



Board of Regents

AGENDA - REGULAR MEETING

10:00 a.m., Thursday, March 24, 2022

Meeting will stream live at: <https://youtu.be/d4Oe3tTt-Dg>

NOTE: If any member of the public is unable to attend the meeting in real-time due to a lack of physical location or electronic equipment, they may request assistance by email to PHelen@commnet.edu at least 24 hours before the meeting.

*** Opportunity to Address the Board**

- Written comments will be accepted concerning any matter and will be forwarded to the Regents in advance of the meeting. They will become part of the permanent record of the meeting. Written comments must be received via email to pheleen@commnet.edu at least 24 hours in advance of the meeting.
- The Board encourages public comment on matters that appear on this agenda. Requests to provide in-person comments (including virtual appearances) must be received at least 24 hours in advance of the meeting by emailing the Assistant Secretary to the Board at pheleen@commnet.edu. A confirmation email with instructions to access the meeting will be forwarded the day before the meeting. In fairness to all who wish to address the Board, each speaker must abide by a three-minute time limit. At the end of each speaker's allotted time, the speaker will be asked to yield to the next speaker. Students will address the Board first, followed by public, faculty, and staff for a total of no more than 30 minutes.

1. Call to Order, Roll Call & Declaration of Quorum

2. Adoption of Agenda

3. Comments from Board of Regents Chair Matt Fleury

4. Comments from CSCU System President Terrence Cheng

5. Institutional Updates

- Dr. Mary Ellen Jukoski, Three Rivers Community College
- Dr. Steve Minkler, Middlesex Community College

6. Opportunity to Address the Board*

7. Approval of February 24, 2022 Meeting Minutes..... Page 1

8. Consent Agenda

- a. Academic Programs – Discontinuations..... Page 44
 - i. Aviation Science, Flight – AS – Naugatuck Valley CC
 - ii. Aviation Science, Management Option – AS – Naugatuck Valley CC
- b. Academic Programs – Modifications Page 50
 - i. Medical Laboratory Technician – AS – Quinebaug Valley CC [Modification of Instructional Delivery]
 - ii. Social Work – Master of Social Work (MSW) – Southern CT State University [Modification of Instructional Modality]
- c. CT State Community College – Refund and Course Withdrawal Policy – Amendment
- d. CT State Community College – Aligned Curriculum
- e. Honorary Degrees
- f. Promotions and Tenures – CSCU – Spring
 - i. Western Connecticut State University
- g. Finance Items Page 197
 - i. Gift of Real Property – 729 Main St., Willimantic, CT
 - ii. Reallocation of CSCU 2020 Program Funding

9. Academic & Student Affairs Committee – Ira Bloom, Committee Chair

<https://www.youtube.com/watch?v=5f9F-z6uWa8>

No report. No items.

10. Audit Committee – Elease Wright, Chair

No report. No items.

11. Finance & Infrastructure Committee – Rich Balducci, Committee Chair

<https://www.youtube.com/watch?v=S-RbMX0I71A>

Report and action items

- *Establishment of University and Charter Oak State College Tuition and Fees..... Page 204*

12. Human Resources & Administration Committee – Holly Howery, Committee Chair

No Report. No items.

13. Executive Committee – Matt Fleury, Committee Chair

No Report. No items.

14. Executive Session - Concerning Collective Bargaining Agreements

15. Possible Vote Concerning Collective Bargaining Agreements

15. Adjourn

**BOARD OF REGENTS FOR HIGHER EDUCATION
CT STATE COLLEGES AND UNIVERSITIES (CSCU)
MINUTES OF REGULAR MEETING
THURSDAY, FEBRUARY 24, 2022
CONDUCTED VIA REMOTE PARTICIPATION**

REGENTS - PARTICIPATING (Y = yes / N = no)	
Matt Fleury, Chair	Y
Richard J. Balducci	Y
Ira Bloom	Y
Aviva D. Budd	Y
Felice Gray-Kemp	Y
Holly Howery	N
David R. Jimenez	Y
Richard Porth	Y
JoAnn Ryan	Y
Ari Santiago	N
Elease E. Wright	Y
Julia Noriega, Student Regent	N
Brandon Iovene, Student Regent	N
*David Blitz, FAC Chair	Y
*Colena Sesanker, FAC Vice Chair	Y
*Dante Bartolomeo, Interim Labor Commissioner	N
*Dr. Manisha Juthani, Public Health Commissioner	N
*David Lehman, DECD Commissioner	N
*Charlene Russell-Tucker, Education Commissioner-Designate	N
*Kelli-Marie Vallieres, Chief Workforce Officer	N
<i>*ex-officio, non-voting member</i>	

CSCU STAFF:

Terrence Cheng, CSCU System President
 Dr. Alice Pritchard, Chief of Staff/Chief of Operations
 Ben Barnes, Chief Finance Officer
 Dr. Ken Klucznik, VP of Academic Affairs
 Ernestine Y. Weaver, Counsel
 Pam Heleen, Asst. Secretary of the Board of Regents (recorder)

Dr. Mike Rooke, Interim President, Connecticut State Community College
 Kerry Kelley, CFO, Connecticut State Community College

CALL TO ORDER

Chair Fleury called the meeting to order at 10:05 a.m. Following roll call, Chair Fleury declared a quorum present.

ADOPTION OF AGENDA

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

CHAIR FLEURY REMARKS

Chair Fleury welcomed everyone and looks forward to returning to in-person meetings later this spring. As COVID-related rates continue to go down, everyone is working to make sure that we are doing the safest thing regarding masking and social distancing.

Chair Fleury also commented on the recent events in the Ukraine. He noted the far-reaching effects of war and our care and concern for all members of our CSCU community who are touched by these events. We hope for a swift resolution that fosters stability and safety.

He recognized the continued loss of life due to the pandemic, as well as extended condolences to the family and friends of the three students and coach that lost their lives tragically to car accidents in recent months. He also sent his thoughts and prayers to Regent Holly Howery on the news of a death in her family.

With the conclusion of Merle Harris's tenure on the Board of Regents in December, the position of Vice Chair has been open. Chair Fleury reported that Regent Ryan has expressed her willingness to serve as Vice Chair of the Board of Regents, if called. Regent Ryan has been a valued member of the Board since 2018 and a respected leader in the community as President & CEO of the Northwest Connecticut Chamber of Commerce. She currently serves on the Board's Finance & Infrastructure Committee and Human Resources & Administration Committee.

Chair Fleury nominated Regent Ryan to serve as Vice Chair. Regent Balducci seconded your nomination. There were no nominations from the floor.

Regent Balducci added to Chair Fleury's comments by sharing that Northwestern CT Community College counts on Regent Ryan to assist with problem resolution. She is a valued member of the Finance Committee, demonstrating her concern for students across the system.

The Board has (unanimously) elected JoAnn Ryan to serve as Vice Chair of the Board of Regents effective immediately for a term of three years.

Vice Chair Ryan commented that she is very happy and proud to serve and looks forward to working with President Cheng and the administration to continue to support our students, our institutions, and our system.

Chair Fleury also recognized and thanked Ira Bloom again for stepping forward to serve as ASA Chair.

PRESIDENT CHENG'S REMARKS

- Black History Month 2022 - President Cheng thanked the many departments and programs within the institutions of our system that have held great events and celebrations this month and recognized them for advocating for equity and social justice across the state.
 - The Winston E. Thompson Global Majority Retreat will take place on April 29 in Windsor. The theme of this year's conference is "Creating and Building Equity-Minded Campuses." The conference will feature keynote speaker Dr. Michael Eric Dyson, distinguished public intellectual and author of "Entertaining Race: Performing Blackness in America." President Cheng thanked Dr. Kimberley James, Interim VP for DEI for CT State for her work in organizing the event and leading DEI efforts at the system level.

- Since the beginning of February, bomb threats have been made at dozens of Historically Black Colleges and Universities. These threats are meant to invoke terror and fear and are a part of a despicable legacy of depriving Black students of education.
 - We hope law enforcement and government agencies will soon put an end to these threats.
 - President Cheng noted that at CSCU, we take pride in the fact that we serve tens of thousands of black and brown students.
- Welcome Professor Ira Bloom to BOR - Professor Bloom is a long-time academic, a political scientist, and a seasoned administrator who has served in public higher education for over 30 years. A resident of Fairfield County, Professor Bloom brings a wealth of knowledge and experience to the Board.
 - Higher Education and Appropriations Committee Hearings - CSCU recently testified in front of the Higher Education Committee and the Appropriations Committee as part of this year's legislative session. Important questions from our legislators were fielded. The team made the case that CSCU is CT's best and only option for high quality education, combined with accessibility, and true affordability. Legislators were reminded that most of our students come from CT, are educated, and trained in CT, and ultimately work and live in CT. CSCU is the primary engine of social mobility for the people of CT, and that makes our system beyond worthy of the state's investment. Thank you to Ben Barnes, Sean Bradbury, Amanda Bellagamba, and the whole team for the work during this legislative session. President Cheng also thanked the students who testified earlier this week.
 - Workforce Development - Dr. Alice Pritchard now formally spearheads system-wide workforce development efforts. Current highlights include:
 - Community colleges have been included in all four applications-- in manufacturing, construction, healthcare, and IT-- submitted by the state's Workforce Development Boards as part of the Career Connect initiative. Regional workforce officers, Eileen Peltier, Diane Bordonaro, and Kristina Testa-Buzzee were thanked for their work in this effort.
 - CSCU is deeply involved in the Innovation District proposals for the Hartford and Stamford regions. These proposals improve workforce pipelines and engage partners from across industries. Our colleges and universities will help create innovation capacity that further manifests the impact of CSCU.
 - In the Governor's proposed budget is a CSCU-led effort to increase the number of faculty across the state in nursing and behavioral health. If approved, it will accelerate degree attainment and provide tuition assistance to students studying in these areas.
 - Special thanks to Dr. Kelli Vallieres and the Office of Workforce Strategy.
 - CT State and Provost searches are well underway, with the goal of making official hires by the end of the semester. Thanks to Regent Aviva Budd for chairing the search for CT State President, to President Elsa Nunez for chairing the search for CSCU Provost, and all who have volunteered to assist these committees.
 - Additional News
 - Diego Horisberger, a student from Tunxis Community College was recently named an Achieving the Dream Scholar. Diego is one of just 8 DREAM scholars selected from across the nation.

- At the ribbon cutting of the new AMT Center in Danbury, President Cheng met Miriam Rivas, an alum who spent decades in the food service industry. She completed the AMT program and now works as a specialist for ASML. This is yet another great example of CSCU helping people, while benefiting companies and communities in CT. Thanks to Pres. John Clark at WCSU, Reg. Pres. Dr. Jim Lombella, CEO for NVCC Dr. Lisa Dresdner, and their teams who made this happen.
- CSCU recently received a six-figure donation from Stop & Shop that will benefit all the food pantries on our campuses across the state. Food insecurity is very real for our students. Thank you to Lesley Mara in Academic Affairs for securing this gift.
- On February 11, CSCU formally submitted our substantive change proposal to the New England Commission of Higher Education to create CT State Community College. This process has been more than four years in the making. Thanks to the hundreds of faculty, staff, students, administrators, and partners. The process has not been easy; there have been many ups and downs. It has been a true team effort, one that everyone can and should be very proud of. President Cheng thanked Dr. Michael Rooke, Interim President for CT State; Kerry Kelley, CFO; Alison Buckley, VP for Enrollment Management and Student Affairs; Interim Provost Miah LaPierre-Dreger; Regional Presidents Jim Lombella, Tom Coley, and Rob Steinmetz; and the CEOs at all 12 of our community college campuses.

INSTITUTIONAL UPDATES

CT State Community College - Dr. Michael Rooke

- Presentation is included as Attachment A
- Regent Jimenez asked for an elaboration on the student benefit of Guided Pathways Advisors (GPAs). Dr. Rooke noted that Northwestern CC was one of the first to hire their GPAs and they have had a significant impact on enrollment already. They form close relationships with students - developing an academic degree plan from the student's first day, reaching out to students every several weeks to make sure they are on track and letting them know when they need to start planning for the next semester. GPAs are there to assist students with any issues they may have; if students are struggling, they have a point of contact.
- Regent Ryan asked if there has been any reluctance on the part of the students. Dr. Rooke indicated that though there has been initial success at his campus, it is difficult to predict any reluctance over 30,000. There will be a range of awareness to the availability of student support and there is still significant work to do to raise awareness. A communication campaign will be developed to ensure that students understand the changes.
- Professor Blitz stated that the FAC did not see, nor was it consulted on the document sent to NECHE. The FAC submitted feedback to NECHE with critical comments. The FAC, based on discussion with faculty at the colleges and universities, remains opposed to the elimination of individual accreditation of the 12 community colleges. In addition, faculty control of curriculum and pedagogy is a basic issue of opposition on how we proceed through the consolidation of the community colleges. Dr. Blitz also recommended that any future correspondence to NECHE discussing the role of the FAC should include that, by statute, the FAC assists the BOR, as well as provides information and advice.
- Professor Blitz also noted that the FAC has submitted their required annual Report to the Legislature.

- Regent Porth requested a description of the process with the U.S. Department of Education (DOE) for Title IV approval. Dr. Rooke commented that work with the Boston Office of the DOE has been ongoing for about three years, and they have been notified of our intent to merge the colleges. We have received considerable advice, including the requirement that BOR pass a resolution merging of the OPEID (which it has done). The next critical step in the process is bringing the new Student Information System online in the spring.
- Professor Sesanker asked about the curriculum process as it was characterized as faculty-led; she made comment about the extent that it passed through any established shared governance bodies. She stated that it has been impossible for that process to be honored and asked if there will be any improvement to that process. Dr. Rooke replied that the BOR formed two transitional governance bodies several years ago as part of this process - the College Consolidation Implementation Committee (CCIC) and the Students First Academic & Student Affairs Committee. Those bodies review all the curriculum proposals along with the Aligned Program Review Committee. He estimates that approximately 34% of the full-time faculty has participated in the process in varying degrees. He understands the rapid pace necessary to get all programs through all levels of review by June 2022.
- President Cheng stated that the amount of work gone into this process over five years is indisputable and is to be commended. Change is difficult and we must continue to evolve. We are focused on doing what's best for our constituencies and what's responsible for the taxpayers of Connecticut. The input to NECHE from the FAC has been received; it has been processed. A response has been crafted, will be sent to NECHE, and will be shared with the BOR.
- President Cheng noted that he had been asked specifically by a legislator if we had thought about closing campuses. His response was an unambiguous "no - we will not be closing any campuses; we will do everything in our power not to close a campus. Many campuses are the only educational opportunities in those regions. How can we affect access, equity, and opportunity and have an impact if we are considering shutting down locations?"
- Interventions intended to improve student performance were either insufficient or incomplete to date. We need to continue to evolve. The opportunity remains to look at the data and to make adjustments and improvements. The creation of CT State will allow us to make the necessary changes. He is committed to working with any constituency that brings forth possible solutions to improve outcomes for our students.

OPPORTUNITY TO ADDRESS THE BOARD

In addition to the eight speakers, the Board received 15 communications. In accordance with FOI guidelines as amended during the pandemic, the communications were posted on the CSCU website immediately prior to the meeting start time and distributed to the Board in advance of the meeting. They are included as Attachment B.

The following individuals addressed the Board:

<u>Faculty/Public</u>	<u>Student</u>
Angelo Messore (Tuesday, 11:42 p.m.) Professor, Political Science and Economics Manchester Community College	Josephine Toni – SCSU
Elle Van Dermark, Professor (Wednesday, 8:26 a.m.) History & Political Science Asnuntuck Community College	Genesis Alfonso -
Kari Swanson, Associate Librarian (Wednesday, 8:32 a.m.) Acquisitions & Collection Development Coordinator President, SCSU-AAUP	Jamie Czikowsky – Tunxis Community College
John O'Connor (Wednesday, 8:48 a.m.) Sociology Department Central Connecticut State University	
Seth Freeman President – 4C's	

APPROVAL OF PREVIOUS MEETING MINUTES

On a motion by Regent Wright and seconded by Regent Balducci, the December 16, 2021 Regular Meeting minutes were approved after a unanimous voice vote.

CONSENT AGENDA

On a motion by Regent Porth, seconded by Regent Budd, the Consent Agenda was unanimously adopted.

Academic Programs

Modifications

- i. Nurse Educator - MS in Nursing (MSN) - Southern CT State University [Modification of Instructional Delivery]
- ii. Nurse Educator - Post MS in Nursing (MSN) Certificate - Southern CT State University [Modification of Instructional Delivery]
- iii. Clinical Nurse Leader - MS in Nursing (MSN) - Southern CT State University [Modification of Instructional Delivery]
- iv. Clinical Nurse Leader - Post MS in Nursing (MSN) Certificate - Southern CT State University [Modification of Instructional Delivery]
- v. Master’s Degree in Marriage and Family Therapy (MFT) - Southern CT State University [Modification of Instructional Delivery]
- vi. Spanish - Secondary Education and Spanish - BA/BS - Western CT State University [Modification of Instructional Delivery]

New Programs

- i. Homeland Security - MS - Western CT State University
- ii. Social Work - BSW- Charter Oak State College
- iii. Music Therapy - BS - Southern CT State University

CT State Community College Aligned Degrees & Certificates

Appointment of CSU Professor - Dr. Neeta Connally, Western CT State University

Finance Resolutions

Reporting of Gifts - Manchester Community College

RESOLUTIONS APPROVED ON CONSENT

Academic Programs - Modifications

- i. RESOLVED: That the Board of Regents for Higher Education approve the modification of a program - Nurse Educator (CIP Code: 51.3817 / OHE# 001901), specifically the replacement of hybrid with online modality - leading to a Master of Science in Nursing at Southern Connecticut State University.
- ii. RESOLVED: That the Board of Regents for Higher Education approve the modification of a program - Nurse Educator (CIP Code: 51.3817 / OHE# 015712), specifically the replacement of hybrid with online modality - leading to a Post-MSN Certificate at Southern Connecticut State University.
- iii. RESOLVED: That the Board of Regents for Higher Education approve the modification of a program - Clinical Nurse Leader (CIP Code: 51.3820 / OHE# 014671), specifically the replacement of hybrid with online modality - leading to a Master of Science in Nursing at Southern Connecticut State University.
- iv. RESOLVED: That the Board of Regents for Higher Education approve the modification of a program - Clinical Nurse Leader (CIP Code: 51.3820 / OHE# 015713), specifically the replacement of hybrid with online modality - leading to a Post-MSN Certificate at Southern Connecticut State University.
- v. RESOLVED: That the Board of Regents for Higher Education approve the modification of a program - Marriage and Family Therapy (CIP Code: 51.1505 / OHE# 001827), specifically the addition of hybrid and online modalities to the current on ground modality - leading to a Master of Family Therapy at Southern Connecticut State University.
- vi. RESOLVED: That the Board of Regents for Higher Education approve the modification of a program - Spanish; Secondary Education and Spanish (CIP Code: 16.0905 / OHE# 000171), specifically the replacement of on ground modality with hybrid modality - leading to a Bachelor of Arts / Bachelor of Science at Western Connecticut State University.

Academic Programs - New Programs

- i. RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Homeland Security (CIP Code: 43.0301, OHE# TBD), leading to a Master of Science at Western Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.
- ii. RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Social Work (CIP Code: 44.0701, OHE# TBD), leading to a Bachelor of Science at Charter Oak State College; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.
- iii. RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Music Therapy (CIP Code: 51.2305, OHE# TBD), leading to a Bachelor of Science at Southern Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

CT State Community College Aligned Degrees & Certificates

RESOLVED: That the Board of Regents for Higher Education approves the licensure and accreditation of the following degrees and certificates for Connecticut State Community College, developed from degrees and certificates previously approved by the Board for one or more of the 12 individually accredited colleges. These degrees and certificates meet the specific requirements of the Board’s General Education (BOR 20-082) and CSCC College and Career Success 101 (BOR 20-099) policies. All degrees also meet the Credit Normalization policy (BOR 14-111) or are within any credit exemptions previously approved by the Board, unless otherwise noted below.

The degrees and certificates include:

Program	Program Type	Minimum # of Credits
1. Civic Engagement	Certificate	18
2. Early Childhood Education	A.S.	60
3. Early Childhood Education (Transfer Studies)	A.S.	61
4. Early Childhood Teacher Credential Studies, ECTC Level A	A.S.	60
5. Early Childhood Education: Administration, Management, & Leadership	Certificate	18
6. Early Childhood Education: Infant and Toddler	Certificate	24
7. Early Childhood Education	Certificate	24
8. General Studies	A.S.	60
9. Liberal Arts & Sciences	A.A.	60
10. Liberal Arts & Sciences	A.S.	60
11. Music Industry	A.S.	62
12. Surgical Technology: Manchester Campus-Hartford Hospital Program	A.S.	62
13. Veterinary Technology: Middlesex Campus Option	A.S.	69
14. Veterinary Technology: Northwestern Campus Option	A.S.	69
15. Veterinary Technology: Norwalk Campus Option	A.S.	69

*The Music Industry A.S. degree was previously approved at 60-61 credits. Alignment and addition of the College and Career Success (CCS 101) course brings the total credit count to 62 credits. As per BOR policy 14-111, we request an exemption to include the College and Career Success course if needed.

*The Surgical Technology: Manchester Campus-Hartford Hospital degree program was previously approved at 62 credits.

*The Veterinary Technology degrees were previously approved at 66-70 credits. Alignment and addition of the College and Career Success (CCS 101) course brings the total credit count to 69 credits. As per BOR policy 14-111, we request an exemption to include the College and Career Success course if needed.

Appointment of CSU Professor - Dr. Neeta Connally, Western CT State University

WHEREAS, The faculty at Western Connecticut State University has recommended Dr. Neeta Connally for the title of Connecticut State University Professor; and

WHEREAS, The President of Western Connecticut State University, John B. Clark, has endorsed the faculty recommendation to award the title to Professor Connally and Connecticut State Colleges and Universities President Terrence Cheng concurred; and

WHEREAS, Professor Connally, a highly distinguished teacher and scholar, has served Western Connecticut State University since 2011 as a member of the Department of Biological and Environmental Sciences, while attaining extraordinary levels of achievement in research, teaching and service, and

WHEREAS, Professor Connally has earned national recognition for her research on the blacklegged tick, the arthropod that most commonly transmits the causal agent of Lyme disease to humans and other animals, therefore be it

RESOLVED, That the title of Connecticut State University Professor is herewith awarded by the Board of Regents to Dr. Neeta Connally of Western Connecticut State University effective February 24, 2022, pursuant to the BOR/AAUP Collective Bargaining Agreement; and be it further

RESOLVED, That Professor Connally be entitled to all the rights, privileges and responsibilities pertaining to this honor.

Finance Resolutions:

Reporting of Gifts - Artwork - Manchester Community College

WHEREAS, Manchester Community College is the recipient of a donation consisting of thirteen oil portrait paintings and one sculpture completed by Jack Lardis; and

WHEREAS, The donor of this generous donation is the artist, Jack Lardis;

WHEREAS, This donation is to support Manchester's educational mission, enhance the aesthetic character of the College and advance the campus and public understanding of art; and

WHEREAS, Display and exhibition of the artwork is at Manchester's discretion but will include hallway and office installations; and

WHEREAS, When displayed, the artwork will be labeled recognizing the Donor/Artist; and

WHEREAS, Recognition of the Donor/Artist's generosity will include an acknowledgement letter from the College CEO and an invitation to any art show where the work will be displayed; and

RESOLVED, The Board of Regents accepts and acknowledges with appreciation the following gifts from Jack Lardis:

Title and Estimated Value of the Thirteen Portraits and One Sculpture:

James Earl Jones	\$3,500
Colin Powell	\$3,500
Internal Kitt #2	\$3,500
Nick #7	\$3,500
SP-415	\$2,500
SP-415 Revisited	\$3,500
Shirley 11	\$3,500
Preacher	\$2,500
Barbera Sher	\$3,500
George: MS	\$3,500
Trilogy #3	\$3,500
Eternal Triangle #3	\$3,500

Scott #2	\$3,500
Three Generations	\$4,500

Current estimated value of the fourteen pieces of artwork: \$48,000 (total)

ACADEMIC & STUDENT AFFAIRS COMMITTEE - Committee Chair Bloom

- Chair Bloom noted that on the Sabbatical Leave Report provided as an informational item, there were errors in the documents from CCSU. A revised report will be provided to the ASA Committee for their March meeting and re-submitted to the Board for their information.
- At the Academic and Student Affairs Committee meeting on February 4, a conversation with the Chair and Vice Chair of the Faculty Advisory Committee took place regarding the FAC's resolution on COVID mitigation practices. Drs. Blitz and Sesanker presented and Chief of Staff Alice Pritchard, who has served as the System's COVID Coordinator, engaged in a response. All agreed that no adjustments are needed to the BOR COVID policy of June 2021 and that the recommendations from the FAC address the implementation of that policy, which is the responsibility of President Cheng. There was agreement that CSCU's practice going forward will respond to the specific conditions on the ground, with the possibility of reinforcing and strengthening, or even relaxing current mitigation strategies, tied directly to the rate of the virus in the state. Dr. Pritchard indicated she would share the meeting discussion with campus leaders and encourage their continued engagement of faculty, staff, and students in the plans.

AUDIT COMMITTEE - Committee Chair Wright

- The Audit Committee met on January 20, 2022. Management provided an update on various audits including the Auditors of Public Accounts, the 2021 Financial Statement Audits, and the CSCU 2020 Construction Audit.
- Management discussed the fiscal year 2021 financial statement close process and noted that the auditors were pleased by the preparedness and timeliness of deliverables. During the financial close for the colleges and universities, there were two adjustments discovered and corrected by management.
- Grant Thornton presented the audit reports and required communications for Connecticut Community Colleges, Connecticut State Universities, and Charter Oak State College for the year ended June 30, 2021. All three audit reports resulted in clean, unmodified opinions. There were no material weaknesses identified but there was a significant deficiency related to one of the adjustments that management had identified and corrected. A process was put in place to mitigate that control deficiency.
- CohnResnick presented the CSCU 2020 Construction audit. The audit report presented was a clean, unmodified opinion and there were no audit issues encountered during fieldwork.
- Management then provided a brief update on the Audit Policy and Procedures for CT State Community College. These policies are currently being reviewed and will be revised to ensure they conform to the new organizational structure.

FINANCE & INFRASTRUCTURE COMMITTEE - Committee Chair Balducci

- The Finance and Infrastructure Committee met on Feb. 10, 2022; the meeting included 2 action items and several discussion items.
- The first action item was the approval of a gift to Manchester Community College of 14 art works by the painter Jack Lardis, which was approved.
- The information items included a review of a gift and naming action at Gateway Community College that was the first to proceed under the recently enacted BOR policy on naming.
- In addition, the committee received information reports related to the anticipated financial shortfall for next year. Since then, the Governor's budget has been unveiled, and President Cheng has testified before the Appropriations Committee regarding this topic. The System faces a shortfall between this year and next year of \$175 million, including \$142 million in SEBAC costs and fringe, \$40 million for an extra payroll next year, and \$84 million in revenue declines during the pandemic, offset by \$93 million in additional funding recommended by the Governor.
- The second action item was the approval of tuition and fees for the community colleges for the next academic year. The recommendation presented by the staff after consultation with college leadership, which was approved by the Committee, would increase full-time tuition and fees at the community college from \$4,476 to \$4,700, and increase of \$224. Commensurate increases are included for students attending less than full-time. The recommendation also includes increasing the set-aside for institutional aid from 15% to 17%. Overall, this proposal is expected to generate approximately \$7 million, of which \$2.5 million will go to financial aid set-aside to make available to students. The staff report noted that 71% of students who apply for financial aid pay nothing for tuition and fees. It also noted that the revenue increase from this change is far from sufficient to address the revenue shortfall that results from the drop in enrollment and the sunseting of the federal HEERF funds we have used to shore up our budget for the last two years.

Regent Balducci made a motion to approve the resolution for the approval of tuition and fees for the community colleges. Regent Gray-Kemp seconded the motion.

Discussion took place:

- Professor Sesanker asked how much the PELL increase is. She noted that for many of our students it is not the tuition increase that is at issue it is opportunity cost. Even though PELL is increasing, the increase will be felt by students dealing with housing insecurities, food insecurities.
- Chair Balducci noted that the PELL increase is about \$400 and that a student who qualifies for full-PELL will receive almost \$6,500. The average of about \$1,800 can be used for educational related expenses. In addition, \$2.5 million will also be made available for additional institutional financial aid.
- Chair Balducci also noted that enrollment has decreased from about 30,000 students to below 20,000. Cuts and consolidations must be considered to deliver services to the reduced number of students.
- President Cheng remarked that he has spoken to both representatives from campus SGAs and the Student Advisory Committee concerning the proposed increase. The Board has held tuition flat for the past few years and they are trying to hold the increase and its impact on our students to a minimum. This strategy is a small piece to bring the budget into alignment. The decline in community college enrollment since fall of 2019 is one of the largest in the country. Our tuition for full-time enrollment is below the national median. We need to move into a more quantitative analysis of some of the positions and assertions made.

The work that the staff has done to present this tuition proposal has been thoroughly and firmly quantitative. It is important to match the quantitative analysis with qualitative analysis, not anecdotal information.

- Vice Chair Ryan congratulated President Cheng and Ben Barnes on their presentations to the Legislature. She asked if the Foundations on each campus were aware of the seriousness of our financial situation. President Cheng assured her that they were. She continued by asking if local businesses are being approached for gifts/projects that may support students and programs. Once again, President Cheng assured her that they were and that most are managed at the campus level.
- Professor Sesanker noted that there will need to be a conversation about reduction of staff commensurate with the decline in enrollment. However, the way staff has been reduced has left many departments non-functional. Should we be asking students to pay more for services that are compromised.
- Regent Porth noted that this is an exceptionally difficult decision. He asked if the increase in the set-aside from 15% to 17% increase the percentage of students (71%) who pay nothing. Regent Balducci indicated that the percentage is expected to go up by a percent or two. In addition, he expects the 11% who have 75% of their tuition covered will also go up.

