BOARD OF REGENTS FOR HIGHER EDUCATION
CT STATE COLLEGES AND UNIVERSITIES (CSCU)
MINUTES – REGULAR MEETING – 10 AM, THURSDAY, DECEMBER 13, 2018
CSCU SYSTEM OFFICE, 61 WOODLAND STREET, HARTFORD, CT

REGENTS – PARTICIPATING (Y = yes / N = no)

Matt Fleury, Chair *via teleconf*[1]	Y
Merle Harris, Vice Chair *via teleconf*	Y
Richard J. Balducci	Y
Aviva D. Budd	Y
Naomi K. Cohen *served as Acting Chair*	Y
Felice Gray-Kemp *via teleconf*	Y
Holly Howery via teleconf	Y
David R. Jimenez *via teleconf*[2]	Y
Pete Rosa	Y
JoAnn Ryan	Y
Elease E. Wright	Y
Sage Maier, SAC Chair	Y
Elena Ruiz, SAC Vice Chair *via teleconf*	Y
*William Lugo, FAC Chair	Y
*Del Cummings, FAC Vice Chair	Y
*Kurt Westby, Labor Commissioner	Y
*Raul Pino, Public Health Commissioner	N
*Catherine H. Smith, DECD Commissioner *via teleconference*	Y
*Dianna R. Wentzell, Education Commissioner	N

*e*x-officio, non-voting member*

CSCU STAFF

    Mark E. Ojakian, President
    Alice Pritchard, Chief of Staff
    Erin A. Fitzgerald, Associate Director, Board Affairs / Board Secretary

STATE UNIVERSITY/COMMUNITY COLLEGE PRESIDENTS/CEOs

    James Lombella, Asnuntuck Community College and interim at Tunxis Community College – No
    Duncan Harris, Capital Community College – No
    Ed Klonoski, Charter Oak State College - No
    Paul Broadie, Housatonic Community College and Interim at Gateway Community College - No
    Tanya Millner Harlee, Manchester Community College – No
    Steven Minkler, Middlesex Community College - No
    Daisy Cocco De Filippis, Naugatuck Valley Community College – Yes
    Michael Rooke, Northwestern Connecticut Community College - No
    David Levinson, VP Comm. Colleges and President, Norwalk Comm. College - No
    Carlee Drummer, Quinebaug Valley Community College – No

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[1] Chairman Fleury disconnected from the call following the HR & Administration Committee's report.
[2] Regent Jimenez disconnected from the call prior to Approval of Previous Meeting minutes.

STATE UNIVERSITY/COMMUNITY COLLEGE PRESIDENTS/CEOs (cont.)
    Mary Ellen Jukoski, Three Rivers Community College – No
    Zulma Toro, Central Connecticut State University - Yes
    Elsa Nunez, VP State Universities and President, Eastern CSU – No
    Joe Bertolino, Southern Connecticut State University – No
    John Clark, Western Connecticut State University - Yes

CALL TO ORDER

Regent Naomi Cohen served as Acting Chair for the meeting, given that Chair Fleury and Vice Chair Harris were calling into the meeting. Acting Board Chair Cohen called the meeting to order at 10:00 am and, following roll call, declared a quorum present.

ADOPT AGENDA

After noting that she would be adding the Student Advisory Committee report following Opportunity to Address the Board on the agenda, Acting Chair Cohen called for a motion to adopt the meeting agenda as amended; **on a motion by Regent Budd, seconded by Regent Ryan, the Agenda was unanimously adopted as amended**.

OPPORTUNITY TO ADDRESS THE BOARD

The following individual(s) addressed the Board on the topics indicated:

Name	Title/Univ/College	Topic
Lorrie Green	On behalf of William Fothergill	Supporting CCSU Ebenezer Bassett naming
Taelor Arnold	Student at EH Goodwin School	Supporting CCSU Ebenezer Bassett naming
Rev. Thomas Mills, Jr.	Pastor, Grace Church, New Britain	Supporting CCSU Ebenezer Bassett naming
John McNamara	Capital CC & New Britain	Supporting CCSU Ebenezer Bassett naming
Jesse Turner	Central CT State University	Supporting CCSU Ebenezer Bassett naming
Lisa Nkonoki.	Businesswoman, former CCSU student	Supporting CCSU Ebenezer Bassett naming
Alphonse Wright	CEO, Comm. on Equity & Opportunity	Supporting CCSU Ebenezer Bassett naming
Marian O'Keefe	Derby Historical Society (emeritus)	Supporting CCSU Ebenezer Bassett naming
Bryan Anderson	Milford Alder / Bassett family	Supporting CCSU Ebenezer Bassett naming

STUDENT ADVISORY COMMITTEE (SAC)

SAC Chair Sage Maier provided a report from the Student Advisory Committee to the Board (*Attachment A hereto*). Following her presentation, SAC Vice Chair Elena Ruiz added that other topics she felt merited consideration and discussion by the SAC included a limitation on tuition increases, identification of ways to encourage students to pursue higher education, mitigating the student loan burden many students face, and the issue of diversity – what it means for the campuses of CSCU schools. Both Regent Cohen and President Ojakian expressed their appreciation to the SAC officers, with President Ojakian noting that he would continue to listen to their concerns and being a staunch advocate for all CSCU students.

FACULTY ADVISORY COMMITTEE

FAC Chair William Lugo provided an overview of the report from the Faculty Advisory Committee to the Board (***Attachment B hereto***). .Acting Chair Cohen commended the Chair and Vice Chair of the SAC for the obvious effort and thought that went into the FAC report, noting that the Board appreciated their service and continuing to bring issues to the Regents. CSCU President Ojakian thank the FAC officers as well noting he looked forward to their continued leadership

CSCU PRESIDENT MARK OJAKIAN

President Ojakian addressed the following topics:

- Update on 2018 Fall Headcount
- Efforts to improve enrollment and retention via VP of Enrollment Management hire
- Noted that fuller discussion will take place on metrics related to administrative consolidation savings with a reminder that Students First is comprised of two strategies: college consolidation and identifying administrative savings through efficiencies of scale.
- Community College President Search: thanked the Regional Advisory Committees for their invaluable assistance; thanked Aspen Institute and Jobs for the Future for engagement in search kickoff; referenced Board Chair's mandate that the search would be nation-wide and committed to attracting a highly-qualified and diverse candidate pool; and noted target for bring recommendation to the full Board for approval is April 2019.
- Shared highlights of the CSCU Statewide Economic Impact Analysis
- Referenced two recently issued reports:
    - President Lombella co-chaired with the State Department of Education, a legislatively mandated Manufacturing Committee to coordinate the education of middle and high schools students about careers in manufacturing, resulting in the report, "Introducing Students to Manufacturing: Best Practices Guide and Program Resources"
    - Distribution of the final white paper to the legislature, "Access and Opportunity: Moving Connecticut Forward"
- Informed the Board of a very positive meeting held the week prior with Governor-elect Lamont and college and university presidents across the state, adding the meeting provided an opportunity to share a number of innovative activities going on across the state and to share concerns related to higher education.

APPROVAL OF PREVIOUS MEETING MINUTES

On a motion by Regent Rosa, seconded by Regent Budd, the December 3, 2018 meeting minutes were approved as submitted.

On a motion by Regent Balducci, seconded by Regent Ryan, the November 15, 2018 meeting minutes were approved as submitted (Wright abstained).

On a motion by Regent Balducci, seconded by Regent Budd, the October 18, 2018 meeting minutes were approved as submitted.

