

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

## AGENDA – REGULAR MEETING

10:00 a.m., Thursday, December 18, 2014

Regents Boardroom, 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. **Executive Session**
5. **Resolution concerning Appointment of Housatonic Community College President** *no exhibit*
6. **Board of Regents Chairman, Nicholas M. Donofrio**
7. **Board of Regents President, Dr. Gregory W. Gray**
8. **Approval of Minutes**
  - a) October 16, 2014 Regular Meeting
9. **Consent Agenda**
  - a) **Terminations**
    - i. Technical Writing Certificate – Three Rivers CC 1
  - b) **Modification**
    - i. Therapeutic Recreation Certificate – Middlesex CC 3
    - ii. Human Services – A.S. – Quinebaug Valley CC 11
  - c) **New Programs**
    - i. Biotechnology Certificate – Middlesex CC 15
    - ii. Data Security Specialist – AS – Gateway CC 21
    - iii. Mobile Application Development – AS – Gateway CC 24
    - iv. COT's Engineering Science/STEM Certificate – Quinebaug Valley CC 28
    - v. COT's Technology Studies/STEM Certificate – Quinebaug Valley CC 32
    - vi. Graphic Design – AS – Three Rivers CC 36
    - vii. Accelerated Advanced Manufacturing Machining – Certificate – Tunxis CC 39
    - viii. Interdisciplinary Peace, Collaboration and Conflict – Certificate – Gateway CC 42
  - d) **Resolution regarding College of Technology (COT) Technology Pathway** 45
  - e) **BOR Policy on FERPA and Directory Information** 48
  - f) **Adjustments to One Year Housing Contract** 54
  - g) **Tuition and Fee Refund Policy** 60
  - h) **Tuition & Fee Waiver Authorizations** 67
  - i) **2015 BOR Meeting Schedule** 71
10. **Academic & Student Affairs Committee – Merle Harris, Chair** *no exhibit*
11. **Audit Committee – Craig Lappen, Chair**
  - a) **Informational Item** (*report on Committee's receipt of draft audit reports*) – **No vote** 72
    - i. FY2014 Audit of Charter Oak State College and CT Distance Learning Consortium (O'Connor & Drew P.C.)
    - ii. FY2014 Audit of Project Expenditures CSUS 2020 (Blum Shapiro)
    - iii. FY2014 Financial Statements and Management Letters for the Connecticut State Universities and Community Colleges (PricewaterhouseCoopers LLP)

- 12. Finance & Infrastructure Committee – Matt Fleury, Chair** *no exhibit*
- a) **Lease of 190-196 Main Street, Danbury, CT – Naugatuck Valley CC** 78
- b) **Informational items (no vote)**
- i. CSCU 2020 Update 84
- ii. FY 15 Rescission 85
- 13. HR & Administration Committee, Naomi Cohen, Chair** *no report/no exhibit*
- 14. Executive Committee – Nicholas M. Donofrio, Chair** *no exhibit*
- 15. Opportunity to Address the Board**
- a) students
- b) faculty & staff
- 16. Adjourn**

**ITEM**

Termination of a program in Technical Writing leading to an undergraduate certificate (C2) at Three Rivers Community College, with a phase out period for the currently enrolled students.

**BACKGROUND**Summary

The Technical Writing Certificate program was approved at Three Rivers Community College (TRCC) on July 18, 2005, for the purpose of improving student writing skills in the workplace. Since that time, there has been insufficient student and employer demand for the certificate. Only two students have earned the certificate since Summer 2009. TRCC seeks to terminate the Technical Writing Certificate program.

Rationale

The low student completion rate indicates there is insufficient demand for this certificate. In addition, TRCC offers a number of Business Certificates that address any student and employer needs.

Phase Out/Teach Out Strategy

The three students currently enrolled in the certificate have been identified and will be allowed to complete it. Their expected graduation dates are within the 2015-16 academic years.

12/5/2014 – Academic and Student Affairs Committee

12/18/2014 – Board of Regents

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Termination of a Program

December 18, 2014

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of the Technical Writing Certificate at Three Rivers Community College with a phase-out period of two years until December 30, 2016.

A True Copy:

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

**ITEM**

Academic Program Modification for Certificate in Therapeutic Recreation at Middlesex Community College

**BACKGROUND**Summary of the Proposal: Background for the Modifications

Middlesex Community College (MxCC) is proposing several modifications to its existing Certificate program in Therapeutic Recreation that will:

- Change several course requirements to make the program more attractive to students who seek different career options in this field;
- Change several course requirements to encourage greater enrollment; and,
- Increase the total number of credits from 24 to 30 (two courses).

The Therapeutic Recreation Certificate Program at MxCC is designed to prepare students to meet the standards established in the Public Health Code for the State of Connecticut to work in convalescent nursing homes and other facilities with nursing supervision.

Though the program meets the needs of students seeking employment in long term care facilities, many students have expressed a desire to work with other populations, such as children and adults living with developmental disabilities, substance abuse, or mental illness; or, those who are part of the Juvenile or Criminal Justice Systems. Some students have expressed an interest in pursuing a Bachelor's Degree in Recreation and Leisure or Therapeutic Recreation. They would benefit from taking courses that are transferable from the community colleges to an institution such as Southern Connecticut State University, which offers a baccalaureate program in Recreation and Leisure with four different tracks, including Therapeutic Recreation.

Toward that end, these proposed modifications will provide additional options for students who complete the certificate. For students who wish to work with older adults, additional courses will strengthen their knowledge and skills and give them the option to transfer credits to an Associate Degree in either Human Services or Therapeutic Recreation. For students who wish to work with populations other than older adults, the modified program offers relevant and necessary courses for knowledge and skill development and for academic transfer.

This Program Modification Proposal is one result of intensive curriculum development happening at the college, brought about by its participation in a consortium of CSCU institutions known as the Health & Life Sciences Initiative. This initiative has been funded by a \$12 million Trade Adjustment Assistance Community College and Career Training (TAA-CCCT) grant, with an implementation period of October 2012 through September 2015. Consortium members are Capital, Gateway, Manchester, Middlesex, and Norwalk Community Colleges; Eastern Connecticut State University, and Charter Oak State College. The consortium will provide targeted certifications, industry-recognized credentials, and Associate degrees to prepare veterans, TAA impacted, dislocated, and other under-employed workers statewide for careers in health and life sciences.

### Need for the Program

Employment for Recreational Therapists is projected to grow 13 percent from 2012-2022. This reflects, in part, the fact that the large baby boom generation is aging and will be faced with a myriad of challenges, some of which can be met best by Recreational Therapists. It also reflects the increase in community based programs for other target populations. Therapeutic Recreation professionals work as part of a health care team in the treatment of age-related and chronic illnesses, developmental and psychiatric disabilities, and behavioral disorders. Specifically, Therapeutic Recreation professionals are employed by nursing care facilities, senior centers, hospitals, psychiatric and substance abuse facilities and hospitals, juvenile justice facilities, prisons, and other social service facilities. Connecticut ranks second in “states with the highest concentration of jobs and location quotients in this Occupation.” Connecticut also ranks second in “Top paying States for this Occupation” (Occupational Outlook Handbook, January, 2014). Recent reviews on the job search engine, Indeed.com, indicate consistent job availability for Recreational Therapists, Therapeutic Recreation Directors, Therapeutic Recreation Assistants, and Activity Directors.

Most of the students enrolled in the current certificate program are seeking employment in long-term care facilities. Some are already employed as Therapeutic Recreation Assistants and seek certification to fulfill an employer’s mandate or for job promotion. Some students may have either their AS or BS degree in a related field and seek the necessary credits in Therapeutic Recreation for employability.

All students complete 130 hours of internship experience. Most are placed in long-term care facilities. However, some find placements in facilities serving those with psychiatric or developmental disabilities or in the juvenile or criminal justice system. These internships offer valuable opportunities for students to apply the theories and practices of Therapeutic Recreation and to strengthen the skills necessary to meet the needs of the workforce. The college does not presently have a mechanism for tracking the employment success of those who graduate with this certificate, but anecdotal evidence suggests that a majority of students achieve employment either from their internship site or soon after graduation. For those who graduate with both a Therapeutic Recreation Certificate and an Associate Degree in Human Services, the employment options are more varied and include entry level positions with populations other than older adults. As stated, the program modifications provide transfer opportunities for students seeking Baccalaureate degrees in Recreation Leisure/ Therapeutic Recreation. A Baccalaureate Degree will expand a student’s employment options in facilities working with populations other than older adults, thereby meeting the workforce needs in our State.

### Curriculum

The proposed modifications will broaden the scope of the existing program, provide students with more career exploration and learning opportunities, and offer additional transfer options to Associate and Baccalaureate Degree Programs. Of special note:

- The addition of six elective credits enables a student to take courses that pertain to the target population they may want to work with.
- There are no admission requirements for the existing or proposed program.
- Approximately 40% of the courses in the proposed program are available online.

- Changes to the required courses will introduce a greater focus on skills necessary in the workplace, and transfer to Associate and Baccalaureate degree programs.

<b>Current Program</b>	<b>Modified Program</b>
ENG*101, “Composition” (3 credits)	ENG*101, “Composition” (3 credits)
PSY*111, “General Psychology” (3 credits)	PSY*111, “General Psychology” (3 credits)
RLS*121, “Introduction to Therapeutic Recreation” (3 credits)	RLS*121, “Introduction to Therapeutic Recreation” (3 credits)
HSE*288, “Developmental Practicum” (3 credits)	HSE*288, “Developmental Practicum” (3 credits)
SOC*120, “Group Dynamics” (3 credits)	SOC*120, “Group Dynamics” (3 credits)
SOC*114, “Sociology of Aging” OR PSY*208, “Adult Development and Aging” (3 credits)	SOC*114, “Sociology of Aging” OR PSY*208, “Adult Development and Aging” (3 credits)
SOC*225 Death and Dying (3 credits)	<i>Removed from program</i>
HSE*288, “Developmental Practicum” (3 credits)	HSE*288, “Developmental Practicum” (3 credits)
SOC*120, “Group Dynamics” (3 credits)	SOC*120, “Group Dynamics” (3 credits)
SOC*114, “Sociology of Aging” OR PSY*208, “Adult Development and Aging” (3 credits)	SOC*114, “Sociology of Aging” OR PSY*208, “Adult Development and Aging” (3 credits)
	<i>Added course (new to the college):</i> RLS*122, “Processes and Techniques in Therapeutic Recreation” (3 credits)
	<i>Added course (existing at the college):</i> PSY*103, “Introduction to Holistic Wellness” (3 credits)
	<i>Added course (existing at the college):</i> HSE*202, “Introduction to Counseling and Interviewing” (3 credits)
RLS*221, “Therapeutic Recreation”	<i>Plus one elective (3 credits) chosen in consultation with a faculty advisor – all existing courses at the college:</i> RLS*221, “Therapeutic Recreation” PSY*245, “Abnormal Psychology” PSY*251, “Behavior Disorders of Childhood and Adolescence”

## Learning Outcomes

Upon completion of the Certificate in Therapeutic Recreation, the student will be able to:

1. Meet the state Department of Public Health requirements for certification in Therapeutic Recreation;
2. Demonstrate the ability to comprehend and apply the necessary skills required of a Therapeutic Recreation Professional;
3. Explain the positive outcomes of therapeutic recreation intervention for special populations, such as older adults, or individuals with developmental, psychiatric, or behavioral disorders, children and youth with special needs, or those who are part of the juvenile or criminal justice system;
4. Demonstrate the ability to successfully assess, plan, implement, and evaluate therapeutic recreation programs in both a community or clinical setting;
5. Employ the necessary leadership, interpersonal, and communication skills necessary to work in the Therapeutic Recreation field;
6. Demonstrate empathetic and non-judgmental oral and written communication skills;
7. Illustrate, through classroom and internship experiences, the ethical values and attitudes of a helping professional.
- 8.

## Students

Enrollments & Graduates, Fall 2011 through Fall 2014

<b>Therapeutic Recreation</b>	<b>Fa11</b>	<b>Sp12</b>	<b>Fa12</b>	<b>Sp13</b>	<b>Fa13</b>	<b>Sp14</b>	<b>Fa14</b>
Full-Time	0	0	0	1	2	0	0
Part-Time	5	8	8	13	8	7	12
<b>Total Enrollment</b>	<b>5</b>	<b>8</b>	<b>8</b>	<b>14</b>	<b>10</b>	<b>7</b>	<b>12</b>
Graduates (Spring)		3		12		5	

## Faculty

Faculty Name and Title	Institution of Higher Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Judith Felton, Professor of Human Services and Psychology. Program Coordinator of Human Services AS Degree, Therapeutic Recreation, Juvenile Justice, and Substance Abuse Education Certificate Programs	Boston University, MSW	Human Services/Social Work Gerontology Mental Health Counseling Community Engagement	Professor in the following courses: HSE 202, Introduction to Counseling; HSE 288/289, Practica; HSE 101, Introduction to Human Services; PSY 201, Life Span Psychology; PSY 204, Child/Adolescent Psychology; PSY 245, Abnormal Psychology; PSY 208, Adult Development and Aging; SOC 225, Death and Dying. Coordinator, Center for Community Engaged Learning TAP Psychology representative Club Advisor, Human Services Student Association Faculty representative: MxCC Foundation



Faculty Name and Title	Institution of Higher Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Dr. Rebecca Loew, Assistant Professor/Sociology	Heller School, Brandeis University, Ph.D.	Sociology Public Health Aging	Teaches all of our Sociology course offerings. Teaches our Public Health Course. Active in Community Engaged Scholarship. Active on many college wide committees. Club Advisor, Human Services Student Association. Faculty representative, MxCC Foundation
Angelina Field Adjunct	Southern Connecticut State University, BS and Certification in Therapeutic Recreation	Therapeutic Recreation	Practitioner in Therapeutic Recreation. Teaches our current TR courses
Sheila Dupuis Adjunct	California School of Professional Psychology, Ph.D.	Psychology	Teaches core Psychology courses and Death and Dying
Ronald Brone, Adjunct	Fordham University Ph.D.	Clinical Psychology	Teaches core Psychology courses; Abnormal Psychology; Juvenile Delinquency
Christopher Arnold, Adjunct	Central Connecticut State University, MS in Education and Counseling	Counseling; Child/Adolescent Psychology; Life Span Psychology	Teaches Introduction to Counseling; Child and Adolescent Psychology; Behavior Disorders of Childhood and Adolescence

### Learning Resources & Facilities

The college has adequate learning resources and facilities to continue this program for the foreseeable future.

### Fiscal Note:

As indicated in the attached Pro-Forma Budget, the college anticipates: 1) program enrollment to increase from 7 FTE to 20 FTE within the next two years; 2) additional expenses to be largely the result of part-time lecturer contracts to accommodate growing enrollment; 3) program administration to continue as part of the duties of an existing full-time Program Coordinator; and, 4) growing income that will exceed expenses.

### Review of Documents:

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

### Accreditation:

This program is not separately accredited, but rather falls under the general accreditation of the college by the New England Association of Schools and Colleges.

**Connecticut Board of Regents for Higher Education**  
 APPLICATION FOR NEW PROGRAM APPROVAL **PRO FORMA**<sup>1</sup> BUDGET - RESOURCES AND EXPENDITURE PROJECT

<b>Institution</b>	Middlesex Community College	<b>Date</b>
<b>Proposed Program</b>	<b>NAME OF PROGRAM</b> Therapeutic Recreation	

PROJECTED Enrollment	Spring 2015		Fall 2015		Fall 2016
	Full Time (12+ cr.)	Part Time (<12 cr.)	Full Time (12+ cr.)	Part Time (<12 cr.)	Full Time (12+ cr.)
Internal Transfers (from other programs)	0	1	2	1	3
New Students (first time matriculating)	0	3	3	5	5
Continuing (students progressing to credential)	0	10	0	10	5
Headcount Enrollment	0	14	5	16	13
Estimated "Credits Sold" to Students assumes Full-Time Student = avg. of 13.5 credits Part Time Student = avg. of 7.5 credits	0	105	67.5	120	175.5
<b>Total Estimated FTE per Year (Credits Sold / 15)</b>	7.0		12.5		

PROJECTED Program Revenue	Spring 2015		2015-16		2016-17
	Full Time	Part Time (@ 8 cr/sem)	Full Time	Part Time (@ 8 cr/sem)	Full Time
Tuition & fees*	\$0	\$18,158	\$19,717	\$42,334	\$52,200
Lab Fees	\$0	\$0	\$0	\$0	\$0
Other Rev. (Annotate in text box below)	\$500		\$0		
<b>Total Annual Program Revenue</b>	\$18,658		\$62,051		\$52,200

\*Tuition is calculated using 2014-15 rates, with 2% added in each subsequent year **NOTE: Other revenue is educational supplies from the HLSC/**

PROJECTED Expenditures*	2014-15		2015-16		2016-17
	Number (as applicable)	Expenditure	Number	Expenditure	Number
Administration (Chair or Coordinator)	EXISTING Level 2 Program Coordinator; no new expenses	\$0		\$0	
Faculty (Full-time, total for program)	No additional	\$0	0	\$0	0
Faculty (Workload Units of Part-time Lecturers - total for program-specific courses)**	3	\$6,876	13	\$31,288	13
Support Staff	No additional	\$0		\$0	
Library Resources Program	Disciplinary Journals	\$500		\$500	
Equipment	Ed. Supplies	\$500		\$0	
Other (e.g. student services)	Consumable supplies	\$0		\$0	
Estimated Indirect Cost (e.g. student services, operations, maintenance)	calculated at \$200 per FTE per year	\$1,400		\$2,500	
<b>Total ESTIMATED Expenditures</b>		\$9,276		\$34,288	
<b>NET New Revenue</b>		\$9,382		\$27,763	

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

\*\* average PTL rate plus 50% fringe

<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 are

11/12/2014 – ConnSCU Academic Council  
 12/5/2014 – Academic and Student Affairs Committee  
 12/18/2014 – Board of Regents



**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Modification of a Program

December 18, 2014

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program in the Therapeutic Writing Certificate at Middlesex Community College to substantively change the curriculum.

