

# CT BOARD OF REGENTS FOR HIGHER EDUCATION CT STATE COLLEGE AND UNIVERSITY (CSCU) SYSTEM

## AGENDA – REGULAR MEETING

10:00 a.m., Thursday, December 8 2016

Regents Boardroom, Lower Level, 61 Woodland Street, Hartford, CT

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1. **Call to Order**
2. **Roll Call and Declaration of Quorum**
3. **Adoption of Agenda**
4. **Opportunity to Address the Board\***
5. **Approval of Previous Meeting Minutes**
6. **Consent Agenda**
  - A. Discontinuations
    - i. Environmental Science, Biology Option (AS) – Naugatuck Valley CC..... 1
    - ii. Environmental Science, Environmental Systems Option (AS) – Naugatuck Valley CC.... 3
    - iii. Civil Engineering Technology – BS – Central CSU ..... 5
    - iv. Educational Studies – MS – Central CSU ..... 7
  - B. New Programs
    - i. Theater Arts – AA – Capital CC ..... 9
  - C. Modifications
    - i. Musical Theater – BA to BFA – Western CSU ..... 13.
    - ii. Educational Leadership to Teacher Leadership – MS – Central CSU ..... 16
  - D. Acceptance of Academic Program Review for 2015-2016 ..... 21
  - E. Cross Registration Policy Amendment ..... 26
7. **CSCU President Mark E. Ojakian** *no exhibit*  
[Planning Work Groups Overview](#)
8. **Board of Regents Chairman Matt Fleury** *no exhibit*
  - A. Special Recognition
9. **Finance & Infrastructure Committee – Richard J. Balducci, Chair**
  - A. Rescind vote taken at 10-20-16 Board meeting which rescinded entire policy instead of .....30  
amending/eliminating only the portion relating to Telecommunication Charges and Amend  
Fund Balance Guidelines (relating to telecommunication charges)
  - B. Naming: Study Space at Westside in honor of Rizzo and Rebeiro families – WCSU ..... 36
  - C. **Information Item** - Energy Conservation Program .....38
10. **Student Advisory Committee – Holly Palmer, Chair** ..... 61

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**\*Opportunity to Address the Board:** 30 minutes total; no more than three minutes per speaker. One list will be available in the meeting room for sign-up beginning at 8:30 am. Individuals who wish to address the Board **must sign-up prior to 10 am.** Speakers will be recognized in the order of signing up (adherence to time limits will be required).

- 11. Academic & Student Affairs Committee – Merle Harris, Chair** *no exhibit*
- 12. Audit Committee – Elease Wright, Chair**
- A.** Authorization for Audit Committee to accept on Board's behalf on 12/9/16 drafts listed below 63 from independent auditors with final audits and report back to full Board at next meeting
- i. FY2016 Audit of Charter Oak State College and CT Distance Learning Consortium (Grant Thornton)
  - ii. FY2016 Audit of Project Expenditures CSUS 2020 (Blum Shapiro)
  - iii. FY2016 Financial Statements and Management Letters for the Connecticut State Universities and Community Colleges (Grant Thornton)
- 13. Human Resources & Administration Committee – Naomi Cohen, Chair** *no exhibit*
- 14. Executive Committee – Matt Fleury, Chair** *no exhibit*
- 15. Adjourn**

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**\*Opportunity to Address the Board:** 30 minutes total; no more than three minutes per speaker. One list will be available in the meeting room for sign-up beginning at 8:30 am. Individuals who wish to address the Board **must sign-up prior to 10 am**. Speakers will be recognized in the order of signing up (adherence to time limits will be required).

**ITEM**

Termination of a program in Environmental Science: Biology Option leading to an Associate of Science (A.S.) degree at Naugatuck Valley Community College, effective January 1, 2017.

**BACKGROUND**Summary

The Environmental Science: Biology Option program has the same curriculum as the Environmental Science program. Since the degrees are superfluous, the Biology Option is no longer needed.

Rationale

The Environmental Science: Biology Option program has the same curriculum as the Environmental Science program. Accompanying this discontinuation is the discontinuation of the Environmental Science: Environmental Systems Option. With the discontinuation of the Environmental Science: Environmental Systems Option, the Environmental Science: Biology Option is not needed for differentiation. All students can be moved into the Environmental Science degree with no impact on advancement to graduation.

Phase Out/Teach Out Strategy

No Phase Out Strategy is necessary since all students in the program will be moved into the Environmental Science degree program, which has the same curriculum.

Resources

Not applicable.

11/9/2016 – Academic Council

11/18/2016 – BOR Academic & Student Affairs Committee

12/8/2016 – Board of Regents

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Program Termination

December 8, 2016

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Environmental Science: Biology Option leading to an Associate of Science degree at Naugatuck Valley Community College effective January 1, 2017.

A True Copy:

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Erin A. Fitzgerald, Secretary of the  
CT Board of Regents for Higher Education

**ITEM**

Termination of a program in Environmental Science: Environmental Systems Option leading to an Associate of Science (A.S.) degree at Naugatuck Valley Community College, effective January 1, 2017.

**BACKGROUND**Summary

The Environmental Science: Environmental Systems Option program has suffered from low enrollment leading to an inability to offer program courses. Additionally, the minimum qualification for positions in the field has become a Bachelor's degree. Students are better served by completing the Environmental Science A.S. program which acts as a transfer degree.

Rationale

The enrollment in the Environmental Systems Option has been very low the past five years and there have been zero graduations in that time frame (see chart in Resource section below). Because enrollment has been low, many of the program courses have not been offered in 10+ years.

The minimum qualifications of positions in industry this program was designed to fill have shifted to a Bachelor's degree. Thus, students are best served by fulfilling requirements to transfer to a Bachelor's degree program to earn the minimum credential. Note, the Bureau of Labor Statistics suggests an increase in Environmental Technician positions over the next ten years; however, these positions are field sampling technicians and not technicians that support a manufacturing company as this degree was meant to produce.

The shift in minimum qualifications for industrial positions to a Bachelor's degree explains the decrease in enrollment in the program. Students have elected to enroll in the Environmental Science program that transfers to a four-year university. Thus, the Environmental Science: Environmental Systems Option program is no longer viable.

Phase Out/Teach Out Strategy

There will be no Phase Out. Students will be moved into the Environmental Science program. All students have been informed of and have agreed to the change.

Resources

Environmental Science: Environmental Systems Option A.S. Enrollment and Graduations the past five years.

	FALL 2011	FALL 2012	FALL 2013	FALL 2014	FALL 2015
Enrollment	11	8	0	5	4
Graduations	0	0	0	0	0

11/9/2016 – Academic Council

11/18/2016 – BOR Academic & Student Affairs Committee

12/8/2016 – Board of Regents

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Program Termination

December 8, 2016

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Environmental Science: Environmental Systems Option leading to an Associate of Science degree at Naugatuck Valley Community College effective January 1, 2017.

A True Copy:

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Erin A. Fitzgerald, Secretary of the  
CT Board of Regents for Higher Education

**ITEM**

Termination of the Civil Engineering Technology program leading to a Bachelor of Science at CCSU, with a phase out period until June 30, 2018

**BACKGROUND**Summary

CCSU began transitioning from offering a BS in Civil Engineering Technology to a BS in Civil Engineering in 2009. Industry standards, at least in CT, has moved towards requiring the BS in Civil Engineering over the Civil Engineering Technology. Admission to the program was completely closed as of Fall 2012. One student is remaining in the program. This student is near completion of the program.

Rationale

The BS in Civil Engineering Technology degree is no longer relevant for the industry. The desired degree is a BS in Civil Engineering.

Phase Out/Teach Out Strategy

CCSU has an established and an ABET accredited BS in Civil Engineering, which began accepting students for the fall 2009 semester. Admission to the Civil Engineering Technology program was suspended for first time students in fall 2010 and for transfer students in 2012. The proposed end date will allow the last student more than sufficient time to complete the program.

Resources

No effect on resources. All resources for the Civil Engineering Technology program were transitioned to the Civil Engineering program.

11/9/2016 – Academic Council

11/18/2016 – BOR Academic & Student Affairs Committee

12/8/2016 – Board of Regents

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Program Termination

December 8, 2016

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Civil Engineering Technology leading to a Bachelor of Science degree at Central Connecticut State University with a phase out period until June 30, 2018.

A True Copy:

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Erin A. Fitzgerald, Secretary of the  
CT Board of Regents for Higher Education



**ITEM**

Termination of MS program in Educational Studies at Central Connecticut State University, with a phase out period until May 2019.

**BACKGROUND**Summary

Discontinuation of this program is specifically linked to modifications of the MS in Educational Leadership program within the Department of Educational Leadership, Policy and Instructional Technology and the School of Education and Professional Studies at CCSU. In that plan, the program strands currently within the MS in Educational Studies are moved and consolidated within the new MS in Teacher Leadership program, along with the former MS in Educational Leadership. The concept paper and associated documentation for that modification provide detail and evidence in support of that programmatic innovation and consolidation. State priorities for workforce preparation will not be adversely impacted by this modification, nor will additional resources be required for implementation. The plan is designed to consolidate and maximize the efficiency of the allocation of faculty resources within the institutional unit, and to offer a program that more effectively meets the workforce needs of educational professionals seeking a graduate degree.

Rationale

Based upon the modifications to the MS in Educational Leadership, the MS in Educational Studies is no longer necessary.

