHE STARS reporting, which tracks a number of metrics that evaluate energy conservation and efficiency and other important sustainability measures throughout the university.

CONNECTICUT STATE COLLEGES & UNIVERSITIES
Connecticut State Universities
Center/Institute Report – Seven-Year Sunset Report/Review for Continuation

ACTUAL Revenues and Expenses:

(For FY 2015, include encumbrances to the end of the approved period, use estimates where necessary)

BUDGET CATEGORIES	FY2018	FY2019	FY2020	FY2021	FY2022
REVENUE					
1. Gifts/Grant Support [a]					
2. General Fund [b]					
3. Operating Fund [c]	$42,960	$42,392	$38,894	$36,138	
4. Other Revenue [d]					
5. TOTAL REVENUE (lines 1-4)	$42,960	$42,392	$38,894	$36,138	
EXPENSES					
6. Personnel [e]	$28,343	$25,596	$25,900	$30,240	
7. Fringe Benefits	$5,304	$5,289	$5,291	$5,798	
8. Travel		$903			
9. Equipment & Supplies	$5,098		$5189		
10. Contractual					
11. Construction [f]					
12. Other – e.g. *software; conferences; personnel advertising*	$4,215	$10,604	$2,514	$100	
13. Total Direct Costs (lines 6 through 12)	$42,960	$42,392	$38,894	$36,138	
14. Indirect Costs [g]					
15. TOTAL COSTS (lines 13 + 14)	$42,960	$42,392	$38,894	$36,138	
NET					
16. TOTAL REVENUE - TOTAL COSTS surplus / (deficit)	$0	$0	$0	$0	
17. OPERATIONAL BALANCE from previous year	$0	$0	$0	$0	

NOTES:

a. Include and break out revenues from foundations and gift/nonoperational revenues from other sources. Provide description in Budget Narrative
b. Include revenues for support of Center/Institute from block grant (e.g. Reassigned time for faculty supported on block gran
c. Include revenues for support of Center/Institute from operating funds (e.g. tuition and fees).
d. Other revenue includes operating revenue (fees charged to participants, event fees, etc.) and/or other sources not listed above. Provide description in Budget Narrative.
e. Include breakout and costs for faculty reassigned time and costs for other personnel. Provide detail and FTE estimate in proposal narrative on faculty and staff involvement.
f. Include breakout and costs for new construction and costs for renovation or upgrade of existing facility/space.
g. Estimate costs for facilities use, utilities consumption, etc.

CONNECTICUT STATE COLLEGES & UNIVERSITIES
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Center/Institute Report – Seven-Year Sunset Report/Review for Continuation

PROJECTED Revenues and Expenses:

BUDGET CATEGORIES	FY2023	FY2024	FY2025	FY2026	FY2027
REVENUE					
1. Gifts/Grant Support [a]	$25,000	$25,000	$25,000	$25,000	$25,000
2. General Fund [b]					
3. Operating Fund [c]					
4. Other Revenue [d]					
5. TOTAL REVENUE (lines 1-4)	$25,000	$25,000	$25,000	$25,000	$25,000
EXPENSES					
6. Personnel [e]	$16,244	$16,832	$16,832	$16,832	$16,832
7. Fringe Benefits	$2,890	$3,019	$3,019	$3,019	$3,019
8. Travel	$1,000	$1,000	$1,000	$1,000	$1,000
9. Equipment & Supplies	$500	$500	$500	$500	$500
10. Contractual	$500	$500	$500	$500	$500
11. Construction [f]					
12. Other- *host events*	$1,500	$1,500	$1,500	$1,500	$1,500
13. Total Direct Costs (lines 6 through 12)	$22,634	$23,351	$23,351	$23,351	$23,351
14. Indirect Costs [g]					
15. TOTAL COSTS (lines 13 + 14)	$22,634	$23,351	$23,351	$23,351	$23,351
NET					
16. TOTAL REVENUE - TOTAL COSTS surplus / (deficit)	$2,366	$1,649	$1,649	$1,649	$1,649
17. OPERATIONAL BALANCE from previous year	$0	$2,366	$4,015	$5,664	$7,313

NOTES:

a. Include and break out revenues from foundations and gift/nonoperational revenues from other sources. Provide description in Budget Narrative
b. Include revenues for support of Center/Institute from block grant (e.g. Reassigned time for faculty supported on block grant).
c. Include revenues for support of Center/Institute from operating funds (e.g. tuition and fees).
d. Other revenue includes operating revenue (fees charged to participants, event fees, etc.) and/or other sources not listed above. Provide description in Budget Narrative.
e. Include breakout and costs for faculty reassigned time and costs for other personnel. Provide detail and FTE estimate in proposal narrative on faculty and staff involvement.
f. Include breakout and costs for new construction and costs for renovation or upgrade of existing facility/space.
g. Estimate costs for facilities use, utilities consumption, etc.

Budget Narrative:
(Provide any important context about ACTUAL and PROJECTED Revenues and Expenses)

Projected:

a) The Center is funded by an endowment of $500,000. Revenue has not been drawn since 2017 and the projected revenue 2023-27 of $25,000 is conservative but sufficient to continue to support the work of the Center.

b) The Center will be led by a faculty member Director who will be compensated with a 3 FLC stipend each semester. Fringe calculated with ALT rate. Budget includes one student worker during the academic year.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Continuation, Name Change, and Revised Mission of an Institute

October 20, 2022

RESOLVED: That the Board of Regents for Higher Education approve continuation of an institute, including a name change from Institute for Sustainable Energy to Institute for Sustainability, and revision of mission, at Eastern Connecticut State University, until September 30, 2029, with an interim report to be submitted to the Academic & Student Affairs Committee of the BOR no later than December 2025.

A True Copy:

_____

Alice Pritchard, Secretary of the
CT Board of Regents for Higher Education

ITEM

Continuation of an institute, including a name change from Institute for Sustainable Energy to Institute for Sustainability, and revision of mission, at Eastern Connecticut State University, until September 31, 2029, with an interim report to be submitted to the Academic & Student Affairs Committee of the BOR no later than December 2025.

BACKGROUND

The Board of Regents established a new Policy for the Establishment of Centers and Institutes in the Connecticut State Colleges and University System on September 19, 2017. That Policy requires the chief administrative officer of each center or institute in the System to undertake an evaluation of the entity in terms of its achieving its goals and objectives, and to submit a Sunset Report for Continuation or Discontinuation every seven years.

Following the institution's acceptance, the Sunset Report is forwarded to the System Office. This Staff Report, prepared by a staff member within the System's Office of the Provost and Senior Vice-President for Academic and Student Affairs, is a summation of the Center's 2022 Sunset Report.

The Institute for Sustainable Energy (ISE) at Eastern Connecticut State University was established in 2000 by Board of Trustees Resolution 00-76 and modified by the Board of Advisors in 2008 to focus ISE's efforts on Connecticut. The mission was revised in 2008: " ...to identify, develop and become an objective energy and educational resource regarding the means for achieving a sustainable energy future for Connecticut. "

Eastern Connecticut State University seeks approval for a change of the name of the institute and its mission to the following: The mission of the Institute for Sustainability (JS) at Eastern Connecticut State University is to serve as an objective resource and champion for the transition to sustainable practices in Connecticut. The work of IS will support diverse and bold actions required by the United Nations 2030 Agenda for sustainable development and resilience: for people, prosperity, and planet. The IS will connect individuals, organizations, businesses, and communities in Connecticut to meet the challenges of our changing climate.

The Institute was created to provide an objective resource to help educate, inform public policy, and provide technical support on practical applications for energy efficiency and sustainable energy to improve the energy profile and sustainability of the state.

This a critical decade for taking bold steps to avoid the effects of climate change. To achieve the carbon-neutrality commitments of the university and to accelerate its impact within the CSCU system and across the state, the Institute for Sustainability (formerly ISE) diversified its mission and vision. A sustainable society in the time of climate change will require significant changes in behavior by individuals, communities, and governments. Climate action cannot be limited to the energy sector, but is also required in natural resource management, biodiversity conservation,

and equitable access to quality education, prosperity, and civic engagement for marginalized communities and racial minorities. In the spirit of the UNESCO Education for Sustainable Development (ESD) program, IS will harness partnerships and collaborations, communicate for climate action, track climate and sustainability issues and trends, mobilize resources, and monitor progress with the individuals, businesses, organizations, and communities of Connecticut to advance sustainable practices. The vision for the Institute aligns with and strengthens the liberal arts mission of Eastern Connecticut State University.

The Institute has employed paid student interns. Student interns represented a broad range of academic majors including Business Administration, Accounting, General Studies, Communications, Environmental Earth Science, and Sustainable Energy. The student interns provided valuable work on the following projects: energy benchmarking, grant application preparation, data analysis, web site development and maintenance, research on sustainable technologies and practices, aggregating data and preparing reports on Eastern sustainability actions and greenhouse gas emissions, waste audits, development of outreach materials and educational videos, development of curriculum. The internships provide valuable professional workplace experience. Interns participate in a wide range of work projects, with a focus on one or two specific projects, resulting in excellent work experience and references.

The Institute has also provided successful for credit internship opportunities for Eastern students. These credit internships have fulfilled the academic requirements of students majoring in Communications, Business, Geography, Political Science, Marketing, and Environmental Earth Science and have included projects on GIS mapping, research on electric vehicles and solar power, tracking of Connecticut energy legislation, development of website, video, marketing and outreach materials, and analysis of Connecticut ranking in the national energy efficiency scorecard.

With the revision of its mission and objectives, the Institute seeks ways to increase the number and diversity of sustainability internship opportunities within the Institute and working for diverse partners across Connecticut. The Institute will carefully track experience and outcomes for these interns.

RECOMMENDATION

President Elsa Nunez recommends that the Board of Regents approve the continuation of the Institute for Sustainable Energy, with a name change to Institute for Sustainability, and revision of mission, at Eastern Connecticut State University, until September 31, 2029, with an interim report to be submitted to the Academic & Student Affairs Committee of the BOR no later than December 2025.