CONSENT AGENDA

Acting Chair Cohen called for a motion on the Consent Agenda. **On a motion by Regent Balducci, seconded by Regent Howery, the Consent Agenda was unanimously adopted.**

CONSENT AGENDA
Discontinuations
> Basic Business Skills – Certificate – Three Rivers CC
> Substance Abuse – Certificate – Middlesex CC
> Juvenile Justice – Certificate – Middlesex CC

New Programs
> Civic Engagement – Certificate – Tunxis CC
> Addiction Studies – MS – WCSU
> Supply Chain Logistics Management – MS – CCSU
> Athletic Training – BS/MS 3+2 – CCSU
> Data Science – BS – SCSU

Academic Program Review Schedule - 2018-2019 Academic Year
Credit Card Service Fees – CSCU

RESOLUTIONS APPROVED ON CONSENT
Discontinuations

Basic Business Skills – Certificate – Three Rivers CC
RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program in Basic Business Skills (CIP Code 24.0102 / OHE# 14951) leading to a Certificate at Three Rivers Community College, with a two-year Phase Out period ending Fall 2020.

Substance Abuse – Certificate – Middlesex CC
RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program in Substance Abuse (CIP Code: 51.1501 / OHE # 12664) leading to a Certificate at Middlesex Community College, with a one-year Phase Out period ending Fall 2019.

Juvenile Justice – Certificate – Middlesex CC
RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program in Juvenile Justice (CIP Code: 51.1502 / OHE # 11948) leading to a Certificate at Middlesex Community College, with a one-year Phase Out period ending Fall 2019.

New Programs
Civic Engagement – Certificate – Tunxis CC
RESOLVED: That the Board of Regents for Higher Education approve the licensure and accreditation of a Civic Engagement program (CIP Code: 33.0101) leading to a Certificate, requiring 18 course credits delivered via on ground and online modalities, at Tunxis Community College. Students pursuing a Certificate in Civic Engagement must be actively enrolled in a TAP program. The effective start date of the Civic Engagement Certificate program is Fall 2019.

Addiction Studies – MS – WCSU
RESOLVED: That the Board of Regents for Higher Education approve the licensure and accreditation of an Addiction Studies: Evidence-Based Assessment and Treatment program (CIP Code: 42.2899) leading to a Master of Science degree, requiring 38 course credits delivered via a hybrid modality of on-ground and online offerings, at Western Connecticut State University.

Supply Chain Logistics Management – MS – CCSU
RESOLVED: That the Board of Regents for Higher Education approve the licensure and
accreditation of a Supply Chain Logistics Management program (CIP Code: 52.1301) leading to a
Master of Science degree, requiring 33 course credits delivered via an online or hybrid modality,
at Central Connecticut State University

Athletic Training – BS/MS 3+2 – CCSU
RESOLVED: That the Board of Regents for Higher Education approve the licensure and
accreditation of an Athletic Training program (CIP Code: 51.0913) leading to both a Bachelor of
Science degree and a Master of Science degree, requiring 162 course credits delivered via an on
ground modality, at Central Connecticut State University

Data Science – BS – SCSU
RESOLVED: That the Board of Regents for Higher Education approve the licensure and
accreditation of a Data Science program (CIP Code: 27.0304) leading to a Bachelor of Science
degree, requiring 120 course credits delivered via an on ground modality, at Southern
Connecticut State University

Academic Program Review Schedule - 2018-2019 Academic Year
RESOLVED: That the Board of Regents for Higher Education ratify the schedule for Academic
Program Review at the CSCU institutions for the 2018-19 academic year; to be conducted in
compliance with the Board's Academic Program Review Policy, notwithstanding the listings
under "Means of Review" contained in the Staff Report. **(Attachment C hereto.)**

Credit Card Service Fees – CSCU
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 for such
purposes as the Board of Regents deems necessary, and

WHEREAS,   On March 9, 2018 the Board approved the fee structure for CSCU institutions,
including what is referred to as "Tier II" Fees. Tier II Fees cover items that are assessed to
students on a usage basis and are not necessarily applicable to all students, and

WHEREAS,   Among the Tier II Fees approved for the CSUs is one associated with credit card
service fees, assessed by the service provider TouchNet, to process credit cards for our
universities, and

WHEREAS,   The requested fees previously approved by the Board was at a specific
percentage of 2.75%,

WHEREAS,   The service provider, TouchNet, recently increased the fee to 2.85% which is
allowable under our contract, therefore be it

RESOLVED,   That due to the complexity of changing the billing infrastructure, a fee
modification is approved for the CSUs to be implemented immediately to accommodate the new
credit card service fees, and further

RESOLVED,   The Tier II Fees schedule line item associated with the credit card convenience
fees is asterisked to indicate that changes in the percentage are permitted in accordance with the
contract with the service provider**. (Attachment D hereto.)**

ACADEMIC & STUDENT AFFAIRS COMMITTEE

Prior to beginning her committee report, ASA Committee Chair Merle Harris offered a word of thanks to the Chairs of the Student Advisory Committee and the Faculty Advisory Committee for their informative reports and advised that she looked forward to continue working with the faculty regents and to have an opportunity to meet Sage and Elena, the new student regents.

Vice Chair Harris, in introducing the "Welcome to CSCU Admissions Policy" noted that the practice originally began as a pilot program between Southern Connecticut State University and Housatonic Community College, later extended to include Gateway Community College. Given the initial success of the program, Vice Chair Harris noted it was determined it would be beneficial to extend this to the entire system, which would allow those students who apply to one of the state universities yet do not meet the standards for admission, to then attend one of the community colleges. Instead of a rejection letter, those students would receive a letter inviting them to attend one of the community colleges for later admittance to the state university (with students receive support to facilitate success. **On a motion by Regent Harris and a second by Regent Rosa, the resolution below was unanimously approved.**

Welcome to CSCU Admissions Policy

WHEREAS, Southern Connecticut State University established a joint enrollment and student success partnership with Housatonic Community College in 2016 and added Gateway Community College in 2017; and

WHEREAS, The Board of Regents has determined that the other universities and community colleges within the Connecticut State Colleges and Universities System should be afforded the opportunity to replicate the joint admissions initiative known as "A to B in CT"; therefore, be it

RESOLVED, That the Board of Regents adopts the "Welcome to CSCU" Admissions Policy as a collaboration between CSCU Colleges and Universities for student success, in accordance with the provisions of the "Welcome to CSCU" Policy Statement; and be it further

RESOLVED, That the other universities and colleges of the CSCU System are free to maintain any pre-existing joint enrollment initiatives or to enter into an "A to B in CT" partnership, per their determination as to what is best for the students of their region.

Welcome to CSCU" Admissions Policy
A Collaboration Between CSCU Colleges and Universities for Student Success

Purpose:

The purpose of the "Welcome to CSCU" Admissions Policy is to enroll students who applied to but were not admitted to one of the four universities in the CSCU system. These students who are denied undergraduate admission to any of the four universities will be invited to enroll in a CSCU community college, complete a CSCU Transfer Ticket, and then transfer to a CSCU university to complete a Bachelor's degree.