After discussion, the motion carried by unanimous voice vote.

HUMAN RESOURCES & ADMINISTRATION COMMITTEE

No Report

EXECUTIVE COMMITTEE - Chair Fleury

No Report

EXECUTIVE SESSION

At 12:06 p.m. on a motion by Regent Gray-Kemp, seconded by Regent Budd, the Board voted to go into Executive Session for the purpose of discussing collective bargaining and pending litigation. Chair Fleury announced that no votes would be taken in Executive Session and that the meeting will be immediately adjourned following Executive Session. Chair Fleury directed President Cheng, Dr. Pritchard, Ben Barnes, and Ernestine Weaver to join the Regents in Executive Session.

ADJOURNMENT

The meeting adjourned at 12:49 p.m.

Submitted,

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

CT STATE COMMUNITY COLLEGE

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Overview of the

Substantive Change Proposal to the
New England Commission for Higher Education

Overview

- Brief Background
- Substantive Change Proposal Process
- Timeline
- Major accomplishments

Brief Background

- First proposed in April 2017
- To merge the 12 community colleges into a single accredited CT State Community College
- To do so requires:
 - Approval for a Substantive Change proposal by our regional accreditor – the New England Commission of Higher Education
 - Approval by the U.S. Department of Education, for Title IV funds

Substantive Change Proposal

- The proposal was formally submitted to the NECHE Commission on Feb 11th 2022
- CT State team will meet with the Commission on March 3rd
- We have also been in close contact with the U.S. Dept Education preparing to merge the 12 Title IV applications into 1 OPEID for a single institution
- We expect NECHE will conduct several follow-up visits over the first few years

Formation of CT State

- Improve Student Success
 - Investing in 100+ additional guided pathways advisors at all 12 campuses to improve student success
 - Aligning curriculum, making transfer simpler & easier
 - Single student transcript, allowing students to take classes at any campus and to ease transfer to 4-year institutions
- Strengthen Financial sustainability
 - Currently 2 institutions have negative financial reserves
 - Restructure staffing to account for enrollment declines
 - Structure leverages shared services and invests heavily in enrollment, retention and completion

Implementation Timeline



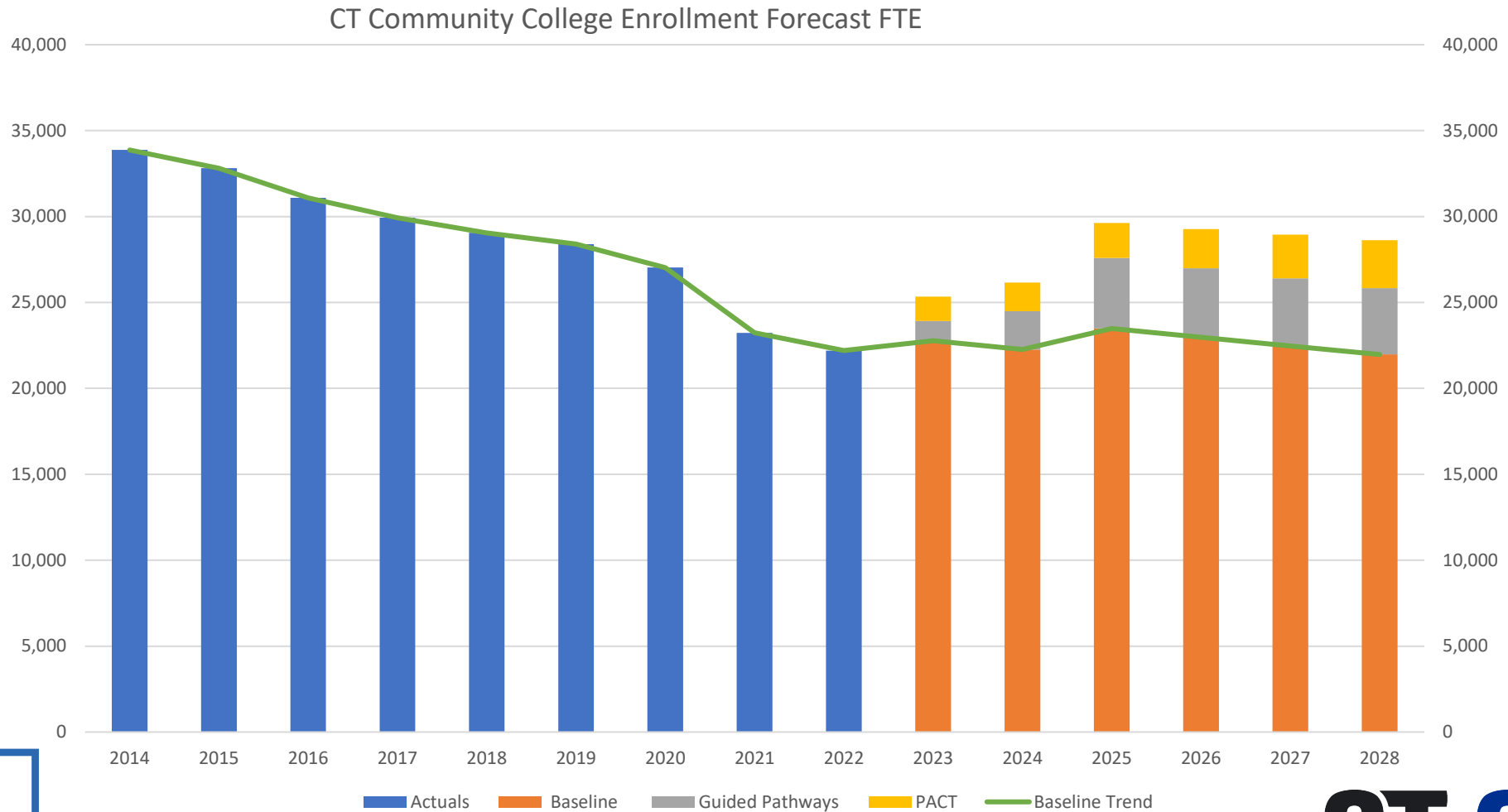
Major Accomplishments

- Aligned Curriculum of 237 different degree/certificate programs, 1,345 courses (as of Feb 11th)
 - Single catalog available to students
 - Common General Education, learning outcomes and prerequisites
- Students apply once
 - Students can freely take courses at any campus, no need to transfer credits
 - No more financial aid consortium agreements between campuses
- Strategic Priority - Diversity, Equity & Inclusion for CT State
- Implementation of Guided Pathways Advising
 - Hiring 100+ new staff to support student success
 - All students will eventually have an academic plan upon entry

Ongoing Work

- Implement enrollment management strategies to increase traditional age and adult learner populations (see goals in next slide)
- Implement Shared Governance structure
- Finalize curriculum alignment (May 2022)
- Finish the strategic plan for CT State
- Establish DEI plan based on pillars
- Bring One-College Banner Student Information System online
- Transition current roles and responsibilities to future structure positions March 2022-July 2023

Projected Enrollment



Further Information

Substantive Change Website

<https://www.ct.edu/merger>

I will gladly take questions from the Board.

CSCU



February 23, 2022

Members of the Board of Regents for Higher Education,

It is reprehensible that the Finance Committee put forward a resolution to increase tuition at the community colleges – the colleges with the largest populations of black and brown students, the largest populations of students from working class families, and the students that can least likely afford a tuition increase during the economic crisis that we are living through. Our students cannot afford this increase. If you are worried about enrollment now, how do you think raising tuition is going to affect enrollment? It's going to send it plummeting.

Students cannot afford to pay more. President Cheng testified last week about legislation to deal with food insecurity at our colleges and this week will testify about housing insecurity. Yes, we have students that are food and housing insecure, so no, they cannot pay more in tuition.

I strongly oppose the tuition increase.

Further, you are threatening to layoff student-facing community college employees. This is unimaginable, particularly given the fact that over the past three years the Board of Regents and CSCU managers have hired dozens of managers – an 81-page organizational structure of Regional Presidents, Vice Presidents, Associate Vice Presidents – costing millions of dollars. These management positions are completely redundant, wasteful, and are siphoning resources away from community college campuses.

Sincerely,

A handwritten signature in blue ink, appearing to read "Anna Torres", written in a cursive style.

Anna Torres
Director of Financial Aid
Manchester Community College

Heleen, Pamela

From: Kotler, Elaine
Sent: Wednesday, February 23, 2022 8:17 AM
To: Heleen, Pamela
Subject: letter to BOR

Members of the Board of Regents for Higher Education,

I oppose the proposed tuition increase that is being considered today. While I understand that the BOR has a fiduciary balance its books, I don't think it is fair to ask the students to pay more when we know that families are still struggling and students cannot afford one more obstacle in their path to a degree and a better future. We need to work together to get more public funding for the system. Years of austerity budgets have led to an overreliance on tuition revenue and budget cuts have led to problems such as understaffing and an overreliance on part-time faculty. Together, we can let legislators know that further cuts our community colleges, including layoffs of staff or tuition increases, is an unacceptable solution to our budget problems. I ask you to oppose the tuition increase and work with faculty, staff, and students to get more funding for our system. Thank you for your consideration.

Members of the Board of Regents for Higher Education,

It is reprehensible that the Finance Committee put forward a resolution to increase tuition at the community colleges – colleges with the largest populations of black and brown students, the largest populations of students from working class families, and the students that can least likely afford a tuition increase during the economic crisis that we are living through. If you are worried about enrollment now, how do you think raising tuition is going to affect enrollment? It's going to send it plummeting.

Students cannot afford to pay more. President Cheng testified last week about legislation to deal with food insecurity at colleges and this week will testify about housing insecurity. Yes, we have students that are food and housing insecure, they cannot pay more in tuition.

I strongly oppose the tuition increase.

Further, you are threatening to layoff student-facing community college employees. This is unimaginable, particularly given the fact that over the past three years the Board of Regents and CSCU managers have hired dozens of managers – a bloated organizational structure of Regional Presidents, Vice Presidents, Associate Vice Presidents – costing millions of dollars. These management positions are completely redundant, wasteful, and are siphoning resources away from community college campuses.

Please just stop it already.

Members of the Board of Regents,

I disagree with our community college system increasing tuition on our students. So many of our students are already struggling to balance their school, work, and family demands. Increasing tuition continues to shift the burden of education on those in our communities with the least resources. Our public higher education system needs more funding so we can fulfill our mission of providing pathways to higher education, gainful employment, and life-changing knowledge and skills for residents of CT. Thank you for all of your efforts to support this.

Sincerely,

Elaine Kotler



Elaine Kotler,

***Adjunct Faculty
Science, Technology, Engineering and Mathematics (STEM) Division
School of Engineering, Technology and Physical Science
Manchester Community College
Manchester, CT 06045-1046
ekotler@manchestercc.edu***

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**STAY SAFE.
FINISH STRONG.**



Elle Van Dermark

Vice President, Faculty

Congress of Connecticut Community Colleges (4Cs)

SEIU local 1973

Asnuntuck Community College

170 Elm Street

Enfield, CT060

February 23, 2022

Chairman Fleury, President Cheng and Members of the Board,

Services at the colleges are withering and with it our students ability to be successful. Students are suffering due to understaffed departments and the pivot to 'call center staff' who misdirect, misinform, or otherwise abandon them until they give up. This is but one reason why enrollment is down. Students cannot see a path to completion when the system they chose does not value them. Meanwhile, dedicated community college professionals who had been the front line of help and support for students are simultaneously demoralized as we watch our colleagues threatened with lay-off be silenced at the colleges because their position with CT State Community College is coming to an end despite public claims of no-layoffs. These are a result of consolidation at the colleges.

Meanwhile, the President of CT State Community College is also the president of Northwestern Community College. The Regional President of the Capital-East Region is simultaneously CEO of Manchester Community College, and the duties of the Vice President of Human Resources has been divided between other managerial staff. If these positions can be done simultaneously, I offer they are not essential and can be removed from the Organizational Chart. During 2020 more than \$12M was spent in salaries for Vice Presidents and Regional Presidents who have no direct contact with students and will not address the crises at the colleges. That sum more than covers what a tuition increase will generate.

The report submitted to New England Commission of Higher Education framed the harsh reality the 12 independently accredited colleges face including "...an unsustainable financial trajectory," but the trajectory of the CT State Community College is far more unsustainable.

This Board has made promises, adjusted, edited, and otherwise corrected its course as the reality of an untenable and unsustainable bureaucracy has emerged from what may have begun as a well-intentioned merger. In the final throes of consolidation, increasing tuition on our students will be another step that ensures its failure.

We need transparency and meaningful collaboration. We need educators and professional staff who will serve students. We need a system that values the input of its employees. We need colleges that spend more money on students and less money on administration.

Our students cannot afford an increase in tuition, but the existing structure detailed in an 81-page Organizational Chart can afford to be trimmed of excessive management. Managers who exist only on paper or whose positions can be accomplished simultaneously. Managers who will not improve the students experience or their success.

I am here today to urge you to not raise tuition on our students.

Elle Van Dermark

Vice President, Faculty

Congress of Connecticut Community Colleges (4Cs)

SEIU local 1973

Asnuntuck Community College

170 Elm Street

Enfield, CT060

February 23, 2022

Members of the Board of Regents for Higher Education,

As a faculty member deeply aware of the challenges faced by my students, I strongly oppose the proposed tuition increase that is being considered today. While I understand that the BOR has a fiduciary duty to balance its books, I don't think it is fair to ask the students to pay more when we know that families are struggling. We know that food insecurity, housing insecurity, and health challenges are already an everyday part of student lives. Our students cannot afford one more obstacle in their path to a degree and a better future. Reducing campus level service and increasing tuition costs will only lead to further reductions in enrollments and increasing burdens that interfere with students' ability to pursue and succeed in their studies.

We need to work together to get more public funding for the system. Years of austerity budgets have led to an overreliance on tuition revenue and budget cuts have led to problems such as understaffing and an overreliance on part-time faculty. Together, we can let legislators know that further cuts to our community colleges, including layoffs of staff or tuition increases, is an unacceptable solution to our budget problems. I ask you to oppose the tuition increase and work with faculty, staff, and students to get more funding for our system.

The hard-working staff and faculty also need working conditions that enable them to provide the care that students need to ensure their success. A fair contract will help prevent overwork, improve the ability of the system to attend to student needs, improve morale, and provide a strong foundation for the community college system to make a difference in the lives of people in our state.

Stewardship of community college funds is a crucial component of the efforts to improve equity of working conditions and of student outcomes. We cannot pay more managers the same salaries while asking staff to do more and more with less and less and expect that to create equity, diversity, and inclusion. We cannot create more layers of administration while asking students to pay more and expect that to foster inclusion and equity. If you are truly committed to improving equity in our system and in our state, it is essential to make an affordable, quality community college experience available to all. You have the power to make the difference.

Thank you for considering these concerns and for ensuring equitable opportunity for all.

Sincerely,

Heidi Zavatone-Veth, PhD

Hi everyone. I'm here today because I wanted to tell you a little bit about why I believe it is important that we all get an affordable, quality education.

When I first went to Gateway community college, I was a failure. I flunked half of my courses my first semester, and repeated that my second.

In my third semester, it was very much make or break for me. I felt I was doomed to meet the same fate, and a life of jobs that I hated.

However, in that third semester I had an English professor who took me under her wing and was willing to give constructive feedback.

She was patient, caring, and wanted to see her students succeed. I commend the BOR for honoring the the CBA requests of the CSU-AAUP. The decisions made here can and will impact the lives of our students.

I think everyone in this room recognizes the importance of a quality education. And prioritizing the needs of our instructors is a major step in the right direction. Thank you very much for your time.

February 23, 2022

Dear Board of Regents Member:

In the mid-1990s, the Board of Trustees for Connecticut Community-Technical Colleges established a mandatory laboratory fee. Those funds were supposed to be earmarked for laboratory supplies, however, they were deposited into the general fund and allocated according to college priorities not solely for laboratory expenses. That \$35/semester fee has increased now to be \$102/course. The number of science laboratory hours also increased to address better transfer to the State Universities & UCONN, who already had 3-hours laboratory sessions, as well as to address the needs of incoming poorly prepared students. Instead of incorporating the disparity between contract hours and credit load into the overall tuition structure, the BOR now has Supplemental Mandatory Usage Fee of \$205/laboratory courses in addition to the Materials Fee. Actually, both fees are the laboratory fees because only students taking 4 credit lab/studio courses are charged these fees. For a STEM student, who takes 2 lab courses per semester, this translates into a painful \$614/semester (\$1228/year in lab fees) in addition to the \$1518 for tuition and other fees (8 credits)/semester. These funds do not go directly to supporting science laboratories. Our college has not received funds (010 equipment or bonding) to replace aging science equipment since the One College Initiative began several years ago.

During the pandemic, the colleges still charge STEM students taking online laboratory courses these mandatory fees. This is not just; this is unconscionable theft from STEM students. Their textbooks are expensive, those fees are high, and the One College administration wants to increase tuition on a student population already struggling financially. Increasing tuition now would remove the opportunity for higher education for many students at a time when the State of Connecticut and the One College Agenda purports it supports diversity, equity, and inclusion. For our students' sake, please reconsider the proposed tuition increase.

Respectfully submitted,

Joseph Faryniarz, Ed. D.
Professor of Biological Sciences
Naugatuck Valley Community College

February 23, 2022

Members of the Board of Regents for Higher Education,

I oppose the proposed tuition increase that is being considered today. While I understand that the BOR has a fiduciary duty to balance its books, it is not fair to ask the students to pay more when we know that families are still struggling. Our students cannot afford one more obstacle in their path to a degree and a better future. We need to work together to get more public funding for the system. Years of austerity budgets have led to an overreliance on tuition revenue and budget cuts have led to problems such as understaffing and an overreliance on part-time faculty.

Further, you are threatening to layoff student-facing community college employees. This is unimaginable, particularly given the fact that over the past three years the Board of Regents and CSCU managers have hired dozens of managers – an 81-page organizational structure of Regional Presidents, Vice Presidents, Associate Vice Presidents – costing millions of dollars. These management positions are completely redundant and are siphoning resources away from community college campuses.

Together, we can let legislators know that further cuts our community colleges, including layoffs of staff or tuition increases, is an unacceptable solution to our budget problems. I ask you to oppose the tuition increase and work with faculty, staff, and students to get more funding for our system. Thank you for your consideration.

Thank you,

A handwritten signature in cursive script that reads "Katherine Player". The signature is written in dark ink and is positioned above the printed name and title.

Katherine Player

Financial Aid Assistant

Manchester Community College

Heleen, Pamela

From: McNiven, Kerry J
Sent: Wednesday, February 23, 2022 9:18 AM
To: Heleen, Pamela
Subject: tuition increases opposition

Members of the Board of Regents for Higher Education,

I oppose the proposed tuition increase that is being considered today. While I understand that the BOR has a fiduciary duty to balance its books, I don't think it is fair to ask the students to pay more when we know that families are still struggling. I have personally provided students with books, uniforms, parking money, money for food, snacks in the classroom because they were economically struggling. The pandemic has only made this problem even more acute. Our students cannot afford one more obstacle in their path to a degree and a better future. We need to work together to get more public funding for the system. Years of austerity budgets have led to an overreliance on tuition revenue and budget cuts have led to problems such as understaffing and an overreliance on part-time faculty. Together, we can let legislators know that further cuts to our community colleges, including layoffs of staff or tuition increases, is an unacceptable solution to our budget problems. I ask you to oppose the tuition increase and work with faculty, staff, and students to get more funding for our system.

Thank you for your consideration.

Kerry McNiven

Kerry J McNiven , MS, RRT, FAARC

She, her, hers

Professor, Director of Clinical Education

Respiratory Therapy

Manchester Community College

LRC A226

Great Path, MS #17

PO Box 1046

Manchester, CT 06045-1046

860-512-2716

Inhale your future, exhale your past. Anonymous

February 23, 2022

Dear Board of Regents Members,

I am writing to you today in opposition of the proposed tuition increase that is being considered today, February 23, 2022. I can attest first hand to the financial insecurities many of our student's experience. Many of the students I work with don't know how they will pay for their education; just that they want to get started. When advising these students, they share many personal challenges they face, and I assure them that the faculty, staff and the college will be here to help them navigate their struggles and that they are not alone. When we get to the point of discussion tuition and fees, many don't realize that Federal Aid is not a guarantee, did not know they needed to do it in advance of registering without making a deposit and assume the PACT funding is available to all students – full and part time. It is a crushing blow to them to hear they will have to pay out of pocket, even if temporarily awaiting reimbursement while their FAFSA is processed. Often, by the time they have their financial aid package in place, it is too late for them to register or we cannot build a schedule that syncs with their work and home life responsibilities. In addition, there are so many that are just shy of the threshold to receive aid. Do you think those students who may be \$1,000 over the income threshold are that less in need of assistance? It's devastating. Imagine how discouraging this is to a first time student trying to better their life. We so frequently speak about retention, yet we continue to place these barriers on our most vulnerable students. While 5% may seem trivial to some, it is MONUMENTAL to many. I ask that you consider this when voting on the upcoming tuition and fees.

Thank you for your time,

Sincerely,
Lisa Calabrese
Assistant Director of Admissions
Naugatuck Valley Community College

Members of the Board of Regents for Higher Education,

I have worked in Higher Education in the State of CT for nearly three decades. Extended family members have also taught in the Community Colleges of CT for decades. Being an educator is a calling. We certainly didn't go into public education for financial gains. Rather, we are devoted to our students and the process of learning.

At no other time have I seen the disparity greater in our state and within the system of Higher Education. Community College students in particular, struggle with affording basic necessities that many people take for granted. Food. Shelter. Clothing. The insecurities are *real*. I've had students who've come to my class from the vehicle they live in, parked in the parking lot at the college. I've seen single mothers who've been academically successful, suddenly drop out because they've been evicted from a property that has been condemned and they need to find housing for their children on that day, that hour that class is taking place.

In response to the epidemic of need, the college that I work for has both a Food Pantry and a Clothing Closet. We've developed links and resources for students that are in crises and need a place to go.

We've had to develop resources through private contributions and our Foundation because if there is one thing that has remained consistent over the past few decades, it is a lack of public funding in support of educating the next generation. Even with data that shows increased funding is an investment in every student that pays off tenfold within the economy of the state, the communities they live in and most importantly, the lives they touch.

Over the past few years, I've watched as our resources for technology support of students have been hampered and reduced by IT departments moving to Hartford and many technicians either retiring or moving into other positions. We're seeing a tidal wave of early retirements across every discipline in the Community College system ahead of contractual changes in July 2022, that in draft appear draconian. We've weathered a pandemic and cataclysmic changes in modality of teaching. Federal funding for students kept us going despite the heartbreak of decline in enrollments that we know is tied to population decreases, but also to *need*. Many of our students were the sole breadwinner, an essential worker, a first responder, a childcare provider, lost their job, took care of sick siblings or parents and were mortified when they themselves, fell ill. Every time a student contacted me to report that they had contracted Covid-19, they were most worried about their classmates as the discipline that I teach in was by necessity, continuing to be on-ground as early as Fall 2020.

Sustained austerity budgets for Community Colleges which serve those in our communities with the least resources— the colleges with the largest populations of black and brown students, the largest populations of students from working class families— while understaffing and overworking the vital resource of faculty and staff and removing support systems, has brought morale in the workforce to an all-time low.

The answer to these problems is not to propose a tuition increase on those who can least afford to pay it. The answer is not to continue to threaten layoffs of student-facing community college employees. Particularly given the fact that over the past three years the Board of Regents and CSCU managers have hired dozens of managers— an 81-page organizational structure of Regional Presidents, Vice Presidents, Associate Vice Presidents— costing millions of dollars. At the college I work for the redundancy of positions resulted in a Federal lawsuit against our current CEO who declined to renew the contract of our previous CEO, a woman. Watching the fiasco of a Title IX lawsuit play out at our beloved institution of learning sends a less than desirable message to every woman, every man, every LBGTQ, every minority— because no one is secure, and the threat of “insubordination” as a reason to end someone's career has never been more prevalent. Ultimately, this speaks volumes to our students who remarkably see the waste, the redundancy, the siphoning away of resources that we were once proud to provide.

So many of our students are already struggling to balance their school, work, and family demands. Our public higher education system needs more funding especially at the community college level, so that we can fulfill our mission of providing pathways to higher education, gainful employment, and life-changing knowledge and skills to the residents of CT. Thank you for all of your efforts to support this.

Sincerely,

Maura O'Connor
Professor and Program Coordinator
Manchester Community College

Members of the Board or Regents for Higher Education,

I am writing today to express my strong opposition to the community college tuition increase that you are considering today. While I realize that the BOR has the responsibility to balance the system's books, passing that burden on to our students will help no one- not our students and their families, and not the system itself. The community colleges serve the largest populations of minority students, students from working class families, and the students that can least likely afford a tuition increase during the current economic crisis. The enrollment at the colleges are at an all-time low, and while you worry about the enrollment trends you are considering increasing tuition, which will present an even larger barrier to enrollment and retention for the students most in need of a affordable path to a degree. While the PACT program is very beneficial to some of our students and would help eligible students absorb this tuition increase, the reality is that many of our students do not qualify for this program, and these are our neediest students- those who cannot be full-time students based on their need to work enough hours to support their families. Our students live complicated lives, and many cannot take care of their other obligations while being a full-time student and be academically successful. Still other needy students may have tried college years ago, not been successful, and come back to improve their lives. These students are also not eligible for PACT funding. These neediest students, ineligible for this program, are the ones who cannot afford a tuition increase.

At the same time you are looking to increase tuition to balance the books on the backs of our students, you are threatening layoffs and eliminating positions of student-facing employees as well as staff whose behind-the-scenes rolls support what faculty and other student-facing staff are able to do with and for our students. Qualified, dedicated, hard-working staff who have served our college communities through one of the most difficult periods in history, are being told they need to reapply for their jobs and take pay cuts. That is unacceptable. At the same time, you have hired countless managers- 81 pages worth of an organizational chart- to work at the system-office, where they will never interact with a student. By threatening layoffs and eliminating positions at the same time you are considering increasing tuition, you are clearly expecting the students to pay more for less, while expecting the colleges to boost enrollment. When enrollment is at an all-time low, perhaps the system should be investing in the colleges' marketing and public relations departments instead of decimating them, turning 40+ positions into 14. Perhaps we should be capitalizing on the connections our existing marketing and public relations staff have on the campuses and in the local communities rather than eliminating them and centralizing them in Hartford.

President Cheng has testified last week to the legislature about food insecurity among our students, and this week is scheduled to testify about housing insecurity. As we all know, these are significant issues among our students. When we know our students struggle with having these very basic needs met, why are we even considering raising tuition? If they cannot afford food and housing, they cannot afford a tuition increase. Increasing tuition continues to shift the

burden of education to those in our communities with the least resources. Our public higher education system needs more funding so we can fulfill our mission of providing pathways to higher education, gainful employment, and life-changing knowledge and skills to the residents of CT. Perhaps we can work together to secure that funding from sources other than our students.

Thank you,

Sara M. Berry

Adjunct Faculty, Manchester Community College

4Cs Part-Time Chapter Co-Chair

Heleen, Pamela

From: Cieglo, Sarah
Sent: Tuesday, February 22, 2022 11:04 PM
To: Heleen, Pamela
Subject: Email to the BOR

Members of the Board of Regents for Higher Education,

I oppose the proposed tuition increase that is being considered today. While I understand that the BOR has a fiduciary duty to balance its books, I don't think it is fair to ask the students to pay more when we know that families are still struggling. Our students cannot afford one more obstacle in their path to a degree and a better future. We need to work together to get more public funding for the system. Years of austerity budgets have led to an overreliance on tuition revenue and budget cuts have led to problems such as understaffing and an overreliance on part-time faculty. Together, we can let legislators know that further cuts our community colleges, including layoffs of staff, increased teaching loads, or tuition increases, is an unacceptable solution to our budget problems. I ask you to oppose the tuition increase and work with faculty, staff, and students to get more funding for our system. Thank you for your consideration.

Sarah Cieglo, PhD

Professor of History | Liberal Arts & Science Program Coordinator

She/Her/Hers

Global Studies

Manchester Community College

AST T313

Great Path, MS #4

PO Box 1046

Manchester, CT 06045-1046

860-512-2767

Statement to the CSCU Board of Regents – 2/24/22

Seth Freeman
President, 4Cs SEIU 1973
Professor, Capital Community College



Board of Regents Members,

I am happy to address you today on behalf of the faculty and staff of our twelve community colleges. Above is a photo from AFT and 4Cs **Fair Contract / No Layoff / No Tuition Hike Rally** this past Saturday Feb 19th. **Over 175** workers, students, and community members came out in the cold to fight against this Board on behalf of students and workers!

Despite being a new year, and despite a recent and welcome shakeup in management in the CSCU system, this Board of Regents, CSCU and CSCC managers continue to completely fail in your management of our system. You continue to fail, because you refuse to partner with your employees, value your employees, and treat us with respect. Rather, you demonstrate time and time again, that you believe in corporate control over our educational system, and you prefer to manage by fear and domination.

Somehow, this Board is still slow to learn that community college workers are not putting up with this. This is why we are calling out the bad actors in the CSCU system, and why we are going on the offensive.

This month, we will focus on highlighting the bad actors and true power centers of this Board – namely the union-busting Jackson Lewis law firm, and the anti-worker, anti-public services Boston Consulting Group. We'll focus on how their policies and ideologies have defined this Board, and how these policies continue to destroy our CSCU system.

Jackson Lewis Board of Regents and the President Cheng Scapegoating of Andy Kripp

Our union is deeply saddened to hear that President Cheng is scapegoating former VP of Human Resources Andy Kripp to state legislators and portraying former VP Kripp as the sole bad actor in the CSCU system. While it is true former VP Kripp was a false negotiator, and that he took it as his personal mission to beat down our unions, former VP Kripp was only doing exactly what our Jackson Lewis Board of Regents hired and ordered him to do.