10/07/2022 – BOR -Academic and Student Affairs Committee
10/20/2022 – Board of Regents

CONNECTICUT STATE COLLEGES & UNIVERSITIES

Connecticut State Universities

Center/Institute Report - Seven-Year Sunset Report/Review for Continuation

This report must be completed and submitted electronically to the Connecticut Board of Regents for Higher Education, Office of Academic Affairs by September 1 of the year in which the authorization for the Center/Institute lapses. Please email to Arthur Poole (poolea@ct.edu) with a copy to Maureen McClay (.mcclaym@ct.edu).

Name of University:	Eastern Connecticut State University
Name of Center/Institute:	Institute for Sustainable Energy (ISE) Dr.
Director/Coordinator:	Patricia Szczys
Date of Original Approval:	July 14, 2000
Date of Last Approval:	October 15, 2015
Board Resolution of Last Approval:	15-100
Sunset Date:	December 31, 2022

Recommendation from President:

I have reviewed the attached report and the following is my recommendation to the Board of Regents:

☒ I recommend continuation of this Center/Institute

☐ I recommend discontinuation of this Center/Institute

Signature of President

Comments (OPTIONAL):

CONNECTICUT STATE COLLEGES & UNIVERSITIES
Connecticut State Universities
Center/Institute Report - Seven-Year Sunset Report/Review for Continuation

Mission:
(Provide the mission of the Center/Institute; note any changes from the most recent approval)

The Institute for Sustainable Energy (ISE) at Eastern Connecticut State University was established in 2000 by Board of Trustees Resolution 00-76 and modified by the Board of Advisors in 2008 to focus ISE's efforts on Connecticut. The mission was revised in 2008: "*...to identify, develop and become an objective energy and educational resource regarding the means for achieving a sustainable energy future for Connecticut.* "

In 2022, the name of the institute and its mission were revised.
The mission of the Institute for Sustainability (IS) at Eastern Connecticut State University is to serve as an objective resource and champion for the transition to sustainable practices in Connecticut. The work of IS will support diverse and bold actions required by the United Nations 2030 Agenda for sustainable development and resilience: for people, prosperity, and planet. The IS will connect individuals, organizations, businesses, and communities in Connecticut to meet the challenges of our changing climate.

Needs Assessment:
(Describe why this Center/Institute was created)

The Institute was created to provide an objective resource to help educate, inform public policy, and provide technical support on practical applications for energy efficiency and sustainable energy to improve the energy profile and sustainability of the state.

Needs Modification:
(Describe how the need for this Center/Institute may have changed)

This a critical decade in which we must take bold steps to avoid the effects of climate change. To achieve the carbon-neutrality commitments of the university and to accelerate our impact within the CSCU system and across the state, the Institute for Sustainability (formerly ISE) diversified its mission and vision. A sustainable society in the time of climate change will require significant changes in behavior by individuals, communities, and governments. Climate action cannot be limited to the energy sector, but is also required in natural resource management, biodiversity conservation, and equitable access to quality education, prosperity, and civic engagement for marginalized communities and racial minorities. In the spirit of the UNESCO Education for Sustainable Development (ESD) program, IS will harness partnerships and collaborations, communicate for climate action, track climate and sustainability issues and trends, mobilize resources, and monitor progress with the individuals, businesses, organizations, and communities of Connecticut to advance sustainable practices. The vision for the Institute aligns with and strengthens the liberal arts mission of Eastern Connecticut State University.

Goals, Objectives, and Principal Activities:
(List goals, objectives and principal activities of the Center/Institute)

Goals:

1. Serve as an objective sustainability resource and accelerate the adoption of sustainability practice in Connecticut.

2. Broaden, diversify, and stabilize funding sources to maintain delivery of excellent programs and services.
3. Expand opportunities for Eastern students to apply knowledge and skills and advance sustainability action in Connecticut

Objectives:

1. Provide an objective perspective for the public on energy and sustainability policy in Connecticut.
2. Provide technical support and coordination to Connecticut municipalities, K-12 schools, state agencies, and higher education institutions to accelerate implementation of sustainability initiatives.
3. Provide internship experiences within the Institute and with partners across Connecticut.
4. Cultivate innovation by bringing national best practices in sustainability to Connecticut.

Principal Activities Since Last Renewal:

1. Coordinated the CT Alliance for Campus Sustainability and fostered sustainability in Connecticut's higher education sector, provided assistance to the Board of Regents with energy benchmarking and planning, and provided assistance for and coordinated with Eastern's sustainability initiatives.
2. Coordinated Connecticut's Green LEAF Schools program and provide direct technical assistance to K-12 Green LEAF Schools on energy benchmarking to improve building performance and save energy and costs.
3. Brought innovation and national best practices to Connecticut, especially related to sustainable communities and performance-based construction of highly efficient new buildings.
4. Participated on statewide committees and boards to inform Connecticut public policy on energy and sustainability.
5. ISE facilitated the creation and administration of a sustainable communities rating program for Connecticut: Sustainable CT.

Principal Accomplishments:
(List the Center/Institute's principal accomplishments since its last report. Attach a chronological list of the Center/Institute major activities over the course of the past five years; under specific, relevant categories such as research, papers, conferences, presentations, workshops, sponsored events, exhibits, etc.)

Higher Education Impact:

- Collaborated with the Green Campus Committee and Center for Sustainable Energy Studies to host campus programming, annually
- Revised collection and reporting of greenhouse gas to Second Nature, annually
- Climate Action Plan Revised and updated 2020
- Renewed Eastern's ASSHE STARS Silver Rating 2019
- Produced the Green Campus Walking Tour and Talking Points 2018

- Brookside Development and Eversource University Hour Presentation 2018
- Renewed Eastern's ASSHE STARS Silver Rating 2016
- Contributed to Eastern's Master Plan Update 2016

Innovation, Training, Outreach through Sustainable CT:

- Held six multi-state and national events 2021
- Monthly virtual Coffee Hours 2021
- Collaborated with Connecticut Council of Municipalities (CCM) on training workshops 2021
- Certification awards, Sustainable CT exhibit, and Sustainable CT workshop at CCM Convention 2021
- Offered two free, three-part, virtual equity classrooms providing a comprehensive framework of belonging, equity, diversity, and inclusion 2019, 2020
- Hosted 10 multi-state and national events, including Sustainable States Network events 2020
- Hosted 38 presentations/meetings with individual towns 2020
- Hosted 54 statewide events, meetings and presentations 2020
- Offered five SCT/CCM workshops and events 2020
- Submitted Campus Resilience Commitment 2016
- Hosted Community Resilience Building Workshop with the Town of Windham 2017

Technical Assistance provided by Sustainable CT:

- Held Community Resilience Building workshops in individual towns in partnership with The Nature Conservancy 2019, 2020, 2021
- Ran a Solar for All Campaign in partnership with the Green Bank and Posigen 2019, 2020, 2021
- Participated in the Solar Marketplace Assistance Program 2020, 2021
- Participated in the Sustainable States Network Clean Energy Challenge 2020, 2021
- Benchmarked and Tracked Municipal Energy Use with Eversource and United Illuminating 2019, 2020, 2021
- Initiated Streamlining Solar Permitting in Your Community in partnership with the Solar Foundation and Green Bank 2019

Faculty, Staff, and Responsibilities:
(Specify Director/Coordinator, Departments/Disciplines of Members, and Time Commitment for each and changes of personnel over time)

Current ISE staff includes the following:

- Director: full-time, 12 month, 40 hours/week –vacant since retirement 4/1/2022.
- Executive Director (direct report to the President: full-time, 12 month, 40 hours/week – filled 7/1/2022
- Student interns up to 12 hours/week – approximately 6 paid student interns/semester. 2015-2020. External funding prospects will aim to support these positions.
- For credit interns – approximately one credit intern/semester. We expect to increase these opportunities to host 2-3 per semester with preference for 2-semester commitments

- Vacant Positions (will remain vacant):

- Energy Technical Specialist (Education/Training): full-time, 12 month, 35 hours/week – occupied 2010 to 4/8/22
- Energy Technical Specialist (Education/Training): full-time, 12 month, 35 hours/week – occupied 2010 to 2/1/18
- Energy Technical Specialist (Information): part-time, 12 month, 20 hours/week – occupied 2016 to 3/25/22

Student Involvement and Student Outcomes:
(If *applicable, discuss Center/Institute's impact upon the university's students; specifically, what was the nature of student involvement and how many students were involved with Center/Institute activities; what were the resultant student outcomes of that involvement stated numerically. Student outcomes may include such measures as learning outcomes, achievement, persistence, graduation, employment and graduate school placements. Along with or without student involvement and student outcome; a focus of the Center/Institute's mission might be public engagement/outreach. If so, that construct should be discussed here.)*

ISE Student Interns: ISE has employed paid student interns. ISE student interns represented a broad range of academic majors including Business Administration, Accounting, General Studies, Communications, Environmental Earth Science, and Sustainable Energy. The student interns provided valuable work on the following ISE projects: energy benchmarking, grant application preparation, data analysis, web site development and maintenance, research on sustainable technologies and practices, aggregating data and preparing reports on Eastern sustainability actions and greenhouse gas emissions, waste audits, development of outreach materials and educational videos, development of curriculum. The internships provide valuable professional workplace experience. Interns participate in a wide range of ISE work projects, with a focus on one or two specific projects, resulting in excellent work experience and references.

ISE Credit Interns: ISE has also provided successful for credit internship opportunities for Eastern students. These credit internships have fulfilled the academic requirements of students majoring in Communications, Business, Geography, Political Science, Marketing, and Environmental Earth Science and have included projects on GIS mapping, research on electric vehicles and solar power, tracking of Connecticut energy legislation, development of website, video, marketing and outreach materials, and analysis of Connecticut ranking in the national energy efficiency scorecard.

With the revision of its mission and objectives, the Institute seeks ways to increase the number and diversity of sustainability internship opportunities within the Institute and working for diverse partners across Connecticut. The IS will carefully track experience and outcomes for these interns.

Assessment and Evaluation:

(Describe how progress toward meeting goals and objectives has been measured and include a brief description of lessons learned)

The Institute's work and performance is assessed, measured, and evaluated through the following means:

The Director reports to the President of Eastern Connecticut State University. This consists of bi-weekly meetings, annual reports to the extended staff meeting, and an annual performance evaluation. Initially, the Institute's largest funding source was the Connecticut Energy Efficiency Fund, managed by the Energy Efficiency Board (EEB). The Director participated in monthly meetings of the Commercial and Industrial Committee, provided updates on progress, work, and performance metrics. The Director provided informal updates to the EEB 3-4 times/year and presented an annual update to the EEB each year. More recently, the model moved to multiple, smaller grant-funded initiatives, the Institute submitted quarterly, annual, and final reports as required by each funder. Most, recently, grant funding supported the work of ISE/Sustainable CT. The Director reported to the Board of Advisors annually.