Phase Out/Teach Out Strategy

We will allow and encourage current students to change to the newly designed program. For those who prefer to stay in Educational Studies, our Phase Out/Teach Out strategy will be to identify the core requirements from the old program (the MS in Educational Studies) and to identify which students still require those courses. We will design a schedule that will accommodate all students in fulfilling these requirements within an 18 month period. For students who are unable to enroll in these courses, appropriate substitutions or independent studies will be offered.

Resources

All full-time faculty who taught in the MS in Educational Studies will teach in the new MS in Teacher Leadership program.

11/9/2016 – Academic Council

11/18/2016 – BOR Academic & Student Affairs Committee

12/8/2016 – Board of Regents

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Program Termination

December 8, 2016

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Educational Studies leading to a Master of Science degree at Central Connecticut State University with a phase out period until May 30, 2019.

A True Copy:

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Erin A. Fitzgerald, Secretary of the  
CT Board of Regents for Higher Education

**ITEM**

Licensure of a program in Theater Arts leading to an Associate of Arts degree at Capital Community College for a period of three years until May 2020.

**BACKGROUND**Summary

Capital Community College (CCC) proposes a Theater Arts Degree Program that aligns with its mission to offer Associate Degrees to prepare individuals for careers and for transfer into baccalaureate programs and its vision to make the college “an integral part of Hartford’s cultural and economic district.” The proposed degree program will prepare graduates for entry-level employment in various aspects of theater production, such as stage and production management, stagecraft (i.e. technical aspects of theater such as lighting, sound, set, costume), as well as performance. The proposed program will provide General Education and foundational Theater Arts coursework in accordance with the CSCU Transfer Articulation Policy to provide seamless transfer to CSU baccalaureate programs. By leveraging partnerships with theater organizations in downtown Hartford cultivated through our successful place-based education initiative, the Hartford Heritage Project, the program will engender a unique and substantial integration of coursework and real-world experience for students in downtown Hartford and recognition of CCC’s commitment to the community.

Need for the Program

We believe that our proposed Theater Arts program will open a strong pathway for students to transfer to four-year institutions to complete a baccalaureate degree in theater or other majors. Students may choose this pathway to launch their career in the theater profession or to give them a strong performing arts foundation that strengthens their communication skills, poise, ability to work in groups, and more. The degree requirements will be fully aligned with the Transfer and Articulation Policy to provide seamless transfer to the Connecticut State Universities. Students who complete an associate degree in our theater program will be prepared to enter the theater profession in a variety of areas, and these transfer opportunities to baccalaureate programs will be highly valuable to our students.

Curriculum*Core Courses*

THR\*101 Introduction to Theater

THR\*110 Acting I

THR\*112 Voice and Diction

THR\*115 Improvisation

THR\*120 Stagecraft

THR\*2XX Technical Theater

THR\*225 Directing

ENG\*214 Drama

THR\*2XX Internship/Practicum

*Learning Outcomes*

1. Perform various job responsibilities of live theater production through practical, hands-on, place-based experience

2. Demonstrate effective oral, written, and interpersonal communication, collaboration, goal-oriented problem solving, and time-management skills
3. Develop poise, confidence, and stage presence through formal and/or informal performance
4. Cultivate an aesthetic appreciation of the theater through active engagement with live performance and creative expression
5. Identify and critically evaluate the history, trends, and diverse cultural perspectives in theater
6. Recognize and reflect critically upon the ethical dimensions of drama as a social, cultural, and political art form that responds to and impacts society
7. Create community-based theater experiences through collaboration with local theater companies and/or surrounding communities

### Students

PROJECTED Enrollment	First Term Year 1		First Term Year 2		First Term Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers <i>(from other programs)</i>	1	2	2	4	2	4
New Students <i>(first time matriculating)</i>	4	5	4	5	6	7
Continuing <i>(students progressing to credential)</i>	0	0	4	6	5	14
Headcount Enrollment	5	7	10	15	13	25

All of the program's 100-level courses will be open to the entire student population and can be taken to fulfill Humanities and Fine Arts electives. We therefore project a higher enrollment in these courses than the anticipated headcount enrollment for the program.

### Faculty

Our plan is to start the program with an existing faculty member serving as program coordinator. In year one, 100% of courses within the degree program will be taught by theater professional adjuncts. In year two, a full time faculty member will be hired to teach 75% of the program courses, while adjunct faculty will teach the other 25% of program courses.

### Learning Resources

With the possible exception of a modest budget of about \$500 after the first year for items such as props, costumes, set pieces, etc., this program will not require special resources. Students will also have resources available in the library and Academic Success Center.

### Facilities

No theater performance space exists at the college. However, our theater partners have state-of-the-art facilities that will be available to us at low cost, most within walking distance of the college. These facilities contain all the characteristics needed to learn how the theater industry works, from the stage itself with all the technology, sound, lighting and backstage areas, to the front of house including sales and marketing functions, to administrative offices, rehearsal spaces and design shops. Our program will immerse students in real, active professional theater atmospheres, giving them a breadth of experience not found in traditional theater arts programs.

Fiscal Note

Engaging an existing faculty member to coordinate the program in year one allows us to get the program off the ground with minimal costs. We expect an increase in costs in year two upon hiring a full time faculty member. By year three, we anticipate breaking even. We believe our recruitment of students, especially those coming out of high schools, will be particularly effective. All four of our local theater partners run high school programs that will strongly promote our program, and hiring a full-time faculty/coordinator in year two will strengthen our efforts to create ties with high schools and magnet schools in the Hartford region.

Facility rental costs are lower than actual costs, resulting in in-kind contributions from our theater partners. We anticipate in-kind contributions in the range of 50-70% of the total cost per year for rental space. These in-kind contributions are not reflected in the budget form.

Review of Documents:

- a) Campus Review
- b) Campus Budget and Finance
- c) Campus President
- d) Academic Council
- e) System Office

Accreditation:

No external accreditation required.

11/9/2016 – Academic Council

11/18/2016 – BOR Academic & Student Affairs Committee

12/8/2016 – Board of Regents

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

a New Program

December 8, 2016

RESOLVED: That the Board of Regents for Higher Education approve licensure of a program in Theater Arts leading to an Associate of Arts degree at Capital Community College for a period of three years until May 30, 3020.

A True Copy:

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Erin A. Fitzgerald, Secretary of the  
CT Board of Regents for Higher Education

**ITEM**

Program Modification: BA Musical Theatre, to BFA Musical Theatre.

**BACKGROUND**Summary

WCSU is seeking accreditation of its theatre programs, to be consistent with the other outstanding programs in the School of Visual and Performing Arts. As part of the preparation, the accrediting body, National Association of Schools of Theatre (NAST) noted that our current BA in Musical Theatre is better described as a BFA. This is a professional program with a liberal arts foundation. Upon review of the electives in theatre that most students already enroll in, we determined that this modification would provide no barriers to degree completion and would better prepare our students to compete for roles in professional theatre companies. The change requires an investment in 7 more credits of instruction, which are easily staffed by our talented adjunct faculty. This change provides clarity for our students and align us with the national standards.

Need for the Program

Musical Theatre is already part of our curriculum and is a strong recruiter for WCSU. In the past few years, WCSU theatre department has increased its national profile and has seen an increase in enrollment with 20% being transfer students. Total students majoring in theatre/musical theatre in 2015-2016 = 115; total students majoring in theatre/musical theatre 2016/2017 = 153. Those interested in Musical Theatre and those not admitted to the program will have a small number of classes that are still open to them. After winning top honors for our musical production of Parade at the Kennedy Center American College Theatre Festival in 2015 as well as gaining wide recognition for our outstanding theatre arts facility, WCSU's reputation as a great performing arts school has also grown. This has resulted in a stronger pool of candidates for this program and for those students not admitted to the musical theatre track, we see many join our production program. We see this as vital to the success of the university.

Curriculum

The existing BA in Musical Theatre is 60 credits. The new program is 77. Ten of the new credits were already electives that most majors enrolled in. The new credits strengthen our dance and voice curriculum, and include an important senior repertoire course to prepare for professional auditions after graduation.

Total Degree Requirements = 120

Musical Theatre Requirements = 77

General Education Requirements = 40

Free electives = 3

The high number of credits in the major is consistent with the recommendations of NAST, and is consistent with our other professional programs in Music, Education, and Nursing.

Students

According to NAST standards, "classes in creative work generally should not exceed 16 students. In some cases, safety considerations and specialized equipment limitations will require class limits of fewer than 16." We add that keeping this number per cohort insures that all students have ample opportunity to be cast in productions.

The BFA in Musical Theatre is a cohort program. Those admitted to the program will progress from freshman through senior year with occasional additions to the cohort via successful transfer auditions upon space becoming available. Our record of retention in this program since we moved to the cohort model is strong. We expect this to continue since the caliber of our growing Musical Theatre area is attracting a higher quality and disciplined student—in terms of both artistic and scholarly aptitude.

#### Faculty

No new full-time faculty are required for the new courses. Our adjunct faculty for voice and dance are frequently working professionals, who have had successful Broadway careers. Indeed, we currently have two Tony award winning dancers teaching for us this fall.

#### Learning Resources

No new learning resources are necessary.

#### Facilities

No new facilities are necessary.

#### Fiscal Note

While the cost of instruction is slightly higher for this degree and we do not plan to increase the cohort size, the benefits to our reputation, helps us to recruit students to other degrees.

#### Review of Documents:

- a) Campus Review: March 17, 2016
- b) Campus Budget and Finance: March 7, 2016
- c) Campus Provost: March 17, 2016
- d) Academic Council: November 9, 2016
- e) System Office

Accreditation: NEASC 2012; NAST pending

11/9/2016 – Academic Council

11/18/2016 – BOR Academic & Student Affairs Committee

12/8/2016 – Board of Regents



**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

a New Program

December 8, 2016

RESOLVED: That the Board of Regents for Higher Education approve modification of a program in Musical Theater, modifying courses and changing the degree from a Bachelor of Arts to a Bachelor of Fine Arts at Western Connecticut State University.

