

CT BOARD OF REGENTS FOR HIGHER EDUCATION

CT STATE COLLEGE AND UNIVERSITY (CSCU) SYSTEM

AGENDA – SPECIAL MEETING

Tuesday, March 29, 2016

Community Commons Room (2nd floor of Great Path Academy)
Manchester Community College, 60 Bidwell Street, Manchester, CT

10:00 am – Opportunity to Address the Board (limit 3 min. per speaker)

Students – 30 minutes

Faculty/Staff/General Public – 30 minutes

Lists (one for students & one for faculty/staff/general public) to sign up will be available at 8:30 am.

Individuals who wish to address the Board **must sign-up prior to 10 am.**

Speakers will be recognized in the order of signing up (beginning with the student list, followed by the faculty/staff/general public list) and require adherence to time limits.

11:00 am or immediately following conclusion of *Opportunity to Address the Board*, whichever is earlier

1. **Call to Order and Roll Call**
2. **Declaration of Quorum**
3. **Adoption of Agenda**
4. **Board of Regents Vice Chair Yvette Melendez**
5. **BOR/CSCU System President Mark E. Ojakian**
6. **Approval of January 21, 2016 Meeting Minutes**

7. **Consent Agenda**

a) **Terminations**

- i. Information Systems Technology – AS – Asnuntuck CC 1
- ii. General Engineering Technology – AAS – Gateway CC 3
- iii. Allied Health Administration – AS – Northwestern CT CC 5
- iv. Health Career Pathways – Cert – Northwestern CT CC 7
- v. Architectural Design Technology – AS – Three Rivers CC 9
- vi. Civil Engineering Technology – AS – Three Rivers CC 12
- vii. Construction Management Technology – AS – Three Rivers CC 15
- viii. E-Commerce – AS and Cert – Three Rivers CC 18
- ix. Business Information Systems – AS and Cert – Three Rivers CC 20

b) **Modifications**

- i. Library Technology – Cert – Three Rivers CC 22
- ii. Communication – BS – Southern CSU 28
- iii. Bioinformatics – Minor – Eastern CSU 35

c) **New Programs**

- i. Energy Management – AAS – Tunxis CC 38
- ii. Cybersecurity – AS – Naugatuck Valley CC 43
- iii. Accounting – MS – Central CSU 49

d) **Honorary Degrees** 54

e) **BOR Faculty Awards** 63

f) **Sale of Roadway and Construction Easements to CT DOT – Northwestern CC ...** 72

8. **Academic & Student Affairs Committee**
 - a) Transfer and Articulation Program (TAP) Pathways Approvals 74**Information**
 - a) Presentation – Transfer and Articulation Program (TAP)
 - b) Presentation – Health & Life Sciences Initiative
9. **Audit Committee**
10. **Finance & Infrastructure Committee**

ACTION ITEMS below are subject to 3/28/16 committee deliberations/action:

 - a) Approval of FY 2017 Tuition and Fees 77
 - b) CSCU 2020 Reallocation of Funds for Southern Connecticut State University 98
 - c) CSCU 2020 Reallocation of Funds for Western Connecticut State University 102**Information**
 - c) CSCU 2020 Semi-Annual Report 106
11. **HR & Administration Committee**
12. **Executive Committee**
13. **Executive Session**
14. **Adjourn**

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a Program Termination

March 29, 2016

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Information Systems Technology leading to an Associate of Science degree (AS) at Asnuntuck Community College with a phase out period until July 1, 2017.

A True Copy:

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

ITEM

Termination of a program in Information Systems Technology leading to an Associate of Science (AS) degree at Asnuntuck Community College, with a phase out period until July 1, 2017

BACKGROUNDSummary

Under the guidance of BOR policy, this degree is being discontinued due to low enrollment and program completion. The college will continue to offer computer and business applications courses, but can no longer support the programming and database design course options.

Rationale

Over the past 3 academic years, the program has averaged only 5.75 graduates. The individual course enrollments have struggled for the more advanced course, averaging 8-12 students.

Phase Out/Teach Out Strategy

The program is being phased out / taught out for currently enrolled students over the 2015/16 and 2016/17 academic years.

The college enrolled is last anticipated cohort of students for the program in Fall, 2015. These students are being advised carefully to make sure they take all of the technical CSC and CST courses as they are being offered. The Chair of the Department of Business, Careers and Technology has worked with the Advising Center to perform degree audits for all students listed in the this program, and to identify which courses are needed and in which order to phase out the program with the least amount of disruption. Appropriate course substitution may be considered in order to facilitate student on-time graduation. Because a Web Development Certificate and the program technical courses will be offered during the phase out period, a large number of substitutions is not expected. This degree can be terminated effective June 1, 2017.

Resources

Currently 2 full-time faculty members teach in the program, and no adjunct faculty. It is anticipated that the college will need to maintain both positions for year 1 of the phase out, but can reduce to one position for the following year (year 2) , and can support the teach out utilizing adjunct faculty.

January 13, 2016 – Academic Council

March 8, 2016 – BOR-Academic and Student Affairs Committee

March 29, 2016 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a Program Termination

March 29, 2016

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in General Engineering Technology leading to an Associate of Applied Science degree (AAS) at Gateway Community College with a phase out period until July 1, 2016.

A True Copy:

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

ITEM

Termination of a program in General Engineering Technology at Gateway Community College, effective July 1, 2016.

BACKGROUNDSummary

An interdisciplinary program for engineering technology students that has had no graduates for at least the last three years.

Rationale

Students entering the Engineering Technology field are seeking a specialized degree, i.e. Electrical, Computer, Mechanical, etc. This is a generalized engineering degree and has had no graduates for at least three years.

Phase Out/Teach Out Strategy

There are currently 20 students enrolled in this program. Only 3 of these students have successfully completed courses in the Engineering Technology area and all of these credits will transfer to another degree program of their choice with no loss of credits. All other students (17) have courses in General Education only or in a degree program in another area outside Engineering Technology.

Resources

None

January 13, 2016 – Academic Council

March 8, 2016 – BOR-Academic and Student Affairs Committee

March 29, 2016 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a Program Termination

March 29, 2016

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Allied Health Administration leading to an Associate of Science degree (AS) at Northwestern Connecticut Community College with a phase out period until June 1, 2018.

A True Copy:

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

ITEM

Termination of a program in Allied Health Administration leading to an Associate of Science (AS) degree at Northwestern Connecticut Community College, with a phase out period until June 1, 2018.

BACKGROUNDSummary

Enrollment in the Allied Health Administration degree program has been steadily declining over the last 5 years. Changes in the healthcare industry and the job market have negatively impacted the employment opportunities for graduates from this program.

Northwestern currently offers an Associate Degree program in Health Information Management [HIM] that would replace this degree. The skills learned in that program more accurately reflect current employer needs.

Employment opportunities for Health Information Technicians is projected to increase by 22% from 2012 to 2022. In addition, HIM seamlessly articulates with Charter Oak State College.

Rationale

Declining enrollment over the last five years [16 decreasing to 3], poor graduation statistics [only 2 in five years], and declining employment opportunities for graduates.

Phase Out/Teach Out Strategy

Provisions will be made to accommodate any students needing to complete the Allied Health Administration degree over a two year phase-out period through May 2018. None of the courses required for degree completion are being terminated, therefore students will be able to take all of the required courses.

Resources

No additional resources are needed because the courses necessary to complete the Allied Health Administration degree are currently being offered at the college.

February 10, 2016 – Academic Council

March 8, 2016 – BOR-Academic and Student Affairs Committee

March 29, 2016 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a Program Termination

March 29, 2016

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Health Career Pathways leading to a Certificate (C2) at Northwestern Connecticut Community College effective March 30, 2016.

A True Copy:

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

ITEM

Termination of a program in Health Career Pathways leading to an undergraduate certificate (C2) at Northwestern Connecticut Community College with no phase out period needed.

BACKGROUNDSummary

The Allied Health and Science faculty recommend the college discontinue the Health Careers Pathways Certificate due to a five year trend of persistent low enrollment in the program.

Rationale

The decision to terminate the Health Careers Pathways certificate came after an assessment of enrollment and graduation rates over the past 5 years.

There has been no enrollment in the certificate since spring, 2014. Prior to that the largest enrollment was three (3) in spring 2013. There have never been any certificates awarded.

Phase Out/Teach Out Strategy

There are no students currently enrolled in the Health Careers Pathway certificate, therefore a teach-out strategy is not required and termination will be effective immediately.

Resources

No additional resources are needed. Health Administration degree are currently being offered at the college.

February 10, 2016 – Academic Council

March 8, 2016 – BOR-Academic and Student Affairs Committee

March 29, 2016 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a Program Termination

March 29, 2016

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Architectural Design Technology leading to an Associate of Science degree (AS) at Three Rivers Community College with a phase out period until May 30, 2018.

A True Copy:

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

ITEM

Termination of a program in **Architectural Design Technology** leading to an Associate of Science (AS) degree at Three Rivers Community College, with a phase out period until May, 2018.

BACKGROUNDSummary

Termination of the existing Architectural Design Technology program, one of three programs (Architectural Design, Civil Engineering & Construction Management Technologies), coalesced to create the College's new "umbrella" degree, "A.A.S. in Construction Technology" with concentrations in architecture, civil and construction technology.

Rationale

This termination occurs in the context of academic and operational improvement in which the Architecture major has become a concentration path of discipline-specific courses extending from the "umbrella degree" that tracks Architecture, Civil, and Construction Management technology students through the College's recently approved (January 21, 2016) A.A.S. Degree in Construction Technology.

Students from all three disciplines will track through a common first and second semester that transitions into concentration paths of industry focused content. The new degree consolidates both general education courses and content common to architecture, civil, and construction management curriculum, maximizing use of the College's resources while strengthening student cohorts within the disciplines, leading to increased course enrollments, a more navigable Plan of Study, and increased graduation rates.

These programs have historically intersected effectively with the College's mission as they draw students from culturally diverse backgrounds and have afforded them the ability to further their education in the areas of design and engineering technology, to gain entry level employment, or transfer to colleges and universities.

Phase Out/Teach Out Strategy

The College has established a verified list of students eligible for the Teach-Out plan.

Students currently enrolled in the Architectural Design Technology program will be contacted via email and certified mail to inform them that:

- program termination will occur;
- they will have two years from the date of program cancellation to complete the Architectural Design Technology degree requirements;
- students will be advised of all other possible degree alternatives (e.g. course substitution consideration, adoption of the proposed umbrella model Plan of Study [upon approval], informing them that the TRCC courses for their current degree may count towards another degree program).

Students actively enrolled in the Architectural Design Technology program will meet individually with an appointed advisor to review their Plan of Study status and prepare a course completion schedule. This schedule will be based upon anticipated course offerings and progress previously made through the existing Plan of Study.

The mutually agreed upon course completion schedule shall be reviewed between the student and advisor at the beginning and end of each semester to ensure successful tracking through the established plan.

The advisor shall submit individual student completion reports to the Academic Dean at the end of each semester, ensuring compliance with the Teach-Out plan delineated herein.

Resources

Termination requires no additional institutional resources but in fact, optimizes use of those currently in place - physical plant and departmental resources that include design and graphical studio, digital design classroom & lab facilities, resource volumes, engineering design, testing and analysis equipment, and faculty.

As the terminated program will emanate as a concentration under the new Construction Technology degree, Three Rivers offers studies in architecture with enhanced industry responsiveness, improved curricular pathways, and with fiscal responsibility.

January 13, 2016 – Academic Council

March 8, 2016 – BOR-Academic and Student Affairs Committee

March 29, 2016 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a Program Termination

March 29, 2016

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Civil Engineering Technology leading to an Associate of Science degree (AS) at Three Rivers Community College with a phase out period until May 30, 2018.

A True Copy:

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

ITEM

Termination of a program in **Civil Engineering Technology** leading to an Associate of Science (AS) degree at Three Rivers Community College, with a phase out period until May, 2018.

BACKGROUNDSummary

Termination of the existing Civil Engineering Technology program, one of three programs (Architectural Design, Civil Engineering & Construction Management Technologies), coalesced to create the College's new "umbrella" degree, "A.A.S. in Construction Technology" with concentrations in architecture, civil and construction technology.

Rationale

This termination occurs in the context of academic and operational improvement in which the Civil major has become a concentration path of discipline-specific courses extending from the "umbrella degree" that tracks Architecture, Civil, and Construction Management technology students through the College's recently approved (January 21, 2016) A.A.S. Degree in Construction Technology.

Students from all three disciplines will track through a common first and second semester that transitions into concentration paths of industry focused content. The new degree consolidates both general education courses and content common to architecture, civil, and construction management curriculum, maximizing use of the College's resources while strengthening student cohorts within the disciplines, leading to increased course enrollments, a more navigable Plan of Study, and increased graduation rates.

Additional factors that emerged as a result of the Civil curriculum's Program Review (2015), include:

- insufficient graduates for an extensive period of time, and no graduates last academic year (see table, Section 2 of Application for Discontinuation Form);
- low enrollment of traditional full-time student cohorts (leading to extended average time to degree and irregular population of core courses);
- challenging navigation through the Plan of Study by part time non-traditional students matching pre-requisite requirements to course offerings;
- difficulty meeting secondary accreditation standards (ABET) (see citation "deficiencies" of ABET Criterion 3 Program Outcomes, Criterion 4 Continuous Improvement (Summary of Accreditation Action – Final Statement dated September 3, 2010 resulting in a "Focused Show Cause");
- pre-requisite courses not included in the Plan of Study and heavy per-semester credit loads.

Note:

All Civil-specific (CIV Kxxx) course content has been retained in the new umbrella degree with an additional Civil course being reinstated into the curriculum (CIV K222/23 Structural Design/Lab), increasing the civil industry discipline-specific content of the curriculum path with enhancement to related industry content, e.g. CAD, construction codes, and project documentation.

Phase Out/Teach Out Strategy

The College has established a verified list of students eligible for the Teach-Out plan.

Students currently enrolled in the Civil Engineering Technology program will be contacted via email and certified mail to inform them that:

- program termination will occur;
- they will have two years from the date of program cancellation to complete the Civil Engineering Technology degree requirements;
- students will be advised of all other possible degree alternatives (e.g. course substitution consideration, adoption of the proposed umbrella model Plan of Study [upon approval], informing them that the TRCC courses for their current degree may count towards another degree program).

Students actively enrolled in the Civil Engineering Technology program will meet individually with an appointed advisor to review their Plan of Study status and prepare a course completion schedule. This schedule will be based upon anticipated course offerings and progress previously made through the existing Plan of Study.

The mutually agreed upon course completion schedule shall be reviewed between the student and advisor at the beginning and end of each semester to ensure successful tracking through the established plan.

The advisor shall submit individual student completion reports to the Academic Dean at the end of each semester, ensuring compliance with the Teach-Out plan delineated herein.

Resources

Termination requires no additional institutional resources but in fact, optimizes use of those currently in place - physical plant and departmental resources that include design and graphical studio, digital design classroom & lab facilities, resource volumes, engineering design, testing and analysis equipment, and faculty.

As the terminated program will emanate as a concentration under the new Construction Technology degree, Three Rivers offers studies in architecture with enhanced industry responsiveness, improved curricular pathways, and with fiscal responsibility.

January 13, 2016 – Academic Council

March 8, 2016 – BOR-Academic and Student Affairs Committee

March 29, 2016 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a Program Termination

March 29, 2016

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Construction Management Technology leading to an Associate of Science degree (AS) at Three Rivers Community College with a phase out period until May 30, 2018.

A True Copy:

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

ITEM

Termination of a program in **Construction Management Technology** leading to an Associate of Science (AS) degree at Three Rivers Community College, with a phase out period until May, 2018.

BACKGROUNDSummary

Termination of the existing Construction Management Technology program, one of three programs (Architectural Design, Civil Engineering & Construction Management Technologies), coalesced to create the College's new "umbrella" degree, "A.A.S. in Construction Technology" with concentrations in architecture, civil and construction technology.

Rationale

This termination occurs in the context of academic and operational improvement in which the Construction Management major has become a concentration path of discipline-specific courses extending from the "umbrella degree" that tracks Architecture, Civil, and Construction Management technology students through the College's recently approved (January 21, 2016) A.A.S. Degree in Construction Technology.

Students from all three disciplines will track through a common first and second semester that transitions into concentration paths of industry focused content. The new degree consolidates both general education courses and content common to architecture, civil, and construction management curriculum, maximizing use of the College's resources while strengthening student cohorts within the disciplines, leading to increased course enrollments, a more navigable Plan of Study, and increased graduation rates.

These programs have historically intersected effectively with the College's mission as they draw students from culturally diverse backgrounds and have afforded them the ability to further their education in the areas of design and engineering technology, to gain entry level employment, or transfer to colleges and universities.

Phase Out/Teach Out Strategy

The College has established a verified list of students eligible for the Teach-Out plan.

Students currently enrolled in the Construction Management Technology program will be contacted via email and certified mail to inform them that:

- program termination will occur;
- they will have two years from the date of program cancellation to complete the Construction Management Technology degree requirements;
- students will be advised of all other possible degree alternatives (e.g. course substitution consideration, adoption of the proposed umbrella model Plan of Study [upon approval], informing them that the TRCC courses for their current degree may count towards another degree program).

Students actively enrolled in the Construction Management Technology program will meet individually with an appointed advisor to review their Plan of Study status and prepare a course completion schedule. This schedule will be based upon anticipated course offerings and progress previously made through the existing Plan of Study.

The mutually agreed upon course completion schedule shall be reviewed between the student and advisor at the beginning and end of each semester to ensure successful tracking through the established plan.

The advisor shall submit individual student completion reports to the Academic Dean at the end of each semester, ensuring compliance with the Teach-Out plan delineated herein.

Resources

Termination requires no additional institutional resources but in fact, optimizes use of those currently in place - physical plant and departmental resources that include design and graphical studio, digital design classroom & lab facilities, resource volumes, engineering design, testing and analysis equipment, and faculty.

As the terminated program will emanate as a concentration under the new Construction Technology degree, Three Rivers offers studies in architecture with enhanced industry responsiveness, improved curricular pathways, and with fiscal responsibility.

January 13, 2016 – Academic Council

March 8, 2016 – BOR-Academic and Student Affairs Committee

March 29, 2016 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a Program Termination

March 29, 2016

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in E-Commerce leading to an Associate of Science degree (AS) and Certificate (titles below) at Three Rivers Community College with a phase out period until July 1, 2018:

- E-commerce – A.S.
- E-commerce – Certificate

A True Copy:

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

ITEM

Termination of the E-Commerce program (Associate's Degree & certificate) at Three Rivers Community College, with a phase out period until July 1, 2018.

- E-commerce, A.S.
- E-commerce Certificate

BACKGROUNDSummary

The E-Commerce Associate in Science Degree and Certificate program was initially offered at TRCC in the fall 2012 semester. This program was created to provide a strong basic foundation in electronic commerce with a broad background in general education. Graduates would qualify to apply for transfer into Baccalaureate degree programs in this area or pursue entry-level positions in E-Commerce as well as specialized online jobs in sales and technology.

Rationale

Since inception, enrollment has been almost non-existent. Marketing efforts to promote the programs have proven unsuccessful. There was only one student enrolled in the Associate in Science Degree program during the spring 13 and spring 14 semesters. Currently there are 4 students registered in the Associate in Science Degree program and no students registered for the E-Commerce Certificate program. There have been no known students who transferred from this program. Program retention is an average of 0% for the period 2013 to 2015.

Phase Out/Teach Out Strategy

There are currently 4 students registered in the E-Commerce degree program and no students registered in the certificate program. Once the discontinuation (termination) has been approved for both the degree and certificate, the phase-out plan will be begin.

As the program coordinator, I have created a spreadsheet for each of the 4 students indicating which courses are currently needed to complete their degree. I have been working with the Technology Department Chair to alert him, as well as the Computer Science Department, of the number of computer classes that are required. Here is a breakdown of those courses: 4-Introduction to Programming; 2-Web Development & Design; 4-Database Development; 4-Web E-Commerce; and 4-Information Security.

Once the students have been notified of the discontinuation, I will advise them accordingly and continue to monitor their progress until the discontinuation deadline date.

Resources

No additional resources will be required.

January 13, 2016 – Academic Council

March 8, 2016 – BOR-Academic and Student Affairs Committee

March 29, 2016 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a Program Termination

March 29, 2016

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Business Information Systems leading to an Associate of Science degree (AS) and two Certificates (titles below) at Three Rivers Community College with a phase out period until July 1, 2018:

- Business Information Systems – A.S.
- Business Information Systems – Certificate
- Business Information Systems Core – Certificate

A True Copy:

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

ITEM

Termination of the Business Information Systems program (Associate's Degree & 2 certificates) with a phase out period until July 1, 2018 for Three Rivers Community College

- Business Information Systems, A.S.
- Business Information Systems Certificate
- Business Information Systems Core Certificate

BACKGROUNDSummary

The Business Information Systems Associate in Science Degree and Certificates was initially offered at TRCC in 2011. These programs provide students with supplemental skills and knowledge that can be useful in a broad range of business management positions. In addition, these programs prepare graduates for more specialized positions in business information systems. The Associate in Science Degree provides the background for transfer into Baccalaureate degree programs in this area, while the certificates provides an opportunity to increase skills for employment.

Rationale

Although the average course enrollment and retention has been steady for the period 2011 to 2015, the transfer and graduation rates have been very low. Students have transferred from this program at an average rate of 1 per year. The graduation rate has averaged 2.3 students per year. There is substantial course overlap with Business and Computer Science degree/certificate, programs with more robust completion rates, and evidence indicated that students were switching to the larger programs.

Phase Out/Teach Out Strategy

There are currently 11 students registered in the Business Information System degree program and no students registered in either of the certificate programs. Once the discontinuation (termination) has been approved for both the degree and certificate, the phase-out plan will be begin.

As the program coordinator, I have created a spreadsheet for each of the 11 students indicating which courses are currently needed to complete their degree. I have been working with the Technology Department Chair to alert him and the computer science department of the number of computer classes that are required. Here is a breakdown of those courses: 6-Introduction to Programming; 3-Advanced Computer Applications; and 7-Introduction to Visual Basics.

Once the students have been notified of the discontinuation, I will advise them accordingly and continue to monitor their progress until the discontinuation deadline date.

Resources

No additional resources will be required.

February 10, 2016 – Academic Council

March 8, 2016 – BOR-Academic and Student Affairs Committee

March 29, 2016 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

March 29, 2016

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program in Library Technology leading to a Certificate at Three Rivers Community College to a fully online program.

A True Copy:

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

ITEM

Modification of a program in Library Technology leading to a Certificate at Three Rivers Community College

BACKGROUNDSummary

In fall of 2015 it became clear the geographic location of Three Rivers Community College in the eastern corner of the state was an impediment to sustaining growth of enrollment in the Library Technology program. In spring 2015 and fall 2015 some of our courses were not allowed to run because of low enrollment (under 10). This was a wake-up call to the need to assess and modify the program. Data from a survey to approximately 125 library support staff in eastern and southern Connecticut that was conducted by the program coordinator in spring 2015 was very helpful. Among its findings:

- (1) The majority of participants (employed library support staff) were unaware that the Library Technology program at Three Rivers was nationally accredited by the American Library Association;
- (2) Participants said they would be interested in taking Library Technology courses if they were offered online;
- (3) Participants said they would be interested in taking Library Technology courses if they were offered in flexible and modular formats.
- (4) Participants said they were interested in work-based learning credit.

Collaborations were renewed with the professional library community including the State Librarian, Kendall Wiggins, the Connecticut Library Association, and the Connecticut Library Consortium. A series of meetings took place in fall of 2015 and established:

- (1) Commitment from the Connecticut professional library community to offer the LTA program;
- (2) Endorsement from the Connecticut professional library community for online learning;
- (3) Ongoing support from the Three Rivers CC Academic Dean for modification of the program;
- (4) Support from Three Rivers administration in the areas of Student Services, Office of the Registrar, Educational Technology, and Career Counseling to design a sustainable and technologically sound model for an online program;
- (5) Support from current and former Library Technology students for the continuation of the program;
- (6) Support and leadership from members of the faculty, Social Science Department, Office of the Academic Dean, and the Library Technology Advisory Committee for the continuation and modification of the program;
- (7) Leadership and guidance from the Executive Director of the Connecticut Library Consortium who not only offered to host a comprehensive “launch” page from the organization website, but also advised the PC on how to market the program statewide;
- (8) Cooperation from the Connecticut Library Association, the Connecticut State Library, and the Connecticut Library Consortium to advertise the spring semester courses and the modifications to our program through listservs and newsletters;

- (9) Marketing of the program internally to Three Rivers students through the banner on the college homepage.

With significant teamwork and cooperation, in just a few months the Library Technology program received approval from the college for the modifications, and in spring 2016 we offer two courses online with full enrollment. Even though the window to market the newly modified program was very tight (end of November to mid-January), our message was heard, and enrollment has expanded to outside the traditional Norwich area. In fact, we have a students taking our online courses from Fishers Island and Vermont this spring!

Need for the Program

There is a great need for certificate education for library support staff in Connecticut and throughout the United States. Library support staff account for approximately 85% of all employees in libraries. The remaining positions are filled with professional librarians with graduate degrees in Library Science. The American Library Association does not recognize nor accredits 4-year degrees in Library Science.

The Library Technology program at Three Rivers Community College is one of only 14 library support staff programs accredited with recognition agreements with the American Library Association in the United States (see <http://ala-apa.org/lssc/ita-program-recognition-project/>). By modifying the program to be 100 percent online (except for LIB K202 – Field Placement Practicum), we have the ability to reach prospective within all of the state of Connecticut and beyond. This has proven to be a fact this semester as we have enrolled students who live across the state who would never have driven to campus.

With the average growth rate for all occupations (library assistant and technicians) at 7 percent (OOH 2015), our program provides important education to those who either currently or aspire to work in libraries. Antidotal evidence confirms the number of openings and the successful employment found by our graduates in academic, school, and public libraries.