CONNECTICUT STATE COLLEGES & UNIVERSITIES

Connecticut State Universities

Center/Institute Report - Seven-Year Sunset Report/Review for Continuation

ACTUAL Revenues and Expenses:

(For FY 2015, include encumbrances to the end of the approved period, use estimates where necessary)

BUDGET CATEGORIES	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
REVENUE					
1. Gifts/Grant Support	$ 342,401	$ 495,000	$ 322,330	$ 569,925	$ 476,655
2. General Fund					
3. Operating Fund					
4. Other Revenue	$320,439	$87,103	$14,889	$14,077	$11,066
5. TOTAL REVENUE (lines 1-4)	$662,840	$582,103	$337,219	$584,002	$487,721
EXPENSES					
6. Personnel	$ 438,151	$ 311,633	$ 316,278	$ 292,826	$ 307,195
7. Fringe Benefits	$ 293,281	$ 332,452	$ 216,701	$ 235,791	$ 226,266
8. Travel	$ 9,701	$ 6647	$ 3,723		$ 29
9. Equipment & Supplies	$ 1,582	$ 350	$ 704	$ 20	$ 468
10. Contractual	$ 13,987				
11. Construction					
12. Other	$ 33,942	$ 44,846	$ 1,088	$ 907	$ 1,218
13. Total Direct Costs (lines 6 through 12)	$ 790,643	$ 584,928	$ 538,494	$ 529,544	$ 535,176
14. Indirect Costs	$ 43,113	$ 21,914	$ 27,942	$25, 195	$ 20,494
15. TOTAL COSTS	$ 833,757	$ 606,842	$ 566,436	$ 554,739	$ 555,670
NET					
16. TOTAL REVENUE - TOTAL COSTS surplus/(deficit)	($ 170,917)	($ 24,739)	($ 229,217)	$ 29,263	$ 67,949
17. OPERATIONAL BALANCE from previous year	$ 540,181	$ 369,264	$ 344,525	$ 115,308	$144,571

CONNECTICUT STATE COLLEGES & UNIVERSITIES

Connecticut State Universities

Center/Institute Report - Seven-Year Sunset Report/Review for Continuation

PROJECTED Revenues and Expenses:

BUDGET CATEGORIES	FY 2023	FY2024	FY 2025	FY 2026	FY 2027
REVENUE					
1. Gifts/Grant Support		$ 250,000	$ 250,000	$ 250,000	$ 250,000
2. General Fund					
3. Operating Fund	$171,289	$7,631	$10,631	$16,265	$18,265
4. Other Revenue					
5. TOTAL REVENUE (lines 1-4)	$ 257,911	$ 265,131	$ 268,131	$ 273,765	$ 275,765
EXPENSES					
6. Personnel	$ 181,756	$ 185,356	$ 185,356	$ 189,490	$ 189,490
7. Fringe Benefits	$ 69,775	$ 69,775	$ 69,775	$ 69,775	$69,775
8. Travel	$ 2,500	$ 3,000	$ 3,000	$ 3,500	$ 4,000
9. Equipment & Supplies	$ 1,400	$ 2,000	$ 2,500	$ 3,000	$ 3,500
10. Contractual		$ 2,000	$ 3,000	$ 3,000	$ 3,000
11. Construction					
12. Other *host seminars/workshops*	$ 2,480	$ 3,000	$ 4,500	$ 5,000	$ 6,000
13. Total Direct Costs (lines 6 through 12)					
14. Indirect Costs					
15. TOTAL COSTS	$ 257,911	$265,131	$268,131	$273,765	$275,765
NET					
16. TOTAL REVENUE-TOTAL COSTS surplus/(deficit)	$ 0	$ 0	$ 0	$ 0	$ 0
17. OPERATIONAL BALANCE from previous year	$ 76,622	$ 0	$ 0	$ 0	$ 0

CONNECTICUT STATE COLLEGES & UNIVERSITIES

Connecticut State Universities

Center/Institute Report - Seven-Year Sunset Report/Review for Continuation

Budget Narrative:

(Provide any important context about ACTUAL and PROJECTED Revenues and Expenses)

As noted in the narrative above, the Institute is working to broaden, diversify, and stabilize funding sources and anticipates progress in this area over the next 5 years.

Notes on ACTUAL budgets (2018 - 2022):

- Indirect: 5%; university reduced indirect rate charged to ISE partly to offset increases in state employee salary and fringe rates.
- Drawdown reflects the departure of SustainableCT with the retirement of the Director

Notes on PROJECTED budgets (2023-2027):

- Personnel: Executive Director salary and student interns during academic year $15/hr; 120hrs/semester.
- Fringe: Employee fringe rate and student rate during the academic year: 0.54%
- Projected Revenue:
    - Grant revenue is conservatively estimated based on anticipated potential revenue from multiple sources to support IS new mission activity.

To fund the operations of the Institute under a new mission and vision, we are exploring a variety of granting opportunities related all topics of sustainability and that align with the talents and expertise of the university faculty, could provide funding to grow the expertise of the Institute in important areas of impact, or facilitate Institute-Community partnerships.

- EPA's P3 - People, Prosperity and the Planet Program
- Building Resilient Infrastructure and Communities program (BRIC)
- National Institute of Food and Agriculture (NIFA) Community Food Projects Competitive Grant Program
- NIFA Hispanic-Serving Institutions Educational Grants Program
- Petit Family Foundation General Project Support Grants
- Roy A. Hunt Foundation - Environment Grants
- United States Department of Agriculture, National Resources Conservation Service, and Office of Urban Agriculture and Innovative Production: Composting and Food Waste Reduction Pilot Project
- United States Department of Commerce, National Oceanic and Atmospheric Administration, and Oceanic and Atmospheric Research. National Sea Grant College Program: Special Projects
- NSF Discovery Research Prekindergarten-12
- Civic Engagement and Environmental Impact Grants, First Solar Community Giving Fund
- Turning Green Project Green Challenge
- Captain Planet Foundation ecoTech Grants
- NIH and NSF grants for summer research education experiences
- Cornell Douglas Foundation Environmental Advocacy Grants
- The McWane Foundation

RESOLUTION

Concerning

CONNECTICUT STATE UNIVERSITY

FY2024 TUITION AND FEES

October 20, 2022

WHEREAS, The Board of Regents for Higher Education ("BOR") pursuant to Connecticut General Statute section 10a-6(a)(3) establishes tuition and fee policies for the institutions that comprise the Connecticut State Colleges & Universities ("CSCU"); and

WHEREAS, The BOR in accord with Connecticut General Statute section 10a-99(a), shall fix fees for tuition and shall fix fees for such other purposes as the board deems necessary at the state universities; and

WHEREAS, The State Universities must fund wage increases and other expenses necessary to ensure the high quality of the education they provide to students, and

WHEREAS, The State Universities have identified strategies to increase enrollment by out-of-state students in order to address recent steep enrollment declines, and

WHEREAS, The proposals for tuition and fees as presented were developed through discussions among stakeholders, including University Presidents, who arrived at the consensus that CSCU is best served by implementing modest inflationary tuition and mandatory fee increases at our institutions, therefore be it

RESOLVED, That the FY2024 rates reflected on the attached report and schedules are effective at each state university as appropriate, and be it further

RESOLVED, That the Universities shall charge the rate identified for participants in the New England Board of Higher Education's regional tuition program, the "NEBHE Rate," to students from New York and New Jersey in addition to New England states, and be it further

RESOLVED, That the Universities shall have the option to charge the NEBHE Rate for additional states or all states outside of Connecticut, and be it further

RESOLVED, That the Universities shall have the option to charge students from New York and New Jersey the same rate as identified for Connecticut resident students; and be it further

RESOLVED, That the President of CSCU in facilitating Board-approved policies, may make limited and necessary adjustments to tuition and fees to conform with these

policies, provided that the adjustments shall not increase the combined cost of tuition and fees as established by the BOR, so as to not increase costs to students, and that said adjustments will be promptly communicated to the Finance and Infrastructure Committee of the Board for their review, and be it further

RESOLVED, That said rate adjustments may be reconsidered by the BOR should circumstances warrant.

A True Copy:

_____
Dr. Alice Pritchard, Secretary
Board of Regents for Higher Education

ACTION ITEM

Summary

The Universities have previously sought approval of tuition and fees in February for the following academic year but recommend that earlier approval allows them to finalize financial aid packaging to new and returning students more quickly.

This recommendation will increase tuition at a lower rate than our costs are expected to rise for salaries, fringe benefits, energy, and other expenditures, given ongoing inflation and our settled labor agreements. Our enrollment at the universities dropped in the fall of 2022 by 3.7% from the prior year

Based on preliminary spending projections for the upcoming biennium, it would require tuition and fee increases of more than $2000 on average to make up for one-time revenues in our budget today. An increase of that magnitude would harm students and suppress enrollment. The tuition and fees recommended here are intended to balance the following factors:

- Maintaining affordability for the cost to students.
- Expected level of State Support.
- Cost of existing wage agreements (4.5% increase in salary) and fringe benefits.
- Inflationary increases in all other expenses mandated by existing contracts or agreements.
- Required revenue
- Student enrollment impacts.

This tuition and fee recommendation includes continuation of the tuition policy approved last year which allows the universities to extend NEBHE and In-State tuition rates to students from adjoining and other states.