Former VP Kripp did not originate the plan to marginalize workers, centralize managerial power, and beat down local community college managers. No – those were his marching orders from Regents Fleury and Jimenez. Perhaps poetically, former VP Kripp got fired for being *too good* at his job. Former VP Kripp also became the scapegoat for the culture of misogyny in our system, as completely exposed by the ongoing federal lawsuit of former MCC CEO Nicole Esposito.

While it is true workers across our system celebrated the news of VP Kripp's removal, we since have learned of him being scapegoated. We are now angry, very angry, to learn that this Board did not fire him to *reset relationships* with us. No, true to form, this Board fired him to scapegoat him and deflect responsibility.

Community college employees will not be pacified by the scapegoating of former VP Kripp. We know there are many, many other bad actors in our CSCU system. Led by Jackson Lewis and Boston Consulting Group, the bad actors on this Board always seek more managerial control and less power for workers. Our unions are committed to exposing these bad actors until they are rooted out of our system.

No to Boston Consulting Group Tuition Hikes

It is disappointing, but not surprising, to hear this Board plans to raise tuition of our community college students. The ethos of the Boston Consulting Group is to shrink state government, reduce state services, and always shift the responsibility of education, health care, public safety, etc. away from the state and onto the individual. By shifting responsibility away from the state, our large corporations, wealthy, and ruling class in our state don't have to pay their fair share in taxes. By shifting the responsibility away from the state, we reenforce and deepen systemic racism. By shifting responsibility, we exacerbate the horrific racial wealth gap and the despicable income inequality in our state.

This is just the latest reason we are so appalled to hear this Board talk about equity. Every time this Board says equity, CSCU workers laugh, and students cry. This Board has slavishly followed

every austerity budget imaginable. Now you want to raise tuition and further shift the burden of education onto our students. Further shift the burden to our poor and working class students already struggling to make ends meet. Further shift the burden to families reeling from the pandemic. Well done Board of Regents – you are making Boston Consulting Group very proud!

Demand for Job Security and Fair Contracts

There is little left to say about our contract negotiations. Our unions repeat what we have said since May 2021 – we demand fair contracts, and we demand community college employees are treated with respect.

Now – because this Board has threatened to layoff our Financial Aid and Marketing workers – and because we understand more layoff threats are coming – we **demand job security** as well.

This Board of Regents has repeatedly lied about the true purpose of the community college merger. Rather than telling the truth, that this merger is about reducing the number of workers, centralizing managerial control, and weakening unions, this Board has parroted one more ridiculous lie after another to NECHE and the general public.

But now, the truth is coming out.

After this Board has spent millions of dollars on managers of every shape and size. After this Board has **given managers raises**, now you have run out of money, and now it is time to lay us off.

The true nature of the community college merger is revealing itself.

The BOR chickens have come home to roost.

Well, you have your plans, and we have ours. We apologize in advance to Boston Consulting Group and Jackson Lewis, but we are going win fair contracts that prioritize paying workers who serve students, even if that means less commission for Jackson Lewis and the workforce reduction goals of Boston Consulting Group are delayed.

This Board needs to repent for the way you treat your employees. You need to repent for treating CSCU employees like dirt. You need to repent for blindly and ignorantly following the Jackson Lewis and Boston Consulting Group neoliberal playbook.

But thankfully, whether you repent or not, makes no difference to us. We are fighting for each other, and we are fighting for our students. And we will keep fighting until we win for our students and win for each other.

Members of the Board of Regents for Higher Education,

It is reprehensible that the Finance Committee put forward a resolution to increase tuition at the community colleges – the colleges with the largest populations of black and brown students, the largest populations of students from working class families, and the students that can least likely afford a tuition increase during the economic crisis that we are living through. Our students cannot afford this increase. If you are worried about enrollment now, how do you think raising tuition is going to affect enrollment? It's going to send it plummeting.

Students cannot afford to pay more. President Cheng testified last week about legislation to deal with food insecurity at our colleges and this week will testify about housing insecurity. Yes, we have students that are food and housing insecure, so no, they cannot pay more in tuition.

I strongly oppose the tuition increase.

Further, you are threatening to layoff student-facing community college employees. This is unimaginable, particularly given the fact that over the past three years the Board of Regents and CSCU managers have hired dozens of managers – an 81-page organizational structure of Regional Presidents, Vice Presidents, Associate Vice Presidents – costing millions of dollars. These management positions are completely redundant, wasteful, and are siphoning resources away from community college campuses.

The colleges need to maintain positions on campus in order to serve our students. Please stop stripping away staff positions and resources. Sending work to agencies and outsourcing jobs is not the way to serve our students best. Staff from Hartford and New Britain will not be on the individual campuses servicing students, they will be at the “system office” or working from home, but these are not serving our students.

Please stop reducing our staff positions and depleting resources at our colleges. This will have a very negative impact on the services we can provide our students.

Tara Smith
NVCC

February 22, 2022

Members of the Board of Regents for Higher Education,

When was the last time you sat down with one of our own community college students one-on-one and handed them a tissue? Students visit my office often broken, crying, drowned by concerns, and desperate for true support. They seek support from us – the staff, the faculty, the friendly face on campus – a friendly face that shows even under a mask. And you plan to increase tuition and take direct services away from our communities and our students!

I strongly oppose the tuition increase. Students cannot afford more pressure.

Layoff and compensation threats are unacceptable. We, the staff and faculty have invested our lives, scorched our eyelashes working for decades, and bent backwards for our college communities and our students.

Over the past three years the Board of Regents and CSCU managers have hired dozens of managers – an 81-page organizational structure of Regional Presidents, Vice Presidents, Associate Vice Presidents – costing millions of dollars. These management positions are completely redundant, wasteful, and are siphoning resources away from community college campuses, while students and services are the last priority.

We demand a fair contract; we demand tuition increases to stop; we demand job and compensation security.

Sincerely,



Yamidza Betancourt
MCC Staff

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

March 24, 2022

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program, Aviation Science, Flight, (CIP Code: 49.0101 / OHE# 03129), leading to an Associate of Science at Naugatuck Valley Community College, effective June 2022.

A True Copy:

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

ITEM

Aviation Science, Flight, leading to an Associate of Science at Naugatuck Valley Community College, effective June 2022.

Name of Institution	Naugatuck Valley Community College	
Name of Program	Aviation Science, Flight	
CIP Code	49.0101	
OHE# (Leave blank for new programs)	03129	
Degree Level	Associate of Science	
Number of Collegiate Credits		
Date of Action (Anticipated)	3/24/2022	
Nature of Request	<input type="checkbox"/> Licensure and Accreditation <input type="checkbox"/> Program Change <input checked="" type="checkbox"/> Phase-out Program <input checked="" type="checkbox"/> Terminate Program	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) <input checked="" type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online
Effective Term	N/A	
If a Discontinuation, date of Termination	June 2022	
If a Suspension, dates of Suspension	N/A	

BACKGROUND

The Aviation Science, Flight A.S. program has been in decline for several years. Changes to rules that disallowed the use of military education benefits to cover flight time costs has made it difficult for students to pay for flight time costs which are hourly and expensive. As a result, there hasn't been an AVS Flight degree awarded since 2018. From 2011 to 2018 there were a total of 10 degrees awarded: one in 2011, 4 in 2013, 3 in 2014, one in 2017 and one in 2018.

Phase out:

There are no students currently enrolled in this program and the expected date of program termination is Spring 2022.

No resources or costs will be expended to discontinue this program.

RECOMMENDATION

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

3/11/2022 – BOR -Academic and Student Affairs Committee
3/24/2022 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

March 24, 2022

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program, Aviation Science, Management Option, (CIP Code: 49.0101 / OHE# 17063), leading to an Associate of Science at Naugatuck Valley Community College, effective June 2022.

A True Copy:

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

ITEM

Aviation Science, Management Option, leading to an Associate of Science at Naugatuck Valley Community College, effective June 2022.

Name of Institution	Naugatuck Valley Community College	
Name of Program	Aviation Science, Management Option	
CIP Code	49.0101	
OHE# (Leave blank for new programs)	17063	
Degree Level	Associate of Science	
Number of Collegiate Credits		
Date of Action (Anticipated)	3/24/2022	
Nature of Request	<input type="checkbox"/> Licensure and Accreditation <input type="checkbox"/> Program Change <input checked="" type="checkbox"/> Phase-out Program <input checked="" type="checkbox"/> Terminate Program	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) <input checked="" type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online
Effective Term	N/A	
If a Discontinuation, date of Termination	June 2022	
If a Suspension, dates of Suspension	N/A	

BACKGROUND

There has not been an Aviation Science Management option degree awarded since 2015. From 2011 to 2015 there were a total of 6 degrees awarded; two in 2011 and one each year from 2012 to 2015. No courses have been scheduled since 2015.

Phase out:

There are no students currently enrolled in this program and the expected date of program termination is Spring 2022.

No resources or costs will be expended to discontinue this program.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve the discontinuation of this Associate of Science. The System's

Provost and Senior Vice President for Academic and Students Affairs concurs with this recommendation.

3/11/2022 – BOR -Academic and Student Affairs Committee
3/24/2022 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

March 24, 2022

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Medical Laboratory Technician (CIP Code: 51.1004 / OHE# 018618), specifically the addition of hybrid and online modalities to the current on ground modality – leading to an Associate of Science at Quinebaug Valley Community College.

A True Copy:

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

ITEM

Modification of a program – Medical Laboratory Technician, specifically the addition of hybrid and online modalities to the current on ground modality – leading to an Associate of Science at Quinebaug Valley Community College.

Name of Institution	Quinebaug Valley Community College	
Name of Program	Medical Laboratory Technician	
CIP Code	51.1004	
OHE# (Leave blank for new programs)	018618	
Degree Level	Associate of Science	
Number of Collegiate Credits		
Date of Action (Anticipated)	03/24/2022	
Nature of Request	<input type="checkbox"/> Licensure and Accreditation <input checked="" type="checkbox"/> Program Change <input type="checkbox"/> Phase-out Program <input type="checkbox"/> Terminate Program	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) <input checked="" type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input checked="" type="checkbox"/> On Ground <input checked="" type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online
Effective Term	Fall 2022	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

BACKGROUND

The addition of hybrid and online modalities allows for maximum flexibility in scheduling options necessary to market to diverse populations (in particular, non-traditional students) and to provide an opportunity to increase enrollment.

The addition of hybrid and online modalities also allows for students from other CT Community Colleges to enroll in this program and participate using remote options. This provides an avenue to meet workforce needs of employers located throughout the State of Connecticut without the need to duplicate or accredit multiple programs in advance of the merger of the community colleges.

Fiscal Impact:

There will be no impact on the program's pro forma budget.

RECOMMENDATION

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

03/11/2022 – BOR -Academic and Student Affairs Committee

03/24/2022 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

March 24, 2022

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Social Work (CIP Code: 44.0701 / OHE# 000668), specifically the addition of hybrid and online modalities to the current on ground modality – leading to a Master of Science at Southern Connecticut State University.

A True Copy:

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

ITEM

Modification of a program – Social Work, specifically the addition of hybrid and online modalities to the current on ground modality – leading to a Master of Science at Southern Connecticut State University.

Name of Institution	Southern Connecticut State University	
Name of Program	Social Work	
CIP Code	44.0701	
OHE# (Leave blank for new programs)	000668	
Degree Level	Master of Science	
Number of Collegiate Credits		
Date of Action (Anticipated)	03/24/2022	
Nature of Request	<input type="checkbox"/> Licensure and Accreditation <input checked="" type="checkbox"/> Program Change <input type="checkbox"/> Phase-out Program <input type="checkbox"/> Terminate Program	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) <input checked="" type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input checked="" type="checkbox"/> On Ground <input checked="" type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online
Effective Term	Fall 2022	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

BACKGROUND

The Social Work Department plans to retain the current on ground modality for those students who prefer on-ground learning, while adding both a combined online and on-ground modality and an online modality.

The MSW program has been delivered in a traditional on ground format with most courses delivered on ground and a few courses offered in a hybrid (partially on ground, partially online) format. Social Work faculty gained online teaching experience with the initiation of the online DSW program in 2018. The Covid pandemic led to the online delivery of all MSW classes from March 2020 through August 2021. Outcome assessment research for the academic year 2020/2021 revealed that 2021 MSW graduates, who completed 50% or more of their courses online, achieved comparable learning outcomes to graduates of previous years, who took all or

most of their courses on ground. An unexpected benefit of online classes was students' proficiency with online service delivery in clinical settings.

When offered a choice of modalities during the current 2021/2022 academic year, students overwhelmingly selected either a combination of online and on-ground classes or all online classes. Although some MSW students take classes during daytime hours (one weekday per week), most students are employed and take evening classes from 5:00 to 10:00 p.m. These students find that online classes or a combination of online and on ground classes increase the accessibility of the MSW program, reduce commuting time, and provide for flexibility in negotiating classes, field practice, employment, and family responsibilities.

It should be noted that on ground field practice will be required of all MSW students, including those in online or combined modalities. MSW students complete 1,100 hours of field practice that is held on site at field agencies. Field practice must provide in-person interactions with clients, as per requirements of our accrediting agency, the Council on Social Work Education (CSWE), except when agency protocols require telehealth or remote service delivery for health and safety reasons.

Fiscal Impact:

This modification will not increase program costs. The MSW program offers multiple sections of all required courses. In offering online and combined modalities, the MSW program will not schedule additional sections, but rather will shift some sections from on ground to online formats. Students will select online and/or on-ground courses according to their scheduling needs.

The program modification may have a positive financial impact by supporting the recruitment and enrollment of new students and the competitiveness of the MSW program.

RECOMMENDATION

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Refund and Course Withdrawal Policy (Amendment)

March 24, 2022

WHEREAS, the Connecticut Board of Regents for Higher Education approved policy 3.7 (Refund & Course Withdrawal Policy); and

WHEREAS, as the existing policy is written, it is possible for students in abbreviated terms to have a longer period to add a course than students in full-term courses; therefore, be it

RESOLVED, that the Connecticut Board of Regents for Higher Education amend policy 3.7 to ensure that abbreviated terms do not have a longer period of time to add courses in comparison to full-term courses.

RESOLVED, that this policy shall go into effect for the summer 2022 semester.

A True Copy:

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

CONNECTICUT STATE COMMUNITY COLLEGES: REFUND AND COURSE WITHDRAWAL POLICY – AMENDMENT

On 12/17/20, the Board of Regents approved policy 3.7 (Refund and Course Withdrawal Policy). This policy updated the refund policy for community college students in full-semester courses (fall and spring) and abbreviated terms (i.e. summer, winter, late-start, or other variable terms). Additionally, the policy further defined the add/drop and withdrawal dates for full-semester courses and abbreviated terms that are specific to the twelve Connecticut State Connecticut Community Colleges (“CSCC”) and to the future Connecticut State Community College.

In combination with the Grading, Notations, and Academic Engagement Policy (1.19), these two policies confirm a student’s active engagement in their registered coursework prior to each 15-week semester census and provide a uniform framework for refunding during the add/drop period through the end of the semester.

BACKGROUND

The policy provides guidance on the last day that students can add a course to both full-term courses and abbreviated terms. As the existing policy is written, it is possible for students in abbreviated terms to have a longer period of time to add a course than students in full-term courses.

RECOMMENDATION

To rectify this discrepancy, it is recommended the policy be amended to ensure that abbreviated terms do not have a longer period to add courses in comparison to full-term courses. Courses can only be added up to calendar seven of a full, 15-week term. This recommendation would be accomplished by amending the policy to state that courses can be added up to the first 10% of the abbreviated term length, but not to exceed seven calendar days.

3/11/2022 – BOR -Academic and Student Affairs Committee
3/24/2022 – Board of Regents

Policy on Refund and Course Withdrawals Connecticut State Community Colleges

The CSCU Provost and Senior Vice President for Academic and Student Affairs, or designee, shall be the presiding authority over the application of this policy to all community colleges. It shall be included in all college catalogs, student handbooks, and college websites, and shall be made available upon request.

REFUNDS FOR FULL-TERM COURSES

Note: students may drop courses through the census date (by end of business day); courses dropped during this period would not appear on a transcript. Courses can only be added up to calendar day seven of a full, 15-week term.

No course withdrawals will be accepted once 80% of the semester has passed. For a typical 15-week term, 80% of the term is considered the last day of the twelfth week of the term. A student may appeal the course withdrawal deadline due to mitigating circumstances.

- Prior to the start of the term through calendar day seven of the term: 100% of tuition and fees will be refunded.
- Between the calendar day eight and census (20% of the term): 100% of tuition and fees will be refunded. For students that drop a course during this period, a “Late Drop Fee” will be assessed at \$50 per course.
- After census and until 80% of the term: drops are considered a course withdrawal and will be noted as a “W” on the transcript. No tuition or fees will be refunded.

REFUNDS FOR ABBREVIATED TERMS

Summer, Winter, Late Start or Other Variable Terms

*Note: students may drop a course through the first 20% of an abbreviated term length; courses dropped during this period would not appear on a transcript. Courses can only be added up to the first 10% of the abbreviated term length, **but not to exceed seven calendar days.***

No course withdrawals will be accepted once 80% of the abbreviated term has passed. For abbreviated terms, 80% is considered the last day of the business week of that period. A student may appeal the course withdrawal deadline due to mitigating circumstances.

- Prior to the start of the term through 10% of the term length: 100% of tuition and fees will be refunded.
- Between 10% of the term length and 20% of the term length: 100% of tuition and fees will be refunded. For students that drop a course during this period, a “Late Drop Fee” will be assessed at \$50 per course.
- After 20% of the term length through 80% of the term: drops are considered a course withdrawal and will be noted as a “W” on the transcript. No tuition or fees will be refunded.

REFUNDS OF TITLE IV AND OTHER FINANCIAL ASSISTANCE

This policy excludes the effect of the Return of Title IV Aid calculation for student aid recipients.

The Financial Aid Office is required by federal statute to recalculate federal financial aid eligibility for Title IV grant or loan recipients who withdraw, drop out, are dismissed, or take a leave of absence prior to completing 60% of a payment period or period of enrollment unless otherwise noted by the US Department of Education. This includes “unofficial withdrawals,” which are defined as students who stop attending their classes but do not follow college policy and officially withdraw from class(es). Federal law requires that the student’s federal aid eligibility be recalculated in these situations and Title IV aid not earned by the student be returned to the US Department of Education.

It is recommended that students receiving financial assistance should consult with the Financial Aid Office prior to withdrawal in order to determine the financial impact that the Return of Title IV funds calculation will have.

Funds not earned by the student are required to be returned to the appropriate federal program in the following order:

1. Unsubsidized Federal Direct Stafford Loans
2. Subsidized Federal Direct Stafford Loans
3. Federal Direct PLUS received on behalf of the student
4. Federal Pell Grants
5. Federal Supplemental Educational Opportunity Grants
6. Other grant or loan assistance authorized by Title IV of the Higher Education Act

Although not required under federal regulation at the time of this policy, after federal return obligations are satisfied, any remaining funding shall then be returned to the following programs at the discretion of the policy associated with that funding source:

7. Other State, Institutional, or Private financial assistance
8. Student

REFUNDS TO VETERANS

Students entering the armed services; being relocated by the military; or deployed, before earning degree credit will have 100% of term charges cancelled upon submitting notice in writing and a certified copy of enlistment papers.

APPEAL FOR REFUNDS OF TUITION AND FEES

Common policies and procedures will be implemented across the twelve Connecticut State Community Colleges to ensure that students are treated equitably across each of the colleges. This process will include the following: a single Refund Appeals Form for use at each college, a common procedure for forming a committee to review appeals, common criteria for consideration in the review process, a common timeframe for students to submit appeals, and a common policy for retaining documentation when the appeal is received.

Appeals must fall under one of the following categories to be considered: military relocation or deployment, documented medical emergency, documented personal emergency, or incorrect

advisement for the program of study. No appeals will be considered or accepted once the term for which they appeal is being made has finished.

Additional Fees	Time Due	CSCC Refund
Late Drop Fee	Due upon time of assessment. The fee will be assessed at \$50 per course.	Non-refundable.
Supplemental Course Levels 1 & 2	Due date established by college.	Same as tuition.
Clinical Fees/Allied Health Fees	Due date established by college.	Same as tuition.
Nursing Media Fee	Due date established by college.	Same as tuition.
Nursing Program-Learning Support & Assessment	Due date established by college.	Same as tuition.
Manufacturing Fee	Due date established by college.	Same as tuition.
College Services & Student Activity Fee	Due date established by college.	Same as tuition.
Transportation Fee	Due date established by college.	Same as tuition.
Materials Fee	Due date established by college.	Same as tuition.
Replacement ID Fee	Due date established by college.	Non-refundable.
Academic Evaluation Fee	Due date established by college.	Non-refundable
Portfolio Fee	Due date established by college.	Non-refundable.

12/4/20- BOR Academic and Student Affairs Committee
 12/17/20- Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

CT State Community College Aligned Degrees & Certificates

March 24, 2022

RESOLVED: That the Board of Regents for Higher Education approves the licensure and accreditation of the following degrees and certificates for Connecticut State Community College, developed from degrees and certificates *previously approved by the Board for one or more of the 12 individually accredited colleges*. These degrees and certificates meet the specific requirements of the Board’s General Education (BOR 20-082) and CSCC College and Career Success 101 (BOR 20-099) policies. All degrees also meet the Credit Normalization policy (BOR 14-111) or are within any credit exemptions previously approved by the Board, unless otherwise noted below.

The degrees and certificates include:

Program	Program Type	Minimum # of Credits
1. Architectural Design Technology	A.S.	62
2. Automotive Technology: Comprehensive Automotive Repair and Service (CARS)	Certificate	36
3. Biomedical Engineering Technology	A.S.	63*
4. Bookkeeping	Certificate	21
5. BOT (Business Office Technology): Administrative Support Specialist	Certificate	24
6. BOT: Customer Service Specialist	Certificate	18
7. BOT: Electronic Health Records Specialist	Certificate	18
8. BOT: Legal Administrative Support Specialist	Certificate	30
9. BOT: Medical Insurance Specialist	Certificate	22
10. BOT: Office Application Skills Update	Certificate	12
11. BOT: Social Media Specialist	Certificate	19
12. Clean Water Management	Certificate	25
13. Computer Engineering Technology	A.S.	63**
14. Computer Servicing	Certificate	19

Program	Program Type	Minimum # of Credits
15. Culinary & Hospitality: Culinary Arts	A.S.	64*
16. Culinary & Hospitality: Culinary Arts	Certificate	30
17. Culinary & Hospitality: Dietary Supervision	Certificate	7
18. Culinary & Hospitality: Foodservice Management	A.S.	62
19. Culinary & Hospitality: Hospitality and Tourism Management	A.S.	61
20. Culinary & Hospitality: Hospitality and Tourism Management	Certificate	28
21. Culinary & Hospitality: Professional Baker	Certificate	22
22. Data Analytics	Certificate	16
23. Dental Assistant: Manchester campus	Certificate	34***
24. Dental Assisting: Tunxis campus	Certificate	33***
25. Dental Hygiene	A.S.	96**
26. ESL: Advanced English Proficiency	Certificate	21
27. Health Care Administration	A.S.	61
28. Paramedic Studies	A.S.	68*
29. Paramedic Studies: Emergency Medical Services Instructor	A.S.	68*
30. Paramedic	Certificate	34
31. Physics Studies (CSCU Pathway Transfer Degree)	A.A.	61
32. Radiation Therapy: Gateway Option	A.S.	71*
33. Radiation Therapy: Manchester Option	A.S.	71*
34. Railroad Engineering Technology	A.S.	67*
35. Railroad Engineering Technology: Signaling and Communications Option	A.S.	66*
36. Surgical Technology	A.S.	62
37. Therapeutic Recreation	A.S.	62
38. Therapeutic Recreation	Certificate	30
39. Water Management	Certificate	15

* The following degrees were previously granted exemptions to credit normalization at the number of credits (or greater) listed above: Biomedical Engineering Technology, A.S., Culinary Arts, A.S., Paramedic Studies, A.S., Paramedic Studies: Emergency Medical Services Instructor, A.S., Radiation Therapy: Gateway Option, A.S., Radiation Therapy: Manchester Option, A.S., Railroad Engineering Technology, A.S., Railroad Engineering Technology: Signaling and Communication Option, A.S.

** The Computer Engineering Technology A.S. degree was previously approved at 62 credits. Alignment and addition of the College and Career Success (CCS 101) course brings the total credit count to 63 credits. As per BOR policy 14-111, we request an exemption to include the College and Career Success course.

** The Dental Hygiene A.S. degree was previously approved at 96 credits (35 pre-admission credits and 58 post-admission program credits). Alignment and addition of the College and Career Success (CCS 101) course brings the total credit count to 96 credits (35 pre-admission credits and 61 post-admission program credits). As per BOR policy 14-111, we request an exemption to include the College and Career Success course.

*** CT State recommends that the Dental Assistant and Dental Assisting Certificates transition to CT State as distinct certificates, offered at the Manchester and Tunxis campuses, respectively, with continued collaboration between the programs.

A True Copy:

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

ITEM

Implementation of the Revised Students First Plan (BOR 18-089) to align community college curricula statewide. The degrees and certificates to be approved meet the specific requirements of the Board's General Education (BOR 20-082) and CSCC College and Career Success 101 (BOR 20-099) policies. All degrees also meet the Credit Normalization policy (BOR 14-111) or are within any credit exemptions previously approved by the Board, unless otherwise noted in the resolution.

BACKGROUND & ALIGNMENT PROCESS

In April 2017, the Board of Regents approved the Students First plan to help address the system's fiscal challenges while maintaining high quality education, improving student outcomes, and reducing equity gaps in attainment. The plan includes a consolidation of administrative functions as well as an organizational merger of the community colleges. In June 2018, the Board of Regents approved the Revised Students First plan to merge the 12 individually accredited community colleges into a single institution, including "aligning college curricula statewide, while addressing local and regional distinctiveness, to support high quality educational programs and seamless transfer, including adoption of a statewide general education curriculum". In May 2020, the Board officially named this merged institution Connecticut State Community College.

Alignment of the community college programs and certificates involves synthesizing the existing 600+ programs and 400+ certificates, previously approved by the individually accredited institutions and the Board of Regents, into a single set of programs and certificates with common names, descriptions, learning outcomes, and courses, including a common general education core for degree programs. Similarly, all 4000+ courses previously approved by the individually accredited institutions need to be aligned to have common course names, numbers, descriptions, learning outcomes, pre-requisites/co-requisites, contact hours, and credit hours. This work began in Fall 2018 coordinated by the Students First Academic and Student Affairs Consolidation Committee (SF ASA CC). This work is currently facilitated by a CT State Community College curriculum alignment team, consisting of the interim Associate Vice President of the Academic Programs and Curriculum, the interim Associate Vice President of Higher Education Transitions, the interim Director of Regional and Specialized Accreditation, the interim Director of the College Catalog, and four community college faculty serving as alignment managers.

Curriculum alignment work began in fall 2018. Three curriculum alignment kickoff events were held for faculty (fall 2018, spring 2019, and fall 2019) to learn about the alignment process, ask questions, and meet with their discipline-specific colleagues throughout the system. Many of the faculty invited to the first of these events had previously been involved in curriculum work for the transfer articulation pathways. In fall 2019, the list of faculty members invited to participate was broadened by searching each community college's website, noting the contact individuals for each discipline, and confirming the updated lists with college Presidents, CEOs, and Academic Deans. Faculty on the list received an email inviting them to participate and to invite any interested colleagues to participate. In winter and early spring of 2020, at the urging of union leadership, many faculty withdrew their participation and work on alignment stalled for a few months. To encourage re-engagement of community college faculty throughout the system, the curriculum alignment leadership team sent an email in spring 2020 to all full- and part-time faculty inviting them to participate in their discipline-specific alignment work groups. Additional invitations were distributed via email to faculty in fall of 2020 and spring of 2021. Finally, a link was added to the curriculum alignment website to provide an easily accessible mechanism by which faculty could volunteer to engage in alignment work (<https://www.ct.edu/curriculum>). In the period from June 2020 to December 2021, over 275 faculty have been involved in aligning curriculum within their disciplines and programs.

As outlined in the revised Students First plan, the alignment of degree programs and certificates follows an endorsement process similar to that developed for the Transfer and Articulation Policy (TAP) transfer pathways. This process includes a transitional curriculum committee, the Aligned Program Review Committee (APRC), reporting to the SF ASA CC. Similar to the TAP Framework Implementation Review Committee, the APRC was designed with representation from each community college, but also includes representatives from the Registrar's, Advising, Financial Aid, and Academic Deans' Councils. The endorsement process keeps college communities apprised of the aligned curriculum being recommended for CT State and provides college communities the opportunity to submit feedback that might strengthen a program before it goes to the Board for approval.

The graphic on the next page illustrates the full process for aligned programs and certificates. The tables that follow illustrate the timeline for steps two through five for aligned degrees and certificates completed to date as well as the projected timeline for the remaining alignment work.

RATIONALE

The 12 individually accredited community colleges currently offer programs and certificates with similar names, but outcomes and courses that may be quite disparate. Similarly, courses have common numbers yet different names, descriptions, pre-requisites, and learning outcomes. In order to more seamlessly serve our students statewide, these programs, certificates, and courses must be aligned to create a single set of offerings for CT State Community College.

CT State Curriculum Alignment: Process Flow for Degrees & Certificates

Stage 1: Faculty Preparation

- Program coordinators and full-time faculty align existing degree and certificate programs into single versions (for similar programs) or clearly differentiate disparate programs into multiple versions (for different programs)
- If all faculty within a discipline or program are not involved in the initial drafting of proposals, the proposals are distributed to all relevant faculty for up to a 30-day review and feedback period. All faculty are also invited to participate in revisions of the proposals.