A True Copy:

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Erin A. Fitzgerald, Secretary of the  
CT Board of Regents for Higher Education

**ITEM**

Modification of a program in Educational Leadership leading to a Master of Science in Teacher Leadership degree at Central Connecticut State University

**BACKGROUND**Summary

Higher education degree programs designed to meet the needs of certified educators in Connecticut must be responsive to three key considerations:

1. Workforce demands and community needs,
2. Connecticut State Department of Education policies and regulations, and,
3. National and regional accreditation requirements of educator preparation programs (EPPs).

This application for modification of the MS degree in Educational Leadership is a direct response to emerging trends in all three areas. The plan is grounded in current research and practice in the profession and will enhance the capacity of the Department of Educational Leadership, Policy and Instructional Technology and the School of Education and Professional Studies at CCSU to more effectively meet the needs of this sphere of the workforce in our state. These changes will place our program at the forefront of development of a cadre of new teacher leaders for Connecticut's schools. Furthermore, this design allows the department to utilize faculty capacity in a more efficient, flexible, and integrated manner. Consideration of long-term needs of both the institution and constituent unit also inform the design. The over-arching modification is a merger and integration of two graduate degree programs; the MS in Educational Leadership and the MS in Educational Studies. This program modification is happening concurrently with a discontinuation of the MS in Educational Studies. The two strands formerly housed under the MS in Educational Studies degree will merge with the MS in Educational Leadership degree, and all three will become strands in a renamed MS in Teacher Leadership.

Need for the Program

This program has been revised with a forward-looking approach. Recently, standards and expectations for educational certification and continuing programs were reformed at the state and national accreditation levels. As these expectations have been finalized, we have included newly required components into our program. Additionally, a major educational initiative in CT over the past several years has been the implementation of new teacher evaluation systems. Only certified administrators can conduct teacher evaluations, so as time is being taken up with evaluation, other instructional leadership tasks are being delegated to teacher leaders, instructional coaches, and department chairs. Our revised program has been designed to give graduates the knowledge and skills necessary to assume responsibility for these types of tasks. To help prospective students to understand the purpose of the program, we propose changing the name of the overall degree and the educational leadership strand to Teacher Leadership. Consistent with evolving professional practice around the country, this should be a branding decision that is appealing to prospective students and employers. Likewise, we propose revising one strand of what is currently our Educational Studies program to reflect current thinking and practice by changing its name to Educational Policy Studies. All of these changes will better meet the workforce needs of early to mid-career educators, and give educational professionals a consistent through-line of degree offerings in the CSCU system from preservice teacher preparation to graduate studies at the EdD level.

Curriculum

As indicated above, this modification will integrate the two existing strands of the MS in Educational Studies within the MS in Educational Leadership. Additionally, the two-strand structure within the existing MS in Educational Leadership is collapsed to accommodate our shift in focus to teacher leadership. Thus the overall program shift is to a single 30 credit MS degree (Teacher Leadership) with three strands:

1. Teacher leadership
2. Secondary education
3. Educational policy studies

Across all strands we have identified 9 credits of common courses that will be required of all students regardless of degree pathway. Each strand then has its own unique core content of 9 credits as well as 6 credits of electives. Content area electives are required/recommended for most strands. Finally, all of our strands incorporate a common 6-credit capstone course sequence that will explore advanced applications of program content. This component will provide a culminating performance experience that will lead to direct impact on student learning in the field. A key point to note is that there is only one course added to these programs that was not in the existing program requirements (EDL 531 Collaboration and Professional Development).

*Revised learning outcomes:*

Graduate students in the program will:

1. Develop and facilitate learning environments and programs that are responsive to personal, cultural, linguistic, and learning differences.
2. Design, implement, and evaluate instructional programs to promote student learning.
3. Design, implement, and evaluate professional development activities that promote teacher learning.
4. Use evidence-based decision-making to improve student learning.
5. Demonstrate growth in professional self-knowledge by engaging in reflective practice.
6. Apply social, cultural, political, and historical perspectives to critically analyze and assess policy and school practices.
7. Understand, interpret, critique, and apply educational research.

Students

We anticipate the revised MS program in Teacher Leadership will enroll approximately 110 students across the three strands in the first year. However, as our revised program has been designed to better meet career and workforce needs, we expect enrollment to continue to increase in the future.

Faculty

The revised MS program in Teacher Leadership will be taught by existing full-time faculty, as well as part-time faculty as needed. Electives may be taught by faculty in other graduate departments as meets student interests and needs.

Learning Resources

The revised MS program will take full advantage of the learning resources available on campus, including, but not limited to: Elihu Burritt Library digital resources and curriculum laboratory (third floor of library). MS faculty will make use of all supports available through the Instructional Design and Technology Resource Center. Students will benefit from the support of the IT Help Desk and the

Writing Center. Students and faculty will utilize Blackboard Learn features to supplement face-to-face instruction.

### Facilities

Students in the revised MS program will benefit from the full range of campus facilities. Courses will be held onsite primarily in Henry Barnard Hall and Social Sciences Hall. Course instruction will be supplemented with Blackboard Learn. The program will also benefit from the Elihu Burritt Library facilities as well as library online resources.

### Fiscal Note

#### CT Board of Regents for Higher Education

Modification of an Accredited Program **PRO FORMA BUDGET 1/20/12**

Institution

CCSU

Date

4/14/16

Proposed Program

Master of Science in Educational Leadership

PROJECTED Enrollment	First Term Year 1		First Term Year 2		First Term Year 3	
	Full Time	Part Time {1}	Full Time	Part Time {1}	Full Time	Part Time {1}
Internal Transfers (from other programs)	0	0	0	0	0	0
New Students (first time matriculating)	0	12	0	17	0	22
Continuing (students progressing to credential)	0	0	0	9	0	13
Headcount Enrollment	0	12	0	26	0	35
<b>Total Estimated FTE per Year</b>	4		8.67		11.67	

PROJECTED Program Revenue	Year 1		Year 2		Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition (Do not include internal transfers)	\$0	\$64,800	\$0	\$140,400	\$0	\$189,000
Program-Specific Fees	\$0	\$44,280	\$0	\$95,940	\$0	\$129,150
Other Rev. (Annotate in text box below)	\$0		\$0		\$0	
<b>Total Annual Program Revenue</b>	\$109,080		\$236,340		\$318,150	

PROJECTED Expenditures*	Year 1		Year 2		Year 3	
	Number (as applicable)	Expenditure	Number	Expenditure	Number	Expenditure
Administration (Chair or Coordinator)						
Faculty (Full-time, total for program)	0.5	\$49,332	1	\$98,664	1	\$98,664
Faculty (Part-time -total for program)	1	\$5,367	2	\$10,734	2	\$10,734
Support Staff	0.2	\$15,600	0.2	\$15,600	0.25	\$19,500
Library Resources Program						
Equipment (List as needed)						
Other (e.g. student services)		\$4,800		\$4,800		\$4,800
Estimated Indirect Cost (e.g. student services, operations, maintenance)						
<b>Total ESTIMATED Expenditures</b>		\$75,099		\$129,798		\$133,698

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

Please provide any necessary annotation

*{1} Part-Time students include also Summer session*

<sup>1</sup> This PRO FORMA budget provides reasonable assurance that the program can be established and is sustainable. Some assumptions and/or formulaic methodology may be used and annotated in the text box.

Review of Documents:

- a) Campus Review—Pending
- b) Campus Budget and Finance
- c) Campus President
- d) Academic Council—Approved 11/9/16

Accreditation:

The revision of the MS program to Teacher Leadership brings the MS in Educational Leadership and the strands of the MS in Educational Studies into a single program that will both comply with the new CAEP Standards for Advanced Preparation Programs and include flexibility to adapt to potential changes in state regulations on masters degrees applied to the continuing certification for teachers.

11/9/2016 – Academic Council

11/18/2016 – BOR Academic & Student Affairs Committee

12/8/2016 – Board of Regents

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Modification of a Program

December 8, 2016

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program in Educational Leadership leading to a Master of Science degree at Central Connecticut State University including significant modification of courses and changing the title to *Teacher Leadership*

A True Copy:

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Erin A. Fitzgerald, Secretary of the  
CT Board of Regents for Higher Education

**ITEM**

Consideration of 2015-16 Academic Program Review by the CSCU institutions and request for development of Policy Guidelines

**BACKGROUND**

The Board of Regents' Academic Program Review Policy was established by Board Resolution on August 21, 2014. This Policy mandates that all academic programs undergo a "comprehensive review" on a periodic basis – at least once every seven years; and established a process wherein the Board would monitor the institutional review procedures. The first stage of the monitoring process requires the System Office Provost and Senior Vice President for Academic and Student Affairs to confirm with the institutions' president and chief academic officer an inventory of academic programs to be reviewed during that particular academic year. Subsequently, that schedule is to be presented to the Board's Academic and Student Affairs Committee for its consideration. Upon the Committee's approval, the schedule is to be presented to the Board for its ratification. At this juncture, in the second stage of the monitoring process, the results from the academic program review process is herein presented to the Academic and Student Affairs Committee and subsequently to the Board for its consideration. Pursuant to the Policy, following the Board's consideration: "If warranted, appropriate action which may include further study will ensue."