Fiscal 2024 Tuition and Fees at the State Universities

State Universities are proposing an increase of $184 per semester or $15 per credit for in-state ***undergraduate*** tuition and mandatory fees for the academic year that begins in the Fall of 2023, as detailed in the chart below:

	SYSTEMWIDE AVERAGE			
	Academic Year		$ Increase	
	Actual	Proposed		
Undergraduate In-State	FY2022-23	FY2023-24	Per Semester	Per Credit
Full-time Students				
Tuition	$6,470	$6,664	$97	$8
University General Fee	4,743	4,886	72	6
University Fee	994	1,024	15	1
Total, Commuting Student	**$12,207**	**$12,574**	**$184**	**$15**

The proposed changes to undergraduate tuition and fees include:

- Tuition to be increased by $97 per semester or $8 per credit for all in-state undergraduate students.
- University General Fee is to be increased by $72 per semester or $6 per credit to meet the cost of fee-supported programs
- University Fee, based on debt service required on CHEFA bonds, is to be increased by $15 per semester or $1 per credit; the same rate applies to in-state, out-of-state, and NEBHE students.
- Housing Fee based on the cost to operate facilities and type of facility; cost varies campus-by-campus.
- Food Service Fees are dependent upon the food service contract; cost varies campus-by-campus based on specific contract terms and increases in food costs.
- Extension fees represent fees charged for courses offered during summer and winter sessions.
- Student activity fees are approved by Student Government Association to support student clubs, organizations, and professional development and campus activities.
- Media Fees are approved by the Student Government Association.
- Residence Hall Social Fees are also approved by the Government Association, and funds are used for student activities, trips, and multiple campus events throughout the academic year.

State Universities are recommending the following tuition and fee changes to in-state ***graduate*** students for the academic year that begins in the Fall of 2023:

	SYSTEMWIDE AVERAGE			
	Academic Year		$ Increase	
Graduate In-State	Actual FY2022-23	Proposed FY2023-24	Per Semester	Per Credit
Full-time Students				
Tuition	$8,058	$8,300	$121	$10
University General Fee	4,743	4,886	72	6
University Fee	994	1,024	15	1
Total, Commuting Student	**$13,795**	**$14,210**	**$208**	**$17**

Impact on University Revenue

The Universities are establishing tuition and fees in advance of knowing the level of approved State funding for FY2024, or even the Governor's recommendation that will be made in February. The projected revenue from tuition and fees increase provides an additional $13.4 million before adjusting for anticipated financial aid, waivers, and bad debt expense. However, it does not provide the revenue needed to meet the collective bargaining requirements as well as other current services operating needs. As costs continue to increase, the universities, the Board

of Regents, and ultimately the State, are all faced with long-term challenges to maintain and adapt these institutions.

Based on the Biennial budget request for FY2024, State Universities anticipate receiving an additional $28 million to cover last year's SEBAC agreement, a continuation of operating fund fringe paid by the State ($25.2 m) and additional funds for operations support to cover CSCU's projected FY2024 shortfall of $56.9 million.

These table below shows the State Universities' requested state funds in the upcoming biennial budget:

State Support:	Appropriated FY2023	Requested FY2024
State Appropriation	$154.2	$154.2
RSA Adjustment	20.2	28.0
Provide Support for Salary Cost of the 27th Payroll	5.0	-
Addtl State Approp (Dev Edu and O'Neil Chair)	2.0	2.1
Fringe Benefits Paid By State	167.7	185.5
Additional OF Fringe Paid by State	25.2	25.2
Deficiency Funding for Wages (Leg. Source ARPA FY23)	14.5	-
Provide Operations Support	66.6	56.9
	$455.5	$451.9

Proposed adjustments to Tier II fees are included in Attachment A as requested by each University and described below.

Central Connecticut State University

Central proposes an increase of $71 in the Housing fee and $52 in the Food Services fee per semester, this reflects the overhead costs associated with this activity and the increase in food costs.

Beginning with the Fall 2023 semester, Central's tuition structure for the Data Mining program will be the same as the standard graduate tuition rate.

As a reminder, the increase to the Orientation fee approved for FY21 from $125 to $150 was not implemented in FY22, the fee will be effective beginning with Fall 2023.

Eastern Connecticut State University

Eastern proposes an increase of $130 to the Housing fee and $97 to the Food Service fee per semester respectively to recover the associated overhead costs and increased in food costs.

No changes to Tier II fees are requested, all Tier II fees remain at the FY2023 levels.

Southern Connecticut State University

Southern is increasing the Housing fee by $152 and the Food Service fee by $161 based on the market analysis and the need to recover the overhead costs associated with each activity and the increase in food costs.

Southern does not have any changes to Tier II fees.

Western Connecticut State University

Western proposes an increase to the Housing fee of $105 and $154 to the Food Service fee based on their market analysis and projected increase in food costs.

In addition, Western requested the Ed.D Evaluation Fee of $100 to be eliminated beginning with the Fall 2023 semester. Proposed changes to program fees for Music, Art, Theatre, and Musical Theatre programs in the School of Virtual Performing Arts are in effect starting Fall 2022.

All other Tier II Fees remain at the FY 23 levels.

RECOMMENDATION

Staff recommends the adoption of the included resolution, including by reference the tuition and fee schedules.

ATTACHMENT:

Attachment A – CSU FY23-24 Tuition and Fees Schedule

Finance and Infrastructure Committee 10/12/22
Board of Regents 10/22/22

CONNECTICUT STATE UNIVERSITIES

SYSTEMWIDE AVERAGE

FY2023-24 Tuition and Fee Rates - Academic Year

	SYSTEMWIDE AVERAGE											
	Undergraduate In-State				Undergraduate Out-of-State				Undergraduate NE Regional			
	Actual FY 2022-23	Approved FY 2023-24	FY24 vs. FY23 $	FY24 vs. FY23 %	Actual FY 2022-23	Approved FY 2023-24	FY24 vs. FY23 $	FY24 vs. FY23 %	Actual FY 2022-23	Approved FY 2023-24	FY24 vs. FY23 $	FY24 vs. FY23 %
Tuition	6,470	6,664	194	3.0%	19,358	19,940	582	3.0%	9,706	9,996	290	3.0%
University General Fee	4,743	4,886	143	3.0%	4,743	4,886	143	3.0%	4,743	4,886	143	3.0%
University Fee	994	1,024	30	3.0%	994	1,024	30	3.0%	994	1,024	30	3.0%
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	12,400	12,767	367	3.0%	25,288	26,043	755	3.0%	15,636	16,099	463	3.0%
Transportation Fee ($40 per semester)	80	80	0	0.0%	80	80	0	0.0%	80	80	0	0.0%
Total - Commuting Student	12,480	12,847	367	2.9%	25,368	26,123	755	3.0%	15,716	16,179	463	2.9%
Housing (Double)	7,985	8,214	229	2.9%	7,985	8,214	229	2.9%	7,985	8,214	229	2.9%
Food Service	6,047	6,279	232	3.8%	6,047	6,279	232	3.8%	6,047	6,279	232	3.8%
Residence Hall Social Fee	45	45	0	0.0%	45	45	0	0.0%	45	45	0	0.0%
Total Tuition and Fees	26,557	27,385	828	3.1%	39,445	40,661	1,216	3.1%	29,793	30,717	924	3.1%
Tuition Part Time (Per Credit Hour)	270	278	8	3.0%	270	278	8	3.0%	270	278	8	3.0%
General University Fee (Per Credit Hour)	338	349	11	3.3%	342	353	11	3.2%	342	353	11	3.2%
Extension Fee (Per Credit Hour)	608	627	19	3.1%	612	631	19	3.1%	612	631	19	3.1%
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	3	0	0.0%	3	3	0	0.0%	3	3	0	0.0%

	SYSTEMWIDE AVERAGE											
	Graduate In-State				Graduate Out-of-State				Graduate NE Regional			
	Actual FY 2022-23	Approved FY 2023-24	FY24 vs. FY23 $	FY24 vs. FY23 %	Actual FY 2022-23	Approved FY 2023-24	FY24 vs. FY23 $	FY24 vs. FY23 %	Actual FY 2022-23	Approved FY 2023-24	FY24 vs. FY23 $	FY24 vs. FY23 %
Tuition	8,058	8,300	242	3.0%	20,756	21,380	624	3.0%	12,088	12,450	362	3.0%
University General Fee	4,743	4,886	143	3.0%	4,743	4,886	143	3.0%	4,743	4,886	143	3.0%
University Fee	994	1,024	30	3.0%	994	1,024	30	3.0%	994	1,024	30	3.0%
Student Activity Fee	132	132	0	0.0%	132	132	0	0.0%	132	132	0	0.0%
Total Commuting Student	13,927	14,342	415	3.0%	26,625	27,422	797	3.0%	17,957	18,492	535	3.0%
Housing (Double)	7,985	8,214	229	2.9%	7,985	8,214	229	2.9%	7,985	8,214	229	2.9%
Food Service	6,047	6,279	232	3.8%	6,047	6,279	232	3.8%	6,047	6,279	232	3.8%
Residence Hall Social Fee	45	45	0	0.0%	45	45	0	0.0%	45	45	0	0.0%
Total Tuition and Fees	28,004	28,880	876	3.1%	40,702	41,960	1,258	3.1%	32,034	33,030	996	3.1%
Tuition Part Time (Per Credit Hour)	446	459	13	2.9%	446	459	13	2.9%	446	459	13	2.9%
General University Fee (Per Credit Hour)	286	295	9	3.1%	290	298	8	2.8%	290	298	8	2.8%
Extension Fee (Per Credit Hour)	732	753	21	2.9%	736	757	21	2.9%	736	757	21	2.9%
Registration Fee (Per Semester)	60	60	0	0.0%	60	60	0	0.0%	60	60	0	0.0%
Student Activity Fee	3	3	0	0.0%	3	3	0	0.0%	3	3	0	0.0%

ATTACHMENT A

CONNECTICUT STATE UNIVERSITIES

Undergraduate and Graduate Tuition and Fee Increases by Commuting & Resident Student
Dollar & Percent Change FY2023-24

FY 2023-24 Academic Year	CENTRAL				EASTERN				SOUTHERN				WESTERN			
	Undergraduate		Graduate		Undergraduate		Graduate		Undergraduate		Graduate		Undergraduate		Graduate	
In-State Commuting Student	$354	2.9%	$402	3.0%	$382	3.0%	$430	3.0%	$366	2.9%	$414	3.0%	$364	2.9%	$412	3.0%
In-State Resident Student	$600	2.4%	$648	2.5%	$836	3.0%	$884	3.0%	$992	3.7%	$1,040	3.7%	$882	3.3%	$930	3.3%
Out-of-State Commuting Student	$742	3.0%	$784	3.0%	$770	3.0%	$812	3.0%	$754	3.0%	$796	3.0%	$752	3.0%	$794	3.0%
Out-of-State Resident Student	$988	2.6%	$1,030	2.7%	$1,224	3.0%	$1,266	3.0%	$1,380	3.5%	$1,422	3.5%	$1,270	3.2%	$1,312	3.2%