Stage 2: Review by CT State Transitional Committees

- The APRC (75% faculty) reviews all program proposals; programs are forwarded to SF ASA CC or returned to faculty for further review and revision
- The SF ASA CC recommends programs move to campus endorsement or sends them back to the APRC for further review and revision

Stage 3: Campus Endorsement

- APRC representatives bring programs to their campus for endorsement and submit endorsement votes and feedback to APRC
- Feedback on any proposal may also be submitted online

Stage 4: Follow-up by CT State Transitional Committees & Academic Leadership

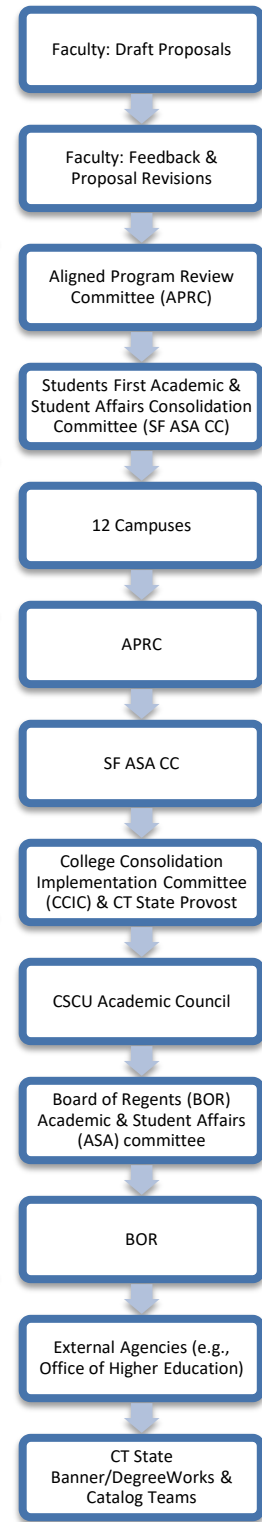
- The APRC, based on a thorough review of the endorsement feedback, recommends the SF ASA CC move the programs forward or sends programs back to faculty for further review and revision (if feedback revealed concerns regarding the content of the programs)
- SF ASA CC recommends programs move forward to the CCIC or back to APRC for further review and revision
- CCIC recommends programs move forward to the Provost or back to APRC for further review and revision

Stage 5: CSCU Notification and BOR Approval

- With approval of the CT State Provost, the APRC administrative chair notifies CSCU Academic Council of programs recommended for CT State and requests such programs be placed on the agenda for the next BOR Academic & Student Affairs committee.
- The ASA reviews and approves programs or sends them back to the APRC for further review and revisions
- At the recommendation of the ASA, the BOR approves programs to be offered at CT State or returns them for further review and revision

Stage 6: Implementation

- Relevant program information for approved programs is forwarded to external agencies (e.g., Office of Higher Education) as required by state and federal regulations as well as internal CT State Banner and Catalog teams to begin the Banner and Catalog builds



Curriculum Alignment Step-by-Step Timeline

Approval Process Step	ROUND1 Completed	ROUND2 Completed	ROUND3 Completed	ROUND4 Completed
APRC Initial Review	November – December 2020 14 Degrees/Certificates	Dec 2020 – Feb 2021 10 Degrees/Certificates	March – April 2021 19 Degrees/Certificates	May 2021 28 Degrees/Certificates
SF ASA CC Approval to Send to Campuses for Endorsement	January 2021	March 2021	April 2021	May 2021
Endorsement Period	February – March 2021	March – April 2021	April – May 2021	August – October 2021
APRC Review of Endorsement Feedback & Program Revisions	April 2021 14 Degrees/Certificates	May 2021 10 Degrees/Certificates	May 2021 19 Degrees/Certificates	October 2021 24 Degrees/Certificates
SF ASA CC Approval	May 2021	May 2021	May 2021	November 2021
CCIC Approval	June 2021	June 2021	June 2021	November 2021
BOR-ASA Approval	June 2021	June 2021	June 2021	December 2021
BOR Approval	June 2021 14 Degrees/Certificates	June 2021 10 Degrees/Certificates	June 2021 19 Degrees/Certificates	December 2021 24 Degrees/Certificates

Approval Process Step	ROUND5 Completed	ROUND6 In progress	ROUND7 In progress	ROUND8 In Progress
APRC Initial Review	September – October 2021 11 Degrees/Certificates	October 2021 11 Degrees/Certificates	November 2021 49 Degrees/Certificates	November–December 2021 71 Degrees/Certificates
SF ASA CC Approval to Send to Campuses for Endorsement	October 2021	November 2021	November 2021	December 2021
Endorsement Period	Oct – Nov 2021	Nov – Dec 2021	Nov 2021 – Jan 2022	Dec 2021 – Feb 2022
APRC Review of Endorsement Feedback & Program Revisions	December 2021 13 Degrees/Certificates	January 2022 13 Degrees/Certificates	February 2022 26 Degrees/Certificates	March 2022 71 Degrees/Certificates
SF ASA CC Approval	December 2021	February 2022	February 2022	March 2022
CCIC Approval	January 2021	March 2022	March 2022	March 2022
BOR-ASA Approval	February 2022	March 2022	March 2022	April 2022
BOR Approval	February 2022 13 Degrees/Certificates	March 2022 13 Degrees/Certificates	March 2022 26 Degrees/Certificates	April 2022 71 Degrees/Certificates

Approval Process Step	ROUND9 In progress	ROUND10 In progress	ROUND11 In progress
APRC Initial Review	January 2022 7 Degrees/Certificates	February 2022 12 Degrees/Certificates	February – March 2022 60 Degrees/Certificates
SF ASA CC Approval to Send to Campuses for Endorsement	February 2022	February 2022	March 2022
Endorsement Period	February – March 2022	February – April 2022	March – April 2022
APRC Review of Endorsement Feedback & Program Revisions	April 2022 21 Degrees/Certificates	April 2022 22 Degrees/Certificates	April 2022 60 Degrees & Certificates
SF ASA CC Approval	April 2022	April 2022	May 2022
CCIC Approval	April 2022	April 2022	May 2022
BOR-ASA Approval	May 2022	May 2022	June 2022
BOR Approval	May 2022 21 Degrees/Certificates	May 2022 22 Degrees/Certificates	June 2022 60 Degrees & Certificates

CT State Aligned Degrees & Certificates
March 24, 2022

- 1) Architectural Design Technology, A.S.
- 2) Automotive Technology: Comprehensive Automotive Repair and Service (CARS) Certificate
- 3) Biomedical Engineering Technology, A.S.
- 4) Bookkeeping Certificate
- 5) BOT (Business Office Technology): Administrative Support Specialist Certificate
- 6) BOT: Customer Service Specialist Certificate
- 7) BOT: Electronic Health Records Specialist Certificate
- 8) BOT: Legal Administrative Support Specialist Certificate
- 9) BOT: Medical Insurance Specialist Certificate
- 10) BOT: Office Application Skills Update Certificate
- 11) BOT: Social Media Specialist Certificate
- 12) Clean Water Management Certificate
- 13) Computer Engineering Technology, A.S.
- 14) Computer Servicing Certificate
- 15) Culinary & Hospitality: Culinary Arts, A.S.
- 16) Culinary & Hospitality: Culinary Arts Certificate
- 17) Culinary & Hospitality: Dietary Supervision Certificate
- 18) Culinary & Hospitality: Foodservice Management, A.S.
- 19) Culinary & Hospitality: Hospitality and Tourism Management, A.S.
- 20) Culinary & Hospitality: Hospitality and Tourism Management Certificate
- 21) Culinary & Hospitality: Professional Baker Certificate
- 22) Data Analytics Certificate
- 23) Dental Assistant at Manchester Certificate
- 24) Dental Assisting at Tunxis Certificate
- 25) Dental Hygiene, A.S.
- 26) ESL: Advanced English Proficiency Certificate
- 27) Health Care Administration, A.S.
- 28) Paramedic Studies, A.S.
- 29) Paramedic Studies: Emergency Medical Services Instructor, A.S.
- 30) Paramedic Certificate
- 31) Physics Studies, A.A. (CSCU Pathway Transfer Degree)
- 32) Radiation Therapy: Gateway Option, A.S.
- 33) Radiation Therapy: Manchester Option, A.S.
- 34) Railroad Engineering Technology, A.S.
- 35) Railroad Engineering Technology: Signaling and Communications Option
- 36) Surgical Technology, A.S.
- 37) Therapeutic Recreation, A.S.
- 38) Therapeutic Recreation Certificate
- 39) Water Management Certificate

Program Name: Architectural Design Technology

Degree Type: Associate of Science Degree (A.S.)

Program Description:

The Architectural Design Technology program extends opportunities for those interested in the design and construction of the built environment, preparing students for transfer into baccalaureate and professional-degree architecture programs or for entry-level technical positions in architecture, engineering or construction firms.

The program builds mastery of valuable skill-sets, establishing techniques in traditional design and drawing that build a foundation for state-of-the-art digital design and modeling, reinforced by courses that form the technical core consisting of blueprint reading, construction materials, codes and regulations, and typical project documentation.

The course flow guides students through a sequence of architecture courses that explore creativity, exercise the design process and problem-solving skills, and instills the values of sustainable and responsible development of the built environment.

Upon completion, students will have built a portfolio of work useful for transfer or to pursue an entry-level technical position in an architecture, engineering or construction firm; municipal building and planning offices; or the transportation, utility, and construction material industries.

Program Learning Outcomes:

1. Understand the history of the built environment and appraise geographic adaptation when considering modern solutions to: natural resource utilization; sustainable harvest, refinement and transport of construction materials; and performance of designs and systems, accounting for climate change.
2. Develop a self-reflective design process that considers alternative solutions validated by sound research, evaluation, and synthesis of a wide range of variables.
3. Utilize traditional and emerging digital media for 2 and 3 dimensional graphic representation to develop, refine, and communicate the architectural design process and implement written industry documentation used to convey typical project information.
4. Demonstrate knowledge of building systems as integrated into the design process, informing decisions on materials, assemblies, and life safety aspects.
5. Perform and communicate effectively as a contributing individual or team member.
6. Appreciate the importance of lifelong learning and continuous improvement associated with professional, ethical, and social responsibilities.

Program Descriptors:

ARCH

General Education Core Courses (21-25 credits)			
Course Number	Course Name		# of Credits
1	ENG*101	English Composition	3
2	MAT*172	College Algebra	3
3	ARCH*1002	Architecture of the World	3
4	PHY*121	General Physics	4
5	SOC*Elec	Social Science Elective	3
6	COM*173	Public Speaking	3
7	CCS*101	College Success Seminar	3
General Education Core Credits			22

Program Requirements (36-39 credits)			
Course Number	Course Name	# of Credits	Pre-req/Co-req Course #
ARCH*1002	Architecture of the World	N/A	(Counted above in GenEd)
ARCH*1005	Architectural Fundamentals I	4	-
ARCH*1008	Construction Materials & Methods	3	-
ARCH*2005	Architectural Fundamentals II	4	ARCH*1005/ARCH*1008
ARCH*2029	Structures	3	MAT*172, ARCH*1008/PHY-121
ARCH*2015	Construction Documents	3	ARCH*1005, ARCH*2005
ARCH*2020	Architectural Design I	4	ARCH*1002, 1005 & 2005
ARCH*2030	CAD 3D Architectural Parametric	3	ARCH*1005, 1008 & 2005
ARCH*2025	Architectural Design II	4	ARCH*2020
ARCH*2040	Environmental Systems	3	ARCH*1008
ARCH*1XXX	ARCH Elective*	3	-
BUS*Elec	Business Elective or Internship	3	-
Elec	Open Elective	3	-
		40	
Program Requirement Credits		40	
General Education Core Credits		22	
Program Total Credits		62	

* Architecture (ARCH) Electives			
Course Number	Course Name	# of Credits	Pre-req/Co-req Course #
ARCH*1010	Intro. to Building Physics and Sustainability	3	Accuplacer Score \geq MAT-137
ARCH*1011	Building Codes & Ordinances	3	-
ARCH*1012	Intro. to Geographic Information Systems	3	-
ARCH*2010	Site Design**	3	ARCH-1005
ARCH*1014	-	-	-
ARCH*1015	-	-	-
	** Course pending APRC approval		

Semester Sequence

<u>Architectural Design Technology</u>			
<u>Semester 1</u>			
ARCH 1002	Architecture of the World	Cr	Tot-Hrs
ARCH 1005	Architectural Fundamentals I	3	3
CCS 101	College Success Seminar	4	2/4=6
ENG 101	Composition	3	3
MAT 172	College Algebra	3	3
	Total	<u>3</u>	3
		16	
<u>Semester 2</u>			
ARCH 1008	Construction Materials & Methods	3	3
ARCH 2005	Architectural Fundamentals II	4	2/4=6
COM 172	Public Speaking	3	3
PHY 121	General Physics	4	3/3=6
	Total	<u>4</u>	14
		14	
<u>Semester 3</u>			
ARCH 2029	Structures	3	3
ARCH 2015	Construction Documents	3	3
ARCH 2020	Architectural Design I	4	2/4=6
ARCH 2030	CAD 3D Architectural Parametric	3	2/2=4
SOC ELEC	Social Science Elective	3	3
	Total	<u>3</u>	16
		16	
<u>Semester 4</u>			
ARCH 2025	Architectural Design II	4	2/4=6
ARCH 2040	Environmental Systems	3	3
ARCH 1XXX	ARCH Elective	3	3
BUS ELEC	Business Elective or Internship	3	3
ELEC	Open Elective	3	3
	Total	<u>3</u>	16
		16	
	Total	62	

Credit Certificate Program Name

Comprehensive Automotive Repair and Service (CARS)

Certificate Description:

The objective of the Comprehensive Automotive Repair and Service (CARS) Certificate Program is to educate those seeking employment in the field of automotive technology. It will prepare students for entry-level employment as Automotive Technicians. The Automotive Technician field has been in very high demand in the State, and it is growing. The intent of the program is to meet the growing need for technicians in Connecticut and the nation. This program furthers the college’s mission to “respond to the changing academic, occupational, technological needs” by offering “a broad range of credit (technical, career, and academic) programs and courses leading to employment, transfer, and lifelong learning.” The automotive curriculum is designed to meet all Automotive Service Excellence Education Foundation (A.S.E.) Accredited Training Program requirements for national accreditation at the Master Automotive Service Technician (MAST) level.

Certificate Learning Outcomes:

- Upon successful completion of all program requirements, the graduates should be able to:
1. Meet all the Automotive Service Excellence Education Foundation (A.S.E.) Accredited Training Program required outcomes for Master certification (MAST) Level.
 2. Demonstrate workplace skills related to the occupation, including but not limited to resume preparation, seeking employment, maintaining a safe and healthy workplace environment, demonstrating workplace ethics, and teamwork.
 3. Apply knowledge of theory and safety to accomplish certain tasks related to the occupation.
 4. Identify and use appropriate tools, testing, and measurement equipment to accomplish certain tasks related to the occupation.
 5. Use current reference and training materials from accepted industry publications and standards to accomplish specific tasks.
 6. Demonstrate knowledge and understanding of all fundamental automotive concepts as outlined by ASE Accredited Training Program requirements.

Certificate Descriptors:

The Program is accredited by Automotive Service Excellence Education Foundation (A.S.E.) at the Master Automotive Service Technician Level (MAST).

This Program will prepare Students for the G1, A1, A2, A3, A4, A5, A6, A7, A8 & L1 ASE exams upon completion of work length time requirements. Students interested in continuing to a bachelor’s degree should pursue the Comprehensive Automotive Repair and Service Associates (CARS) of Applied Science Degree program which will prepare them for to prepare for C1 and P1 ASE exams.

Certificate Program Requirements (36 credits)			
Course Number	Course Name	# of Credits	Pre-req/Co-req Course #
AUT-130	Automotive Maintenance and Light Repair	3	None
AUT-131	Engine Repair	3	P or C: AUT-130 or with permission of the Coordinator
AUT-133	Electrical/Electronics Systems	3	P or C: AUT-130 and MAT 095 or successful completion of college placement test or with permission of the Coordinator
AUT-136	Suspension and Steering	3	P or C: AUT-130 or with permission of the Coordinator
AUT-137	Engine Performance	3	P: AUT-133 or with permission of the Coordinator
AUT-138	Braking Systems	3	P or C: AUT-130 & AUT-133 or with permission of the Coordinator
AUT-170	Co-op Work Experience I	3	P or C: AUT-130, 131, 133, 136, 138, ENG 101, minimum 30 credits of course work completed or in progress and a 2.0 GPA, or with permission of the Coordinator.
AUT-233	Manual Drivetrain and Axles	3	P or C: AUT-130 or with permission of the Coordinator
AUT-235	Automatic Transmission/Transaxle	3	P or C: AUT-130 & AUT-133 or with permission of the Coordinator
AUT-237	Heating and Air Conditioning	3	P or C: AUT-130 & AUT-133 or with permission of the Coordinator
AUT-238	Advanced Engine Performance	3	P: AUT-137 or with permission of the Coordinator
AUT-270	Co-op Work Experience II	3	P: Co-op 1 (AUT-170) and a minimum of 40 credits of course work completed or in progress and a 2.0 GPA, or with permission of Coordinator
Total Credits		36	

Important Note: For a certificate program to be eligible for federal Pell/Title IV funding it has to include at least 16 credits and be at least one academic year in duration. In addition, it is important to document what students will gain from the certificate in terms of skills, outcomes, and potential opportunities for transfer and employment.

Program Name:

Biomedical Engineering Technology

Degree Type:

Associate in Science

Program Description:

The rapid development of biomedical equipment technology, combined with the introduction of increasingly complex and vital biomedical equipment, has created a serious need for well-prepared technicians in hospitals and medical research centers. These technicians must understand this new technology and be capable of maintaining, calibrating, modifying, and adapting this equipment. CT State Community College's Biomedical Engineering Technology Associate Degree program will qualify students for these demanding careers.

Program Learning Outcomes:

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

- Show mastery of the knowledge, techniques, skills and modern tools of biomedical engineering technology
- Apply current knowledge and adapt to emerging applications in mathematics, science, engineering, and technology
- Conduct, analyze, and interpret experiments and apply experimental results to improve processes
- Function effectively as part of a team
- Communicate effectively
- Display professional, ethical, and social responsibilities

Program Descriptors:

Growth in the biotechnology industry offers graduates of this program new opportunities as instrumentation calibration technicians for production, validation, and research equipment and instrumentation. Equipment manufacturers require the services of biomedical engineering technicians to assist in developing, manufacturing, testing, service, and technical sales of biomedical equipment. Graduates of CT State CC's program are also capable of dealing with most types of nonmedical electronics. This program is offered at the Gateway Campus.

General Education Core Courses (23-24 Credits)			
Course Number		Course Name	# of Credits
1	ENG* 101	English Composition	3
2	MAT* 254	Math: Calculus I	4
3	Arts and Humanities	Any course vetted for Arts and Humanities	3-4
4	PHY* 121	Scientific Reasoning/Scientific Knowledge + Understanding : General Physics I	4
5	Social/Behavioral Science or Historical Knowledge	Any course vetted for Social/Behavioral Science or Historical Knowledge	3
6	Oral Communication or Written Communication II	Any course vetted for Oral Communication or Written Communication II	3
7	CCS*101	Continued Learning and Information Literacy: CCS 101 College and Career Success	3
General Education Core Credits:			23-24

Program Requirements			
Course Number	Course Name	# of Credits	Prereq./Coreq. Course #
CET* 116	Computer Applications for Technology	3	
BME* 110	Biomedical Technology	2	
BME* 116	Physiological Systems	4	
BME* 210	Biomedical Instrumentation	4	Prereq: EET* 136
BME* 212	Biomedical Equipment Design	4	Prereq: BME* 210
BME* 214	Advanced Biomedical Instrumentation	4	Prereq: BME* 210
BME* 220	Biomedical Practicum	3	Prereq: Approval of Program Coordinator
CHE* 111	Concepts of Chemistry	4	TBD
EET* 110	Electric Circuits I	4	Prereq: MAT 095 or Higher OR Placement in MAT* 137 or Higher
EET* 136	Electronics I	4	Prereq: EET* 110
EET* 252	Digital Electronics	4	Prereq: EET* 110 OR Instructor Permission
	Program Requirement Credits:	40	
	General Education Core Credits:	23-24	
	Total Program Credits:	63-64#	

#The program is requesting an exemption of the three credits of CCS 101 toward the credit normalization policy.

Credit Certificate Program Name: Bookkeeping

Certificate Description: This 21-hour certificate program provides education in a wide variety of bookkeeping skills to prepare students for immediate entry into the job market. Students will study the fundamentals of accounting and learn to use the basic software tools that bookkeepers need to know: Intuit Quickbooks, spreadsheets, databases, word processing, and more. After successfully completing this certificate, students will be prepared for entry-level opportunities in the accounting field or even consider opening your own business. This program is offered on the Gateway campus.

Certificate Learning Outcomes:

1. Explain the vital role of a bookkeeper in recording and maintaining accurate and timely financial data.
2. Recognize the importance of confidentiality and ethical behavior with handling financial data.
3. Apply computer skills to basic bookkeeping functions.

Certificate Descriptors:

The Bookkeeping Certificate provides students with the opportunity to become skilled in working with general ledgers, accounts receivables, accounts payables, payrolls, cash receipts, income, and expenditures. Bookkeepers lend an invaluable service for small corporations, entrepreneurial ventures, municipalities, and non-profits in entry-level positions or more advanced administrative positions. Graduates of the Bookkeeping Certificate may go on to pursue an associate degree in accounting. The certificate begins to prepare students for common certifications and licenses which include Intuit Quickbooks Certified User, and Certified Public Bookkeeper.

Certificate Program Requirements (# credits)			
Course Number	Course Name	# of Credits	Pre-req/Co-req Course #
ACC 113	Principles of Financial Accounting	3	Pre-req: MAT 095 or satisfactory placement on the Basic Skills Assessment
BOT 111	Keyboarding for Document Production	3	None
BOT 137	Word Processing Applications (Word)	3	None
CSA 135	Spreadsheet Applications (Excel)	3	TBD
ACC 125	Accounting Computer Applications I	3	Pre-req: Completion of ACC*113 with a C or higher
BOT 220	Digital Workplace Technologies (formerly Computerized Communication) (Microsoft PowerPoint, e-mail, Internet)	3	Pre-req: Eligibility for ENG*093
CSA 140	Database Applications (Access)	3	TBD
Certificate Program Total Credits		21	

Important Note: For a certificate program to be eligible for federal Pell/Title IV funding it has to include at least 16 credits and be at least one academic year in duration. In addition, it is important to document what students will gain from the certificate in terms of skills, outcomes, and potential opportunities for transfer and employment.

Credit Certificate Program Name: Administrative Support Specialist
(Formerly Office Support Specialist)

Certificate Description:

This program is recommended for students interested in upgrading their skills to become more marketable in an increasingly technological work environment. Coursework focuses on business communications and computer applications to provide students with the skills necessary to secure entry-level administrative employment opportunities.

Certificate Learning Outcomes:

Upon successful completion of all Administrative Support Specialist certificate program requirements, graduates will:

1. Demonstrate keyboarding and data-entry speed and accuracy, including proofreading, according to industry accepted standards.
2. Create and modify standard types of business communications in both printed and electronic forms.
3. Acquire up-to-date skills in the following areas: accounting, word processing, spreadsheet, database, project management, presentation, personal information management, web technologies, and speech recognition.
4. Show effective time management and organizational skills.
5. Display strong interpersonal and human relations skills required for success in a professional setting including: professionalism, adaptability to change, initiative, confidentiality, positive attitude and human-relations and creativity.
6. Demonstrate decision-making ability; acquire and utilize information to solve problems; demonstrate computer knowledge; communication skills and business procedures using ability-based projects; and demonstrate responsibility, positive attitude, self-management, honesty and confidentiality.
7. Contribute as a productive team member in a culturally and intellectually diverse global environment.

Certificate Descriptors:

Currently, this certificate is a WIOA-approved program:

http://www1.ctdol.state.ct.us/etc/program_det.asp?strProgPrevious=proglis&intProgramID=1492

Upon completion of this option, graduates gain direct entry into the local general administrative support job market in such positions (titles vary depending on the organization) as: Executive Assistant, Administrative Assistant, Project Coordinator/Project Assistant, Administrative Specialist/Associate, Program Assistant, Accounting Clerk, Office Manager, Office Clerk, School Secretary, Sales/Marketing Assistant, Human Resources Assistant, Customer Service Representative, Property Management Assistant, Mortgage Assistant, Claims Processor, Dispatcher, Data Entry Verification Specialist, and Receptionist.

Upon completion of this option, graduates can elect to take the following industry-recognized certifications:

- Microsoft Office Specialist (certifications by exam per application)
- Certified Administrative Professional (CAP)

Certificate Program Requirements (# credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
BOT*111	Keyboarding & Document Production I (formerly Keyboarding for Information Processing I)	3	None
BOT*164 or ACC*113	Office Accounting or Principles of Financial Accounting	3	None Pre-req: MAT 095 or satisfactory placement on the Basic Skills Assessment
BBG*210 or BMG*204	Business Communications or Managerial Communication	3	TBD TBD
BOT*220	Digital Workplace Technologies (formerly Computerized Communication)	3	Pre-req: Eligibility for ENG*093
Applications Electives:	Choose 2 from the following list: BOT 112 Keyboarding & Document Production II (formerly Keyboarding for Information Processing II) BOT 137 Word Processing Applications BOT 219 Integrated Applications CSA 105 Introduction to Software Applications CSC 101 Introduction to Computers CST 114 Web Essentials	6	Pre-reqs: BOT 112- BOT* 111 BOT 137 – none BOT 219 – C or better in BOT 111 CSA 105 - TBD CSC 101 – TBD CST 114 - TBD
CSA*135	Spreadsheet Applications	3	TBD
Work Experience	BOT 296 Cooperative Work Experience or BOT 279 BOT Administrative Practicum	3-4	Pre-req: Permission of Program Coordinator
Certificate Program Total Credits		#	24-25

Important Note: For a certificate program to be eligible for federal Pell/Title IV funding it has to include at least 16 credits and be at least one academic year in duration. In addition, it is important to document what students will gain from the certificate in terms of skills, outcomes, and potential opportunities for transfer and employment.

Credit Certificate Program Name: Customer Service Specialist

Certificate Description:

This program prepares students for entry-level customer service representative positions. It provides training in technological and soft skills required for excellence in customer service satisfaction.

Certificate Learning Outcomes:

Upon successful completion of all Office Support Specialist certificate program requirements, graduates will:

1. Key and format business documents and demonstrate proofreading skills.
2. Demonstrate technical proficiency in office applications software including: word processing, personal information management, spreadsheet, database management, presentation, speech recognition, and webconferencing tools.
3. Be able to resolve customer-focused problems in a timely fashion.
4. Exhibit verbal, non-verbal and written communication skills.
5. Demonstrate effective use of soft skills including: professionalism, adaptability to change, initiative, confidentiality, positive attitude and human-relations and creativity.
6. Practice ethical behavior and incorporate the principles of honesty and integrity.
7. Apply critical-thinking strategies and effective decision-making techniques to solve problems.
8. Demonstrate self-management skills, including time management and organization.
9. Contribute as a productive team member in a culturally and intellectually diverse global environment.

Certificate Descriptors:

Upon completion of this option, graduates gain direct entry into the job market in such positions (titles vary depending on the organization) as: Customer Service Representative, Customer Support Specialist, Call Center Customer Service Representative, Customer Care Coordinator, Sales and Customer Service Associate, Marketing Assistant, Sales Assistant, and Sales Associate.

<https://www.bls.gov/ooh/office-and-administrative-support/customer-service-representatives.htm#tab-2>

Certificate Program Requirements (# credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
BOT*111 or BOT*137	Keyboarding & Document Production I (formerly Keyboarding for Information Processing I) or Word Processing Applications	3	None
BOT*220	Digital Workplace Technologies (formerly Computerized Communication)	3	Pre-req: Eligibility for ENG*093
COM*173 or COM*172	Public Speaking or Interpersonal Communication	3	Pre-req: Eligibility for ENG*101 (both)
BBG*210 or BMG*204	Business Communications or Managerial Communication	3	Pre-req: Eligibility for ENG*101 (both)
BMK*201 or BMK*220	Principles of Marketing or Sales	3	Pre-req: Eligibility for ENG*101 (both)
CSA*135	Spreadsheet Applications	3	TBD
Certificate Program Total Credits		18	

Important Note: For a certificate program to be eligible for federal Pell/Title IV funding it has to include at least 16 credits and be at least one academic year in duration. In addition, it is important to document what students will gain from the certificate in terms of skills, outcomes, and potential opportunities for transfer and employment.

Credit Certificate Program Name: Electronic Health Records Specialist

Certificate Description:

The extensive use of electronic health records by all types of healthcare providers will lead to an increased need for medical administrative professionals to organize and manage the associated information in all areas of the healthcare industry. According to the Bureau of Labor Statistics, employment of medical records and health information technicians is expected to increase by 8 percent from 2019 to 2029, faster than the average for all occupations. This growth is a direct result of the Health Information Technology for Economic and Clinical Health (HITECH) Act of 2009, which was passed to promote and expand the adoption of health information technology as well as an aging workforce in this specialty area, which is promoting continued demand for these highly skilled health care professionals.

Students will demonstrate proficiency via hands-on Labs, software simulations and integrated projects.

Certificate Learning Outcomes:

Upon successful completion of this certificate, graduates will be able to

- Demonstrate advanced keyboarding speed and accuracy using industry accepted methods
- Demonstrate competency in the use of standard medical office equipment including practice management systems
- Use the common features and functions of specialized EHR applications
- Review electronic health records for timeliness, completeness, accuracy, and appropriateness of health data
- Protect health information for confidentiality, authorized release of information, and data security
- Demonstrate professionalism and positive work habits necessary for success in today's medical office

Certificate Descriptors:

Upon completion of this certificate, graduates can elect to take a national credentialing exam to become a Certified Electronic Health Record Specialist (CEHRS) via the National Healthcareer Association (NHA).