History and Goal:

Southern Connecticut State University and Housatonic Community College established this enrollment and student success partnership in 2016. Gateway Community College was added to the partnership in 2017. This partnership (known as A to B in CT, see more detail below) includes two key components:

1. Inviting students who are not admitted to SCSU the opportunity to enroll at HCC or GCC, complete their Associate's degree, and then transfer to SCSU for their Bachelor's degree

2. Ensuring that participating students receive targeted support from SCSU <u>and</u> the community college from day one, including academic advising from SCSU

The goal of the "Welcome to CSCU" Admissions Policy is to establish the first key component across the CSCU system at <u>every</u> university and college: That all students who are denied admission to a CSCU university will automatically be offered the opportunity to enroll in a CSCU community college and provided information about Transfer Tickets, associate degrees that place students on the right path to seamless transfer into Bachelor's degrees at all four CSUs and Charter Oak.

The policy also allows the second key component to be established between <u>participating</u> partner universities and colleges in the CSCU system when it is logistically practical for the two institutions to establish such a partnership. In these partnerships, students receive targeted support and advising from the university they wish to eventually attend.

System-wide Enrollment Process:

When any student is denied undergraduate admission to a CSCU university, the denial letter they receive will include standard language detailing the opportunity to enroll at a CSCU community college, complete a CSCU Transfer Ticket, and then enroll at the university for their Bachelor's degree. A web link designed for this process (or similar functionality) will be established by the CSCU system office.

In a timely and periodic manner, at least biweekly when new data is available, each CSCU university will also generate a list (containing only directory information) of all students who have been denied undergraduate admission. These lists will be submitted electronically through the CSCU system office so students can be contacted regarding this enrollment opportunity.

A to B in CT Partnerships (Supplemental Process):

CSCU universities and colleges that agree to engage in a more meaningful model of partnership that provides targeted support from the university <u>and</u> the college from day one may participate in the A to B in CT program.

Participating partners must agree to:
- Use an established Banner Student Information System code to designate the student as an A to B in CT participant
- Notify A to B in CT students of their university advisor and their college advisor
- Monitor A to B in CT students and provide periodic scheduled advising and student supports as appropriate
- Provide opportunities for A to B in CT students to participate in select university activities and/or utilize select university services
- Encourage A to B in CT students to complete their Associate's degree at the college and then transfer to the university for their Bachelor's degree

CSCU universities and colleges partnering to participate in the A to B in CT program will be supported by the system, including:
- Annual reports created and/or supported by the CSCU Office of Research and System Effectiveness, indicating the number (and demographics) of students who participate, persist, and graduate in the A to B in CT program at various partner institutions
- Marketing and other logistics considerations as appropriate to encourage the growth of the A to B in CT program

Other Partnerships (Supplemental Process)

CSCU universities and colleges may determine that existing or alternative partnerships outside of the A to B in CT program parameters are more feasible for their campus and suit their regional needs.

Students benefitting from these non-A to B in CT partnerships will not be coded in the Banner Student Information System as A to B in CT students.

Academic Program Review Policy (low completers) (Amendment)

ASA Committee Chair Merle Harris provided background on the proposed resolution for the **Academic Program/Low Completer Review Process** noting that the policy amendment is proposed for the purpose of facilitating a process to conduct reviews of low producing academic programs in terms of the program's productivity over a three-year period. Absent the adoption of the proposed amendment, those low complete programs are subject to a review at least once every seven years. **On a motion by Regent Harris and a second by Regent Wright, the resolution below was unanimously approved.**

RESOLVED: That the Board of Regents for Higher Education amend its Academic Program Review Policy to mandate one of four optional institutional recommendations for the Board's action regarding an academic program's review; wherein the three-year average number of credentials awarded meets the definition of Low Completer, as defined and procedurally outlined in the document - Academic Program/Low Completer Review Process.

Academic Program/Low Completer Review Process

Amend Academic Program Review Policy

History

The Board of Regents established the Academic Program Review Policy on August 21, 2014 declaring academic program review to be integral to academic planning and assessment efforts at the institutional level. The Board considers APR to be a means of ensuring continuous quality improvement of academic programs and an informative instrument to facilitate dialogue among the Regents, System administrators and institutional administrators. Key elements of such discussions include reflections on educational practices and the review of academic programs within the totality of academic offerings at the institutional level.

Purpose

State statutes empower the Board of Regents (BOR) to grant accreditations to the institutions of the Connecticut State Colleges and Universities (CSCU) System and their academic programs; therein authorizing them to operate and confer higher educational credentials (Connecticut General Statutes, Sections 10a-143, 10a-87 and 10a-72). Degrees are conferred by the BOR in their capacity as the board of trustees of the specific constituent unit.

Among the BOR's responsibilities is assuring the public about the educational quality and effectiveness of the credential-granting institutions it governs. NECHE standard 3.15, however, notes, "The [accredited] institution places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty. Faculty have a substantive voice in matters of educational programs,…" Therefore, when the BOR questions the efficacy of a program the faculty and academic dean/provost at that institution shall be encouraged to offer data and documentation supporting the retention of the program if they believe maintaining the program is in the best interests of their students and their community.

The BOR's Academic Program Review (APR) Policy is its chief instrument for quality assurance - the principal, catalytic mechanism for assessing program quality and effectiveness, and providing information for the continuous quality improvement of teaching and learning.   In determining program viability, the BOR relies heavily upon the CSCU institutions to employ APR as a tool for quality control. Within that control is a forthright self-study, which specifically includes an examination of the degree to which an academic program actually confers the credential(s) for which it was established.

 This policy amendment is enacted to facilitate a process to conduct reviews of low producing academic programs in terms of the program's productivity over a three-year period – see Definition below. This aspect of program review is also applicable to considerations regarding the duplication of existing programs as an evaluative tool to determine a program's viability and continuation. The assessment analysis, and outcomes that result will contribute to making higher education more efficient, sustainable, and valuable to the state of Connecticut and its citizenry.

Definition

An academic program is to be examined as a **Low Completer** if it has, at the point of its periodic reporting to the BOR, a three-year average fewer than the following number of credentials conferred:

Credential	Productivity Level
Undergraduate Certificate	12 (avg. 4 per year)
Associate Degree	24 (avg. 8 per year)
Bachelor's Degree / Post-Bachelor's / Graduate Certificate	30 (avg. 10 per year)
Masters' Degree / Post-Masters	15 (avg. 5 per year)
Doctoral	3 (avg. 1 per year)

In the interest of uniformity, all programs at all institutions will be subject to these guidelines. This includes programs granted some type of maintenance provision (temporary, conditional or unconditional) in the most recent review.

Preliminary Screening

The System's Office of Research & System Effectiveness (ORSE) will provide each CSCU institution with a roster of academic programs that appear to meet the **Low Completer** definition. ORSE will compile data from the federal Integrated Postsecondary Education Data System (IPEDS) reporting for the 2014-15, 2015-16 and 2016-17 academic years. Hence, the institutions will be afforded the opportunity to *examine programs that meet the low completer designation,* adding completions data for the 2017-18 academic year. Consequently, the institutions must decide upon a course of action outlined below in the Process.

Recommendations resulting from the preliminary screening are to be presented to the Board of Regents for its consideration via the System Office of the Provost and Senior Vice President for Academic and Student Affairs.