**RATIONALE**

It is the principal intention of the Policy to ensure the continuous quality improvement of academic programs. Institutional reviews are conducted through the established faculty-led and administrative-support process, which might be program-, departmental or campus-based. Secondarily, the Policy presents a skeletal context for the monitoring process, which is purposefully designed not to infringe upon faculty authority or institutional management of academic programs.

The System Office of the Provost revised its template for an End-of-Year Report wherein each institution could summarily present the results of its academic program review process. The revision added a provision for the reporting on the assessment of student learning outcomes for the referenced academic program. The assessment of student learning outcomes is deemed the most essential element of the review process. The report's revision also stipulated a more uniform reporting by the institutions, to facilitate the summations of institutional results.

Of the System's more than 1300 certificate and degree offerings, 147 within 133 academic programs were reviewed, in whole or in part during the 2015-16 academic year. Attached are summations of key information and data gleaned from the institutions' reports by the System Office of the Provost for the Committee's and Board's consideration. Highlights of the summations are:

Among the 28 programs subject to external accreditation;

- 13 or 46% programs' accreditation decisions are pending further review,
- 9 or 32% of programs had an internal review at points within the span of their approval status, thus continued;
- 5 or 8% of programs were approved during this review period,
- 1 or 4% of programs was denied approval – that program has been placed on probation

Among the action recommendations derived from internal review:

- 47 or 32% of programs are pending further review
- 38 or 26% of programs will be continued with no or little change
- 20 or 14% of programs will undergo minor changes



- 12 or 8% of programs will undergo moderate changes
- 8 or 5% of programs will undergo substantive change
- 8 or 5% of programs have been or will be terminated

Among the 49 certificate programs reviewed during the 2015-16 cycle:

- 28 or 57% of the programs awarded an average of less than 5 certificates, over the course of three years
- 20 or 41% of the programs awarded 5 to 50 certificates, over the course of three years
- 1 or 2% of the programs awarded more than 50 certificates, over the course of three years

Among the 112 degree programs reviewed during the 2015-16 cycle:

- 34 or 30% of the programs awarded an average of less than 5 degrees, over the course of three years
- 69 or 62% of the programs awarded 5 to 50 degrees, over the course of three years
- 9 or 8% of the programs awarded more than 50 degrees, over the course of three years

## **OBSERVATIONS**

It is instructive to note in the second year of the Policy's implementation that facilitating and complying with the execution of the monitoring procedures is still a learning experience for the System Office of the Provost and the CSCU institutions, respectively. Clarifications in the communication and understanding of terminology is a repetitive and on-going process. For instance, the meaning of "external review" is often not comprehended. The large instances of "pending" under "external accreditation status" and "pending further review" under "internal review action recommendation" are due to a lack of understanding as to the designated review period.

Nevertheless, institutional reporting to date demonstrates that the concept of "comprehensive review" is interpreted differently, and often at minimum levels. Moreover, generally speaking, the operationalizations of the academic program review process at CSCU institutions does not advance continuous quality improvement. Apparently, most CSCU institutions continue their practices, established prior to enactment of the Board's Policy, of having few faculty members actively involved in the formal review of academic programs. Clearly, the Policy lacks the leverage to ensure its intention to continuously improve the quality of academic programs.

In its deliberations regarding the submission of the institutions' academic program reviews for 2015-16 academic year, the Academic Council has expressed a desire to play an instrument role in strengthening the Academic Program Review Policy.

It is recommended that the Board afford the Academic Council the opportunity to lead an effort to address the deficiencies of the Academic Program Review Policy through the drafting of an Academic Program Review Policy Manual, with guidance from the staff of the System Office of the Provost.

11/18/16 – BOR-Academic and Student Affairs Committee  
12/08/16 – Board of Regents



**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Academic Program Review

December 8, 2016

RESOLVED: That the Board of Regents for Higher Education accept the submission of academic program reviews by the CSCU institutions for the 2015-16 academic year.

BE IT FURTHER RESOLVED: That the Academic and Student Affairs Committee request that the Provost's Office work with the Academic Council to develop Academic Program Review Policy Guidelines to strengthen and bring clarity and consistency to Academic Program Review and share such guidelines with the Academic and Student Affairs Committee when completed.

A True Copy:

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Erin A. Fitzgerald, Secretary of the  
CT Board of Regents for Higher Education

**Connecticut State Colleges & Universities**  
**Academic Program Review**  
**Summation Part One: Reviews' Results & Recommendations**  
**2015-16 Academic Year**

Institution	Means of Review			External Accreditation Status				Internal Review's Action Recommendation					
	External	Internal	External & Internal	Approved	Denied	Pending	Continued	Continuation	Minor Revisions	Moderate Revisions	Substantive Change	Pending further Review	Termination
Asnuntuck	0	4	0	0	0	0	0	1	2	0	0	1	0
Capital	0	0	2	0	1	0	1	1	0	1	0	0	0
Gateway	0	27	1	0	0	0	1	10	3	5	8	1	1
Housatonic	0	1	1	1	0	0	0	0	0	0	0	2	0
Manchester	0	4	0	0	0	0	0	0	4	0	0	0	0
Middlesex	0	10	0	0	0	0	0	0	0	4	0	6	0
Naugatuck Valley	0	4	0	0	0	0	0	3	0	0	0	0	1
Northwestern CT	0	2	0	0	0	0	0	0	0	0	0	2	0
Norwalk	0	2	1	1	0	0	0	3	0	0	0	0	0
Quinebaug Valley	0	9	0	0	0	0	0	8	0	0	0	1	0
Three Rivers	0	19	0	0	0	0	0	2	0	1	0	12	4
Tunxis	0	3	3	0	0	0	3	3	3	0	0	0	0
<b>Community Colleges</b>	<b>0</b>	<b>85</b>	<b>8</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>5</b>	<b>31</b>	<b>12</b>	<b>11</b>	<b>8</b>	<b>25</b>	<b>6</b>
<b>Charter Oak</b>	0	6	0	0	0	0	0	6	0	0	0	0	0
Central	8	12	1	1	0	8	0	1	1	0	0	15	2
Eastern	0	2	0	0	0	0	0	0	1	1	0	0	0
Southern	5	2	6	2	0	5	4	0	6	0	0	7	0
Western	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>CSU Universities</b>	<b>13</b>	<b>16</b>	<b>7</b>	<b>3</b>	<b>0</b>	<b>13</b>	<b>4</b>	<b>1</b>	<b>8</b>	<b>1</b>	<b>0</b>	<b>22</b>	<b>2</b>
<b>TOTAL</b>	<b>13</b>	<b>107</b>	<b>15</b>	<b>5</b>	<b>1</b>	<b>13</b>	<b>9</b>	<b>38</b>	<b>20</b>	<b>12</b>	<b>8</b>	<b>47</b>	<b>8</b>

**Connecticut State Colleges & Universities**  
**Academic Program Review**  
**Summation Part Two: Credentials Awarded**  
**2015-16 Academic Year**

Institution	Three-Year Averages by Numerical Groupings																		Total Number of Academic Programs Reviewed					
	Certificates							Undergraduate Degees							Graduate Degees									
	100 or more	75 to 99	51 to 74	26 to 50	5 to 25	less than 5	Sub-total	100 or more	75 to 99	51 to 74	26 to 50	5 to 25	less than 5	Sub-total	100 or more	75 to 99	51 to 74	26 to 50		5 to 25	less than 5	Sub-total		
Asnuntuck	0	0	0	1	0	0	1	0	0	0	0	2	2	4									4	
Capital	0	0	0	0	0	0	0	1	0	0	0	1	0	2									2	2
Gateway	0	0	0	1	8	10	19	2	0	0	0	15	11	28									28	
Housatonic	0	0	0	0	1	0	1	0	0	0	1	1	0	2									2	
Manchester	0	0	0	0	0	2	2	0	0	0	0	3	1	4									4	
Middlesex <sup>2</sup>	0	0	0	0	1	5	6	0	0	0	1	3	2	6									10	
Naugatuck Valley	0	0	0	0	0	0	0	0	0	0	0	2	2	4									4	
Northwestern CT	0	0	0	0	0	1	1	0	0	0	0	0	2	2									2	
Norwalk	0	0	0	0	0	1	1	0	0	0	0	2	1	3									3	
Quinebaug Valley <sup>1</sup>	0	0	0	0	2	3	5	0	0	0	0	0	0	0									9	
Three Rivers	0	0	0	0	3	5	8	1	0	1	0	2	8	12									19	
Tunxis	0	0	1	0	2	0	3	0	1	0	2	2	0	5									6	
Community Colleges	0	0	1	2	17	27	47	4	1	1	4	33	29	72	93									
Charter Oak	0	0	0	0	0	0	0	0	0	1	1	2	2	6	0	0	0	0	0	0	0	6		
Central	0	0	0	0	1	1	2	0	0	0	6	3	2	11	0	0	0	1	7	0	8	19		
Eastern	0	0	0	0	0	0	0	0	0	0	0	2	0	2	0	0	0	0	0	0	0	2		
Southern	0	0	0	0	0	0	0	0	1	1	3	2	0	7	0	0	0	1	4	1	6	13		
Western	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
CSU Universities	0	0	0	0	1	1	2	0	1	1	9	7	2	20	0	0	0	2	11	1	14	34		
TOTAL	0	0	1	2	18	28	49	4	2	3	14	42	33	98	0	0	0	2	11	1	14	133		

1 QVCC's reviews includes four disciplines for which credentials are not awarded.

2 MxCC's reviews includes four disciplines for which credentials are not awarded.

**ITEM**

Amend Policy 3.10 adding revised language to address special circumstances of CSCU Pathway Transfer Associate Degree (also known as, Transfer Ticket) students.