Certificate Program Requirements (# credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
BOT*111	Keyboarding for Document Production I (formerly Keyboarding for Info Pro I)	3	None
BOT*180	Medical Terminology and Anatomy (Formerly Medical Terminology)	3	None
HIM*201	Health Information Management Principles	3	Eligibility for ENG*093
BOT*181	Medical Coding I	3	BOT*180 or HIM 101
BOT*288	Medical Practice Management Applications (formerly Medical Practice Management Software Applications)	3	BOT*111 an BOT* 180
BOT*291	Electronic Health Records	3	Completion of BOT* 288 with a C or higher
Certificate Program Total Credits		18	

Important Note: For a certificate program to be eligible for federal Pell/Title IV funding it has to include at least 16 credits and be at least one academic year in duration. In addition, it is important to document what students will gain from the certificate in terms of skills, outcomes, and potential opportunities for transfer and employment.

Credit Certificate Program Name: Medical Insurance Specialist

Certificate Description:

With the numerous changes in the health care industry due to federal incentives for the conversion to electronic automation of managing healthcare information the Medical Insurance Specialist will continue to play an important part in the health care industry through proper documentation oversight. This certificate program is designed to prepare students to manage the medical insurance specialist process along with coding and billing insurance claims in doctors' offices, hospitals, HMOs and other health care facilities.

Certificate Learning Outcomes:

Upon successful completion of this certificate, graduates will be able to

1. Create and modify standard types of business communications in both printed and electronic forms.
2. Demonstrate strong interpersonal and human relations skills required for success in a professional setting.
3. Demonstrate proficiency in the use of ICD-10-CM (International Classification of Diseases, Tenth Revision, Clinical Modification) and CPT (Current Procedural Terminology), HCPCS (Healthcare Common Procedure Coding System) coding in entering and/or processing medical insurance claims.
4. Acquire up-to-date technology skills using medical office computer applications.
5. Understand and adhere to the importance of federal regulations, medical ethics, legal implications, and patient confidentiality when handling protected health information.

Certificate Descriptors:

Currently, this certificate is a WIOA-approved program:

http://www1.ctdol.state.ct.us/etc/program_det.asp?strProgPrevious=proglis&intProgramID=1516

Upon completion of this certificate, graduates gain direct entry into the local medical administrative job market in such positions as: Medical Administrative Assistant, Medical Coder, Insurance Billing Specialist, Medical Records Technician, Release of Information Coordinator, Electronic Medical Records (EMR), Abstractor/Auditor, Medical Records Clerk, Medical Data Entry Specialist, Medical Front Desk Coordinator, Patient Registration/Admissions Clerk, and Insurance Verification Clerk.

Upon completion of this option, graduates can elect to take the following national industry-recognized certifications:

- Certified Professional Coder (CPC) via the American Association of Professional Coders (AAPC)
- Certified Professional Biller (CPB) via the American Association of Professional Coders (AAPC)
- Certified Billing and Coding Specialist (CBCS) via the National Healthcareer Association (NHA)
- Certified Medical Reimbursement Specialist (CMRS) via American Medical Billing Association (AMBA)

Certificate Program Requirements (# credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
BOT*111	Keyboarding for Document Production I (formerly Keyboarding for Info Pro I)	3	None
BOT*180	Medical Terminology and Anatomy (Formerly Medical Terminology)	3	None
BOT*220	Digital Workplace Technologies (formerly Computerized Communication)	3	Eligibility for ENG*093
BIO*115	Human Biology	4	Eligibility for ENG*101
BOT*181	Medical Coding I	3	BOT*180 or HIM 101
BOT*182	Medical Coding II	3	BOT*180 or HIM 101
BOT*287	Foundations/Management Medical Insurance	3	BOT*180 or HIM 101
Certificate Program Total Credits		22	

Important Note: For a certificate program to be eligible for federal Pell/Title IV funding it has to include at least 16 credits and be at least one academic year in duration. In addition, it is important to document what students will gain from the certificate in terms of skills, outcomes, and potential opportunities for transfer and employment.

Credit Certificate Program Name: Office Application Skills Update

Certificate Description:

Office application and computer technology skills are essential in today's workplace. This certificate is designed for office professionals as well as those returning to the workforce to enhance their computer application skills. It provides students an opportunity to improve their employment prospects and advance in their careers. Students utilize state of the art software applications including word processing, personal information management, spreadsheet, database management, presentation, speech recognition, and webconferencing tools.

Certificate Learning Outcomes:

Upon successful completion of all Office Applications Skills Update certificate program requirements, graduates will be able to:

1. Key and format business documents and demonstrate proofreading skills.
2. Demonstrate technical proficiency in office applications software including: word processing, personal information management, spreadsheet, database management, presentation, speech recognition, and webconferencing tools.
3. Practice ethical behavior and incorporate the principles of honesty and integrity.
4. Apply critical-thinking strategies and effective decision-making techniques to solve problems.
5. Demonstrate self-management skills, including time management and organization.

Certificate Descriptors:

This program provides high quality instruction using state-of-the-art computer technology and current software programs to prepare competent, skilled, and professional office workers who are able to meet the demands of business or higher education.

Certificate Program Requirements (# credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
BOT*111 or BOT*137	Keyboarding & Document Production I (formerly Keyboarding for Information Processing I) or Word Processing Applications	3	None (both)
BOT*220	Digital Workplace Technologies (formerly Computerized Communication)	3	Eligibility for ENG*093
CSA*105 or CSA*140	Introduction to Software Applications or Database Applications	3	TBD
CSA*135	Spreadsheet Applications or Database Applications	3	TBD
Certificate Program Total Credits		12	

Important Note: For a certificate program to be eligible for federal Pell/Title IV funding it has to include at least 16 credits and be at least one academic year in duration. In addition, it is important to document what students will gain from the certificate in terms of skills, outcomes, and potential opportunities for transfer and employment.

Credit Certificate Program Name: Social Media Specialist

Certificate Description:

This certificate program combines digital technology, communications and marketing coursework to equip graduates with the skills they need in this fast-changing field. It is designed to provide relevant training in key areas such as website design, social media, consumer behavior, search engine optimization, and project management.

Working in the social media field requires flexibility and the ability to juggle multiple tasks at once. The Social Media Specialist may be responsible for developing and implementing a company's social media strategy in order to increase its online presence and improve marketing and sales efforts. The understanding of how search, content and social media all work together is important along with attention to detail. A typical day may require you to monitor tweets, respond to posts, analyze trends and engage with brand advocates. Customer engagement is at the top of the list so skills such as building creative content and understanding different media formats that resonate with target audiences are important.

The Social Media Specialist certificate can boost a resume, enhance an existing degree or provide a foundation for pursuing a degree in digital marketing, public relations, communications, entrepreneurship and business.

Certificate Learning Outcomes:

Upon successful completion of all Office Support Specialist certificate program requirements, graduates will:

1. Build and execute social media strategies through competitive research, data interpretation, benchmarking, messaging, and audience identification.
2. Implement and maintain an organization's social media strategy, developing brand awareness and boosting product adoption.
3. Maintain a website and use related content management tools.
4. Report on the process of applying various social media tactics using digital and media tracking tools.
5. Develop social media marketing campaigns.
6. Demonstrate professionalism and positive work habits necessary for success in today's business world.

Certificate Descriptors:

Today's social media platforms are growing in leaps and bounds which means now more than ever businesses are looking for talented people to help them leverage that evolving landscape. The [Bureau of Labor Statistics](#) forecasts that employers will add 7% more jobs in this area of expertise to our economy by 2029. From small to major businesses, every brand needs a social media presence plan to stay competitive. Building your familiarity with social media trends and platforms can help you leverage your next job opportunity.

Upon completion of this option, graduates gain direct entry into the job market in such positions (titles vary depending on the organization) as: Social Media Specialist, Social Media Coordinator, Community Manager, Engagement Coordinator, Brand Advocate, , Social Influencer.

Certificate Program Requirements (# credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
CST*114	Web Essentials	3	None
COM*113	Social Media in Contemporary Society	3	Eligibility for ENG*101 or permission
BMK*201 or COM*201 or BMK 208	Principles of Marketing or Introduction to Public Relations or Social Media Marketing	3	C- or higher in ENG*101 or permission of instructor ENG*101
CST*150	Web Design & Development I	3	Any CSC*, CSA*, CST*, or DGA* 111 course or permission of instructor.
CST*201	Introduction to Management Information Systems (MIS)	3	Eligibility for ENG*101
CST*205	Project Management	4	Completion of ENG*101 with a C- or higher
	Certificate Program Total Credits	#	19

Important Note: For a certificate program to be eligible for federal Pell/Title IV funding it has to include at least 16 credits and be at least one academic year in duration. In addition, it is important to document what students will gain from the certificate in terms of skills, outcomes, and potential opportunities for transfer and employment.

Credit Certificate Program Name: Legal Administrative Support Specialist

Certificate Description:

The duties of a legal administrative support specialist vary depending on the specialty of the law office. However, all legal administrative support professionals should be able to: prepare time sheets indicating the hours an attorney spends on behalf of various clients; prepare clients' fee and disbursement statements; and prepare appropriate documents for real estate, probate, corporate, tax, civil or criminal litigation, and domestic matters. Knowledge of legal terminology is essential for anyone seeking a career as a legal administrative support specialist.

Certificate Learning Outcomes:

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

1. Proofread and edit documents accurately.
2. Differentiate between the various kinds of law offices, courts, corporate legal departments, law schools, and a wide range of other office settings.
3. Exhibit effective verbal and written legal communication skills.
4. Demonstrate skills in law office procedures and legal document processing.
5. Employ the use of technology appropriate for use in the legal environment.

Certificate Descriptors:

Upon completion of this option, graduates gain direct entry into the local legal administrative support job market in such positions (titles vary depending on the organization) as: Legal Administrative Assistant, Legal Secretary, and Legal Administrative Support Specialist.

Certificate Program Requirements (# credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
BOT*111 or BOT*137	Keyboarding & Document Production I (formerly Keyboarding for Information Processing I) or Word Processing Applications	3	None
BOT*164 or ACC*113	Office Accounting or Principles of Financial Accounting	3	None Pre-req: MAT 095 or satisfactory placement on the Basic Skills Assessment
BBG*210 or BMG*204	Business Communications or Managerial Communication	3	None Completion of ENG* 101 with C- or better
BBG* 231	Business Law I	3	
BOT*220	Digital Workplace Technologies (formerly Computerized Communication)	3	Eligibility for ENG*093
BBG* 232	Business Law II	3	BBG*231
BOT* 271 or BOT*112	Legal Document Production or Keyboarding & Document Production II	3	TBD BOT*111
BOT* 272	Legal Administrative Procedures	3	BOT 111, BOT 271, or permission of instructor
CSA*135	Spreadsheet Applications	3	TBD
Work Experience	BOT 296 Cooperative Work Experience or BOT*279 BOT Administrative Practicum	3-4	Permission of Program Coordinator
Certificate Program Total Credits		30-31	

Important Note: For a certificate program to be eligible for federal Pell/Title IV funding it has to include at least 16 credits and be at least one academic year in duration. In addition, it is important to document what students will gain from the certificate in terms of skills, outcomes, and potential opportunities for transfer and employment.

Credit Certificate Program Name:

Clean Water Management

Certificate Description:

The Clean Water Management Certificate will train students to meet the skill and knowledge specifications required by higher level water pollution control facility operators in one of the more than 100 public and private plants in the state following the guidelines of the CT Department of Energy and Environmental Protection (DEEP). The program will provide classroom and laboratory-based academic preparation for the Class I, II, III and IV Wastewater Treatment Plant Operator certification examinations administered by the DEP. Specialized wastewater courses may be offered at local municipal wastewater treatment plants.

Certificate Learning Outcomes:

- Working knowledge of wastewater treatment operations including preliminary, primary, secondary, tertiary, nutrient removal and disinfection treatment, as well as the handling and disposal of sludge/biosolids
- Working knowledge of the levels of treatment necessary to protect aquatic life and human health in Long Island Sound and other Connecticut surface waters and groundwaters
- Working knowledge of the laboratory test methods necessary to ensure the proper operation of wastewater treatment plants, protect surface and groundwater quality, as well as human health, and meet all state and federal regulatory and permit requirements
- Knowledge to become eligible to take and pass the Class I, II, III or IV Connecticut DEP Wastewater Treatment Plant Operator Certification Examinations

Certificate Descriptors:

None

Certificate Program Requirements (25 credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
CWM* 106	Introduction to Utility Management	3	
CWM* 108	Chemistry, Biology & Mathematics of Clean Water	4	
CWM* 110	Clean Water I	3	Prereq: CWM* 110 - none Prereq: CWM* 112 – CWM* 110, DEP Class 1 License OR Instructor Permission
OR	OR		
CWM* 112	Clean Water II		
CWM* 112	Clean Water II	3	Prereq: CWM* 112 – CWM* 110, DEP Class 1 License OR Instructor Permission Prereq: CWM* 114 – CWM* 112, DEP Class 2 License OR Instructor Permission
OR	OR		
CWM* 114	Clean Water III		
ENV* 110	Environmental Regulations	3	
Elective	Biology	3	
Elective	CWM/ENV/EVS/WMT	3	
Elective	CWM/ENV/EVS/WMT	3	
Certificate Program Total Credits:		25	

Important Note: For a certificate program to be eligible for federal Pell/Title IV funding it has to include at least 16 credits and be at least one academic year in duration. In addition, it is important to document what students will gain from the certificate in terms of skills, outcomes, and potential opportunities for transfer and employment.

Program Name:

Computer Engineering Technology

Degree Type:

Associate in Science

Program Description:

The Computer Engineering Technology program provides training in hardware configuration, software development, programming applications, and the interfacing of hardware/software and communication systems. Students receive hands-on training on various computer systems, test equipment, and software products.

Program Learning Outcomes:

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

- Identify, analyze, and solve technical problems in computer programming, circuitry, hardware/software and communications systems
- Use diagnostic software and testing equipment to troubleshoot problems
- Install and configure computer hardware and software
- Apply programming and assembly languages
- Use CAD technology to design, create, analyze, simulate and evaluate electrical circuits and schematics
- Work cooperatively and productively with others in a laboratory test setting

Program Descriptors:

Graduates of this program possess the skills to troubleshoot, repair, configure, install, and program basic computer systems. The experience and training gained in the Computer Engineering Technology Associate in Science degree program will also prepare students for the national CompTIA Computer Technicians A+ Certification Examination (offsite).

This program is offered at the Gateway Campus.

General Education Core Courses (23-24 Credits)			
Course Number		Course Name	# of Credits
1	ENG* 101	English Composition	3
2	MAT* 254	Math: Calculus I	4
3	Arts and Humanities	Any course vetted for Arts and Humanities	3-4
4	PHY* 121	Scientific Reasoning/Scientific Knowledge + Understanding : General Physics I	4
5	Social/Behavioral Science or Historical Knowledge	Any course vetted for Social/Behavioral Science or Historical Knowledge	3
6	Oral Communication or Written Communication II	Any course vetted for Oral Communication or Written Communication II	3
7	CCS*101	Continued Learning and Information Literacy: CCS 101 College and Career Success	3
General Education Core Credits:			23-24

Program Requirements			
Course Number	Course Name	# of Credits	Prereq./Coreq. Course #
CET* 116	Computer Applications for Technology	3	
CAD* 126	Electronics Graphics CAD	3	
CET* 124	Structured Programming	4	Prereq: CET* 116
CET* 126	Computer Servicing	4	Prereq: CET* 116
CET* 210	Computer Systems Software	4	
CET* 270	Computer Engineering Technology Practicum	3	Prereq: CET* 126 AND CET* 210
CST* 180	Networking I	4	
CST* 273	Security Management Practices	3	Prereq: TBD
EET* 110	Electric Circuits I	4	Prereq: MAT* 095 or Higher OR Placement in MAT* 137 or Higher
EET* 136	Electronics I	4	Prereq: EET* 110
EET* 252	Digital Electronics	4	Prereq: EET* 110 OR Instructor Permission
	Program Requirement Credits:	40	
	General Education Core Credits:	23-24	
	Total Program Credits:	63-64#	

#The program is requesting an exemption of the three credits of CCS 101 toward the credit normalization policy.

Credit Certificate Program Name:

Computer Servicing

Certificate Description:

The Computer Servicing Certificate Program is designed for students seeking entry-level technical skills for the information technology (IT) industry. The Program consists of four courses. Each course focuses on specific skills in computer applications, computer system hardware and PC operating systems. Successful mastery of the material should prepare the student for CompTIA's A+ Certification exams (www.comptia.org). A+ Certification is an internationally recognized standard in the IT field. Students who desire to continue their education can use the Computer Servicing Certificate program as a steppingstone to more advanced studies in the Computer Engineering Technology program at the Gateway Campus.

Certificate Learning Outcomes:

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

- Use industry-standard computer applications such as word processing, spreadsheets, presentation software, email and internet access to effectively communicate and research topics in computer servicing
- Demonstrate safety and standards in the workplace
- Install, configure and upgrade computer hardware and software
- Use diagnostic software and test equipment to troubleshoot problems
- Recognize the need for continuous learning

Certificate Descriptors:

None

Certificate Program Requirements (15 credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
CET* 116	Computer Applications for Technology	3	
CET* 126	Computer Servicing	4	Prereq: CET* 116
CET* 210	Computer Systems Software	4	
CST* 180	Networking I	4	TBD
Elective	Technical (<i>Consult Technical Advisor</i>)	4	Elective
	Certificate Program Total Credits:	19	

Important Note: For a certificate program to be eligible for federal Pell/Title IV funding it has to include at least 16 credits and be at least one academic year in duration. In addition, it is important to document what students will gain from the certificate in terms of skills, outcomes, and potential opportunities for transfer and employment.

Hospitality Programs

Degree Programs:

Culinary Arts A.S.

Foodservice Management A.S.

Hospitality and Tourism Management A.S. *Formerly Hotel and Tourism Management*

Certificate Programs:

Culinary Arts Certificate

Dietary Supervision Certificate

Hospitality and Tourism Management Certificate

Professional Baker Certificate

Courses:

HSP 100	Introduction to the Hospitality Industry
HSP 101	Principles of Food Preparation
HSP 103	Principles of Baking I
HSP 107	Icing Artistry I
HSP 109	Food Safety Certification
HSP 112	Advanced Food Preparation
HSP 135	Service Management
HSP 201	International Foods
HSP 207	Icing Artistry II
HSP 210	Catering Management <i>Formerly Buffet Catering</i>
HSP 211	Food & Beverage Cost Control
HSP 215	Principles of Baking II
HSP 216	Artisan Bread
HSP 225	Principles of Baking III: Chocolates and Confections <i>Formerly Principles of Baking III</i>
HSP 230	Sustainable Foodservice Management
HSP 233	Hospitality Human Resource Management
HSP 237	Hospitality Marketing
HSP 238	Customer Relationship Marketing <i>Formerly Hospitality Relationship Marketing</i>
HSP 241	Principles of Tourism and Travel
HSP 242	Hotel Management
HSP 244	Meetings Convention & Special Events Management
HSP 290	Classical Cuisine
HSP 296	Co-operative Education/Work Experience
HSP 297	Hospitality Management Elective

Type of Program	Program Description	Accreditation & Location
Culinary Arts A.S.	The Culinary Arts Associate degree program will give students the knowledge, tools, and skills necessary to be successful in the food service industry. Students will also take general education courses to improve employability, job performance and course transferability to another college or university.	<p>Gateway Seeking American Culinary Federation (ACF) Accreditation</p> <p>Manchester ACF Accredited</p> <p>Norwalk</p>
Foodservice Management A.S.	The Foodservice Management Associate degree program provides education and training in subjects ranging from food production to food protection, marketing, and management. Students will also take general education courses to improve employability, job performance and course transferability to another college or university.	<p>Manchester ACF Accredited</p> <p>Naugatuck Valley</p> <p>Norwalk</p>
Hospitality & Tourism Management A.S.	The Associate in Science degree in Hospitality and Tourism Management provides students with learning opportunities that introduce and reinforce academic and occupational knowledge, skills, and attitudes required for sustainable careers. Industry-focused courses, such as Principles of Food Preparation, Service Management, Meeting, Convention and Special Events Management, Hotel Management, Hospitality Marketing and Guest Relations provide a solid foundation needed for success in hospitality operations. The Internship is a key component of the program, giving students real industry experience and a course focused on career development and real-world workplace issues.	<p>Manchester Courses containing ACF outcomes are found within this program as there is significant course crossover between FSM, CA, HTM</p> <p>Naugatuck Valley</p> <p>Norwalk</p>

Type of Program	Program Description	Accreditation & Location
Culinary Arts Certificate	The Culinary Arts Certificate program is the first step toward pursuing a career in commercial food preparation. Academic credits from this program may be transferred to associate degree programs in Culinary Arts, Foodservice Management.	Gateway Seeking American Culinary Federation (ACF) Accreditation Manchester ACF Accredited Naugatuck Valley Norwalk
Professional Bakers Certificate	The Professional Baker Certificate program is designed to further education and training for those already in the field, as well as accommodate people entering careers in the Culinary Arts. Academic credits from this program may be transferred to associate degree programs in Culinary Arts and Foodservice Management.	Gateway Manchester
Hospitality & Tourism Certificate	Students will be exposed to a broad range of subjects covering the inter-related areas of the tourism industry, both by means of theoretical and practical work within the college, and by internships in recognized hotels, restaurants, or related institutions, as an integral part of the program. The objective is to train students to a level of all-around competence in the varied operations of the hospitality industry by confronting students with the contemporary issues and challenges that face the industry and by developing their abilities to initiate and manage change and to produce a solid foundation on which a future management career may be built. Graduates will be prepared to embark upon their careers with confidence, armed with the knowledge, the basic experience and the interpersonal skills that will allow them to succeed in the hotel-tourism industry degree at any campus and finish at the designated campus. The common version of these programs already exists at the campus where it was created.	Manchester

<p>Dietary Supervision Certificate</p>	<p>The certificate is designed primarily for health care food service personnel seeking professional development. In order to satisfy industry standards, students must successfully complete the following credit courses with a grade of "C" or better and pass the ServSafe Food Protection Manager Certification offered through the Educational Foundation of the National Restaurant Association. Credits may be applied toward the degree program in Foodservice Management.</p>	<p>Naugatuck Valley</p>
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Program Name: Culinary Arts

Degree Type: AS

Program Description:

The Culinary Arts Associate degree program will give students the knowledge, tools, and skills necessary to be successful in the food service industry. Students will also take general education courses to improve employability, job performance and course transferability to another college or university.

Some Culinary Arts programs are accredited by the American Culinary Federation Educational Institute. Along with classroom and laboratory study, students will participate in an individually planned, 150 or 300-hour cooperative work experience course, earning credit toward graduation while employed. Graduates may transfer credits and earn baccalaureate degrees at various institutions of higher learning. Students may enroll in this program full or part-time, day or evening. (Accredited campus: Manchester Campus)

In addition to this degree, by taking additional credit hours, students may earn an associate degree in Foodservice Management or Hotel-Tourism Management. Graduates from this program may apply to the American Culinary Federation (ACF) to become a Certified Fundamentals Cook®, Certified Culinarian®, both nationally recognized certifications.

Program Learning Outcomes:

Upon successful completion of all Culinary Arts degree program requirements, graduates will:

1. **Professionalism:** Summarize basic principles and concepts of the hospitality industry with its varied career tracks, and apply personal skills, including but not limited to adherence to accepted professional standards and codes of conduct.
2. **Leadership:** Develop and meet the highest standards of professionalism in ethical standards and behavior in management.
3. **Teamwork:** Recognize the importance of working groups, mutual responsibility, and diversity of thought to effective outcomes.
4. **Culinary Skills:** Analyze theory and techniques skills of food preparation and presentation.
5. **Safety & Sanitation:** Safely operate commercial kitchen equipment in an efficient manner and apply safety and environmental sanitation standards of foodservice operations to obtain a ServSafe® certificate.
6. **Service:** Analyze methods of service and management principles for all hospitality operations and learn beverage service through varied styles and menu offerings.
7. **Cost Controls:** Apply basic accounting principles and procedures in the acquisition, costing and inventory controls related to the hospitality and food service industry.
8. **Sustainable:** Explain and describe the importance of a variety of sustainable practices in a food service operation and how they relate to the environment and the success of the organization.
9. **Technology:** Apply technology to food service and hospitality operations.
10. **Baking Skills:** Develop knowledge and skills in basic baking and pastry arts, including cake decorating and artisan breads.
11. **International Cuisine:** Study world cuisines in contemporary cooking as well as their cultural impact on current culinary trends.
12. **Production:** Prepare a business plan which includes menus design, execution and production, which include, catering, classical cold foods preparation, carvings and displays.
13. **Classical Techniques:** Learn the basics of classical techniques in culinary and pastry arts and how they

apply to current trends.

14. **Nutrition:** Analyze theory of nutritional standards and how they can be applied to various food service operations.
15. **Cooperative Experience:** Transfer knowledge and apply skills in a production environment to obtain experience in the food service industry.
16. **General Education:** Complete the comprehensive learning outcomes identified with the General Education Core.

Program Descriptors:

Industry Certifications Offered within program: ServSafe® Food Protection Manager, and TIPS® Training Industry Certifications prepared for by program: Certified Fundamentals Cook®, Certified Culinarian®, Certified Fundamentals Pastry Cook™, or Certified Pastry Culinarian®

General Education Core Courses (21-25 credits)			
Course Number	Course Name	# of Credits	
1	ENG 101	Composition	3
2	MAT 109	Math 109 or higher (college level)	3-4
3		Arts and Humanities – Course vetted for Arts and Humanities	3-4
4	BIO 111 Or NTR 102	Nutrition I: Principles of Nutrition or Introduction to Nutrition	3
5		Choose one from: <ul style="list-style-type: none"> • Social / Behavioral Science – course vetted for Social and Behavioral Science outcomes or • Historical Knowledge – HIS course vetted for Historical Knowledge outcomes 	3
6		Choose one from: <ul style="list-style-type: none"> • Oral Communication – COM courses vetted for Oral Communication outcomes • Written Communication II – ENG course vetted for Written Communication II outcomes 	3
7	CCS 101	College Career and Success	3
		General Education Core Credits	21-24

Program Requirements (36-39 credits)			
Course Number	Course Name	# of Credits	Pre-req/Co-Req Course #
HSP 100	Introduction to the Hospitality Industry	3	Eligibility for ENG 101 OR Co-req ENG 093
HSP 101	Principles of Food Preparation	3	Elig. MAT 095 AND Co-req. HSP 109
HSP 103	Principles of Baking I	3	Elig. MAT 095 AND Co-req HSP 109
HSP 109	Food Safety Certification	1	Elig. for ENG 101 OR Co-req ENG 093
HSP 112	Advanced Food Preparation	4	HSP 101 with C- or above AND HSP 109 with pass grade
HSP 135	Service Management	3	Elig. for ENG 101 OR Co-req ENG 93
HSP 201	International Foods	4	HSP 112 with C- or above AND HSP 135 with C- or above
HSP 210	Catering Management <i>Formerly Buffet Catering</i>	4	HSP 112 with C- or above And HSP 135 with C- or above
HSP 211	Food and Beverage Cost Control	3	MAT 109 or higher
HSP 107 OR HSP 216 OR HSP 225	HSP 107 Icing Artistry I OR HSP 216 Artisan Bread OR HSP 225 Principles of Baking III: Chocolate and Confections <i>Formerly Baking III</i>	3	Elig. MAT 109 Co-req MAT 95 HSP 103 with C- or above HSP 215 with C- or above
HSP 215	Principles of Baking II	3	HSP 103 with C- or above AND HSP 109 with pass grade
HSP 230	Sustainable Food Service Management	3	HSP 100 with C- or above
HSP 290	Classical Cuisine	3	HSP 201 with C- or above AND HSP 210 with C- or above AND HSP 215 with C- or above
HSP 296	Cooperative Education / Work Experience	3	Minimum GPA of 2.25 and completion of the first semester courses in HSP and permission of program coordinator.
Program Requirement Credits		43	

	General Education Core Credits	21-23	
	Program Total Credits	64-67	

Program Name: Food Service Management

Degree Type: AS

Program Description:

The Foodservice Management Associate degree program provides education and training in subjects ranging from food production to food protection, marketing, and management. Students will also take general education courses to improve employability, job performance and course transferability to another college or university.

Some Foodservice Management programs are accredited by the American Culinary Federation Educational Institute. Along with classroom and laboratory study, students will participate in an individually planned, 150 or 300-hour cooperative work experience course, earning credit toward graduation while employed. Graduates may transfer credits and earn baccalaureate degrees at various institutions of higher learning. Students may enroll in this program full or part-time, day or evening. (Accredited campus: Manchester Campus)

In addition to this degree, by taking additional credit hours, students may earn an associate degree in Culinary Arts or Hotel-Tourism Management. Graduates from this program may apply to the American Culinary Federation (ACF) to become a Certified Fundamentals Cook[®], Certified Culinarian[™], both nationally recognized certifications.

Program Learning Outcomes:

Upon successful completion of all Food Service Management degree program requirements, graduates will:

1. **Professionalism:** Summarize basic principles and concepts of the hospitality industry with its varied career tracks, and apply personal skills, including but not limited to adherence to accepted professional standards and codes of conduct.
2. **Leadership:** Develop and meet the highest standards of professionalism in ethical standards and behavior in management.
3. **Teamwork:** Recognize the importance of working groups, mutual responsibility, and diversity of thought to effective outcomes.
4. **Culinary Skills:** Analyze theory and techniques skills of food preparation and presentation.
5. **Safety & Sanitation:** Safely operate commercial kitchen equipment in an efficient manner and apply safety and environmental sanitation standards of foodservice operations to obtain a ServSafe[®] certificate.
6. **Service:** Analyze methods of service and management principles for all hospitality operations and learn beverage service through varied styles and menu offerings.
7. **Cost Controls:** Apply basic accounting principles and procedures in the acquisition, costing and inventory controls related to the hospitality and food service industry.
8. **Financial Acumen:** Knowledge and understanding of basic financial and accounting principles, costing, inventory control, in order to have sound judgment when making decisions.
9. **Sustainable:** Explain and describe the importance of a variety of sustainable practices in a food service operation and how they relate to the environment and the success of the organization.
10. **Technology:** Apply technology to food service and hospitality operations.
11. **Nutrition:** Analyze theory of nutritional standards and how they can be applied to various food service operations.
12. **International Cuisine:** Study world cuisines in contemporary cooking as well as their cultural impact on current culinary trends.
13. **Production:** Prepare a business plan which includes menu design, execution, and production, which includes catering, classical cold foods preparation, carvings and displays.
14. **Classical Techniques:** Learn the basics of classical techniques in culinary and pastry arts and how they apply to

current trends.