Library staff today must have a high degree of competency in technology, as they must be prepared to support and promote the use of databases, networks, e-books, media, and metadata as well as work in areas such as technical services, reference, collaborative programming, literacy, youth services, public relations, and more. Staff need to be practiced in communication, teamwork, and management. They also must be able to perform traditional library services of reader's advisory, children's programming, circulation services, and cataloging. This nationally accredited Library Technology certificate program now has the potential to be a primary source of education for library support staff within and outside of Connecticut.

Curriculum

The Library Technology certificate is a total of 27 credits: 3 credits in English Composition and 24 credits in Library Science aimed at support staff. Courses are:

LIB K101 – Public Services
LIB K104 – Reference Services
LIB K116 – Cataloging and Classification
LIB K120 – Literature for Children*
LIB K123 – Technical Services
LIB K125 – Digital Media (or another course approved by program coordinator)
LIB K127 – Communication, Teamwork, and Management
LIB K201 – Digital Resources
LIB K202 – Supervised Field Placement*

*Elective –students select one of these courses

Major revisions were made to the curriculum in order to achieve accreditation from the American Library Association-Library Support Staff Certification (ALA-LSSC). Five of the courses (LIB K 125, LIB K116, LIB K104, LIB K120, and LIB K101) were revised to meet the competency set standards in each course area. A new course, LIB K127 was developed to meet a required competency that was not in place.

By being nationally accredited by the American Library Association, there is an assurance that our curriculum meets the needs to current employment opportunities and community needs. Our national accreditation is “portable” and transferable in that our courses are recognized nationally and can be used in any ALA-LSSC certificate program.

Upon successful completion of all program requirements, graduates will be able to:

1. Evaluate the mission of libraries, departments and services of libraries, and basic library policies.
2. Demonstrate and adapt good customer service and communication skills.
3. Understand and use common library terminology.
4. Apply a high level of skill to effectively use the Internet, databases, integrated systems, software applications, multimedia, and other forms of technology to enhance library work and to assist patrons in all areas of service.
5. Evaluate basic reference and information resources and use them to assist patrons with information needs.
6. Understand basic library classification systems and use them to catalog and retrieve materials.
7. Apply appropriate methods and techniques for material processing, storage, and preservation.
8. Perform reader’s advocacy to suggest books and materials to all ages from youngest children through adults.

9. Create library programs for all ages on a wide variety of subjects and topics.
10. Understand and apply basic communication, teamwork, and management skills required in the library workplace.

Students

The students who enroll in the Library Technology program are typically females (age 30 and above) who seek a second career. Few students are recent high school graduates.

It is not unusual for students in the program have bachelor or graduate degrees and have worked in another field for many years. A few students are starting college for the first time in mid-age. While not a large number, some students in the certificate program are also seeking to complete an associate's degree.

Our students are, for the most part, highly motivated to succeed. They participate in class and are thoughtful and reflective in their work. Those who work in libraries often have the goal to improve their performance or to learn new skills to advance their careers.

Student enrollment has significantly increased in spring 2016 with offering our program 100 percent online. Marketing of the program will be robust for fall 2016 with the support of Three Rivers Community College and the professional library community and institutions in the state. All students in the program are distance learning students and do not need to come to campus to complete any coursework in the certificate.

Faculty

All faculty are adjunct and part time. One faculty member is the full time director of the Donald R. Welter Library at Three Rivers Community College.

Two faculty members have doctorates. All faculty have their Masters in Library Science or/or Educational Media.

Three faculty members have Connecticut certification in School Library Media from the Connecticut State Department of Education.

All faculty are either currently working or recently retired from full time library positions where they have been directors or in other management roles.

Most acquire professional development from their full-time place of employment (public, academic, or K-12 school) for from attending conferences, workshops, webinars, and other opportunities to learn and keep current with their areas of expertise. Faculty also participate in local, state and national library association conferences and meetings, and boards.

Two faculty members have recently published books (Library Support Staff Handbook Series) with Rowman & Littlefield and have current contracts for the next two books in their series (anticipated publication winter, 2017). A faculty member also has a book in publication, “The Ghosts of Groton Bank” with History Press.

Learning Resources

In addition to required and secondary textbooks, students are required to have access to functional and up-to-date computers so that they can access BlackBoard, the online learning application used for teaching the Library Technology courses. Students must be able to view files in WORD, PDF, and/or RTF.

Faculty have WebEx accounts for creating video lectures. Faculty use their own computer and communications equipment to create lessons, communicate with students, and assess student work.

Facilities

As we are a fully online, distance learning program, other than administrative supports (advising, registration, etc.), there is no specific facilities needed for this program.

Fiscal Note

There is a fee of \$200 to the American Library Association for reaccreditation in June, 2016.

Review of Documents:

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

Accreditation:

The Library Technology Certificate program is accredited by the American Library Association – Library Support Staff Certification. Reaccreditation will take place in June, 2016.

January 13, 2016 – Academic Council
March 8, 2016 – BOR-Academic and Student Affairs Committee
March 29, 2016 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

March 29, 2016

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program in Communications leading to a Bachelor of Science degree (BS) at Southern Connecticut State University to substantially change the curriculum and the concentrations.

A True Copy:

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

ITEM

Modification of a program in Communication leading to Bachelor of Science degree at Southern Connecticut State University.

BACKGROUNDSummary

- The statewide Transfer and Articulation Policy (TAP) requires greater attention to the ease of integrating community college transfer students into our program and we needed to build in more allowances for transfer credits from other institutions.
- In order to improve flexibility and flow through the program for both majors and minors there is a need to reduce the number of required courses and prerequisites for each of our concentrations.
- The modified program provides 3 concentrations (BS Communication—Advertising & Promotions; BS Communication—Film, TV, & Digital Production; BS Communication—Personal & Professional) when the previous program offered 4.
- Each concentration has been revised to include a standardized number of credits for required courses and concentration electives when the previous program had different numbers of requirements in each concentration.
- The modified program will allow most incoming transfer students to complete the program in one semester less than was previously possible.

Need for the Program**BS COM—Advertising and Promotions**

Occupational Outlook Handbook* Category: Advertising and Promotions Managers ***Job Outlook:*** From 2010 to 2020, employment of advertising and promotions managers is expected to grow 13 percent and employment of marketing managers is expected to grow 14 percent. ***Related Occupations:*** Advertising Sales Agents, Art Directors, Demonstrators and Product Promoters, Editors, Graphic Designers, Market Research Analysts, Public Relations Managers and Specialists, Sales Managers, Technical Writers, Writers and Authors

BS COM—Film, Television, and Digital Production

Occupational Outlook Handbook* Category: Film and Video Editors and Camera Operators ***Job Outlook:*** Employment of camera operators is projected to grow 2 percent from 2010 to 2020. Employment of film and video editors is projected to grow 5 percent from 2010 to 2020. ***Related Occupations:*** Actors, Announcers, Broadcast and Sound Engineering Technicians, Editors, Multimedia Artists and Animators, Producers and Directors, Reports, Correspondents, and Broadcast News Analysts.

BS COM—Personal and Professional Communication

Occupational Outlook Handbook Category: Human Resources Specialists ***Job Outlook:*** Employment of human resources specialists is expected to grow 21 percent from 2010 to 2020, faster than the average for all occupations. Specifically, employment will increase 55 percent in the employment services industry. ***Related Occupations:*** Compensation and Benefits Managers, Customer Service Representatives, Human Resource Managers, Insurance Sales Agents, Social and

Human Service Assistants, Tax Examiners and Collectors and Revenue Agents, Training and Development Managers

*The Occupational Outlook Handbook for 2013, produced by the U.S. Bureau of Labor Statistics.

Curriculum

Program modifications were aligned to the CSCU's Transfer and Articulation Policy (TAP). Specifically, all three concentrations were factored into the TAP Pathway for Communication. The TAP pathway will provide seamless transfer from any Connecticut Community College. The Communication Pathway has been reviewed by the Framework Implementation and Review Committee (FIRC) and are now under review by each of the 17 CSCU campuses. The pathway was unanimously approved by our department faculty.

Summary of modifications:

- BS COM—Organizational eliminated as a stand-alone concentration.

In three remaining concentrations:

- 12 credits of new core courses replace old core (COM 200, 215, 225, 253)
- Unified program capstone (COM 450) replaces individual concentration capstone (COM 472)
- Experiential requirement replaces internship requirement (COM 497) and provides new options besides the internship including study abroad, honors thesis, practicum courses, etc.
- BS COM—Advertising & Promotions Includes one new course (COM 221: Introduction to Advertising) to serve as an introduction to the concentration
- BS COM—Film, Television, & Digital Production Includes one new course (COM 368: Graphics for Film & Television) to address expected competencies in the industry
- BS COM—Personal & Professional Communication (formerly Interpersonal & Relational) Adds an existing course taken from the eliminated Organizational concentration (COM 300: Organizational Communication) to add content specific to professional contexts
- Reconfiguration of courses in concentration requirements, concentration electives, and general Communication electives to standardize the number of courses required across all concentrations in the program
- Assorted changes and updates to course numbers, course titles, and course descriptions to align course numbers, more accurately reflect current language in the discipline, and more accurately describe the course content as it is taught

Curriculum Details for a Program Modification: [BS Communication—Advertising & Promotions concentration](#)

Course Number and Name ¹	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
COM 150 World of Communication*	1,3	none	3	COM 221 Intro to Advertising**	1,2,5,6	3
COM 210 Human Communication*	1,3	COM 150	3	COM 234 Copywriting & Creative Concepts	1,2,3,4,7	3

COM 212 Visual Communication*	1,3	COM 150	3	COM 238 Fundamentals of Communication Design	1,2,3,4	3
COM 350 Workplace Communication*	2,3,7	COM 101, 150, 210, 212 + 6 credits in concentration requirements	3	COM 335 Advertising Strategy & Planning	1,2,3,4,5,6,7	3
COM 450 Communication Capstone*	2,3,4,5,6,7	COM 350	3	COM 472 Advertising & Promotional Campaigns	1,2,3,4,5,6,7	3
Experiential Requirement	2,3,4,5,6,7	COM 350	3			
Core Course Prerequisites				Elective Courses in the Field		
Listed above				Concentration electives	2,3,4,7	6
				Program electives	2,3	6
Total Other Credits Required to Issue Modified Credential						

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

1. Students will be able to identify the specific history, fundamental theories, and key concepts for the Communication discipline.
2. Students will be able to apply critical and analytical thinking to communication problems and devise creative and original solutions.
3. Students will be able to employ effective verbal, nonverbal, and written communication skills in personal and professional contexts.
4. Students will be able to apply tools and technologies appropriate for the communication profession in which they work.
5. Students will be able to demonstrate a recognition and appreciation of diverse cultures in a global society.
6. Students will be able to endorse and commit to practicing principles of ethical communication.
7. Students will be able to reflect and assess communication competence in relation to self and others.

Detailed annotations to explain modifications:

*These courses are the new core courses required for all concentrations (15 credits).

**This is a new course that serves as an introduction to the concentration. Three previously required courses have been moved from concentration requirements to concentration electives to reduce the overall number of concentration requirements to 15 credits for consistency across all three concentrations.

Curriculum Details for a Program Modification: BS Communication—Film, TV, & Digital Production concentration

Course Number and Name ²	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
COM 150 World of Communication*	1,3	none	3	COM 333 Scriptwriting	2,3,7	3
COM 210 Human Communication*	1,3	COM 150	3	COM 359 Studio Production	1,2,3,4,7	3
COM 212 Visual Communication*	1,3	COM 150	3	COM 360 Field Production	1,2,3,4,7	3
COM 350 Workplace Communication*	2,3,7	COM 101, 150, 210, 212 + 6 credits in concentration requirements	3	COM 368 Graphics for Film & Television**	1,2,3,4,7	3
COM 450 Communication Capstone*	2,3,4,5,6,7	COM 350	3	COM 480 Narrative Filmmaking or COM 485 Documentary Filmmaking	1,2,3,4,5,7	3

Experiential Requirement	2,3,4,5,6,7	COM 350	3			
Core Course Prerequisites				Elective Courses in the Field		
Listed above				Concentration electives	2,3,4,7	6
				Program electives	2,3	6
Total Other Credits Required to Issue Modified Credential						

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

1. Students will be able to identify the specific history, fundamental theories, and key concepts for the Communication discipline.
2. Students will be able to apply critical and analytical thinking to communication problems and devise creative and original solutions.
3. Students will be able to employ effective verbal, nonverbal, and written communication skills in personal and professional contexts.
4. Students will be able to apply tools and technologies appropriate for the communication profession in which they work.
5. Students will be able to demonstrate a recognition and appreciation of diverse cultures in a global society.
6. Students will be able to endorse and commit to practicing principles of ethical communication.
7. Students will be able to reflect and assess communication competence in relation to self and others.

Detailed annotations to explain modifications:

*These courses are the new core courses required for all concentrations (15 credits).

**This is a new course that provides specific material related to graphics in digital production. One previously required course has been moved from concentration requirements to concentration electives to maintain the overall number of concentration requirements at 15 credits for consistency across all three concentrations.

Curriculum Details for a Program Modification: **BS Communication—Personal & Professional Communication concentration**

Course Number and Name ³	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
COM 150 World of Communication*	1,3	none	3	COM 287 Communication Research	1,2,3,4,6	3
COM 210 Human Communication*	1,3	COM 150	3	COM 300 Organizational Communication**	1,2,3,5,6,7	3
COM 212 Visual Communication*	1,3	COM 150	3	COM 302 Relational Communication	1,2,3,5,6,7	3
COM 350 Workplace Communication*	2,3,7	COM 101, 150, 210, 212 + 6 credits in concentration requirements	3	COM 387 Communication Theory	1,2,3,5,6,7	3
COM 450 Communication Capstone*	2,3,4,5,6,7	COM 350	3	COM 440 Cultural Influences on Communication	2,3,5,6,7	3
Experiential Requirement	2,3,4,5,6,7	COM 350	3			
Core Course Prerequisites				Elective Courses in the Field		
Listed above				Concentration electives	2,3,4,7	6
				Program electives	2,3	6
Total Other Credits Required to Issue Modified Credential						

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

1. Students will be able to identify the specific history, fundamental theories, and key concepts for the Communication discipline.
2. Students will be able to apply critical and analytical thinking to communication problems and devise creative and original solutions.
3. Students will be able to employ effective verbal, nonverbal, and written communication skills in personal and professional contexts.
4. Students will be able to apply tools and technologies appropriate for the communication profession in which they work.
5. Students will be able to demonstrate a recognition and appreciation of diverse cultures in a global society.
6. Students will be able to endorse and commit to practicing principles of ethical communication.
7. Students will be able to reflect and assess communication competence in relation to self and others.

Detailed annotations to explain modifications:

*These courses are the new core courses required for all concentrations (15 credits).

**This existing course has been added to the concentration requirements to provide material on professional communication in organizational contexts. Two previously required courses have been moved from concentration requirements to concentration electives to reduce the overall number of concentration requirements to 15 credits for consistency across all three concentrations.

Students

Previous Three Years Enrollment and Completion for the Program being Modified

ACTUAL Enrollment	First Term, Year 2013		First Term, Year 2014		First Term, Year 2015	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers	87	18	83	14	66	4
New Students	64	5	48	4	49	5
Returning Students	141	24	154	17	139	18
ACTUAL Headcount Enrollment	292	47	285	35	254	27
ACTUAL FTE per Year	301.97		287.37		253.43	
Size of Credentialed Group for Given Year	89		80			

Faculty

Dr. Linda Sampson (Chairperson, Associate Professor); Mr. Michael Bay (Associate Professor); Ms. Sandy DiFrancesco (Assistant Professor); Dr. Bonnie Farley-Lucas (Professor); Mr. Rich Glinka (Assistant Professor); Dr. Annette Madlock Gatison (Associate Professor); Dr. Jane McGinn (Professor); Dr. David John Petroski (Associate Professor); Dr. Meg Sargent (Associate Professor); Dr. Frank Tavares (Professor); Mr. Derek Taylor (Associate Professor).

Learning Resources

Library resources to support the proposed changes are currently available.

Current production facilities, editing suites, and computer classrooms are adequately meeting the current needs of our program and should continue to do so. Even without the proposed program modifications, these resources require regular upgrades and would benefit from expansion.

Facilities

The Communication Department Video Production Facility serves as a hands-on laboratory for students enrolled in the Department's video production courses. Here students can work with a variety of video and audio production tools to complete their projects. The Studio is equipped with three Sony DSR-370 cameras, teleprompters, and a variety of lighting instruments.

Fiscal Note

The addition of new courses is reasonably balanced with the number of existing courses that will be replaced or eliminated by these curricular changes which indicates the current faculty (13 FT, 3 FTE adjuncts) and administration (1 secretary) will provide adequate resources to support the program modification.

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.

February 10, 2016 – Academic Council

March 8, 2016 – BOR-Academic and Student Affairs Committee

March 29, 2016 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

A New Minor

March 29, 2016

RESOLVED: That the Board of Regents for Higher Education approve the licensure and accreditation of a Minor in Bioinformatics at Eastern Connecticut State University.

A True Copy:

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

ITEM

Designation of a new Bioinformatics minor at Eastern Connecticut State University

BACKGROUND

Bioinformatics is an interdisciplinary science that involves the development and use of computational, statistical, and mathematical tools to store and analyze large biological datasets such as genomic sequences. Bioinformatics is routinely used in genomics research and in personalized medicine, for example to identify biomarkers that indicate whether or not a cancer patient is likely to respond to a particular treatment. The Bioinformatics minor will teach students core concepts in computer science, statistics, and genomics, will expose students to current Bioinformatics tools and databases, and will train students to apply bioinformatics programming and analytic skills to solve important problems in biology and medicine. The minor will prepare students who want to pursue graduate studies in Bioinformatics or Computational Biology and will assist students in pursuing related careers.

Need for the Program

The ConnSCU Board of Regents previously recommended that an Assistant/Associate Professor of Bioinformatics position at Eastern be filled, in part, to develop a bioinformatics program that would prepare students for Connecticut's growing biomedical and pharmaceutical industry and for graduate programs in bioinformatics. The requested position was directly related to the State's need for graduates with expertise in areas related to fields that are significant components of Connecticut's work force, and the bioscience industry has been identified by Governor Malloy as one such component.

Curriculum

Table 1. Bioinformatics minor requirements (see section 3 of the Proposal for details)

	Course	Credits
Required Courses	CSC 210: Computer Science and Programming I	3
	Either MAT 216: Statistical Data Analysis (3 cr) OR MAT 315: Applied Probability and Statistics (4 cr)	3-4
	BIO 230: Genetics w/ Laboratory OR BIO 304: Genetics and Society AND BIO 314: Genetics and Society Lab	4
	CSC 314: Introduction to Bioinformatics	3
	CSC 315: Bioinformatics Programming and Analysis	3
	CSC 342: Advanced Database Systems	3
Select ONE of the following elective courses ¹	CSC 305: Data Mining and Applications	3
	CSC/MAT 350: Numerical Analysis	3
	MAT 373: Explorations - Mathematical Biology	3
	BIO 450: Biotechnology with Lab	4
	BIO 436: Molecular Genetics with Lab	4
	Total Credits	19-21

¹Additional elective courses may count with approval of the Bioinformatics coordinator.

Students

The minor will appeal to Biology majors with an interest in computation, and to Computer Science and Mathematics majors interested in solving biological problems. There is a clear demand for a Bioinformatics minor at Eastern. Since Spring of 2014, Introduction to Bioinformatics and Bioinformatics Programming and Analysis have each been taught two times, and have had maximum enrollment (20-25 students) each time. Also since this time, six students have completed independent research projects involving Bioinformatics.

Faculty

All courses in the Bioinformatics minor curriculum are taught by full time, tenured or tenure-track faculty members, and currently, no additional faculty are needed to support the minor.

Learning Resources

The Bioinformatics minor does not require any additional courses or resources (see section 5 of the proposal for details).

Facilities

The Bioinformatics minor does not require any additional facilities or modifications to existing facilities (see section 5 of the proposal for details)

Fiscal Note

No new faculty resources or new facilities required. Program will attract students to existing programs and provide new internship opportunities.

Review of Documents:

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

Accreditation:

No accreditation sought.

November 11, 2015 – Academic Council
March 8, 2016 – BOR-Academic and Student Affairs Committee
March 29, 2016 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

A New Program

March 29, 2016

RESOLVED: That the Board of Regents for Higher Education approve the licensure and accreditation of a program in Energy Management leading to an Associate of Applied Science degree (AAS) at Tunxis Community College.

A True Copy:

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

ITEM

Licensure and Accreditation of a program in Energy Management leading to an Associate of Applied Science degree at Tunxis Community College.

BACKGROUNDSummary

The Energy Management program is a unique, career-oriented two-year Associate of Applied Science (AAS) Degree that trains students to evaluate energy use patterns; develop, implement, market and maintain conservation programs; perform public outreach; recommend energy efficiency techniques; integrate alternative energy sources; and perform systems analysis to solve problems. Students learn to apply basic physics and analytical techniques to measure and define energy use of today's building systems with the goal of evaluating and recommending alternative energy solutions that will result in greater energy efficiency and lower energy costs.

Need for the Program

The program prepares undergraduate students and working age adults for energy analysis jobs in the commercial and industrial (C&I) energy sector. The program will help meet the need for well-trained commercial energy conservation workers in CT and in the Northeast US. There is an growing and ongoing need for well-trained workers in the field of commercial energy analysis and energy management in Connecticut and in the region. Recent State legislation, PA-11-80, and the State's 2013 Comprehensive Energy Strategy, along with new financing methods via The CT Green Bank, the first "Green Bank" in the nation, are driving the accelerated growth in the scale and number of commercial energy efficiency projects. These projects require pre and post-construction energy analysis, project management, and assistance by mid-level energy analysts. Graduates of the Energy Management Program will be prepared to support the work of energy engineers and project managers.

Curriculum

The Energy Management Program consists of 61 college credits, with 13 program core courses, and 8 college core courses. The college core includes ENG101 English Composition, MAT137 Intermediate Algebra, BBG115 Spreadsheet Applications, COM173 Public Speaking, ENG202 Technical Writing, PHY110 Introductory Physics, and one elective in Social Science or Humanities. The 22 college core credits represent 36% of the total credits in the degree, consistent with AAS degree requirements at other CCC's.

During their final semester, students will earn 3 credits in a 90-hour career-related Co-Op Internship "capstone" course, NRG290. Members of the Energy Management Advisory Board have agreed to employ students for a hands-on work experience. In addition to working in the "field", students will be given soft-skills training in job search, networking, resume writing, business communications, ethics and conduct.

The Energy Management Program will incorporate a "Living Laboratories" approach to implementing the Energy Management Program. The "Campus as a Living Laboratory" is a sustainable technology best practice, promoted nationally by the AACC SEED Center. Living Laboratories merges academics and campus facilities management to provide students with real-world experiential learning, marketable skills for the industry, and a pathway for the college to meet its sustainability goals.

The courses and semesters are sequenced as follows:

Year 1:

	Semester 1			Semester 2	
Course #	Title	Credits	Course #	Title	Credits
ENG201	Composition	3	ENG202	Technical Writing	3
BBG115 or CSA135	Spreadsheet Applications	3	PHY110	Introductory Physics	4
MAT137	Intermediate Algebra	3	NRG*131	Building Efficiency Auditing	3
CTC*106	Blueprint Reading	3	NRG*122	Commercial HVAC Systems & Analysis	3
ARC*240	Environmental Systems	3	NRG*123	Energy Efficiency Methods	3
	Total Credits:	15		Total Credits:	16

Year 2:

	Semester 3			Semester 4	
Course #	Title	Credits	Course #	Title	Credits
CTC*130	Alternative and Renewable Energy	3	CTC*132	Sustainable Energy for Residences & Businesses	3
NRG*124	Energy Control Strategies	3	NRG*241	Commercial Energy Use Analysis & Simulations	3
NRG*133	Lighting Fundamentals & Applications	3	NRG*242	Energy Accounting	3
COM173	Public Speaking	3	NRG*290	Energy Co-Op Internship	3
NRG*240	Energy Investment Analysis	3	Elective	Humanities or Social Science Elective	3
	Total Credits:	15		Total Credits:	15

Total Credits in the AAS Degree: 61

In addition to the AAS Degree, a number of on and off-ramps to the degree program will support enrollment. Stackable, linked certificates are now in the approval process at TxCC. These six certificates will give both professional and undergraduate students the opportunity to gain a “fast-track” certificate that can lead to entry-level employment, and “try-out” the degree courses before committing to the 2-year program.

In addition, an Energy Option, created under the existing AS Degree in Technology Studies, will be proposed this spring to offer Technology Studies students the opportunity to prepare themselves for a career in energy.

Students

While, students need no prior experience to succeed in the program, we expect that for the first 3-5 years of the program, the majority of students will consist of incumbent energy workers - employees of utilities, municipalities, state agencies, energy companies, engineering firms and utility vendor company staff - who seek to improve their knowledge and skills for career advancement. We will also market the program to career changers, unemployed and underemployed workers through community college COT coordinators, Workforce Boards, and community organizations.

Existing students and graduates of the CCC's SOAR certificate programs are good candidates for the energy management AAS degree, as a number of certificate courses overlap with the AAS. Other prospective students for the Energy Management Program will be recruited from CT high schools & technical high schools, College of Technology member colleges, ConnSCU Facilities staff, and community college Pre-Engineering, Engineering Science and Technology Studies students.

Faculty

7 courses of the total 21 courses (1/3) in the Energy Management Program are General Education courses, which may be taught by full time faculty. The remaining 14 courses will be taught by adjunct faculty who are practicing or retired energy professionals.