**BACKGROUND**

Previously established Board Policy 3.10 addresses “Cross Registration Guidelines for Exchange of Students Among Institutions of Public Higher Education.” First approved in 1973, it is being amended to reflect two subsequent developments: the 2011 Consolidation resulting in Connecticut State Colleges and Universities (CSCU), and the 2012 Transfer and Articulation Policy.

The 2012 Transfer and Articulation Policy requires CSCU Pathway Transfer Associate Degrees to be common to all Community Colleges. In some cases, Colleges are not able to offer a small number of the courses required in pathway. To make those degrees available to students at all the Colleges, students will be guided to other CSCU institutions where the courses can be completed. The 1973 “Cross Registration Guidelines” provides limited opportunities for students to complete courses not available at their home institutions.

**RATIONALE**

In order for the existing policy to be more effective for CSCU Pathway Transfer Degree students needing to complete course and degree requirements in a timely manner, the policy is being amended to provide more flexibility, convenience, and affordability for those students. The amended policy will remove three barriers that potentially increase both the time and cost of a CSCU Pathway Transfer Degree.

1. The amended policy allows CSCU Pathway Transfer Degree student to initiate cross registration.
2. The amended policy allows CSCU Pathway Transfer Degree students to register for a course at a host Community College or Charter Oak State College concurrently with the host institution’s students. CSCU Pathway Transfer Degree students will register for courses at a State University on a space-available basis.
3. The amended policy extends the tuition and fee benefits to both full-time and part-time CSCU Pathway Transfer Degree students, charging them the tuition rate consistent with their primary institutions.

This amendment applies only to students who have declared a CSCU Pathway Transfer Degree, only to institutions within the CSCU system, and only in cases where the course is required in the declared program and not available in a timely manner at the student’s home institution. Other parameters of the current Cross Registration Agreement will continue to apply.

11/9/2016 – Academic Council

11/18/2016 – BOR-Academic and Student Affairs Committee

12/8/2016 – Board of Regents

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

regarding

**CROSS-REGISTRATION OF STUDENTS in STATE INSTITUTIONS**

December 8, 2016

- WHEREAS: Previously established Board Policy addresses Cross-Registration Guidelines for Exchange of Students Among Institutions of Public Higher Education, and
- WHEREAS: The Board of Regents has approved the establishment of CSCU Transfer Ticket (Transfer and Articulation Program) degree programs, and
- WHEREAS: The implementation of the CSCU Transfer Ticket degree programs has disclosed the need for a Policy Statement to facilitate the expedient cross-registration of the System's community college students in courses at another Connecticut Community College, a Connecticut State University, or Charter Oak State College; therefore, be it
- RESOLVED: The policy previously adopted regarding Cross-Registration (formerly 3.10) is now rescinded, and the attached amended policy is hereby adopted.

A True Copy:

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Erin A. Fitzgerald, Secretary of the  
CT Board of Regents for Higher Education

## Cross-Registration

### a. Cross-Registration Guidelines for Exchange of Students Among Institutions of Public Higher Education

~~The Board of Trustees of Community Technical Colleges approves~~ The following **are** guidelines for exchange of students among institutions in the state system of higher education, which will provide an opportunity for students enrolled in a Community College, State University, or the University of Connecticut to benefit significantly by taking a course or courses not available where they are registered but offered at another state institution.

1. Preliminary, informal inquiry should first establish that there is a substantial degree of interest on the part of one or more qualified students enrolled at the home institution in a particular course offered by the host institution but not by the home institution.
2. The host institution, after making accommodation for its own students, will determine the number of vacant student places in the course that could be filled without exceeding the acceptable limit on class size.
3. The home institution will recommend not more than this number of its students to the host institution, which will examine these students' qualifications for taking the course in question.
4. Students admitted to a course or courses will register under the procedures for unclassified students in the host institution, which will issue a transcript record of credit earned after the successful completion of the course.
5. The home institution will accept this credit in transfer under its own procedures, making it a part of the student's record at his or her home institution.
6. Students who have paid the tuition and fees of full-time students at their home institutions shall be exempt from further charges. Copies of their receipted fee bills should be accepted by the host institution in lieu of payment.
7. Part-time students shall not be exempt, but shall pay the tuition and fees required of unclassified students who take the same course at the host institution.

### b. Cross-Registration Guidelines for students enrolled in CSCU Transfer Ticket (TAP) degree programs among the Connecticut State Universities, Charter Oak State College, and the Connecticut Community Colleges.

An enhanced Cross-Registration Agreement among the CSUs, Charter Oak and the CCs applies in the following situations:

- only to students enrolled in CSCU Transfer Ticket degree programs.

- only to courses required in the student's declared Transfer Ticket degree program. Courses designated as Unrestricted Free Electives are not covered by this enhanced agreement.
- to courses not in the student's home institution's catalog.
- to courses in the student's home institution's catalog but not offered in a timely manner that allows the student to take prerequisites, sequenced courses, or other degree requirements.
- to both full-time and part-time students.

In those stipulated situations, the enhanced Cross-Registration opportunities

1. do not require the student's home institution to ascertain the need and to request accommodations for a student at the host institution; instead, the student is allowed to initiate cross registration
2. allow a student who qualifies for the amended policy to register at a Community College or Charter Oak State College concurrently with the host institution's students and on a space-available basis at a State University
3. provide for TAP students to be charged tuition and fees consistent with the policy of their home institutions

The other parameters of the current Cross-Registration Agreement will apply:

- a. students must have met any pre-requisites and other requirements for the course as established by the host institution.
- b. the host institution will issue a transcript record of credit earned after the successful completion of the course.

(Adopted January 16, 1973, amended December 8, 2016)

**NOTE this Item is a repeat from the October 13, 2016 meeting to correct technical implementation. The original intention was to amend the referenced policy to eliminate the requirements to set aside funds for Telecommunications, but the original language inadvertently rescinded the entire policy.**

## ITEM

Connecticut State Universities (CSU) Policy Amendment: **Fund Balance Guidelines**  
Telecommunication Charges

## BACKGROUND

Board Resolution # 08-039 approved on May 15, 2008 provides Fund Balance Guidelines for the CSUs. In accordance with this resolution, the CSUs are required to “within the Systemwide unrestricted fund balance, [provide an amount] of three hundred thousand (\$300,000) dollars annually to provide for ongoing telecommunication equipment replacement and upgrade.”

These funds were used as a reserve for CSU equipment and projects managed by the System Office Telecommunications staff. In order to support this requirement, funds were collected from each university, and accumulated in a reserve which totals approximately \$3.1M as of September 7, 2016.

## ANALYSIS

After significant evaluation of the process by the Chief Information Officer, his staff, and the four CSU leadership teams, the CSU telecomm auxiliary services is being dissolved and the funds will be returned to the CSUs.

The model of centralized services for telecommunications is no longer valid at a residential campus that operates 24 hours a day. It's more appropriate that each University manage and control their own networks and telecommunications infrastructures.

The CIO's organization is in the process of disbanding the central function, ensuring that the Universities are equipped to transition responsibility, and dispersing the system reserves to each institution's reserve balance. The timing coincides with new voice and network systems being implemented at the CSUs. The Universities will in turn hold the reserves for repair and replacement equipment, and in the future establish individual reserves as required to maintain their equipment. As of now, Eastern, Central and Southern are ready to take ownership of the process, and the team at Western is still in transition.

As a result of this transition, management is requesting that the Board ~~rescind~~**amend** the former policy, and that System Office cease collection of funds from the four Universities beginning immediately. Further, management requests that the Board approve returning the System Office reserve to the four Universities in a mutually agreed upon, equitable manner.

## RECOMMENDATION

**Amend** Board Resolution 08-39 and abolish the need for a system reserve for telecommunications, allowing each CSU to manage their own telecommunication costs and requirements and allowing the CSUs to establish individual reserves within their available resources to provide for telecomm replacement and upgrade requirements.

11/17/16 – Finance Committee

12/8/16 – Board of Regents



RESOLUTION

amendment of  
CONNECTICUT STATE UNIVERSITIES (CSU) POLICY  
~~FUND BALANCE GUIDELINES TELECOMMUNICATION CHARGES~~

~~October 20, 2016~~ **December 8, 2016**

WHEREAS, Board Resolution # 08-039 approved on May 15, 2008 provides Fund Balance Guidelines for the CSUs, and states that the CSUs are required to set aside “within the Systemwide unrestricted fund balance, [ ] three hundred thousand (\$300,000) dollars annually to provide for ongoing telecommunication equipment replacement and upgrade,” and

WHEREAS, These funds were used as a reserve for CSU equipment and projects managed by the System Office Telecommunications staff, and

WHEREAS, In order to support this requirement, funds were collected from each university, and accumulated in a reserve which totals approximately \$3.1M as of September 7, 2016, and

WHEREAS, This process is being decentralized in order to allow the individual universities to manage the process locally so that they may accommodate the varying campus needs, therefore be it

RESOLVED, That Board Resolution 08-39 is ~~rescinded~~ **amended** abolishing the need for collecting telecommunications support funds from the CSUs, and abolishing the need for a System reserve for telecommunications, and be it further

RESOLVED, That the current funds held at the System Office for this purpose will be allocated to the CSUs to hold in reserve to support their individual telecommunication requirements, and be it further

RESOLVED, That the CSUs will establish individual reserves going forward as deemed appropriate for this purpose.