In subsequent years, the examination of **Low Completer** programs becomes an element of the annual academic program review process. The APR Policy requires "all academic programs to undergo a comprehensive review" and states that "at a minimum, each degree and certificate granting program is subject to review at least once every seven-years."   An APR formal report, per the CSCU institution's format/structure, is due to the institution's chief academic officer or his/her designee by June of the program's reporting year. The institution's synopsis of all the formal reports submitted that reporting year is due to the System Office of the Provost in August. In that synopsis – the End-of-Year Report (APR Form 2) – those academic programs meeting the **Low Completer** definition must be identified in column (d), with one of the four recommending actions stipulated below:

Process

The reporting academic program deemed a **Low Completer** in consultation with the institution's chief academic officer must recommend one of the following actions to the BOR at designated periods of time:

1. Program Termination
2. Program Suspension
3. Program Consolidation
4. Program Continuation

Termination
Community College and Charter Oak State College program officials, with the explicit approval of the institution, submits an *Application for Discontinuation of Existing Program*, per the System's existing procedures and instructions of the application form which includes a Phase Out / Teach out Strategy. State University officials shall follow the process set forth in the CSU-AAUP BOR Collective Bargaining Agreement.[3]

Suspension
Program officials, with the explicit approval of the institution, submits an *Application for Suspension of Existing Program*, per the System's existing procedures and instructions of the application form which includes a Phase Out / Teach out Strategy, as well as a projected reinstatement or termination date.

Consolidation
Program officials, with the explicit approval of the institution, submits a rationale for program consolidation that address each of the following issues:
- A brief description of what the consolidation would entail and a plan for implementation, including program modality and any curricular adjustments;
- Reasons why a consolidated program would succeed as compared to previous arrangements;
- Anticipated fiscal impact and opportunities for reinvestment, with consolidation;
- All relevant issues identified in the program's formal APR report

Continuation
Program officials, with the explicit approval of the institution, submits an–A. Improvement Plan B. Zero Fiscal-Impact Statement; or C. A rationale for program continuation that addresses contributions of the Program to Students, the Community, and/or the Institution.

A. An Improvement Plan to increase program completions should address each of the following applicable issues in the order presented:

1. Brief description of the program, to include enrollment by year classification, faculty supporting the program by type (T/TT, FT, PT, adjunct, other), space/facilities, and administrative support;
2. Projected enrollees and completers for the next five years with justification for such projections.

B. The program is deemed to have a zero fiscal impact it was to be either continued or terminated; and the following issues are addressed:

1. The parent degree program and its actual enrollments and completions for the preceding three academic years;
2. Any curricular elements required for the certificate but not for the degree, and their faculty inputs;
3. Projected program enrollees and completers for the degree program, for the next three years with justification for such projections; and
4. Projected total revenue and total expenditures for the degree program, for the next three years.

C. A description of the contributions of the program to students, the community, and/or the institution should address each of the applicable items in the order presented:

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[3] See Section 5.20 CSU-AAUP BOR Collective Bargaining Agreement.

1. The parent degree program and its actual enrollments and completions for the preceding three academic years (this need not be repeated, if the rationale for continuation includes A or B above);

2. Contribution to economic development (and/or workforce) of the state;

3. Uniqueness or relevance of the program to the region or area;

4. Institutional need to maintain this program to support other programs, contributions of program faculty to General Education, or to maintain accreditation. Measures of productivity of program faculty (i.e. number of student credit hours taught by faculty affiliated with the program or academic discipline) can be included;

5. Documented costs of revenue loss anticipated with elimination (e.g., recent major investments, external funding support, tuition, etc.);

6. Placement of graduates (positions held, places of employment, enrollment in graduate or baccalaureate study);

7. Passage rate of completers on licensure/certification exams or measures;

8. Program quality as reflected by regional or national reputation, faculty qualifications, and the documented achievements of program graduates;

9. Measures of program productivity other than numbers of graduates (grants, publications or other); and

10. In the case where program duplication exists (other programs in the statewide inventory within the same CIP code and level), evidence to warrant the continuation of the degree program when similar programs are available within the state. Plans for collaboration or sharing resources with other programs or new delivery mechanisms may be included as applicable.

After the institution presents and submits its report and recommendation, the BOR will either (a) accept the report or (b) request further information from the institution and program.

AUDIT COMMITTEE

Committee Chair Elease Wright noted the Audit Committee met on Tuesday, December 11, 2018 and shared that at that meeting, the Committee was provided with draft audited financial statements for the fiscal years ended June 30, 2018 that included the Connecticut State Universities, Connecticut Community Colleges and Charter Oak State College

The Committee discussed the materials with management and our independent auditors, Grant Thornton. The auditors noted that all three audits resulted in unqualified opinions and that there were no disagreements with management. The draft reports are available via links in the Board agenda, and final copies will replace the drafts by the end of January.

Committee Chair Wright noted Grant Thornton identified two items as significant deficiencies and one remaining open item.

1. **Library assets that should have been written down in prior periods**. This item was identified by management as part of their own review and was corrected in the FY18 financial statements. Noting that while this was an unfortunate error from prior periods, the audit committee was pleased that this item was identified through our own management's review and due diligence.

2. **Liability associated with accrued compensated absences**. CSCU management receives an annual report from the State of CT identifying employee accrued leave balances and the value of those balances at year end. The report did not accurately calculate the estimated value of total accrued leave on a small number of employees. This amount was not deemed to be material but CSCU management notified the State of the reporting error and the State Comptroller's office will correct this report.

3. **Open item: Great Path Academy** (GPA) which is a component unit of Manchester Community College. Great Path restated its opening net position to account for FY17 revenue that they failed to account for in last years financial report. At the time of the Audit Committee meeting, the independent auditors were completing their review of the audit back-up on this item and had not yet identified what the significance of the finding would be. Committee Chair Wright noted that Great Path is currently the only magnet high school that is classified as a component unit; and is classified as such because of the significance of MCC's influence on Great Path's financial management. This arrangement reflects a contractual agreement and has been renewed annually. Committee Chair Wright advised management is recommending (and the Audit Committee and Grant Thornton concurs with their recommendation) that the contract be amended during the upcoming renewal period to align with similar arrangements between magnet high schools and other institutions within the CSCU system. If we amend the contract Great Path would not be identified as a component unit and therefore not be subject to CSCU audit. Great Path would then be treated like all other magnet schools that reside on the CSCU campuses.

Committee Chair Wright stated that the Committee discussed the new requirement of the Governmental Accounting Standards Board (GASB) that became effective in FY18. GASB 75 requires that we recognize the unfunded portion of Other Post Employment Benefits (OPEB), primarily health benefits, attributed to the CSCU system. The new GASB accounting requirement is similar to the FY15 GASB change that required we recognize the net pension liability on our books. Committee Chair Wright referenced previous discussions with the Board in which it was shared that while we are now required to recognize those liabilities on our financial statements, those liabilities are owned by the State of CT. The effect of recognizing the net pension and OPEB liabilities results in a negative net position for all three of our reporting entities. The total net pension liability across the system is almost $1.7B and the total net OPEB liability is almost $1.9B.