A True Copy:

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

## ITEM

Modification of the Human Services degree at Quinebaug Valley Community College.

## BACKGROUND

Summary

The Quinebaug Valley Community College's human services degree program needs modification for three reasons.

1. The current program does not offer the best transfer pathway for students. At this time, students are only required to meet the most minimal transfer requirements.
2. The current program does not adequately prepare students for human services careers in 2014 and beyond. Most of the entry level positions in human services require training in and experience with mental health and/or substance abuse. The current program does not adequately address these knowledge and skill bases.
3. The current program needs to be modified to remain competitive with other human services programs. Of the 10 Connecticut State Community Colleges that offer a human services degree, QVCC offers the fewest number of human services electives and only offers the minimal number of required human services courses to confer a degree.

Need for the Program

According to the U.S. Department of Labor Occupational Outlook Handbook job opportunities in community and social service occupations are expected to be excellent for associates degree, bachelor degree, and graduate degree holders. In Connecticut, the Occupational Forecast projects a 17.5% increase for health services managers and a 23.4% projected increase for social and community service managers who hold bachelor and graduate degrees: this underscores the importance of a robust transfer degree. Starting salary ranges for human services professionals with an A.S. degree is 25-35K, with a B.A/B.S.W. is 35-55K, and with a M.A./M.S.W. is 45-75k.

Curriculum

Course Number and Name <sup>1</sup>	L.O. #	Pre- Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				General Education Courses		
ANT*105 Introduction to Cultural Anthropology	2, 6		3	ENG* 101 Composition COM*173 Public Speaking or BMG*204 Business & Professional Communication	6	3 3
HSE*101 Introduction to Human Services	1-5, 7		3	ENG*102 Introduction to Lit & Comp, or ENG*110 Introduction to Lit, or PHL*111 Ethics	6 or 4	3
HSE*141 Addiction/Mental	2-4		3	ART*101 Art History or		3

<sup>1</sup> Make any detail annotations for individual courses as needed to understand the curricular modifications taking place

Health				ART*102 Art History: 1400 to Present		
HSE*243 Human Services Skills & Methods	1-7		3	BIO*115 Human Biology		4
HSE*281 Field Work 1	2-7		3	MAT*146 Math for Liberal Arts		3
PSY*111 General Psychology	2		3	POL*111 American Government	2	3
HSE*292 Human Services Internship, or BMG*210 Organizational Behavior, or any 200 level social science	2-7		3	ECN*101 Macroeconomics or ECN*102 Microeconomics	2	3
SOC* 210 Sociology of the Family or PSY*211 Psychology of Women	2		3	SOC*101 Principles of Sociology	2	3
SOC*201 Contemporary Social Issues or SOC*221 Social Inequality	2		3	CSA*105 Introduction to Software Applications or BBG*115 Business Software Applications		3

#### Students: enrollment projection

PROJECTED Enrollment	First Term Year 1		First Term Year 2	
	Full Time	Part Time	Full Time	Part Time
Internal Transfers ( <i>from other programs</i> )	na	na	na	na
New Students ( <i>first time matriculating</i> )	15	17	16	18
Continuing ( <i>students progressing to credential</i> )	25	53	26	54
Headcount Enrollment	40	70	42	72
Total Estimated FTE per Year	64		65	

#### Faculty

Heath Hightower: The Program Coordinator (PC) is a fully licensed clinical social worker with 18 years of mental health and substance abuse recovery practice experience. Concurrently, the PC has trained undergraduate and graduate students, either in the field or in the classroom, for 16 years.

#### Learning Resources

No additional laboratory or classroom equipment will be purchased to accommodate this program

Facilities

No change in facilities and no additional costs

Fiscal Note

PROJECTED Program Revenue	Year 1		Year 2	
	Full Time	Part Time (3 creds)	Full Time	Part Time (3 creds)
Tuition ( <i>Do not include internal transfers</i> )	\$81,320	\$36,960	\$87,276	\$38,808
Program-Specific Fees				
Other Rev. ( <i>Annotate in text box below</i> )				
Total Annual Program Revenue	\$118,280		\$126,084	

PROJECTED Expenditures*	Year 1		Year 2	
	Number ( <i>as applicable</i> )	Expenditure	Number	Expenditure
Administration ( <i>Chair or Coordinator</i> )				
Faculty ( <i>Full-time, total for program</i> )	1	\$89,175	1	\$93,630
Faculty ( <i>Part-time -total for program</i> )	2	\$25,940	2	\$27,235
Support Staff				
Library Resources Program				
Equipment ( <i>List as needed</i> )				
Other (e.g. student services)				
Estimated Indirect Cost ( <i>e.g. student services, operations, maintenance</i> )		\$3,455		\$3,625
Total ESTIMATED Expenditures		\$118,570		\$124,490

Review of Documents:

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

12/5/2014 – Academic and Student Affairs Committee

12/18/2014 – Board of Regents

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Modification of a Program

December 18, 2014

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program in the Human Services (A.S.) degree at Quinebaug Valley Community College to substantively change the curriculum.

A True Copy:

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



**ITEM**

Certificate in Biotechnology at Middlesex Community College

**BACKGROUND**Summary

Middlesex Community College is proposing a new, 22-credit certificate in Biotechnology. The proposed Biotechnology Certificate would build on the recently approved revisions to the Biotechnology Associate's Degree, developed under the Health & Life Sciences Career Initiative (HLSCI). The Biotechnology Associate's Degree was revised to improve curriculum for better articulation and employment potential, and included the creation of two new courses and altered program requirements. Part of the mission of the grant, and a recognized strategy in higher education, is to ensure stacking and laticing of curriculum. This proposed Certificate would establish a stackable program with both the Biotechnology A.S. and through it with other higher degrees. In addition, it would provide students with existing related A.S. or B.S. degrees from the U.S. or abroad to return to school for employment and technology based training. The Certificate is comprised entirely of courses in the revised Biotechnology A.S.

The current coordinator of the Biotechnology A.S. degree program frequently finds that students taking her advanced classes already have a bachelor's degree in some field. Students with prior educational related backgrounds are the main candidates for this Certificate, which can be completed in one year when attending full-time. Since the program is fully stackable with the Associate's Degree there is no penalty for students who subsequently decide to switch to pursuit of the A.S.

This new certificate proposal is one result of intensive curriculum development happening at the college, brought about by its participation in a consortium of CSCU institutions known as the Health & Life Sciences Initiative. This initiative has been funded by a \$12 million Trade Adjustment Assistance Community College and Career Training (TAA-CCCT) grant, with an implementation period of October 2012 through September 2015. Consortium members are Capital, Gateway, Manchester, Middlesex, and Norwalk Community Colleges; Eastern Connecticut State University, and Charter Oak State College. The consortium will provide targeted certifications, industry-recognized credentials, and Associate degrees to prepare veterans, TAA impacted, dislocated, and other under-employed workers statewide for careers in health and life sciences.

Need for the Program

The biotechnology industry is currently experiencing resurgence in Connecticut. New companies are starting up and old ones are growing. The state has invested heavily with new initiatives, logistical support groups, and funding to promote growth of revenue and jobs in these companies. The majority of these companies are located in the southwestern region of the state, with the densities highest in New Haven County. This is leading to a growth in jobs and a need for trained professionals and expanded educational opportunities at all levels.

In 2013, the State of Connecticut announced that it will invest \$200 million in a 10-year BioScience Innovation Fund. Governor Dannel P. Malloy stated that the fund will help in “positioning Connecticut to be a leader in the creation of 21st Century jobs.” As reported in HartfordBusiness.com (2014, January 6), “The BioScience Facilities Fund helps qualified firms build out wet laboratory and related space to propel Connecticut’s bioscience industry. Since its inception in 1998, the program has committed more than \$37M translating into over 350,000 sq. ft. of lab and support space throughout the state, including 10,600 sq. ft. of transitional wet laboratory space in New Haven’s Science Park at Yale.” In the Farmington area, Jackson Laboratory serves as the “face” of the state’s billion-dollar Bioscience Connecticut initiative. This new 189,000 square foot facility will be focused on genomics and medical research and is hoped to spawn nearly 16,000 jobs over 25 years. They also believe that they will create momentum in the area generating new collaborations between academia, spin-off companies and attracting new biotech investors to the region.

At the national level, the demand for biological technicians is expected to grow on average by 14% in the coming decade, equivalent to the average growth rate of all jobs.<sup>1</sup> This number is considerably higher for other job titles that fall under the broad field of biotechnology like biochemists and biophysicists who have an expected growth rate of 31% in this decade and medical and clinical laboratory technologists and technicians expected to increase by 22.5%.<sup>3</sup> While these professions require advanced degrees, training and education at the undergraduate level can enhance their success and help students choose their profession. Chemical technicians, requiring an Associate’s degree, are expected to experience the average growth rate nationally.

In the state of Connecticut employment as a biological technician is predicted to grow faster than average and has a projected 16.1% increase in job growth.<sup>2</sup> It has been placed on the CT DOL list of in-demand occupations which notes the fastest growing occupations in Connecticut. Associated occupations in Connecticut include chemists which have a job outlook expected to increase by 14.7%, and medical scientists (31.5%).<sup>3</sup> chemical technicians, requiring only an A.S. are expected to experience relatively average growth in the state (15%).<sup>4</sup>

### Curriculum

The proposed new certificate will increase and improve the laboratory techniques skills set taught in the Associate Degree program in Biotechnology. With so many research fields in biology, new discoveries are made every day. Biotechnology is no exception, and instead is a cornerstone of this continued advancement. Therefore, it is imperative that the college update its

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<sup>1</sup> Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2012-13 Edition, Biological Technicians, <http://www.bls.gov/ooh/Life-Physical-and-Social-Science/Biological-technicians.htm> (visited November 25, 2013).

<sup>2</sup> Connecticut Department of Labor, Labor Market Information, <http://www1.ctdol.state.ct.us/jcc/profile.asp?strMethod=keyword&sstrOccupationCode=194021> (accessed September 9<sup>th</sup>, 2014).

<sup>3</sup> Connecticut Labor Market Information, Fastest Growing Occupations in Connecticut. Date accessed: December 5, 2013. [http://www1.ctdol.state.ct.us/lmi/hotnot\\_results.asp](http://www1.ctdol.state.ct.us/lmi/hotnot_results.asp)

<sup>4</sup> Connecticut Department of Labor, Labor Market Information, <http://www1.ctdol.state.ct.us/STEMs/stemoccprofile.aspx?strOccCode=19-4031.00>

biotechnology program to reflect a curriculum that includes bioinformatics and a higher level of biotechnology skills. Biotechnology businesses are looking for individuals that not only have the skills and knowledge, but also emphasize good management practices that focus on quality, sterility, documentation, regulatory compliance, and safety in the laboratory environment.

The Biotechnology Certificate consists of 6 courses:

- BIO\*109, “Principles of Biotechnology” (3 credits)
- BIO\*222, “Molecular Biotechniques” (4 credits)
- BIO\*235, “Microbiology” (4 credits) **or** BIO\*263, “Molecular Genetics” (4 credits)
- CHE\*220, “Biochemistry” (4 credits) **or** CHE\*112, “Organic Chemistry/biochemistry” (4 credits)
- CHE\*250, “Instrumental Analysis” (4 credits)
- BIO\*296, “Biotechnology Internship” (3 credits)

All of the courses listed above currently existing in the Biotechnology A.S. degree program.

Upon completion of the Biotechnology certificate, graduates will be able to:

1. Conduct themselves as lab technicians in a biotechnology laboratory with the basic skills and knowledge required to function effectively in a research setting.
2. Demonstrate proficiencies in both basic and advanced principles of chemistry and biology that are required by a person working as a lab technician or planning to enter into a four-year college science program.
3. Explain the basic principles of genetics, molecular biology, cell biology, chemistry, biochemistry, and microbiology.
4. Employ sterile technique in the handling of microbial cultures with knowledge of what is safe and what is hazardous.
5. Prepare solutions and perform accurate measurements using precision instruments such as balances and micropipettors.
6. Demonstrate skills in the use of recombinant DNA techniques, PCR, DNA sequence analysis, HPLC, gas chromatography, mass spectroscopy, IR spectroscopy, UV/VIS spectroscopy, as well as the use of the computer to collect and analyze experimental data.
7. Recognize the ethical issues that are relevant to the field of biotechnology.

### Students

#### **Biotechnology A.S. Program Enrollments & Graduates AY2009- Y2013**

<b>Biotechnology</b>	<b>Fa09</b>	<b>Sp10</b>	<b>Fa10</b>	<b>Sp11</b>	<b>Fa11</b>	<b>Sp12</b>	<b>Fa12</b>	<b>Sp13</b>	<b>Fa13</b>	<b>Sp14</b>
FT Enrollment	5	7	9	6	9	7	11	12	5	6
PT Enrollment	7	10	7	9	8	9	10	7	9	8
Total Enrollment	12	17	16	15	17	16	21	19	14	14

Graduation Numbers (spring)		2		5		2		4		0
<b>Forensic Science</b>	<b>Fa09</b>	<b>Sp10</b>	<b>Fa10</b>	<b>Sp11</b>	<b>Fa11</b>	<b>Sp12</b>	<b>Fa12</b>	<b>Sp13</b>	<b>Fa13</b>	<b>Sp14</b>
FT Enrollment	8	7	6	4	6	5	12	8	10	4
PT Enrollment	1	1	3	7	4	5	3	5	4	6
<b>Total Enrollment</b>	<b>9</b>	<b>8</b>	<b>9</b>	<b>11</b>	<b>10</b>	<b>10</b>	<b>15</b>	<b>13</b>	<b>14</b>	<b>10</b>
Graduation Numbers (spring)		0		0		0		3		2
<b>Total Biotech Enrollment</b>	<b>21</b>	<b>25</b>	<b>25</b>	<b>26</b>	<b>27</b>	<b>26</b>	<b>36</b>	<b>32</b>	<b>28</b>	<b>24</b>

It is anticipated that the currently enrolled cohort in the biotechnology A.S. degree would contain a number of students that would benefit from the certificate option over the longer A.S. route as they may already have a B.S. from another country or are career changers.

Faculty:

Faculty Name and Title	Institution of Higher Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Kimberly Thomas Associate Professor	Ph.D. Chemistry, University of Rhode Island, 2000 M.S. Chemistry, Saint Joseph College, 1994 B.S. Biology, Southern Connecticut State University, 1987	Chemistry	Responsible for teaching chemistry courses at the introductory and advanced level including instrumentation.
Michelle Tipton Assistant Professor and Biotechnology Program Coordinator	Ph.D. Biology, Wesleyan University, 2013 M.A. Ecology and Environmental Science, Central Connecticut State University B.S. Marine Biology, University of Rhode Island	Biology, Ecology, and Molecular Genetics including research in phylogenetics	Responsible for teaching introductory biology and upper level biology courses. Current coordinator duties include preparing, placing, and guiding biotechnology students into internships.
Madhavi Shah Instructor	Ph.D. Microbial Biology, Rutgers University 2013 B.S. Microbiology, Rutgers University, 2008	Genetics, biochemistry, microbiology, general biology	Coordinates and teaches microbiology labs.