A True Copy:

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Erin A. Fitzgerald  
Secretary, Board of Regents  
for Higher Education

## Addendum

### FUND BALANCE GUIDELINES

proposed deletions for 12/8/16 BOR consideration detailed below

#### Operating Fund

The operating fund from a funds accounting perspective is known as the current fund, and accounts for those economic resources which are expendable for carrying out the primary purpose or general operation of the university: instruction, research, and public service. The current fund consists of two subgroups - unrestricted current funds and restricted current funds.

*Current unrestricted funds* are resources received by a university that have no limitations or stipulations placed on their use by external agencies or donors. These funds are often deemed the most desirable resources for an institution, since they offer the widest range of flexibility concerning how monies can be spent. Tuition, fees, and legislative appropriations are typical examples of revenue sources received as unrestricted current funds.

*Current restricted funds* are resources provided to a university that have externally established limitations or stipulations placed on their use. Such restriction can be broad or very specific.

*Designated funds* result from internal designations placed on resources by the governing board or institutional management and constitute an allocation of current unrestricted funds. These designations can change at any time. Any unrestricted resources designated to specific fund groups (plant, loan, or quasi-endowment) are included in such fund groups by a transfer, which can be either mandatory or non-mandatory, depending on the circumstances.

Within the Connecticut State University System, the Board of Trustees, the Chancellor, and the University Presidents are authorized to designate funds for certain purposes such as major expenditures that may require more funds than would be available for the specific purpose in a single year or for a future project. The designated funds will be accounted for within the accounting system.

In general, fund balances must be sufficient to

- a) finance open commitments including multi-year projects not structured on a fiscal year basis, such as implementation of large information systems;
- b) provide funds designated for major expenditures that may require more funds than would be available for the specific purpose in a single year or for a future project;
- c) provide sufficient funds to ensure financial stability in the event of unfavorable economic conditions and/or permit operation of the University/System for a reasonable length of time in case of emergency. NOTE: Except in case of extreme emergency, undesignated current fund balances shall not be used to subsidize ongoing current operations.

#### Required Unrestricted Funds – University

Each University shall provide for an unrestricted fund balance without deduction for the reserve for accrued compensated absences as well as the impact of all assets due from the State of Connecticut and all liabilities due to the State of Connecticut, and including required and permitted plant fund transfers (“adjusted unrestricted fund balance”), as follows:

- Five (5) to seven (7) percent of the University’s total budgeted *educational and general expenditures and auxiliary services expenditures* for the current fiscal year; plus
- Current portion of the University’s accrued compensated absences from the prior year financial statements, since this is the amount that is estimated to materialize in the current fiscal year; plus

- Two (2) to five (5) percent of *housing and food service fee revenues* annually for the purpose of meeting the annual refurbishing and equipment replacement/acquisition requirements of these activities, with the proviso that if any of these particular funds remain unspent in the current year, they may be carried over into subsequent years to be used for the same purpose; plus
- Funds designated due to Student or other non-debt-service commitments (must be pre-approved by the Chancellor and the Board of Trustees); plus
- Unrestricted funds set aside for debt service funding/pre-funding on student housing or student parking garages

### **Project Fund**

Should a University's adjusted unrestricted fund balance exceed the above level, the excess shall be transferred to a Systemwide Project Fund, which shall be used to fund University and Systemwide projects on a request basis, based on the merits of the request according to established criteria. The Project Fund shall be overseen by the Council of Presidents and the Chancellor, who shall develop the aforementioned criteria to determine the circumstances and guidelines under which the Project Fund may be used. Proposals to use the Project Fund shall be made to the Council of Presidents, who will determine the acceptability of each proposal and provide their recommendation(s) for use to the Chancellor by way of written justification. The Chancellor shall not be bound to accept the recommendation(s) of the Council of Presidents, but will take them under advisement. Should the Chancellor choose to advance any proposal(s), he shall provide his final recommendation(s) to the Executive Committee of the Board of Trustees for discussion and action within 60 days of the Council of Presidents' recommendation(s).

Should a University's adjusted unrestricted fund balance fall below the required level, the University President may request of the Council of Presidents and the Chancellor that the University's adjusted unrestricted fund balance be replenished through the use of the Project Fund. The request shall be in writing, and shall detail why the University believes that it would be unable to restore its adjusted unrestricted fund balance to the required level within two years, and why the infusion of Project Funds is necessary. The University shall further detail measures that it will put in place to restore its adjusted unrestricted fund balance and replenish the Project Fund within five years following the infusion.

### **Required Unrestricted Funds – System Office**

The System Office shall maintain a System Office unrestricted fund balance without deduction for the reserve for accrued compensated absences as well as the impact of all assets due from the State of Connecticut and all liabilities due to the State of Connecticut ("adjusted unrestricted fund balance"), of an amount not to exceed five (5) percent of the System Office's total budgeted *educational and general expenditures and auxiliary services expenditures* for the current fiscal year; plus the current portion of accrued compensated absences from the prior year financial statements attributable to personnel charged to the System Office, since this is the amount that is estimated to materialize in the current fiscal year.

### **Required Unrestricted Funds – Systemwide**

The System Office shall maintain a Systemwide unrestricted fund balance without deduction for the reserve for accrued compensated absences as well as the impact of all assets due from the State of Connecticut and all liabilities due to the State of Connecticut ("adjusted unrestricted fund balance"), as follows:

- One and one-half (1 1/2) percent of the System's total budgeted *educational and general expenditures* of the current fiscal year; plus
- Current portion of accrued compensated absences from the prior year financial statements attributable to personnel charged to Systemwide Operations, since this is the amount that is estimated to materialize in the current fiscal year; plus

- ~~Three hundred thousand (\$300,000) dollars annually, if needed, to provide for the advancement of Systemwide projects and/or equipment in the area of Information Technology, including Telecommunications; with the proviso that if any of these particular funds remain unspent in the current year, they may be carried over into subsequent years to be used for the same purpose; plus~~
- Funds designated due to Student or other non-debt-service commitments (must be pre-approved by the Chancellor and the Board of Trustees)

Should the Systemwide adjusted unrestricted fund balance exceed the above level after required transfers to plant fund, the excess shall be transferred to the Project Fund.

Should the System Office or Systemwide unrestricted fund balance fall below the required level, the Chancellor will develop an action plan to restore the adjusted fund balance to the designated level within a reasonable time, including possible infusion from the Project Fund. This action plan shall be presented to and receive the concurrence of the Executive Committee of the Board of Trustees. The Chancellor shall notify the Council of Presidents of any approved infusion of funds from the Project Fund to the System Office or Systemwide fund balance.

### **Plant Fund**

Plant fund purposes consist of the following: plant construction or acquisition; payment of interest and/or principal on plant-related debt; and renewal and replacement of facilities (including maintenance of plant). Funds received from outside providers for capital projects may not be used for other purposes unless approved by the provider.

#### **1. Debt Service**

Fund balances maintained in the plant fund for debt service are transferred to this account from the current fund to meet statutory requirements to pay for University self-supporting construction projects. Interest earned on these funds is unrestricted, but is designated for debt service purposes in order to minimize student fee charges.

#### **2. Transfers to Plant Fund**

Annually, each University shall provide to the Board of Trustees a report listing the designated purpose(s) and amount(s) of all unrestricted current operating funds transferred or intended to be transferred into the plant fund in that year. This report is to be provided to the Finance and Administration Committee as part of each University's spending plan submission. Any transfers or intended transfers from the unrestricted current fund to the plant fund made by the Universities, other than the required amount for annual refurbishing and equipment replacement/acquisition for housing and food service, must be approved by the Chancellor and the Board of Trustees in advance.

### **Other Funds**

Unrestricted, self-supporting funds, such as those resulting from entrepreneurial activities or university self-supporting units, may also have unrestricted fund balances. Fund balances for these types of activities will vary depending upon the scope of the activity and will remain with the activity or unit during its lifetime. Should an activity find its fiscal viability threatened, the University President will make a determination as to the continued existence of the activity.

Unrestricted revenues of other funds such as the endowment fund group, loan fund group, annuity/life income fund group and the research fund, if realized, may be designated for certain purposes by the appropriate authority(s) enumerated above.

### **Use of Fund Balances**

Any use of current fund or plant fund balances must be approved by the Chancellor and, if the amount to be used is \$250,000 or greater, by the Board of Trustees. Ordinarily this approval will take place at a regularly scheduled meeting of the Board of Trustees; however, in urgent cases, the Chancellor may approve the use of fund balances of \$250,000 or greater. In these instances, the action will be brought to the next scheduled meeting of the Executive Committee for ratification, followed by ratification by the Board of Trustees at their next scheduled meeting.

**ITEM**

Naming of the Study Space in the Westside Classroom Building in honor of the Rizzo and Rebeiro families.

**BACKGROUND**

The Board of Regents has the sole authority to provide for the naming of facilities and programs at the Connecticut State Universities. Through the policy dated April 8, 2009, the Board provides direction for naming of present or future facilities, major areas (such as auditoriums and room with major public visibility) within existing or future facilities, existing facilities which have undergone major renovations, or areas on University grounds for which a naming opportunity exists.

The object of the policy is to enhance the ability of the institutions of the Connecticut State University System to encourage and pursue contributions in support of institutional goals.

**ANALYSIS**

MaryJean Rizzo-Rebeiro, President of NY-CONN Corporation, who is a member of the Western Connecticut State University Foundation Board of Directors and the Western Connecticut State University Ansell School of Business Advisory Board has given \$50,000 to name the Study Space, located in the center of the Westside Classroom Building.

The Study Space is located in the center of the Westside Classroom Building, which is located on the WCSU Westside Campus at 43 Lake Avenue Extension, Danbury, CT.