The Energy Management Program Advisory Board includes 22 leaders in the field of commercial and industrial energy efficiency, including the current Directors of Energy Efficiency for EverSource and United Illuminating. Board members have introduced qualified instructors to the Energy Management Program Director. The membership of the CT Chapter of the Association of Energy Engineers (AEE), represent the best source of potential instructors for the program. The CT Chapter of ASHRAE, the American Society of Heating, Refrigeration and Air Conditioning Engineers is also a potential source of instructors.

Learning Resources

The Energy Management Program will combine the excellent learning resources of Tunxis Community College with the experiential teaching and learning approach of "The Campus as a Living Laboratory". Tunxis CC offers students state-of-the-art learning resources including web-enabled smart boards, smart lecturer podiums, and computer classrooms.

Using the Tunxis campus and other CCC campuses as a Living Laboratory, students will use the latest digital energy monitoring equipment to effectively monitor energy use on the Tunxis campus, and at other CCC's. The energy monitoring equipment has been purchased. Energy Management students will perform the same energy analysis currently used within the industry.

Facilities

The CCC campuses offer a variety of buildings and building systems that are appropriate for student learning. Most CCC buildings are good candidates for energy analysis and energy savings improvement projects. Energy Management students will prepare detailed reports to gain the analytical and reporting skills required of energy analysts. Colleges and CT taxpayers will benefit from the energy saving measures colleges can implement as a result of the work of students in the program.

Fiscal Note

The Energy Management Program is being funded by the CT Dept. of Energy and Environmental Protection (DEEP), and the CT Energy Efficiency Board (EEB) in two separate grants. Based on conservative student enrollment projections, program costs will match program revenues during the first three years.

Review of Documents:

- a) Campus Review – The Energy Management AAS Degree and 10 new courses were approved by the Tunxis Professional Staff Organization (College Senate) in December, 2015.
- b) Campus Budget and Finance – Grant funds from the CT Dept. of Energy & Environmental Protection, and the CT Energy Efficiency Fund are being administered by the Tunxis Finance Department.
- c) Campus President – Tunxis President, Cathryn Addy, has been instrumental in bringing the Energy Management Program to Tunxis CC.
- d) Academic Council
- e) System Office

Accreditation:

The Energy Management AAS Degree will prepare students for the following industry certifications: 1) the Association of Energy Engineers (AEE) Certified Energy Manager (CEM) certification; 2) the AEE Certified Energy Auditor (CEA) certification; 3) the ASHRAE Building Energy Assessment Professional (BEAP) Certification.

The U.S. Department of Energy (DOE) and the National Institute of Building Sciences (NIBS) through its Commercial Workforce Credentialing Council (CWCC) have worked with industry stakeholders to develop the recently announced voluntary national guidelines aimed at improving the quality and consistency of commercial building workforce credentials for four key energy-related jobs. Building Energy Auditor is among the four. To date, the AEE CEM credential has been approved by the DOE and NIBS as meeting these guidelines. Others, such as ASHRAE's BEAP certification, are being considered.

January 13, 2016 – Academic Council

March 8, 2016 – BOR-Academic and Student Affairs Committee

March 29, 2016 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

A New Program

March 29, 2016

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Cybersecurity leading to an Associate of Science degree (AS) at Naugatuck Valley Community College for a period of three years until March 30, 2019.

A True Copy:

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

ITEM

Licensure of a program in Cybersecurity leading to an Associate of Science (A.S.) degree at Naugatuck Valley Community College.

BACKGROUNDSummary

The proposed Cybersecurity program provides preparation for students to obtain entry-level positions in the field of cybersecurity and computer crime deterrence. It also allows for consolidation of the existing computer crime deterrence option of the Criminal Justice major into the new cybersecurity program. The existing Criminal Justice major, and the existing Computer Information Systems major will continue to remain as freestanding programs. Courses common to both of these programs (5 CIS courses and 4 CJS courses) will be incorporated into the new program, thereby allowing for a cost-effective initiative that will attract greater enrollments.

The program will provide preparation and assistance to students for successful transfer to other institutions of higher education. It provides essential skills required to gain and to maintain employment at entry-level positions as computer crime investigators, computer security specialists, and federal law enforcement officers. By combining elements of both NVCC's Criminal Justice and Computer Information Systems programs, students will gain a strong grounding in understanding the investigative nature of cybersecurity in the criminal justice realm as well as gaining technical skills in computer science networking and programming.

Need for the Program

At the Industry Summit focused on computer information that Naugatuck Valley Community College hosted last March 2015, regional demand for Cybersecurity graduates was pronounced as significant; and 46 industries in the Waterbury region reported openings for Information Security Specialists for students with degrees in Cybersecurity. Specifically, the Chief Information Officer at Webster Bank has 25 current openings in Cybersecurity related work at the Bank. Ten percent (10%) of Summit participants joined the College's cybersecurity advisory board.

The overall outlook for Cybersecurity careers in Connecticut is strong. The Connecticut Department of Labor projects demand in Computer Science to increase by 17.4% between the years 2012 and 2022; Information Security Analysts (Cybersecurity) is projected to be up 18.6% in the same time frame.

At NVCC, the foundation of Cybersecurity is both computer technology and Criminal Justice based. The Cybersecurity degree is the merger of extensive experience with our faculty teaching Computer Science and Criminal Justice courses in established majors.

Computer Information Systems (CIS) program at NVCC has roots to the 1960's when the program was part of Waterbury State Technical College. Computer Science and programming classes in COBOL, C, C++ as well as foundation courses in assembler and operating systems were the cornerstone of the program. The program has changed to keep up with emerging technology, adding classes in Java, C#, and Mobile applications.

- Current CIS program has 3 focus areas of expertise:
 1. Networking
 2. Programming
 3. MIS
- Faculty expertise is in areas of network security, network management, programming, project management and database design.

Today, criminal justice at NVCC has faculty with expertise from law enforcement, legal, parole, insurance security, banking security, and entertainment.

Curriculum

Proposed Program Fall 2016

Degree Program Courses	Course	Title	Credits
Computer Information Systems	CST 130	Network Essentials 1	3
Computer Information Systems	CST 274	Network Security and Technology	3
Computer Information Systems	CST or CSC 120 New Course – Advanced Computer	Any Programming, Operating Systems, Networking or Database class	3
Computer Information Systems	CST or CSC or FTA 272 (Terrorism-First Responders)	Any Programming, Operating Systems, Networking or Database class	3
Computer Information Systems	CST 273	Security Management Practices	3
Computer Information Systems/Criminal Justice	PSY 217	Psychology of Criminal Behavior	3
Criminal Justice	CJS 101	Introduction to Criminal Justice	3
Criminal Justice	CJS 224	Computer Crimes	3
Criminal Justice	CJS 234	Computer Security & Data Protection	3
Criminal Justice	CJS 235	Information Warfare and Security	3
General Education Component			
Written Communication	ENG 101	Composition	3
Written Communication	Any from approved list		3
Written Communication	Met with Aesthetic Dimensions class		-
Aesthetic Dimensions	Any from approved list		3
Continuing Learning/Information Literacy	CSC101	Introduction to Computers	3
Critical Analysis/Logical Thinking	Met with ENG 101		-

Ethical Dimensions	Met with CSC101		-
Historical Knowledge	BBG 231	Business Law I	3
Oral Communication	Any from approved list		3
Quantitative Reasoning	MAT167	Principles of Statistics	3
Scientific Knowledge	Any from approved list		4
Scientific Reasoning	CSC252	Information Systems Project Management	3
Social Phenomena	PSY 111	General Psychology I	3
TOTAL PROGRAM			61

Students

The five-year trend of students populating the computer information systems program and the computer crime deterrence option have shown a prevalence of students ranging in age from 25 - 28. We expect students within this demographic to continue to seek this entry-level credential as career opportunities for cybersecurity positions and transfer opportunities for attaining advance degrees will continue to increase. The program provides essential skills required to gain and to maintain employment at entry-level positions as well as a CT transfer articulation pathway.

Faculty

The proposed degree program makes use of the professional expertise and experience of the CIS department faculty, as well as the criminal justice faculty expertise. Faculty qualifications to teach CIS courses include a Master's degree in Computer Science OR Management Information Systems OR Management of Information Science OR a Master's in another closely related Technology or Engineering field. In addition, 2 to 5 years of relevant teaching experience is required. For CJ courses, Master's degree in Criminal Justice or Related Field, OR Juris Doctor. NOTE: Some criminal justice courses require particular expertise in the areas of forensic science, criminal procedures and investigation, and ethics in the criminal justice field.

The program will be assigned a coordinator. This will be an existing faculty position for a CIS faculty member for which a search is underway.

Learning Resources

- The support of this program will be continued in the NVCC tradition of offering academic support and tutoring through the Academic Center for Excellence and the Library. State-of-the-art software and smart classrooms are also in place.

Facilities

Institutional resources include existing computer labs with technology and platforms that are currently up-to-date and meet industry standards.

- Evaluation of current networking equipment / lab will be ongoing to ensure changes have been made to maintain relevance.

- Evaluation of network security software for teaching will be ongoing.

Fiscal Note

PROJECTED Enrollment	First Term Year 1 (2016-17)		First Term Year 2 (2017-18)		First Term Year 3 (2018-19)	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers (<i>from other programs</i>)	5	8	7	10	9	12
New Students (<i>first time matriculating</i>)	5	12	6	14	7	16
Continuing (<i>students progressing to credential</i>)	6	12	10	20	12	24
Headcount Enrollment	16	32	23	44	28	52
Total Estimated FTE per Year	27		38		45	

PROJECTED Program Revenue	Year 1		Year 2		Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition (<i>Do not include internal transfers</i>)	\$66,455	\$78,592	\$97,440	\$110,220	\$120,995	\$132,860
Program-Specific Fees						
Other Rev. (<i>Annotate in text box below</i>)						
Total Annual Program Revenue	\$145,047		\$207,660		\$253,855	

PROJECTED Expenditures*	Year 1 (2016-17)		Year 2 (2017-18)		Year 3 (2018-19)	
	Number (<i>as applicable</i>)	Expenditure	Number	Expenditure	Number	Expenditure
Administration (<i>Chair or Coordinator</i>)	1	\$5,238	1	\$5,500	1	\$5,775
Faculty (<i>Full-time, total for program</i>)(Asst. Prof.)	1	\$46,298	1	\$48,612	1	\$51,043
Faculty (<i>Part-time -total for program</i>)	1	\$4,863	1	\$5,113	1	\$5,369
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>)						
Total ESTIMATED Expenditures		\$56,399		\$59,225		\$62,187

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

Review of Documents:

- a) The proposed degree program was reviewed and approved by NVCC's Curriculum and Educational Affairs Committee (CEAC) and approved at an All-College meeting.
- b) Campus Budget and Finance
The new program will have no additional impact on the budget.
- c) Campus President
The President of NVCC, Dr. Daisy Cocco De Filippis approves of the new degree program.
- d) Academic Council
Academic Council approved of the new program.
- e) System Office

Accreditation:

NEASC will be notified of the new degree program.

February 10, 2016 – Academic Council

March 8, 2016 – BOR-Academic and Student Affairs Committee

March 29, 2016 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

A New Program

March 29, 2016

RESOLVED: That the Board of Regents for Higher Education approve the licensure and accreditation of a program in Accounting leading to a Master of Science degree (MS) at Central Connecticut State University.

A True Copy:

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

ITEM

Proposed Masters of Science in Accounting Program at Central Connecticut State University

Summary:

Generally. The Master of Science in Accounting will provide students with in-depth working knowledge of advanced accounting issues and emerging technologies that are most relevant in today's business environment. Graduates will be able to succeed in a wide range of professional accounting careers in public accounting, industry, and government in today's highly competitive, global, and regulated environment. In addition, this program will prepare students to meet the state's 150-credit education requirement for licensure as a Certified Public Accountant.

Cohort-Based Full- or Part-time. The Masters of Science in Accounting program will be a program requiring 30 credits to complete. This program includes six required courses and four elective courses. Full-time students may complete the program in one calendar year by attending classes during the fall, spring, and summer semesters. Part time students may complete the program in eighteen months by attending two courses each semester for five consecutive semesters.

Fit with Institutional Mission. The Master of Science in Accounting program will be consistent with the University's mission by preparing accounting students to be thoughtful, responsible and successful professionals. The Master of Science in Accounting program will support the University's vision of graduating broadly educated, culturally and globally aware students who will contribute meaningfully to their communities and to their profession.

Fit with School of Business. The Master of Science in Accounting program will be consistent with the CCSU School of Business mission to prepare learners for successful professional futures and support economic development in our Central Connecticut community. The Master of Science in Accounting program will be an impactful, innovative educational program that will embrace diversity and cultivate leadership, integrity, and global citizenship.

Need for the Program

Growth prospects for Accountants in the State are Excellent. Connecticut Department of Labor employment projects exceptional employment growth for accountants and auditors, with growth of 11.4% for years 2012 - 2022. Projections estimate that "[e]mployment in this occupation is expected to grow faster than average, and the number of annual openings will offer excellent job opportunities."¹

Overall Demand for Accounting Graduates Nationwide is Strong, Especially with Masters Degrees. Recent data published by the American Institute of Certified Public Accountants (AICPA) indicates that total demand for accounting graduates has increased in recent years, with a majority of the increase coming from masters hired.

Same or Increased Hiring Forecasted by 91% of Firms. 91 percent of CPA firms reported that they expect to hire at the same or an increased level in the following year.

Forecasted Growth in Employment for Accountants and Auditors at 13%. The Bureau of Labor Statistics 2014-2015 Occupational Outlook Handbook forecasts that employment of accountants and auditors is expected to grow 13% from 2012 to 2022, representing an additional 166,700 jobs nationwide.

¹ Connecticut Jobs & Career ConneCTion – Accountants and Auditors, Available at: <http://www1.ctdol.state.ct.us/jcc/profile.asp?sstrOccupationCode=132011>.

Largest Firms Require 150 Credits for Employment. At the same time, larger firms, specifically Big Four firms strongly prefer to hire graduates with 150 credits, which generally involves a graduate degree.

As a Result of the Above. Enrollment in accounting programs is anticipated to rise nationwide, with stronger growth forecast in master's degree programs,

More Than Half of Current CT CPAs are Nearing Retirement. The Connecticut Society of Certified Public Accountants (CSCPA) with approximately 6,000 members, reports that according to a survey taken in 2011, approximately 55% of the CSCPA members were at that time age 50 or older.

Similar Programs Existing in Other CSU Institutions. Presently, Masters of Science in Accounting programs exist at the University of Connecticut (UConn) and at Eastern Connecticut State University (ECSU). UConn offers a full- or part-time 30-credit program which is AACSB accredited and draws up to 200 students each year; ECSU recently launched a part-time 30-credit program.

Substantial Growth in CT CPAs is Indicated. Substantial growth in the number of CPA candidates, as well as growth in Masters of Science in Accounting programs to help those candidates meet the education requirement for licensure in the state, is indicated.

Currently there is insufficient capacity for development of Masters in Accounting Graduates in CT. Due to the anticipated growth and demand for trained accountants in the state, presently there are insufficient graduate accounting programs in Connecticut public universities. We believe there is room for growth in MS Accounting programs among the CSU. We believe that, similar to the MBA at CCSU, this program will draw students from the greater Hartford area. We do not believe that we will compete significantly with either UConn or ECSU for students.

Curriculum (Overall Learning Goal/Principal Learning Outcome for the Program)

Overall Learning Goal: Information Literacy. Information literacy enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning, and it is the primary learning outcome for the program. Information literacy extends learning beyond formal classroom settings and provides practice with self-directed investigations as individuals move into internships, first professional positions, and increasing responsibilities in all arenas of life.

Learning Outcomes. Learning Outcomes which support the principal outcome of Information Literacy include: Accounting Knowledge, Inquiry and Analysis, Quantitative Literacy, and Ethical Reasoning, the last three of which are outlined in rubrics endorsed by the American Association for Higher Education and the Council of Independent Colleges. These learning outcomes are inherent in each of the required and elective courses of the curriculum; assessments are scheduled in appropriate core courses.

Students

Increased Demand for Accounting Graduates Nationwide, Especially with Masters Degrees. Recent data published in the 2015 Trends Report² by the American Institute of Certified Public Accountants (AICPA)³ indicates that total demand

² 2015 Trends in the Supply of Accounting Graduates and the Demand for Public Accounting Recruits, AICPA, (August 2015) Available at: <http://www.aicpa.org/interestareas/accountingeducation/newsandpublications/downloadabledocuments/2015-trendsreport.pdf> (Accessed October 12, 2015).

³ The AICPA is the national professional organization of certified public accountants, with more than 400,000 members in 145 countries in business and industry, public practice, government, education, student affiliates and international associates. It sets ethical standards for the profession and U.S. auditing standards for audits of private companies, non-profit organizations, federal, state and local governments. It also develops and grades the Uniform CPA Examination. The AICPA's founding defined

for accounting graduates has increased in recent years, with a majority of the increase coming from masters hired. For instance, demand in 2014, the most recently surveyed year, reflected nationwide demand of 18,321 master's hires, an increase of 11% over 2012 demand of 16,557. This, compared to 2014 demand of 24,931 bachelor's hires, which represents a 5% increase over 2012 numbers of 23,793.⁴

Portion of Accounting Bachelors Graduates Seeking Masters Degrees is Forecasted to Increase. Growth in accounting enrollments is particularly notable at the master's degree level. In 2013-14, master's degree enrollments rose 19% over the 2012-13 academic year, while bachelor's degree enrollments increased by 3%. Moreover, the number of master's graduates rose by nearly one-third (31%), while the number of bachelor's graduates dropped 11%. Joanne Fiore, AICPA vice president of professional media, pathways and inclusion is quoted as saying:

There has been a growing trend of specialization in the profession, as well as a higher level of performance expected for today's entry-level CPAs. Accounting students have responded to that marketplace demand by increasingly earning master's degrees and developing specialized skills to complement their strong technical base before they enter the profession.⁵

CCSU Student Survey September 2015. Currently, CCSU graduates approximately 120 to 130 accounting majors each year. Based on the results of a student survey conducted in September 2015, approximately 43 students are anticipated to begin the program each Fall semester. Approximately 60% or 25, will attend on a full-time basis, with the remaining 40% or 18 students attending part time at two courses per semester. Graduates of the program are projected to be 22 for Summer 2017, 39 in Spring/Summer 2018, and 39 in Spring/Summer 2019.

Faculty

CCSU School of Business is AACSB accredited. In October 2013, the School of Business at Central Connecticut State University earned the prestigious AACSB accreditation. CCSU offers high-quality business programs that are in alignment with the AACSB's rigorous business accreditation standards.

Courses taught by existing accounting faculty. Most courses will be taught by existing full time accounting faculty. Some sections will be taught by experienced practitioners, consistent with best practices at all top business schools and meeting the requirements of AACSB accreditation. One new full-time faculty member will be needed.

accountancy as a profession characterized by educational requirements, professional standards, a code of professional ethics, and alignment with the public interest.

⁴ 2015 Trends in the Supply of Accounting Graduates and the Demand for Public Accounting Recruits, AICPA, *Supra*.

⁵ *Id.*

Learning Resources

The current learning resources available to the School of Business at CCSU are adequate for the Master of Science in Accounting Program. Online teaching software and Quality Matters training for faculty, along with online portfolio software for master's candidates will be needed.

Facilities

The current facilities available to the School of Business are adequate to meet the needs of the Master of Science in Accounting program.

Fiscal Note

Revenues for academic year 2016 -2017 are projected to be \$517K and expenses are projected to be \$232K, for net contribution to overhead of \$285K for the academic year. Revenues for academic years 2017 -2018 and 2018 – 2019 are projected to be \$641K and \$695K respectively; and expenses are projected to be \$243K and \$248K respectively, for net contribution to overhead of \$398K and \$447K for those academic years.

Review of Documents:

Concept Paper. The Concept Paper for the Master of Science in Accounting program was approved by the Academic Council on December 16, 2015.

On-Campus Approvals. The program has been unanimously approved by the Accounting Department and the School of Business Faculty Assembly. Approval by the Faculty Curriculum Committee is presently in process.

Accreditation:

CCSU School of Business is AACSB accredited. In October 2013, the School of Business at Central Connecticut State University earned the prestigious AACSB accreditation. Other than the University of Connecticut, CCSU is the only four-year comprehensive public university in Connecticut to receive this accreditation, placing CCSU among only five percent of the more than 12,000 institutions of higher learning that offer business programs to be accredited by the AACSB. This is a testimony by peer institutions that CCSU offers high-quality business programs that are in alignment with the AACSB's rigorous business accreditation standards.

February 10, 2016 – Academic Council

March 8, 2016 – BOR-Academic and Student Affairs Committee

March 29, 2016 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of Nominations for Honorary Degrees

March 29, 2016

RESOLVED, That the nominees for an honorary degree, as presented below, be approved according to the guidelines in the Board policies presently in effect granting honorary degrees to honor a person for unusual and exemplary accomplishments and to advance the work and reputation of the Connecticut State Colleges and Universities

Honorary Degree Nominations for 2016 Commencements:

Institution	Recipient	Commencement Date
Charter Oak State College	Dr. Regina Barreca	June 5, 2016
Eastern Connecticut State University	Jerry Franklin	May 17, 2016
Gateway Community College	Daniel N. Caron	May 26, 2016
Manchester Community College	Amanda Filipacchi	May 26, 2016
Naugatuck Valley Community College	Dr. Martha J. Kanter	May 26, 2016
Norwalk Community College	Douglas K. Dempsey, and Karen Thorsen	May 19, 2016
Quinebaug Valley Community College *	Bernard P. Auger	May 26, 2016
Southern Connecticut State University	Dr. Juan-David Nasio	May 20, 2016
Three Rivers Community College	Howard M. Jenkins Jr.	May 19, 2016
Western Connecticut State University	Henry H. Arnhold	May 22, 2016

*pending ASA Committee approval on 3/24/2016

A True Copy:

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

ITEM

Approval of Nominations for Honorary Degrees

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED, That the nominees for an honorary degree, as presented below, be approved according to the guidelines in the Board policies presently in effect granting honorary degrees to honor a person for unusual and exemplary accomplishments and to advance the work and reputation of the Connecticut State Colleges and Universities

BACKGROUND

Granting of Honorary Degrees will be conferred at commencements. Identification of recipients is under the supervision of the presidents, with approval of the Academic & Student Affairs Committee and confirmation of the Board of Regents. The candidates below have been recommended by the college or university president and approved by the Academic & Student Affairs Committee for conferral of an honorary degree at commencement.

ANALYSIS

Honorary Degree Nominations for 2016 Commencements:

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*pending ASA Committee approval on 3/24/2016

Charter Oak State College**Dr. Regina Barreca**

The Charter Oak Honorary Doctorate Committee recommends Dr. Regina Barreca as recipient of the 2016 honorary degree.

Dr. Barreca has a long and distinguished academic career, which includes publications and presentations of a dizzying variety and number. COSC perceives her as a model for their adult students—the majority of whom are women. Her work, and her life, represent how one can do good while doing well. She has combined her academic interests with her belief in the capabilities of women to produce a body of work that both demonstrates that capability while it weaves good humored humanity throughout. Dr. Barreca is an embodiment of academic accomplishment and humanity.

Dr. Barreca's BA is from Dartmouth College, where she was the first woman to be named alumni Scholar, her M.A. is from Cambridge University where she was a Reynold's Fellow, and her Ph.D. is from the City University of New York. She is a columnist and blogger for Psychology Today, The Chronicle of Higher Ed and The Huffington Post. She has also written for numerous other publications. Dr. Barreca is an English Professor at the University of Connecticut, has authored many books, a radio and television personality and continues to be a keynote speaker to large and growing audiences.

Charter Oak notes Dr. Barreca's work embodies the doctorate of humane letters more clearly than any previous candidate. She has accepted their nomination with enthusiasm, and they look forward to the wit and charm of her remarks to their students. The Charter Oak Honorary Doctorate Committee, after reviewing Dr. Barreca's accomplishments, leadership, and commitment to higher education, recommend that she receive the 2016 Doctor of Humane Letters honorary degree from Charter Oak State College at their June 5th graduation.

Eastern Connecticut State University**Jerry Franklin**

Eastern recommend Mr. Jerry Franklin, President and CEO of the Connecticut Public Broadcasting Network (CPBN), as the honorary degree recipient at Eastern Connecticut State University's 2016 commencement exercises.

Mr. Franklin's personal commitment to education and CPBN's longstanding focus on educational programming align with Eastern's historical role as a teachers college and their current role as Connecticut's public liberal arts university. Mr. Franklin and his organization also exemplify the University's values of social responsibility, inclusion, and integrity.

For more than 30 years, Mr. Franklin has been the Chief Executive Officer and President at Connecticut Public Broadcasting Inc. During his tenure at CPBN, Mr. Franklin has led a growth in programming ranging from the Infinity Hall music concert series to playing a leadership role in bringing "Barney and Friends," "Bob the Builder" and "Thomas and Friends" to public television. Attesting to Mr. Franklin's commitment to education, in fall 2013 CPBN opened its Learning Lab, which houses the Journalism & Media Academy Magnet School satellite campus.

Mr. Franklin is also active in the community, serving as a member of the Connecticut Children's Medical Center Foundation; a director of Southside Institutions Neighborhood Alliance; a member of

the Governor's Industry Advisory Council; a member of the Board of Trustees at Bay Path College; and a trustee of Long Wharf Theatre. A recipient of the National Academy of Television Arts & Sciences Silver Circle Award, Mr. Franklin earned a Bachelor of Science in Political Science and Journalism from Georgia Southern University and a Master of Arts in Telecommunications Management from Indiana University.

A leader in the broadcast industry, a strong supporter of educational opportunity, and a visionary for cultural enrichment in our state, Jerry Franklin is a worthy candidate to receive the honorary degree at Eastern Connecticut State University's 2016 Commencement Exercises.