CONNECTICUT STATE UNIVERSITIES

In-State Undergraduate Cost of Attendance Schedule

FY2022-23 & FY2023-24 Tuition and Fee Rates - Academic Year

	CENTRAL Undergraduate In-State				EASTERN Undergraduate In-State				SYSTEMWIDE AVERAGE Undergraduate In-State			
	Actual FY 2022-23	Approved FY 2023-24	FY24 vs. FY23 $	FY24 vs. FY23 %	Actual FY 2022-23	Approved FY 2023-24	FY24 vs. FY23 $	FY24 vs. FY23 %	Actual FY 2022-23	Approved FY 2023-24	FY24 vs. FY23 $	FY24 vs. FY23 %
Tuition	6,470	6,664	194	3.0%	6,470	6,664	194	3.0%	6,470	6,664	194	3.0%
University General Fee	4,362	4,492	130	3.0%	5,246	5,404	158	3.0%	4,743	4,886	143	3.0%
University Fee	994	1,024	30	3.0%	994	1,024	30	3.0%	994	1,024	30	3.0%
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	12,026	12,380	354	2.9%	12,910	13,292	382	3.0%	12,400	12,767	367	3.0%
Transportation Fee ($40 per semester)	80	80	0	0.0%			0	N/A	80	80	0	0.0%
Total - Commuting Student	12,106	12,460	354	2.9%	12,910	13,292	382	3.0%	12,480	12,847	367	2.9%
Housing (Double)	7,270	7,412	142	2.0%	8,642	8,902	260	3.0%	7,985	8,214	229	2.9%
Food Service	5,150	5,254	104	2.0%	6,472	6,666	194	3.0%	6,047	6,279	232	3.8%
Residence Hall Social Fee	44	44	0	0.0%	40	40	0	0.0%	45	45	0	0.0%
Total Tuition and Fees	24,570	25,170	600	2.4%	28,064	28,900	836	3.0%	26,557	27,385	828	3.1%
Tuition Part Time (Per Credit Hour)	270	278	8	3.0%	270	278	8	3.0%	270	278	8	3.0%
General University Fee (Per Credit Hour)	325	334	9	2.8%	337	348	11	3.3%	338	349	11	3.3%
Extension Fee (Per Credit Hour)	595	612	17	2.9%	607	626	19	3.1%	608	627	19	3.1%
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	3	0	0.0%

	SOUTHERN Undergraduate In-State				WESTERN Undergraduate In-State			
	Actual FY 2022-23	Approved FY 2023-24	FY24 vs. FY23 $	FY24 vs. FY23 %	Actual FY 2022-23	Approved FY 2023-24	FY24 vs. FY23 $	FY24 vs. FY23 %
Tuition	6,470	6,664	194	3.0%	6,470	6,664	194	3.0%
University General Fee	4,708	4,850	142	3.0%	4,656	4,796	140	3.0%
University Fee	994	1,024	30	3.0%	994	1,024	30	3.0%
Student Activity Fee	140	140	0	0.0%	199	199	0	0.0%
Media Fee	30	30	0	0.0%			0	N/A
Subtotal	12,342	12,708	366	3.0%	12,319	12,683	364	3.0%
Transportation Fee ($40 per semester)	80	80	0	0.0%	80	80	0	0.0%
Total - Commuting Student	12,422	12,788	366	2.9%	12,399	12,763	364	2.9%
Housing (Double)	7,608	7,912	304	4.0%	8,420	8,630	210	2.5%
Food Service	6,416	6,738	322	5.0%	6,148	6,456	308	5.0%
Residence Hall Social Fee	50	50	0	0.0%	45	45	0	0.0%
Total Tuition and Fees	26,496	27,488	992	3.7%	27,012	27,894	882	3.3%
Tuition Part Time (Per Credit Hour)	270	278	8	3.0%	270	278	8	3.0%
General University Fee (Per Credit Hour)	373	384	11	2.9%	318	328	10	3.1%
Extension Fee (Per Credit Hour)	643	662	19	3.0%	588	606	18	3.1%
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	3	0	0.0%

CONNECTICUT STATE UNIVERSITIES

Out-of-State Undergraduate Cost of Attendance Schedule

FY2022-23 & FY2023-24 Tuition and Fee Rates - Academic Year

	CENTRAL Undergraduate Out-of-State				EASTERN Undergraduate Out-of-State				SYSTEMWIDE AVERAGE Undergraduate Out-of-State			
	Actual FY 2022-23	Approved FY 2023-24	FY24 vs. FY23 $	FY24 vs. FY23 %	Actual FY 2022-23	Approved FY 2023-24	FY24 vs. FY23 $	FY24 vs. FY23 %	Actual FY 2022-23	Approved FY 2023-24	FY24 vs. FY23 $	FY24 vs. FY23 %
Tuition	19,358	19,940	582	3.0%	19,358	19,940	582	3.0%	19,358	19,940	582	3.0%
University General Fee	4,362	4,492	130	3.0%	5,246	5,404	158	3.0%	4,743	4,886	143	3.0%
University Fee	994	1,024	30	3.0%	994	1,024	30	3.0%	994	1,024	30	3.0%
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	24,914	25,656	742	3.0%	25,798	26,568	770	3.0%	25,288	26,043	755	3.0%
Transportation Fee ($40 per semester)	80	80	0	0.0%			0	N/A	80	80	0	0.0%
Total - Commuting Student	24,994	25,736	742	3.0%	25,798	26,568	770	3.0%	25,368	26,123	755	3.0%
Housing (Double)	7,270	7,412	142	2.0%	8,642	8,902	260	3.0%	7,985	8,214	229	2.9%
Food Service	5,150	5,254	104	2.0%	6,472	6,666	194	3.0%	6,047	6,279	232	3.8%
Residence Hall Social Fee	44	44	0	0.0%	40	40	0	0.0%	45	45	0	0.0%
Total Tuition and Fees	37,458	38,446	988	2.6%	40,952	42,176	1,224	3.0%	39,445	40,661	1,216	3.1%
Tuition Part Time (Per Credit Hour)	270	278	8	3.0%	270	278	8	3.0%	270	278	8	3.0%
General University Fee (Per Credit Hour)	340	350	10	2.9%	337	348	11	3.3%	342	353	11	3.2%
Extension Fee (Per Credit Hour)	610	628	18	3.0%	607	626	19	3.1%	612	631	19	3.1%
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	3		

	SOUTHERN Undergraduate Out-of-State				WESTERN Undergraduate Out-of-State			
	Actual FY 2022-23	Approved FY 2023-24	FY24 vs. FY23 $	FY24 vs. FY23 %	Actual FY 2022-23	Approved FY 2023-24	FY24 vs. FY23 $	FY24 vs. FY23 %
Tuition (1)	19,358	19,940	582	3.0%	19,358	19,940	582	3.0%
University General Fee	4,708	4,850	142	3.0%	4,656	4,796	140	3.0%
University Fee (1)	994	1,024	30	3.0%	994	1,024	30	3.0%
Student Activity Fee	140	140	0	0.0%	199	199	0	0.0%
Media Fee	30	30	0	0.0%			0	N/A
Subtotal	25,230	25,984	754	3.0%	25,207	25,959	752	3.0%
Transportation Fee ($40 per semester)	80	80	0	0.0%	80	80	0	0.0%
Total - Commuting Student	25,310	26,064	754	3.0%	25,287	26,039	752	3.0%
Housing (Double)	7,608	7,912	304	4.0%	8,420	8,630	210	2.5%
Food Service	6,416	6,738	322	5.0%	6,148	6,456	308	5.0%
Residence Hall Social Fee	50	50	0	0.0%	45	45	0	0.0%
Total Tuition and Fees	39,384	40,764	1,380	3.5%	39,900	41,170	1,270	3.2%
Tuition Part Time (Per Credit Hour) (1)	270	278	8	3.0%	270	278	8	3.0%
General University Fee (Per Credit Hour)	373	384	11	2.9%	318	328	10	3.1%
Extension Fee (Per Credit Hour)	643	662	19	3.0%	588	606	18	3.1%
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	3	0	0.0%

Notes:

Per Resoulution BR-22-024: Universities have the option to charge NEBHE rate for additional states or all states outside of Connecticut; Universities have the option to charge students from New York and New Jersey the same rate as identified for Connecticut resident students.

CONNECTICUT STATE UNIVERSITIES

NE Regional Undergraduate Cost of Attendance Schedule

FY2022-23 & FY2023-24 Tuition and Fee Rates - Academic Year

	CENTRAL Undergraduate NE Regional				EASTERN Undergraduate NE Regional				SYSTEMWIDE AVERAGE Undergraduate NE Regional			
	Actual FY 2022-23	Approved FY 2023-24	FY24 vs. FY23 $	FY24 vs. FY23 %	Actual FY 2022-23	Approved FY 2023-24	FY24 vs. FY23 $	FY24 vs. FY23 %	Actual FY 2022-23	Approved FY 2023-24	FY24 vs. FY23 $	FY24 vs. FY23 %
Tuition	9,706	9,996	290	3.0%	9,706	9,996	290	3.0%	9,706	9,996	290	3.0%
University General Fee	4,362	4,492	130	3.0%	5,246	5,404	158	3.0%	4,743	4,886	143	3.0%
University Fee	994	1,024	30	3.0%	994	1,024	30	3.0%	994	1,024	30	3.0%
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	15,262	15,712	450	2.9%	16,146	16,624	478	3.0%	15,636	16,099	463	3.0%
Transportation Fee ($40 per semester)	80	80	0	0.0%					80	80	0	0.0%
Total - Commuting Student	15,342	15,792	450	2.9%	16,146	16,624	478	3.0%	15,716	16,179	463	2.9%
Housing (Double)	7,270	7,412	142	2.0%	8,642	8,902	260	3.0%	7,985	8,214	229	2.9%
Food Service	5,150	5,254	104	2.0%	6,472	6,666	194	3.0%	6,047	6,279	232	3.8%
Residence Hall Social Fee	44	44	0	0.0%	40	40	0	0.0%	45	45	0	0.0%
Total Tuition and Fees	27,806	28,502	696	2.5%	31,300	32,232	932	3.0%	29,793	30,717	924	3.1%
Tuition Part Time (Per Credit Hour)	270	278	8	3.0%	270	278	8	3.0%	270	278	8	3.0%
General University Fee (Per Credit Hour)	340	350	10	2.9%	337	348	11	3.3%	342	353	11	3.2%
Extension Fee (Per Credit Hour)	610	628	18	3.0%	607	626	19	3.1%	612	631	19	3.1%
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	3		