15. **Sales and Marketing:** Differentiate styles of marketing, sales analysis, and planning for the hospitality industry.
16. **Human Resource:** Analyze how human resources practices can support an organization's strategic and operational objectives and enhance long-term performance maximizing individual and group performance.
17. **Customers Relations:** Recognize and value the importance of the hospitality consumer, their needs, experience, and diversity, in both the operational and strategic context.
18. **Cooperative Experience:** Transfer knowledge and apply skills in a production environment to obtain experience in the food service industry.
19. **General Education:** Complete the comprehensive learning outcomes identified with the General Education Core.

Program Descriptors:

Industry Certifications Offered within program: ServSafe® Food Protection Manager, and TIPS® Training Industry Certifications prepared for by program: Certified Fundamentals Cook®, Certified Culinarian®

General Education Core Courses (21-25 credits)			
Course Number	Course Name	# of Credits	
1	ENG 101	Composition	3
2	MAT 109	Math 109 or higher (college level)	3-4
3		Arts and Humanities – Course vetted for Arts and Humanities	3-4
4	BIO 111 Or NTR 102	Nutrition I: Principles of Nutrition or Introduction to Nutrition	3
5		Choose one from: <ul style="list-style-type: none"> • Social / Behavioral Science – course vetted for Social and Behavioral Science outcomes or • Historical Knowledge – HIS course vetted for Historical Knowledge outcomes 	3
6		Choose one from: <ul style="list-style-type: none"> • Oral Communication – COM courses vetted for Oral Communication outcomes or • Written Communication II – ENG course vetted for Written Communication II outcomes 	3
7	CCS 101	College Career and Success	3
		General Education Core Credits	21-24

Program Requirements (36-39 credits)			
Course Number	Course Name	# of Credits	Pre-req/Co-req Course #
HSP 100	Introduction to the Hospitality Industry	3	Elig. for ENG 101 OR Co-req ENG 093
HSP 101	Principles of Food Preparation	3	Elig. MAT 095 AND Co-req HSP 109
HSP 109	Food Safety Certification	3	Elig. for ENG 101 OR Co-req ENG 093
HSP 112	Advanced Food Preparation	4	HSP 101 with C- or above AND HSP 109 with pass grade
HSP 135	Service Management	3	Elig. for ENG 101 OR Co-req ENG 093
HSP 201 OR HSP 210	International Foods OR Catering Management <i>Formerly Buffet Catering</i>	4	HSP 112 with C- or above AND HSP 135 with C- or above
HSP 211	Food and Beverage Cost Control	3	MAT 109 or higher
HSP 230	Sustainable Food Service Management	3	HSP 100 with C- or above
HSP 233	Hospitality Human Resource Management	3	HSP 100 with C- or above
HSP 237	Hospitality Marketing	3	HSP 100 with C- or above
HSP 238	Customer Relationship Management <i>Formerly Relationship Marketing</i>	3	ENG 101
HSP 296	Cooperative Education / Work Experience	3	Minimum GPA of 2.25 and completion of the first semester courses in HSP and permission of program coordinator.
ACC 113	Principles of Financial Accounting	3	ENG 101 AND MAT 095 or higher
	Program Requirement Credits	41	
	General Education Core Credits	21-24	
	Program Total Credits	62-65	

Program Name:

Hospitality & Tourism Management *Formerly: Hotel-Tourism Management*

Degree Type: Associate of Science

Program Description:

The Associate in Science degree in Hospitality and Tourism Management provides students with learning opportunities that introduce and reinforce academic and occupational knowledge, skills, and attitudes required for sustainable careers. Industry-focused courses, such as Principles of Food Preparation, Service Management, Meeting, Convention and Special Events Management, Hotel Management, Hospitality Marketing and Guest Relations provide a solid foundation needed for success in hospitality operations. The Internship is a key component of the program, giving students real industry experience and a course focused on career development and real-world workplace issues.

Program Learning Outcomes:

Upon successful completion of all Hospitality & Tourism degree program requirements, graduates will:

1. **Professionalism:** Summarize basic principles and concepts of the hospitality industry with its varied career tracks, and apply personal skills, including but not limited to adherence to accepted professional standards and codes of conduct.
2. **Leadership:** Develop and meet the highest standards of professionalism and ethical standards of behavior in management.
3. **Teamwork:** Recognize the importance of working groups, mutual responsibility, and diversity of thought to effective outcomes
4. **Culinary Skills:** Analyze theory and techniques skills of food preparation and presentation.
5. **Safety & Sanitation:** Safely operate commercial kitchen equipment in an efficient manner and apply safety and environmental sanitation standards of foodservice operations to obtain a ServSafe® certificate.
6. **Service:** Analyze methods of service and management principles for all hospitality operations and learn beverage service through varied styles and menu offerings.
7. **Cost Controls:** Apply basic accounting principles and procedures in the acquisition, costing and inventory controls related to the hospitality and food service industry.
8. **Financial Acumen:** Knowledge and understanding of basic financial and accounting principles, costing, inventory control, in order to have sound judgment when making decisions.
9. **Technology:** Apply technology to food service and hospitality operations.
10. **Nutrition:** Analyze theory of nutritional standards and how they can be applied to various food service operations.
11. **Customer Relations:** Recognize and value the importance of the hospitality consumer, their needs, experience, and diversity, in both the operational and strategic context
12. **Critical Thinking:** Demonstrate creativity and sound thinking in solving management problems.
13. **Sales and Marketing:** Differentiate styles of marketing, sales analysis, and planning for the hospitality industry.
14. **Human Resource:** Analyze how human resources practices can support an organization's strategic and operational objectives and enhance long-term performance maximizing individual and group performance.
15. **Intercultural Awareness:** Comprehend how various cultural differences impact the hospitality industry from a local, regional, national, and international perspective
16. **Communication:** Communicate effectively using written, oral, and nonverbal techniques in the gathering and presenting of information in hospitality enterprises

17. **Cooperative Experience:** Transfer knowledge and apply skills in a performance environment to demonstrate the unique professional requirements necessary for a successful career in the hospitality industry
18. **General Education:** Complete the comprehensive learning outcomes identified with the General Education Core.

Program Descriptors:

This program prepares students to begin or advance in careers in hotel, food service and tourism management, convention and event planning, and hospitality sales. Graduates enter the growing hospitality industry as operational trainees and entry level supervisory positions. Although the program is not primarily intended to prepare students to transfer to a bachelor’s degree program, many students do transfer to bachelor’s degree programs in hospitality and tourism management.

General Education Core Courses (21-25 credits)			
Course Number		Course Name	# of Credits
1	ENG 101	English Composition	3
2	MAT Elective	Any course vetted for college level Math outcomes	3-4
3	Arts and Humanities	Any course vetted in Arts and Humanities outcomes	3-4
4	BIO 111	Nutrition	3
5	GEO 111	World Regional Geography	3
6	COM 173	Public Speaking	3
7	CCS 101	College Career Success	3
General Education Core Credits			21-23

Program Requirements (36-39 credits)			
Course Number	Course Name	# of Credits	Pre-req/Co-req Course #
HSP 100	Introduction to the Hospitality Industry	3	Elig. for ENG 101 OR Co req ENG 093
HSP 101	Principles of Food Preparation	3	Elig. MAT 095 OR Co-req HSP 109
HSP 109	Food Safety Certification	1	Elig. for ENG 101 OR Co-req ENG 093
BMG 202	Principles of Management	3	ENG 101 with C- or above
ACC 113	Principles of Financial Accounting	3	ENG 101 AND MAT 095 or higher
HSP 135	Service Management	3	Elig. for ENG 101 OR Co-req ENG 093
HSP 211	Food & Beverage Cost Controls	3	MAT 109 or Higher
HSP 233 OR BMG 220	Hospitality Human Resource Management OR Human Resource Management	3	HSP 100 with C- or above
HSP 237	Hospitality Marketing	3	HSP 100 with C- or above
HSP 238	Customer Relationship Management <i>Formerly Relationship Marketing</i>	3	ENG 101
HSP 241	Principles of Tourism & Travel	3	None
HSP 242	Hotel Management	3	None
HSP 244	Meeting, Conventions & Special Events Management	3	None
HSP 296	Cooperative Education / Work Experience	3	Minimum GPA of 2.25 and completion of the first semester courses in HSP and permission of program coordinator.
	Program Requirement Credits	40	
	General Education Core Credits	21-23	
	Program Total Credits	61-63	

Credit Certificate Program Name: Culinary Arts

Certificate Description:

The Culinary Arts Certificate program is the first step toward pursuing a career in commercial food preparation. Academic credits from this program may be transferred to associate degree programs in other CT State Hospitality Programs.

Along with classroom and laboratory study, students will participate in an individually planned, 150 or 300-hour cooperative work experience course, earning credit toward graduation while employed. Graduates may transfer credits and earn baccalaureate degrees at various institutions of higher learning. Students may enroll in this program full or part-time, day or evening.

Graduates from Accredited programs may apply to the American Culinary Federation (ACF) to become a Certified Fundamentals Cook®, Certified Culinarian®, both nationally recognized certifications. (Accredited campus: Manchester Campus)

Certificate Learning Outcomes:

Upon successful completion of all Culinary Arts certificate program requirements, graduates will:

1. **Professionalism:** Summarize basic principles and concepts of the hospitality industry with its varied career tracks, and apply personal skills, including but not limited to adherence to accepted professional standards and codes of conduct.
2. **Leadership:** Develop and meet the highest standards of professionalism in ethical standards and behavior in management.
3. **Teamwork:** Recognize the importance of working groups, mutual responsibility, and diversity of thought to effective outcomes.
4. **Culinary Skills:** Analyze theory and techniques skills of food preparation and presentation.
5. **Safety & Sanitation:** Safely operate commercial kitchen equipment in an efficient manner and apply safety and environmental sanitation standards of foodservice operations to obtain a ServSafe® certificate.
6. **Service:** Analyze methods of service and management principles for all hospitality operations and learn beverage service through varied styles and menu offerings.
7. **Cost Controls:** Apply basic accounting principles and procedures in the acquisition, costing and inventory controls related to the hospitality and food service industry.
8. **Technology:** Apply technology to food service and hospitality operations.
9. **Baking Skills:** Develop knowledge and skills in basic baking and pastry arts.
10. **International Cuisine:** Study world cuisines in contemporary cooking as well as their cultural impact on current culinary trends.
11. **Production:** Prepare a business plan which includes menu design, execution and production, which includes catering, classical cold foods preparation, carvings and displays.
12. **Classical Techniques:** Learn the basics of classical techniques in culinary and pastry arts and how they apply to current trends.
13. **Nutrition:** Analyze theory of nutritional standards and how they can be applied to various food service operations.
14. **Cooperative Experience:** Transfer knowledge and apply skills in a production environment to obtain experience in the food service industry.

Certificate Descriptors:

Industry Certifications Offered within program: ServSafe® Food Protection Manager, and TIPS® Training
 Industry Certifications prepared for by program: Certified Fundamentals Cook®, Certified Culinarian.

Certificate Program Requirements (# credits)			
Course Number	Course Name	# of Credits	Pre-req/Co-req Course #
HSP 101	Principles of Food Preparation	3	Elig. MAT 095 AND Co-req HSP 109
HSP 103	Principles of Baking I	3	Elig. MAT 095 AND Co-req HSP 109
HSP 109	Food Safety Certification	1	Elig. for ENG 101 OR Co-req ENG 093
HSP 112	Advanced Food Preparation	4	HSP 101 with C- or above AND HSP 109 with pass grade
HSP 135	Service Management	3	Elig. for ENG 101 OR Co-req ENG 093
NTR 102 or BIO 111	Nutrition I: Principles of Nutrition or Introduction to Nutrition	3	ENG 101
HSP 201	International Foods	4	HSP 112 with C- or above AND HSP 135 with C- or above
HSP 215	Principles of Baking II	3	HSP 103 with C- or above AND HSP 109 with pass grade
HSP 210	Catering Management <i>Formerly Buffet Catering</i>	4	HSP 112 with C- or above AND HSP 135 with C- or above
HSP 296	Cooperative Education / Work Experience	3	Minimum GPA of 2.25 and completion of the first semester courses in HSP and permission of program coordinator.
Certificate Program Total Credits		30-31	

Credit Certificate Program Name: Dietary Supervision**Certificate Description:**

The certificate is designed primarily for health care food service personnel seeking professional development. To satisfy industry standards, students must successfully complete the following credit courses with a grade of “C” or better and pass the ServSafe Food Protection Manager Certification offered through the Educational Foundation of the National Restaurant Association. Credits may be applied toward the degree program in Foodservice Management.

Certificate Learning Outcomes:

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

1. Identify agents and vectors of food-borne illness.
2. Employ proper sanitary procedures in the purchasing, receiving, storing, issuing, preparing, and serving of food products.
3. Design basic sanitation training for foodservice employees.
4. Discuss federal, state, and local regulations and standards of foodservice sanitation.
5. Inspect, from a sanitation viewpoint, equipment, and facility design.
6. Qualify for certification in applied foodservice sanitation from the Educational Foundation of the National Restaurant Association.
7. Define, discuss, and employ basic food preparation theories and techniques.
8. Recognize and use a variety of kitchen tools, equipment, and raw food products.
9. Plan, organize, prepare, and evaluate finished food items from the raw state.
10. Interpret, and evaluate written recipes; mathematically expand and reduce these recipes; be able to pre-cost the recipes; understand computer applications regarding these calculations.
11. Define, discuss, and explain the importance of nutrition to health status.
12. Apply acquired nutrition knowledge to daily food preparation.

Certificate Descriptors: N/A

Certificate Program Requirements (# credits)			
Course Number	Course Name	# of Credits	Pre-req/Co-req Course #
HSP 101 OR HSP 112	Principles of Food Preparation OR Advanced Food Preparation	3-4	Elig. MAT 095 AND Co-req HSP 109 OR HSP 101
HSP 109	Food Safety Certification	1	Elig. ENG 101 OR Co-req ENG 093
BIO 111	Introduction to Nutrition	3	ENG 101
	Certificate Program Total Credits	7-8	

Program Name: Hospitality & Tourism Management Certificate *Formerly: Hotel-Tourism Certificate*

Degree Type: Certificate

Program Description:

Students will be exposed to a broad range of subjects covering the inter-related areas of the tourism industry, both by means of theoretical and practical work within the college, and by internships in recognized hotels, restaurants, or related institutions, as an integral part of the program. The objective is to train students to a level of all-around competence in the varied operations of the hospitality industry by confronting students with the contemporary issues and challenges that face the industry and by developing their abilities to initiate and manage change and to produce a solid foundation on which a future management career may be built. Graduates will be prepared to embark upon their careers with confidence, armed with the knowledge, the basic experience and the interpersonal skills that will allow them to succeed in the hotel-tourism industry.

Program Learning Outcomes:

Upon successful completion of all Hospitality & Tourism Management certificate requirements, graduates will

- 1. Professionalism:** Summarize basic principles and concepts of the hospitality industry with its varied career tracks, and apply personal skills, including but not limited to adherence to accepted professional standards and codes of conduct.
- 2. Leadership:** Develop and meet the highest standards of professionalism and ethical standards of behavior in management.
- 3. Teamwork:** Recognize the importance of working groups, mutual responsibility, and diversity of thought to effective outcomes.
- 4. Culinary Skills:** Analyze theory and techniques skills of food preparation and presentation.
- 5. Safety & Sanitation:** Safely operate commercial kitchen equipment in an efficient manner and apply safety and environmental sanitation standards of foodservice operations to obtain a ServSafe® certificate.
- 6. Service:** Analyze methods of service and management principles for all hospitality operations and learn beverage service through varied styles and menu offerings.
- 7. Technology:** Apply technology to food service and hospitality operations.
- 8. Customer Relations:** Recognize and value the importance of the hospitality consumer, their needs, experience, and diversity, in both the operational and strategic context
- 9. Critical Thinking:** Demonstrate creativity and sound thinking in solving management problems.
- 10. Sales and Marketing:** Differentiate styles of marketing, sales analysis, and planning for the hospitality industry.
- 11. Human Resource:** Analyze how human resources practices can support an organization's strategic and operational objectives and enhance long-term performance maximizing individual and group performance.
- 12. Intercultural Awareness:** Comprehend how various cultural differences impact the hospitality industry from a local, regional, national, and international perspective.
- 13. Communication:** Communicate effectively using written, oral, and nonverbal techniques in the gathering and presenting of information in hospitality enterprises
- 14. Cooperative Experience:** Transfer knowledge and apply skills in a performance environment to demonstrate the unique professional requirements necessary for a successful career in the hospitality industry.

Certificate Requirements			
Course Number	Course Name	# of Credits	Pre-req/Co-req Course #
HSP 101	Principles of Food Preparation	3	Elig. MAT 095 AND Co-req HSP 109
HSP 109	Food Safety Certificate	1	Elig. for ENG 101 OR Co-req ENG 093
HSP 135	Service Management	3	Elig. for ENG 101 OR Co-req ENG 093
HSP 242	Hotel Management	3	None
HSP 233	Hospitality Human Resource Management	3	HSP 100 with C- or above
HSP 237	Hospitality Marketing	3	HSP 100 with C- or above
HSP 238	Customer Relationship Management <i>Formerly Relationship Management</i>	3	ENG 101
HSP 241	Principles of Tourism & Travel	3	None
HSP 244	Meeting, Convention & Special Event Management	3	None
HSP 296	Cooperative Education	3	Minimum GPA of 2.25 and completion of the first semester courses in HSP and permission of program coordinator.
	Total Credits	28	

Credit Certificate Program Name: Professional Baker Certificate

Certificate Description:

The Professional Baker Certificate program is designed to further education and training for those already in the field, as well as accommodate people entering careers in the Culinary Arts. Academic credits from this program may be transferred to associate degree programs in Culinary Arts and Foodservice Management.

Along with classroom and laboratory study, students will participate in an individually planned, 150 or 300-hour cooperative work experience course, earning credit toward graduation while employed. Graduates may transfer credits and earn baccalaureate degrees at various institutions of higher learning. Students may enroll in this program full or part-time, day or evening.

Certificate Learning Outcomes:

Upon successful completion of all Professional Baker certificate program requirements, graduates will

1. **Professionalism:** Summarize basic principles and concepts of the hospitality industry with its varied career tracks, and apply personal skills, including but not limited to adherence to accepted professional standards and codes of conduct.
2. **Teamwork:** Recognize the importance of working groups, mutual responsibility, and diversity of thought to effective outcomes.
3. **Culinary Skills:** Analyze theory and techniques skills of food preparation and presentation.
4. **Safety & Sanitation:** Safely operate commercial kitchen equipment in an efficient manner and apply safety and environmental sanitation standards of foodservice operations to obtain a ServSafe® certificate.
5. **Technology:** Apply technology to food service and hospitality operations.
6. **Baking Skills:** Develop knowledge and skills in basic baking and pastry arts, including cake decorating and artisan breads.
7. **Classical Techniques:** Learn the basics of classical techniques in culinary and pastry arts and how they apply to current trends.
8. **Cooperative Experience:** Transfer knowledge and apply skills in a production environment to obtain experience in the food service industry.

Certificate Descriptors:

Industry Certifications Offered within program: ServSafe® Food Protection Manager, and TIPS® Training Industry Certifications prepared for by program: Certified Fundamentals Cook®, Certified Culinarian®.

Certificate Program Requirements (# credits)			
Course Number	Course Name	# of Credits	Pre-req/Co-req Course #
HSP 103	Principles of Baking I	3	Elig. MAT 095 AND Co-req HSP 109
HSP 107	Icing Artistry I	3	Elig. MAT 095 AND Co-req HSP 109
HSP 109	Food Safety Certification	1	Elig. for ENG 101 OR Co req ENG 093
HSP 207 OR HSP 101	Icing Artistry II OR Principles of Food Preparation	3	HSP 107 with C- or above Elig. MAT 095 AND Co-req HSP 109
HSP 215	Principles of Baking II	3	HSP 103 with C- or above AND HSP 109 with pass grade
HSP 216	Artisan Bread	3	HSP 103 with C- or above
HSP 225	Principles of Baking III: Chocolate and Confections <i>formerly Baking III</i>	3	HSP 215 with C- or above
HSP 296	Cooperative Education / Work Experience	3	Minimum GPA of 2.25 and completion of the first semester courses in HSP and permission of program coordinator.
Certificate Program Total Credits		22	

Credit Certificate Program Name:

Data Analytics

Certificate Description:

The goal of the program curriculum is to provide students with an introduction to the industry programming standards of Python and R and knowledge of important fundamentals in Statistics and the Data Science Life Cycle. The certificate is designed as a four 4-credit course program that enables eager and interested students to obtain skills useful for the analysis of data in the workplace. The required courses: *MAT 165 Elementary Statistics with Computer Applications* or *MAT 129 Principles of Statistics for Data Science (with embedded support)*, *CSC 108 Introduction to Programming (in Python)*, *DTS 203 Elements of Data Science (in R)*, and *CSC 274 Data Visualizations*. Students take 2 courses in the fall semester and 2 courses in the spring semester to complete the certificate in one year.

Certificate Learning Outcomes:

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

1. Extract data and solve data related problems using programming language.
2. Produce and interpret data visualizations, numerical summaries, and confidence intervals to describe and explore data.
3. Formulate and test statistical claims using relevant techniques and technologies.
4. Recognize and investigate problems using data and apply the appropriate methods for resolution.
5. Demonstrate the ability to prepare data for analysis.
6. Describe ethical issues related to data privacy and sensitivity.
7. Evaluate the consistency and completeness of data.

Certificate Descriptors:

This certificate is eligible for the Workforce Innovation and Opportunity Act (WIOA).

Certificate Program Requirements:

Certificate Program Requirements (# credits)			
Course Number	Course Name	# of Credits	Pre-req./ Co-req. Course #
MAT 165 or MAT 129	Elementary Statistics with Computer Applications or Principles of Statistics for Data Science	4	MAT 137 (<i>for 167</i>) OR Placement in ENG 101 or ENG 101S and completion of MAT 095 or 095I and ENG 096 with a grade C or better (<i>for 129</i>).
CSC 108	Introduction to Programming	4	MAT 095
DTS 203	Elements of Data Science	4	MAT 165 or MAT 129
CSC 274	Data Visualization	4	CSC 108
Certificate Program Total Credits		16	

Important Note: For a certificate program to be eligible for federal Pell/Title IV funding it has to include at least 16 credits and be at least one academic year in duration. In addition, it is important to document what students will gain from the certificate in terms of skills, outcomes, and potential opportunities for transfer and employment.

Credit Certificate Program Name: Dental Assistant Program

Certificate Description:

Connecticut State Community College's 34 credit, Dental Assistant Certificate Program, has been granted the accreditation status of "approval without reporting requirements". The Commission is a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation can be contacted at 312-440-4653 or at 211 East Chicago Avenue, Chicago, Ill 60611.

Program design prepares students for a career as a dental assistant through the combination of a science and clinically based curriculum. Dental assistant clinical and laboratory sessions are taught to competency and designed to adhere to the CODA (Commission of Dental Accreditation) Standards and the mandates in the *Connecticut Dental Practice Act*. Dental assistant students acquire the skills and knowledge necessary to become a Certified Dental Assistant (CDA) as integral members of a dental health team. This full-time program can be completed in 10 months.

Certificate Learning Outcomes:

Upon successful completion of all Dental Assistant Certificate Program requirements, graduates will:

- Demonstrate acquired knowledge and skills necessary to obtain an entry level position as a dental assistant.
- Exhibit the integrity, ethics, and professionalism that are necessary to ensure the delivery of quality dental care to a diverse population.
- Demonstrate professionalism and effective communication.
- Complete all three components of the Dental Assisting National Board Examination to earn the national distinction of Certified Dental Assistant (CDA).
- Explore current dental assistant employment opportunities.
- Be encouraged to stay current in dental procedures, skills, and technology through active participation in professional associations and continued education.

Certificate Descriptors:

The program relies on a selective admission process which uses specific admissions criteria. To be eligible for this program, the following prerequisites must be met, eligibility for [ENG* 101](#) and [MAT* 109](#) or higher, and attendance at a dental assistant information session held at the college. Due to extensive academic coverage of patient care and human relations, admission criteria require that the students must meet eligibility or the equivalent for [PSY* 111](#), [BIO* 115](#), and [COM* 173](#). Interested candidates will be expected to have a history of academic success. Admission to the Dental Assistant program requires a separate application and an interview process.

*Students have the option of taking the prerequisite courses at any of the Connecticut State Community College campuses.

Dental Assistant Program applicants are informed that there is an increased risk for the occurrence of occupational bloodborne exposure for healthcare professionals who treat patients in hospitals, clinics, and private practices. Applicants are provided access to the Occupational Safety and Health Administration's (OSHA), *Bloodborne Pathogens Standard* with the requirements to minimize risk of exposure in Title 29 of the Code of Federal Regulations (CFR) 1910.1030. <https://www.osha.gov/SLTC/bloodborne-pathogens/index.html>.

At Connecticut State Community College Manchester campus, students practice clinical procedures in an on-site, state-of-the-art, dental office setting that includes three treatment rooms complete with digital x-ray, electronic

patient records and an instrument processing area. Courses include the study of dental anatomy dental, radiography, infection control, chairside assisting, dental materials, oral health promotion, and practice management. In addition, students complete a minimum of 300 hours, at a dental educational clinical site and at private dental practices.

Due to standards set by the Joint Commission on Accreditation of Healthcare Organizations (JCAHO), students are advised that the healthcare facilities to which they are assigned for clinical rotations may require that they submit to a criminal background check before beginning their clinical experiences. Connecticut State Community College Manchester campus cannot be responsible for finding an alternate clinical placement for a student who fails to pass the background check. Students are advised to meet with the Dental Assistant Program Director to discuss degree completion requirements. A physical examination and current immunizations are required of all students prior to beginning clinical rotations. Students are responsible for parking fees; uniforms; clinical supplies and miscellaneous expenses.

The program prepares students for the Dental Assisting National Board (DANB) examinations. Graduates will be eligible to take the Radiation Health and Safety (RHS), Infection Control (ICE), and General Chairside (GC) examinations. Upon successful completion of the three examinations, students will be awarded the credentials of "Certified Dental Assistants." (CDA.).

Certificate Program Requirements (# credits)			
Course Number	Course Name	# Of Credits	Pre-req./Co-req. Course #
PSY*111	General Psychology	3	TBD
BIO*115	Human Biology	4	TBD
COM*173	Public Speaking	3	TBD
DAS*123	Chairside Dental Assisting	4	PSY*111, BIO*115, and COM* 173 (minimum of a C)/ DAS*131, DAS*133, and DAS*136
DAS*131	Oral and Pathophysiology	3	PSY*111, BIO*115, and COM* 173 (minimum of a C)/DAS*123,

			DAS*133, and DAS*136
DAS*132	Dental Materials	4	DAS* 123, DAS* 131, DAS* 133, and DAS* 136 (minimum of a C) / DAS*134 DAS*135, DAS*143, and DAS*200
DAS*133	Dental Radiography	4	PSY*111, BIO*115, and COM* 173 (minimum of a C)/DAS*123, DAS*131 and DAS*136
DAS*134	Oral Health Promotion	1	DAS* 123, DAS* 131. DAS* 133, DAS* 136 (minimum of a C) /DAS*132, DAS*135, DAS*143, DAS*200
DAS*135	Dental Practice Management	2	DAS* 123, DAS* 131, DAS* 133, DAS* 136 (minimum of a C) /DAS*132, DAS*134 DAS*143 and DAS*200
DAS*136	Infection Control in Dentistry	1	PSY*111, BIO*115, and COM* 173 (minimum of a C)/DAS*123, DAS*131 and DAS*133
DAS*143	Advanced Dental Radiography	2	DAS*123, DAS*131, DAS* 133, DAS*136 (minimum of a C)

			/DAS*132, DAS*134 DAS*135, and DAS*200
DAS*200	Dental Assistant Clinical Practicum I	2	DAS* 123, DAS* 131, DAS* 133, and DAS* 136 (Minimum of a C) /DAS*132, DAS*134 DAS*135, and DAS*143
DAS*201	Dental Assistant Practicum II	1	DAS*132, DAS*134, DAS*135, DAS*143 and DAS*200 (minimum of a C)/None
		#34	
Certificate Program Total Credits		# 34	

Important Note: For a certificate program to be eligible for federal Pell/Title IV (Instrumental Variable) funding it must include at least 16 credits and be at least one academic year in duration. In addition, it is important to document what students will gain from the certificate in terms of skills, outcomes, and potential opportunities for transfer and employment.

Credit Certificate Program Name: Dental Assisting Certificate Program

Certificate Program Description:

CT State Community College's 33-credit Dental Assisting Certificate Program is accredited by the Commission on Dental Accreditation of the American Dental Association. Program design prepares students for a career as a dental assistant through the combination of a science and clinically based curriculum. Dental assisting provides the skills and knowledge necessary to function effectively as an integral member of a dental health team. This full-time program can be completed in 10 months. Students will learn chairside dental assisting and related office and laboratory procedures allowed by State law under the direction and supervision of the dentist.

Certificate Learning Outcomes:

Upon successful completion of all Dental Assisting Certificate Program requirements, graduates will:

- Demonstrate acquired knowledge and skills necessary to obtain an entry level position as a dental assistant.
- Exhibit the integrity, ethics, and professionalism that are necessary to ensure the delivery of quality dental care to a diverse population
- Demonstrate professionalism and effective communication.
- Complete all three components of the Dental Assisting National Board Examination to earn the national distinction of Certified Dental Assistant (CDA).
- Explore current dental assisting employment opportunities.
- Be encouraged to stay current in dental procedures, skills, and technology through active participation in professional associations and continued education.