### Learning Resources & Facilities

The college has adequate learning resources and facilities to continue this program for the foreseeable future.

### Fiscal Note:

As indicated in the attached Pro-Forma Budget, this new certificate is fully covered in the currently existing biotechnology A.S. degree program. Thus, there are no additional funds needed and enrollment is not forecast to exceed the A.S. degree program.

### Review of Documents:

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

### Accreditation:

This program is not separately accredited, but rather falls under the general accreditation of the college by the New England Association of Schools and Colleges.

12/5/2014 – Academic and Student Affairs Committee  
12/18/2014 – Board of Regents

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Licensure of a New Program

December 18, 2014

RESOLVED: That the Board of Regents for Higher Education license a program in Biotechnology leading to a Certificate at Middlesex Community College for a period of three years until December 30, 2017.

A True Copy:

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

**ITEM**

Associate in Science Degree in Data Security Specialist at Gateway Community College.

**BACKGROUND**Summary

The Data Security Specialist Program was designed to align directly to career tracks with Yale University, Yale-New Haven Hospital, insurance industry, physicians' offices, science and drug research companies, short-term surgery practices, and health clinics. Gateway's mission enhances and works in concert with the purpose of the HL-SCI Initiative. Updating current programs and developing new programs that offer employer-requested skills opens a path for our students to improve required job skills, academic discipline, and employment opportunities.

Need for the Program

There are multiple requirements in healthcare, science, and drug research fields. Data security is a career that is in demand. The HIPPA (Health Insurance Portability and Accountability Act) Security Rule establishes national standards to protect individuals' electronic protected health information (e-PHI). The Security Rule requires appropriate administrative, physical and technical safeguards to ensure confidentiality, writing applications for mobile devices, and security of ePHI.

Curriculum

General Education Courses		Credits
ENG101	Composition	3
COM171	Fundamentals of Human Communications	3
MAT175	College Algebra and Trigonometry	3
	Elective, Humanities	3
	Elective, Social Science	3
	Elective, Fine Arts	3
	Elective, Natural Science	4
CSC101	Introduction to Computers	3
Core Discipline Courses		
CSC215	Programming with Object Oriented C++	4
CST133	Network Fundamentals 1	4
CST196	Protocol Analysis	3
CSTxx1	Network Security	3
CSTxx2	Malware Intervention	3
CSTxx3	Attacks and Counter Measures	3
CSTxx4	Cryptography Fundamentals	3
CSTxx5	Cyber Forensics	3
	Elective, Restricted 1 (WD <sup>#</sup> )	3
	Elective, Restricted 2 (DB <sup>#</sup> )	3
	Elective, Restricted 3 (PL <sup>#</sup> , NW <sup>#</sup> , CSA296	3
<b>Total Program Credits:</b>		<b>60</b>

Students

Student success is the purpose of the creation and revision of our programs. Data security employees develop, manage, protect ePHI (protected health information), and oversee data integrity and compliance.

A data security employee plans and monitors security of computer networks, data transmission, and hardware. The research of several IT on-line career portals provides information about future growth of occupations.

- **Best Technology Job** - rates Information Security Analyst as the fourth highest growth for an occupation at 36.5 percent occupation growth by the year 2022.
- **IT Career Finder** - assembled a comparison of the decade's hottest technology careers. These careers will experience the fastest growth through 2020, pay salaries well above the national average, boost top employment, and offer a range of advancement opportunities. Security Specialist is one of the top ten careers.
- **IT Career Paths** - states computer support jobs are accepting Associates and Bachelor degrees.

#### Faculty

Teaching responsibilities for courses unique to the Data Security Specialist will be shared by Professor Wilfredo Rosado and Stacy Walker. The full-time faculty members involved with this proposed program are:

- Primary Instructor: Wilfredo Rosado, Assistant Professor, Rosado holds a Bachelor's degree in Electrical Engineering at Fairfield University and a Master's degree in Information Technology at Sacred Heart University.
- Secondary Instructor: Stacy Walker, Assistant Professor, holds a Bachelor's and Master's degree in Computer Information Systems at Quinnipiac University and Master's degree in Project Management at Colorado Technical University.
- Adjunct professors will be hired as required.

Allyson Kinney (PC) and Wilfredo Rosado will oversee the day-to-day operations of the proposed academic program.

#### Learning Resources

The majority of equipment necessary for the Associates Degree is available at the college. There will be the need for replacement of expendable supplies.

#### Facilities

- The majority of equipment necessary for the certificate is available at the college. There will be the need for replacement of expendable supplies such as hard disk drives, cabling, connection hardware, security tools software, and updated versions of software programs.

#### Fiscal Note

- The estimated enrollment per year is 20 students and a graduation number of 15 per year.
- Teaching responsibilities for courses unique to the Data Security Specialist will be shared by Professor Wilfredo Rosado, Professor Stacy Walker, and part-time instructors.

#### Review of Documents:

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

#### Accreditation:

N/A

10/8/2014 – ConnSCU Academic Council

12/5/2014 – Academic and Student Affairs Committee

12/18/2014 – Board of Regents



**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Licensure of a New Program

December 18, 2014

RESOLVED: That the Board of Regents for Higher Education license a career-track program titled Data Security Specialist leading to an Associate in Science (A.S.) degree at Gateway Community College for a period of three years until December 30, 2017.

A True Copy:

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

**ITEM**

New Associate in Science Degree for Mobile Application Development at Gateway Community College.

**BACKGROUND**Summary

The Mobile Application Development Program was designed to align directly to career tracks with Yale University, Yale-New Haven Hospital, physicians' offices, science and drug research companies, insurance companies, short-term surgery practices, and health clinics. Gateway's mission enhances and works in concert with the purpose of the HL-SCI Initiative. Updating current programs and developing new programs that offer employer-requested skills opens a path for our students to improve required job skills, academic discipline, and employment opportunities.

Need for the Program

The Mobile Application Developer position was highlighted in ITCareerFinder, an online portal for IT professionals seeking to advance their careers, as the best computer career for the future. The Bureau of Labor Statistics predicts that the number of Computer Software Programmer jobs will grow by 28% (much faster than average) from 2010 to 2020 and mobile app developers will have approximately 82,000 jobs for associate degree holders during that period.

Curriculum

<b>Program Core Courses</b>	<b>Credits</b>
CSC 101, Introduction to Computers	3
CSC 150, Database Applications and Design-Using SQL	4
CSC 250, System Analysis & Design	3
CSC 215, Programming with Object Oriented C++	4
CSC 223, Introduction to JAVA Programming	4
CST 133 Network Fundamentals 1 or CST 180 Networking I	4
CSC 262 Programming Mobile Devices I	3
CSC 263 Programming Mobile Devices II	3
Restricted Elective	4
Restricted Elective	3-4
CSA 296 CWE – Computer Applications (Internship) or Restricted Elective	3
<b>Total Program Core Credits</b>	<b>37-39</b>
<b>General Ed Courses</b>	
ENG 101 Composition	3
COM 171 Communications	3
MAT 115 or MAT 137	3
Humanities	3
Social Science	3
Fine Arts	3
Natural Science	4
<b>Total General Ed Courses</b>	<b>22</b>
<b>Total Program Credits</b>	<b>60-61</b>

Students

The purpose of initiating a program in mobile application development is to fill existing and future gaps in the job market. Research into this career supports employment opportunities for students in a growing vocation and sustainable career. We are aligning our Mobile Application Development Program with direct input and

collaboration from area industry and employers. We will target employment with the following major institutions: Yale-New Haven Hospital, Yale University, Knights of Columbus, Square 9 Softworks, and Web Solutions. Our new campus in downtown New Haven better positions Gateway to partner with local area businesses. Many of these institutions provide internships in current programs often leading to employment.

We will have articulation agreements for a Bachelor's Degree in Computer Science at the University of Bridgeport and Central State University. In addition, there is a possibility of articulating with University of Hartford and University of New Haven.

#### Faculty

Teaching responsibilities for courses unique to the Mobile Application Specialist will be shared by Professor Stacy Walker and Wilfredo Rosado. The full-time faculty members involved with this proposed program are:

- Primary Instructor: Stacy Walker, Assistant Professor, holds a Bachelor's and Master's degree in Computer Information Systems at Quinnipiac University and Master's degree in Project Management at Colorado Technical University.
- Secondary Instructor: Wilfredo Rosado, Assistant Professor, Rosado holds a Bachelor's degree in Electrical Engineering at Fairfield University and a Master's degree in Information Technology at Sacred Heart University.
- Adjunct professors will be hired as required.

Allyson Kinney (PC) and Stacy Walker will oversee the day-to-day operations of the proposed academic program.

#### Learning Resources

Specialized software used to program applications for mobile devices (This software is available at no cost):

- **Google Android**  
**MIT App Inventor**  
<http://appinventor.mit.edu/>
- **Google Android SDK**  
<http://developer.android.com/sdk/index.html>
- **Apple iOS 6**  
**iOS Software Development Kit**  
<https://developer.apple.com/devcenter/ios/index.action>  
Note: The iOS SDK will only work on an Intel-based Mac
- **Microsoft Windows Phone SDK**  
**Visual Studio 2010 Express for Windows Phone**  
<http://dev.windowsphone.com/en-us/downloadsdk>

#### Facilities

No additional facility resources are necessary.

#### Fiscal Note

- The estimated enrollment per year is 20 students and a graduation number of 15 per year.
- Teaching responsibilities for courses unique to the Mobile Application Developer will be shared by Professor Stacy Walker, Wilfredo Rosado, and part-time instructors.
- The majority of equipment necessary for the degree is available at the college.

#### Review of Documents:

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

**Accreditation:**

N/A

10/8/2014 – ConnSCU Academic Council

12/5/2014 – Academic and Student Affairs Committee

12/18/2014 – Board of Regents

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Licensure of a New Program

December 18, 2014

RESOLVED: That the Board of Regents for Higher Education license a career-track program in Mobile Application Development leading to an Associate in Science (A.S.) degree at Gateway Community College for a period of three years until December 30, 2017.

A True Copy:

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

## ITEM

New program approval for QVCC's COT approved Engineering Science/STEM certificate

## BACKGROUND

Summary

The principle objective of this “gateway” credential is to leverage the efficacy of the College of Technology (COT) seamless pathways and increase the pipeline of students in STEM disciplines.

The two principle objectives of this “gateway” credential are to: a) leverage the efficacy of the College of Technology (COT) seamless pathways and increase the pipeline of students in STEM disciplines, and b) leverage our industry partnerships and connect these STEM students to technical companies sooner in their academic pathways.

Need for the Program

Since the fall of 2010, QVCC enrollment in COT majors has increased by approximately 60%. This new certificate will integrate an engineering explorations course to expose the students to the vast opportunities available to them as they hone their mathematics. This approach will connect them to the field even before they matriculate to the more advanced engineering courses later in the degree(s).

Curriculum

Course Number and Name	L.O. # 3	Pre- Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
<b>Program Core Courses</b>				<b>General Education Core</b>		
EGR111-Introduction to Engineering		MAT137			3	
MAT186-Precalculus		MAT137			4	
MAT254-Calculus I		MAT186			4	
MAT256-Calculus II		MAT254			4	
ENG101-Composition		BSA, ENG093			3	
<b>Core Course Prerequisites</b>				<b>Elective Courses in the Field or General Education</b>		
<b>Total Other Credits Required to Issue Credential</b> ( <i>e.g. GenEd/Liberal Arts Core/Liberal Ed Program</i> )				0		
<b>Total Credits Required</b>				18		

Students

<b>PROJECTED Enrollment</b>	First Term Year 1		First Term Year 2	
	Full Time	Part Time	Full Time	Part Time
Internal Transfers ( <i>from other programs</i> )	5	5	10	10
New Students ( <i>first time matriculating</i> )	5	10	10	15
Continuing ( <i>students progressing to credential</i> )	0	0	10	15
Headcount Enrollment	10	15	30	40
<b>Total Estimated FTE per Year</b>	15		43	

Faculty

<b>Faculty Name and Title</b>	<b>Institution of Highest Degree</b>	<b>Area of Specialization/Pertinent Experience</b>
Mark Vesligaj, Professor and COT PC	Carnegie Mellon University	Engineering
Kudzai Zvoma, Assistant Professor	Syracuse University	Mathematics
Jakob Spjut, Instructor	University of California at Berkeley	Engineering
Joy Mark, Professor	University of Connecticut	Mathematics
Joachim Bullacher, Assistant Professor	University of Heidelberg	Mathematics
Jonathan Andersen, Associate Professor	Southern Connecticut State University	English

Learning Resources

As of Fall 2013 census date, QVCC has 153 COT students in degree programs. Going forward, the implementation of this new certificate should not add additional faculty or administrative cost.

Facilities

No additional laboratory or classroom equipment will be purchased to accommodate this certificate.

Fiscal Note

<b>PROJECTED Program Revenue</b>	Year 1		Year 2	
	Full Time	Part Time	Full Time	Part Time
Tuition <i>(Do not include internal transfers)</i>	\$9,965	\$11,400	\$28,440	\$31,530
Program-Specific Fees	\$0	\$0	\$0	\$0
Other Rev. <i>(Annotate in text box below)</i>	\$0		\$0	
<b>Total Annual Program Revenue</b>	\$21,365		\$59,970	

Review of Documents:

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

12/5/2014 – Academic and Student Affairs Committee

12/18/2014 – Board of Regents



**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

a New Program

December 18, 2014

RESOLVED: That the Board of Regents for Higher Education license and accredit a program in College of Technology's Engineering Science/STEM leading to a Certificate at Quinebaug Valley Community College.

A True Copy:

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

## ITEM

New program approval for QVCC's COT approved Technology Studies/STEM certificate

## BACKGROUND

Summary

The principle objective of this “gateway” credential is to leverage the efficacy of the College of Technology (COT) seamless pathways and increase the pipeline of students in STEM disciplines.

The two principle objectives of this “gateway” credential are to: a) leverage the efficacy of the College of Technology (COT) seamless pathways and increase the pipeline of students in STEM disciplines, and b) leverage our industry partnerships and connect these STEM students to technical companies sooner in their academic pathways.

Need for the Program

Since the fall of 2010, QVCC enrollment in COT majors has increased by approximately 60%. This new certificate will integrate an STEM careers explorations course to expose the students to the vast opportunities available to them as they hone their mathematical problem solving skills. This approach will connect them to the field of study even before they matriculate to the more advanced technical courses later in the degree(s).

Curriculum

Course Number and Name	L.O. # 3	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
<b>Program Core Courses</b>				<b>General Education Core</b>		

IS115-Investigation in STEM Careers		MAT095		3		
MAT137-Intermediate Algebra		BSA, MAT095		3		
MAT186-Precalculus		MAT137		4		
MAT167-Principles of Statistics		MAT137		3		
ENG101-Composition		BSA, ENG093		3		

Students

PROJECTED Enrollment	First Term Year 1		First Term Year 2	
	Full Time	Part Time	Full Time	Part Time
Internal Transfers ( <i>from other programs</i> )	5	5	12	12
New Students ( <i>first time matriculating</i> )	7	12	12	17
Continuing ( <i>students progressing to credential</i> )	0	0	0	17

Headcount Enrollment	12	17	24	46
<b>Total Estimated FTE per Year</b>	18		39	

Faculty

<b>Faculty Name and Title</b>	<b>Institution of Highest Degree</b>	<b>Area of Specialization/Pertinent Experience</b>	<b>Other A Teaching</b>
Mark Vesligaj, Professor and COT PC	Carnegie Mellon University	Engineering	Advising
Kudzai Zvoma, Assistant Professor	Syracuse University	Mathematics	Assessm
Jakob Spjut, Instructor	University of California at Berkeley	Engineering	Mentorin None
Joy Mark, Professor	University of Connecticut	Mathematics	None
Joachim Bullacher, Assistant Professor	University of Heidelberg	Mathematics	None
Jonathan Andersen, Associate Professor	Southern Connecticut State University	English	None

Learning Resources

No additional resources are required

Facilities

No additional laboratory or classroom equipment will be purchased to accommodate this certificate.

Fiscal Note

<b>PROJECTED Program Revenue</b>	Year 1		Year 2	
	Full Time	Part Time	Full Time	Part Time
Tuition <i>(Do not include internal transfers)</i>	\$13,951	\$15,564	\$23,916	\$30,855
Program-Specific Fees	\$0	\$0	\$0	\$0
Other Rev. <i>(Annotate in text box below)</i>	\$0		\$0	
<b>Total Annual Program Revenue</b>	\$29,515		\$54,771	

**Review of Documents:**

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

12/5/2014 – Academic and Student Affairs Committee

12/18/2014 – Board of Regents

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

a New Certificate Program

December 18, 2014

RESOLVED: That the Board of Regents for Higher Education license and accredit a program in College of Technology's Technology Studies/STEM leading to a Certificate at Quinebaug Valley Community College.