	SOUTHERN Undergraduate NE Regional				WESTERN Undergraduate NE Regional			
	Actual FY 2022-23	Approved FY 2023-24	FY24 vs. FY23 $	FY24 vs. FY23 %	Actual FY 2022-23	Approved FY 2023-24	FY24 vs. FY23 $	FY24 vs. FY23 %
Tuition	9,706	9,996	290	3.0%	9,706	9,996	290	3.0%
University General Fee	4,708	4,850	142	3.0%	4,656	4,796	140	3.0%
University Fee	994	1,024	30	3.0%	994	1,024	30	3.0%
Student Activity Fee	140	140	0	0.0%	199	199	0	0.0%
Media Fee	30	30	0	0.0%			0	N/A
Subtotal	15,578	16,040	462	3.0%	15,555	16,015	460	3.0%
Transportation Fee ($40 per semester)	80	80	0	0.0%	80	80	0	0.0%
Total - Commuting Student	15,658	16,120	462	3.0%	15,635	16,095	460	2.9%
Housing (Double)	7,608	7,912	304	4.0%	8,420	8,630	210	2.5%
Food Service	6,416	6,738	322	5.0%	6,148	6,456	308	5.0%
Residence Hall Social Fee	50	50	0	0.0%	45	45	0	0.0%
Total Tuition and Fees	29,732	30,820	1,088	3.7%	30,248	31,226	978	3.2%
Tuition Part Time (Per Credit Hour) (1)	270	278	8	3.0%	270	278	8	3.0%
General University Fee (Per Credit Hour)	373	384	11	2.9%	318	328	10	3.1%
Extension Fee (Per Credit Hour)	643	662	19	3.0%	588	606	18	3.1%
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	3	0	0.0%

Notes:

Per Resoulution BR-22-024: Universities have the option to charge NEBHE rate for additional states or all states outside of Connecticut; Universities have the option to charge students from New York and New Jersey the same rate as identified for Connecticut resident students.

CONNECTICUT STATE UNIVERSITIES

In-State Graduate Cost of Attendance Schedule

FY2022-23 & FY2023-24 Tuition and Fee Rates - Academic Year

	CENTRAL Graduate In-State				EASTERN Graduate In-State				SYSTEMWIDE AVERAGE Graduate In-State			
	Actual FY 2022-23	Approved FY 2023-24	FY24 vs. FY23 $	FY24 vs. FY23 %	Actual FY 2022-23	Approved FY 2023-24	FY24 vs. FY23 $	FY24 vs. FY23 %	Actual FY 2022-23	Approved FY 2023-24	FY24 vs. FY23 $	FY24 vs. FY23 %
Tuition	8,058	8,300	242	3.0%	8,058	8,300	242	3.0%	8,058	8,300	242	3.0%
University General Fee	4,362	4,492	130	3.0%	5,246	5,404	158	3.0%	4,743	4,886	143	3.0%
University Fee	994	1,024	30	3.0%	994	1,024	30	3.0%	994	1,024	30	3.0%
Student Activity Fee	74	74	0	0.0%	200	200	0	0.0%	132	132	0	0.0%
Total - Commuting Student	13,488	13,890	402	3.0%	14,498	14,928	430	3.0%	13,927	14,342	415	3.0%
Housing (Double)	7,270	7,412	142	2.0%	8,642	8,902	260	3.0%	7,985	8,214	229	2.9%
Food Service	5,150	5,254	104	2.0%	6,472	6,666	194	3.0%	6,047	6,279	232	3.8%
Residence Hall Social Fee	44	44	0	0.0%	40	40	0	0.0%	45	45	0	0.0%
Total Tuition and Fees	25,952	26,600	648	2.5%	29,652	30,536	884	3.0%	28,004	28,880	876	3.1%
Part Time Tuition (Per Credit Hour)	445	458	13	2.9%	445	458	13	2.9%	446	459	13	2.9%
General University Fee (Per Credit Hour)	304	313	9	3.0%	248	256	8	3.2%	286	295	9	3.1%
Extension Fee (Per Credit Hour)	749	771	22	2.9%	693	714	21	3.0%	732	753	21	2.9%
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)									694	715	21	3.0%
Ed.D Leadership General University Fee (Per Credit Hour)									337	348	11	3.3%
Doctoral Program Fee PT Tuition (Per Credit Hour)	696	717	21	3.0%					811	836	25	3.1%
Doctoral Program General University Fee	331	341	10	3.0%					383	394	11	2.9%
Doctoral Program Extension Fee (Per Credit Hour)	1,027	1,058	31	3.0%					1,027	1,058	31	3.0%
Ed. D. Nursing Part Time (Per Credit Hour)									926	954	28	3.0%
Ed. D.Nursing General University Fee (Per Credit Hour)									434	446	12	2.8%
MBA Part Time Tuition (Per Credit Hour)									549	565	16	2.9%
MBA General University Fee (Per Credit Hour)									370	382	12	3.2%
MLS Part Time Tuition (Per Credit Hour)									549	565	16	2.9%
MLS General University Fee									370	382	12	3.2%
MFA - Writing Part Time Tuition (Per Credit Hour)									520	536	16	3.1%
MFA - General University Fee									226	232	6	2.7%
MS Education Program (Full-time Commuting)									13,916	14,319	403	2.9%
MS Music Education Program (Full-time Commuting)									13,916	14,319	403	2.9%
MS Counseling Education Program (Full-time Commuting)									13,916	14,319	403	2.9%
MAT Secondary Education Program (Full-time Commuting)									13,916	14,319	403	2.9%
MBA Program (Full-time)									15,374	15,834	460	3.0%
Accelerated MBA Program (Full-time Online/Hybrid)									15,374	15,834	460	3.0%
MLS Program (Full-time)									15,374	15,834	460	3.0%
MFA Art Program (Full-time)									10,238	10,546	308	3.0%
MFA Writing Program (Full-time)									8,456	8,710	254	3.0%

	SOUTHERN Graduate In-State				WESTERN Graduate In-State			
	Actual FY 2022-23	Approved FY 2023-24	FY24 vs. FY23 $	FY24 vs. FY23 %	Actual FY 2022-23	Approved FY 2023-24	FY24 vs. FY23 $	FY24 vs. FY23 %
Tuition	8,058	8,300	242	3.0%	8,058	8,300	242	3.0%
University General Fee	4,708	4,850	142	3.0%	4,656	4,796	140	3.0%
University Fee	994	1,024	30	3.0%	994	1,024	30	3.0%
Student Activity Fee	54	54	0	0.0%	199	199	0	0.0%
Total - Commuting Student	13,814	14,228	414	3.0%	13,907	14,319	412	3.0%
Housing (Double)	7,608	7,912	304	4.0%	8,420	8,630	210	2.5%
Food Service	6,416	6,738	322	5.0%	6,148	6,456	308	5.0%
Residence Hall Social Fee	50	50	0	0.0%	45	45	0	0.0%
Total Tuition and Fees	27,888	28,928	1,040	3.7%	28,520	29,450	930	3.3%
Part Time Tuition (Per Credit Hour)	448	461	13	2.9%	445	458	13	2.9%
General University Fee (Per Credit Hour)	366	377	11	3.0%	226	232	6	2.7%
Extension Fee (Per Credit Hour)	814	838	24	2.9%	671	690	19	2.8%
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)	696	717	21	3.0%	691	712	21	3.0%
Ed.D Leadership General University Fee (Per Credit Hour)	362	373	11	3.0%	312	322	10	3.2%
Doctoral Program Part Time (Per Credit Hour)	925	954	29	3.1%				
Doctoral Program General University Fee (Per Credit Hour)	435	446	11	2.5%				
Ed.D. Nursing Part Time (Per Credit Hour)					926	954	28	3.0%
Ed.D. Nursing General University Fee (Per Credit Hour)					434	446	12	2.8%
MBA Part Time Tuition (Per Credit Hour)	549	565	16	2.9%				
MBA General University Fee (Per Credit Hour)	370	382	12	3.2%				
MLS Part Time Tuition (Per Credit Hour)	549	565	16	2.9%				
MLS General University Fee (Per Credit Hour)	370	382	12	3.2%				
MFA - Writing Part Time Tuition (Per Credit Hour)					520	536	16	3.1%
MFA - General University Fee					226	232	6	2.7%
MS Education Program (Full-time Commuting)					13,916	14,319	403	2.9%
MS Music Education Program (Full-time Commuting)					13,916	14,319	403	2.9%
MS Counseling Education Program (Full-time Commuting)					13,916	14,319	403	2.9%
MAT Secondary Education Program (Full-time Commuting)					13,916	14,319	403	2.9%
MBA Program (Full-time)	15,374	15,834	460	3.0%				
Accelerated MBA Program (Full-time Online/Hybrid)	15,374	15,834	460	3.0%				
MLS Program (Full-time)	15,374	15,834	460	3.0%				
MFA Art Program Tuition (Full-time)					10,238	10,546	308	3.0%
MFA Writing Program Tuition (Full-time)					8,456	8,710	254	3.0%