Certificate Descriptors:

Students' complete requirements at The University of Connecticut School of Dental Medicine, community health centers/clinics, or private dental practices, which often lead to employment opportunities. The program prepares the students to be qualified and able to take the Dental Assisting National Board examinations to become Certified Dental Assistants.

- Be prepared for the Radiation Health and Safety and the Infection Control Exam components of the Dental Assisting National Board Examination to be qualified for Dental Assisting employment

WAIVER OF LICENSURE GUARANTEE

Upon successful completion of the certificate program in Dental Assisting, the graduate is eligible to take the General Chairside Dental Assisting National Board exam to become a Certified Dental Assistant. Students must pass all three components (Infection Control Examination; Radiation Health and Safety Examination; and the General Chairside Examination) of the Dental Assisting National Board to become a Certified Dental Assistant.

Dental assistants in Connecticut must successfully complete the Dental Assisting National Board's Infection Control exam or an infection control competency assessment administered by a Commission on Dental Accreditation (CODA) accredited dental education program in Connecticut. Dental assistants in Connecticut must also successfully complete the Dental Assisting National Board's Radiation Health and Safety exam to legally expose patients for radiographic imaging.

Students/Candidates who live/work or plan to live/work outside of Connecticut should verify the licensing/credentialing required for dental assistants in that state to ensure that credentialing will be accepted. We suggest that you research the Dental Assisting National Board's website listings that provide requirements for each state. The Dental Assisting National Board webpage link is provided below for your convenience.

<https://www.danb.org/Home/Meet%20State%20Requirements/State%20Specific%20Information.aspx>

Special Admission Requirements:

Dental Assisting Certificate Program Application deadline is April 15 (prior to the Fall semester for which you wish to be considered for the program). It is the student's responsibility to make sure that his/her file is complete to be considered for admission into the Program.

As a Selective Admissions Program, it is strongly suggested that candidates submit their application material early for review and consideration for initial Program admission. At a minimum, candidates should submit their application material at least 3 weeks in advance of the April 15th deadline to ensure timely receipt. After April 15, if additional seats remain available, qualified applicants may be considered as alternate candidates on a rolling basis. A maximum of 24 applicants will be offered a position in the class.

All students who have not completed the equivalent of English Composition (ENG 101) must place into the ENG 101 course level to have their program applications considered.

A GPA of 2.0 or better is required for entry into the program.

The Tunxis Community College Dental Assisting Program is approved as an Eligible Training Provider (ETP) through the Connecticut Department of Labor under the Workforce Innovation and Opportunity Act (WIOA).

Dental Assisting Application Process for Admission

Attendance at a Dental Assisting information session is required. For information on upcoming information sessions and to reserve a seat, visit the Dental Assisting website: <https://www.tunxis.edu/offices-departments/allied-health/dental-assisting/> Information sessions are held throughout the year. However, it is recommended that students attend an information session in the fall prior to the April 15 deadline to learn about the Tunxis Dental Assisting program, application process and requirements, and careers in dental assisting. Students must "sign in" at the session to receive credit for attendance. All applicants must submit the following to the Admissions Office:

- Completed Connecticut State Community College Application
- Dental Assisting program application.
- Proof of immunization: Measles, Mumps, Rubella, Varicella (MMRV), Covid
- Proof of high school completion in the form of General Education Development Test (GED), diploma, or transcript.
- If applicable, have your "official" college or university transcripts sent directly from the schools to Tunxis. Transcripts must be official.

Students must have the following abilities: The following additional essential functions are also expected of all students with or without accommodations. Students must be able to fulfill the essential functions of the job without endangering patients or other health care workers. Students with disabilities may be eligible for accommodation.

- proficiency in their use of the English language and must possess effective oral and written skills in order to accurately transmit appropriate information to patients/clients, faculty, colleagues, and other healthcare workers
- gross and fine motor skills sufficient to lift, position, and operate equipment
- interpersonal skills such that they are capable of interacting with individuals, families, and groups from a variety of social, economic, and ethnic backgrounds
- the physical mobility necessary to move from place to place in small spaces as well as full range of motion, manual and finger dexterity
- physical endurance that enables them to stay on task for a prolonged period while sitting, standing, or moving
- a high degree of hand-eye coordination
- auditory ability and other sensory skills must be sufficient to monitor and assess the health needs and diagnose the oral conditions of patients as well as maintain patient safety
- visual acuity and adequate spatial perception
- intact proprioception (the ability to sense pressure/force)
- present a professional appearance, attitude, and performance level

CRIMINAL BACKGROUND CHECKS

Some clinical learning sites require students to undergo a background check for felony convictions. Background checks are initiated in the fall semester to be completed prior to the spring semester clinical externship experiences. Students are informed of this requirement during information sessions, program orientation, and handbook policy. The paperwork is initiated during the DAS*142 Research Seminar for the Dental Assistant.

Students who do not pass the background check may be excluded from the clinical site and may not be able to meet the competencies required for the program. The ability to obtain a license/credentials/certification may be affected due to a felony conviction.

This program is accredited by the Commission on Dental Accreditation of the American Dental Association, a specialized accrediting body recognized by the Commission on Recognition of Post-secondary Accreditation and by the United States Department of Education. The Commission on Dental Accreditation may be contacted at 312.440.2719 or at 211 East Chicago Avenue, Chicago, Illinois 60611.

OTHER REQUIREMENTS

As a health care professional/student, you are at an increased risk of contracting blood borne infectious diseases. The Program is not responsible for any medical cost associated with you contracting any communicable disease during or prior to your education and/or participation in Tunxis Dental Assisting Program sponsored functions. If you contract a blood borne infectious disease before or during your enrollment, appropriate health experts must be consulted to determine your ability to treat patients.

A GPA of 2.0 or better is required for progression in the program.

IMMUNIZATIONS

In addition to the CT State College Community College immunization requirements, students are required to have additional immunizations (Hepatitis B, Tetanus). Tuberculosis testing is required. Students will receive a packet of the information at the time of acceptance into Tunxis Dental Assisting Program and available in student handbook.

Certificate Program Requirements (# credits)			
Course Number	Course Name	# Of Credits	Pre-req./Co-req. Course #
DAS 130	Dental Materials for the Dental Assistant	3	Pre-req. DAS142/ Co-req. DAS140, DAS144, DAS146, DAS148
DAS 140	Essential Chairside Functions for the Dental Assistant	4	Pre-req. DAS142/ Co-req. DAS130, DAS144, DAS146, DAS148
DAS 142	Research Seminar for the Dental Assistant	2	Pre-req./ Co-req.
DAS 144	Preventive Dentistry for the Dental Assistant	3	Pre-req. DAS142/ Co-req. DAS130, DAS140, DAS146, DAS148
DAS 146	Oral Anatomy for the Dental Assistant	3	Pre-req. DAS142/ Co-req. DAS130 DAS140, DAS144, DAS148
DAS 148	Principles of Radiation for the Dental Assistant	3	Pre-req. DAS142/ Co-req. DAS130 DAS140, DAS144, DAS146,
DAS 164	Radiography Theory & Practice for the Dental Assistant	3	Pre-req. DAS130 DAS140, DAS144, DAS146, DAS148/ Co-req.
DAS 170	Practice Management, Law and Ethics for the Dental Assistant	2	Pre-req. DAS130

			DAS140, DAS144, DAS146, DAS148, DAS164/ Co-req DAS172
DAS 172	Dental Assisting Clinical Externship Experience	7	Pre-req. DAS130 DAS140, DAS144, DAS146, DAS148, DAS164/ Co-req DAS170
COM 172 OR COM 173	Interpersonal Communication Public Speaking	3	TBD
Certificate Program Total Credits		33	

Important Note: For a certificate program to be eligible for federal Pell/Title IV funding it has to include at least 16 credits and be at least one academic year in duration. In addition, it is important to document what students will gain from the certificate in terms of skills, outcomes, and potential opportunities for transfer and employment.

Program Name: Dental Hygiene

Degree Type: Associate in Science

Program Description: The Tunxis Campus of CT State Community College Dental Hygiene program provides the skills and knowledge necessary to function effectively as an integral member of the dental health team. The program has a 30 year affiliation with University of Connecticut (UConn) School of Dental Medicine. The program utilizes the facilities of the UConn School of Dental Medicine, federal, state and local hospitals, and community health clinics. Graduates of the program are eligible to take the examinations for licensure given by National and Commission on Dental Competency Assessments (CDCA). Graduates who pass both boards are eligible for a Connecticut license. The program is the only state supported dental hygiene program in Connecticut.

The Dental Hygiene program's faculty are highly qualified with a wide range of clinical and community experience.

- Dental classes are held in a state-of-the-art simulated dental clinic and lab facilities.
- Tunxis Campus of CT State Community College is the only publicly supported program in Connecticut to provide a degree in Dental Hygiene.
- Students have many opportunities to participate in community outreach service learning projects on the local, national and international level.

Program Learning Outcomes:

The Dental Hygiene Program will utilize the General Education Abilities for assessment in the curriculum. In addition, the dental hygiene students will also be evaluated utilizing the dental hygiene program abilities. Dental hygiene students at Tunxis campus strive for achievement of these abilities as well as traditional grades.

1. Teamwork and Interpersonal Skills – effectively engages in interpersonal activities and teamwork
2. Dental Hygiene Process of Care – provides care to all clients without regard to economic, social, cultural, religious or health status; based upon an individualized human need, evidenced based system which includes assessment, diagnosis, planning, implementation, education and evaluation
3. Health Promotion – develops, implements and evaluates health promotion strategies directed toward helping individuals as well as diverse populations achieve oral wellness as well as overall health and awareness.
4. Technology Literacy - appropriately and effectively uses technology to accomplish assigned tasks

Program Descriptors:

Career Fields for Dental Hygiene Grads: Dental hygienists may work in a variety of health care settings such as private dental offices, schools, public health clinics, hospitals, managed care organizations, correctional institutions, nursing homes or in a corporate environment. In addition to the clinical role, dental hygienists may also work in an administrative capacity in any of these locations.

Accreditation and Affiliation: Tunxis Campus of CT State Community College's Dental Hygiene program is accredited by the American Dental Association Commission on Dental Accreditation. Since its inception, the Dental Hygiene program has had an affiliation with the University of Connecticut School of Dental Medicine. Members of the university faculty teach many courses in the program's curriculum. The Dental Hygiene program has been granted the accreditation status of "approval without reporting requirements". The Commission is a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation can be contacted at 312-440-4653 or at 211 East Chicago Avenue, Chicago, Ill 60611.

Licensure for Graduates: Dental hygiene students at Tunxis Campus have excellent outcomes on the Dental Hygiene National and Regional Clinical Boards which qualifies them to apply for licensure to practice.

Selective Admissions Criteria:

- Completion of the Admission Test for Dental Hygiene (ATDH). Exam is administered through the American Dental Association. Application and guide may be found at: [Admission Test for Dental Hygiene and Users Guide](#). Exam is \$125.00. Students should release scores to Tunxis Dental Hygiene Program.
- Applicant must complete CHE 111, ENG 101, MAT137 or MAT137L or higher, and a 200 level Anatomy and Physiology I, with a minimum combined GPA in prerequisite courses of 2.7. A minimum of a “C” must be achieved in each prerequisite course. Pass/Fail is not accepted.
- Applicant must take science courses within 5 years of applying to the program; and all science courses must be 4 credits with on ground laboratory components (on ground waived during Covid pandemic). Grades will be averaged for any science course repeated within this time frame.
- Applicant must attend a dental hygiene information session.
- Applicant is encouraged to enroll in the Health Careers Pathway.
- Applicant is encouraged to complete general education courses prior to applying to the program.

Application Process for Admission

The applicant must submit ALL of the following by the January 5th Deadline

- All college transcripts
- Two letters of recommendation: professional or academic in nature
- A personal statement: Please provide a comprehensive biographical sketch of no more than 250 words that includes information to assist the Admissions Committee in “getting to know you better.” Examples of information that might be included in your biographical sketch include but are not limited to: details regarding dental hygiene procedures you have observed, a description of community service projects in which you have participated, and information concerning your interests, abilities and attitudes that have motivated you to make the commitment required for a career in dental hygiene.”
- Proof of a minimum of 4 hours of shadowing a licensed dental hygienist (waived during Covid pandemic)

In addition to the admission requirements prior to the start of the first semester of the program:

- Applicant must complete a General Psychology, a 200 level Anatomy and Physiology II, Microbiology, and DHY *205 Nutrition for the Health Professional with a grade of C or better. A minimum of a “C” must be achieved in each prerequisite course. Pass/Fail is not accepted. Students must complete First Year Experience or obtain a waiver.
- If these courses are in progress at the time of interview, applicant must provide mid-terms grades for evaluation.
- Final acceptance of the applicant is contingent upon successful completion of these courses.
- Consideration is given to the number of college courses successfully completed.

Admission Requirements and Prerequisite Courses

BIO*121	General Biology I	4
ENG*101	Composition	3
CCS*101	College and Career Success	3
CHE*111	Concepts of Chemistry	4
MAT*137	Intermediate Algebra or higher	3
BIO*211	Anatomy and Physiology I	4
BIO*212	Anatomy and Physiology II	4
BIO*235	Microbiology	4
DHY*205	Nutrition for Health Professionals	3
PSY*111	General Psychology I	3

Dental Hygiene Special Admissions for High School Graduates

The Tunxis Dental Hygiene Program will accept high school graduates to begin the [three year sequence of courses](#).

The applicant must meet the following admission's criteria:

- High School Diploma
- SAT scores: Math 530 or greater, English reading score of 25+. SATs need to be taken within two years of application.
- High School GPA 3.0 or greater.

All applicants must take prerequisite courses in the sequence provided and maintain a C or better. If a student does not maintain a C in each course, the student will not be guaranteed automatic acceptance into the Dental Hygiene Program, but may apply for the regular selective admission's process.

General Education Core Courses (22 credits)			
Course Number or Category		Course Name	# of Credits
1	ENG*101	English Composition	[3]
2	MAT*137 or 137L or higher	Math: Intermediate Algebra or Intermediate Algebra for Liberal Arts or higher	[3]
3	Arts & Humanities	Any course vetted for Arts and Humanities	3-4
4	BIO*121	General Biology I	[4]
5	PSY*111	General Psychology I	[3]
6	COM*173	Public Speaking	3
7	CCS*101	College Career and Success	[3]
General Education Core Credits Total			22-23*
General Education Credits Pre-Admission			16
General Education Credits Post-Admission			6

*Note: The program is requesting an additional exemption of the three credits of CCS 101 toward the credit normalization policy.

Courses have not yet been fully vetted for the CT State General Education core. Until a list of CT State General Education courses is available, you may continue to use any courses currently approved as Framework 30 courses at one or more of the community colleges. Note that revisions may be required as the CT State General Education core is populated.

Program Requirements			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course#
CHE*111	Concepts of Chemistry	[4]	TBD
BIO*211	Anatomy and Physiology I	[4]	TBD
BIO*212	Anatomy and Physiology II	[4]	TBD
BIO*235	Microbiology	[4]	TBD
SOC*101	Principles of Sociology	3	TBD
DHY*205	Nutrition for Health Professionals	[3]	P: C or better in CHE 111, BIO 121, or BIO 211
DHY*208	Dental Hygiene Professionalism, Ethics and Jurisprudence	2	P: Matriculation in the Dental Hygiene program
DHY*209	Fundamentals of Dental Hygiene Theory	3	P: Matriculation in the Dental Hygiene program C: DHY 210, DHY 212, and DHY 228
DHY*210	Fundamentals of Dental Hygiene Clinic	2	P: Matriculation in the Dental Hygiene program C: DHY 209, DHY 212, and DHY 228
DHY*212	Diagnostic Radiography for the Dental Hygienist	4	P: Matriculation in the Dental Hygiene program C: DHY 209, DHY 210, and DHY 228
DHY*225	Dental Materials for the Dental Hygienist	2	P: Matriculation in the Dental Hygiene program
DHY*228	Histology & Oral Anatomy for the Dental Hygienist	4	P: Matriculation in the Dental Hygiene program C: DHY 209, DHY 210, and DHY 212
DHY*233	Oral Medicine and Pathology	2	None
DHY*239	Dental Hygiene II Theory	3	P: C or better in DHY 209, DHY 210, DHY 212, and DHY 228 C: DHY 240
DHY*240	Dental Hygiene II Clinic	3	P: C or better in DHY 209, DHY 210, DHY 212, and DHY 228 C: DHY 239
DHY*259	Dental Hygiene III Theory	3	P: C or better in DHY 239 and DHY 240 C: DHY 260
DHY*260	Dental Hygiene III Clinic	4	P: C or better in DHY 239 and DHY 240 C: DHY 259
DHY*262	Periodontics	2	P: C or better in DHY 228, DHY 239, and DHY 240
DHY*264	Pharmacology	3	P: C or better in DHY 239 and DHY 240
DHY*267	Community Oral Health I	3	P: C or better in DHY 239 and DHY 240
DHY*275	Pain Control and Local Anesthesia for the Dental Hygienist	3	P: Matriculating second year dental hygiene student

DHY*279	Dental Hygiene IV Theory	2	P: C or better in DHY 259 and DHY 260 C: DHY 280
DHY*280	Dental Hygiene IV Clinic	4	P: C or better in DHY 259, DHY 260, DHY 262, and DHY 264 C: DHY 279
Current: DHY*287 New Proposed: DHY*2XX	Current: Community Oral Health II New Proposed: Civic Engagement for the Dental Hygienist	3	P: C or better in DHY 259, DHY 260, and DHY 267
	Program Requirement Credits Total	74	
	Required Credits Pre-Admission	19	
	Required Credits Post-Admission	55	
	General Education Core Credits Total	22	
	Gen Ed Credits Pre-Admission	16	
	Gen Ed Credits Post-Admission	6	
	Program Credits Total	96*	
	Program Credits Pre-Admission	35	
	Program Credits Post-Admission	61	

*Note: The program is requesting an additional exemption of the three credits of CCS 101 toward the credit normalization policy.

Credit Certificate Program Name: Advanced English Proficiency Certificate

Certificate Description:

The English as a Second Language (ESL) Certificate of Advanced English Proficiency provides non-native speakers of English with personal and professional development opportunities, encourages lifelong learning, and provides employers with measurable proof of proficiency in English. Each of the courses in the program addresses English language skills and abilities necessary for success in academic studies or in careers. The curriculum includes general college courses in composition, literature, and speech, as well as ESL. Students may also use this certificate in their native countries as verification of their advanced language study and proficiency in the English Language. Both full and part-time students whose native language is not English are eligible for this program.

Certificate Learning Outcomes:

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

1. Write with precision and detail in a variety of contexts.
2. Comprehend diverse texts which are conceptually abstract and linguistically complex.
3. Understand extended spoken discourse on contextualized and abstract topics such as in lectures, speeches, and reports.
4. Express their own ideas with fluency, accuracy and comfort and participate effectively in discourse on practical, academic, social and professional topics.

Certificate Program Requirements (21 credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
	Required classes – the three classes listed below are required		
Current: ESL 152 New Proposed: ESL XXXX	ESL Level IV Low Advanced	6	P: ESL level III with a C grade or better or placement into the level through ESL multiple measure placement method or permission of coordinator/department chair.
Current: ESL 162 New Proposed: ESL XXXX	ESL Level V High Advanced	6	P: ESL level IV with a C grade or better or placement into the level through ESL multiple measure placement method or permission of coordinator/department chair.
ENG 101	Composition	3	TBD
	Directed Communication Electives – choose one from the list below	3	
Current: ESL 157 New Proposed: ESL XXXX, COM 100, COM 172, COM	ESL Oral Communication IV (ESL XXXX), Introduction to Communication (COM 100), Interpersonal Communication		ESL XXXX–P: ESL level III with a C grade or better or placement into the level through ESL multiple measure

173, OR COM 202	(COM 172), Public Speaking (COM 173), OR Intercultural Communication (COM 202)		placement method or permission of coordinator/ department chair. COM - TBD
	Directed Writing Electives – choose one from the list below	3	
ENG 102, ENG 103, ENG 200, HIS 102, HIS 201, HIS 202, HIS 216, POL 111, OR BBG 210	Literature & Composition (ENG 102), Composition II (ENG 103), Advanced Composition (ENG 200), Western Civ II (HIS 102), U.S. History I (HIS 201), U.S. History II (HIS 202), African American History (HIS 216), American Government (POL 111), OR Business Communication (BBG 210)		TBD
Certificate Program Total Credits		21	

Important Note: For a certificate program to be eligible for federal Pell/Title IV funding it has to include at least 16 credits and be at least one academic year in duration. In addition, it is important to document what students will gain from the certificate in terms of skills, outcomes, and potential opportunities for transfer and employment.

Health Care Administration

Current Program [today and Fall 2023 catalog]

The **Health Care Administration (HCA)** degree currently exists only at the Middlesex campus. The degree program utilizes courses from the HIM department that are a part of the specially-accredited Health Information Technology – Data Management and Clinical Coding Certificate. Those courses [HIM*105, HIM*113, and HIM*220] may only be offered at the Middlesex campus. ***The HCA degree is not specially accredited.***

Certification: The degree was designed to prepare students to sit for the American Academy of Professional Coders (AAPC) Certified Physician Practice Manager (CPPM) exam and that is the reason for inclusion of “HIM*” courses. These selected “HIM*” courses cover topics including health information exchange, healthcare reimbursement models, physician credentialing, electronic health records systems, disaster planning, quality management, and other content areas on the CPPM exam.

Online: These [HIM*] courses are offered online and are accessible throughout the state.

Transfer: There is an articulation agreement with Charter Oak State College.

Future Program(s) [after Fall 2023]

Additional Campuses: This program could be offered from a campus other than Middlesex if substitute course options to meet the AAPC CPPM competencies were developed separately from the specially accredited HIM program courses.

Track in Business Administration: It may be practical to merge this program with Business Administration by offering a Health Care Administration track in the Business Administration degree. This program does not exist today but may be developed after Fall 2023.

Medical Auditor: We do not have a program in the system to address the professional coding specialty of auditing physician services. Offering a program track that prepares students for the AAPC Certified Professional Medical Auditor (CPMA) instead of practice management is another possible area for development after Fall 2023.

Summary

This is a new program that opened at Middlesex in Fall 2021. It was developed in response to requests from students and has strong enrollment in the first semester (with no dedicated program marketing). We expect it to grow. We also anticipate that because it is new that it will require some modifications as we gain experience. As noted above, we have already identified some ways to expand and improve the program. In consideration of the timeline for writing the new college catalog for Fall 2023, we present this program for approval as it exists today.

Program Name: Health Care Administration

Degree Type: Associate in Science

Program Description: Health Care Administrators develop, plan, and manage health care operations and services. Health Care Administrators apply business and financial management skills in the healthcare environment. The Health Care Administrator needs to understand health care delivery systems, health law, and health information systems.

Graduates of the Health Care Administration program are advised to pursue certification as a physician practice manager by siting for the American Academy of Professional Coders (AAPC), Certified Physician Practice Manager (CPPM) exam.

A physician practice manager manages the business functions of a medical practice. The physician practice manager is responsible for practice operations that may include revenue management, compliance, human resources, information technology, and marketing.

Program Learning Outcomes:

1. Describe basic business accounting practices and financial reports.
2. Explain corporate governance structures and human resource management in healthcare organizations.
3. Articulate the levels of care, providers, and places of services in the health care system and understanding of the healthcare business environment.
4. Interpret regulations and standards to ensure compliance.
5. Apply health care quality management principle and practices.
6. Engage in provider recruitment and credentialing.
7. Interpret insurance payment models and manage the physician practice revenue cycle.

Program Descriptors: Program available fully online; certain HIM courses are only available through the Middlesex campus specially-accredited HIM program including HIM*105, HIM*113, and HIM*220.

General Education Core Courses (22-23 credits)			
Course Number or Category		Course Name	# of Credits
1	ENG*101	English Composition	3
2	MAT*167	Math: Principles of Statistics	3
3	Arts & Humanities	Any course vetted for Arts & Humanities	3-4
4	BIO*115	Scientific Reasoning or Scientific Knowledge & Understanding: Human Biology	4
5	HIS*201 or HIS*202	Historical Knowledge: U.S. History I or II	3
6	Oral Communication	Any course vetted for Oral Communication	3
7	CCS*101	College and Career Success	3
General Education Core Credits			22-23

Program Requirements (39 credits)			
Course Number	Course Name	# of Credits	Pre-req/Co-req Course #
ACC*113	Principles of Financial Accounting	3	TBD
BBG*202	Principles of Management	3	TBD
BIO*203	Pathophysiology	3	TBD
CSA*135	Spreadsheet Applications	3	TBD
ECN*101	Principles of Macroeconomics	3	TBD
ECN*102	Principles of Microeconomics	3	TBD
HIM*101	Medical Terminology	3	TBD
HIM*105	Introduction to Health Information Management	3	TBD
HIM*113	Healthcare Reimbursement	3	TBD
HIM*220	Supervision and Quality Management	3	TBD
Any ACC, BBG, BFN, BMG, BMK, or CS* course	Directed Elective (ACC, BBG, BFN, BMG, BMK, CS*)	3	TBD
Any ACC, BBG, BFN, BMG, BMK, or CS* course	Directed Elective (ACC, BBG, BFN, BMG, BMK, CS*)	3	TBD
Any Written Communication II course	Any course vetted for Written Communication II	3	TBD
	Program Requirement Credits	39	
	General Education Core Credits	22-23	
	Program Total Credits	61-62	

Program Name: Paramedic Studies

Option 1: Paramedic Studies

Option 2: Paramedic Studies, Emergency Medical Services Instructor Option

Degree Type: Associate in Science

Program Description: The Associate in Science Degree in Paramedic Studies is designed as an extension to the Paramedic Certificate program. Graduates of this program will be prepared to assume management-level careers in pre-hospital health administration. They will have learned the skills necessary to plan, implement and manage pre-hospital care. The Emergency Medical Services (EMS) Instructor Option prepares the student to apply for CT certification as an EMS Instructor.

Career opportunities available for graduates of this program include employment as supervisors or managers of emergency medical services and as educational coordinators.

Program Learning Outcomes:

Both program options share the following outcomes. Upon successful completion of the paramedic program, the graduate will be able to demonstrate the ability to comprehend, apply, and evaluate theoretical information relevant to the the role of entry-level paramedic. The graduate will:

1. Provide advanced emergency medical care for patients who access the emergency medical services (EMS) system
2. Integrate the complex knowledge and skills necessary to provide advanced level patient care and transportation
3. Function as a member of the comprehensive EMS response system, under medical oversight
4. Perform patient care interventions including invasive and pharmacological interventions to reduce the morbidity and mortality associated with acute out-of-hospital medical and traumatic emergencies
5. Utilize knowledge of anatomy, physiology, and pathophysiology to develop advanced patient assessment strategies
6. Demonstate enhanced written, verbal, and non-verbal communication skills
7. Demonstrate enhanced leadership and teamwork abilities

Option 1: In addition to the above shared outcomes, the Paramedic Studies graduate will:

1. Demonstrate an enhanced understanding of the scientific process, research, and evidence-based medicine
2. Demonstrate an understanding of social sciences, arts, and humanities

Option 2: In addition to the above shared outcomes, the Paramedic Studies, Emergency Medical Services Instructor Option graduate will:

1. Demonstrate an understanding of educational theory as it applies to EMS education
2. Demonstrate the ability to teach cognitive, psychomotor, and affective lessons within an EMS curriculum
3. Demonstrate the communication and organizational skills requisite of holding an EMS management position
4. Demonstrate an understanding of EMS program administration, CT-specific legal considerations, and record-keeping responsibilities
5. Demonstrate the ability to assess student performance in all domains of learning

Program Descriptors:The Paramedic Studies Program holds national accreditation through the Committee on Accreditation for the EMS Professions (CoAEMSP), Bedford, Texas.

Our Paramedic Studies program accreditation with The Committee on Accreditation for the EMS Professions requires the completion of the PMD 111, 112, 115, and 211 courses at Connecticut State Community College. No external credit shall be awarded to meet these course requirements.

General Education Core Courses (22 credits)			
Course Number or Category		Course Name	# of Credits
1	ENG*101	English Composition	3
2	MAT*137	Math: Intermediate Algebra	3
3	Arts and Humanities	Any course vetted for Arts and Humanities	3
4	CHE*111 or BIO*235	Scientific Reasoning or Scientific Knowledge & Understanding: Concepts of Chemistry or Microbiology	4
5	PSY*111	Social/Behavioral Science: General Psychology I	3
6	ENG*102	Written Communication II: Literature and Composition	3
7	CCS*101	College Career and Success	3
General Education Core Credits			22

Courses have not yet been fully vetted for the CT State General Education core. Until a list of CT State General Education courses is available, you may continue to use any courses currently approved as Framework 30 courses at one or more of the community colleges. Note that revisions may be required as the CT State General Education core is populated.