A True Copy:

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

## BACKGROUND

### Summary

Licensure of a career-track program in Graphic Design leading to an Associate of Science (A.S.) Degree at Three Rivers Community College.

### Need for the Program

There are a number of companies in Southeastern Connecticut that have expressed a need for employees with graphic design skills. The proposed Associates Degree in Graphic Design will prepare a student for a career in graphic design or transfer to a four-year institution.

### Curriculum

All of the curriculum specific to the Graphic Design degree is already developed and is either currently being offered or ready to be offered to students once the program is approved.

### Students

Students are already taking graphic design courses at TRCC and have expressed a strong interest in obtaining the Associates Degree. The demand in Connecticut for graduates with these skills has shown a steady increase from 2010-2013 ranging from 6% to 16% annually (<http://www.careerinfonet.org>).

### Faculty

TRCC already has qualified faculty members teaching graphic design courses. The program coordinator will be Kevin Amenta, a full time faculty member, who has 20 years of Broadcast Television experience and has been a college faculty member for 9 years, the most recent 5 years as the graphic design curriculum leader for TRCC.

### Learning Resources

Three Rivers Community College is equipped with a state of the art Mac computer lab exclusively designed to meet the needs of graphic design students. Other learning resources available to students include the library, language lab, writing center, bookstore, veteran's oasis center, distance learning resources and the Tutoring and Academic Success Center (TASC).

### Facilities

TRCC already has a state of the art Mac Lab containing all brand new Mac computers, including up to date software programs

### Fiscal Note

The program would need 6-8 video camcorders to be used in the Video/Filmmaking course as well as the software program Final Cut Pro X for a total cost of \$6700.

### Review of Documents:

- a) Campus Review
- b) Campus Budget and Finance
- c) Campus President

- d) Academic Council
- e) System Office

10/8/2014 – Academic Council

12/5/2014 – Academic and Student Affairs Committee

12/18/2014 – Board of Regents

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

a New Program

December 18, 2014

RESOLVED: That the Board of Regents for Higher Education license a career-track program in Graphic Design leading to an Associate of Science (A.S.) degree at Three Rivers Community College for a period of three years until December 30, 2017.

A True Copy:

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



**ITEM**

Licensure of an Accelerated Manufacturing Machining program leading to a certificate at Tunxis Community College for a period concurrent with institutional accreditation.

**BACKGROUND****Summary**

Tunxis Community College has partnered with EDAC Technologies Inc. in Cheshire, a large manufacturing company who are eager to have a source of trained potential employees. They have asked us to develop an accelerated certificate in manufacturing to train up to 24 students in each cohort, leading to a certificate from the college that will enable all of these students hopefully to get employed in the manufacturing industry. The company is providing all of the technical equipment at their Cheshire location, except for 24 computers that the college will provide.

**Need for the Program**

According to the Connecticut Department of Labor, Computer-Controlled Machine Tool Operators are an "In Demand Growth" occupation that will experience a 16.6% growth rate with an anticipated 425 openings by 2022. There is a significant shortage of qualified and trained machinists in this part of the state and a rapidly retiring incumbent workforce. Graduates of this program will be highly sought after employees.

**Curriculum**

CAD 133 Introduction to CAD
MFG 124 Blueprint Reading I
MFG 151 Manufacturing Machinery – Drill Press and Saw
MFG 152 Manufacturing Machinery – Grinding
MFG 153 Manufacturing Machinery – Benchwork
MFG 154 Manufacturing Machinery – Lathe I
MFG 155 Manufacturing Machinery – Milling I
MFG 156 Manufacturing Machinery – CNC I
MFG 254 Manufacturing Machinery – Lathe II
MFG 255 Manufacturing Machinery – Milling II
MFG 256 Manufacturing Machinery – CNC II
MFG 125 Blueprint Reading II
MFG 105 Manufacturing Math
QUA 114 Principles of Quality Control

**Students**

Up to 24 students will be trained in each cohort group that will take approximately 6 months. The company would like to begin future cohorts immediately after completing the first. Students are expected to mostly be new to the college but we have already identified current students who are interested in this certificate.

**Faculty**

All instructors in this program will be adjunct faculty, mostly retired machinists or engineers who would like to educate the future workforce. The adjunct faculty will be overseen by a coordinator of the certificate and the program coordinator of engineering/technology studies, who is a fulltime faculty member.

**Learning Resources**

The college already has all necessary learning resources with the note that all technical and manufacturing equipment is being provided by our industry partner.

Facilities

EDAC Technologies Inc and Tunxis Community College will provide all facilities and have the necessary facilities to house the program.

Fiscal Note

This program is expected to break even within a short time after it is up and running. The college incurs only the cost of paying the instructors for teaching in the program.

Review of Documents:

- a) Campus Review was conducted on Nov 13 2014
- b) Campus Budget and Finance was conducted on Nov 13 2014
- c) Campus President was approved on Nov 24 2014.
- d) Academic Council was endorsed on Nov 12 2014
- e) System Office was conducted on Nov 11 2014.

Accreditation:

NEASC and the CT Board of Regents for Higher Education have fully accredited Tunxis Community College.

12/5/2014 – Academic and Student Affairs Committee

12/18/2014 – Board of Regents

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

a New Program

December 18, 2014

**RESOLVED:** That the Board of Regents for Higher Education license and accredit a program in Accelerated Advanced Manufacturing Machining leading to a Certificate at Tunxis Community College.

A True Copy:

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

**Item**

New stand-alone certificate proposal, 'Interdisciplinary Peace, Collaboration and Conflict Certificate' for 15 credits at Gateway Community College.

**BACKGROUND****Summary**

**The Interdisciplinary Peace, Collaboration, and Conflict Certificate (IPCC)** is a community-based program, featuring the strategic goals of student retention, engagement, and civic action. Specifically, the program offers students relevant knowledge and skills related to understanding community conflict and strategies that promote emotional health, cooperation and nonviolence. An interdisciplinary program, IPCC engages students in both traditional classroom learning and service learning through a community internship coordinated through the IPCC Advisory Board, a cohort of community organizations in the greater New Haven community. The dynamic interdisciplinary nature of this program, coupled with a capstone service learning internship, supports and fosters student persistence and success, as well as preparing them for the workplace.

The interdisciplinary framework confers a special measure of knowledge and skill-building:

1. The interdisciplinary design embraces collaboration among domains such as philosophy, social science, psychology, and sociology.
2. The program calls for greater social relevance and problem orientation, focusing on conflict and social violence, topics that are particularly suited to interdisciplinary treatment.
3. While intellectual discovery is a goal, the certificate is more focused on exploring skills and strategies for reducing conflict and the risk of social violence.
4. Service learning/Internship capstone course features a twofold goal: a. identifying the causes of community tension and conflict, and b. devising strategies, mechanisms, and policies to reduce or lower tension and risk of conflict.

**Need for the Program**

The U.S. Department of Labor has issued a report (SCANS) defining many of the skills that employers have identified as necessary for employment (Job Search Guide). The list includes skills such as listening, creative thinking, decision making, problem solving, reasoning, self-management social abilities, integrity, honesty, seeing things in the mind's eyes, exercises leadership, negotiates to arrive at decisions, works with cultural diversity; and monitors, reflects and corrects performance. Furthermore, these skills are also desired in employers in many of the occupations listed in The U.S. Department of Labor Occupational Outlook Handbook 2014. Occupations include social and human service, pre-school and middle school teachers and counselors, medical assistants, health care professionals, paralegals, social and community service and financial managers, engineers and many more. Most importantly, employers look for specific documentation that new employees can do the job and possess the above skills. The *PSCR Certificate* will give students the accredited credential that will demonstrate the learned knowledge and skills.

The Connecticut State Labor Market Index <http://www1.ctdol.state.ct.us/lmi/index.asp> has shown that Connecticut occupations with the largest employment at all levels include social and human service, pre-school and middle school teachers, medical assistants, nurses, health care professionals, police, child, family and social workers, paralegals, financial managers and many more. Gateway students would benefit from the knowledge, skills and credential they would gain from completing the PSCR Certificate, the experiential opportunities for students to interact with employers, and the immediate opportunities to try out possible related career paths leading them to seek out continued study at Connecticut institutions of higher learning.

**Curriculum****Required Courses**

Course #	Course Name	Credits
HUM* 125	Introduction to Peace & Conflict Studies	3
PHL* 111	Ethics	3
Electives*	Restricted Interdisciplinary	3
HSE* 212	Mediation	3
IDS* 295	Service Learning Internship	3
Total Credits		15

**\*Restricted Electives**

ANT* 105	Introduction to Cultural Anthropology	3
CJS* 101	Introduction to Criminal Justice	3
CJS* 102	Introduction to Corrections	3
ENG* 202	Technical Writing	3
ECE* 176	Health Safety Nutrition*	3
HIS* 253	History of Human Rights	3
HUM* 130	Philosophy and Practice of Yoga	3
NTR* 201	Community Nutrition Education*	3
LGL* 198	Introduction to Paralegal	3
PSY* 105	Group Dynamics	3

**Students**

We are currently working on an agreement with Gateway's Human Services Program which will allow students to complete a Human Services Degree and a PSCR Certificate by completing the PSCR Service Learning Internship thereby avoiding duplication and expanding their credentials.

The PSCR Certificate is one more important link to higher education that Gateway can provide to its service area. Students who plan to transfer will be prepared to go directly into pre-law programs, criminal justice, social work, and many more. The Service Learning Internship will also allow transfer and Liberal Arts Degree students access to internships.

**Faculty**

Carol Brutza, professor of peace studies and language literacy at Gateway Community College and Theresa J. Jeffries, professor of sociology, philosophy, and ethics at Gateway Community College will oversee this certificate. Most of the courses in the certificate are already existing and can be taught by full or part-time faculty as well.

**Learning Resources**

No additional resources are needed.

**Accreditation**

No specialized accreditation will be sought.

9/5/2014 – ConnSCU Academic Council

12/5/2014 – Academic and Student Affairs Committee

12/18/2014 – Board of Regents

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Licensure of a New Program

December 18, 2014

RESOLVED: That the Board of Regents for Higher Education license and accredit a program in Interdisciplinary Peace, Collaboration, and Conflict leading to a Certificate at Gateway Community College.

A True Copy:

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

**ITEM**

The continued implementation of the College of Technology transfer agreements between twelve community colleges and Central Connecticut State University. The programs in this agreement represent the ideal of seamless and transparent transfer for students and are exempt from meeting the specific requirements of the Board's Transfer and Articulation Policy

**BACKGROUND**

The Connecticut College of Technology (COT) was established in 1995 under Connecticut Public Law 95-04 and includes all twelve Connecticut community colleges as well as public and private partner universities. This unique infrastructure and governance provides seamless articulation between the community colleges and their four-year partner universities providing multiple points of entry for degree completion. The two core programs of the COT are Engineering Science and Technology Studies, which share a Common Course Numbering (CCN) system between all twelve Connecticut community colleges. The Engineering Science program provides a theoretical, calculus-based curriculum while the Technology Studies program provides hands-on, problem-based curriculum that includes credit certificates and seventeen industry-driven options that respond to workforce needs. Through the College of Technology, Asnuntuck Community College's manufacturing program was created and provides a model that is being used for the Connecticut's Manufacturing Centers at Naugatuck Valley CC, Quinebaug CC and Housatonic CC.

Community college students who complete their A.S. degree in the COT Engineering Science program have the ability to continue their program of studies as juniors in Engineering programs at the University of Connecticut, Fairfield University, the University of Hartford, the University of New Haven or Central Connecticut State University. Students who complete their A.S. in the COT Technology Studies program can continue seamlessly as juniors in Engineering Technology or Industrial Technology at the University of Hartford or Central Connecticut State University.

The COT's leadership is a Site Coordinator's Council which meets monthly and averages between 25-30 representatives from all 12 Connecticut Community College, 4-year public and private university partners, the Connecticut Technical High School System, and business and industry partners.

In 2004, the Connecticut College of Technology received its first National Science Foundation (NSF) Advanced Technological Education (ATE) award to establish the Regional Center for Next Generation Manufacturing, (RCNGM), a National Science Foundation Center of Excellence that is in its 10<sup>th</sup> year of operation with continued NSF funding. Within the framework of the grant's proposal, the COT-RCNGM has concentrated on the following four major goals: 1) Articulation/Pathways; 2) Student Recruitment/Retention; 3) Curriculum Development; and 4) Professional Development. Additionally, in 2010, the RCNGM received NSF funding to create an international program for College of Technology students. Twelve community college students participated in the program which focused on the German educational model and manufacturing. The COT and its Center for Next Generation Manufacturing have been recognized for academic excellence regionally and nationally, receiving the 2012 New England Board for Higher Education Award for CT and most recently at the White House College Opportunity Day on December 4, 2014.

**RATIONALE**

In 2012 the Board of Regents approved the Transfer and Articulation Policy (TAP) which sets out to help students complete their post-secondary degrees as efficiently as possible. As part of the TAP policy, pathways are to be created that relate to specific majors offered at the state universities. In short, it establishes an expectation that students can begin their education at a community college, following a defined pathway where all courses are applicable to the appropriate degree, then transfer to the state universities to complete their degree in a timely manner. In addition the TAP policy creates a common general education core, common lower division pre-major pathways and Junior status upon transfer.

The COT pathways, which predate the TAP, meet all of the basic tenets of TAP. The COT creates a 2+2 pathway system where the first two years are completed at a community college following a prescribed pathway consisting of both general education, major and related coursework, resulting in an associate's degree. Students then transfer to one of several (as described above) four-year institutions in the state where the courses comprising the associates degree are articulated with a four-year bachelor's degree. The students then complete two more years at the four-year institution resulting in the bachelor's degree.

Although the COT meet the "spirit of TAP", the defined general education courses in the COT pathways do not align completely with the common general education core prescribed by TAP. Therefore the 12 community colleges and CCSU request that the BOR reaffirm the COT pathways and also exempt the programs from TAP\*. This is important because not all of the COT 4-year institutions are part of the CSCU system and therefore mandated to follow the TAP.

\*failure to exempt COT from TAP would result in CCSU being removed from the COT and eliminating it as a choice for our students at the Community Colleges.

12/5/2014 – Academic & Student Affairs Committee  
12/18/2014 – Board of Regents



**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

College of Technology Transfer Agreements

December 18, 2014

RESOLVED: That the Board of Regents for Higher Education approves the continued implementation of the College of Technology transfer agreements between twelve community colleges and Central Connecticut State University. The programs in this agreement represent the ideal of seamless and transparent transfer for students and are exempt from meeting the specific requirements of the Board's Transfer and Articulation Policy.

A True Copy:

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

**ITEM**

The Board of Regents for Higher Education adopts a policy concerning Family Education Rights and Privacy Act (“FERPA”) and Directory Information Policy

**BACKGROUND**

As it has become increasingly apparent that to work as a system that benefits students, some basic student information needs to be shared among the institutions. However, it is also increasingly important to protect student privacy. This policy attempts to do both within the confines of FERPA.

**ANALYSIS**

Currently the community colleges follow the FERPA policy and directory information policy outlined by Community College Board of Trustees Policy Manual 5.7. The State Universities, on the other hand, have independently determined what they each list as directory information. Some of the institutions automatically provide directory information to the public, others not so. The purpose of the policy is to gain consistency with how the information is treated and to allow greater leeway to school officials in gaining access to information for student benefit.

The proposed Policy clearly states that the disclosure of any student information, including directory information is at the discretion of the institution. This has been emphasized in an attempt to preserve student privacy. On the other hand, the policy has classifications of information that is considered directory depending on the requestor. For instance, other officials of other BOR governed institutions may be granted access to additional student information, such as a telephone number, while that same information would not be shared with a member of the general public.

**RECOMMENDATION**

That the Board of Regents for Higher Education adopt the “Family Educational Rights and Privacy Act (FERPA) Notice and Directory Information Policy.”