Committee Chair Wright noted that Committee members received copies of the System's eighteen foundation financial statements, the independent auditors' reports, and management's summary report, with each of those audits resulting in unqualified opinions.
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FINANCE & INFRASTRUCTURE

Committee Chair Richard J. Balducci noted that the Committee last met on November 28 and moved to bring two items forward for the Board's consideration. One of the items, CSCU Credit Card Service Fees, received approval under the Consent Agenda. The remaining item was the recommendation by CCSU President Zulma Toro to name the CCSU Social Sciences Hall to the Ebenezer Don Carlos Bassett Social Sciences Hall." Committee Chair Balducci noted that the naming honor was both well deserved and long overdue, thanking the committed, tireless efforts of the supporters from CCSU, Grace Church, and many others. He remarked that we lived in a great country noting that we are all working together, united, to accomplish positive endeavors. Following several Board members and President Ojakian expressing their unqualified support of the naming, **on a motion by Regent Balducci, with a second by Regent Rosa, the resolution below approving the naming of the CCSU Social Sciences Hall to the Ebenezer Don Carlos Bassett Social Sciences Hall was unanimously approved.**

WHEREAS, Ebenezer Don Carlos Bassett enrolled in 1852 as the first African American student at the State Normal School in New Britain, parent institution to Central Connecticut State University, and

WHEREAS, Mr. Bassett became the first African American alumnus of this school, graduating with honors in 1853, and embarking upon a teaching career in New Haven, and

WHEREAS, Mr. Bassett remained committed and actively involved in the institution's Alumni Association, and

WHEREAS, Circa 1856, Mr. Bassett rose to the position of principal at the prestigious Institute for Colored Youth in Philadelphia, parent institution of Cheyney University, the first Historically Black College in the United States, and held this position for the ensuing fourteen years, and

WHEREAS, Under Bassett's leadership, the Institute for Colored Youth established a Normal School division whose pedagogy was based on the educational reforms initiated by the Connecticut State Normal School, and

WHEREAS, Mr. Bassett was a significant voice in advocating for civil rights, particularly the right of African American men to enlist in the Union Army during the U.S. Civil War, and

WHEREAS, In 1869, Mr. Bassett was appointed by President Ulysses S. Grant to a diplomatic post as Resident Minister to Haiti, distinguishing himself as the first African American to hold a United States ambassadorship, and the only graduate of our institution to do so, and

WHEREAS, Mr. Bassett's legacy of scholarship, activism, and diplomacy is unparalleled in the history of Central Connecticut State University, and

WHEREAS, The life of Ebenezer Don Carlos Bassett is a worthy inspiration for present-day students, and a tangible memorial of his accomplishments will serve as a permanent reminder of the achievements that he built on the foundation of his education at our parent school, therefore be it

RESOLVED, That the Board of Regents for the Connecticut State Colleges and Universities hereby approves the naming of the Social Sciences Hall on the campus of Central Connecticut State University to be known as the Ebenezer Don Carlos Bassett Social Sciences Hall.

Finance & Infrastructure Committee Chair Balducci advised that the Committee received an update from administration on the CSCU 10-year capital plan and reviewed the Metrics for Administrative Consolidation Savings. . Management believes that the projected savings targets are achievable within the periods specified. . At Regent Balducci's request, President Ojakian provided background on the development of the metrics and projected savings. President Ojakian advised that he would bring to the Board at the next regularly scheduled meeting an update on how some of those savings have already been realized.

HUMAN RESOURCES & ADMINISTRATION COMMITTEE

HR & Administration Committee Chair Naomi Cohen noted the HR & Administration Committee had one action item to bring before the Board, a **revision to course privilege benefits for community college management/confidential professional employees**. Committee Chair Cohen noted the proposed amendment was driven by equity considerations, allowing those management confidential employees at the community colleges not represented by collective bargaining units to have similar course privilege benefits as their represented colleagues. **On a motion by Regent Cohen, seconded by Regent Budd, the resolution below was unanimously approved.**

Revision to Course Privilege Benefits for Community College Management/Confidential Professional Employees

WHEREAS, under the Board's existing Human Resources Policies, management and confidential professional employees at the community colleges receive course privileges that they can utilize only at any of the CSCU community colleges; and

WHEREAS, currently there is no policy that grants management and confidential professional employees a waiver of tuition and fees at the state universities, and

WHEREAS, until July 1, 2017, this benefit was substantially identical to the tuition waiver available to community college employees covered by collective bargaining agreements, and

WHEREAS, at the last round of contract negotiations, the Board and the three unions representing community college employees agreed to revise the course privileges benefit to be applied toward the cost of tuition and fees at both community colleges and state universities, and

WHEREAS, in the interests of equity and enhanced employee recruitment and retention,   it is recommended that the course privileges benefit for management and confidential professional employees at the community colleges be aligned with the benefit available to community college employees covered by a collective bargaining agreement, now, therefore, be it

RESOLVED, that effective January 1, 2019, Section 6.9 of the Human Resources Policies for Management & Confidential Employees is hereby amended in accordance with the attachment to this Resolution.

Section 6.9 Course Privileges

System Office

Subject to the approval of the College or University offering the instruction, a full-time non- temporary System Office employee hired under these policies or their spouse and unmarried dependents under the age of 25 may take courses ~~only~~ at either the Community Colleges or the State Universities on a space available basis without payment of tuition. Upon making an election of either university or college, System Office employees may not change their election. System Office employees hired prior to the adoption of this policy shall be allowed course privileges in accordance with the policy that was previously in effect for their respective employer.

Community Colleges and State Universities

Full-time non-temporary Community College employees or their spouses and unmarried dependents under the age of 25 may take courses **[only]** at any of the colleges **or universities with the exception of Charter Oak State College**.

Effective January 1, 2019, full-time non-temporary Community College employees or their spouses and unmarried dependents under the age of 25 may apply the cash value of their community college in-state tuition and fees to universities throughout the CSCU System with the exception of Charter Oak State College. The cash value of a Community College tuition and fee waiver will equate to the total number of registered credit hours. The maximum cash value per semester will equate to a full-time load of twelve (12) or more credit hours. The cash value equivalent for Community College tuition and fee waivers will be adjusted to align with changes in community college in-state tuition and fees.

The cash value of the Community College tuition and fee waiver can be applied to graduate level courses for those Community College employees, their spouses, and dependents who are academically eligible for graduate classes.

Full-time non-temporary State University employees or their spouses and unmarried dependents under the age of 25 may take courses only at any of the state universities.

If attending a state university the following fees may be waived: State University Fee or General University Fee for full-time students and Extension Fee and Registration Fee for part-time students. If attending a community college the following fees may be waived: application fee, program enrollment fee, college services fee and student activity fee. Course privileges do not include waivers for credit extension course work.

Charter Oak

Full-time Charter Oak employees may take one free course per calendar year at Charter Oak State College.

The course privileges above may be granted provided that participation in courses does not interfere with the employee's professional obligations. This benefit shall also be available to the above-mentioned spouse and dependents surviving a deceased employee (death having occurred on or after July 1, 1990, during the employee's active service) who had accumulated ten (10) years of State service.

HR & Administration Committee Chair Cohen reported that Committee continued to discuss institutional equity and ensuring a consistent and proactive response to issues of sexual misconduct, harassment and discrimination within the CSCU system. She noted that President Ojakian shared his preliminary thoughts on the establishment of a CSCU Office of Institutional Equity, which would be dedicated to prevention and response for monitoring and data collection/reporting, policy review and revision, investigation, training and educational resources. Committee Chair Cohen added that President Ojakian would move forward with a posting for the hiring of an Institutional Equity Officer who would, along with the Title IX Coordinator and Training Coordinator, be soliciting feedback on the needs and best practices going forward. Regent Cohen indicated President Ojakian would keep the Committee apprised regarding progress in this regard.

EXECUTIVE COMMITTEE

No report.

EXECUTIVE SESSION

On a motion by Regent Wright, seconded by Regent Balducci, the Board voted unanimously to go into Executive Session at 11:35 am for discussion concerning pending litigation.

At the request of Acting Chair Cohen, President Ojakian and Alice Pritchard joined the Board in Executive Session.