Gateway Community College**Daniel N. Caron**

Gateway Community College nominates Daniel N. Caron for an Honorary Associates Degree at their 2016 commencement. Mr. Caron, Vice President, Site Operations and Engineering, for Alexion Pharmaceuticals, returned to New Haven to oversee the construction of Alexion's new worldwide headquarters, now located at 100 George Street, a short block from Gateway Community College's downtown campus. He took an immediate, heartfelt interest in GCC and their students, agreeing to serve as Honorary Chair of Gateway Community College Foundation's largest scholarship event in 2013, "A Bridge to Excellence – Hall of Fame Event." This was an especially important occasion for the College; it marked the first time the Foundation was able to host the Hall of Fame onsite in its own new state-of-the-art downtown facility.

The following year, Mr. Caron augmented his commitment to the college and its future by joining the Gateway Community College Foundation Board, and reprising his role as Honorary Chair of the Hall of Fame. Thanks in great measure to his leadership and diligence, the 2014 Hall of Fame was the most successful in its history, raising more money for scholarships than ever before.

Mr. Caron's vision, acumen and advocacy on behalf of the College and Foundation continued. In his role at Alexion, Dan understood and appreciated the importance of accessible, affordable public transportation to the business community, the local workforce and the economy. He also knew that Gateway students, one-third of whom depend on public transportation to attend classes, sometimes struggled to afford bus passes. He was instrumental in forging a long-term commitment between Alexion and the Gateway Community College Foundation – one that provided a \$50,000-year subsidy for five years – a total of \$250,000 – in CT Transit bus fares to help make public transportation more affordable for Gateway students. This long-term underwriting of public transportation serves to promote a "greener" Greater New Haven, supporting both Alexion's and Gateway's commitment to environmental citizenship and responsible stewardship of our nation's natural resources.

Gateway highly recommends Mr. Daniel Caron for their 2016 Honorary Associates Degree.

Manchester Community College**Amanda Filipacchi**

Manchester Community College nominates Amanda Filipacchi as a recipient of their 2016 Honorary Associates Degree. Ms. Filipacchi is an American novelist who has written four novels, the most recent

being *The Unfortunate Importance of Beauty*. The book has been the subject of a book club seminar taught by President Gena Glickman in which Ms. Filipacchi joined the group via Skype to answer questions and discuss her vision behind the book and the characters.

Additionally, Ms. Filipacchi has written three other novels and her writing has appeared in *The New York Times*, *The Wall Street Journal*, *The New Yorker* and *The Atlantic*.

Amanda was born in Paris, France and moved to New York at the age of seventeen. She earned a BA from Hamilton College and an MFA in creative writing from Columbia University. She is serving as the commencement speaker for MCC's 52nd commencement ceremony.

Manchester CC highly recommends Ms. Amanda Filipacchi for the 2016 Honorary Associates Degree.

Naugatuck Valley Community College**Dr. Martha J. Kanter**

Naugatuck Valley CC submits the nomination of Dr. Martha J. Kanter as the recipient of an honorary associate in the arts degree.

Dr. Kanter holds a B.A. in sociology from Brandeis University, an M.Ed. from Harvard University and an Ed.D. from the University of San Francisco. She served as President of De Anza College from 1993-2003 and then Chancellor of the Foothill-De Anza Community College District from 2003-2009. In 2009, Dr. Kanter was nominated by President Barack Obama to serve as the United States Under Secretary of Education. Her nomination was confirmed by the Senate and she became the first community college leader to serve in such a position.

Following her term as Under Secretary of Education, Dr. Kanter has been serving as a Distinguished Visiting Professor of Higher Education and Senior Fellow at New York University's Steinhardt School of Culture, Education, Education and Human Development. Most recently she was appointed by President Obama to serve as the director of the College Promise Campaign advisory board.

Dr. Kanter is a true friend and supporter of NVCC. She first came to the College in September 2014 as the guest speaker for our All-College Meeting. Dr. Kanter gave a keynote address entitled "Educating for Student Success in the 21st Century" followed by a question and answer period. Following the meeting, she participated in a smaller roundtable discussion regarding her keynote topic with students, faculty and administrators in attendance. As a result of this visit she became a supporter of our students' campaign for sidewalks along Chase Parkway.

Dr. Kanter returned to NVCC in September 2015 for our Fall All-College Meeting where she spoke about the College Promise Campaign and took questions from the audience. The College Promise Campaign, a national, nonpartisan higher education initiative with the aim of making two years of community college free, is gaining momentum and support across the United States. At a follow-up luncheon with administrators, faculty and student leaders, she brought thoughtful reflections around strategies in support of NVCC's strategic plan and teaching and learning models.

Throughout her career Dr. Kanter has been a strong advocate for student access to higher education. She began her career as an alternative high school teacher and established the first program for students with learning disabilities at San Jose City College. As Under Secretary of Education, Dr. Kanter oversaw policies, programs and activities related to postsecondary education, adult and career-technical education and federal student aid, as well as supervising White House initiatives on education for minority students and institutions, and faith-based and neighborhood partnerships. During her tenure she worked tirelessly to improve students' access to higher education, successfully implementing the Direct Student Loan program and creating a partnership with the Department of Labor to increase quality, graduation and employment opportunities for community college students.

Naugatuck Valley highly recommends Dr. Kanter as their 2016 Honorary Degree recipient.

Norwalk Community College**Douglas K. Dempsey
Karen Thorsen**

Norwalk Community College nominates two co-honorees for their 2016 Honorary Associates Degrees. Karen Thorsen and Douglas Dempsey are award-winning filmmakers who have collaborated on more than one film. As the film directors of *The Life of James Baldwin*, they provided an impressive and extensive presentation at Norwalk CC.

Karen Thorsen began as a writer. After graduating from Vassar College, with a year at the Sorbonne in Paris, she was an editor for Simon & Schuster, a journalist for LIFE Magazine, and a foreign correspondent for TIME. Screenwriting followed, then directing. Her first feature-length documentary was JAMES BALDWIN: THE PRICE OF THE TICKET. Working with the renowned Maysles Films, Thorsen wrote, produced and directed BALDWIN (with Co-Producers Bill Miles & Douglas K. Dempsey, Executive Producers Susan Lacy & Albert Maysles). A co-production with PBS/American Masters, BALDWIN was honored at festivals in over two-dozen countries – including Sundance, London, Berlin and Tokyo. Now considered a documentary film classic, BALDWIN was described as "*Splendid*" by Variety, "*A video page-turner*" by The San Francisco Chronicle, and "*A haunting, beautifully made biography*" by the Los Angeles Times. "*Stays with you after the program ends,*" said the New York Times. Ms. Thorsen finds inspiration at the intersection of art and social justice. Her heroes are game-changers, the artist/activists who shape history – and her films tell their stories without narration, weaving first-person narratives with archival treasures. Thorsen has also been honored by multiple grants and fellowships from the New York State Council on the Arts, the Ford Foundation, the National Endowment for the Arts, the National Endowment for the Humanities, the Corporation for Public Broadcasting, ITVS and numerous private foundations.

Award-winning writer/filmmaker Douglas K. Dempsey is an accomplished communicator in multiple worlds: documentaries, feature films and museum media. As a student at the University of Pennsylvania, his original focus on anthropology morphed into a passion for film. His first job was for an educational film company in Princeton; he now writes, produces, shoots and edits. Additional pleasures include both evolving technology and graphic design. As a founding partner of the independent production company, DKDMedia, Dempsey works both independently and with his wife Karen Thorsen. Their first collaboration was THE FED, a behind-the-scenes exploration of America's financial system; it won a Cine Golden Eagle. Their second collaboration was JAMES

BALDWIN: THE PRICE OF THE TICKET – now widely considered a documentary film classic. In addition, Dempsey has been honored as a writer and editor. His scripts have been produced by CBS Mystery Theater, National Geographic and The Learning Channel. His documentary narration for KEEPERS OF EDEN, a film about the Huaorani tribe in Ecuador, was performed by Joanne Woodward. Most recently, he was Writer / Editor of BURIED PRAYERS, a feature-length film about the buried treasure of Maidanek, a Nazi death camp for Polish Jews. A story of defiance and redemption, it was narrated by artist Laurie Anderson and won Best Documentary Feature at the Cinequest Film Festival, 2010.

Norwalk is pleased to nominate Karen Thorsen and Douglas Dempsey for honorary degrees at their 2016 commencement.

Quinebaug Valley Community College**Bernard P. Auger**

Quinebaug Valley nominates Mr. Bernard P. Auger for an honorary associate of arts degree at their 2016 commencement. Mr. Auger is a long-time friend and supporter of QVCC and volunteers his time for numerous civic, community, and religious organizations. Mr. Auger was the first student to register for classes when QVCC opened its doors in 1971. Although he completed a number of courses, life intervened and he never completed his degree. Nonetheless, he served the State of Connecticut with distinction – State Representative to the Connecticut General Assembly (1971-1975); Director of the Governor’s Eastern Office (1975-1977); Deputy Commissioner for the Department of Motor Vehicles (1977-1983); Deputy Secretary of the State of Connecticut (1983-1991); Manager of Cemeteries in the Dioceses of Norwich (1991-1996); Messenger to the Senate Clerk (2001-2004); and Assistant Senate Clerk (2005-2011). Mr. Auger was the recipient of the Board of Trustees’ Merit Award in 1999 and was also named “Citizen of the Year” by the Putnam high School Student Council in 1984. Mr. Auger is well deserving of the honorary degree from his community college and Quinebaug Valley highly recommends him as their 2016 honorary degree recipient for the 2016 commencement

Southern Connecticut State University**Juan-David Nasio**

SCSU submits the name of renowned psychoanalyst Juan-David Nasio as the recipient of an honorary doctorate from Southern Connecticut State University.

Dr. Nasio is a medical doctor and trained psychiatrist from Argentina who moved to Paris to pursue a career in Lacanian psychoanalysis. He taught for 31 years at the University of Paris 7 (Sorbonne) and has been teaching for the past 29 years at the Paris Psychoanalytic Seminars Association, of which he is one of the founding members. This association is one of France’s most active mental health professional training and psychoanalysis communication centers.

Known for his expertise in treating the social and psychological maladies of the modern world, Dr. Nasio has published more than 30 books, which have received critical praise and been translated into 13 languages worldwide.

He has received honorary degrees from the University of Buenos Aires and Universidad Autonoma del Estado de Mexico and was the first psychoanalyst in history to be named a “Knight of the Legion of Honor” due to his work as a writer, a psychoanalyst, his pro-bono activity and his recognition abroad.

France's highest honor, this decoration is conferred by the government on individuals of eminent merit in the social and professional fields.

For his noteworthy scholarly research, his groundbreaking accomplishments, and his meritorious service in his chosen field, Dr. Juan-David Nasio would be a most worthy recipient of an honorary doctorate of humane letters from Southern.

Three Rivers Community College**Howard M. Jenkins Jr.**

Three Rivers Community College nominates Howard M. Jenkins Jr. for an Honorary Associates Degree.

Howard Jenkins is a 28-year veteran with Electric Board currently serving as the Manager of Human Resources (Diversity and Outreach) in both the Connecticut and Rhode Island facilities. He holds an MBA from Rensselaer Polytechnic Institute and a BS from Virginia State University.

Mr. Jenkins is an active member of the Three Rivers CC Foundation board of directors. He has been instrumental in helping Three Rivers develop the CAMI curriculum and is an integral part of the CT-ECO program at Three Rivers and their partner high school in New London. He works tirelessly for this program, attending all meetings, organizing the "mentor match". He continually works to better the manufacturing pipeline in that part of the state. He is also an inspirational speaker for the college sharing his passion for helping students of all ages realize their potential.

Mr. Jenkins is active in many professional organizations besides the TRCC Foundation Board, including the Advisory Board for the Science and Technology Magnet High School in New London, CT Public Schools, and has represented General Dynamics as a judge in selecting the 2015 BEYA (Black Engineer of the Year Award) awardees.

Three Rivers is proud to nominate Howard Jenkins for this honorary degree for his outstanding commitment to the community and his ability to inspire and encourage youth.

Western CT State University**Henry H. Arnhold**

It is with pleasure that Western Connecticut State University recommends the award of an honorary Doctorate of Humane Letters at their commencement exercises on May 22, 2016 to Mr. Henry H. Arnhold, benefactor and long-time friend of the University.

Born in Dresden, Germany in 1921, Henry Arnhold comes from the well-noted Arnhold banking family. As a young man the Germans imprisoned Mr. Arnhold when the Second World War broke out. Eventually fleeing to Sweden and then to Cuba, he reached the United States in 1942, reuniting with the rest of his family.

Following a brief period of study at UCLA and three years' service in the U.S. Army, Arnhold joined the family business in New York. Since 1960, he has served as Chairman of the investment banking firm, Arnhold and S. Bleichroeder Holdings, Inc. In the philanthropic tradition of his family, Mr. Arnhold is also President of both the Arnhold Foundation, which primarily supports animal welfare

organizations, education, and the arts and the Mulago Foundation, which advances global health initiatives.

Mr. Arnhold's steadfast support for Western includes establishing the Clarisse and Henry Arnhold Scholarship, which provides deserving students from both Bethel and Western's renowned School of Visual and Performing Arts with full tuition support. Mr. Arnhold regularly hosts scholarship recipients at his home in Bethel. In addition, he is a member of Western's President's Club and, frequently attends theater, music and arts performances and programs on the campus.

Mr. Arnhold's special interest in academic scholarship is evidenced by his major support for The New School in New York. He has served as a member of the New School for Social Research Board of Governors since 1984 and as a Trustee of The New School since 1985. In 2002, The New School presented Mr. Arnhold with an honorary Doctorate of Humane Letters. He has been a generous sponsor of student exchanges between New York and Dresden. Mr. Arnhold holds an honorary senatorship of the Technische Universitat Dresden. He also holds the Saxon Order of Merit and the Grand Cross of the Order of Merit of the Federal Republic of Germany.

Mr. Arnhold also demonstrates a deep commitment to international cooperation. He serves in an advisory role in American foreign policy and German-American cooperation through his membership in several institutions including the American Council on Germany, the Council on Foreign Relations, the Foreign Policy Association and the National Committee on American Foreign Policy.

At its 25th Anniversary celebration in 2012, Conservation International honored long-time board member, Henry Arnhold, for his involvement in sustainability and a lifetime of humanitarian work. In a video tribute by Harrison Ford, Arnhold was described as "an extraordinary and truly passionate man who has pursued a life-long dream to ensure a better world." Co-Founder, Chairman and CEO of Conservation International, Peter Seligman, presented Mr. Arnhold with the Global Conservation Hero Award.

Mr. Arnhold's record of civic engagement, on a local and global scale, and support for higher education in Connecticut and the region, make him a deserving and inspiring candidate for an honorary degree from Western.

3/8/and 3/24/2016 – Academic & Student Affairs Committee
3/29/2016 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Nominations for Faculty Awards

March 29, 2016

RESOLVED: That the Board of Regents for Higher Education accepts the campus-based nominations for the CSU Teaching Awards, the CCC Teaching Awards, the Research Awards and the Scholarly Excellence Awards as the respective recipients of those awards for the 2015-16 academic year.

That the Board of Regents for Higher Education accepts the recommendations of the respective selection committees for the system-wide CSU Teaching Award, CCC Teaching Award, Research Award, Scholarly Excellence Award and the Adjunct Faculty Teaching Awards as the respective recipients of the System Awards for the 2015-16 academic year.

A True Copy:

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

ITEM

The Board of Regents Faculty Awards

RECOMMENDED MOTIONS FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education accepts the campus-based nominations for the Teaching Awards (CSU), Teaching Awards (CCC), Research Awards and the Scholarly Excellence Awards as the respective recipients of those awards for the 2015-16 academic year.

That the Board of Regents for Higher Education accepts the recommendations of the respective selection committees for the Teaching Award (CSU), Teaching Award (CCC), Research Award, Scholarly Excellence Award and the Adjunct Faculty Teaching Awards as the respective recipients of the System Awards for the 2015-16 academic year.

BACKGROUND

The Board of Regents Faculty Awards were established by a Board resolution on May 16, 2013. Five award categories, with potentially 38 individual awards of \$1,000 each, were established to recognize junior faculty members at CSCU institutions who distinguish themselves as outstanding teachers or those who are engaged in exceptional research/creative work. The individual awards are the campus-based awards in the categories of Teaching Awards (CSU), Teaching Awards (CCC), Research Awards and the Scholarly Excellence Awards; and a single system award for each of those categories wherein an individual award recipient is deemed to be the system's best in exemplifying "high quality teaching" or "high-quality research/creative achievement." Additionally, there are two system awards selected from institutional nominations for the Adjunct Faculty Teaching Awards.

PROCESS

For the 2015-16 academic year, per the guidelines approved by the Board; the Connecticut State Colleges and Universities have submitted 25 of a possible 49 nominations within the five award categories, for the Board's consideration. Subsequently, the five selection committees have reviewed and assessed the nomination packages, and made their recommendations to the Board for the six system awards. The Faculty Awards rosters are attached:

03/08/2016 – BOR-Academic and Student Affairs Committee

03/29/2016 – Board of Regents

BOARD OF REGENTS

FACULTY AWARDS

2015-16 Academic Year

In recognition of Assistant and Associate Professors in tenure-track or tenured positions and adjunct faculty members:

who have distinguished themselves as outstanding teachers and have established a track record of promoting instructional improvements for their departments; or

who are doing exceptional research, scholarly, and/or creative work

Teaching Awards^{1&2}

(Connecticut State Universities)

Teaching Awards^{1&2}

(Connecticut Community Colleges)

Research Awards^{1&2}

(Connecticut State Universities)

Scholarly Excellence Awards^{1&2}

(Connecticut Community Colleges)

Adjunct Faculty Teaching Awards³

1. campus-based awards
2. a single system-wide award among campus-based nominations
3. system-wide awards (2) among campus-based nominations

BOARD OF REGENTS

FACULTY AWARDS

Teaching Awards

(Connecticut State Universities)

<u>Institution</u>	<u>Campus Nominee</u>	<u>Faculty Rank / Discipline</u>
Eastern	Dr. James Diller	Associate Professor / Psychology
Southern	Dr. Jess Gregory	Assistant Professor / Educational Leadership and Policy Studies
Western	Dr. Monica Sousa	Assistant Professor / Nursing

Per its collective review and assessment of the institutions' nomination packages, the Selection Committee for the Teaching Award for the universities recommends the recipient of the:

System's Teaching Award (Connecticut State Universities)

Dr. James Diller
Eastern Connecticut State University

BOARD OF REGENTS

FACULTY AWARDS

Teaching Awards

(Connecticut Community Colleges)

<u>Institution</u>	<u>Campus Nominee</u>	<u>Faculty Rank / Discipline</u>
Gateway	Megan DeLivron	Assistant Professor / Math & Science
Manchester	Carla Adams	Associate Professor / Information Management & Technology
Middlesex	Dr. Kimberly Thomas	Associate Professor / Chemistry
Naugatuck Valley	Julia Petitfrere	Assistant Professor / English
Northwestern CT	Michael Emanuel	Assistant Professor / Criminal Justice
Norwalk	Nancy Fleming	Associate Professor / Math
Quinebaug Valley	Dr. Jane Carey	Assistant Professor / English
Three Rivers	Celeste Arrieta	Assistant Professor / Foreign Languages
Tunxis	Jennifer Wittke	Assistant Professor / Academic Strategies

Per its collective review and assessment of the institutions' nomination packages, the Selection Committee for the Teaching Award for the community colleges recommends the recipient of the:

System's Teaching Award (Connecticut Community Colleges)

Megan DeLivron
Gateway Community College

BOARD OF REGENTS

FACULTY AWARDS

Research Awards

<u>Institution</u>	<u>Campus Nominee</u>	<u>Faculty Rank / Discipline</u>
Eastern	Dr. Lauren Rosenberg	Associate Professor / English
Southern	Dr. Christine Unson	Associate Professor / Public Health
Western	Dr. Surekha Davies	Assistant Professor / History & Non-Western Cultures

Per its collective review and assessment of the institutions' nomination packages, the Selection Committee for the Research Award recommends the recipient of the:

System's Research Award

Dr. Surekha Davies
Western Connecticut State University

BOARD OF REGENTS
FACULTY AWARDS
Scholarly Excellence Awards

<u>Institution</u>	<u>Campus Nominee</u>	<u>Faculty Rank / Discipline</u>
Naugatuck Valley	Christopher Tuccio	Assistant Professor / Science
Norwalk	Maria Buchta	Associate Professor / Academic Enrichment & First Year Experience
Three Rivers	Michael Stutz	Assistant Professor / Communication

Per its collective review and assessment of the institutions' nomination packages, the Selection Committee for the Scholarly Excellence Award recommends the recipient of the:

System's Scholarly Excellence Award

Christopher Tuccio
Naugatuck Valley Community College

BOARD OF REGENTS FACULTY AWARDS

System's Adjunct Faculty Teaching Awards

Deb Pagnotta

Norwalk Community College

Adjunct Instructor / Speech and Communication

&

Nicolas Simon

Eastern Connecticut State University

Adjunct Faculty / Sociology

The Adjunct Faculty Teacher Awards are system-wide awards only. Per its collective review and assessment of the institutions' nomination packages, the Selection Committee for the Adjunct Faculty Awards recommends that the recipients are as listed above. The other nominees were:

Dr. Beverly Wall	Charter Oak State College
Mark Walerysiak	Middlesex Community College
Bernard Fitzpatrick	Naugatuck Valley Community College
Michael Pascucilla	Southern Connecticut State University
Dr. Amy Hoffman	Tunxis Community College

BOARD OF REGENTS

FACULTY AWARDS

Selection Committees

The members of the respective Selection Committees reviewed and assessed the campus-based nomination packages which consisted of:

- 1) Cover Sheet
- 2) Letter of Nomination
- 3) Nominee's Reflective Statement
- 4) Letter of Support from one to three colleagues or students
- 5) Nominee's curriculum vitae

Each nomination package was reviewed and assessed by a minimum of three committee members. The average total assessment points were used to determine the committee's nomination for the respective System Award(s).

The members of the various Selection Committees were:

Dr. Laura Bower-Phipps* Southern CSU	Dr. Forrest Helvie* Norwalk CC	Teresa Russo** Gateway CC
Dr. Terence Cassidy* Tunxis CC	Dr. Julia Irwin* Southern CSU	Dr. Kristalyn Salters-Pedneault** Eastern CSU
Michele Coach* Asnuntuck CC	Dr. Margaret Johansson* Central CSU	Dr. Roxanne Tisch** Three Rivers CC
Dr. Neeta Connally* Western CSU	Dr. Julia Kara-Soteriou** Central CSU	Shelley Tomey* Housatonic CC
Dr. Michael Davis Central CSU	Carol LaLiberte** Asnuntuck CC	Dr. Chulguen Yang** Southern CSU
Michael Demers** Asnuntuck CC	Dr. Marie McDaniel** Southern CSU	Heidi Zenie** Three Rivers CC
Dr. Patrice Farquharson Charter Oak	Terence McNulty* Middlesex CC	Janet Zupkus* Naugatuck Valley CC
Dr. Teresa Foley* Asnuntuck CC	Dr. Mary O'Neill* Western CSU	
Dr. Nicholas Greco** Western CSU	Jamilet Ortiz** Housatonic CC	*recipient of a 2013-14 BOR Faculty Awards
Dr. Khaled Hammad** Central CSU	Christopher Rempfer** Naugatuck Valley CC	**recipient of a 2014-15 BOR Faculty Awards

RESOLUTION

concerning

THE SALE OF ROADWAY AND CONSTRUCTION EASEMENTS
IN
WINCHESTER, CONNECTICUT
TO
THE CONNECTICUT T DEPARTMENT OF TRANSPORTATION
March 17, 2016

- WHEREAS, The State Department of Transportation (CT DOT) will commence with bridge reconstruction to the Still River Bridge at Holabird Avenue and Holabird Avenue drainage improvements in Winsted, CT, and
- WHEREAS, During construction, bridge and road improvements will limit access to Holabird Avenue and will impede access to the Arts and Sciences Building at Northwestern Community College (NWCC), and
- WHEREAS, CT DOT will install permanent roadway and subsurface drainage improvements on NWCC's property at the access drive to the Arts and Sciences building, and
- WHEREAS, CT DOT has offered to purchase 2,875 square feet of roadway easement rights for roadway improvements under NWCC's access drive to the Arts and Sciences building for \$4,000, and
- WHEREAS, CT DOT has offered to purchase 791 square feet of construction easement rights for roadway improvements at NWCC's access drive to the Arts and Sciences building for \$200, and
- WHEREAS, Neither easement compromises NWCC's current or projected operations, now, therefore be it
- RESOLVED, That the Board of Regents for the Connecticut State Colleges and Universities authorizes the sale of roadway and construction easements at Northwestern Community College as recited above to CT DOT for the purchase price of \$4,200.

A True Copy:

Erin A. Fitzgerald
Secretary

ITEM

The Sale of Certain Roadway and Construction Easements Located at Northwestern Community College in Winchester, Connecticut

BACKGROUND

The entrance to Northwestern Community College's (NWCC) Arts and Sciences Building is located at the intersection of Holabird Avenue and Whiting Street and is directly adjacent to the Still River Bridge on Holabird Avenue. The State Department of Transportation (CT DOT) plans to reconstruct the Still River Bridge, make drainage improvements on Holabird Avenue and reconstruct the sidewalk. Reconstruction and improvements will close the bridge for up to one year, while roadway construction will disrupt Holabird Avenue vehicle traffic. The improvements at the Arts and Sciences Building drive access point require more land than CT DOT's current right of way or easements allow. The bridge and roadway improvements will provide safe and efficient passage for future vehicle and pedestrian traffic.