12/5/2014 – Academic and Student Affairs Committee

12/18/2014 – Board of Regents

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

**Family Educational Rights and Privacy Act (FERPA) Notice and  
Directory Information Policy**

**December 18, 2014**

- WHEREAS, The Board of Regents in accord with the Connecticut State Colleges and Universities comprised of seventeen institution and a System Office, is committed to protecting the privacy of its students, and disclosing student information only as consented to or otherwise acceptable under the Family Educational Rights and Privacy Act (FERPA); and
- WHEREAS, the Code of Federal Regulations Title 34 Section 99.1 requires that each education agency or institution provide students with notice of the rights under FERPA including the right to inspect and review records; amend records believed to be inaccurate; consent to the disclosure of records; and instruct on procedures to file complaints; and the ability to opt out of directory information; and
- WHEREAS, The Code of Federal Regulations Title 34 Section 99.31 describes conditions under which consent is not required to disclose information and those conditions include but are not limited to school officials and directory information; and
- WHEREAS, CSCU in working systematically needs to access directory information within its system, but not with the public at large;
- WHEREAS, The Board of Trustees of the Community Colleges had approved Policy 5.7 Notification of Rights under the Family Educational Rights and Privacy Act (FERPA) amended 2010 and each of the State Universities maintained their own procedures with respect to managing directory information and notice requirements; therefore be it
- RESOLVED, That the Board of Regents rescinds the Community College Board of Trustees Policy 5.7 and supplants the State Universities internal procedures; be it
- RESOLVED, That the Board of Regents approves and adopts the Family Education Rights and Privacy Act Notice and Directory Information Policy.

A True Copy:

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

## **Family Educational Rights and Privacy Act (FERPA) Notice and Directory Information Policy**

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

**1. The right to inspect and review the student's education records within 45 days of the day the College or University receives a request for access.** Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The College or University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College or University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

**2. The right to request amendment of an education record that the student believes is inaccurate.** Students may ask an appropriate College or University official to amend a record that they believe is inaccurate. However, FERPA is not intended to provide a process to question substantive judgments that are correctly recorded. Consequently, FERPA amendment requests do not allow a student to contest a grade in a course because the student believes that a higher grade should have been assigned.

To request amendment of an education record, the student should write to the official, clearly identifying the part of the record he or she wants changed and specifying why he/she believes it is inaccurate. The institution will notify the student of the decision. If the institution decides not to amend the record as requested by the student, a College or University official will advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

**3. The right to provide written consent before the College or University discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.** FERPA permits disclosure without a student's prior written consent under the FERPA exception for disclosure to school officials who have a legitimate educational interest. A "school official" is a person employed by a College or University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the Board of Regents; an employee of the Board of Regents System Office; or, a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of the College or University who performs an institutional service or function for which the College or University would otherwise use its own employees and who is under the direct control of the College or University with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the College or University.

Upon request, the College or University also discloses education records to officials of another school in which a student seeks or intends to enroll without the prior consent of, or notice to, the student.

**FERPA also permits disclosure of education records without consent in connection with, but not limited to:**

- To comply with a judicial order or a lawfully issued subpoena;
- To appropriate parties in a health or safety emergency;
- In connection with a student's request for or receipt of financial aid, as necessary to determine the eligibility, amount or conditions of the financial aid, or to enforce the terms and conditions of the aid;
- To certain officials of the U.S. Department of Education, the Comptroller General, to state and local educational authorities, in connection with certain state or federally supported education programs;
- To accrediting organizations to carry out their functions;
- To organizations conducting certain studies for or on behalf of the College or University;
- The results of an institutional disciplinary proceeding against the alleged perpetrator of a crime of violence to the alleged victim of that crime with respect to that crime.
- Directory information as defined in the policy of the Board of Regents.

**4. The right to refuse to permit the College or University to release Directory Information** about the student, except to school officials with a legitimate educational interest and others as indicated in paragraph 3 above. To do so, a student exercising this right must notify the University's or College's Registrar, in writing. Once filed, this notification becomes a permanent part of the student's record until the student instructs the University or College, in writing, to remove it. A student may exercise his or her right to opt out of Directory Information, prohibiting disclosure of the student's information without the student's consent as noted in section 3, except however, that pursuant to the Solomon Amendment, military recruiters must be provided the same access to student information as is provided to nonmilitary recruiters.

**5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Colleges to comply with the requirements of FERPA.** The name and address of the Office that administers FERPA is:

**Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-4605**

## Directory Information Policy

Acknowledging that Directory Information is FERPA protected information that may be disclosed at the discretion of a College or University, it is the policy of the Board of Regents for Higher Education for the Connecticut State Colleges and Universities that disclosure of Directory Information is within the sole discretion of the College or University. Colleges and Universities may disclose Directory Information without the prior consent of the student only as provided herein.

The Board of Regents for Higher Education has designated the following as Directory Information:

For purposes of access by school officials of the Colleges and Universities governed by the Board of Regents for Higher Education, the following is designated as Directory Information:

Student name  
Permanent mailing address  
Month and day of birth  
Photographs  
Student identification number, User ID, or other unique identifier  
Email address  
Telephone number  
University or College previously attended or currently attending  
Dates of attendance  
Full vs. part-time student status  
Awards and honors  
Class standing/year  
Major, minor, concentration and/or program of study  
Degree(s)/Certificate(s) candidacy  
Degree(s)/Certificate(s) earned  
Previous Institutions attended  
Graduation expected/completion dates

For purposes of access by military recruiters only, the following is designated as Directory Information (Student Recruiting Information):

Student's name  
Permanent mailing address  
Telephone number  
Age  
Place of birth  
Class standing/year  
Major and/or program of study  
Degrees received  
Most recent educational institution attended

For purposes of participation in any recognized activity or sports, the following is designated as Directory Information:

Student's name

City and State of Residence  
Dates of attendance  
Class standing/Year  
Recognized activity or sport  
Team performance statistics  
Team position  
Photos and videos  
Awards  
Height and weight of athlete

For purposes of disclosure to/access by the general public, the following is designated as Directory Information:

Student's name  
Permanent mailing address  
Photographs  
Dates of attendance  
Major, minor, concentration and/or program of study  
Degree/Certificate candidacy  
Degree(s)/Certificate(s) earned  
Awards  
Full vs. Part-time status  
Anticipated graduation date  
Graduation date  
Connecticut Community College Only - Student identification number, User ID, or other unique identifier  
Charter Oak State University Only – Email address

**ITEM**

## Refund Policy for Academic Year Housing Contracts

**BACKGROUND**

The Board pursuant to its statutory authority - Section 10a-99 of the Connecticut General Statutes (CGS) - "...shall fix fees for tuition and shall fix fees for such other purposes as the board deems necessary at the university...". Tuition and fee waivers are provided to qualified students under certain conditions. Certain tuition waivers are reflected in Section 10a-99 of the CGS. Other tuition and fee waivers are authorized by Board action.

**ANALYSIS**

At its February 19, 2013 meeting, the Board of Regents adopted a resolution concerning the refund policy for academic year housing contracts, effective for the 2013-14 Academic Year. To improve the administration and workflow of the annual agreement, the following minor changes are proposed beginning with the 15-16 Academic Year:

- To better align the housing refund policy with the tuition and fee refund policy, students who withdraw from the University, will receive 100% refund of the housing fee up to, but not including the first day of classes..
- There will be no refunds for students who withdraw from housing on or after July 1 rather than June 1 (academic year) or December 1 (spring term – for those students who plan to enter housing for the first time in spring), unless otherwise approved through a review process to be established by each university.
- Students may request cancellation of their Annual Housing Agreement for medical reasons. The current policy identifies a University Health Service Staff as the employee who would validate such a cancellation request. We propose a change from "University Health Service Staff" to "appropriate University designee" to allow each University to determine the proper person to best perform the validation, as required,

The proposed change would provide each President the authority to authorize deferment, or waive the collection of the housing deposit. If a waiver or deferment were to be granted, it would not impact the total cost the student would pay but rather timing of when the payments occur. At The deposit requirement has created financial hardship for some students, due to the timing of available financial aid resources, versus the deposit due date. Because deposits are typically non-refundable, the only financial risk to the university would be incurred if a student backs out after a deposit



is waived, it will be unlikely that the deposit will be collected. Because this is intended to handle unique situations, the potential benefits outweigh the nominal risk.

**RECOMMENDATION**

Rescind “Resolution concerning Refund Policy for Academic Housing Contracts” as adopted by the Board of Regents on February 19, 2013 and approve the following Board Resolution and Attachment (BR#14-XX).

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

**REFUND POLICY  
FOR  
ACADEMIC YEAR HOUSING CONTRACTS**

December 18, 2014

WHEREAS, Pursuant to the provisions of Section 10a-99 of the Connecticut General Statutes, "...the Board of Trustees of the Connecticut State University System shall fix fees for tuition and shall fix fees for such other purposes as the board deems necessary at the University, and may make refunds of the same", and

WHEREAS, A "Resolution concerning Refund Policy for Academic Year Housing Contracts" was passed by the Board of Regents at their February 19, 2013 meeting because the existing Resolution concerning the tuition and fee refund policy (BR #10-37) did not address the handling of refunds for housing contracts covering the full academic year, and

WHEREAS, Since that time, the state universities have expressed a desire to make minor revisions to the academic year housing contract Resolution to adjust key dates to improve the administration of the annual housing contract, and to enable a University Presidents to waive or defer the collection of the housing deposit under extenuating circumstance, now therefore be it

RESOLVED, That the "Resolution concerning Refund Policy for Academic Year Housing Contracts" as passed by the Board of Regents at their February 19, 2013 meeting is hereby rescinded and be it further

RESOLVED the Housing and Board Refund Policy set forth in the Attachment to this Resolution is effective for Academic Year 2015-16 and following for those institutions that adopt full-academic year housing contracts.

A True Copy:

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Erin A. Fitzgerald  
Secretary

**Housing and Board Fee Refund Policy**

In accordance with the Higher Education Amendments of 1998 (Public Law 105-244), the Federal government mandates that students receiving Title IV assistance who withdraw from all classes may only keep the financial aid they have “earned” up to the time of withdrawal. Title IV funds that were disbursed in excess of the earned amount must be returned by the University and/or the student to the Federal government. This could result in the student owing funds to the University, the government, or both. The amount of unearned aid to be returned is based on the percentage of enrollment period completed.

The refund policy below excludes the effect of the return of Title IV funds. Students receiving Federal aid should consult with their university Bursar or Financial Aid office prior to withdrawal in order to determine the financial impact that the return of Title IV funds will have upon the student.

<b><u>FEE</u></b>	<b><u>TIME DUE</u></b>	<b><u>REFUND POLICY*</u></b>
<b>Housing Deposit \$250</b>	Academic year On or before April 1 for returning Students and on or before May 1 for new students, with specific date to be chosen by each campus. Dates will be less than 30 days prior to the dates shown above (April 1 and May 1).	Non-refundable
<b>Housing Fee (applies to Students who withdraw from the University</b>	Academic year contract to be be paid in two installments:	Upon withdrawal from the University, the housing refund will mirror the University refund policy for tuition and fees:
	Fall Term charges <u>Not later than</u> August 1	
	Spring Term charges <u>Not later than</u> January 2	100% refund, less the housing Deposit, for withdrawal up to the first day of University-wide classes as defined by the published university calendar.
		90% of the balance, less the housing deposit, will be refunded during the first week of university-wide classes.
		60% of the balance, less the housing deposit, will be refunded during the second week of university-wide classes.
		40% of the balance, less the housing deposit, will be refunded during the third and fourth weeks of university-wide classes. No refund after the fourth week of University-wide classes.

**Housing Fee (applies to students who remain enrolled but withdraw from university housing)**

Upon withdrawal from University housing up to and including June 30, 100% of the housing charges, less the housing deposit, will be removed from the student's account.

No refunds for students who withdraw from housing on or after July 1 (academic year) or December 1 (spring term – for those students who plan to enter housing for the first time in spring), unless otherwise approved through a review process to be established by each university.

### **1. Housing Contract Cancellation**

- A. Students who wish to cancel their Housing Contract/Assignment must do so in writing by adhering to the Housing Withdrawal process for their respective University.
- B. Students who request to cancel their Housing Contract/Assignment will automatically be released for the following reasons:
  - The student is participating in an internship, co-op, study abroad, student teaching, or other academic obligation that reduces or eliminates their need for on-campus housing.
  - The student has medical reasons for cancellation that are verified by University Health Service Staff.
  - The student has graduated from the University before the end of the contract period.
  - The student is academically suspended before the end of the contract period.
  - The student has officially withdrawn from the University.
- C. Students who request a Housing Contract Cancellation for reasons other than those noted in section B will have their Housing Cancellation request reviewed through a process to be established by each University.
- D. Students who are approved to have their Housing Contract cancelled for reasons other than those noted in section B, will forfeit the Housing Deposit that they have paid if their cancellation is before or during their initial contracted term of occupancy.
- E. Students who are not approved to have their Housing Contract cancelled shall remain responsible for the fees associated with the duration of their Housing Contract and retain the right to occupy their assigned room.
- F. Students who have their Housing Contract cancelled for the convenience of the university will not be required to pay any housing fee associated with the contract period.
- G. Students who have their Housing Contract cancelled for judicial/disciplinary reasons will be responsible for paying for the duration of the semester in which their contract was cancelled and are not entitled to a refund.

**2. Housing Contract Cancellation Review Process:**

- A. The Vice President for Student Affairs (or Vice President to whom Residence Life reports) at each university will establish a process to review and decide upon student requests to cancel their housing contract when the student does not meet any of the conditions identified in 1B above and the student requests relief from their obligation to pay the full academic-year housing fee.
- B. Under the process, each university may define conditions under which it will waive or refund any portion of the housing fee, with the exception of the housing deposit. In cases where the Committee agrees to cancel the housing contract during the fall term (or first term of occupancy), the student forfeits their housing deposit.

3. The University President may defer or waive the collection of the Admissions and/or housing deposit in extenuating circumstances.

**ITEM**

## Tuition and Fee Refund Policy

**BACKGROUND**

The Board, pursuant to the provisions of Section 10a-99 of the Connecticut General Statutes, "...shall fix fees for tuition and shall fix fees for such other purposes as the board deems necessary at the university, and may make refunds of the same."

**ANALYSIS**

Two minor changes to the Tuition and Fee Refund Policy (BOT BR#10-37) are proposed:

The first proposed change aligns the housing refund policy with the tuition and fee refund policy, allowing students who withdraw from the University to receive 100% refund of the housing fee up to, but not including, the first day of classes.

The second change would provide each President the authority to either authorize deferment, or waive the collection of the Admissions and/or housing deposit entirely. If a waiver or deferment were to be granted, it would not impact the total cost the student would pay, but rather the timing of when the payments occur. The deposit requirement has created a financial hardship for some students, due to the timing of available financial aid resources, versus the deposit due date. Because deposits are typically non-refundable, the only financial risk to the university would be incurred if a student backs out after a deposit is waived, it will be unlikely that the deposit will be collected. Because this is intended to handle unique situations, the potential benefits outweigh the nominal risk.

**RECOMMENDATION**

Rescind and replace BOR #10-37 Tuition and Fee Refund Policy as set forth in Attachment A herein.

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

**TUITION AND FEE REFUND POLICY**

December 18, 2014

WHEREAS, Pursuant to the provisions of Section 10a-99 of the Connecticut General Statutes, "...the Board of Trustees of the Connecticut State University System shall fix fees for tuition and shall fix fees for such other purposes as the board deems necessary at the university, and may make refunds of the same," and

WHEREAS, Board Resolution 10-37, Tuition and Fee Refund Policy has neither been reviewed nor updated since 2010, and

WHEREAS, The components of the refund policy applicable to housing are in force for those Universities which have not adopted the Academic Year Housing Contract Resolution as passed on February 19, 2013, and

WHEREAS, This amendment authorizes University Presidents to waive or defer the collection of the admissions and/or housing deposit under extenuating circumstances. This amendment also aligns the housing refund policy with the tuition and fee refund policy for students who withdraw from the University, now therefore be it

RESOLVED, Board Resolution 10-37 is hereby rescinded and replaced by the Tuition and Fee Refund Policy attached herein and is effective for Academic Year 2014-15.

A True Copy:

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Erin A. Fitzgerald  
Secretary

**TUITION AND FEE REFUND POLICY**

In accordance with the Higher Education Amendments of 1998 (Public Law 105-244), the Federal government mandates that students receiving Title IV assistance who withdraw from all classes may only keep the financial aid they have “earned” up to the time of withdrawal. Title IV funds that were disbursed in excess of the earned amount must be returned by the university and/or the student to the Federal government. This could result in the student owing funds to the university, the government, or both. The amount of unearned aid to be returned is based on the percentage of enrollment period completed.

The refund policy below excludes the effect of the return of Title IV funds. Students receiving Federal aid should consult with their university Bursar or Financial Aid office prior to withdrawal in order to determine the financial impact that the return of Title IV funds will have upon the student.