RETURN TO OPEN SESSION

The Board returned to open session at 12:21 pm. Acting Chair Cohen advised that there were no votes in executive session and that discussion was limited to pending litigation.

ADJOURNMENT

Acting Chair Cohen declared the meeting adjourned at 12:22 pm.

Submitted,

Erin A. Fitzgerald, Associate Director, Office of Board Affairs
Secretary of the CT Board of Regents for Higher Education

CT BOARD OF REGENTS FOR HIGHER EDUCATION
REGULAR MEETING December 13, 2018, 2018
CSCU System Office, 61 Woodland Street, Hartford, CT

Attachments to Minutes and/or Meeting Handouts/ Presentations

Posted online at http://www.ct.edu/regents/minutes

A. Student Advisory Committee report

B. Faculty Advisory Committee report

C. Academic Program Review Schedule - 2018-2019 Academic Year

D. Credit Card Service Fees – CSCU (asterisked Tier II Fee Schedule)

Good morning Chairman Fleury, President Ojakian, and fellow Regents:

I am so very humbled and honored to be standing before you all today. For those who don't know me, my name is Sage Maier, President of the Tunxis C.C. Student Government Association, and the newly elected chair of the Student Advisory Committee.

A few topics that have come up during our SAC meetings have been identified as our core goals. These include: Diversity, Campus Safety, and Mental Health Awareness.

Title 9 addresses gender equity and sexual harassment. The SAC wants to create a safe-space event focused on diversity and inclusion, where CT state students can feel free to express themselves. As an identifying lesbian, I wish to continue the importance of creating an inclusive and safe community within our state. When Asnuntuck put on their first LGBTQ+ event at Middlesex C.C. this past September, SAC members and myself were motivated to duplicate similar activities across the state.

Our second goal, is to remodel Campus Safety so that we can assist our schools in providing a safe environment. The objective is to ensure that staff, faculty, and students are well informed and prepared if a potential problem arises. Many campuses across the state are taking action to put protective measures into place. The SAC members have decided to gather safety procedures within each of our own respective schools. This information will provide us with necessary material to compare and to further prepare ourselves for ensuring safe and secure campuses.

Thirdly, we want to address mental health awareness. A rising issue that we have seen across our campuses, is a perceived lack of resources available to students. More than half of youths identified with mental health needs will drop out of school, and only 5 to 20% will enter post-secondary education. The SAC leads have begun to address this, and we have identified a number of recommendations on how and what to provide to students. A free mental health first aid training seminar in Bristol will teach participants to learn the risk factors and warning

signs of mental illnesses. Tunxis has begun a free Counseling and Advising relaxation session for their students. These sessions include stress management and mindfulness exercises. Our hope is to continue taking steps to provide awareness and to provide mental health services.

In addition to the SAC's three core goals, Provost Jane Gates outlined the Board of Regents current student initiatives. These would include: The Math Pathways, Guided Pathways, and English Pathways. Each have been created to target advising, that will assist students in choosing a path, staying on this desired path, and to graduate with the skills and knowledge needed to succeed. The SAC recognizes the importance of continuing education and wishes to stay active in the Working Groups across the CSCU system to implement the Guided Pathways Initiatives.

In sum, I want to thank all of you for your continued support for student's higher education. I am motivated and determined to accomplish these goals as previously outlined. I look forward to working alongside the Board of Regents to reach our common goals of creating a climate of inclusion, success for all students, and establishing a secure environment where members live, study, and work. Thank you for having me here today. I look forward to working with each of you over the course of my time with the SAC.

Faculty Advisory Committee to the Board of Regents

Remarks to the BOR

December 13, 2018

Chairman Fleury, President Ojakian, and members of the Board of Regents, we appreciate this opportunity to present to you today.

Since the last opportunity we had to present to the board in May, we have seen many signs of progress throughout the system- starting with the recent Emsi report on the economic value of CSCU in Connecticut and followed by the recently released white paper. As faculty, we are proud of the work that we, our students, and our institutions do for the state and it was heartening to see these efforts put into such concrete terms. We look forward to the legislature's response and we welcome the opportunity to continue to tell this important story in other ways and formats.

In our last remarks, the FAC encouraged more public-private partnerships and thus are encouraged by the recent Advanced Manufacturing partnerships with the US Department of Labor, Pratt Whitney and Electric Boat, as well as the partnerships with GE Solar and CT Green Bank, among others. The FAC looks forward to continue supporting such endeavors.

At our last FAC meeting in November, we had a very productive and promising meeting with Jan Kiehne, who heads the Decision Support System Steering Committee within the system office. In particular, we appreciate the recent decision by the system office to get further buy-in for the project prior to moving further along in the process, as well as look at other cost saving solutions- both of which were in line previous recommendations made by the FAC. We look forward to working with the board and system office on the Decision Support System.

The last year has been one of great change for the board, and Del and I have spent much of this time getting up to speed on not only how boards operate, but in particular how this board operates. We have had many positive and productive conversations with board members, in particular on the committees we serve on. The FAC is encouraged by our work together on the low completer policy and the board's decision to continue to approve new programs. We look forward to continuing such collaborations in the future.

The FAC would also like to thank those board members who have also visited classrooms on our campuses, a project spearheaded by Del Cummings, Vice-Chair of the FAC. As both Del and I were not able to fully comprehend the responsibility and dedication of board members until we actually joined the board, we also believe experiencing our campuses first hand will add invaluable insight as to who we are, what we do, and how wonderful each of our institutions are. The FAC would encourage any other board members who would like to visit classrooms to contact Del.

Along similar lines, the FAC Conference titled "The Future of Public Higher Education in Connecticut" will be held on Friday, April 5 from 8-4. We have had very positive, preliminary conversations with board members about attending. Both Del and I hope to have a special session with board members discussing the future of higher education in our state. We will be in contact soon about this possibility.

Over the next few months the FAC sees several opportunities for collaboration with the board. Students First is a large plan, filled with many moving parts and with such far reaching implications for each of our campuses. There is still much confusion about what stage the plan is in and who is involved in decision making processes within committees (with this confusion extending to even among faculty leaders on our campuses). One example would be the regional presidents' searches. The FAC has enclosed a statement regarding the searches, which outlines our questions and concerns regarding this process. We would also recommend an improvement to the system's website, with more easily accessible information for faculty and staff. Over the next few months, the FAC will be making a set of recommendations to the board and system office on how to make this happen.

The FAC would also like to reiterate a point of concern we made last May in regards to not losing sight of our goal to create an educated citizenry (a goal mentioned multiple times in the recently released white paper as well) while simultaneously preparing a workforce. These are not opposing goals, but they are complex and require significant collaboration from all stakeholders. We will need a curriculum that both meets the needs of Connecticut employers and also provides our students with a diverse, liberal arts education that will allow them to adapt to the needs of an ever changing economy long after they have left our institutions. It should be an education that not only focuses on completion, but also academic excellence. To provide anything less would be a disservice to them and to the state of Connecticut. To accomplish this will require utilizing campuses shared governance processes to move the necessary curriculum forward. The FAC recently passed a resolution on shared governance and we have enclosed it for your review. In the coming months, we hope to continue to work with the board and the system office in this shared endeavor.

On Shared Governance

As we have previously reported, the FAC continues to believe that the consolidation of the community colleges is ill conceived. We believe the savings targets will not be met. The NEASC letter in response to the substantive change request indicated that the level of investment to support the change was insufficient, and that the "proposed institution does not appear to have sufficient support for academic administration." Addressing these problems will reduce the projected savings. More importantly, we continue to believe that the consolidation of academic programs across twelve campuses will result in a stodgy curriculum that reduces the faculty's ability to innovate, to promote quality, to integrate assessment with curricular change, to be responsive to workforce needs, to be responsive to the needs of their own students, and to create new programs.