CONNECTICUT STATE UNIVERSITIES

Out-of-State Graduate Cost of Attendance Schedule

FY2022-23 & FY2023-24 Tuition and Fee Rates - Academic Year

	CENTRAL Graduate Out-of-State				EASTERN Graduate Out-of-State				SYSTEMWIDE AVERAGE Graduate Out-of-State			
	Actual FY 2022-23	Approved FY 2023-24	FY24 vs. FY23 $	FY24 vs. FY23 %	Actual FY 2022-23	Approved FY 2023-24	FY24 vs. FY23 $	FY24 vs. FY23 %	Actual FY 2022-23	Approved FY 2023-24	FY24 vs. FY23 $	FY24 vs. FY23 %
Tuition	20,756	21,380	624	3.0%	20,756	21,380	624	3.0%	20,756	21,380	624	3.0%
University General Fee	4,362	4,492	130	3.0%	5,246	5,404	158	3.0%	4,743	4,886	143	3.0%
University Fee	994	1,024	30	3.0%	994	1,024	30	3.0%	994	1,024	30	3.0%
Student Activity Fee	74	74	0	0.0%	200	200	0	0.0%	132	132	0	0.0%
Total - Commuting Student	26,186	26,970	784	3.0%	27,196	28,008	812	3.0%	26,625	27,422	797	3.0%
Housing (Double)	7,270	7,412	142	2.0%	8,642	8,902	260	3.0%	7,985	8,214	229	2.9%
Food Service	5,150	5,254	104	2.0%	6,472	6,666	194	3.0%	6,047	6,279	232	3.8%
Residence Hall Social Fee	44	44	0	0.0%	40	40	0	0.0%	45	45	0	0.0%
Total Tuition and Fees	38,650	39,680	1,030	2.7%	42,350	43,616	1,266	3.0%	40,702	41,960	1,258	3.1%
Part Time Tuition (Per Credit Hour)	445	458	13	2.9%	445	458	13	2.9%	446	459	13	2.9%
General University Fee (Per Credit Hour)	319	328	9	2.8%	248	256	8	3.2%	290	298	8	2.8%
Extension Fee (Per Credit Hour)	764	786	22	2.9%	693	714	21	3.0%	736	757	21	2.9%
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)									694	715	21	3.0%
Ed.D Leadership General University Fee (Per Credit Hour)									337	348	11	3.3%
Doctoral Program Fee Tuition (Per Credit Hour)	696	717	21	3.0%					811	836	25	3.1%
Doctoral Program General University Fee	331	341	10	3.0%					383	394	11	2.9%
Doctoral Program Extension Fee (Per Credit Hour)	1,027	1,058	31	3.0%					1,027	1,058	31	3.0%
Ed. D. Nursing Part Time (Per Credit Hour)									926	954	28	3.0%
Ed. D.Nursing General University Fee (Per Credit Hour)									434	446	12	2.8%
MBA Part Time Tuition (Per Credit Hour)									549	565	16	2.9%
MBA General University Fee									370	382	12	3.2%
MLS Part Time Tuition (Per Credit Hour)									549	565	16	2.9%
MLS General University Fee									370	382	12	3.2%
MFA - Writing Part Time Tuition (Per Credit Hour)									520	536	16	3.1%
MFA - General University Fee									226	232	6	2.7%
MS Education Program (Full-time Commuting)									13,916	14,319	403	2.9%
MS Music Education Program (Full-time Commuting)									13,916	14,319	403	2.9%
MS Counseling Education Program (Full-time Commuting)									13,916	14,319	403	2.9%
MAT Secondary Education Program (Full-time Commuting)									13,916	14,319	403	2.9%
MBA Program (Full-time)									27,900	28,738	838	3.0%
Accelerated MBA Program (Full-time Online/Hybrid)									27,900	28,738	838	3.0%
MLS Program (Full-time)									15,374	15,834	460	3.0%
MFA Art Program (Full-time)									24,686	25,426	740	3.0%
MFA Writing Program (Full-time)									21,776	22,430	654	3.0%

	SOUTHERN Graduate Out-of-State				WESTERN Graduate Out-of-State			
	Actual FY 2022-23	Approved FY 2023-24	FY24 vs. FY23 $	FY24 vs. FY23 %	Actual FY 2022-23	Approved FY 2023-24	FY24 vs. FY23 $	FY24 vs. FY23 %
Tuition	20,756	21,380	624	3.0%	20,756	21,380	624	3.0%
University General Fee	4,708	4,850	142	3.0%	4,656	4,796	140	3.0%
University Fee	994	1,024	30	3.0%	994	1,024	30	3.0%
Student Activity Fee	54	54	0	0.0%	199	199	0	0.0%
Total - Commuting Student	26,512	27,308	796	3.0%	26,605	27,399	794	3.0%
Housing (Double)	7,608	7,912	304	4.0%	8,420	8,630	210	2.5%
Food Service	6,416	6,738	322	5.0%	6,148	6,456	308	5.0%
Residence Hall Social Fee	50	50	0	0.0%	45	45	0	0.0%
Total Tuition and Fees	40,586	42,008	1,422	3.5%	41,218	42,530	1,312	3.2%
Part Time Tuition (Per Credit Hour)	448	461	13	2.9%	445	458	13	2.9%
General University Fee (Per Credit Hour)	366	377	11	3.0%	226	232	6	2.7%
Extension Fee (Per Credit Hour)	814	838	24	2.9%	671	690	19	2.8%
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)	696	717	21	3.0%	691	712	21	3.0%
Ed.D Leadership General University Fee (Per Credit Hour)	362	373	11	3.0%	312	322	10	3.2%
Doctoral Program Part Time (Per Credit Hour)	925	954	29	3.1%				
Doctoral Program General University Fee (Per Credit Hour)	435	446	11	2.5%				
Ed. D. Nursing Part Time (Per Credit Hour)					926	954	28	3.0%
Ed. D.Nursing General University Fee (Per Credit Hour)					434	446	12	2.8%
MBA Part Time Tuition (Per Credit Hour)	549	565	16	2.9%				
MBA General University Fee	370	382	12	3.2%				
MLS Part Time Tuition (Per Credit Hour)	549	565	16	2.9%				
MLS General University Fee	370	382	12	3.2%				
MFA - Writing Part Time Tuition (Per Credit Hour)					520	536	16	3.1%
MFA - General University Fee					226	232	6	2.7%
MS Education Program (Full-time Commuting)					13,916	14,319	403	2.9%
MS Music Education Program (Full-time Commuting)					13,916	14,319	403	2.9%
MS Counseling Education Program (Full-time Commuting)					13,916	14,319	403	2.9%
MAT Secondary Education Program (Full-time Commuting)					13,916	14,319	403	2.9%
MBA Program (Full-time)	27,900	28,738	838	3.0%				
Accelerated MBA Program (Full-time Online/Hybrid)	27,900	28,738	838	3.0%				
MLS Program (Full-time)	15,374	15,834	460	3.0%				
MFA Art Program Tuition (Full-time)					24,686	25,426	740	3.0%
MFA Writing Program Tuition (Full-time)					21,776	22,430	654	3.0%

CONNECTICUT STATE UNIVERSITIES

NE Regional Graduate Cost of Attendance Schedule

FY2022-23 & FY2023-24 Tuition and Fee Rates - Academic Year

	CENTRAL Graduate NE Regional				EASTERN Graduate NE Regional				SYSTEMWIDE AVERAGE Graduate NE Regional			
	Actual	Approved	FY24 vs. FY23		Actual	Approved	FY24 vs. FY23		Actual	Approved	FY24 vs. FY23	
	FY 2022-23	FY 2023-24	$	%	FY 2022-23	FY 2023-24	$	%	FY 2022-23	FY 2023-24	$	%
Tuition	12,088	12,450	362	3.0%	12,088	12,450	362	3.0%	12,088	12,450	362	3.0%
University General Fee	4,362	4,492	130	3.0%	5,246	5,404	158	3.0%	4,743	4,886	143	3.0%
University Fee	994	1,024	30	3.0%	994	1,024	30	3.0%	994	1,024	30	3.0%
Student Activity Fee	74	74	0	0.0%	200	200	0	0.0%	132	132	0	0.0%
Total - Commuting Student	17,518	18,040	522	3.0%	18,528	19,078	550	3.0%	17,957	18,492	535	3.0%
Housing (Double)	7,270	7,412	142	2.0%	8,642	8,902	260	3.0%	7,985	8,214	229	2.9%
Food Service	5,150	5,254	104	2.0%	6,472	6,666	194	3.0%	6,047	6,279	232	3.8%
Residence Hall Social Fee	44	44	0	0.0%	40	40	0	0.0%	45	45	0	0.0%
Total Tuition and Fees	29,982	30,750	768	2.6%	33,682	34,686	1,004	3.0%	32,034	33,030	996	3.1%
Part Time Tuition (Per Credit Hour)	445	458	13	2.9%	445	458	13	2.9%	446	459	13	2.9%
General University Fee (Per Credit Hour)	319	328	9	2.8%	248	256	8	3.2%	290	298	8	2.8%
Extension Fee (Per Credit Hour)	764	786	22	2.9%	693	714	21	3.0%	736	757	21	2.9%
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)									694	715	21	3.0%
Ed.D Leadership General University Fee (Per Credit Hour)									337	348	11	3.3%
Doctoral Program Fee Tuition (Per Credit Hour)	696	717	21	3.0%					811	836	25	3.1%
Doctoral Program General University Fee	331	341	10	3.0%					383	394	11	2.9%
Doctoral Program Extension Fee (Per Credit Hour)	1,027	1,058	31	3.0%					1,027	1,058	31	3.0%
Ed. D. Nursing Part Time (Per Credit Hour)									926	954	28	3.0%
Ed. D.Nursing General University Fee (Per Credit Hour)									434	446	12	2.8%
MBA Part Time Tuition (Per Credit Hour)									549	565	16	2.9%
MBA General University Fee									370	382	12	3.2%
MLS Part Time Tuition (Per Credit Hour)									549	565	16	2.9%
MLS General University Fee									370	382	12	3.2%
MFA - Writing Part Time Tuition (Per Credit Hour)									520	536	16	3.1%
MFA - General University Fee									226	232	6	2.7%
MS Education Program (Full-time Commuting)									13,916	14,319	403	2.9%
MS Music Education Program (Full-time Commuting)									13,916	14,319	403	2.9%
MS Counseling Education Program (Full-time Commuting)									13,916	14,319	403	2.9%
MAT Secondary Education Program (Full-time Commuting)									13,916	14,319	403	2.9%
MBA Program (Full-time)									23,062	23,754	692	3.0%
Accelerated MBA Program (Full-time Online/Hybrid)									23,062	23,754	692	3.0%
MLS Program (Full-time)									15,374	15,834	460	3.0%
MFA Art Program (Full-time)									15,356	15,816	460	3.0%
MFA Writing Program (Full-time)									12,684	13,064	380	3.0%