<b>FEE</b>	<b>TIME DUE</b>	<b>REFUND POLICY*</b>
<b>Application Fee</b>	Upon Submission of Application	<ul style="list-style-type: none"><li>• Non-refundable</li></ul>
<b>Confirmation Deposit (UG/G) \$200 (applied to Tuition/Fees)</b>	May 1 or within 15 days of invoicing thereafter	<ul style="list-style-type: none"><li>• Non-refundable</li></ul>
<b>Re-registration Fee</b>	Upon re-registration	<ul style="list-style-type: none"><li>• Non-refundable</li></ul>
<b>Full-time Tuition and Fees</b>	Fall Semester <u>not later than</u> August 1  Spring Semester <u>not later than</u> January 2	<ul style="list-style-type: none"><li>• Upon withdrawal from the University up to the first day of university-wide classes as defined by the published university calendar, 100% of the amount paid will be refunded;</li><li>• 90% of the balance will be refunded during the first week of university-wide classes,</li><li>• 60% of the balance will be refunded during the second week of university-wide classes,</li><li>• 40% of the balance during the third and the fourth weeks of university-wide classes,</li><li>• No refund after the fourth week of university-wide classes.</li></ul>
<b>Housing Deposit \$250</b>	Fall Semester <u>not later than</u> April 1	<ul style="list-style-type: none"><li>• Non-refundable</li></ul>



	Spring Semester <u>not later than</u> November 1	
<b>Housing Fee (applies to students who withdraw from university)</b>	Fall Semester <u>not later than</u> August 1  Spring Semester <u>not later than</u> January 2	<ul style="list-style-type: none"> <li>• Upon withdrawal from the University up to the first day of university-wide classes as defined by the published university calendar, 100% of the balance paid less the housing deposit will be refunded,</li> <li>• 60% of the balance will be refunded during the first two weeks of university-wide classes,</li> <li>• 40% of the balance during the third and fourth weeks of university-wide classes,</li> <li>• no refund after the fourth week of university-wide classes.</li> </ul>
<b>(applies to students who remain enrolled but withdraw from university housing)</b>		<ul style="list-style-type: none"> <li>• Upon withdrawal from a residence hall up to and including the first day of university-wide classes as defined by the published university calendar, 100% of the balance paid less the housing deposit and the housing cancellation fee, if applicable, will be refunded.</li> <li>• No refunds will be made after the beginning of university-wide classes.</li> </ul>
<b>Housing Cancellation Fee (applies to students who remain enrolled but withdraw from university housing)</b>	Fall Semester and Spring Semester	<ul style="list-style-type: none"> <li>• Upon withdrawal from a residence hall 15 to 28 days prior to and including the first day of university-wide classes as defined by the published university calendar, a 10% housing cancellation fee based upon the housing fee after deducting the housing deposit will be assessed.</li> <li>• Upon withdrawal from a</li> </ul>

		residence hall 1 to 14 days prior to and including the first day of university-wide classes, a 20% housing cancellation fee based upon the housing fee after deducting the housing deposit will be assessed.
<b>Food Service Fee</b>	<p>Fall Semester <u>not later than</u> August 1</p> <p>Spring Semester <u>not later than</u> January 2</p>	<ul style="list-style-type: none"> <li>Meal portion of fee refundable, on a prorated basis, upon withdrawal from the University; or upon withdrawal from University housing at the request of the student and contingent upon the concurrence of the University. The discretionary cash component of the food service fee, if any, will be refunded according to procedures established at each University.</li> </ul>
<b>Part-time and Summer/Winter Sessions – Registration Fee</b>	Fall, Spring, Summer and Winter Sessions	<ul style="list-style-type: none"> <li>Non-refundable</li> </ul>
<b>Part-time Tuition and General University Fee and Summer/Winter Course Fees</b>	<p>Fall and Spring Semesters – Courses greater than eight weeks in length</p> <p>Summer/Winter Sessions – Courses greater than eight weeks in length</p>	<ul style="list-style-type: none"> <li>100% of the amount paid will be refunded during the first week of university-wide classes,</li> <li>60% of the balance will be refunded during the second week of university-wide classes,</li> <li>40% of the balance will be refunded during the third and the fourth weeks of university-wide classes,</li> <li>No refund after the fourth week of university-wide classes.</li> <li>100% refund during the first week of classes,</li> <li>60% refund during the second week of classes,</li> <li>40% refund during the third and fourth week of classes,</li> </ul>

		<ul style="list-style-type: none"> <li>• No refund thereafter.</li> </ul>
	Fall, Spring, Summer, and Winter Sessions – Courses three weeks to eight weeks in length	<ul style="list-style-type: none"> <li>• 100% refund prior to the second class meeting,</li> <li>• 60% refund prior to the third class meeting,</li> <li>• 40% refund prior to the fourth class meeting,</li> <li>• No refund after the beginning of the fourth class meeting.</li> </ul>
	Fall, Spring, Summer, and Winter Sessions – Courses less than three weeks in length	<ul style="list-style-type: none"> <li>• 100% refund prior to the second class meeting,</li> <li>• 60% refund prior to the third class meeting,</li> <li>• No refund after the beginning of the third class meeting.</li> </ul>
<b>Ed.D. Professional Seminar</b>	Summer – four full days, not meeting consecutively	<ul style="list-style-type: none"> <li>• 75% refund within 24 hours of first class meeting</li> <li>• No refund thereafter</li> </ul>
<b>E-Learning On-Line Fee</b>	Upon Registration	<ul style="list-style-type: none"> <li>• Non-refundable</li> </ul>
<b>E-Learning Course Fees</b>	<b><u>Included within Full-time and Part-time Refund Schedules Above</u></b>	

Federal regulations require that all refunds be restored to Federal programs in the following priority sequence:

1. Unsubsidized Federal Stafford Loans
2. Subsidized Federal Stafford Loans
3. Unsubsidized Federal Direct Stafford Loans
4. Subsidized Federal Direct Stafford Loans
5. Federal Perkins Loans
6. Federal PLUS Loans received on behalf of the student
7. Federal Direct PLUS received on behalf of the student
8. Federal Pell Grants
9. Federal SEOG Program Aid
10. Other grant or loan assistance authorized by title IV of the HEA

After obligations to the above are satisfied, funds will then be returned to

11. Other State, Private, or Institutional Assistance
12. Student

**Refunds of Tuition and Fees under Unusual Circumstances.**

Under circumstances beyond the control of the student or in cases where attendance has been denied by the University, the University President may authorize the deferment or waive the collection of the admissions and/or housing deposit, as well as the refunding of tuition and fees otherwise designated as non-refundable.

\*All refunds will be made automatically upon formal withdrawal from a University.

**ITEM**

## Tuition and Fee Waiver Authorizations

**BACKGROUND**

The Board, pursuant to its statutory authority - Section 10a-99 of the Connecticut General Statutes (CGS), "...shall fix fees for tuition and shall fix fees for such other purposes as the board deems necessary at the university...". Tuition and fee waivers are provided to qualified students under certain conditions. Certain tuition waivers are prescribed by Section 10a-99 of the CGS. Other tuition and fee waivers are authorized by Board action.

**ANALYSIS**

Since 1989, the Board of Trustees has authorized the President of each university to waive all tuition and fees (or impose the registration fee, at his/her discretion) for any student from a Connecticut high school which has a *specific agreement* with a university within the Connecticut State University System for enrollment in up to two courses per semester, for university credit, on a space-available basis.

The waiver language will be modified as follows:

- Authorization for waiver of tuition and fees applies to courses taken for which university credit isn't earned. This will enable students who are unable to take courses for credit to audit courses and facilitate exposure to the university experience.
- Expands the waiver of tuition and fees to middle school students, in addition to high school students.
- Removes reference to an obsolete transcript fee requirement, as there is no longer a per transcript charge at any of the Universities (with the exception of SCSU, where there is a \$15 charge for a rush transcript).

**RECOMMENDATION**

Rescind and replace BR #11-56 to modify the waiver language as listed in Attachment I to the accompanying Board Resolution.

RESOLUTION

concerning

TUITION & FEE WAIVER AUTHORIZATIONS

December 18, 2014

- WHEREAS, The Board pursuant to its statutory authority - Section 10a-99 of the Connecticut General Statutes (CGS) - "...shall fix fees for tuition and shall fix fees for such other purposes as the board deems necessary at the university...", and
- WHEREAS, Certain tuition waivers are prescribed by statute, other tuition and fee waivers are authorized by the Board, and
- WHEREAS, Since 1989, the Board of Trustees has authorized the President of each university to waive all tuition and fees (or impose the registration fee, at his/her discretion) for any student from a Connecticut high school which has a *specific agreement* with a university within the Connecticut State University System for enrollment in up to two courses per semester for university credits on a space-available basis, and
- WHEREAS, This authorization for waiver of tuition and fees was limited to for-credit courses taken by the high school student and did not permit students to take courses without receiving credit, nor did it apply to middle school students, now therefore be it
- RESOLVED, That BR11-56 is hereby rescinded and replaced by the Tuition and Refund Policy set forth in Attachment I to this Resolution.

A True Copy:

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Erin A. Fitzgerald  
Secretary

## Authorized Fee Waivers

1. **Veteran** - A fifty (50%) percent Extension fee waiver (summer and winter sessions) is authorized for any veteran without regard to his/her residence at the time of his/her service in the armed forces having served in time of war, as defined in Subsection (a) of Section 27-103 of the CGS, or who served in either a combat or combat support role in the invasion of Grenada, October 25, 1983, to December 15, 1983, the invasion of Panama, December 20, 1989, to January 31, 1990, or the peace-keeping mission in Lebanon, September 29, 1982, to March 30, 1984, who has been accepted for admission and is a resident of Connecticut,
2. **Dependent Child of MIA/POW** - A waiver of the Extension fee (summer and winter sessions) is authorized for any dependent child of a person whom the armed forces of the United States has declared to be missing in action or to have been a prisoner of war while serving in such armed forces after January 1, 1960, which child has been accepted for admission to such institution and is a resident of Connecticut,
3. **Senior Citizen (62 or older - part-time)** - A full waiver of the Extension fee (summer and winter sessions) is authorized for any Connecticut resident sixty-two years or older providing that at the end of the regular registration period there is space available in the course(s) in which they intend to enroll,
4. **Senior Citizen (62 or older - full-time)** - A waiver of the University Fee is authorized for any Connecticut resident sixty-two years or older who is enrolled in a degree-granting program pursuant to the provisions of Section 10a-99 of the CGS,
5. **Federal Internship Program** - A waiver of all fees except for tuition and the cost of student accident and sickness insurance for one semester is authorized for any Public Policy and Government major who participates in the Federal Internship Program in Washington, DC on a full-time basis and not able to avail themselves of services normally provided while on campus,
6. **Part-time International Student** - A waiver of part-time Tuition, General University Fee, the registration fee, and room and board for one semester, is authorized if approved by the university for any part-time international student whose home university has, in the judgment of the university president, provided services or waived tuition and/or fees of corresponding value for students and/or faculty of the Connecticut State University System. The university president will report annually by fiscal year the number of waivers, dollar amount, and justification for the waivers by July 15 to the Chancellor of the Connecticut State University System,
7. **Connecticut Secondary Education Student (enrolled in a university course)** (A) The president may waive all tuition and fees or may impose the registration fee at his/her discretion for any student from a Connecticut Secondary Education school which has a *specific agreement* with a university within the Connecticut State University System for enrollment in up to two courses per semester or summer session on a space-available basis. (B) Academically qualified students *not covered by an agreement* between their school and a university may enroll in up to two courses per semester or summer session for university credits and will be charged the regular tuition and/or fees and registration fee. (C) A waiver of the part-time Tuition and General University Fee is authorized for academically qualified students enrolled in up to two courses per semester for university credit in those

cases in which an academic department of a university authorizes a high school faculty member(s) to teach those university courses at a high school under the department's supervision. *Students at Southern Connecticut State University will pay a \$15 fee for a "rush" transcript.*

8. **Resident Assistant** - The university is authorized to waive room and board for any Resident Assistant.
9. **Full-time Student Attending Another Connecticut Public Higher Education Institution** - Any matriculated full-time student enrolled at a public institution of higher education in Connecticut who has paid tuition at his or her college or university will be admitted on a space available basis without further charge to any course offered by a university within the Connecticut State University System provided the course is not offered at the student's college or university and the student's admission to such course(s) is recommended by the president or appropriate academic officer from his/her college or university. No student will be permitted to carry more than two courses in any semester without consent of the president of the host campus.
10. **Cross-registration Program of the Hartford Consortium of Higher Education** - A full-time undergraduate student enrolled at a member institution of the Consortium who has paid full-time tuition and fees at his/her institution may be permitted to enroll at Central Connecticut State University for up to two courses each semester for which she/he has the appropriate prerequisite qualifications without the payment of tuition and fees or the registration fee. *Student registration is contingent upon the fact that the course (s) is not available at his/her home institution, is on a space available basis, and that Central Connecticut State University students are afforded the same privilege. Lab fees or other special fees (e.g., private music lessons) are not waived under the provisions of this resolution.*
11. **Application Fee (Financially Needy)** - A waiver of the admissions application fee is authorized for any financially needy student, who (A) has taken the SAT I test using the SAT Fee Waiver; or (B) is a participant in CONNTAC-EOC or an equally recognized educational entity; or (C) is a participant CSU-sanctioned special access program such as CONNCAP or Upward Bound; or (D) in the opinion of the university president or designee has special circumstances.
12. **Graduate Interns – Full-time** – Graduate Interns enrolled at any university within the Connecticut State University System as full-time graduate students shall be required to pay full-time tuition, a University General Fee sufficient to defray the cost of student accident insurance, and student sickness insurance (if not waived by the student in accordance with Board policy), but the balance of the University General Fee as well as all other fees imposed by the Board shall be waived.
13. **Graduate Interns – Part-time** – Graduate Interns enrolled at any university within the Connecticut State University System as part-time graduate students shall receive a waiver of part-time tuition and all fees including summer session and winter session Extension fees up to a total maximum of 18 credit hours, provided the interns are enrolled in courses required for completion of their degree program.





# Board of Regents for Higher Education 2015 Meeting Schedule

Academic and Student Affairs 9:30 am	Audit 10:00 am	HR & Administration 1:00 pm	Finance & Facilities 10:00 am	Executive Comm. Meets when called. Placeholders added to schedule for times when the full Board is not in session	Board of Regents 10:00 am <i>3<sup>rd</sup> Thursdays unless otherwise noted</i>
		Tuesday, Jan 6	Thurs., January 8		January 15 Hartford
Friday, January 30		Thursday, Feb 5	Thurs., February 19		February 26 Central
Friday, March 13	Tuesday, March 10	March 12	Thurs., March 19		March 26 Capital
Friday, March 27			Thurs., April 9		Wed, April 15 ECSU
Friday, April 24		Thursday, May 7	May 12, 13, 14 (Spending Plan – Times TBD)		May 21 Hartford
Friday, May 29	Tuesday, June 9	Thursday, June 11	Thurs., June 11		June 25 Gateway
Friday, August 28	Wednesday, September 16	August 27	Thurs., September 3	10 am Thursday, July 16	September 17 NWCC
Friday, September 25		Thursday, Oct 1	Thurs., October 8		October 15 HCC
Friday, November 20	Tuesday, Dec. 15	November 19	Thurs., November 19	9 am Thursday, Nov. 19	December 3 Hartford

12/4/114

**Yellow shading** indicates a Special Meeting

**Unless otherwise noted, meetings are held at the Regents' Offices – 39 and 61 Woodland Street, Hartford (agendas will specify address and room location)**

Info/contact: Erin Fitzgerald [fitzgeralde@ct.edu](mailto:fitzgeralde@ct.edu), or 860 723-0013

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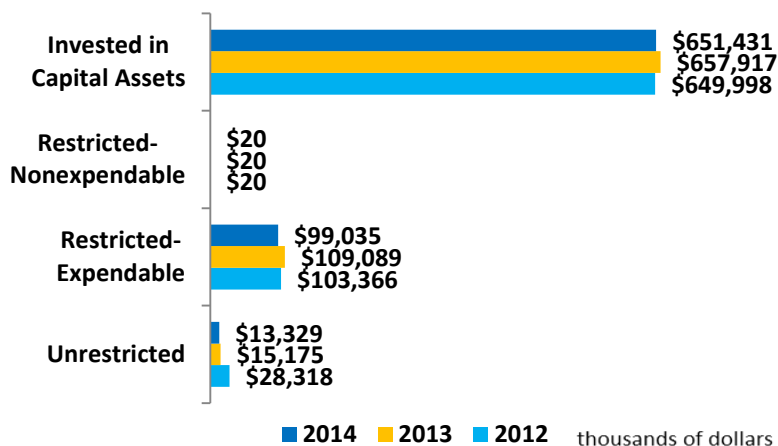
**ITEM****Connecticut State Colleges & Universities FY 2014 Audited Financial Statements CSU and CCC Highlights****GENERAL**

Separate audited financial statements are required for the Connecticut Community Colleges (“CCC”), Connecticut State Universities (“CSU”), and Charter Oak State College (“COSC”) in accordance with the manner in which state appropriations are received. In addition, an annual audit is required of the CSCU 2020 capital acquisition program. PricewaterhouseCoopers (“PwC”) are our primary auditors on the CCC and CSU audits. O’Connor & Drew audit COSC and Blum Shapiro are our new auditors in FY2014 on the CSCU 2020 audit.