However, the Board and the system administration continue to work toward a consolidation of the community colleges. If the system continues to believe that it is beneficial to move in this direction, we consider it essential that established principles and practices of shared governance be respected. We call on the system office to work with faculty and campus administrations to create an effective and transparent process for the proposed General Education core and program curricula.

In its April 25th letter in response to the Substantive Change Request, NEASC (now NECHE (New England Commission of Higher Education)) identified the lack of clarity for both the administration and the faculty in overseeing and evaluating academic programs. The letter specifically cited standards 3.14 and 3.15 as items of particular concern:

> 3.14 The institution's organization and governance structure assure the integrity and quality of academic programming however and wherever offered.

> 3.15 The institution places primary responsibility for the content, quality and effectiveness of the curriculum with its faculty. Faculty have a substantive voice in matters of educational programs, faculty personnel, and other aspects of institutional policy that relate to their areas of responsibility and expertise.

We believe standard 3.13 is also of relevance here: "The institution's internal governance provides for the appropriate participation of its constituencies, promotes communications, and effectively advances the quality of the institution."

The opening editorial of the most recent issue of *Trusteeship*, the bimonthly publication of the Association of Governing Boards of Universities and Colleges, emphasizes the importance of governing boards having an effective model of shared governance, which it defines as "a set of guidelines about the various roles and authority of the board, faculty, and administration in such things as academic decisions, budget decisions, selection of presidents, and other operational decisions."[1]

The Substantive Change Request submitted last March envisions a faculty led Curriculum Committee "made up of elected representatives from all 12 campuses" (p. 52) that would report to a state-wide

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[1] Susan Whealler Johnston, "Sharing Governance," *Trusteeship* 26(3), page 2 Summer 2018.

College Senate. Nevertheless, in the Substantive Change Request, the system office, without faculty input, sketched a process of consolidation of academic programs without a curriculum committee or a senate, and which therefore violates established institutional procedures for faculty to have a substantive voice (see pages 55-57).

This ad-hoc process, which is led by the Academic and Student Affairs Consolidation Committee, is not transparent, i.e. the committee has no by-laws, lacks a process for setting agendas, is not subject to Robert's Rules, and has no published agenda or minutes. Since the leadership of the committee is appointed by the administration, it cannot function as a representative body. It also provides no clear guidance for proper review, consideration, deliberation, or approval of academic matters. For example, it indicates that "campuses" (it is unclear if this includes campus governing bodies) can endorse (but not vote down) or provide written feedback on proposals, but there is no indication who is receiving this "feedback" or even if it will be considered.

We recognize that the system office is not subject to the standards of accreditation, yet we are of the firm opinion that the standards of accreditation are not arbitrary bureaucratic hoops, but rather are a product of concerted and disciplined reflection by experienced educators to maintain the integrity of higher education institutions.

We, therefore, assert that all recommended changes to General Education, academic programs, and matters related to the standards for the granting of academic credit and degrees must be produced and reviewed through a transparent and deliberative process that largely comports with the standards of accreditation and the principles of shared governance. In the absence of such a process not only are proposed changes of questionable legitimacy, but more importantly, risk making arbitrary decisions for purposes of expediency that diminish the value of the academic programs and the integrity of the colleges.

Over the last year and half, the FAC has been vocal on this matter. We have passed two resolutions calling for a representative faculty governing body from the 12 community colleges to address matters relative to a consolidation proposal. We have also had repeated conversations with President Ojakian, Provost Gates, and the Co-Chairs of the ASA Consolidation Committee to address the problems of governance. Our understanding is that the ASA Consolidation Committee began the process of assembling a representative group to address matters of internal governance, but that committee has not been called. We are alarmed that a proposal for a common General Education is now being circulated and that a call has gone out to bring together faculty to begin the process of program consolidation prior to any efforts to address governance matters or to create a transparent and deliberative process for curricula reform.

Beyond question, the proposed creation of a common General Education program and the proposed consolidation of hundreds of programs will be complex and require careful planning. We must have a process for doing this that is deliberative, transparent, and consistent with the principles of shared governance.

On the Regional President's Searches

The FAC finds the hiring of regional presidents for the community colleges to be a troubling irony. Students First was presented as a strategy to reduce sharply the number of community colleges administrators who were not "student facing," but now, the first concrete step being taken is to hire more senior administrators who are not "student facing."

We are also concerned that the practical functioning of these regional presidents will result in continuing increases in administrative expenses. Whether we eventually get to a single college or not, the regional presidents certainly add an additional layer of administration between the campuses and the system office.

In the present context, it is difficult to see what these regional presidents will preside over. Campus departments will continue to report to the campus chief executive office/president, and these regional presidents are not integrated with ongoing procedures and policies relative to student and academic affairs, and general college functioning.

To the extent that the regional presidents are held to be accountable for initiatives and priorities coming from the system office, it will likely create significant administrative friction as few faculty and staff will report directly to them. In addition, creating authorities with little to preside over may also create "greedy" offices, in which there is a functional demand to expand an administrative staff to meet the expectations to which they are being held accountable.

In the months leading up to the Students First initiative, President Ojakian often remarked about one campus that had shortened weekend library hours, as an example of misplaced priorities. In the face of budget shortages, a campus president had apparently elected to reduce student services, rather than their own administrative office. In hiring regional presidents, it seems to us that the system office and the board are perpetuating the same misplaced priorities. Hiring regional presidents not only expands the administration, but also creates new offices that may find themselves compelled to further the power of their own administration by expanding its own staff.

Connecticut State Colleges & Universities
Academic Program Review Process
2018-19 Academic Year Schedule

Institution	Academic Program	Means of Review
Asnuntuck	Communications	Internal
Community	Criminal Justice	Internal
College	General Studies	Internal
	Human Services	Internal
Capital	Architectural Engineering Technology	Internal
Community	Biotechnology	Internal
College	Computer Networking	Internal
Gateway	Automotive Technology	Internal
Community	Automotive Technology, (GM) Certificate	Internal
College	Biomedical Engineering Technology	Internal
	Business Administration	Internal
	Business Office Technology	Internal
	Clean Water Management	Internal
	Computer Science	Internal
	COT / Technology Studies	Internal
	Culinary Arts	Internal
	Early Childhood Ed. Admin. & Leadership Certificate	Internal
	Environmental Science & Toxicology	Internal
	Exercise Science & Wellness	Internal
	Fire Technology & Administration	Internal
	Firefighter I & II	Internal
	Food Service Management	Internal
	Hotel Management	Internal
	Human Services Gerontology	Internal
	Interdisciplinary Peace & Conflict	Internal
	Manufacturing Engineering Technology	Internal
	Meetings, Conventions & Special Events	Internal
	Natural Science & Math	Internal
	Nuclear Medicine Technology	Internal
	Professional Baker's Certificate	Internal
	Radiation Therapy Technology	Internal
	Retail Management/Fashion Merchandising	Internal
	Retail Manage./Fashion Merch., Certificate	Internal
	Studio Art	Internal