	SOUTHERN Graduate NE Regional				WESTERN Graduate NE Regional			
	Actual	Approved	FY24 vs. FY23		Actual	Approved	FY24 vs. FY23	
	FY 2022-23	FY 2023-24	$	%	FY 2022-23	FY 2023-24	$	%
Tuition	12,088	12,450	362	3.0%	12,088	12,450	362	3.0%
University General Fee	4,708	4,850	142	3.0%	4,656	4,796	140	3.0%
University Fee	994	1,024	30	3.0%	994	1,024	30	3.0%
Student Activity Fee	54	54	0	0.0%	199	199	0	0.0%
Total - Commuting Student	17,844	18,378	534	3.0%	17,937	18,469	532	3.0%
Housing (Double)	7,608	7,912	304	4.0%	8,420	8,630	210	2.5%
Food Service	6,416	6,738	322	5.0%	6,148	6,456	308	5.0%
Residence Hall Social Fee	50	50	0	0.0%	45	45	0	0.0%
Total Tuition and Fees	31,918	33,078	1,160	3.6%	32,550	33,600	1,050	3.2%
Part Time Tuition (Per Credit Hour)	448	461	13	2.9%	445	458	13	2.9%
General University Fee (Per Credit Hour)	366	377	11	3.0%	226	232	6	2.7%
Extension Fee (Per Credit Hour)	814	838	24	2.9%	671	690	19	2.8%
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)	696	717	21	3.0%	691	712	21	3.0%
Ed.D Leadership General University Fee (Per Credit Hour)	362	373	11	3.0%	312	322	10	3.2%
Doctoral Program Part Time (Per Credit Hour)	925	954	29	3.1%				
Doctoral Program General University Fee (Per Credit Hour)	435	446	11	2.5%				
Ed. D. Nursing Part Time (Per Credit Hour)					926	954	28	3.0%
Ed. D.Nursing General University Fee (Per Credit Hour)					434	446	12	2.8%
MBA Part Time Tuition (Per Credit Hour)	549	565	16	2.9%				
MBA General University Fee (Per Credit Hour)	370	382	12	3.2%				
MLS Part Time Tuition (Per Credit Hour)	549	565	16	2.9%				
MLS General University Fee (Per Credit Hour)	370	382	12	3.2%				
MFA - Writing Part Time Tuition (Per Credit Hour)					520	536	16	3.1%
MFA - General University Fee					226	232	6	2.7%
MS Education Program (Full-time Commuting)					13,916	14,319	403	2.9%
MS Music Education Program (Full-time Commuting)					13,916	14,319	403	2.9%
MS Counseling Education Program (Full-time Commuting)					13,916	14,319	403	2.9%
MAT Secondary Education Program (Full-time Commuting)					13,916	14,319	403	2.9%
MBA Program (Full-time)	23,062	23,754	692	3.0%				
Accelerated MBA Program (Full-time Online/Hybrid)	23,062	23,754	692	3.0%				
MLS Program (Full-time)	15,374	15,834	460	3.0%				
MFA Art Program Tuition (Full-time)					15,356	15,816	460	3.0%
MFA Writing Program Tuition (Full-time)					12,684	13,064	380	3.0%

CONNECTICUT STATE UNIVERSITIES

TIER II FEES SCHEDULE FY2021-22, FY2022-23 Rates

FEE DESCRIPTION	CENTRAL		EASTERN		SOUTHERN		WESTERN	
	Fiscal Year		Fiscal Year		Fiscal Year		Fiscal Year	
	2022-23	2023-24	2022-23	2023-24	2022-23	2023-24	2022-23	2023-24
Application Fee (one time)	$50	$50	$50	$50	$50	$50	$50	$50
(6) ED. D Evaluation Fee			-	-	100	100	100	-
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	35
Past Due Payment Plan Enrollment Fee (for inactive students) per semester	-	-	-	-	50	50		
Re-registration Fee	100	100	100	100	100	100	100	100
(5) Orientation Fee (Orientation Program Fee at CCSU)	150	150	150	150	150	150	-	-
First Year Experience	-	-	-	-	-	-	100	100
(3) Credit Card Service Fee/Convenience Fee (per transaction/$3 min.)	2.85%	2.85%	2.85%	2.85%	2.85%	2.85%	2.85%	2.85%
(4) Over-Registration / Excess Credit Fee								
Undergraduate (per credit hour)	595	612	607	626	643	662	588	606
Graduate (per credit hour)	749	771	693	714	814	838	672	690
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
Graduate Re-entry Fee:								
Graduate Resident (per occurrence)	50	50	-	-	-	-	50	50
Graduate Nonresident (per occurrence)	50	50	-	-	-	-	50	50
Part-time (per occurrence)	50	50	-	-	-	-	50	50
Undergraduate Nursing Lab Fee								
Full Time (per semester)	325	325	-	-	500	500	396	450
Part Time (per credit)	27	27	-	-	50	50	33	38
Graduate Nursing Lab Fee								
Full Time (per semester)	-	-	-	-	500	500	396	450
Part Time (per credit)	-	-	-	-	50	50	33	38
Marriage & Family Therapy Program Fee								
Full Time (per semester)	-	-	-	-	150	150	-	-
Part Time (per credit)	-	-	-	-	15	15	-	-
Writing Center Fee								
Full Time (per semester)	-	-	-	-	20	20	-	-
Part Time (per credit)	-	-	-	-	10	10	-	-
Graduate Business Program Fee (per semester)	125	125	-	-	-	-	-	-

CONNECTICUT STATE UNIVERSITIES

TIER II FEES SCHEDULE FY2021-22, FY2022-23 Rates

	FEE DESCRIPTION	CENTRAL Fiscal Year		EASTERN Fiscal Year		SOUTHERN Fiscal Year		WESTERN Fiscal Year	
		2022-23	2023-24	2022-23	2023-24	2022-23	2023-24	2022-23	2023-24
	Nursing Ed. D. Residency Fee	-	-	-	-	1,360	1,400	1,360	1,400
	Art Studio Fee (per course)	-	-	50	50	60	60	50	50
	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	-	-
	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	-	-
	MATH 100/E Course Fee	-	-	-	-	-	-	120	120
	Music Lab Fee (per course)	-	-	50	50	50	50	-	-
	Applied Music Fee (max./sem.)								
	Undergraduate (1/2 hr./1 hr. lesson)	200/400	200/400	-	-	-	-	320/620	320/620
	Graduate (1/2 hr./1 hr. lesson)	200/400	200/400	-	-	-	-	320/620	320/620
	Theater Lab Fee (per course)	-	-	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
	Education /Ed Cert Fee (one time per student)	-	-	-	-	-	-	125	125
	Design Lab Fee (per designated course)	65	65	-	-	-	-	-	-
	Teacher Cert/Transcript Eval. Fee	-	-	-	-	-	-	75	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)								
(7)	Music Program	-	-	-	-	-	-	150	150
(7)	Art Program	-	-	-	-	-	-	50	50
(7)	Theatre Program	-	-	-	-	-	-	150	150
(7)	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) Change to credit card service fee rate approved on 12/13/18 per BR 18-150.

(4) Over-Registration / Excess Credit Fee applies to credit hours in excess of 18 credit hours per semester.

(5) CCSU - the approved increase in Orientation Fee for FY21, from $125 to $150 was not implemented in FY22, but will start in FY23.

(6) WCSU - Ed.D Evaluation Fee will be eliminated beginning with the Fall 2023 semester.

(7) WCSU - change to program fees for Music, Art, Theatre, and Musical Theatre programs in the School of Virtual Performing Arts to be effective starting Fall 2022.

CONNECTICUT STATE UNIVERSITIES

ATTACHMENT A

eLearning Tuition and Fees

	CENTRAL								EASTERN							
	AY 2023				AY 2024				AY 2023				AY 2024			
	Fall and Spring			Extension Fee (per Credit Hour)	Fall and Spring			Extension Fee (per Credit Hour)	Fall and Spring			Extension Fee (per Credit Hour)	Fall and Spring			Extension Fee (per Credit Hour)
	Tuition	GUF	Total		Tuition	GUF	Total		Tuition	GUF	Total		Tuition	GUF	Total	
Undergraduate																
In State	270	325	595	595	278	334	612	612	270	337	607	607	278	348	626	626
Out of State	270	340	610	610	278	350	628	628	270	337	607	607	278	348	626	626
NE	270	340	610	610	278	350	628	628	270	337	607	607	278	348	626	626
Graduate																
In State	445	304	749	749	458	313	771	771	445	248	693	693	458	256	714	714
Out of State	445	319	764	764	458	328	786	786	445	248	693	693	458	256	714	714
NE	445	319	764	764	458	328	786	786	445	248	693	693	458	256	714	714
Data Mining (1)																
In State	423	323	746	746	NA	NA	NA	NA								
Out of State	423	323	746	746	NA	NA	NA	NA								
NE	423	323	746	746	NA	NA	NA	NA								
Doctoral Program																
In State	696	331	1027	1027	717	341	1058	1058								
Out of State	696	331	1027	1027	717	341	1058	1058								
NE	696	331	1027	1027	717	341	1058	1058								

	SOUTHERN								WESTERN							
	AY 2023				AY 2024				AY 2023				AY 2024			
	Fall and Spring			Extension Fee (per Credit Hour)	Fall and Spring			Extension Fee (per Credit Hour)	Fall and Spring			Extension Fee (per Credit Hour)	Fall and Spring			Extension Fee (per Credit Hour)
	Tuition	GUF	Total		Tuition	GUF	Total		Tuition	GUF	Total		Tuition	GUF	Total	
Undergraduate																
In State	270	373	643	643	278	388	666	666	270	318	588	588	278	328	606	606
Out of State	270	373	643	643	278	388	666	666	270	318	588	588	278	328	606	606
NE	270	373	643	643	278	388	666	666	270	318	588	588	278	328	606	606
Graduate																
In State	448	366	814	814	461	377	838	838	445	226	671	671	458	232	690	690
Out of State	448	366	814	814	461	377	838	838	445	226	671	671	458	232	690	690
NE	448	366	814	814	461	377	838	838	445	226	671	671	458	232	690	690

Note:

(1) Data Mining program - beginning with Fall 2023 semester, the tuition structure will be the same as the standard graduate tuition rates.