The University seeks to thank Ms. Rizzo-Rebeiro for her generosity by granting the request to name this Study Space after her family.

**RECOMMENDATION**

Approve the naming of the Study Space in the Westside Classroom Building in honor of the Rizzo and Rebeiro families.

11/17/16 Finance & Infrastructure Committee  
12/08/16 Board of Regents

RESOLUTION

naming

THE STUDY SPACE at the WESTSIDE CLASSROOM BUILDING

at

WESTERN CONNECTICUT STATE UNIVERSITY

IN HONOR OF MARYJEAN RIZZO-REBEIRO

December 8, 2016

WHEREAS, The Board of Regents has the sole authority to provide the naming of facilities and programs at the Connecticut State Universities. Through the policy dated April 8, 2009, the Board provides direction for naming of present or future facilities, major areas (such as auditoriums and room with major public visibility) within existing or future facilities, existing facilities which have undergone major renovations, or areas on University grounds for which a naming opportunity exists, and

WHEREAS, MaryJean Rizzo-Rebeiro, President of NY-CONN Corporation, who is a member of the Western Connecticut State University Foundation Board of Directors and the Western Connecticut State University Ansell School of Business Advisory Board has given \$50,000 to name the Study Space, and

WHEREAS, Study Space is located in the center of the Westside Classroom Building, which is located in the WSCU Westside Campus at 43 Lake Avenue Extension, Danbury, CT, be it therefore

RESOLVED, That the Board of Regents for the Connecticut State Colleges and Universities designates the Study Space at the Westside Classroom Building at Western Connecticut State University be named hereafter in honor of MaryJean Rizzo-Rebeiro

A True Copy:

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Erin A. Fitzgerald  
Secretary

**ITEM – Information Only**

Energy Conservation Program

**COMMENTS**

As CSCU is heading into a challenging fiscal period, the Facilities organization has been developing energy programs that contribute savings to our high utility costs while focusing on environmental protection.

As Utility Expenses are the third largest dollar value in our spend profile, following personnel costs and institutional financial aid, this has been an area of particular emphasis for cost containment, and where available, cost reduction.

Great progress has already been made, but the Facilities management team has identified more projects and ongoing programs to continue these efforts.

11/17/16 Finance & Infrastructure Committee

12/08/16 Board of Regents





# **Energy Conservation Program Overview**

November 17, 2016

# CSCU Energy Conservation Program Overview

## Vision

**Develop long term sustainable resources that enhance  
Connecticut Higher Education**



# **CSCU Energy Conservation Program Overview**

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## **Program Objectives**

- **Guided Sustainable Opportunities**
- **Reduce Fossil Fuel Dependency**
- **Lower the Carbon Footprint**
- **Behavior Modification**
- **Decrease Facility Operating Expenses**
- **Leverage Funding Opportunities**



# **CSCU Energy Conservation Program Overview**

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## **Guided Sustainable Opportunities**

### **OBJECTIVE**

- **Understand what we know as a combined group**
- **Understand what we don't know?**
  - **Tried and proven opportunities**
  - **Available technology**
  - **Purchasing vs. partnerships**
  - **Cost driven models**



# **CSCU Energy Conservation Program Overview**

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## **Guided Sustainable Opportunities**

### **OPPORTUNITY**

- **Facilities Master Plan Study**  
academic & major facilities based needs
- **Hazard Mitigation Study**  
FEMA risk management of natural occurrences
- **Energy Conservation Master Plan**  
20% spending reduction goal
- **LEED Silver or equivalent**  
renovations greater than \$2m  
new construction greater than \$5m



# CSCU Energy Conservation Program Overview

## Reduce Dependency on Fossil Fuels

### OBJECTIVE

- Reduce dependency of petroleum based products
- Coals use for producing electricity
- Increase use of:
  - solar
  - wind
  - geothermal
  - hydroelectric



# **CSCU Energy Conservation Program Overview**

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## **Reduce Dependency on Fossil Fuels**

### **OPPORTUNITY**

- **Maximize use of high efficiency mechanical & electrical equipment**
- **Maintain building envelope**
- **Micromanage interior building environment**
- **Material Selections**
- **Pursue alternate energy systems**
- **Strategize energy purchases**



# **CSCU Energy Conservation Program Overview**

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## **Carbon Footprint Reduction**

### **OBJECTIVE**

- **Reduce carbon dioxide emissions (greenhouse gas)**  
**Emissions are calculated per organization or activity**
- **American College & University Presidents' Climate Commitment**  
**7 signatories for carbon neutrality by 2050**
- **Promote renewable energy**
- **Power management**
- **Green technology**





# CSCU Energy Conservation Program Overview

## Carbon Footprint Reduction

### OPPORTUNITY

#### Campus Level

##### Alternate Fueled Vehicles

- Electric
- Hybrid
- Biodiesel



##### Single Stream Recycling



##### Energy Efficient Lighting

##### Energy Efficient Mechanical Equipment

##### Automated Environmental Controls

##### Low Water Volume Plumbing Fixtures

##### Educate Students and Staff



# **CSCU Energy Conservation Program Overview**

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## **Behavior Modification**

### **OBJECTIVE**

- **Low-Cost energy reduction programs**
- **Raise awareness and motivate**
- **Proactive Policies**
- **Reduction in wasted energy**
- **Sustainable effort**
- **Encourage new energy saving ideas**
- **Behavior + Technology + O&M = Savings**



# CSCU Energy Conservation Program Overview

## Behavior Modification

### OPPORTUNITY

Take the Stairs!



Burn calories,  
NOT electricity



- Energy Dashboard
- Awareness
- Layered Clothing vs. Thermostat
- Turn Unnecessary Lights Off
- Stairs vs. Elevator
- Recycle
- Greenscape
- Incentivize Programs



# **CSCU Energy Conservation Program Overview**

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## **Leverage Funding Opportunities**

### **OBJECTIVE**

- **Available grant funding**
- **Power Purchase Agreements**
- **Utility Company Incentives**
- **Energy Purchases**
- **Life Cycle Cost Analysis**
- **CSCU Green Bank**



# CSCU Energy Conservation Program Overview

## Leverage Funding Opportunities

### OPPORTUNITY – Power Purchase Agreement

- **Fuel Cells**

- Power Purchase Agreement (PPA) with 50% grant funding from the Former CT Clean Energy Fund

CCSU – 1.4 megawatts with \$200,000 estimated annual savings  
20-year contract term

ECSU – 400 kW at cost neutral savings  
10-year contract term

WCSU – 400 kW at cost neutral savings  
10-year contract term



ECSU – 400 kW Fuel Cell



CCSU – 1.4 Megawatt Fuel Cell

# CSCU Energy Conservation Program Overview

## Leverage Funding Opportunities

### OPPORTUNITY – Power Purchase Agreement

#### **Photovoltaic (PV) Solar Cells**

PPA with Renewable Energy Credit (REC) supplemental funding

- MXCC – 100 kW array with \$10k estimated annual savings ground application
- SCSU – 1 megawatt array with \$50k estimated annual savings ground, roof & canopy applications
- MCC – 2 megawatt array at \$250k estimated annual savings ground application



# CSCU Energy Conservation Program Overview

## Leverage Funding Opportunities

### OPPORTUNITY – Energy Purchase

- **Reverse Energy Auction**

- 2013 reverse electricity contract

System-Wide 93m kilowatts at \$21m purchased for three years

5% more Green Energy than the Renewable Portfolio Standard (RPS)

\$400,000 projected annual savings over utility company rate

- 2016 6-month electricity contract extension

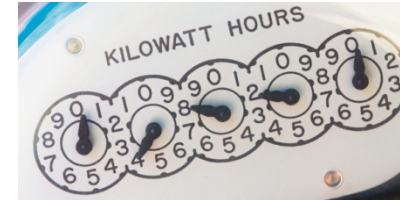
\$155,000 projected annual savings over current contract rate

\$213,000 projected 6-month savings over utility company rate

- 2016 reverse energy auctions

Electricity auction in process for December, 2016

Natural gas auction in process for March, 2017



# CSCU Energy Conservation Program Overview

## Leverage Funding Opportunities

### OPPORTUNITY – Life Cycle Cost Analysis

- **Retro Commissioning**
  - “rebalancing” of existing plumbing, electric & mechanical equipment
  - Project Examples:

#### Central Connecticut State University

1. **Project:** Energy Center Phase II Retrocommissioning
2. **Description:** Provide variable frequency drives for boiler force draft fans, optimize ventilation systems, and convert boiler feed pumps to variable flow.
3. **Estimated total project cost:** \$270,671
4. **Estimated annual savings:** – \$192,332
5. **Estimated simple payback:** 1 1/2 years

#### Central Connecticut State University

1. **Project:** Phase III Retrocommissioning
2. **Description:** Retrocommissioning Herbert Welti Hall, Harrison Kaiser Gym, and the Student Center.
3. **Estimated total project cost:** \$185,800
4. **Estimated annual savings:** – \$74,700
5. **Estimated simple payback:** 2 1/2 years





# CSCU Energy Conservation Program Overview

## Leverage Funding Opportunities

### OPPORTUNITY – Utility Company Programs

- Project Examples:
  - **Retrofitting & Rebates**
    - Site - Naugatuck Valley Community College
    - Project- Parking garage fluorescent lighting to LED & misc. electrical improvements

Utility Co. Rebate -	\$450,000
Out of Pocket -	<u>\$175,000</u>
Gross Project Cost -	\$625,000

**Annual projected energy savings of \$110,000**

***Out of pocket expense recouped in 20 months from electricity savings***



# CSCU Energy Conservation Program Overview

## Leverage Funding Opportunities

### OPPORTUNITY – Utility Company Programs

- Project Examples:
  - **Other Retrofit & Rebate Projects to be started**
    - **Steam Traps**
      - Western CT State University
      - Norwalk Community College
    - **Retro-commissioning**
      - Manchester Community College
      - Tunxis Community College
      - Gateway Community College



# CSCU Energy Conservation Program Overview

## Leverage Opportunities

### OPPORTUNITY – Construction

- **High Efficiency Building Design**

LEED silver or equivalent

- 14 current facilities with LEED certification or equivalent
- 12 new facilities in design or construction
- 1 **“Net Zero”** facility in design  
annual energy = renewable energy created on the site



Gateway CC Roof Garden



QVCC Advanced Mfg.