ANALYSIS

The CT DOT has notified the Board of Regents for Higher Education of its plans to improve the Still River Bridge and Holabird Avenue, adjacent to NWCC's Arts and Sciences Building entrance, in early 2016. Improvements include bridge reconstruction, subsurface drainage and utility improvements, and sidewalk reconstruction. The CT DOT anticipates construction and maintenance logistics for these project will require more land than the CT DOT may currently access within existing right of ways and easements. The CT DOT has indicated it requires a 2,875 square foot roadway easement and a 791 square foot construction easement in order to complete the bridge project. The roadway easement is permanent and will require coordination and approval of the CT DOT for future surface and subsurface site improvements. The construction easement will only be in effect until such time as the improvement project is complete. CT DOT will restore any land areas disrupted by this project. Neither easement will compromise any present or future operational plans at NWCC.

Based on fair market appraisal, CT DOT has offered to compensate the BOR \$4,000 for the permanent roadway easement and \$200 for the temporary construction easement.

RECOMMENDATION

Approve the sale of a permanent roadway easement and a temporary construction easement at NWCC to CT DOT for compensation totaling \$4,200.

2/18/16 Finance & Infrastructure

3/17/16 BOR

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

New Pathway Degrees

March 29, 2016

RESOLVED: That the Board of Regents for Higher Education approves the licensure and accreditation of the following Transfer and Articulation Policy Pathway degrees, all developed by discipline faculty from the 17 Connecticut State Colleges and Universities. These ten pathways meet the specific requirements of the Board's Transfer and Articulation Policy for seamless and transparent transfer in these ten majors for students from any of the Community Colleges leading them to complete an associate degree in the discipline that is guaranteed to transfer to any of the State Universities and Charter Oak State College and leave the student with only 60 credits to complete for the baccalaureate degree.

The ten pathway Associate of Arts (AA) degrees are:

- CSCU Pathway Transfer Degree: Chemistry Studies
- CSCU Pathway Transfer Degree: Communication Studies
- CSCU Pathway Transfer Degree: Criminology Studies
- CSCU Pathway Transfer Degree: English Studies
- CSCU Pathway Transfer Degree: History Studies
- CSCU Pathway Transfer Degree: Mathematics Studies
- CSCU Pathway Transfer Degree: Political Science Studies
- CSCU Pathway Transfer Degree: Psychology Studies
- CSCU Pathway Transfer Degree: Social Work Studies
- CSCU Pathway Transfer Degree: Sociology Studies

BE IT FURTHER RESOLVED, that the Biology pathway agreement approved by the Board of Regents on December 3, 2015, be amended to reflect that the approval is for licensure and accreditation of the TAP Pathway Associate of Arts (AA) degree titled:

“CSCU Pathway Transfer Degree: Biology Studies.”

A True Copy:

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

ITEM

Implementation of the Transfer and Articulation Policy Pathways between the twelve Community Colleges and the State Universities and Charter Oak State College for chemistry, communication, criminology, English, history, mathematics, political science, psychology, social work, and sociology. These pathways meet the specific requirements of the Board's Transfer and Articulation Policy for seamless and transparent transfer in these majors for students from any of the Community Colleges to each of the State Universities and Charter Oak State College who offer the major.

BACKGROUND

In 2012, the state legislature passed a law (Public Act 12-31) requiring the Connecticut State Colleges and Universities (CSCU) to create seamless transfer pathways on a system level for students completing transfer degree programs at the community colleges and then transferring to a four-year institution. Public Act 12-31 aligned with a transfer policy created by a system-wide advisory committee. In the summer of 2012, a steering committee comprising 17 faculty members—one from each CSCU institution—created a framework for a 30-31 credit competency-based general education core as part of 60-61 credit transfer pathways to be completed at the community colleges. This framework was voted on by all colleges and universities and approved by the BOR in fall 2012 for implementation in the system.

Workgroups comprising faculty members from each the Connecticut State Colleges and Universities began meeting in the fall of 2012. In the fall of 2014 these work groups were reconvened and additional disciplinary work groups were created to develop pathways for students to transfer seamlessly from the Community Colleges to the State Universities and Charter Oak State College. Each pathway is developed by faculty in the discipline and then goes through a thorough review process, beginning with the Transfer and Articulation Framework Review and Implementation Committee (FIRC), itself comprising faculty representatives from each of the CSCU institutions and two advisors, one from a community college and one from a CSU or CO. After review by FIRC, each pathway proceeds through the governance process at each CSCU institution for a vote on endorsement. Institutions provide valuable feedback that is submitted to the TAP co-managers. If the co-managers, in consultation with the system Provost and with Chief Academic Officers, agree that the pathway meets the requirements of TAP and is supported by the majority of faculty across the system, the pathway is brought to the Academic and Student Affairs Committee of the Board of Regents for approval. If approved by the Academic and Student Affairs Committee, the pathway is then brought to the Board of Regents for full approval. Once a pathway is approved, it must, according to policy, be implemented at each community college that can offer it and be received at each four-year school that offers the degree program.

Each discipline-specific pathway offers students a clear pathway that will lead them to complete an associate degree in the discipline that is guaranteed to transfer to any of the State Universities and to Charter Oak State College and leave the student with only 60 credits to complete for the baccalaureate degree. Each pathway represents the collaboration and agreement of faculty from each CSCU institution,

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 with no more than 120 total credits. The TAP policy creates a common general education core, common lower division pre-major pathways and Junior status upon transfer. The pathways in chemistry, communication, criminology, English, history, mathematics, political science, psychology, social work, and sociology join biology as the eleven pathways that will be available for students to declare for the fall of 2016.

March 8, 2016 – BOR Academic & Student Affairs Committee
March 29, 2017 – Board of Regents

ITEM

Fiscal Year 2017 Connecticut State Colleges and Universities Tuition and Fees

BACKGROUND

The Board of Regents under its statutory authority - CGS 10a-99 and Public Act 11-48 - reviews and establishes tuition and fees annually for the Connecticut State Colleges and Universities for such purposes as the Board of Regents deems necessary. Recommendations are developed through a process which involves discussions among leadership and CSCU management. Discussions generally focus upon programmatic needs and academic priorities, enrollment, the cost to students, the economy, anticipated state appropriations, and other factors.

EXECUTIVE SUMMARY

After significant thought to the above factors, management is recommending the following general tuition and fee increases for FY2017:

Connecticut State Universities	5.0%
Connecticut Community Colleges	3.5%
Charter Oak State College	4.0%

While we recognize that any increase in tuition and fees is unwelcome, we believe that this is the minimum we can recommend in order to defray some of the fiscal hurdles further described in the analysis below. As in the past, we weigh the critical balance of student affordability and sacrifice of student services, including availability of courses, when we consider the question of tuition and fees.

ANALYSIS

FY2017 presents us with daunting fiscal considerations. As of this writing, we are awaiting final resolution of the state budget which presents legislators with a \$750M projected state deficit to overcome. Further, our current bargaining unit agreements expire at the end of this fiscal year and have not yet been finalized for FY2017. From a fiscal standpoint, state support and the cost of wages and fringe benefits are the two most significant factors leading to a balanced budget, and both are as yet undetermined.

Revenue generated by tuition and fees has been the third most significant factor and setting rates has generally been a cost-covering mechanism. However, as discussed further below, we simply cannot find our way out of the budget gap we are projecting by charging our students the differential, and we won't balance this budget on the backs of the students in any case. We maintain our commitment to access and affordability for current and future students of CSCU.

As discussed with the Committee in the past, the timing of establishing tuition and fees under a cost containment strategy has proven to be challenging: Our institutions require updated rates in order to begin registration, package financial aid, and, in general, begin the enrollment process. They habitually request data by February. We typically don't have good state budget indicators until much later, so we work with inference and apply judgment to get the rates established by the end of March. We've long determined that cost-covering is not a tuition strategy, and we are committed to devising a better process going forward so that our students and their families can better plan for the cost of education.

Assumptions:

- We are assuming the Governor's proposed budget for analysis. As described further below, this will leave us with a budget gap that will need to be addressed through program reductions and possibly layoffs. Should the final state budget support additional funding it will enable us to mitigate the impact, and particularly to student-interface services. If the final budget deteriorates further from the Governor's proposal we will need to make further reductions.
- The Governor's proposed FY2017 state budget assumed no wage increases, so for our analysis, we also assume no wage increases. Consistent with that assumption, management confidential increases scheduled for late in FY2016 have been cancelled. Should the bargaining unit agreements result in wage increases for FY2017, our budget gap will grow accordingly.
 - The original biennium budget for FY2017 was flat with FY2016 (no wage increases).
 - The mid-term proposal reduces the original FY2017 appropriations by \$26M (about 7%).
 - The mid-term proposal also includes numerous reclassifications and a different treatment of fringe benefits going forward. We do not believe at this time that these would significantly impact our budgets in the near term, so do not consider any impact for FY2017.
- Fringe benefit rates remain flat for this analysis. Should fringe benefit rates increase, our budget gap will increase as well.
- Reductions to CSCU generally results in employee headcount reductions. Approximately 80% of our costs are people-related, with the remaining 20% already at minimal levels. This remaining 20% includes utilities, debt service, and food and housing costs among the top cost items.
- Enrollment remains flat. Should enrollment decrease year on year, the budget gap will increase accordingly.

These are assumptions set for tuition and fee analysis only. Our recent history has included drops in enrollment and increases in fringe benefit rates. These assumptions will be re-evaluated for purposes of establishing our FY2017 budgets.

Fiscal Outlook:

With the assumptions above, the amount of tuition and fees that would have been required to cover anticipated costs would have been unacceptable. The following table shows the theoretical tuition and fee adjustments, if CSCU were to apply the above assumptions and employ tuition and fees to break even:

Break-even Tuition & Fee Increases			
	Current Annual Tuition & Fees	Break-Even Increase	Would Require Tuition & Fees
Connecticut State Universities	\$ 9,609	7.6%	\$ 10,339
Connecticut Community Colleges	\$ 4,032	10.7%	\$ 4,464
Charter Oak State College	\$ 8,666	6.0%	\$ 9,190

This would be the best case scenario, as the assumptions fueling the break-even analysis are very optimistic, as discussed above.

Because we believe these increases would be an unacceptable burden for our students to bear, we are instead proposing the following:

Proposed Tuition & Fee Increases			
	Current Annual Tuition & Fees	Proposed Increase	Proposed Annual Tuition & Fees
Connecticut State Universities	\$ 9,609	5.0%	\$ 10,089
Connecticut Community Colleges	\$ 4,032	3.5%	\$ 4,173
Charter Oak State College	\$ 8,666	4.0%	\$ 9,013

This proposal serves to mitigate the budget gap, but with no changes to wages, fringe benefits, and with the state support as proposed by the Governor, we still have the following budget gaps:

	Remaining Budget Gaps
Connecticut State Universities	\$ (7,123,290)
Connecticut Community Colleges	\$ (10,698,588)
Charter Oak State College	\$ (301,772)

We note that the budget gap for the Connecticut Community Colleges already includes the benefit of supplemental funding of approximately \$8M included in the Governor's proposed budget, as well as the funding provided to support Developmental Education.

Additional Considerations:

In making our recommendations, we considered the impact on students who are dependent on Pell grants to attend our schools. Our research has indicated that among those attending our Community Colleges, 35.2% are Pell recipients, and 23.2% receive the maximum award. IN FY2017, the maximum Pell grant has been increased to \$5,815. At proposed annual tuition and fees of \$4,173, we believe that there is still a good margin available for books and living expenses afforded to those most in need.

In order to ascertain that we are both competitive and affordable, we also compared our tuition and fees to regional figures. The following data for FY2016 is provided by the New England Board of Higher Education (NEBHE):

Figure 2: Average In-State Tuition & Required Fees at Public Institutions			
	2015-16	Change from 2014-15	Change from 2007-08
2-year			
Connecticut	\$4,049	5%	43%
New England	\$4,747	3%	35%
4-year			
Connecticut	\$10,541	6%	51%
New England	\$10,738	4%	48%

The four-year institutions include UConn in Connecticut and similar institutions throughout New England. Although we have seen more increases in recent years than the averages for New England, Connecticut institutions are still below the averages for the region. As indicated, our Community Colleges are below the average cost by about \$700 per year. All Connecticut four-year institutions are about \$200 per year below the New England average. This both provides some context that our tuition and fees are reasonable, and also underscores our commitment to affordability. The increases proposed herein do not fundamentally change these comparisons in FY2017.

CONCLUSION

This recommendation for FY2017 tuition and fees does not close the budget gap, even in the best case scenario. It does at a minimum help to defray the deficit and mitigate the impact. Over the next several months we will obtain more clarity regarding the state budget and strategically build a balanced budget. As indicated by the deficit using the current assumptions, and further assuming that some of the factors do not result in favorable outcomes (e.g. enrollment drops, fringe benefit rates increase), there are significant hurdles ahead to balance our budgets. Actions will likely create reduced student services, reduced

maintenance, and larger class sizes, to name a few. We are of course hopeful that the ultimate state budget will help us to reduce this gap somewhat, and enable us to mitigate the reduction of services to students to the greatest extent possible.

The budget recommendations will be brought before this Committee in June 2016.

RECOMMENDATION

To seek Board approval to increase tuition and fees at our seventeen institutions of higher education in accordance with the attached schedules for FY2017.

ATTACHMENTS

- A – Connecticut State Universities Schedules
- B – Connecticut Community College Schedules
- C – Charter Oak State College Schedules

3/28/16 Finance Committee
3/29/16 Board of Regents

RESOLUTION

concerning

FY 2016-17 TUITION AND FEES

March 29, 2016

- WHEREAS, The Board of Regents for the Connecticut State Colleges & Universities (CSCU) under its statutory authority - CGS 10a-99 - reviews and establishes tuition and fees annually for such purposes as the Board of Regents deems necessary, and
- WHEREAS, The proposals presented were developed through a process which involved discussions among student groups, institutional leadership, and the System Office, and
- WHEREAS, CSCU expects its General Fund appropriation to be impacted by the continuing weakness in the State economy, and
- WHEREAS, In spite of this uncertainty, it is important that CSCU maintain the accessibility and affordability of its colleges and universities to the greatest extent possible,
- RESOLVED, That the rates reflected on the attached schedules are effective at each college and university as appropriate for FY 2016-17, and be it further
- RESOLVED That said rates may be reconsidered by the CSCU Board of Regents should circumstances warrant.

A True Copy:

Erin A. Fitzgerald
Secretary

CONNECTICUT STATE UNIVERSITIES**SYSTEMWIDE AVERAGE****FY2015-16 Actual Rates & FY2016-17 Proposed Rates - Academic Year**

	Undergraduate In-State				Undergraduate Out-of-State				Undergraduate NE Regional			
	FY2015-16	Proposed FY 2016-17	Change		FY2015-16	Proposed FY 2016-17	Change		FY2015-16	Proposed FY 2016-17	Change	
			\$	%			\$	%			\$	%
Tuition	4,968	5,216	248	5.0%	16,078	16,882	804	5.0%	7,451	7,824	373	5.0%
University General Fee	3,638	3,820	182	5.0%	3,638	3,820	182	5.0%	3,638	3,820	182	5.0%
University Fee	840	865	25	3.0%	2,000	2,060	60	3.0%	840	865	25	3.0%
Student Activity Fee	150	165	15	10.0%	150	165	15	10.0%	150	165	15	10.0%
Media Fee	13	13	0	0.0%	13	13	0	0.0%	13	13	0	0.0%
* Total - Commuting Student (exc. Sickness Ins.)	9,609	10,079	470	4.9%	21,879	22,940	1,061	4.8%	12,092	12,687	595	4.9%
Housing (Double)	6,623	6,837	214	3.2%	6,623	6,837	214	3.2%	6,623	6,837	214	3.2%
Food Service	4,984	5,152	168	3.4%	4,984	5,152	168	3.4%	4,984	5,152	168	3.4%
Residence Hall Social Fee	45	45	0	0.0%	45	45	0	0.0%	45	45	0	0.0%
* Total Tuition and Fees (exc. Sickness Ins.)	21,261	22,113	852	4.0%	33,531	34,974	1,443	4.3%	23,744	24,721	977	4.1%
Tuition Part Time (Per Credit Hour)	208	218	10	4.8%	212	223	11	5.2%	212	223	11	5.2%
General University Fee (Per Credit Hour)	260	273	13	5.0%	264	277	13	4.9%	264	277	13	4.9%
Extension Fee (Per Credit Hour)	468	491	23	4.9%	477	500	23	4.8%	477	500	23	4.8%
Registration Fee (Per Semester)	53	53	0	0.0%	53	53	0	0.0%	53	53	0	0.0%
Student Activity Fee	3	3	0	0.0%	3	3	0	0.0%	3	3	0	0.0%

	Graduate In-State				Graduate Out-of-State				Graduate NE Regional			
	FY2015-16	Proposed FY 2016-17	Change		FY2015-16	Proposed FY 2016-17	Change		FY2015-16	Proposed FY 2016-17	Change	
			\$	%			\$	%			\$	%
Tuition	6,188	6,497	309	5.0%	17,240	18,102	862	5.0%	9,285	9,748	463	5.0%
University General Fee	3,638	3,820	182	5.0%	3,638	3,820	182	5.0%	3,638	3,820	182	5.0%
University Fee	840	865	25	3.0%	2,000	2,060	60	3.0%	840	865	25	3.0%
Student Activity Fee	117	132	15	12.8%	117	132	15	12.8%	117	132	15	12.8%
* Total - Commuting Student (exc. Sickness Ins.)	10,783	11,314	531	4.9%	22,995	24,114	1,119	4.9%	13,880	14,565	685	4.9%
Housing (Double)	6,623	6,837	214	3.2%	6,623	6,837	214	3.2%	6,623	6,837	214	3.2%
Food Service	4,984	5,152	168	3.4%	4,984	5,152	168	3.4%	4,984	5,152	168	3.4%
Residence Hall Social Fee	45	45	0	0.0%	45	45	0	0.0%	45	45	0	0.0%
* Total Tuition and Fees (exc. Sickness Ins.)	22,435	23,348	913	4.1%	34,647	36,148	1,501	4.3%	25,532	26,599	1,067	4.2%
Tuition Part Time	344	361	17	4.9%	351	369	18	5.1%	351	369	18	5.1%
General University Fee	219	230	11	5.0%	225	237	12	5.3%	225	237	12	5.3%
Extension Fee (Per Credit Hour)	563	591	28	5.0%	576	605	29	5.0%	576	605	29	5.0%
Registration Fee (Per Semester)	55	55	0	0.0%	55	55	0	0.0%	55	55	0	0.0%
Student Activity Fee	3	3	0	0.0%	3	3	0	0.0%	3	3	0	0.0%

* Students who opt for Sickness Insurance will be subject to a fee of \$1,983 for FY 2016. Rates beyond FY 2016 are not yet final.

CONNECTICUT STATE UNIVERSITIES**Undergraduate and Graduate Tuition and Fee Increases by Commuting & Resident Student****Dollar & Percent Change FY2016-17**

FY 2016-17 Academic Year	CENTRAL				EASTERN				SOUTHERN				WESTERN			
	<u>Undergraduate</u>		<u>Graduate</u>		<u>Undergraduate</u>		<u>Graduate</u>		<u>Undergraduate</u>		<u>Graduate</u>		<u>Undergraduate</u>		<u>Graduate</u>	
In-State Commuting Student	\$441	4.7%	\$502	4.8%	\$484	4.8%	\$545	4.9%	\$454	4.7%	\$515	4.8%	\$501	5.3%	\$562	5.2%
In-State Resident Student	\$769	3.8%	\$830	3.8%	\$935	4.2%	\$996	4.3%	\$853	4.0%	\$914	4.1%	\$852	4.0%	\$913	4.1%
Out-of-State Commuting Student	\$1,032	4.8%	\$1,090	4.8%	\$1,075	4.8%	\$1,133	4.8%	\$1,045	4.8%	\$1,103	4.8%	\$1,092	5.0%	\$1,150	5.0%
Out-of-State Resident Student	\$1,360	4.2%	\$1,418	4.2%	\$1,526	4.4%	\$1,584	4.5%	\$1,444	4.3%	\$1,502	4.3%	\$1,443	4.3%	\$1,501	4.3%

Note: The information above excludes Sickness Insurance.

CONNECTICUT STATE UNIVERSITIES**In-State Undergraduate Cost of Attendance Schedule****FY2015-16 Actual Rates & FY2016-17 Proposed Rates - Academic Year**

	CENTRAL				EASTERN				SYSTEMWIDE AVERAGE			
	Undergraduate In-State				Undergraduate In-State				Undergraduate In-State			
	FY 2015-16	Proposed FY 2016-17	Change		FY2015-16	Proposed FY 2016-17	Change		FY 2015-16	Proposed FY 2016-17	Change	
			\$	%			\$	%			\$	%
Tuition	4,968	5,216	248	5.0%	4,968	5,216	248	5.0%	4,968	5,216	248	5.0%
University General Fee	3,352	3,520	168	5.0%	4,018	4,219	201	5.0%	3,638	3,820	182	5.0%
University Fee	840	865	25	3.0%	840	865	25	3.0%	840	865	25	3.0%
Student Activity Fee	120	120	0	0.0%	190	200	10	5.3%	150	165	15	10.0%
Media Fee	20	20	0	0.0%					13	13	0	0.0%
* Total - Commuting Student (exc. Sickness Ins.)	9,300	9,741	441	4.7%	10,016	10,500	484	4.8%	9,609	10,079	470	4.9%
Housing (Double)	6,404	6,592	188	2.9%	6,902	7,172	270	3.9%	6,623	6,837	214	3.2%
Food Service	4,686	4,826	140	3.0%	5,166	5,347	181	3.5%	4,984	5,152	168	3.4%
Residence Hall Social Fee	44	44	0	0.0%	40	40	0	0.0%	45	45	0	0.0%
* Total Tuition and Fees (exc. Sickness Ins.)	20,434	21,203	769	3.8%	22,124	23,059	935	4.2%	21,261	22,113	852	4.0%
Tuition Part Time (Per Credit Hour)	207	217	10	4.8%	207	217	10	4.8%	208	218	10	4.8%
General University Fee (Per Credit Hour)	252	265	13	5.2%	260	273	13	5.0%	260	273	13	5.0%
Extension Fee (Per Credit Hour)	459	482	23	5.0%	467	490	23	4.9%	468	491	23	4.9%
Registration Fee (Per Semester)	58	58	0	0.0%	40	40	0	0.0%	53	53	0	0.0%
Student Activity Fee									3	3	0	0.0%

	SOUTHERN				WESTERN			
	Undergraduate In-State				Undergraduate In-State			
	FY2015-16	Proposed FY 2016-17	Change		FY2015-16	Proposed FY 2016-17	Change	
			\$	%			\$	%
Tuition	4,968	5,216	248	5.0%	4,968	5,216	248	5.0%
University General Fee	3,622	3,803	181	5.0%	3,559	3,737	178	5.0%
University Fee	840	865	25	3.0%	840	865	25	3.0%
Student Activity Fee	140	140	0	0.0%	149	199	50	33.6%
Media Fee	30	30	0	0.0%				
* Total - Commuting Student (exc. Sickness Ins.)	9,600	10,054	454	4.7%	9,516	10,017	501	5.3%
Housing (Double)	6,402	6,594	192	3.0%	6,785	6,989	204	3.0%
Food Service	5,174	5,381	207	4.0%	4,908	5,055	147	3.0%
Residence Hall Social Fee	50	50	0	0.0%	45	45	0	0.0%
* Total Tuition and Fees (exc. Sickness Ins.)	21,226	22,079	853	4.0%	21,254	22,106	852	4.0%
Tuition Part Time	210	221	11	5.2%	207	217	10	4.8%
General University Fee	284	298	14	4.9%	244	256	12	4.9%
Extension Fee (Per Credit Hour)	494	519	25	5.1%	451	473	22	4.9%
Registration Fee (Per Semester)	55	55	0	0.0%	60	60	0	0.0%
Student Activity Fee					3	3	0	0.0%

* Students who opt for Sickness Insurance will be assessed a fee; FY 2016 fee was \$1,983 but FY 2017 is not yet final.

CONNECTICUT STATE UNIVERSITIES**Out-of-State Undergraduate Cost of Attendance Schedule****FY2015-16 Actual Rates & FY2016-17 Proposed Rates - Academic Year**

	CENTRAL				EASTERN				SYSTEMWIDE AVERAGE			
	Undergraduate Out-of-State				Undergraduate Out-of-State				Undergraduate Out-of-State			
	FY 2015-16	Proposed FY 2016-17	Change		FY 2015-16	Proposed FY 2016-17	Change		FY 2015-16	Proposed FY 2016-17	Change	
			\$	%			\$	%			\$	%
Tuition	16,078	16,882	804	5.0%	16,078	16,882	804	5.0%	16,078	16,882	804	5.0%
University General Fee	3,352	3,520	168	5.0%	4,018	4,219	201	5.0%	3,638	3,820	182	5.0%
University Fee	2,000	2,060	60	3.0%	2,000	2,060	60	3.0%	2,000	2,060	60	3.0%
Student Activity Fee	120	120	0	0.0%	190	200	10	5.3%	150	165	15	10.0%
Media Fee	20	20	0	0.0%					13	13	0	0.0%
* Total - Commuting Student (exc. Sickness Ins.)	21,570	22,602	1,032	4.8%	22,286	23,361	1,075	4.8%	21,879	22,940	1,061	4.8%
Housing (Double)	6,404	6,592	188	2.9%	6,902	7,172	270	3.9%	6,623	6,837	214	3.2%
Food Service	4,686	4,826	140	3.0%	5,166	5,347	181	3.5%	4,984	5,152	168	3.4%
Residence Hall Social Fee	44	44	0	0.0%	40	40	0	0.0%	45	45	0	0.0%
* Total Tuition and Fees (exc. Sickness Ins.)	32,704	34,064	1,360	4.2%	34,394	35,920	1,526	4.4%	33,531	34,974	1,443	4.3%
Tuition Part Time (Per Credit Hour)	212	223	11	5.2%	212	223	11	5.2%	212	223	11	5.2%
General University Fee (Per Credit Hour)	257	269	12	4.7%	260	273	13	5.0%	264	277	13	4.9%
Extension Fee (Per Credit Hour)	469	492	23	4.9%	472	496	24	5.1%	477	500	23	4.8%
Registration Fee (Per Semester)	58	58	0	0.0%	40	40	0	0.0%	53	53	0	0.0%
Student Activity Fee									3	3	0	0.0%

	SOUTHERN				WESTERN			
	Undergraduate Out-of-State				Undergraduate Out-of-State			
	FY 2015-16	Proposed FY 2016-17	Change		FY 2015-16	Proposed FY 2016-17	Change	
			\$	%			\$	%
Tuition	16,078	16,882	804	5.0%	16,078	16,882	804	5.0%
University General Fee	3,622	3,803	181	5.0%	3,559	3,737	178	5.0%
University Fee	2,000	2,060	60	3.0%	2,000	2,060	60	3.0%
Student Activity Fee	140	140	0	0.0%	149	199	50	33.6%
Media Fee	30	30	0	0.0%				
* Total - Commuting Student (exc. Sickness Ins.)	21,870	22,915	1,045	4.8%	21,786	22,878	1,092	5.0%
Housing (Double)	6,402	6,594	192	3.0%	6,785	6,989	204	3.0%
Food Service	5,174	5,381	207	4.0%	4,908	5,055	147	3.0%
Residence Hall Social Fee	50	50	0	0.0%	45	45	0	0.0%
* Total Tuition and Fees (exc. Sickness Ins.)	33,496	34,940	1,444	4.3%	33,524	34,967	1,443	4.3%
Tuition Part Time	213	224	11	5.2%	212	223	11	5.2%
General University Fee	296	311	15	5.1%	244	256	12	4.9%
Extension Fee (Per Credit Hour)	509	534	25	4.9%	456	479	23	5.0%
Registration Fee (Per Semester)	55	55	0	0.0%	60	60	0	0.0%
Student Activity Fee					3	3	0	0.0%

* Students who opt for Sickness Insurance will be assessed a fee; FY 2016 fee was \$1,983 but FY 2017 is not yet final.