We have identified certain deficiencies in internal controls and have provided corrective actions as documented in PwC’s Management letter. We believe that the first element of good controls is good communication and have identified areas for improvement. We further believe that stability in our management team will enhance understanding of systems and provide for better controls going forward.

**CONNECTICUT COMMUNITY COLLEGES****I. Net Position**

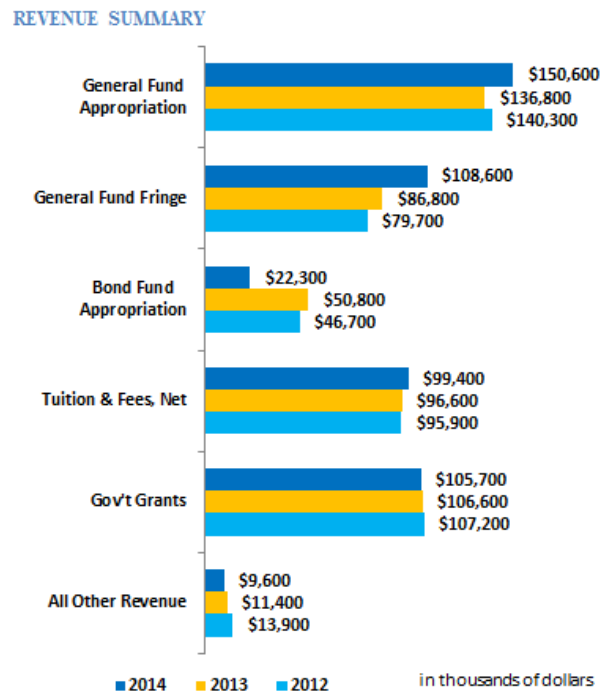
- A. The net position is one measurement of financial health of an organization; within that category unrestricted net assets are funds that are readily available to meet fiscal requirements.
- B. It is of particular concern that the unrestricted net assets portion has been decreasing over the past four years, including a \$1.8M decrease in the current fiscal year, following a \$13.1M decrease in the previous year:



- C. We require break even budgets for the CCCs, but the negative trend in state support, increasing costs largely due to bargaining unit agreements on wage increases, and diminishing enrollments have frustrated these budgets over recent years.

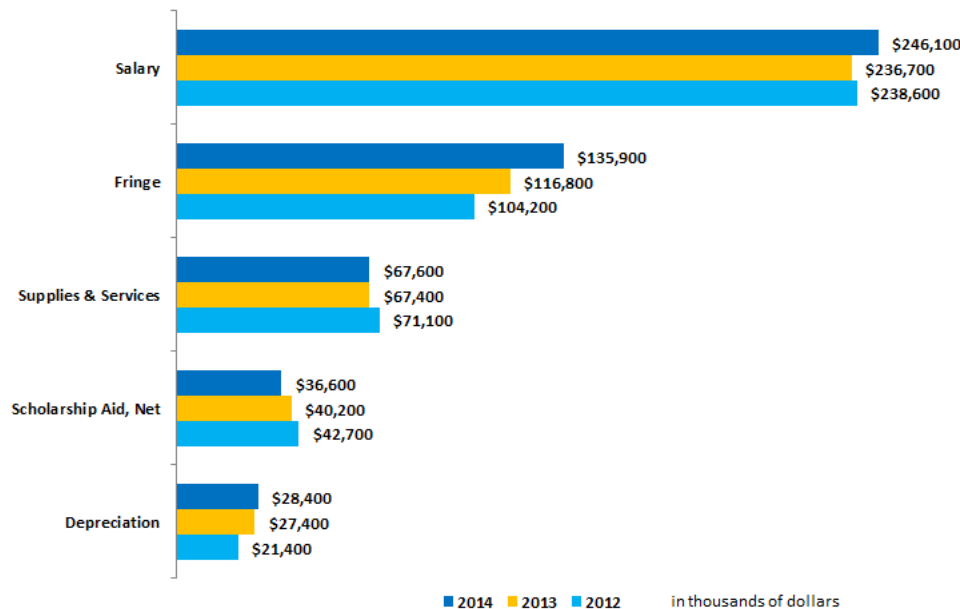
## II. Revenues and Expenses

- A. FTE enrollment in credit bearing courses is down in FY 2014 compared to FY 2013. However, the CCCs have had increased extension fee revenues which contributed to a net overall increase in tuition and fee revenue of \$4.2M.
- B. State appropriations – general fund increased by 15.9%; this is significantly larger than the average 5.5% wage increase, largely due to fringe benefits increasing at a high rate in FY 2014.
- C. The follow shows the CCC revenues over the past three fiscal years:



- D. The following table shows the CCC expenses by type over the past three fiscal years.
  1. Functionally, about 70% of expenses are devoted to instruction and student support; the remaining 30% includes institutional support and plant assets maintenance/depreciation.

EXPENSE BY ACCOUNT TYPE



### III. Assets

- A. Significant construction costs (construction in progress) were incurred in FY 2013 of \$184.6M largely driven by the Gateway Community College building, compared to \$24.4M in FY 2014.

### IV. Institutions

- A. Total Assets of \$205.0M in FY 2014 are spread among the colleges, ranging from \$5.9M at Northwestern CC to \$191.9M at Gateway CC.
- B. Operating Revenues of \$213.1M (primarily enrollment driven) range from \$30.2M, \$27.8M, and \$26.7M at Gateway, Naugatuck Valley, and Manchester CCs, resp. to \$5.1M, \$6.9M, and \$6.9M at Northwestern, Asnuntuck, and Quinebaug Valley CCs, resp.
- C. FY 2014 Net position decreased by \$18.4M, with more than half attributed to Gateway CC, which has struggled to break even since the completion of the new downtown New Haven facility.

### V. Component Units

- A. Component Units comprise college Foundations and those Middle Colleges which meet the requirements.
1. Foundations in general operate solely for the benefit of the specified college and each is separately audited.
  2. Certain of the Middle Colleges meet the requirements to be treated as a component unit because inter-relationships between the entity and the CCC are such that excluding it from the annual statements would be misleading.
- B. FY 2013 and FY2014 include Great Path Academy at Manchester CC (“GPA”) and Quinebaug Valley Middle College High School (“QVM”)
- C. Three Rivers Middle College (“TRMC”) does not qualify as a component unit.
- D. Capital Middle College to be reviewed this year.

**CONNECTICUT STATE UNIVERSITIES****I. Net Positions**

- A. The CSUs have had increases in net position over the past three years, and unrestricted net assets (“UNAs”) are at \$145.1M at FY 2014 yearend.
1. Unlike the CCCs, the CSUs have significant “designated UNAs”, which are not legal restrictions, but nonetheless financial obligations that must be met by future use of the UNA. The largest such obligation is debt servicing on CHEFA bonds assumed for construction of student facilities, including dormitories.
  2. The funding is accumulated from student fees collected and aggregated by each CSU individually to service future debt.
- B. Net position invested in capital assets increased by approximately \$110M as significant construction has ensued at the CSUs over the past few years. A number of construction projects were completed as well as begun at each of the four CSUs.

**II. Revenues and Expenses**

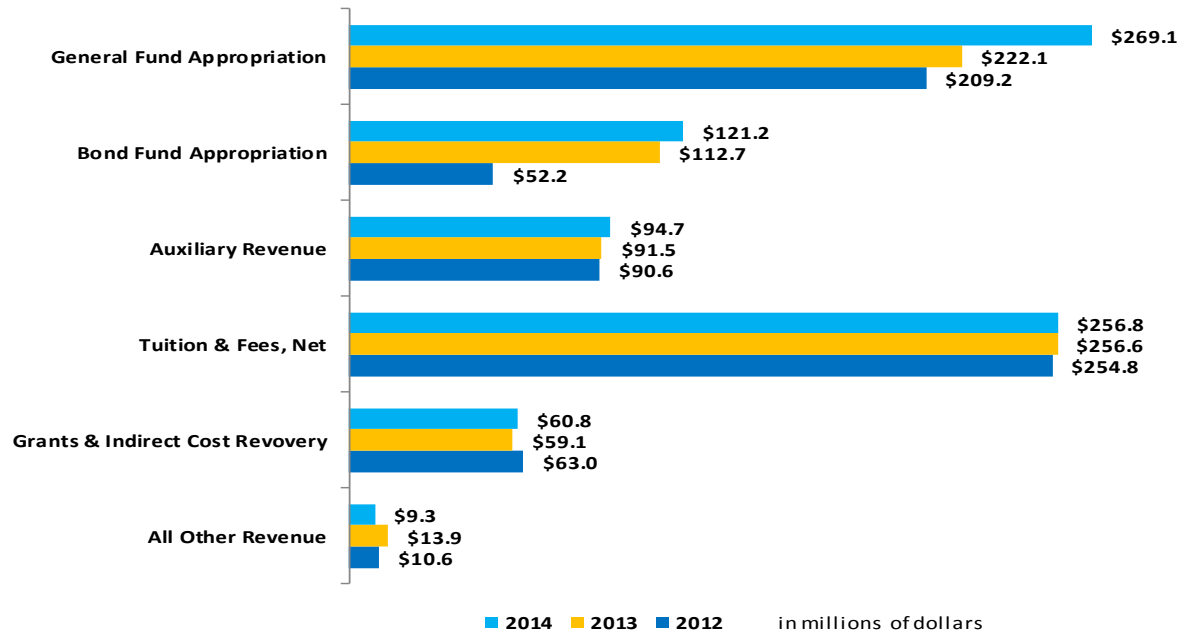
- A. The number of new full-time freshman has decreased by about 5.5% from FY 2013. FY 2013 was up slightly from the previous year, but the overall four year trend has been negative:

Fall Semester First-Time Full-Time Student Admissions					
Year Ending June 30	Number of Applicants	Percent Accepted	Number Accepted	Percent Enrolled	Number Enrolled
2014	21,233	63.00%	13,369	32.00%	4,273
2013	18,979	66.70%	12,668	35.70%	4,521
2012	18,968	66.70%	12,647	35.50%	4,496
2011	20,173	63.40%	12,792	35.10%	4,492
2010	22,285	61.60%	13,728	42.40%	5,820

- B. Demographics in the state of Connecticut have shown a decline in 18 year-old high school graduates which is expected to continue over the next few years. Managing and enhancing enrollment and improving retention to offset these trends are elements of our strategic plan, Transform CSCU 2020.
- C. State appropriations increased by about \$41M, corresponding to an increase in Personnel Services and Fringe Benefits expenses of approximately \$37M. As with the CCCs, a significant portion of the increase results from the cost of fringe benefits increasing at a faster rate than the average 5.5% wage increases.

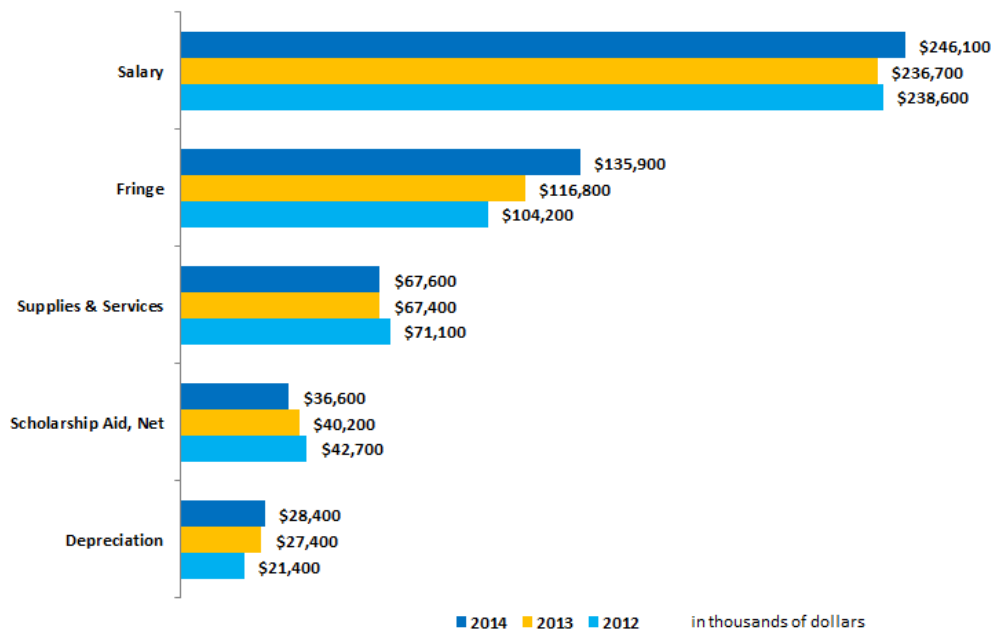
D. The following shows the CSU revenues over the past three fiscal years:

#### REVENUE SUMMARY



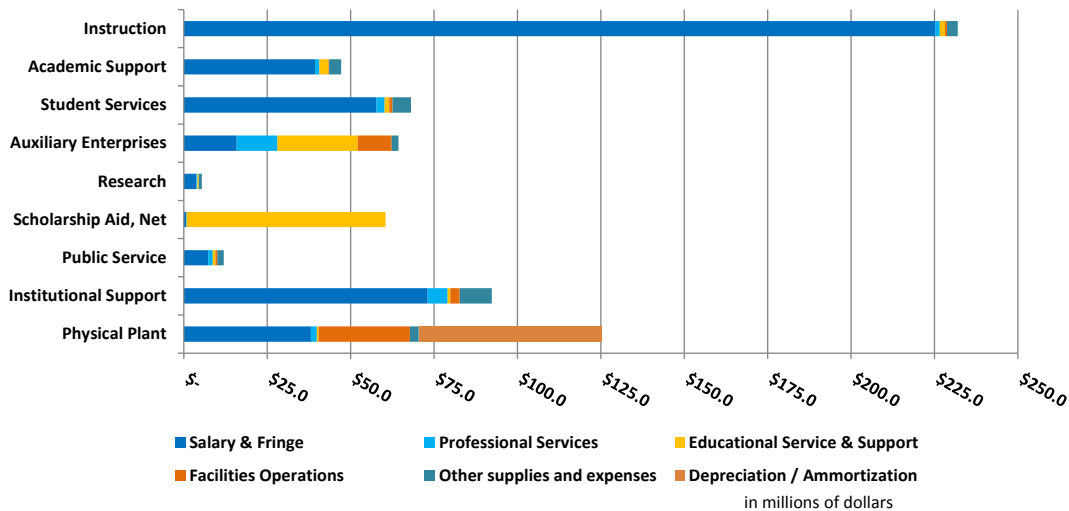
E. The following table shows the CSU expenses by account type over the past three fiscal years:

#### EXPENSE BY ACCOUNT TYPE



- F. Functionally, the CSUs also spend the bulk of expenditures on instruction and student related services; unlike the CCCs, the CSUs also supply residential services, as shown in the follow chart depicting FY 2014 expenses by program and account type:

FY 14 EXPENSE  
by Program and Account Type



### III. Assets/Liabilities

- A. Of the \$177.8M increase in total assets, \$144.3M is attributed to the increase in Investment in plant. As noted above, construction has continued at all four CSUs during the year as necessary to keep campuses in good form.
- B. Bonds payable have increased by approximately \$60M, primarily attributed to CHEFA Revenue Bond Series N, issued in 2014.

### IV. Institutions

- A. The four CSUs have different missions and areas of concentration.
- B. The general sizes in terms of revenues/expenses, assets and enrollments are similar for Eastern and Western, which are generally smaller than Central and Southern, which are of comparable size to each other.
- C. Eastern and Western are located farther from urban communities than Central and Southern, and have substantial residential students as a result.
- D. Unlike the CCCs, the campuses of the CSUs provide full student services in areas including food services, police departments, sports facilities and teams.

## RECOMMENDATION

The Board of Regents receives the FY2014 Financial Statements for the Connecticut State Universities and Community Colleges.