ECSU Science Building



# CSCU Energy Conservation Program Overview

## Leverage Funding Opportunities

OPPORTUNITY (page 1 of 3)

### Partnerships

CSCU **GREEN** Bank

CSCU **GREEN** Bank funding for colleges & universities

### Cause

Establish a dedicated energy conservation funding source that promotes a balanced environment while controlling operating expense increases

### ❖ Case Study

NVCC Parking Garage LED Lighting Improvements  
\$175,000 out of pocket expense  
\$110,000 annual energy savings  
20 month payback

*NVCC defers project funding to the CSCU **GREEN** Bank*



# CSCU Energy Conservation Program Overview

## Leverage Funding Opportunities

### OPPORTUNITY (page 2 of 3)

#### Partnerships

#### CSCU **GREEN** Bank

##### ✓ Project Funding Option

CSCU **Green** Bank project funding for NVCC of \$175,000

No up front out of pocket expense for NVCC

NVCC immediately gains:

- ✓ new equipment:
- ✓ warranties
- ✓ no system maintenance
- ✓ no relamping
- ✓ better lighting levels promoting safety & security



# CSCU Energy Conservation Program Overview

## Leverage Funding Opportunities

### OPPORTUNITY (page 3 of 3)

#### Partnerships

#### CSCU GREEN Bank

- ❖ NVCC repays the CSCU Green Bank  
repayment is based from the first 22-months of electricity savings
- ✓ NVCC's Benefit  
capital funding is not tied up in this project  
other important capital projects can be completed  
full access to annual savings is quickly achieved

#### System-Wide Effect

Long term energy conservation commitment  
Improvements with no upfront capital funding from college/university  
Institution immediately obtains gainful use of new equipment  
Energy expenditures are driven down  
Revolving fund provides for reinvestment into future projects



Chairman Fleury, President Ojakian, and fellow Regents:

It is a pleasure to offer this report on behalf of the Student Advisory Committee to the Board of Regents. In my tenure on the Student Advisory Committee, I have witnessed many changes in how we function as a group. This year, we have a talented group of students on the committee who are committed to representing their fellow students and participating in this process. So far, we have had the opportunity to look in depth at a number of issues. I would like to bring four of these to your attention today.

As you can imagine, given the prospect of more funding reductions this year, many of us are concerned about what that means to students. This year, however, I feel there is a willingness on the part of the students to listen to what the Board and President Ojakian have to say and there is a sincere desire to be a part of the solution. We will not just shout “don’t raise our tuition” without offering substantive ideas. We have seen the devastating results of budget cuts on our campuses and we realize that a pledge of zero tuition increase may cost us more than we imagine.

One of the issues students feel strongly about is the impact of budget cuts on “at risk” students. Library hours come up again and again as an issue, especially at some of the community college campuses. We realize there is not an unlimited amount of funding available to keep the libraries open to everyone’s convenience. However, some of them are closing as early as 4:30 pm during the work week, including weekdays when there are evening classes meeting on campus. This impacts the students’ ability to get their work done. This is especially true for students who lack access to current technology in their homes. We view this as an issue worth addressing.

There were several suggestions from students about how we can solve this issue. We discussed having some minimum standards for how often and long the libraries should be open at a system level, shifting some of the responsibility to student workers or opening later so they can stay open later. We do not pretend to fully understand all the issues involved at each campus; however, we would like to be a part of the solution. We therefore ask that the Association Office to consider studying the issue of library hours and ask that students be invited to take part in a task force to find solutions.

Another issue of concern to students is the cost of college text books. Some 60% of college students will choose not to purchase a required text book over the course of their education because of the cost<sup>i</sup>. 23% of students regularly go without text books<sup>ii</sup>. They do so knowing it might and probably will impact their grade. Also, 35% of college students take fewer courses because of the cost of text books<sup>iii</sup>. And finally, since 2000, the cost of text books has risen three times the rate of inflation<sup>iv</sup>.

As a student, when we look at the cost of going to school, we have to take into consideration the cost of text books. This impacts our budget. There is good news however. Many of our campuses have been engaging in educational campaigns about OER resources. These OER resources can come at little to no cost and in many cases are as good as expensive text books. Additionally, the licensing with this material leaves it open for professors to customize the resources allowing them more academic freedom than traditional text books. This sounds like a win-win to us. Professors get more academic freedom and we save millions of dollars a year. Saving money on text books allows us to better handle any future tuition increases needed to keep vital services available.

We are not in any way suggesting that OER resources should be mandatory. It is, as it should be, up to our professors to decide on our text books. However, we feel that some education and additional resources made

available to faculty might solve the text book problem. We are aware that at least eight of our seventeen institutions are already examining or using OER text books in some classes. We would like to see all seventeen institutions have some additional education and support for more OER text books. We encourage the Board and the System Office to embrace this issue and join us in advancing the cause. We are prepared to work with you to bring faculty and students together to find a solution to help students save money while allowing faculty to have the academic freedom they need to teach effectively.

A serious issue that has come up with some consistency over the years is student safety. I am not going to sugar coat it for you. Some of our students don't always feel safe on their campuses. We have large open campuses which are hard to secure. As we saw in Ohio just last week, it only takes a split second for tragedy to happen. Some of the things we discussed about safety include improved lighting on campus for the night students, how many and how often guards are available, and the relationships our schools have with their local police departments.

We also discussed having active shooter drills and mandatory training for students in what to do in the event of that kind of emergency. At some of our campuses, we can't get cell coverage in our classrooms making text and cell phone warning systems an ineffective way to communicate in an emergency. We understand that this is an incredibly complicated issue and it is one we are prepared to help solve. We ask that you include us in discussions surrounding security and safety at our campuses.

Finally, we heard from students, especially LGBTQ students, that it is important for schools to adopt a preferred first name policy. That is, students are allowed to be called by their preferred first name which is not necessarily their given name and it is reflected in their school record that way. We are aware that some of our campuses have already adopted this policy and we applaud them. We feel it is time for the Systems Office to establish a policy that supports preferred first names as part of a broader LGBTQ policy to protect all of our students.

As I hope you have heard from our presentation today, we are actively working to represent the students of the CT State Colleges and Universities. We want to work with the Board and the Systems Office to address these concerns. We have students ready, able, and willing to meet with committees and task forces around these issues. We are asking you to let us be more than the voice of the students; we want to be the voice for a solution.

Thank you for this opportunity to address the Board. It is, as always, my pleasure to represent the students of the CT State Colleges and Universities.

Holly M. Palmer

Chair, Student Advisory Committee

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<sup>i</sup> Source: 2012 student survey by Florida Virtual Campus

<sup>ii</sup> Ibid.

<sup>iii</sup> Op. Cit.

<sup>iv</sup> Source: BLS, Census Bureau



**ITEM**

Request Board of Regents to delegate authority to the Audit Committee to approve audited annual financial statements for the year ended June 30, 2016

**COMMENTS**

The Audit Committee Charter states that the responsibilities of the Committee include “Review and accept the annual financial statements and auditors’ reports”, and “As and if appropriate, recommend to the Board of Regents approval of the annual financial statements.”

The CSCU financial statements are required to be filed with the Comptroller’s office before the end of the calendar year. The draft audited financial statements will not be available until December 9, the date of the Audit Committee meeting.

It is requested that the Board delegate to the Audit Committee authority to approve on the Board’s behalf the draft audited financial statements at the December 9, 2016 Committee meeting.

**RECOMMENDATION**

Delegate Board authority to the Audit Committee to approve on the Board’s behalf the draft audited financial statements at the December 9, 2016 Committee meeting. The final reports (listed below), along with a summary thereof, will be presented to the full Board at the next regularly scheduled Board meeting.

- FY2016 Audit of Charter Oak State College and CT Distance Learning Consortium (Grant Thornton)
- FY2016 Audit of Project Expenditures CSUS 2020 (Blum Shapiro)
- FY2016 Financial Statements and Management Letters for the Connecticut State Universities and Community Colleges (Grant Thornton)

12/8/16 – BOR

12/9/16 – Audit (info)

RESOLUTION  
TO DELEGATE AUTHORITY TO THE AUDIT COMMITTEE TO APPROVE AUDITED  
ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED June 30, 2016

December 8, 2016

WHEREAS, The Audit Committee Charter states that the responsibilities of the Committee include “Review and accept the annual financial statements and auditors’ reports”, and “As and if appropriate, recommend to the Board of Regents approval of the annual financial statements,” and

WHEREAS, The CSCU financial statements are required to be filed with the Comptroller’s office before the end of the calendar year, and

WHEREAS, The draft audited financial statements will not be available until December 9, the date of the Audit Committee meeting, be it therefore

RESOLVED, That the Board delegates authority to the Audit Committee to approve on the Board’s behalf the draft audited financial statements at the December 9, 2016 Committee meeting

A True Copy:

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Erin A. Fitzgerald  
Secretary