CONNECTICUT STATE UNIVERSITIES**NE Regional Undergraduate Cost of Attendance Schedule****FY2015-16 Actual Rates & FY2016-17 Proposed Rates - Academic Year**

	CENTRAL				EASTERN				SYSTEMWIDE AVERAGE			
	Undergraduate NE Regional				Undergraduate NE Regional				Undergraduate NE Regional			
	FY 2015-16	Proposed FY 2016-17	Change		FY2015-16	Proposed FY 2016-17	Change		FY2015-16	Proposed FY 2016-17	Change	
			\$	%			\$	%			\$	%
Tuition	7,450	7,824	374	5.0%	7,450	7,822	372	5.0%	7,451	7,824	373	5.0%
University General Fee	3,352	3,520	168	5.0%	4,018	4,219	201	5.0%	3,638	3,820	182	5.0%
University Fee	840	865	25	3.0%	840	865	25	3.0%	840	865	25	3.0%
Student Activity Fee	120	120	0	0.0%	190	200	10	5.3%	150	165	15	10.0%
Media Fee	20	20	0	0.0%					13	13	0	0.0%
* Total - Commuting Student (exc. Sickness Ins.)	11,782	12,349	567	4.8%	12,498	13,106	608	4.9%	12,092	12,687	595	4.9%
Housing (Double)	6,404	6,592	188	2.9%	6,902	7,172	270	3.9%	6,623	6,837	214	3.2%
Food Service	4,686	4,826	140	3.0%	5,166	5,347	181	3.5%	4,984	5,152	168	3.4%
Residence Hall Social Fee	44	44	0	0.0%	40	40	0	0.0%	45	45	0	0.0%
* Total Tuition and Fees (exc. Sickness Ins.)	22,916	23,811	895	3.9%	24,606	25,665	1,059	4.3%	23,744	24,721	977	4.1%
Tuition Part Time (Per Credit Hour)	212	223	11	5.2%	212	223	11	5.2%	212	223	11	5.2%
General University Fee (Per Credit Hour)	257	269	12	4.7%	260	273	13	5.0%	264	277	13	4.9%
Extension Fee (Per Credit Hour)	469	492	23	4.9%	472	496	24	5.1%	477	500	23	4.8%
Registration Fee (Per Semester)	58	58	0	0.0%	40	40	0	0.0%	53	53	0	0.0%
Student Activity Fee									3	3	0	0.0%

	SOUTHERN				WESTERN			
	Undergraduate NE Regional				Undergraduate NE Regional			
	FY 2015-16	Proposed FY 2016-17	Change		FY2015-16	Proposed FY 2016-17	Change	
			\$	%			\$	%
Tuition	7,452	7,825	373	5.0%	7,450	7,823	373	5.0%
University General Fee	3,622	3,803	181	5.0%	3,559	3,737	178	5.0%
University Fee	840	865	25	3.0%	840	865	25	3.0%
Student Activity Fee	140	140	0	0.0%	149	199	50	33.6%
Media Fee	30	30	0	0.0%				
* Total - Commuting Student (exc. Sickness Ins.)	12,084	12,663	579	4.8%	11,998	12,624	626	5.2%
Housing (Double)	6,402	6,594	192	3.0%	6,785	6,989	204	3.0%
Food Service	5,174	5,381	207	4.0%	4,908	5,055	147	3.0%
Residence Hall Social Fee	50	50	0	0.0%	45	45	0	0.0%
* Total Tuition and Fees (exc. Sickness Ins.)	23,710	24,688	978	4.1%	23,736	24,713	977	4.1%
Tuition Part Time	213	224	11	5.2%	212	223	11	5.2%
General University Fee	296	311	15	5.1%	244	256	12	4.9%
Extension Fee (Per Credit Hour)	509	534	25	4.9%	456	479	23	5.0%
Registration Fee (Per Semester)	55	55	0	0.0%	60	60	0	0.0%
Student Activity Fee					3	3	0	0.0%

* Students who opt for Sickness Insurance will be assessed a fee; FY 2016 fee was \$1,983 but FY 2017 is not yet final.

CONNECTICUT STATE UNIVERSITIES**In-State Graduate Cost of Attendance Schedule**

FY2015-16 Actual Rates & FY2016-17 Proposed Rates - Academic Year

	CENTRAL				EASTERN				SYSTEMWIDE AVERAGE			
	Graduate In-State				Graduate In-State				Graduate In-State			
	FY2015-16	Proposed FY 2016-17	Change		FY2015-16	Proposed FY 2016-17	Change		FY 2015-16	Proposed FY 2016-17	Change	
			\$	%			\$	%			\$	%
Tuition	6,188	6,497	309	5.0%	6,188	6,497	309	5.0%	6,188	6,497	309	5.0%
University General Fee	3,352	3,520	168	5.0%	4,018	4,219	201	5.0%	3,638	3,820	182	5.0%
University Fee	840	865	25	3.0%	840	865	25	3.0%	840	865	25	3.0%
Student Activity Fee	74	74	0	0.0%	190	200	10	5.3%	117	132	15	12.8%
* Total - Commuting Student (exc. Sickness Ins.)	10,454	10,956	502	4.8%	11,236	11,781	545	4.9%	10,783	11,314	531	4.9%
Housing (Double)	6,404	6,592	188	2.9%	6,902	7,172	270	3.9%	6,623	6,837	214	3.2%
Food Service	4,686	4,826	140	3.0%	5,166	5,347	181	3.5%	4,984	5,152	168	3.4%
Residence Hall Social Fee	44	44	0	0.0%	40	40	0	0.0%	45	45	0	0.0%
* Total Tuition and Fees (exc. Sickness Ins.)	21,588	22,418	830	3.8%	23,344	24,340	996	4.3%	22,435	23,348	913	4.1%
Part Time Tuition (Per Credit Hour)	343	360	17	5.0%	343	360	17	5.0%	344	361	17	4.9%
General University Fee (Per Credit Hour)	234	246	12	5.1%	190	200	10	5.3%	219	230	11	5.0%
Extension Fee (Per Credit Hour)	577	606	29	5.0%	533	560	27	5.1%	563	591	28	5.0%
Registration Fee (Per Semester)	65	65	0	0.0%	40	40	0	0.0%	55	55	0	0.0%
Student Activity Fee									3	3	0	0.0%
** Doctoral Program Fee Part Time Tuition (Per Credit Hour)	535	562	27	5.0%					534	561	27	5.1%
** Doctoral Program General University Fee	256	269	13	5.1%					194	203	9	4.6%
Nursing Ed.D. Part Time (Per Credit Hour)									714	750	36	5.0%
Nursing Ed.D. General University Fee									334	351	17	5.1%
MBA Part Time Tuition (Per Credit Hour)									423	444	21	5.0%
MBA General University Fee									284	298	14	4.9%
MLS Part Time Tuition (Per Credit Hour)									423	444	21	5.0%
MLS General University Fee									284	298	14	4.9%
MFA - Writing Part Time Tuition (Per Credit Hour)									397	417	20	5.0%
MFA - General University Fee									188	197	9	4.8%
MS Education Part Time Tuition (Per Credit Hour)									343	360	17	5.0%
MS Education General University Fee									173	182	9	5.2%
MS Music Education Part Time Tuition (Per Credit Hour)									343	360	17	5.0%
MS Music Education General University Fee									173	182	9	5.2%
MS Counseling Education Part Time Tuition (Per Credit Hour)									343	360	17	5.0%
MS Counseling Education General University Fee									173	182	9	5.2%
MAT Secondary Education Part Time Tuition (Per Credit Hour)									343	360	17	5.0%
MAT Secondary Education General University Fee									173	182	9	5.2%
MS Education Program (Full-time Commuting)									10,716	11,290	574	5.4%
MS Music Education Program (Full-time Commuting)									10,716	11,290	574	5.4%
MS Counseling Education Program (Full-time Commuting)									10,716	11,290	574	5.4%
MAT Secondary Education Program (Full-time Commuting)									10,716	11,290	574	5.4%
MBA Program (Full-time)									11,817	12,408	591	5.0%
Accelerated MBA Program (Full-time Online/Hybrid)									15,900	16,695	795	5.0%
MLS Program (Full-time)									11,817	12,408	591	5.0%
MFA Art Program (Full-time)									7,862	8,255	393	5.0%
MFA Writing Program (Full-time)									6,492	6,817	325	5.0%

	SOUTHERN				WESTERN			
	Graduate In-State				Graduate In-State			
	FY2015-16	Proposed FY 2016-17	Change		FY 2015-16	Proposed FY 2016-17	Change	
			\$	%			\$	%
Tuition	6,188	6,497	309	5.0%	6,188	6,497	309	5.0%
University General Fee	3,622	3,803	181	5.0%	3,559	3,737	178	5.0%
University Fee	840	865	25	3.0%	840	865	25	3.0%
Student Activity Fee	54	54	0	0.0%	149	199	50	33.6%
* Total - Commuting Student (exc. Sickness Ins.)	10,704	11,219	515	4.8%	10,736	11,298	562	5.2%
Housing (Double)	6,402	6,594	192	3.0%	6,785	6,989	204	3.0%
Food Service	5,174	5,381	207	4.0%	4,908	5,055	147	3.0%
Residence Hall Social Fee	50	50	0	0.0%	45	45	0	0.0%
* Total Tuition and Fees (exc. Sickness Ins.)	22,330	23,244	914	4.1%	22,474	23,387	913	4.1%
Part Time Tuition	346	363	17	4.9%	343	360	17	5.0%
General University Fee	279	293	14	5.0%	173	182	9	5.2%
Extension Fee (Per Credit Hour)	625	656	31	5.0%	516	542	26	5.0%
Registration Fee (Per Semester)	55	55	0	0.0%	60	60	0	0.0%
Student Activity Fee					3	3	0	0.0%
Ed.D Fee Part Time Tuition (Per Credit Hour)	535	562	27	5.0%	531	558	27	5.1%
Ed.D General University Fee	278	292	14	5.0%	240	252	12	5.0%
Nursing Ed. D. Part Time (Per Credit Hour)	716	752	36	5.0%	711	747	36	5.1%
Nursing Ed. D. General University Fee	335	352	17	5.1%	333	350	17	5.1%
MBA Part Time Tuition (Per Credit Hour)	423	444	21	5.0%				
MBA General University Fee	284	298	14	4.9%				
MLS Part Time Tuition (Per Credit Hour)	423	444	21	5.0%				
MLS General University Fee	284	298	14	4.9%				
MFA - Writing Part Time Tuition (Per Credit Hour)					397	417	20	5.0%
MFA - General University Fee					188	197	9	4.8%
MS Education Part Time Tuition (Per Credit Hour)					343	360	17	5.0%
MS Education General University Fee					173	182	9	5.2%
MS Music Education Part Time Tuition (Per Credit Hour)					343	360	17	5.0%
MS Music Education General University Fee					173	182	9	5.2%
MS Counseling Education Part Time Tuition (Per Credit Hour)					343	360	17	5.0%
MS Counseling Education General University Fee					173	182	9	5.2%
MAT Secondary Education Part Time Tuition (Per Credit Hour)					343	360	17	5.0%
MAT Secondary Education General University Fee					173	182	9	5.2%
MS Education Program (Full-time Commuting)					10,716	11,290	574	5.4%
MS Music Education Program (Full-time Commuting)					10,716	11,290	574	5.4%
MS Counseling Education Program (Full-time Commuting)					10,716	11,290	574	5.4%
MAT Secondary Education Program (Full-time Commuting)					10,716	11,290	574	5.4%
MBA Program (Full-time)	11,817	12,408	591	5.0%				
Accelerated MBA Program (Full-time Online/Hybrid)	15,900	16,695	795	5.0%				
MLS Program (Full-time)	11,817	12,408	591	5.0%				
MFA Art Program Tuition (Full-time)					7,862	8,255	393	5.0%
MFA Writing Program Tuition (Full-time)					6,492	6,817	325	5.0%

* Students who opt for Sickness Insurance will be assessed a fee; FY 2016 fee was \$1,983 but FY 2017 is not yet final.

** CCSU Doctoral Programs

CONNECTICUT STATE UNIVERSITIES**Out-of-State Graduate Cost of Attendance Schedule**

FY2015-16 Actual Rates & FY2016-17 Proposed Rates - Academic Year

	CENTRAL					EASTERN					SYSTEMWIDE AVERAGE				
	Graduate Out-of-State					Graduate Out-of-State					Graduate Out-of-State				
	FY2015-16	Proposed FY 2016-17	Change			FY2015-16	Proposed FY 2016-17	Change			FY2015-16	Proposed FY 2016-17	Change		
			\$	%				\$	%				\$	%	
Tuition	17,240	18,102	862	5.0%		17,240	18,102	862	5.0%		17,240	18,102	862	5.0%	
University General Fee	3,352	3,520	168	5.0%		4,018	4,219	201	5.0%		3,638	3,820	182	5.0%	
University Fee	2,000	2,060	60	3.0%		2,000	2,060	60	3.0%		2,000	2,060	60	3.0%	
Student Activity Fee	74	74	0	0.0%		190	200	10	5.3%		117	132	15	12.8%	
* Total - Commuting Student (exc. Sickness Ins.)	22,666	23,756	1,090	4.8%		23,448	24,581	1,133	4.8%		22,995	24,114	1,119	4.9%	
Housing (Double)	6,404	6,592	188	2.9%		6,902	7,172	270	3.9%		6,623	6,837	214	3.2%	
Food Service	4,686	4,826	140	3.0%		5,166	5,347	181	3.5%		4,984	5,152	168	3.4%	
Residence Hall Social Fee	44	44	0	0.0%		40	40	0	0.0%		45	45	0	0.0%	
* Total Tuition and Fees (exc. Sickness Ins.)	33,800	35,218	1,418	4.2%		35,556	37,140	1,584	4.5%		34,647	36,148	1,501	4.3%	
Part Time Tuition (Per Credit Hour)	350	368	18	5.1%		350	368	18	5.1%		351	369	18	5.1%	
General University Fee (Per Credit Hour)	242	254	12	5.0%		190	200	10	5.3%		225	237	12	5.3%	
Extension Fee (Per Credit Hour)	592	622	30	5.1%		540	568	28	5.2%		576	605	29	5.0%	
Registration Fee (Per Semester)	65	65	0	0.0%		40	40	0	0.0%		55	55	0	0.0%	
Student Activity Fee											3	3	0	0.0%	
** Doctoral Program Fee Part Time Tuition (Per Credit Hour)	545	572	27	5.0%							544	571	27	5.0%	
** Doctoral Program General University Fee	265	278	13	4.9%							264	277	13	4.9%	
Nursing Ed.D. Part Time Tuition (Per Credit Hour)											714	750	36	5.0%	
Nursing Ed.D. General University Fee											334	351	17	5.1%	
MBA Part Time Tuition (Per Credit Hour)											430	452	22	5.1%	
MBA General University Fee											296	311	15	5.1%	
MLS Part Time Tuition (Per Credit Hour)											423	444	21	5.0%	
MLS General University Fee											284	298	14	4.9%	
MFA - Writing Part Time Tuition (Per Credit Hour)											405	425	20	4.9%	
MFA - General University Fee											188	197	9	4.8%	
MS Education Part Time Tuition (Per Credit Hour)											343	360	17	5.0%	
MS Education General University Fee											173	182	9	5.2%	
MS Music Education Part Time Tuition (Per Credit Hour)											343	360	17	5.0%	
MS Music Education General University Fee											173	182	9	5.2%	
MS Counseling Education Part Time Tuition (Per Credit Hour)											343	360	17	5.0%	
MS Counseling Education General University Fee											173	182	9	5.2%	
MAT Secondary Education Part Time Tuition (Per Credit Hour)											343	360	17	5.0%	
MAT Secondary Education General University Fee											173	182	9	5.2%	
MS Education Program (Full-time Commuting)											10,716	11,290	574	5.4%	
MS Music Education Program (Full-time Commuting)											10,716	11,290	574	5.4%	
MS Counseling Education Program (Full-time Commuting)											10,716	11,290	574	5.4%	
MAT Secondary Education Program (Full-time Commuting)											10,716	11,290	574	5.4%	
MBA Program (Full-time)											24,214	25,425	1,211	5.0%	
Accelerated MBA Program (Full-time Online/Hybrid)											15,900	16,695	795	5.0%	
MLS Program (Full-time)											11,817	12,408	591	5.0%	
MFA Art Program (Full-time)											20,503	21,528	1,025	5.0%	
MFA Writing Program (Full-time)											18,086	18,990	904	5.0%	

* Students who opt for Sickness Insurance will be assessed a fee; FY 2016 fee was \$1,983 but FY 2017 is not yet final.

** CCSU Doctoral Programs

CONNECTICUT STATE UNIVERSITIES**NE Regional Graduate Cost of Attendance Schedule****FY2015-16 Actual Rates & FY2016-17 Proposed Rates - Academic Year**

	CENTRAL				EASTERN				SYSTEMWIDE AVERAGE			
	Graduate NE Regional				Graduate NE Regional				Graduate NE Regional			
	FY2015-16	Proposed FY 2016-17	Change		FY2015-16	Proposed FY 2016-17	Change		FY2015-16	Proposed FY 2016-17	Change	
			\$	%			\$	%			\$	%
Tuition	9,284	9,748	464	5.0%	9,284	9,747	463	5.0%	9,285	9,748	463	5.0%
University General Fee	3,352	3,520	168	5.0%	4,018	4,219	201	5.0%	3,638	3,820	182	5.0%
University Fee	840	865	25	3.0%	840	865	25	3.0%	840	865	25	3.0%
Student Activity Fee	74	74	0	0.0%	190	200	10	5.3%	117	132	15	12.8%
* Total - Commuting Student (exc. Sickness Ins.)	13,550	14,207	657	4.8%	14,332	15,031	699	4.9%	13,880	14,565	685	4.9%
Housing (Double)	6,404	6,592	188	2.9%	6,902	7,172	270	3.9%	6,623	6,837	214	3.2%
Food Service	4,686	4,826	140	3.0%	5,166	5,347	181	3.5%	4,984	5,152	168	3.4%
Residence Hall Social Fee	44	44	0	0.0%	40	40	0	0.0%	45	45	0	0.0%
* Total Tuition and Fees (exc. Sickness Ins.)	24,684	25,669	985	4.0%	26,440	27,590	1,150	4.3%	25,532	26,599	1,067	4.2%
Part Time Tuition (Per Credit Hour)	350	368	18	5.1%	350	368	18	5.1%	351	369	18	5.1%
General University Fee (Per Credit Hour)	242	254	12	5.0%	190	200	10	5.3%	225	237	12	5.3%
Extension Fee (Per Credit Hour)	592	622	30	5.1%	540	568	28	5.2%	576	605	29	5.0%
Registration Fee (Per Semester)	65	65	0	0.0%	40	40	0	0.0%	55	55	0	0.0%
Student Activity Fee									3	3	0	0.0%
** Doctoral Program Fee Part Time Tuition (Per Credit Hour)	545	572	27	5.0%					544	571	27	5.0%
** Doctoral Program General University Fee	265	278	13	4.9%					264	277	13	4.9%
Nursing Ed.D. Part Time Tuition (Per Credit Hour)									714	750	36	5.0%
Nursing Ed.D. General University Fee									334	351	17	5.1%
MBA Part Time Tuition (Per Credit Hour)									430	452	22	5.1%
MBA General University Fee									296	311	15	5.1%
MLS Part Time Tuition (Per Credit Hour)									423	444	21	5.0%
MLS General University Fee									284	298	14	4.9%
MFA - Writing Part Time Tuition (Per Credit Hour)									405	425	20	4.9%
MFA - General University Fee									188	197	9	4.8%
MS Education Part Time Tuition (Per Credit Hour)									343	360	17	5.0%
MS Education General University Fee									173	182	9	5.2%
MS Music Education Part Time Tuition (Per Credit Hour)									343	360	17	5.0%
MS Music Education General University Fee									173	182	9	5.2%
MS Counseling Education Part Time Tuition (Per Credit Hour)									343	360	17	5.0%
MS Counseling Education General University Fee									173	182	9	5.2%
MAT Secondary Education Part Time Tuition (Per Credit Hour)									343	360	17	5.0%
MAT Secondary Education General University Fee									173	182	9	5.2%
MS Education Program (Full-time Commuting)									10,716	11,290	574	5.4%
MS Music Education Program (Full-time Commuting)									10,716	11,290	574	5.4%
MS Counseling Education Program (Full-time Commuting)									10,716	11,290	574	5.4%
MAT Secondary Education Program (Full-time Commuting)									10,716	11,290	574	5.4%
MBA Program (Full-time)									14,809	15,549	740	5.0%
Accelerated MBA Program (Full-time Online/Hybrid)									15,900	16,695	795	5.0%
MLS Program (Full-time)									11,817	12,408	591	5.0%
MFA Art Program (Full-time)									11,796	12,386	590	5.0%
MFA Writing Program (Full-time)									9,741	10,228	487	5.0%
	SOUTHERN				WESTERN							
	Graduate NE Regional				Graduate NE Regional							
	FY 2015-16	Proposed FY 2016-17	Change		FY 2015-16	Proposed FY 2016-17	Change					
			\$	%			\$	%				
Tuition	9,286	9,750	464	5.0%	9,284	9,748	464	5.0%				
University General Fee	3,622	3,803	181	5.0%	3,559	3,737	178	5.0%				
University Fee	840	865	25	3.0%	840	865	25	3.0%				
Student Activity Fee	54	54	0	0.0%	149	199	50	33.6%				
* Total - Commuting Student (exc. Sickness Ins.)	13,802	14,472	670	4.9%	13,832	14,549	717	5.2%				
Housing (Double)	6,402	6,594	192	3.0%	6,785	6,989	204	3.0%				
Food Service	5,174	5,381	207	4.0%	4,908	5,055	147	3.0%				
Residence Hall Social Fee	50	50	0	0.0%	45	45	0	0.0%				
* Total Tuition and Fees (exc. Sickness Ins.)	25,428	26,497	1,069	4.2%	24,385	26,638	1,068	4.4%				
Part Time Tuition	352	370	18	5.1%	350	368	18	5.1%				
General University Fee	296	311	15	5.1%	173	182	9	5.2%				
Extension Fee (Per Credit Hour)	648	680	32	4.9%	523	550	27	5.2%				
Registration Fee (Per Semester)	55	55	0	0.0%	60	60	0	0.0%				
Student Activity Fee					3	3	0	0.0%				
Ed.D Fee Part Time Tuition (Per Credit Hour)	545	572	27	5.0%	542	569	27	5.0%				
Ed.D General University Fee	288	302	14	4.9%	240	252	12	5.0%				
Nursing Ed.D. Part Time Tuition (Per Credit Hour)	716	752	36	5.0%	711	747	36	5.1%				
Nursing Ed.D. General University Fee	335	352	17	5.1%	333	350	17	5.1%				
MBA Part Time Tuition (Per Credit Hour)	430	452	22	5.1%								
MBA General University Fee	296	311	15	5.1%								
MLS Part Time Tuition (Per Credit Hour)	423	444	21	5.0%								
MLS General University Fee	284	298	14	4.9%								
MFA - Writing Part Time Tuition (Per Credit Hour)					405	425	20	4.9%				
MFA - General University Fee					188	197	9	4.8%				
MS Education Part Time Tuition (Per Credit Hour)					343	360	17	5.0%				
MS Education General University Fee					173	182	9	5.2%				
MS Music Education Part Time Tuition (Per Credit Hour)					343	360	17	5.0%				
MS Music Education General University Fee					173	182	9	5.2%				
MS Counseling Education Part Time Tuition (Per Credit Hour)					343	360	17	5.0%				
MS Counseling Education General University Fee					173	182	9	5.2%				
MAT Secondary Education Part Time Tuition (Per Credit Hour)					343	360	17	5.0%				
MAT Secondary Education General University Fee					173	182	9	5.2%				
MS Education Program (Full-time Commuting)					10,716	11,290	574	5.4%				
MS Music Education Program (Full-time Commuting)					10,716	11,290	574	5.4%				
MS Counseling Education Program (Full-time Commuting)					10,716	11,290	574	5.4%				
MAT Secondary Education Program (Full-time Commuting)					10,716	11,290	574	5.4%				
MBA Program (Full-time)	14,809	15,549	740	5.0%								
Accelerated MBA Program (Full-time Online/Hybrid)	15,900	16,695	795	5.0%								
MLS Program (Full-time)	11,817	12,408	591	5.0%								
MFA Art Program (Full-time)					11,796	12,386	590	5.0%				
MFA Writing Program (Full-time)					9,741	10,228	487	5.0%				