12/9/14 –Audit Committee  
12/18/14 – Board of Regents

**ITEM**

Approval of leased space for Naugatuck Valley Community College in Danbury

**BACKGROUND**

Naugatuck Valley Community College has leased a facility in Danbury as satellite space since the early 1990's. Through continued enrollment growth and increased course offerings the current Danbury space is no longer sufficient to meet the academic demands. NVCC is requesting approval of a lease for a new, larger space that can support the student needs.

Naugatuck Valley Community College (NVCC) established the satellite campus in Danbury (Danbury Center) in the early 1990's. Both credit and noncredit courses were offered with for-credit offerings ceasing in the mid- 90's. Through 1998 the Danbury Center utilized a number of small locations to support the educational and administrative functions. As the program enrollment and course options increased, so did NVCC's long term commitment to the Danbury campus. From 1998–2004, 2,337 of gross square feet at a Crosby Street site was leased for the Danbury Center. In 2004, the lease was modified to include an additional adjacent space that brought the total square footage to 3,387 square feet. As the program further developed, for the spring 2009 semester, credit course were again offered, and an additional 1,200 square feet was added. In 2010 the Danbury Center lease was not renewed by the building owner and the Danbury Center for the fall 2010 semester relocated to a 5,000 gross square foot site at 183 Main Street under a license agreement from the Northwest Regional investment Board. At the time of the relocation the Danbury Center, credit student head count was 468, with a full time equivalent (FTE) of 171 students. In the fall of 2011, the space was increased by an additional 1,000 square feet to total 6,000 gross square feet. The license agreement for the 183 Main Street location can no longer be renewed without a public search for a site. Historically, Danbury Center student tuition has funded the Center's personal services and operating expenses (including lease costs).

Growth of the Danbury Center has remained steady. Part of the growth is attributed to many students in the Danbury area who do not have vehicles, and/or the commute to NVCC in Waterbury is cost prohibitive. 73% of the Danbury Center students do not attend classes at the Waterbury campus. The credit enrollment has increased from zero in fall 2008, to 552 FTE and 1112 Headcount in the fall of 2014. Non-credit enrollment has remained steady but has not been promoted by the college due to space limitations. The Danbury campus has yielded hundreds of certificate completers in critical workforce programs, especially in allied health. Non-credit enrollment will begin to grow again once the college occupies the new space.

Attachment A shows the enrollment increases at the Danbury campus from 2008 through 2014.

The Danbury Center additionally promotes course offerings on Fridays and Saturdays, when traditional registrations are lower on those days. Currently the college is promoting about 120 credit courses. Supporting the community college academic current needs and future growth in Danbury, the Board of Regents recently approved additional course offerings for certificates in Administrative Support and Business Management in addition to Associate in Science degrees in Business Management and General Studies. In the spring of this year, the accreditation body NEASC granted the college full campus status, upgraded from Center. Accommodating education needs within the 6,000 gross square foot space is difficult, and progressive growth is prohibitive.



In the past Western Connecticut State University has made some classroom space available for Danbury Center's use. A near-term commitment for the quantity of space required for NVCC's Danbury Campus cannot be offered from Western due to their own campus needs.

At the request of the BOR, the Department of Administrative Services (DAS) conducted a new location search for the Danbury Campus. The search was completed in April 2014, a primary site was selected, and favorable lease negotiations are being concluded. Anticipated occupancy at the selected site at the corner of Main Street and West Street (190-196 Main Street) site will be fall 2015. The BOR staff has worked with NVCC to establish funding opportunities for the new facility location. The build-out for the new facility will be completed by the landlord with construction costs, design fees and permits incorporated into the lease. A reasonable assumption of headcount and tuition based funding indicate that the personal service and operating expense funding will continue to be fully funded from the Center's revenues. Furniture and equipment not part of the infrastructure build-out that can be relocated when the proposed lease expires in addition to non-personal services are pending funding approval within the FY 2016-17 Biennial Budget.

NVCC is requesting BOR approval of a 10-year lease for a new Main Street/West Street location of approximately 18,000 assignable square feet. The lease expense is based from \$18.00 per square foot/month plus landlord build out expenses. The lease will not exceed \$645,000, annual. Provisions of the contract allow two 5-year lease extensions.

BOR staff have reviewed NVCC's request for additional Danbury Center space a number of times as this process progressed and projections could be confirmed. The review was focused around fiscal capacity, academic program and demographics and facility based needs. The BOR staff feel that Naugatuck's request for a larger space is fair and reasonable, may see a population growth of up to 20% and can financially support this effort. If the population increase does not occur as projected the FY 2016 fund surplus can be used to eliminate an operating deficit.

## **ANALYSIS**

Attached is NVCC's Danbury Center FY 2011 – FY 2017 actual and projected operating budget. NVCC estimates FY 2016 total personnel and non-personnel costs to be \$3,384,551 and total revenue of \$3,774,168. This assumes a 20% enrollment growth in the year. The projected net fund surplus in FY 2016 is \$389,617 and based from the same factors increases to \$514,162 in FY 2017.

Leases are evaluated by the institution and reviewed in detail by the CFO, Provost, and VP of Facilities at System Office. Because the state does not provide funding for leased facilities, the space must be supported by tuition and fee revenues only. Among other factors evaluated are:

- Academic justification for the space
- Academic requirements for the build-out
- Academic justification for personnel requirements
- Enrollment projections for the facility
- Reasonableness of space requested for programs and enrollment
- Cost/Benefit analysis
- Institution's ability to absorb contingency reserves
- Institution's financial viability
- Strategic alignment with goals of the institution and the system

Academic justification was established early in the process of evaluating space, and affirmed during the most recent System Office review.

The Danbury lease proposal appears to be financially justifiable. Attachment B illustrates an operating budget that results in a surplus for the facility, both currently and subsequent to the new facilities lease. The surplus serves as a contingency to ensure the facility is self-supporting, and allows for a ramp up of enrollment which is assumed at an aggressive 20% rate in the first year.

Strategically, the facility provides accessibility to students who might not ordinarily have the transportation or means to attend another campus, in a populous urban environment. It also meets goals for enrollment enhancement at our institutions.

NVCC has historically been successful in operating their programs as well as the current leased facility. The college has a small but positive unrestricted net asset position at the end of FY2014, and has committed to a break even budget for FY2015.

The lease expense, while significantly higher than the current lease, includes the landlord's cost to build-out the facilities to suit our requirements. The additional staff required to operate the larger facility includes a Director position which has remained open for the past two years, and includes additional instructional requirements associated with the programs to be offered.

These new positions will be operating fund supported as there is no additional state funding associated with the lease. These costs are included in the cost projections which are overall covered by the tuition and fee revenues.

## **RECOMMENDATION**

Approve NVCC's request of a new lease for the approximate 18,000 assignable square feet at the 190-196 Main Street site, with an annual lease expenses not to exceed \$645,000.



Attachment A

## Naugatuck Valley Community College Danbury Campus – Credit Enrollment 9/18/14

### Student Headcount and FTE\*

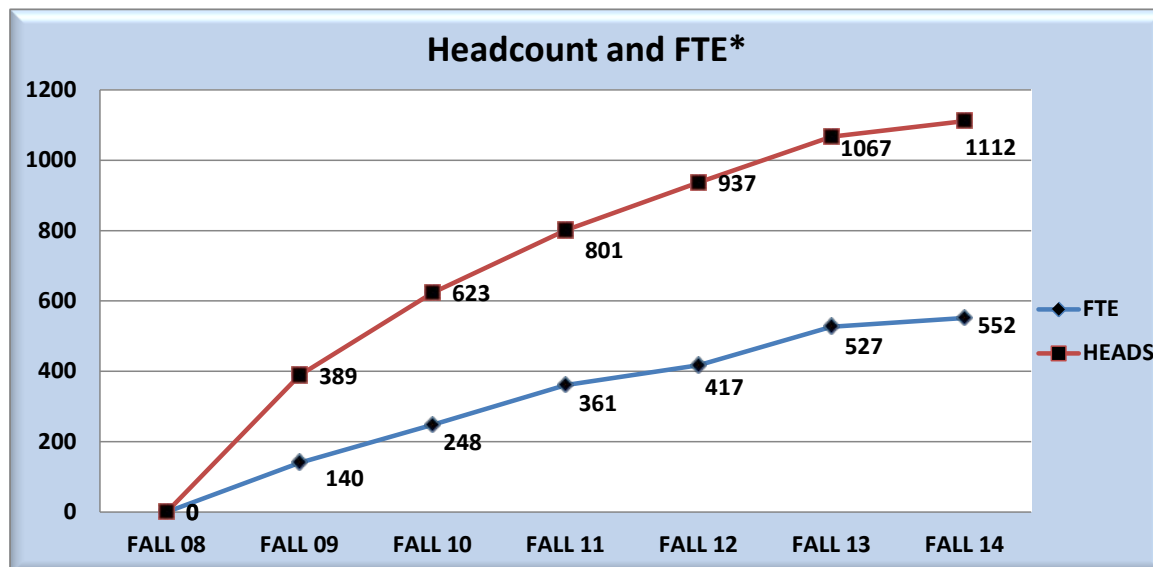
Danbury	Fall 08		Fall 09		Fall 10	
	Heads	FTE	Heads	FTE	Heads	FTE
Total	0	0	389	140	623	248

Danbury	Fall 11		Fall 12		Fall 13		Fall 14	
	Heads	FTE	Heads	FTE	Heads	FTE	Heads	FTE
Total	801	361	937	417	1067	527	1112	552

### Enrollment Growth

	Headcount	FTE
FALL 09 TO FALL 10	60%	77%
FALL 10 TO FALL 11	29%	46%
FALL 11 TO FALL 12	17%	16%
FALL 12 TO FALL 13	15%	28%
FALL 13 TO FALL 14	4%	5%



\*Full Time Equivalent

## Attachment B

## NVCC DANBURY CAMPUS

## OPERATING BUDGET

ASSUMES MOVE JULY 1 15--FY 16 FIRST FULL YEAR IN NEW SPACE

December 9, 2014

EXPENSES	ACTUAL FY11	ACTUAL FY12	ACTUAL FY13	ACTUAL FY14	BUDGET EST FY15	BUDGET EST FY16	BUDGET EST FY17
<b>PERSONAL SERVICES</b>							
Director/Assoc Dean	68,724	44,000	70,000	52,171	50,000	95,000	99,750
Continuing Education Aide	31,977	37,086	37,086	38,940	43,000	45,150	45,804
Work Force Transition Director (part time)	40,434	40,434	40,434	42,486	44,610	46,841	49,148
Outreach Coordinator	66,637	66,637	66,637	69,544	73,021	76,672	80,997
Clerk Typist	0	0	0	0	0	42,000	44,100
Asst Dir of Admiss/Regis/FinAid-PT EA	14,000	0	0	0	0	60,000	63,000
Evening Administrator -- PT EA	20,040	17,000	17,000	17,732	19,000	19,950	20,664
Evening Administrator -- PT EA	19,729	17,000	17,000	18,612	19,000	19,950	20,664
Lab asst.--PT EA	0	0	0	0	0	32,818	34,459
Student Assistants	5,022	16,000	14,000	6,705	7,040	12,000	18,500
Premium for contact hours-biology	0	0	0	0	0	74,547	78,274
Credit instructional costs-PTLs	797,535	856,811	862,200	1,324,600	1,483,887	1,872,623	2,157,196
Non-credit instructional costs-OE & NCLs	84,619	94,000	100,000	50,000	75,000	115,000	155,000
<b>Subtotal Personal Services</b>	<b>1,148,717</b>	<b>1,188,968</b>	<b>1,224,357</b>	<b>1,620,790</b>	<b>1,814,559</b>	<b>2,512,551</b>	<b>2,867,556</b>
<b>NON PERSONAL SERVICES</b>							
Security-personnel and intrusion	13,223	28,000	32,000	94,588	94,000	94,000	94,000
Utilities	17,389	18,000	18,000	20,878	20,000	45,000	46,000
Telecom	10,516	11,000	11,000	6,304	6,500	8,000	8,000
Janitorial	12,737	11,000	11,000	13,872	14,000	25,000	25,000
Maintenance	777	2,000	1,500	3,826	4,000	8,000	8,000
Other expense	20,069	16,064	13,293	9,695	10,000	12,000	12,000
<b>Lease</b>	<b>78,682</b>	<b>75,350</b>	<b>80,000</b>	<b>83,018</b>	<b>83,349</b>	<b>645,000</b>	<b>645,000</b>
Renovation expense-in lease line	0	0	0	0	0	0	0
Parking	9,708	30,000	52,000	35,839	30,000	35,000	35,000
<b>Subtotal Non Personal Services</b>	<b>163,103</b>	<b>191,414</b>	<b>218,793</b>	<b>268,020</b>	<b>261,849</b>	<b>872,000</b>	<b>873,000</b>
<b>TOTAL EXPENSES</b>	<b>1,311,820</b>	<b>1,380,382</b>	<b>1,443,150</b>	<b>1,888,810</b>	<b>2,076,408</b>	<b>3,384,551</b>	<b>3,740,556</b>
<b>REVENUE</b>							
Credit	1,245,977	1,694,528	1,968,000	2,701,325	3,027,225	3,604,600	4,035,150
Lab fees for biology courses						29,568	29,568
Non-credit	170,161	150,000	140,000	71,000	92,000	140,000	190,000
<b>TOTAL REVENUE</b>	<b>1,416,138</b>	<b>1,844,528</b>	<b>2,108,000</b>	<b>2,772,325</b>	<b>3,119,225</b>	<b>3,774,168</b>	<b>4,254,718</b>
<b>SURPLUS/(DEFICIT)</b>	<b>104,318</b>	<b>464,146</b>	<b>664,850</b>	<b>883,515</b>	<b>1,042,817</b>	<b>389,617</b>	<b>514,162</b>

**NOTE: The enrollment projections, while aggressive, result in a budget surplus for the facility as a stand-alone enterprise. This serves as a contingency for the period of ramp up of enrollment.**

**ASSUMPTIONS:**

In the summer of 2015, space will increase to approx 18,000 s.f.

Non personal services are assumed to increase by about 3-5% per year for FY 15, 16, and 17

Personal services (salaries and fringe benefits) will increase by 5% per year beginning in FY14

Enrollment will increase 20% in FY16 and 10% in FY17

Renovation expense based on \$150/sq. ft. as per Keith Epstein

Tuition/fee increase of 2% in FY16 and 17

Faculty cost calculated assuming all PTLs

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

RESOLUTION

concerning

LEASE OF 190-196 MAIN STREET, DANBURY, CONNECTICUT  
by  
NAUGATUCK VALLEY COMMUNITY COLLEGE

December 18, 2014

- WHEREAS, Naugatuck Valley Community College (NVCC) established and has continuously operated a satellite campus in Danbury since the early 1990s, and
- WHEREAS, the NVCC Danbury Campus (Danbury Center) growth has remained steady since it opened, and
- WHEREAS, credit classes have been offered since the spring 2009 semester, and
- WHEREAS, growth of the fall 2014 FTE of 552 and total head count of 1,112 is limited due to space restrictions, and
- WHEREAS, NVCC's current license for space in Danbury has expired and is on a temporary occupancy extension, and
- WHEREAS, an 18,000 assignable square foot space (approximate) has been identified at the corner of Main and West Street (190-196 Main Street) in Danbury, and
- WHEREAS, all lease and personal service expenses will be self-funded from Danbury Campus tuition and fee revenues (credit and non-credit), now therefore be it
- RESOLVED, that the Board of Regents for Higher Education for the Connecticut State Colleges and Universities approves the 10-year lease of approximately 18,000 assignable square feet, not to exceed an annual lease expense of \$645,000 for NVCC's Danbury Campus.

A True Copy:

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Erin A. Fitzgerald  
Secretary

12/18/14 BOR AGENDA PACKET PAGE # 84

## Connecticut State Colleges & Universities

### November 2014 Rescission

Charter Oak State College	25,886	}	CCSU	475,941
Connecticut State Universities	1,555,646		ECSU	309,962
Board of Regents for Higher Education	33,301		SCSU	462,315
Transform CSCU	1,150,000		WCSU	307,428
<b>Total Rescission</b>	<b>2,764,833</b>		Came from GBTGA budget of \$6M	

### FY 2015 Budget Holdback

Charter Oak State College	4,666	}	Holdback was covered by System Office
Board of Regents for Higher Education	2,401		
Connecticut Community Colleges	280,471		
Connecticut State Universities	280,397		
<b>Total Holdback</b>	<b>563,269</b>		

NOTE: All amounts above except Transform CSCU will also carry fringe benefits not reflected above.