Institution	Academic Program	Means of Review
Housatonic Community College	Accounting	Internal
	Business Administration	Internal
	Computer Information Systems	Internal
	COT: Technology Studies	Internal
	Fine Art	Internal
Manchester Community College	Culinary Arts	Internal & External
Middlesex Community College	Fine Arts and Fine Arts: Graphic Design Option	Internal & External
	Liberal Arts & Sciences	Internal & External
	Technology Studies: Computer Engineering Technology Option	Internal & External
Naugatuck Valley Community College	Business Administration: Business Computer Applications	Internal
	Business Management	Internal
	Early Childhood Education	External
	Criminal Justice	Internal
	Hospitality Management	Internal
	Human Services	Internal
	Legal Assistant/Paralegal	Internal
Northwestern Connecticut Community College	Environmental Science/Natural Resources	Internal
	General Studies	Internal
Norwalk Community College	Accounting	Internal
	Architectural Engineering Technology	Internal
	Communication Arts	Internal
	Computer Science	Internal
	Computer Smartphone Application Developer	Internal
	Construction Technology	Internal
	Early Childhood Education	External
	Interior Design	Internal

Institution	Academic Program	Means of Review
Quinebaug Valley Community College	Computer Networking/Computer Services/Cyber Security	Internal
	Sciences- Natural and Physical, (discipline)	Internal
	Medical Laboratory Technician	External & Internal
	Early Childhood Education	External & Internal
Three Rivers Community College	Accounting Career	Internal
	Accounting, Certificate	Internal
	Environmental Engineering Tech.	Internal
	Lean Manufacturing, Certificate	Internal
	Manufacturing Engineering Tech.	Internal
	Manufacturing Engineering Tech., Laser Manufacturing Option,	Internal
	Mechanical Engineering	Internal
	Nursing	Internal
	Supply Chain Management, Certificate	Internal
Tunxis Community College	Business Administration	Internal & External
	Computer Information Systems	Internal
	Computer Science/Math Honors	Internal
	Engineering Studies	Internal
	Technology Studies	Internal
Charter Oak State College	Business Administration	Internal
	History	Internal
	Human Resources	Internal
	Organizational Leadership	Internal
Central Connecticut State University	Accounting, BS	Internal & External
	Accounting, MS	Internal & External
	Biomolecular Sciences, BS	Internal & External
	Biomolecular Sciences, MA	Internal & External
	Business Administration, MBA	Internal & External
	Construction Management, BS	Internal & External
	Counselor Education, MS	Internal & External
	Criminal Justice, MS	Internal & External
	Criminology, BA	Internal & External
	Finance, BS	Internal & External
	Management Information Systems, BS	Internal & External
	Management, BS	Internal & External
	Marketing, BS	Internal & External
	Psychological Science, BA	Internal & External
	Psychology, MA	Internal & External

Institution	Academic Program	Means of Review
Eastern Connecticut State University	Asian Studies (minor)	Internal & External
	Biochemistry	Internal & External
	Computer Science	Internal & External
	Environmental Earth Science	Internal & External
	Geographic Information Systems (minor)	Internal & External
	History/History and Social Science	Internal & External
	Latin American Studies (minor)	Internal & External
	New Media Studies	Internal & External
	Performing Arts, Theatre	Internal & External
	Political Science	Internal & External
	Spanish	Internal & External
Southern Connecticut State University	Art Education	Internal
	Art History	Internal
	Communication Disorders: Speech Language Pathology	Internal & External
	General Studies	Internal
	Interdisciplinary Studies, BA	Internal
	Interdisciplinary Studies, BS	Internal
	Music	Internal & External
	Nursing Education	Internal
	Psychology, BA	Internal
	Psychology, BS	Internal
	Psychology, MS	Internal
	Studio Art, BA	Internal
	Studio Art, BS	Internal
Western Connecticut State University	Chemistry BA/BS	External
	Health Promotion Studies BS	External
	Nursing BS/MS	External
	Nursing Education, Online Ed.D.	External
	Business Administration BBA/MBA	External

ATTACHMENT D TO 12-13-2018 BOR MINUTES – CSCU CREDIT CARD SERVICE FEES (ATTACHMENT B)

FEE DESCRIPTION	CENTRAL		EASTERN		SOUTHERN		WESTERN	
	Fiscal Year		Fiscal Year		Fiscal Year		Fiscal Year	
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
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	20	20	20	20	20	20
Late Fee (per occurrence)	50	50	50	50	50	50	50	50
Late Health Waiver Filing Fee	0	0	0	0	0	0	0	0
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	30	30
Duplicate Diploma Fee (per occurrence)	25	25	25	25	25	25	25	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	45	45	0	0
Off-campus residents	0	0	0	0	45	45	0	0
Cooperative Education Fee (per semester)	200	200	0	0	0	0	0	0
Installment Payment Program (per Semester)	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	0	0	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								
Graduate Resident (per semester)	40	40	0	0	150	150	40	40
Graduate Nonresident (per semester)	40	40	0	0	150	150	40	40
Part-time Matriculating (per semester)	40	40	0	0	150	150	40	40
Graduate Re-entry Fee:								
Graduate Resident (per occurrence)	50	50	0	0	0	0	50	50
Graduate Nonresident (per occurrence)	50	50	0	0	0	0	50	50
Part-time (per occurrence)	50	50	0	0	0	0	50	50
Undergraduate Nursing Lab Fee								
Full Time (per semester)	325	325	0	0	396	396	396	396
Part Time (per credit)	27	27	0	0	33	33	33	33
Graduate Nursing Lab Fee								
Full Time (per semester)	0	0	0	0	396	396	396	396
Part Time (per credit)	0	0	0	0	33	33	33	33
Writing Center Fee								
Full Time (per semester)	0	0	0	0	20	20	0	0
Part Time (per credit)	0	0	0	0	10	10	0	0
Graduate Business Program Fee (per semester)	125	125	0	0	0	0	0	0
Nursing Ed. D. Residency Fee	0	0	0	0	1147	1191	1141	1187
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
* Science Engineering Technology Lab Fee (per course) (1)	40	40	0	0	0	0	0	0
* Math Emporium Lab Fee (per course)	0	0	0	0	50	50	0	0
MATH 100/E Course Fee	0	0	0	0	0	0	120	120
Music Lab Fee (per course)	0	0	50	50	50	50	0	0
* Theater Lab Fee (per course)	0	0	50	50	0	0	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
* Outdoor Advanture Leadership Lab Fee (per course)	0	0	0	0	30	30	0	0
Rec & Leisure Program Fee	0	0	0	0	10	10	0	0
EPY 600 Course Fee (per course)	0	0	0	0	0	0	75	75
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	0	0	50	50
Re-registration Fee	100	100	100	100	100	100	100	100
* Summer Orientation Program Fee	75	75						
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/$3 min.)	2.75%	2.85%	2.75%	2.85%	2.75%	2.85%	2.75%	2.85%
** Over-Registration / Excess Credit Fee								
Undergraduate (per credit hour)	501	520	509	529	539	560	492	512
Graduate (per credit hour)	629	654	582	605	682	709	564	587
MBA Challenge Exam Fee (per occurrence)					250	250		
Challenge Exam Fee								
Full-time Students (per occurrence)	0	0	0	0	0	0	200	200
Part-time Students (per occurrence)	0	0	0	0	0	0	200	200
Other Students (per occurrence)	0	0	0	0	0	0	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

* New Fees Proposed starting with FY18. (1) Cap on lab fees will be set to $80 per semester for students who enroll in 2 or more labs.
** 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
**** Approved Credit Card Service Fee modification to accommodate the new credit card convenience fees.