* Students who opt for Sickness Insurance will be assessed a fee; FY 2016 fee was \$1,983 but FY 2017 is not yet final

** CCSU Doctoral Programs

FEE DESCRIPTION	CENTRAL		EASTERN		SOUTHERN		WESTERN	
	Fiscal Year		Fiscal Year		Fiscal Year		Fiscal Year	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
Application Fee (one time)	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$50
ED, D Evaluation Fee	0	0	0	0	100	100	100	100
Bad Check Penalty (per occurrence)	20	20	50	50	50	50	50	50
Late Fee (per occurrence)	50	50	50	50	50	50	50	50
Late Health Waiver Filing Fee	65	65	65	65	65	65	50	65
Transcript Fee (per occurrence) ***	0	0	0	0	0/15	0/15	0	0
Full-time Students (one-time)	0	0	40	40	0	0	30	30
Part-time Students (one-time)	0	0	12	12	0	0	10	10
Duplicate Diploma Fee (per occurrence)	25	25	25	25	25	25	0	25
Teacher Cert/Transcript Eval. Fee	0	0	0	0	0	0	75	75
Lost ID Card Fee-Resident	10/25	10/25	10	10	10/20	10/20	15	15
Lost ID Card Fee-Non Resident	10/25	10/25	10	10	10/20	10/20	15	15
Applied Music Fee (max./sem.)								
Undergraduate (1/2 hr./1 hr. lesson)	200/400	200/400	0	0	0	0	320/620	320/620
Graduate (1/2 hr./1 hr. lesson)	200/400	200/400	0	0	0	0	320/620	320/620
Nautilus/Fitness Center User Fee (per semester)								
On-campus residents	0	0	0	0	60	60	0	0
Off-campus residents	0	0	0	0	60	60	0	0
Cooperative Education Fee (per semester)	200	200	100	0	0	0	0	0
Installment Payment Program (per term)	35	35	35	35	45	45	35	35
eLearning Incomplete/Access Fee	0	0	25	25	25	25	25	25
Study Abroad Program Fee (per semester)								
Undergraduate	150	150	150	150	150	150	150	150
Graduate	150	150	150	150	150	150	150	150
*** Nat'l Student Exchange Application Fee	0	0	150	150	225	225	0	0
Study Abroad Application Fee (per semester)								
Undergraduate	75	75	75	75	75	75	75	75
Graduate	75	75	75	75	75	75	75	75
Study Abroad Placement Fee (per semester)								
Undergraduate	75	75	0	0	0	0	0	0
Graduate	75	75	0	0	0	0	0	0
Graduate Continuing Enrollment Fee					150	150		
Graduate Resident (per semester)	40	40	0	0			40	40
Graduate Nonresident (per semester)	40	40	0	0			40	40
Part-time Matriculating (per semester)	40	40	0	0			40	40
Graduate Re-entry Fee:								
Graduate Resident (per occurrence)	50	50	0	0	50	50	50	50
Graduate Nonresident (per occurrence)	50	50	0	0	50	50	50	50
Part-time (per occurrence)	50	50	0	0	50	50	50	50
Undergraduate Nursing Lab Fee								
Full Time (per semester)	300	300	0	0	300	396	396	396
Part Time (per credit)	25	25	0	0	25	33	33	33
Graduate Nursing Lab Fee								
Full Time (per semester)	0	0	0	0	300	396	396	396
Part Time (per credit)	0	0	0	0	25	33	33	33
Writing Center Fee								
Full Time (per semester)	0	0	0	0	0	20	0	0
Part Time (per credit)	0	0	0	0	0	10	0	0
* Graduate Business Program Fee (per semester)	0	125	0	0	0	0	0	0
Nursing EdD Residency Fee	0	0	0	0	1051	1104	0	0
Art Studio Fee (per course)	0	0	50	50	60	60	50	50
Biology Lab Fee (per course)	0	0	50	50	0	0	50	50
Chemistry Lab Fee (per course)	0	0	50	50	0	0	50	50
Earth Science Lab Fee (per course)	0	0	50	50	0	0	50	50
Science Lab Fee	0	0	0	0	60	60	0	0
Music Lab Fee (per course)	0	0	50	50	50	50	0	0
Language Lab Fee	0	0	0	0	25	25	0	0
Physics Lab Fee (per course)	0	0	50	50	0	0	50	50
EMT Lab Fee (per course)	0	0	0	0	75	75	0	0
Counseling Procedures with Children Lab Fee	0	0	0	0	20	20	0	0
Counseling Procedures Lab Fee	0	0	0	0	200	200	0	0
* Rec & Leisure Program Fee	0	0	0	0	0	10	0	0
Education /Ed Cert Fee (one time per student)	0	0	0	0	0	0	125	125
Design Lab Fee (per designated course)	65	65	0	0	0	0	0	0
eLearning Registration Fee (per course)	50	50	50	50	50	50	50	50
Re-registration Fee	100	100	100	100	100	100	100	100
Commencement Fee	0	0	0	0	0	0	0	0
Orientation Fee	0	0	150	150	150	150	0	0
First Year Experience	0	0	0	0	0	0	100	100
Credit Card Service Fee/Convenience Fee (per transaction)	2.5%	2.5%	2.5%	2.5%	2.5%	2.5%	2.5%	2.5%
** Over-Registration / Excess Credit Fee								
Undergraduate (per credit hour)	459	482	467	490	494	519	451	473
Graduate (per credit hour)	577	606	533	560	625	656	516	542
Challenge Exam Fee								
Full-time Students (per occurrence)	0	0	0	0	0	200	200	200
Part-time Students (per occurrence)	0	0	0	0	0	200	200	200
Other Students (per occurrence)	0	0	0	0	0	250	250	250
Full-time Undergraduate Program Fee (per semester)								
Music Program	0	0	0	0	0	0	500	500
Art Program	0	0	0	0	0	0	300	300
Theatre Program	0	0	0	0	0	0	350	350
Musical Theater Program	0	0	0	0	0	0	450	450
EPY 600 Course Fee (per course)	0	0	0	0	0	0	75	75
MATH 100/E Course Fee	0	0	0	0	0	0	120	120

* New Fee Proposed for FY17

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

*** CCSU - \$5 per semester within the University General Fee for FT students and \$3 per semester charge within the registration fee for PT students

CONNECTICUT STATE UNIVERSITIES

eLearning Tuition and Fees (Pending BOR Approval)

ATTACHMENT A

	CENTRAL							
	AY 2016				AY 2017			
	Fall and Spring			Winter / Summer eLearning	Fall and Spring			Winter / Summer eLearning
	Tuition	GUF	Total		Tuition	GUF	Total	
Undergraduate								
In State	207	252	459	459	217	265	482	482
Out of State	212	257	469	469	223	269	492	492
NE	212	257	469	469	223	269	492	492
Graduate								
In State	342	262	604	604	360	246	606	606
Out of State	349	328	677	677	368	254	622	622
NE	349	328	677	677	368	254	622	622
Data Mining								
In State	342	260	602	602	359	273	632	632
Out of State	342	260	602	602	359	273	632	632
NE	342	260	602	602	359	273	632	632

EASTERN								
AY 2016					AY 2017			
Fall and Spring			Winter / Summer		Fall and Spring			Winter / Summer
Tuition	GUF	Total	eLearning		Tuition	GUF	Total	eLearning
In State	207	260	467	467	217	273	490	490
Out of State	212	260	472	472	223	273	496	496
NE	212	260	472	472	223	273	496	496
In State	343	190	533	533	360	200	560	560
Out of State	350	190	540	540	368	200	568	568
NE	350	190	540	540	368	200	568	568

	SOUTHERN							
	AY 2016				AY 2017			
	Fall and Spring			Winter / Summer eLearning	Fall and Spring			Winter / Summer eLearning
	Tuition	GUF	Total		Tuition	GUF	Total	
Undergraduate								
In State	210	284	494	494	221	298	519	519
Out of State	213	296	509	509	224	311	535	535
NE	213	296	509	509	224	311	535	535
Graduate								
In State	346	279	625	625	363	293	656	656
Out of State	352	296	648	648	370	311	681	681
NE	352	296	648	648	370	311	681	681
Master Library								
In State	423	284	707	707	444	298	742	742
Out of State	423	284	707	707	444	298	742	742
NE	423	284	707	707	444	298	742	742
Nursing EdD								
In State	716	335	1051	1051			0	
Out of State	716	335	1051	1051			0	
NE	716	335	1051	1051			0	

WESTERN								
AY 2016					AY 2017			
Fall and Spring			Winter / Summer		Fall and Spring			Winter / Summer
Tuition	GUF	Total	eLearning		Tuition	GUF	Total	eLearning
In State	207	244	451	451	217	256	473	473
Out of State	212	244	456	456	223	256	479	479
NE	212	244	456	456	223	256	479	479
In State	343	188	531	531	360	182	542	542
Out of State	350	217	567	567	368	182	550	550
NE	350	217	567	567	368	182	550	550

CONNECTICUT COMMUNITY COLLEGES
ATTACHMENT B
FY 2017 Tuition & Fees (per Semester and Annual) and Mandatory Usage Fees - (excluding Student Activity Fee)

Effective Fall 2016

Semester Hours	FY 2016 Actual			FY 2017 Proposed		
	Tuition	College Services Fee	Total	Tuition	College Services Fee	Total
In-state						
1	\$150.00	\$74.00	\$224.00	\$155.00	\$77.00	\$232.00
2	\$300.00	\$81.00	\$381.00	\$310.00	\$84.00	\$394.00
3	\$450.00	\$87.00	\$537.00	\$465.00	\$90.00	\$555.00
4	\$600.00	\$92.00	\$692.00	\$620.00	\$95.00	\$715.00
5	\$750.00	\$108.00	\$858.00	\$775.00	\$112.00	\$887.00
6	\$900.00	\$124.00	\$1,024.00	\$930.00	\$128.00	\$1,058.00
7	\$1,050.00	\$139.00	\$1,189.00	\$1,085.00	\$144.00	\$1,229.00
8	\$1,200.00	\$154.00	\$1,354.00	\$1,240.00	\$159.00	\$1,399.00
9	\$1,350.00	\$170.00	\$1,520.00	\$1,395.00	\$176.00	\$1,571.00
10	\$1,500.00	\$184.00	\$1,684.00	\$1,550.00	\$190.00	\$1,740.00
11	\$1,650.00	\$201.00	\$1,851.00	\$1,705.00	\$208.00	\$1,913.00
12 or more*	\$1,800.00	\$216.00	\$2,016.00	\$1,860.00	\$224.00	\$2,084.00
Annual Full-time	\$3,600.00	\$432.00	\$4,032.00	\$3,720.00	\$448.00	\$4,168.00
Out-of-State						
1	\$450.00	\$222.00	\$672.00	\$465.00	\$231.00	\$696.00
2	\$900.00	\$243.00	\$1,143.00	\$930.00	\$252.00	\$1,182.00
3	\$1,350.00	\$261.00	\$1,611.00	\$1,395.00	\$270.00	\$1,665.00
4	\$1,800.00	\$276.00	\$2,076.00	\$1,860.00	\$285.00	\$2,145.00
5	\$2,250.00	\$324.00	\$2,574.00	\$2,325.00	\$336.00	\$2,661.00
6	\$2,700.00	\$372.00	\$3,072.00	\$2,790.00	\$384.00	\$3,174.00
7	\$3,150.00	\$417.00	\$3,567.00	\$3,255.00	\$432.00	\$3,687.00
8	\$3,600.00	\$462.00	\$4,062.00	\$3,720.00	\$477.00	\$4,197.00
9	\$4,050.00	\$510.00	\$4,560.00	\$4,185.00	\$528.00	\$4,713.00
10	\$4,500.00	\$552.00	\$5,052.00	\$4,650.00	\$570.00	\$5,220.00
11	\$4,950.00	\$603.00	\$5,553.00	\$5,115.00	\$624.00	\$5,739.00
12 or more*	\$5,400.00	\$648.00	\$6,048.00	\$5,580.00	\$672.00	\$6,252.00
Annual Full-time	\$10,800.00	\$1,296.00	\$12,096.00	\$11,160.00	\$1,344.00	\$12,504.00
NEBHE						
1	\$225.00	\$111.00	\$336.00	\$232.50	\$115.50	\$348.00
2	\$450.00	\$121.50	\$571.50	\$465.00	\$126.00	\$591.00
3	\$675.00	\$130.50	\$805.50	\$697.50	\$135.00	\$832.50
4	\$900.00	\$138.00	\$1,038.00	\$930.00	\$142.50	\$1,072.50
5	\$1,125.00	\$162.00	\$1,287.00	\$1,162.50	\$168.00	\$1,330.50
6	\$1,350.00	\$186.00	\$1,536.00	\$1,395.00	\$192.00	\$1,587.00
7	\$1,575.00	\$208.50	\$1,783.50	\$1,627.50	\$216.00	\$1,843.50
8	\$1,800.00	\$231.00	\$2,031.00	\$1,860.00	\$238.50	\$2,098.50
9	\$2,025.00	\$255.00	\$2,280.00	\$2,092.50	\$264.00	\$2,356.50
10	\$2,250.00	\$276.00	\$2,526.00	\$2,325.00	\$285.00	\$2,610.00
11	\$2,475.00	\$301.50	\$2,776.50	\$2,557.50	\$312.00	\$2,869.50
12 or more*	\$2,700.00	\$324.00	\$3,024.00	\$2,790.00	\$336.00	\$3,126.00
Annual Full-time	\$5,400.00	\$648.00	\$6,048.00	\$5,580.00	\$672.00	\$6,252.00

*Excess Credits Tuition Charge - An additional flat tuition charge of \$100 per semester shall apply when total registered credits exceed 17 for the semester

Mandatory Usage Fees

Laboratory Course Fee, per registration	\$88.00	\$91.00
Studio Course Fee, per registration	\$94.00	\$97.00
Clinical Program Fee-Level 1	\$301.00	\$312.00
Clinical Program Fee-Level 2	\$215.00	\$223.00

CONNECTICUT COMMUNITY COLLEGES**ATTACHMENT B****FY 2017 Student Activity Fees****Effective Fall 2016 - Per Semester**

College	FY2016 Actual		FY2017 Proposed	
	Full-Time	Part-Time	Full-Time	Part-Time
Manchester	\$ 10.00	\$ 5.00	\$ 20.00	\$ 10.00
Northwestern	\$ 15.00	\$ 10.00	\$ 15.00	\$ 10.00
Norwalk	\$ 10.00	\$ 5.00	\$ 10.00	\$ 5.00
Housatonic	\$ 10.00	\$ 5.00	\$ 10.00	\$ 5.00
Middlesex	\$ 20.00	\$ 10.00	\$ 20.00	\$ 10.00
Capital	\$ 34.00	\$ 24.00	\$ 34.00	\$ 24.00
Naugatuck Valley *	\$ 20.00	\$ 15.00	\$ 20.00	\$ 15.00
Gateway	\$ 20.00	\$ 10.00	\$ 20.00	\$ 10.00
Tunxis	\$ 20.00	\$ 10.00	\$ 20.00	\$ 10.00
Three Rivers	\$ 20.00	\$ 10.00	\$ 20.00	\$ 10.00
Quinebaug	\$ 15.00	\$ 10.00	\$ 15.00	\$ 10.00
Asnuntuck	\$ 20.00	\$ 10.00	\$ 20.00	\$ 10.00

* Naugatuck Valley CC - Student Activity Fee includes Transportation fee

CONNECTICUT COMMUNITY COLLEGES

ATTACHMENT B

FY 2017 Extension Fees per Semester - (excluding Student Activity Fee)

Effective Fall 2016

Semester Hours	FY 2016 Actual			FY 2017 Proposed		
	Extension Fee	College Services Fee	Total	Extension Fee	College Services Fee	Total
In-State						
1	\$162.00	\$74.00	\$236.00	\$168.00	\$77.00	\$245.00
2	\$324.00	\$81.00	\$405.00	\$336.00	\$84.00	\$420.00
3	\$486.00	\$87.00	\$573.00	\$504.00	\$90.00	\$594.00
4	\$648.00	\$92.00	\$740.00	\$672.00	\$95.00	\$767.00
5	\$810.00	\$108.00	\$918.00	\$840.00	\$112.00	\$952.00
6	\$972.00	\$124.00	\$1,096.00	\$1,008.00	\$128.00	\$1,136.00
7	\$1,134.00	\$139.00	\$1,273.00	\$1,176.00	\$144.00	\$1,320.00
8	\$1,296.00	\$154.00	\$1,450.00	\$1,344.00	\$159.00	\$1,503.00
9	\$1,458.00	\$170.00	\$1,628.00	\$1,512.00	\$176.00	\$1,688.00
10	\$1,620.00	\$184.00	\$1,804.00	\$1,680.00	\$190.00	\$1,870.00
11	\$1,782.00	\$201.00	\$1,983.00	\$1,848.00	\$208.00	\$2,056.00
12	\$1,944.00	\$216.00	\$2,160.00	\$2,016.00	\$224.00	\$2,240.00
13	\$2,106.00	\$216.00	\$2,322.00	\$2,184.00	\$224.00	\$2,408.00
14	\$2,268.00	\$216.00	\$2,484.00	\$2,352.00	\$224.00	\$2,576.00
15	\$2,430.00	\$216.00	\$2,646.00	\$2,520.00	\$224.00	\$2,744.00
etc.						
Out-of-State						
1	\$162.00	\$222.00	\$384.00	\$168.00	\$231.00	\$399.00
2	\$324.00	\$243.00	\$567.00	\$336.00	\$252.00	\$588.00
3	\$486.00	\$261.00	\$747.00	\$504.00	\$270.00	\$774.00
4	\$648.00	\$276.00	\$924.00	\$672.00	\$285.00	\$957.00
5	\$810.00	\$324.00	\$1,134.00	\$840.00	\$336.00	\$1,176.00
6	\$972.00	\$372.00	\$1,344.00	\$1,008.00	\$384.00	\$1,392.00
7	\$1,134.00	\$417.00	\$1,551.00	\$1,176.00	\$432.00	\$1,608.00
8	\$1,296.00	\$462.00	\$1,758.00	\$1,344.00	\$477.00	\$1,821.00
9	\$1,458.00	\$510.00	\$1,968.00	\$1,512.00	\$528.00	\$2,040.00
10	\$1,620.00	\$552.00	\$2,172.00	\$1,680.00	\$570.00	\$2,250.00
11	\$1,782.00	\$603.00	\$2,385.00	\$1,848.00	\$624.00	\$2,472.00
12	\$1,944.00	\$648.00	\$2,592.00	\$2,016.00	\$672.00	\$2,688.00
13	\$2,106.00	\$648.00	\$2,754.00	\$2,184.00	\$672.00	\$2,856.00
14	\$2,268.00	\$648.00	\$2,916.00	\$2,352.00	\$672.00	\$3,024.00
15	\$2,430.00	\$648.00	\$3,078.00	\$2,520.00	\$672.00	\$3,192.00
etc.						
NEBHE						
1	\$162.00	\$111.00	\$273.00	\$168.00	\$115.50	\$283.50
2	\$324.00	\$121.50	\$445.50	\$336.00	\$126.00	\$462.00
3	\$486.00	\$130.50	\$616.50	\$504.00	\$135.00	\$639.00
4	\$648.00	\$138.00	\$786.00	\$672.00	\$142.50	\$814.50
5	\$810.00	\$162.00	\$972.00	\$840.00	\$168.00	\$1,008.00
6	\$972.00	\$186.00	\$1,158.00	\$1,008.00	\$192.00	\$1,200.00
7	\$1,134.00	\$208.50	\$1,342.50	\$1,176.00	\$216.00	\$1,392.00
8	\$1,296.00	\$231.00	\$1,527.00	\$1,344.00	\$238.50	\$1,582.50
9	\$1,458.00	\$255.00	\$1,713.00	\$1,512.00	\$264.00	\$1,776.00
10	\$1,620.00	\$276.00	\$1,896.00	\$1,680.00	\$285.00	\$1,965.00
11	\$1,782.00	\$301.50	\$2,083.50	\$1,848.00	\$312.00	\$2,160.00
12	\$1,944.00	\$324.00	\$2,268.00	\$2,016.00	\$336.00	\$2,352.00
13	\$2,106.00	\$324.00	\$2,430.00	\$2,184.00	\$336.00	\$2,520.00
14	\$2,268.00	\$324.00	\$2,592.00	\$2,352.00	\$336.00	\$2,688.00
15	\$2,430.00	\$324.00	\$2,754.00	\$2,520.00	\$336.00	\$2,856.00
etc.						

Mandatory Usage Fees

Laboratory Course Fee, per registration	\$88.00	\$91.00
Studio Course Fee, per registration	\$94.00	\$97.00
Clinical Program Fee-Level 1	\$301.00	\$312.00
Clinical Program Fee-Level 2	\$215.00	\$223.00

CONNECTICUT COMMUNITY COLLEGES**ATTACHMENT B****FY 2017 Tier II Fees****Effective Fall 2016**

	<u>FY 2016</u> <u>Actual</u>	<u>FY 2017</u> <u>Proposed</u>
<u>Educational Extension Fees</u>		
Academic Evaluation Fee	\$15.00	\$15.00
Portfolio Assessment Fee	\$100.00	\$100.00
Proctoring fee per test (4)	\$15/\$35	\$15/\$35
* CT-CCNP Student Assessment Fee		\$82 / \$262
<u>Auxiliary Activity Fees</u>		
Application Fee	\$20.00	\$20.00
Program Enrollment Fee (2)	\$20.00	\$20.00
Late Registration Fee	\$5.00	\$5.00
Replacement of Lost ID Card	\$10.00	\$10.00
** Replacement of Lost Parking Access Card Fee		\$15.00
Returned Check Fee	\$25.00	\$25.00
Late Payment Fee	\$15.00	\$15.00
Installment Plan Fee	\$25.00	\$25.00
CLEP Service Fee (3)	\$15.00	\$15.00

(1) Rate set on a per course basis depending on course offered.

(2) Not applicable if the student has paid the application fee.

(3) Authorized to a maximum amount as stated, subject to change based on CLEP fee schedule

(4) Proctoring fee of \$15 for CCC students and \$35 for non-CCC students

New Fee Proposed for FY17

- * Connecticut Community College Nursing Program (CT-CCNP) Student Assessment and NCLEX-RN Preparation Fee; \$82.00 per student per semester for semesters 1-3; \$262.00 per student in semester 4. The higher fee in the final semester accounts for the cost of the NCLEX-RN Review course provided at the end of the program.
- ** Capital Community College replacement of Lost Parking Access Card Fee

Charter Oak State College
AY 2016 Actual Rates and AY2017 Proposed Rates

ATTACHMENT C

		Proposed	Change	
	AY 2016 Rate	AY 2017 Rate	\$	%
Tuition (Resident) per credit	\$276	\$287	\$11	4.0%
Tuition (Nonresident) per credit	\$363	\$377	\$15	4.0%
Graduate Tuition (Resident) per credit	\$450	\$468	\$18	4.0%
Graduate Tuition (Nonresident) per credit	\$470	\$489	\$19	4.0%
College Fee (Resident) per semester	\$193	\$201	\$8	4.0%
College Fee (Nonresident) per semester	\$257	\$267	\$10	4.0%
Graduate College Fee (Resident) per semester	\$320	\$333	\$13	4.0%
Graduate College Fee (Nonresident) per semester	\$340	\$354	\$14	4.0%
Tier II Fees				
Late Registration Fee per semester	\$40	\$40	\$0	0.0%
Technology Fee per semester	\$52	\$60	\$8	14.5%
Credit Assessment Program Review				
Nonprofit review of one Program or 10 courses and the 4 Year Review	\$2,200	\$2,250	\$50	2.3%
For-Profit review of one Program or 10 courses and the 4 Year Review	\$4,229	\$4,500	\$271	6.4%
Nonprofit additional review of up to 5 additional courses within 4 Years	\$475	\$475	\$0	0.0%
For-Profit additional review of up to 5 additional courses within 4 Years	\$813	\$813	\$0	0.0%
Credential Evaluation of License or Certification				
Matriculated students	\$300	\$300	\$0	0.0%
CT non-matriculated students	\$317	\$317	\$0	0.0%
Non-matriculated students, non-residents	\$504	\$504	\$0	0.0%
Portfolio Assessment				
Assessment Fee for matriculated students per course	\$320	\$320	\$0	0.0%
Assessment Fee for CT non-matriculated students per course	\$400	\$400	\$0	0.0%
Application Fee for Certificate or Degree Program	\$75	\$75	\$0	0.0%
Bad Check	\$35	\$35	\$0	0.0%
CEU Fee	\$10	\$10	\$0	0.0%
Concentration Program Proposal Fee	\$340	\$340	\$0	0.0%
After School Education Credential				
Review of non-COSC courses - \$54/course to maximum of \$216	\$54/Course	\$54/Course	\$0	0.0%
CT Directors' Credential				
Credentialing Fees				
- Initial	\$107	\$107	\$0	0.0%
- Standard	\$134	\$134	\$0	0.0%
- Master	\$161	\$161	\$0	0.0%
Renewal Fee				
-Initial & Standard levels - good for 3 years	\$80	\$80	\$0	0.0%
- Master level - good for 6 years	\$107	\$107	\$0	0.0%
CT Parenting Educator Credential				
-Provisional level	\$50	\$50	\$0	0.0%
- Level 1 - level IV (valid three years)	\$100	\$100	\$0	0.0%
- Renewal fee (levels I - IV)	\$75	\$75	\$0	0.0%
Credit Registry - General				
-Resident per year	\$321	\$321	\$0	0.0%
-Non resident per year	\$450	\$515	\$65	14.4%
-Reactivate registry	\$63	\$63	\$0	0.0%
-Connecticut Credit Assessment Program (1 year)	\$128	\$130	\$2	1.6%
Credit Registry for Early Childhood Teachers				
-Establish transcript for one year	\$150	\$130	(\$20)	-13.3%
-Reactivate registry	\$63	\$63	\$0	0.0%
Credit Registry for Connecticut Teachers				
-Establish transcript (up to 24 credits during first year - includes on trans	\$118	\$130	\$12	10.2%
-Reactivate registry	\$63	\$63	\$0	0.0%
Diploma Replacement	\$30	\$30	\$0	0.0%
Graduation	\$205	\$205	\$0	0.0%
Military Partnerships				
-Associate/Bachelor's military partnership program	\$250/course	\$250/course	\$0	0.0%
Payment Plan				
-Registration	\$45	\$45	\$0	0.0%
-Late payment	\$20	\$20	\$0	0.0%
Portfolio-non credit assessment fee	\$187	\$187	\$0	0.0%
Practicum - per course review for external courses	\$54	\$54	\$0	0.0%
Rush Transcript (mailed within 48 business hours of receipt)	\$20	\$20	\$0	0.0%
Testing Fees				
-COSC Exam (Pathways Exam)	\$100	\$100	\$0	0.0%
-CLEP Administration	\$50	\$50	\$0	0.0%
-DANTES Administration	\$50	\$50	\$0	0.0%
-Exam Reschedule	\$20	\$20	\$0	0.0%

ITEM

CSCU 2020 Reallocation of Funds for Southern Connecticut State University

BACKGROUND

Based upon Southern's recent 2015 Master Plan study, CSCU 2020 Program funding for Southern's proposed Fine Arts Instructional Center could be more effectively utilized to mitigate significant space deficiencies for the Health and Human Services Program and School of Business. Southern is requesting reallocation of CSCU 2020 funding to more effectively accommodate projected academic demands.

ANALYSIS

Master Plan studies and updates are periodically conducted for each of the Board of Regents' colleges and universities. The goal is to accurately derive capital needs based upon space utilization, land planning, academic and student life program projections, demographics and facility conditions projected over the next 10-year period. Each study involves key university or college stakeholders, with System Office oversight, as a collaborative effort that promotes higher education advancement through a planned, comprehensive and fiscally responsible capital program. Master Plan capital priorities become the basis for future bond fund requests.

Southern Connecticut State University completed its Master Plan update in August 2015. The current academic and support space deficit of 195,000 assignable square feet (ASF) will grow based on moderate enrollment growth projections through 2025 to 294,000 ASF. Projected gross ASF increase recommendations are listed below:

<u>Space Association</u>	<u>Projected 2025 Deficiency</u>	<u>% Increase Recommended</u>
General Classroom Space	35,940 ASF	42%
School of Arts & Sciences	30,938 ASF	15%
School of Business	10,789 ASF	105%
School of Education	14,988 ASF	88%
School of Health & Human Services	43,987 ASF	134%
Support Areas	157,898 ASF	23%

In FY 2015 and 2016 Southern was allocated \$60,412,000 for design and construction of a new Health and Human Services Phase I facility (HHS). Design has begun on a new 47,000 ASF facility. The new HHS facility is considered prior to estimating the above listed deficit.

Based on Southern's most current Master Plan, we request reallocating CSCU 2020 bond funds so they can more effectively meet academic demands than currently budgeted. Southern has requested that \$70,929,000 of CSUS 2020 funds (\$7,372,000 in FY 2017 and \$63,557,000 in FY 2019) for design and construction of a new Fine Arts Instructional Center be reallocated to fund design and construction of a Phase II expansion to the HHS Phase I facility currently in design, a new School of Business and miscellaneous campus-wide deferred maintenance projects.

1. Funding of \$16,095,344 for Phase II of HHS will add 12,750 assignable square feet to the Phase I facility allowing for increased program opportunities and greater campus-wide

program consolidation. HHS Program consolidation will make available spaces they currently occupy for reduction to other program space deficits. “General Classroom” and “Support Spaces” are also included in both Phase I and Phase II of this project.

a) The fund reallocation includes \$1,245,270 in FY 2017 for design and \$14,850,074 in FY 2019 for construction and equipment.

2. Funding of \$52,476,933 for a new School of Business will consist of 31,200 assignable square feet. This new facility will significantly increase educational space that does not exist on campus in addition to consolidating the undergraduate academic program to one location. Business School program consolidation will make available spaces they currently occupy for reduction to other program space deficits. “General Classroom” and “Support Spaces” are also included in this project.

a) The fund reallocation includes \$3,770,007 in FY 2017 for design and \$48,706,926 in FY 2019 for construction and equipment.

3. Funding of \$2,356,723 for deferred maintenance projects is projected to include a roof replacement to Davis Hall’s 47-year old original roof, Moore Field House mechanical and electrical improvements to many of the facilities 44-year old systems and mechanical and electrical upgrades to the Lyman Center’s 48-year old systems.

a) The fund reallocation includes \$2,356,723 in FY 2017 for design and construction.

Approval of the requested fund reallocation will create two major new projects for Southern that will mitigate the largest academic space deficiencies. A new Fine Arts Instructional Center, or major renovations to the current facilities including minor additions, will be deferred to a future date. Pending Board approval, a legislative modification will be sought for this revision.

RECOMMENDATION

Approve Southern’s reallocation of CSCU 2020 FY 2017 funds of \$7,372,000 and FY 2019 funds of \$63,557,000 from the proposed Fine Arts Instructional Center as follows:

	<u>FY 2017</u>	<u>FY 2019</u>
HHS Phase II	\$1,245,270	\$14,850,074
School of Business	\$3,770,007	\$48,706,926
Deferred Maintenance	\$2,356,723	

RESOLUTION

concerning

CSCU 2020 FUNDING REALLOCATION
FOR
SOUTHERN CONNECTICUT STATE UNIVERSITY
March 29, 2016

- WHEREAS, Southern's recently completed Master Plan Study indicates space deficiencies related to academic programs; and
- WHEREAS, Southern's School of Arts and Sciences indicate a 15% space deficiency with the School of Business and School of Health and Human Services indicating 105% and 134% deficiencies, respectively; and
- WHEREAS, Southern wishes to mitigate major space deficiencies to better respond to educational and student needs; and
- WHEREAS, \$70,929,000 of CSCU 2020 funds (\$7,372,000 in FY 2017 and \$63,557,000 in FY 2019) for design and construction of a new Fine Arts Instructional Center will be reallocated to three new projects; and
- WHEREAS, Funding of \$16,095,344 (\$1,245,270 in FY 2017 and \$14,850,074 in FY 2019 for design and construction) will be reallocated to a new Health and Human Services-phase II project; and
- WHEREAS, Funding of \$52,476,933 (\$3,770,007 in FY 2017 and \$48,706,926 in FY 2019 for design and construction) will be reallocated to a new School of Business project; and
- WHEREAS, Funding of \$2,356,723 in FY 2017 will be reallocated to Southern's Code Compliance/Infrastructure Improvement program; and
- WHEREAS, The CSCU 2020 program funding reallocations are more than 5% of project and total program cost and pending Board of Regents approval requires a legislative modification to the CSCU 2020 program; therefore, be it

RESOLVED, \$70,929,000 from Southern's Fine Arts Instructional Center will be reallocated to \$16,095,344 for a new Health and Human Services – phase II project, \$52,476,933 for a new School of Business and \$2,356,723 Southern's Code Compliance/Infrastructure Improvement program, pending a legislative modification.

A TRUE COPY:

Erin A. Fitzgerald
Secretary

ITEM

CSCU 2020 Reallocation of Funds for Western Connecticut State University

BACKGROUND

Projects and programs funded under CSCU 2020 include all university General Fund capital projects including FY 2009 through FY 2019. As the eleven-year program continues to move forward, changes in educational program and university requirements occur. This request for Western Connecticut State University to reallocate capital funding provides Western an opportunity to better respond to current academic demands and facility-based needs.

ANALYSIS

Western's Midtown campus Berkshire Hall is an 84,796 gross square foot facility constructed in 1958 with an addition in 1967. This facility houses classrooms and faculty offices, the Bill Williams Gymnasium, a weight room, the 588-seat Berkshire Theatre and the smaller Rich Reimold Theatre. Berkshire also houses the departments of English, communication, foreign languages, and health promotion and exercise sciences, as well as labs for math and computer science, study skills and writing. Due to Berkshire Hall's academic and facility needs, renovations to this facility were projected as a priority when the CSCU 2020 funding was established. Design funds of \$4,797,000 are funded in FY 2016 of CSCU 2020 with construction funds not allocated to this project.

Western's Midtown campus White Hall is a 133,870 gross square-foot facility constructed in 1925 which had a major renovation 1971. With the opening of the Westside Campus School of Visual and Performing Arts in the fall of 2014, the music, music education, and art departments have vacated space in the White Hall classroom building. New and valuable Midtown Campus space opportunities have been created.

Western reassessed many of its critical needs and determined that funding design and construction to renovate the second and third floors of White Hall is a higher priority than design for Berkshire Hall renovations. Western's intention is to utilize vacant space in White Hall and consolidate the university's Nursing and Education Departments, which are currently located in various buildings at both the West Side and Midtown Campuses. This space reallocation not only addresses space needs of both the Nursing and Education departments, but also provides additional space for Western's Ansell School of Business within the Westside Classroom building. The projected cost for the White Hall second and third floor renovation is \$6,415,952.

Total funding for this project includes:

1. Reallocate CSCU 2020 FY 2017 funds of \$4,797,000 from design of Berkshire Hall to the new White Hall Improvement Project. This request is a named "Project" that requires BOR approval and a legislative modification.
2. The reallocation of \$76,952 from FY 2013 and \$1,542,000 from FY2015 of Western's CSCU 2020 Code Compliance/Infrastructure Improvement program (\$1,618,952 total fund reallocation). BOR approval of this reallocation is

requested. This request exceeds 5% of the total program funding and requires BOR approval and a legislative modification.

State statute (CGS Sec. 10a-91d(c)) requires a formal approving vote of the Board of Regents (BOR) for any “Project” cost revision within CSCU 2020. The statute further states that project cost revision(s) equal to or greater than 5% of the total, if the project is greater than \$1 million, also require “a request by the BOR for, and enactment of, a subsequent public or special act approving” the revision. This modification exceeds 5% of the current project budget. Pending BOR approval, a legislative modification will be sought for this revision.

RECOMMENDATION

Approve Western’s reallocation request of:

1. Reallocate CSCU FY 2017 \$4,797,000 from design of Berkshire Hall to the new White Hall Improvement Project, pending a legislative modification.
2. Reallocate \$1,618,952 from FY 2013 & FY2015 of Western’s CSCU 2020 Code Compliance/Infrastructure Improvement program, pending a legislative modification.

3/28/16 Finance Committee

3/29/16 Board of Regents

RESOLUTION

concerning

CSCU 2020 FUNDING REALLOCATION FOR WESTERN CONNECTICUT STATE UNIVERSITY March 29, 2016

- WHEREAS, Western periodically reassesses funding allocations towards its academic and facility capital requirements; and
- WHEREAS, Western's assessments are to assure funding remains budgeted towards the most critical university needs; and
- WHEREAS, Western has determined that renovations to the White Hall second and third floors are a higher priority than the CSCU 2020 FY 2017 design for renovations to Berkshire Hall; and
- WHEREAS, Renovations at White Hall will consolidate existing and provide new space for the university's Nursing and Education Departments; and
- WHEREAS, Funding of \$4,797,000 from the CSCU 2020 FY2017 Berkshire Hall Renovations (design only) and \$76,952 from FY 2013 and \$1,542,000 from FY 2015 of Western's CSCU 2020 Code Compliance/Infrastructure Improvement program (\$1,618,952 total fund reallocation) will be reallocated to Western's new White Hall Improvement Project; and
- WHEREAS, The CSCU 2020 program funding reallocations are more than 5% of project and total program cost and pending Board of Regents approval requires a legislative modification to the CSCU 2020 program; therefore, be it
- RESOLVED, Reallocate CSCU 2020 FY 2017 \$4,797,000 from Berkshire Hall and FY 2013 & FY 2015 \$1,618,952 Code Compliance/Infrastructure Improvement funds (\$6,415,952 total funding) to Western's new White Hall Improvement Project, pending a legislative modification.

A TRUE COPY:

Erin A. Fitzgerald
Secretary

CSCU 2020
Monthly Project Status Report
Reporting Period Through February 2016

PROJECT NAME	FUND SOURCE	PROJECTED SUBSTANTIAL COMPLETION DATE	PROJECT BUDGET			PERCENTAGE OF COMPLETION	PROJECT ON SCHEDULE	REASON FOR DELAY	ACTIVITY SINCE PREVIOUS REPORT
			BUDGET	EXPENDITURES TO DATE	PROJECTED EXPENDITURES				
<u>CCSU</u>									
Burritt Library HVAC Code Compliance Improvement	2020	4/1/2013	2,182,000	1,371,856	2,182,000	63%	N	Project to commence Summer 2015	X
General Fund Minor Capital Improvements Program (FY 2011)	2020	Ongoing	462,500	447,600	447,600	100%	Completed		X
General Fund Minor Capital Improvements Program (FY 2013	2020	Ongoing	2,235,000	1,804,618	2,235,000	81%	Y		X
Auxiliary Services Fund Facilities (FY 2013)	2020	Ongoing	3,200,000	2,082,197	3,200,000	65%	Y		
ITBD Renovations	2020	TBD	200,000		200,000	0%	Y		
HVAC Improvements - Campus-Wide	2020	Ongoing	5,970,000	4,464,615	5,970,000	75%	Y		
Copernicus Hall Lower Roof Replacement	2020		722,000		722,000	0%	Y		
Maloney Hall HVAC Improvements	2020	4/28/2016	1,220,000	532,162	1,220,000	44%	Y		X
Willard & DiLoreto Hall Renovate/Expand (Design)	2020		8,360,137	1,083,437	8,360,137	13%	Y		X
Kaiser Hall/Bubble Renovations	2020		24,264,456	336,782	24,264,456	1%	Y		X
Engineering Classroom Building (Design)	2020		9,900,000	42,864	9,900,000	0%	Y		X
Barnard Hall Additions & Renovations (Design)	2020		3,680,000	64,114	3,680,000	2%	Y		X
Burritt Library Renovations & Expansions (Design)	2020		5,161,000	240,257	5,161,000	5%	Y		
New Northeast Food Service Facility	CHEFA	4/18/2016	10,304,000	7,456,163	10,304,000	72%	Y		X
New Residence Hall	CHEFA	9/30/2015	82,000,000	67,466,070	82,000,000	82%	Y		X
<u>ECSU</u>									
General Fund Minor Capital Improvements Program (FY 2009)	2020	Ongoing	872,686	855,666	855,666	100%	Completed		
General Fund Minor Capital Improvements Program (FY 2013	2020	Ongoing	3,325,000	2,820,350	3,325,000	85%	Y		X
General Fund Minor Capital Improvements Program (FY 2014)	2020	Ongoing	1,000,000	862,231	1,000,000	86%	Y		
General Fund Minor Capital Improvement Program (FY 2015)	2020	Ongoing	1,000,000	918,890	1,000,000	92%	Y		X
Fine Arts Instructional Center	2020	5/1/2016	83,556,000	71,978,530	83,556,000	86%	Y		
Auxiliary Services Fund Facilities (FY 2012)	2020	Ongoing	2,200,000	1,862,504	2,200,000	85%	Y		
Auxiliary Services Fund Facilities (FY 2014)	2020	Ongoing	1,000,000	464,598	1,000,000	46%	Y		
Auxiliary Services Fund Facilities (FY 2015)	2020	Ongoing	1,000,000		1,000,000	0%	Y		X
Goddard / Communication Building Renovations (Design)	2020	1/2/2018	2,551,000	68,704	2,551,000	3%	Y		X
Minor Capital Improvement Projects	CHEFA	Ongoing	515,000	434,666	515,000	84%	Y		X
Shafer Hall Renovations (Design)	CHEFA	1/2/2018	4,100,000	437,000	4,100,000	11%	Y		
<u>SCSU</u>									
Academic Laboratory Building (New)	2020	7/1/2015	67,587,000	62,681,882	67,587,000	93%	Y		
General Fund Minor Capital Improvements Program (FY 2014)	2020	Ongoing	1,000,000	996,034	996,034	100%	Completed		X
General Fund Minor Capital Improvements Programs (FY 2015)	2020	Ongoing	1,000,000	740,268	1,000,000	74%	Y		
General Fund Minor Capital Improvements Programs (FY 2016)	2020	Ongoing	1,000,000		1,000,000		Y		
Moore Field House Locker Room Renovation, Phase III	2020		1,119,592	1,060,888	1,119,592	95%	Y		
Moore Field House Roof Replacement, Phase II	2020	9/30/2015	1,119,592	776,438	1,119,592	69%	Y		
Wintergreen Renovations	2020	12/1/2015	1,975,000	1,613,429	1,975,000	82%	Y		X
Auxiliary Services Fund Facilities (FY 2011)	2020	Ongoing	1,126,265	1,052,346	1,052,346	100%	Y		X
Auxiliary Services Fund Facilities (FY 2012)	2020	Ongoing	2,800,000	1,607,644	2,800,000	57%	Y		X
Auxiliary Services Fund Facilities (FY 2013)	2020	Ongoing	400,000	253,600	400,000	63%	Y		X
Auxiliary Services Fund Facilities (FY 2014)	2020	Ongoing	2,000,000	1,058,826	2,000,000	53%	Y		
Auxiliary Services Fund Facilities (FY 2015)	2020	Ongoing	1,000,000	358,630	1,000,000	36%	Y		X
Brownell Hall Mechanical & Electrical Improvements	CHEFA	10/15/2015	2,684,000	2,601,371	2,601,371	100%	Y		X
North Campus Residence Hall Upgrades	CHEFA	2/28/2016	3,305,000	2,115,720	3,305,000	64%	Y		X
Minor Capital Improvement Project	CHEFA	Ongoing	1,100,000	1,081,860	1,100,000	98%	Y		X
<u>WCSU</u>									
General Fund Minor Capital Improvements Program (FY 2009)	2020	Ongoing	1,485,000	1,221,906	1,485,000	82%	Y		
General Fund Minor Capital Improvements Program (FY 2011)	2020	Ongoing	1,165,000	996,477	1,165,000	86%	Y		
General Fund Minor Capital Improvement Program (FY 2012)	2020	Ongoing	950,000	618,471	950,000	65%	Y		
General Fund Minor Capital Improvements Program (FY 2013	2020	Ongoing	545,000	418,618	545,000	77%	Y		
General Fund Minor Capital Improvements Program (FY 2014)	2020	Ongoing	1,000,000	447,564	1,000,000	45%	Y		
General Fund Minor Capital Improvements Program (FY 2015)	2020	Ongoing	1,000,000	205,190	1,000,000	21%	Y		
Higgins Hall Annex - Learning Emporium	2020	10/1/2015	807,025	583,387	807,025	72%	Y		
Steam and Hot Water Utilities' Infrastructure	2020	Ongoing	1,975,000	1,656,227	1,975,000	84%	Y		
Auxiliary Services Fund Facilities (FY 09)	2020	Ongoing	985,000	687,559	985,000	70%	Y		
Auxiliary Services Fund Facilities (FY 11)	2020	Ongoing	1,081,000	74,390	1,081,000	7%	Y		
Auxiliary Services Fund Facilities (FY 13)	2020	Ongoing	1,215,000	254,256	1,215,000		Y		
New Police Station (Design Only)	2020	12/1/2016	500,000	131,974	500,000	26%	N	Legislation did not reallacate funding	
Litchfield Hall Renovations (Design)	2020		1,139,213	413,826	1,139,213	36%	Y		
Telecom Room - HVAC Improvements, Phase II	2020		472,000	338,495	472,000	72%			
Westside Campus Parking Garage (Design)	CHEFA	3/10/2016	1,233,000	591,883	1,233,000	48%	Y		X
Litchfield Hall Renovations (Design)	CHEFA	1/17/2016	1,064,000	603,887	1,064,000	57%	Y		X
Litchfield Hall Renovations (Construction)	CHEFA	5/12/2017	9,130,000	0	9,130,000	0%	Y		
Minor Capital Improvement Projects	CHEFA	Ongoing	1,397,000	1,291,700	1,397,000	92%	Y		X
<u>Asnuntuck</u>									
Code Compliance/Infrastructure Impr. - Minor Capital Projects	2020	Ongoing	1,152,497	793,772	1,152,497	69%	Y		
Advanced Manufacturing (Design)	2020	10/1/2014	2,000,000	1,525,000	2,000,000	76%	Y		

CSCU 2020
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			BUDGET	EXPENDITURES TO DATE	PROJECTED EXPENDITURES				
Campus-Wide Infrast. Improvement (Design/Bid)	2020		1,255,000		1,255,000	0%	N	Currently in Bid-Phase	
Alterations, Renovations & Improvements to Existing Building	Bond		12,697,755	1,254,500	12,697,755	10%	Y		
Capital									
Code Compliance/Infrastructure Impr. - Minor Capital Projects	2020	Ongoing	809,036	36,070	809,036	4%	Y		
Gateway									
Code Compliance/Infrastructure Impr. - Minor Capital Projects	2020	Ongoing	726,041	567,781	726,041	78%	Y		
Housatonic									
Code Compliance/Infrastructure Impr. - Minor Capital Projects	2020	Ongoing	830,436	799,469	830,436	96%	Y		
General Fund Parking Structure	2020		110,000		110,000		Y		
Addition & Renovations (Design)	Bond		45,136,817	4,215,922	45,136,817	9%	Y		
Parking Garage Repairs, Phase II	Bond		3,907,258	498,000	3,907,258	13%	Y		
Manchester									
Code Compliance/Infrastructure Impr. - Minor Capital Projects	2020	Ongoing	1,156,451	874,935	1,156,451	76%	Y		
Compl/Infrast. Improvement - Campus-Wide Strucuture - Concrete Repairs	2020		450,000		450,000	0%	N	Project On Hold	
Middlesex									
Code Compliance/Infrastructure Imp. - Minor Capital Projects	2020	Ongoing	1,195,803	286,656	1,195,803	24%	Y		X
Roof/Re-Roofing Investigation	2020		500,000		500,000	0%	N		
Wheaton Hall - Chem Lab Renovations	2020		800,000	386,135	800,000	48%	Y		
Advanced Manufacturing (Pre-Design)	2020		299,418	44,400	299,418	15%	Y		
Naugatuck									
Code Compliance/Infrastructure Impr. - Minor Capital Projects	2020	Ongoing	2,063,574	375,079	2,063,574	18%	Y		
Compl/Infrast. Improvement -Campus-Wide Remediation	2020		980,000		980,000	0%	Y		
General Fund Parking Structure	2020	Ongoing	54,650		54,650	0%	Y		
Founders Hall - Alteration & Renovations	Bond		32,417,627	3,241,379	32,417,627	10%	Y		
Northwestern									
Code Compliance/Infrastructure Impr. - Minor Capital Projects	2020	Ongoing	831,767	496,030	831,767	60%	Y		
Joyner Building - Veterinarian Technologies & Allied Health Services	2020		24,650,786		24,650,786	0%	Y		
Norwalk									
Code Compliance/Infrastructure Impr. - Minor Capital Projects	2020	Ongoing	1,460,002	1,638,314	1,460,002	112%	Y		X
Library HVAC Repairs/Adj.	2020		430,000	327,458	327,458	100%	Completed		
East Campu Chiller Replacement	2020		1,385,000		1,385,000	0%	Y		
Phase III Additions & Renovations (Design)	Bond		28,800,000		28,800,000		Y		
Quinebaug									
Code Compliance/Infrastructure Impr. - Minor Capital Projects	2020	Ongoing	707,215	117,572	707,215	17%	Y		
Parking & Site Improvements	Bond		2,189,622		2,189,622	0%	Y		
HVAC Improvements	Bond		1,612,500		1,612,500	0%	Y		
Advanced Manufacuring	Bond	12/30/2016	8,898,724	564,000	8,898,724	6%	Y		
Three Rivers									
Code Compliance/Infrastructure Impr. - Minor Capital Projects	2020	Ongoing	679,601	370,618	679,601	55%	Y		X
Boiler Replacement	2020		950,000		950,000	0%	Y		
Indoor Air Quality Adjustments	2020		450,000		450,000	0%	Y		
Campus-Wide Site Remediation	2020		450,000		450,000	0%	Y		
Tunxis									
Code Compliance/Infrastructure Impr. - Minor Capital Projects	2020	Ongoing	824,172	255,999	824,172	31%	Y		X
Third Floor Classroom	Bond		4,993,817		4,993,817	0%	Y		
Charter Oak									
Code Compliance/Infrastructure Impr. - Minor Capital Projects	2020	Ongoing	60,570	60,570	60,570	100%	Y		X
SYSTEM									
Master Plan Upgrades	2020	Ongoing	3,390,000	911,190	3,390,000	27%	Y		
Consolidation & Upgrades of Student Finanical IT Systems	2020		20,000,000	20,000,000	20,000,000	100%	Completed		
Smart Classroom Technology (SMART)	2020		20,000,000	3,860,622	20,000,000	19%	Y		X
New & Replacement Equipment (FY 2015)	2020	Ongoing	15,000,000	7,511,142	15,000,000	50%	Y		X
New & Replacement Equipment (FY 2016)	2020	Ongoing	10,415,000	2,108,807	10,415,000	20%	Y		X