Core Program Requirements (37 credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
SOC*101	Principles of Sociology	3	TBD
PMD*111	Paramedic I	8	P: Admission to the Emergency Medical Technician (EMT) Paramedic Certificate or Paramedic Studies Degree Program. C: PMD 116 or equivalent transfer credit
PMD*112	Paramedic II	8	P: Successful completion of PMD 111 and PMD 116 with a minimum grade of "C" in each course. C: PMD 117 or equivalent transfer credit
PMD*115	Paramedic III	7	P: Successful completion of PMD 111, PMD 112, PMD 116, and PMD 117 with a minimum grade of "C" in each course.
PMD*116	Anatomy and Physiology for Emergency Care I	2	P: Permission of the Department Chair
PMD*117	Anatomy and Physiology for Emergency Care II	2	P: PMD 116
PMD*211	Paramedic IV	7	P: Completion of PMD 111, 112, 115, 116, & 117 with a "C" or better.
Core Program Requirement Credits		37	

Program Differentiated Option #1 Name: Paramedic Studies			
Required Courses (9 credits)			
Course Number	Course Name	# of Credits	Pre-req/Co-req Course #
BBG*210	Business Communications	3	TBD
BMG*202	Principles of Management	3	TBD
BMG*220	Human Resources Management	3	TBD
Core Program Requirement Credits		37	
Differentiated Option #1 Required Courses		9	
General Education Core Credits		22	
Program Total Credits for Differentiated Option #1		68	

Program Differentiated Option #2 Name: Paramedic Studies, Emergency Medical Services Instructor Option			
Required Courses (9 credits)			
Course Number	Course Name	# of Credits	Pre-req/Co-req Course #
EMS*101	Emergency Medical Service Education	9	P: Current CT Emergency Medical Technician (EMT) certification, Advanced Emergency Medical Technician (AEMT) certification, or paramedic licensure.
Core Program Requirement Credits		37	
Differentiated Option #2 Required Courses		9	
General Education Core Credits		22	
Program Total Credits for Differentiated Option #1		68	

Credit Certificate Program Name: Paramedic Certificate

Certificate Description: The Paramedic Certificate Program is designed for students to acquire knowledge and skills in order to provide pre-hospital emergency medical care to those individuals needing advanced life support (ALS). Graduates of the program are skilled in advanced life support necessary to meet the needs of those agencies or institutions providing emergency medical services to the community.

Classroom, simulated laboratory and clinical experiences in the paramedic program include content and practice skills related to the emergency medical care of pre-hospital patients.

Included in the curriculum are certifications in Advanced Cardiac Life Support (ACLS), Pediatric Advanced Life Support (PALS), and Prehospital Trauma Life Support (PHTLS). Upon successful completion of the certificate program, the graduate will be qualified to take the National Registry of Emergency Medical Technicians (NREMT) paramedic exam for national certification as a paramedic. The NREMT certification can then be used to obtain CT licensure as a paramedic. Additional fees are required for exam and state licensure.

Certificate Learning Outcomes:

Upon successful completion of the paramedic program, the graduate will be able to demonstrate the ability to comprehend, apply, and evaluate theoretical information relevant to the the role of entry-level paramedic. The graduate will:

1. Provide advanced emergency medical care for patients who access the emergency medical services (EMS) system
2. Integrate the complex knowledge and skills necessary to provide advanced level patient care and transportation
3. Function as a member of the comprehensive EMS response system, under medical oversight
4. Perform patient care interventions including invasive and pharmacological interventions to reduce the morbidity and mortality associated with acute out-of-hospital medical and traumatic emergencies
5. Utilize knowledge of anatomy, physiology, and pathophysiology to develop advanced patient assessment strategies

Certificate Descriptors:

Admission to the certificate program requires current certification as a Connecticut emergency medical technician (EMT) or advanced emergency medical technician (AEMT), current certification in American Heart Association Basic Life Support (BLS), and proof of at least 50 patient contacts in the prehospital environment. Candidates will also need to pass a drug screening, background check, and entrance exam.

Students will be required to maintain a Field Internship Student Acquisition Project (FISDAP) account and have access to a portable web-enabled device for all PMD classes. PMD 211 requires 220 hours of field experience which will occur at EMS agencies around the state.

The certificate program is designed to prepare students to take the National Registry of Emergency Medical Technician (NREMT) paramedic exam. After passing this exam, the graduate will be able to apply for state licensure as a paramedic.

The Paramedic Certificate Program holds national accreditation through the Committee on Accreditation for the EMS Professions (CoAEMSP), Bedford, Texas

All courses taken in this certificate program can lead to the an associate degree in Paramedic Studies program.

Certificate Program Requirements (34 credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
PMD*111	Paramedic I	8	P: Admission to the Emergency Medical Technician (EMT) Paramedic Certificate or Paramedic Studies Degree Program. C: PMD 116 or equivalent transfer credit
PMD*112	Paramedic II	8	P: Successful completion of PMD 111 and PMD 116 with a minimum grade of "C" in each course. C: PMD 117 or equivalent transfer credit
PMD*115	Paramedic III	7	P: Successful completion of PMD 111, PMD 112, PMD 116, and PMD 117 with a minimum grade of "C" in each course.
PMD*116	Anatomy and Physiology for Emergency Care I	2	P: Permission of the Department Chair
PMD*117	Anatomy and Physiology for Emergency Care II	2	P: PMD 116
PMD*211	Paramedic IV	7	P: Completion of PMD 111, 112, 115, 116, & 117 with a "C" or better.
	Certificate Program Total Credits	34	

Important Note: For a certificate program to be eligible for federal Pell/Title IV funding it has to include at least 16 credits and be at least one academic year in duration. In addition, it is important to document what students will gain from the certificate in terms of skills, outcomes, and potential opportunities for transfer and employment.

Program Name: CSCU Pathway Transfer Degree: Physics Studies

Degree Type: A.A.

Program Description:

The CSCU Pathway Transfer Degree: Physics Studies, A.A. degree program prepares students primarily for transfer to complete a B.S. degree in physics. Graduates will receive a background in mathematics, science, and general education courses for seamless transfer of all credits and junior status in a B.S. degree at Connecticut State Universities.

Program Learning Outcomes: Students completing this degree will be prepared to transfer to the CSUs as an incoming Junior, and will be able to:

1. Communicate using terminology appropriate to Physics Studies.
2. Understand conceptual, theoretical and experimental methods used in Physics, and their applications to other fields and disciplines
3. Develop critical thinking, and analytical and computational problem-solving skills.
4. Recognize the broader impact of Physics in Society.

Program Descriptors: With this degree you will be able to transfer to the following majors.

At Central Connecticut State University: Physics, B.S.

At Southern Connecticut State University: Physics, B.S. Physics, B.A.

Framework30 General Education Core Courses (30-34 credits)			
Course Number or Category		Course Name	# of Credits
1	ENG*101	English Composition (Written Communication I)	3
2	MAT*254	Calculus 1 (Quantitative Reasoning ()	4
3		Arts and Humanities – any course vetted for competency	3
4	CHE*121	General Chemistry 1 (Scientific Reasoning)	4
5		Social Phenomena – any course vetted for competency	3
6	ENG*102	Literature and Composition (Written Communication II)	3
7	CHE*122	General Chemistry 2 (Scientific Knowledge and Understanding)	4
8		Historical Knowledge – any course vetted for competency	3
9		Oral Communication – any course vetted for competency Recommended COM*173	3
10	CCS*101	College and Career Success	3
General Education Core Credits			33

Program Requirements (30 credits)			
Course Number	Course Name	# of Credits	Pre-req/Co-req Course #
MAT*256	Calculus II	4	Pre: MAT*254
MAT*268	Calculus III : Multivariable	4	Pre: MAT*256
MAT*285 MAT*286	Differential Equations	3-4	Pre: MAT*256
PHY*221	Calculus-Based Physics I	4	Pre: MAT*254
PHY*222	Calculus-Based Physics II	4	Pre: MAT*256, PHY*221
	Additional General Education I – Creativity - any course vetted for competency	3	
	Additional General Education II – Global Knowledge - any course vetted for competency	3	
	<p>Unrestricted Electives** - # If you have not taken Physics in high school, you should use this elective to take PHY 110 Introductory Physics * You are free to choose any courses at or above 100-level to complete unrestricted electives, although you may need to use some of these credits to take a math course that prepares you for the required level of math in your program. You should also consider using unrestricted electives to begin work on completing a minor. Central Connecticut State University will require that you complete a minor by earning at least 18 credits in one area outside your major field; you must complete at least 9 of those minor credits at Central. You can also complete other General Education requirements for Central, Southern and Western Connecticut State Universities and Charter Oak State College—but not Eastern Connecticut State University. Your advisor will help you to determine which courses to select.</p>	3	
	Program Requirement Credits	28-29	
	General Education Core Credits	33	
	Program Total Credits	61-62	

Program Name: Radiation Therapy Program

Degree Type: Associate of Science

Program Description:

The mission of the Radiation Therapy Programs is to provide a learner centered Joint Review Committee on Education in Radiologic Technology (JRCERT) accredited educational program that will render qualified and compassionate radiation therapists for the community.

Program Learning Outcomes:

- Graduates will pass the American Registry of Radiologic Technology (ARRT) exam on the first attempt and score at or above the national average.
- Graduates will obtain employment in radiation therapy.
- The program will provide competent graduates for the community.
- Students will be satisfied with didactic course instruction.
- Students will be satisfied with clinical instruction.

- Students will demonstrate critical thinking.
- Students will demonstrate effective communication skills.
- Students will exhibit ethical and professional behaviors appropriate for a health care professional.
- Students will demonstrate specific skills necessary to be competent entry level Radiation Therapy Professionals.

Program Descriptors:

The Radiation Therapy associate degree program enables graduates to work as radiation therapists. Radiation therapy uses high energy X-rays to treat diseases, primarily cancer. Using highly specialized computerized equipment, the radiation is targeted to abnormal cells while minimizing the side effects. The Radiation Therapist is a vital member of the health care team in the Radiation Oncology Department. This individual is responsible for administering, monitoring, and documenting the prescribed course of treatment from the radiation oncologist. The Radiation Therapist is involved in assessing the physical and emotional needs of the patients and making the appropriate referrals. This unique profession combines technical and interpersonal skills and offers many career possibilities available to trained radiation therapists, including management, dosimetry, education, applications specialist, sales, and technology-related fields.

The Radiation Therapy programs at Gateway and Manchester campuses each have their own individual accreditation through the Joint Review Committee on Education in Radiologic Technology (JRCERT), 20 North Wacker Drive, Suite 2850, Chicago, IL 60606-3182, Phone: (312) 704-5300, Fax: (312) 704-5304, Web: www.jrcert.org, email: mail@jcert.org. Per accreditation requirements, each program must maintain separate JRCERT accreditation and follow the **JRCERT Standards for an Accredited Program in Radiologic Technology**.

Admission requirements

The Radiation Therapy programs at the CT State Community College are selective admission programs.

Admissions Procedure:

1. All students must first apply to CT State College.
2. Unless waived, all applicants must take placement tests in reading, English, and mathematics.
3. Attendance at one program specific information session.
4. Students must have a 2.7 GPA
5. Complete the following prerequisite courses
ENG*101 (3 credits) – Composition (C or higher)
BIO*211 (4 credits) – Anatomy & Physiology I (C or higher taken within past five years of program start date)*
BIO*212 (4 credits)– Anatomy & Physiology II (C or higher taken within past five years of program start date)
MAT*186 (4 credits) – Precalculus (C or higher taken within past five years of program start date)
*Note that enrollment in BIO*211 may require completion of pre-requisite science courses
6. Submit official copies of all transcripts.
7. Participate in an interview.

Students in this program are responsible for expenses including but not limited to uniforms, physical examinations and blood work, travel to clinical sites, parking, meals, CPR training, background check and toxicology screening, dosimeters, textbooks, liability insurance, Trajecsys and Castle Branch. Specific information about these costs is available on the Radiation Therapy webpage and in the Radiation Therapy Program Student Handbook. Financial aid information is available through the College Financial Aid office.

Graduation Criteria

All program students must complete the following to receive an associate degree from the program. See the student handbook for complete details.

- Complete all didactic curricula with a final grade of C or better.
- Complete all clinical curricula with a final grade of C or better.
- Complete all competency exams with a final grade of 100%.
- Maintain all hospital and program standards as outlined in the program handbook.

Graduates of the program are eligible to take the American Registry of Radiologic Technologists (ARRT) national certification examination.

Clinical Curriculum

The structure of the curriculum is such that courses are offered in sequence and progress in complexity. It offers appropriate didactic content and ample supervised clinical education to assure sufficient opportunity to achieve all didactic and clinical requirements established by the ARRT.

Gateway Campus Clinical instruction will take place at the following sites:

- Yale-New Haven Hospital Smilow Cancer Hospital, New Haven, CT
- McGivney Cancer Care at Yale-New Haven Hospital Hamden Campus, Hamden, CT; Yale-New Haven Hospital
- Shoreline Medical Center Guilford, Guilford, CT
- Danbury Hospital, Danbury, CT
- Bridgeport Hospital-Norma F. Pfriem Cancer Institute, Trumbull, CT
- Lawrence and Memorial Hospital, Waterford, CT

- Greenwich Hospital, Greenwich, CT

Manchester Campus Clinical Instruction will take place at the following sites:

- Hartford Hospital Radiation Oncology Department, Hartford, CT
- Mid-State Medical Center Radiation Oncology Department, Meriden, CT
- UConn Health Center - John Dempsey Hospital, Farmington, CT
- Middlesex Memorial Hospital, Middlesex, CT.
- DeQuattro Community Cancer Care, Manchester, CT
- St. Francis Care, Hartford, CT
- Hospital of Central Connecticut
- Enfield Cancer Center, Enfield CT

Note: Students are responsible for their own transportation to and from class and clinical assignments. Due to standards from The Joint Commission, students are advised that the healthcare facilities to which they are assigned for clinical rotations may require that they submit a criminal background check, required immunization records and other documentation needed to meet the standards. CT State Community College cannot be responsible for finding an alternate clinical placement for a student who fails to meet the required hospital requirements. A student who is unable to complete the required clinical experience will be unable to complete the requirements for the associate degree in Radiation Therapy but may be able to apply some or all of the credits completed to an associate degree in General Studies. Students are advised to meet with a Counselor to discuss degree completion requirements.

General Education Core Courses			
Course Number		Course Name	# Of Credits
1	ENG*101	English Composition [pre-admission requirement]	[3]
2	MAT* 186	Precalculus [pre-admission requirement]	[4]
3	COM*172 or COM 173	Public speaking or interpersonal communication	3
4	BIO*121	General Biology** [pre-admission requirement]	[4]
5	PSY*111	General Psychology	3
6	ENG*200	Advance composition	3
7	CSC*101	College & Career Success	3
Program General Education Core Credits			12
Pre-program General Education Core Credits			11

** Or any required pre-requisite course for BIO 211 that is vetted in Scientific Reasoning or Scientific Knowledge and Understanding.

Program Requirements (36-39 credits)			
Course Number	Course Name	# Of Credits	Pre-req/Co-req Course #
BIO*211	Anatomy and Physiology I [pre-admission requirement]	[4]	Bio 105 and Chem 111 or Bio 121 Co-req: none
BIO *212	Anatomy and Physiology II [pre-admission requirement]	[4]	Pre-req: BIO *211 Co-req: none
BIO*218 / RDT *xxx	Understanding Cancer	3	Pending Bio approval Current Eligibility for ENG *101, BIO*105, 115 or 121 with "C" or better; Co-req: none
RST *200	Cross Sectional Anatomy (combined with radiography)	3	Pre-req: BIO *211 and 212 Co-req: none
PHY*105 Manchester campus RDT *105 Gateway campus RST xxx	Radiologic Science Physics (combined with radiography) PHY*105 and RDT*105 aligned to RST XXX	3	Pre-req: Acceptance of the program Co-req: none
RDT *101	Principles and Practice of Radiation Therapy I	3	Pre-req: Acceptance of the program Co-req: RDT*111
RDT*102	Principles and Practice of Radiation Therapy II	3	RDT *101 Co-req: RDT 113
RDT*111	Clinical Practice I	2	Pre-req: Acceptance of the program Co-req: RDT *101
RDT *112	Clinical Practice II (winter intersession)	1	Pre-req: RDT *101 and RDT*111 Co-req: none
RDT *113	Clinical Practice III	2	Pre-req: RDT *112 Co-req: RDT *102 and RDT *220
RDT *114	Clinical Practice IV (summer)	3	Pre-req: RDT *113 Co-req: none
RDT *202	Principles and Practice of Radiation Therapy III	3	Pre-req: RDT *102 Co-req: RDT *211 and RDT*222
RDT *203	Principles and Practice of Radiation Therapy IV	3	Pre-req: RDT *202 Co-req: RDT *213 and RDT*223
RDT *211	Clinical Practice V	3	Pre-req: RDT *114 Co-req: RDT *202, and RDT *222

Program Requirements (36-39 credits)			
RDT *212	Clinical Practice VI (winter intersession)	1	Pre-req: RDT *211 Co-req: none
RDT *213	Clinical Practice VII	3	Pre-req: RDT *212 Co-req: RDT *203 and RDT *223
RDT *220	Treatment Planning I	3	Pre req: RDT *101, RDT *105 Gateway campus, PHY*105 Manchester campus Co-req: RDT *102 and RDT *113
RDT *221	Treatment Planning II	3	Pre req: RDT *220 Co-req: RDT *202
RDT *222	Radiation Oncology I	2	Pre req: RDT *102 Co-req: RDT *202
RDT *223	Radiation Oncology II	2	Pre req: RDT *222 Co-req: RDT *203
RDT *224 RAD*222	Radiobiology and Protection	3	Pre-req: RDT *105 Gateway campus, PHY *105 Manchester campus Co-req: none
RDT *225	Radiation Therapy Physics	3	Pre-req: RDT *105 Gateway campus, PHY *105 Manchester campus RDT*102 Co-req: none
RDT *240	Operational & Quality Management in Radiation Therapy	2	Pre-req: RDT*102 and RDT*220 Co-req: none
RDT *250 To be added RAD*295	Radiologic Science Seminar	3	Pre-req: RDT *202, RDT *221 Co-req: RDT *213
	Program Requirement Credits	56	
	Pre-program requirement credits	8	

Program Differentiated Option #1 Name: Gateway Campus			
Required Courses			
Common course numbering and common pre-requisites to be used for all courses.			
Course Number	Course Name	# Of Credits	Pre-req/Co-req Course #
RST * 100	Introduction to Patient Care for Radiologic Sciences	2	Pre-req: Acceptance into program. Co-req: none
RST *100L	Introduction to Patient Care for the Radiologic Sciences Lab	1	Pre-req: Acceptance into program. Co-req: none
	Gateway Campus Requirement Credits	3	
	Program Requirement Credits with Differentiated Option #1	59	
	General Education Core Credits	12	
	Total Program Credits for Differentiated Option #1	71*	
	Pre-program Credits	19	

Program Differentiated Option #2 Name: Manchester Campus			
Required Courses			
Common course numbering and common pre-requisites to be used for all courses.			
Course Number	Course Name	# Of Credits	Pre-req./Co-req. Course #
RAD*121 to be an RST*	Radiologic Science Patient Care	3	Pre-req: Acceptance into the program. Co-req: none
	Manchester Campus Requirement Credits	3	
	Program Requirement Credits with Differentiated Option #2	59	
	General Education Core Credits	12	
	Total Program Credits for Differentiated Option #2	71*	
	Pre-program Credits	19	

*Note: The BOR previously granted a credit normalization waiver for the Radiation Therapy program at 71 credits.

Program Name:

Railroad Engineering Technology

Degree Type:

Associate in Science

Program Description:

Railroad Engineering Technology will prepare students for employment in the railroad industry within a career path for maintaining and repairing railcars through a degree orientation in electromechanical equipment. Graduates will be prepared for technical application exams commonly administered by railroad companies for entry-level maintenance of equipment positions. The program reflects current skills needed within job positions that require electromechanical knowledge and skills.

Program Learning Outcomes:

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

- Demonstrate and have an understanding of typical railroad rules and regulations, including changes that are a result of accidents and imposed by Homeland Security
- Demonstrate a basic understanding of career opportunities within the railroad industry with an Electromechanical-oriented degree
- Demonstrate a basic understanding of the operation of railcar electromechanical systems
- Conduct entry-level troubleshooting and repairs of electromechanical systems on railcars
- Be prepared to take an application exam on electromechanical skills for employment in the railroad industry

Program Descriptors:

Railroad Engineering Practicum Information: Practicum experiences may be assigned during daytime, evening or weekend hours; assignments are subject to change based upon availability of practicum sites and numbers in groups; practicum sites could be within an hour radius of the college and may require a mandatory parking fee; students must make their own travel arrangements during the program. Practicum learning experiences are planned as an integral part of the railroad engineering technology courses, and are held at a variety of railroad settings, such as the Shoreline Trolley Museum/Branford Railway and the Railroad Museum of New England/Naugatuck Railroad. This program is offered at the Gateway Campus.

Criminal Background Checks & Toxicology Screening: Practicum sites may now require criminal background checks and/or toxicology screening (drugs/alcohol) be completed on any student who will be attending a practicum rotation at those sites. Students must follow instructions for obtaining a background and/or toxicology screening at the college if necessary. Students who are found guilty of having committed a felony/misdemeanor and/or are found to have a positive toxicology screen may be prevented from participating in practicum exercises. Those who cannot participate in a practicum at an assigned facility, may not be able to complete the objectives of the course and of the program. Specific situations are reviewed by college personnel.

General Education Core Courses			
Course Number		Course Name	# of Credits
1	ENG* 101	English Composition	3
2	MAT* 115	Mathematics for Science and Technology	3
3	Arts and Humanities	Any course vetted for Arts and Humanities	3-4
4	PHY* 109	Scientific Reasoning/Scientific Knowledge + Understanding : Fundamentals of Applied Physics (<i>OR Higher</i>)	4
5	ECN* 101	Social/Behavioral Science: Macroeconomics	3
6	Oral Communication or Written Communication II	Any course vetted for Oral Communication or Written Communication II	3
7	CCS*101	Continued Learning and Information Literacy: CCS 101 College and Career Success	3
General Education Core Credits:			22-23

Program Requirements			
Course Number	Course Name	# of Credits	Prereq./Coreq. Course #
CET 116	Computer Applications for Technology	3	
CET Elective	Choose one from CET 126 or CET 210	4	
EET* 103	Fundamentals of Electricity	4	
EET* 110	Electric Circuits I	4	Prereq: MAT* 095 or Higher OR Placement in MAT* 137 or Higher
MEC* 234	Electromechanical Controls	4	Prereq: MAT* 095
RET* 101	History of Railroading	3	Coreq: ENG 043/073 OR Placement in ENG* 063 or Higher
RET* 110	Careers in the Railroad	2	Prereq: RET 101
RET* 120	Railroad Rules, Regulations, Standards & Practices	3	Prereq: RET 101
RET* 220	Safety in the Railroad Workplace	3	Prereq: RET* 120
RET* 230	Reading & Interpreting Railroad Diagrams	2	Prereq: EET 110
RET* 240	Railroad Pneumatics and Hydraulic Controls	4	Coreq/Prereq: MEC* 234
RET* 242	Railroad HVAC Systems	4	Prereq: MEC* 234
RET* 244	Railroad Electromechanical Troubleshooting	4	Prereq: MEC* 234
RET* 270	Practicum in Passenger Railroad Technology	1	Prereq: RET* 220
	Program Requirement Credits:	45	
	General Education Core Credits:	22-23	
	Total Program Credits:	67-68#	

#The program is requesting an exemption of the three credits of CCS 101 toward the credit normalization policy.

Program Name:

Railroad Engineering Technology: Signaling and Communications Option

Degree Type:

Associate in Science

Program Description:

The Railroad Engineering Technology Signaling and Communications option will prepare students for employment in the railroad industry for maintaining and repairing rail line and railcars where signaling and communications systems are used. Graduates will be prepared for technical application exams commonly administered by railroad companies for entry-level signaling and switching positions. The program reflects current skills needed within job positions that require electronic and communications knowledge and skills. This program is offered at the Gateway Campus.

Program Learning Outcomes:

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

- Demonstrate and have an understanding of typical railroad rules and regulations, including changes that are a result of accidents and imposed by Homeland Security
- Demonstrate a basic understanding of career opportunities within the railroad industry with an Electromechanical-oriented degree
- Demonstrate a basic understanding of the operation of railcar signaling and communication systems
- Conduct entry-level troubleshooting and repairs on signaling and communications systems along rail lines and on railcars
- Be prepared to take an application exam on signaling and communications skills for employment in the railroad industry

Program Descriptors:

Railroad Engineering Practicum Information: Practicum experiences may be assigned during daytime, evening or weekend hours; assignments are subject to change based upon availability of practicum sites and numbers in groups; practicum sites could be within an hour radius of the college and may require a mandatory parking fee; students must make their own travel arrangements during the program. Practicum learning experiences are planned as an integral part of the railroad engineering technology courses, and are held at a variety of railroad settings, such as the Shoreline Trolley Museum/Branford Railway and the Railroad Museum of New England/Naugatuck Railroad.

Criminal Background Checks & Toxicology Screening: Practicum sites may now require criminal background checks and/or toxicology screening (drugs/alcohol) be completed on any student who will be attending a practicum rotation at those sites. Students must follow instructions for obtaining a background and/or toxicology screening at the college if necessary. Students who are found guilty of having committed a felony/misdemeanor and/or are found to have a positive toxicology screen may be prevented from participating in practicum exercises. Those who cannot participate in a practicum at an assigned facility, may not be able to complete the objectives of the course and of the program. Specific situations are reviewed by college personnel.

General Education Core Courses (23-24 Credits)			
Course Number		Course Name	# of Credits
1	ENG* 101	English Composition	3
2	MAT* 115	Mathematics for Science and Technology	3
3	Arts and Humanities	Any course vetted for Arts and Humanities	3-4
4	PHY* 109	Scientific Reasoning/Scientific Knowledge + Understanding : Fundamentals of Applied Physics (<i>OR Higher</i>)	4
5	ECN* 101	Social/Behavioral Science: Macroeconomics	3
6	Oral Communication or Written Communication II	Any course vetted for Oral Communication or Written Communication II	3
7	CCS*101	Continued Learning and Information Literacy: CCS 101 College and Career Success	3
General Education Core Credits:			22-23

Program Requirements (41 Credits)			
Course Number	Course Name	# of Credits	Prereq./Coreq. Course #
CET 116	Computer Applications for Technology	3	
CET Elective	Choose one from CET 126 or CET 210	4	
EET* 103	Fundamentals of Electricity	4	
EET* 110	Electric Circuits I	4	Prereq: MAT* 095 or Higher OR Placement in MAT* 137 or Higher
MEC* 234	Electromechanical Controls	4	Prereq: MAT* 095 OR Sufficient score on the mathematics placement test
RET* 101	History of Railroading	3	Coreq: ENG 043/073 OR Placement in ENG* 063 or Higher
RET* 110	Careers in the Railroad	2	Prereq: RET 101
RET* 120	Railroad Rules, Regulations, Standards & Practices	3	Prereq: RET 101
RET* 220	Safety in the Railroad Workplace	3	Prereq: RET* 120
RET* 250	Railroad Signaling & Switching	4	Prereq: EET* 110 AND RET* 120
RET* 252	Railroad Communications	4	Prereq: RET* 250
RET* 254	Railroad Maintenance, Troubleshooting and Repair	4	Prereq: MEC* 234
RET* 270	Practicum in Passenger Railroad Technology	1	Prereq: RET* 220
RET* 271	Practicum in Freight Railroad Technology	1	Prereq: RET* 220
	Program Requirement Credits:	44	
	General Education Core Credits:	22-23	
	Total Program Credits:	66-67#	

#The program is requesting an exemption of the three credits of CCS 101 toward the credit normalization policy.

Program Name: Surgical Technology

Degree Type: Associate of Science

Program Description:

Surgical Technologists are integral members of the surgical team who work closely with surgeons, registered nurses, and anesthesia personnel. Surgical Technologists are also responsible for assembling and organizing all the specialized instruments, equipment and tools needed for a wide variety of surgical procedures. They are experts in sterile technique and are responsible for maintaining the sterile field during surgery.

Program Learning Outcomes:

Upon successful completion of the program, the graduate will:

- Apply principles of anatomy, physiology, pathophysiology, and microbiology to perioperative patient care.
- Distinguish the elements, action, and use of medications and anesthetic agents used during the perioperative experience.
- Demonstrate safe practice in the role of Surgical Technologist.
- Display competence in technical skills and aseptic technique in the perioperative environment.
- Practice responsible and accountable behavior within the role and competencies of the Surgical Technologist.
- Organize the intraoperative environment efficiently as a member of the surgical team.
- Apply learned knowledge and skills in the cognitive, psychomotor, and affective domains to become nationally certified as a Surgical Technologist.

Program Descriptors:

Mission statement

The Surgical Technology Program prepares students to be competent entry-level Surgical Technologists in the cognitive, psychomotor, and affective learning domains. Graduates will qualify to become certified through the **National Board of Surgical Technology and Surgical Assisting (NBSTSA)** examination.

Accreditation; exams

Approval and Accreditation

The Surgical Technology Program at Housatonic & Gateway Community College are licensed by the Connecticut Board of Regents and accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA).

Certification

Upon successful completion of the program, students will be eligible to take the National Board of Surgical Technology and Surgical Assisting (NBSTSA) certifying examination for Surgical Technologists. A passing score on this exam will grant the student status as a Certified Surgical Technologist, employable in all 50 states.

Admission process/ Admission Requirements

- Submit CT State Community College general application
- Submit all required documents (transcripts and immunizations) to the admission department
- Attend an information session
- Successfully complete fall first term courses (ENG 101, MAT 109 or higher, HIM 101 or MED 125, CCS 101 with a

minimum grade of C, and BIO 115 with a minimum grade of C+ and within 5 years of acceptance).

- Meet the minimum technical standard of the Surgical Technology Profession.
- Submit Surgical Technology Program application
- Go to <http://my.commnet.edu>
- Login using your NetID & password (for example: 01234567@student.commnet.edu)
- Click on “Banner Student & Faculty Self-Service” (upper right corner of the page)
- Select Housatonic campus or Gateway campus
- scroll right and click the “Selective Programs” tab
- Click “Allied Health Programs”. You will then be directed to the Surgical Technology Application: Gateway campus or Housatonic campus
- Housatonic or Gateway campus Surgical Technology Application.

General Education Core Courses (22-23 credits)			
Course Number		Course Name	# Of Credits
1	ENG*101	English Composition	3
2	MAT*109 or higher	Quantitative Literacy	3
3	Any elective	Arts and Humanities: any course vetted for TAP	3-4
4	BIO*115	Human Biology	4
5	PSY*111	General Psychology	3
6	ENG*102 Or ENG*200 Or ENG*202	Literature and Composition Or Advanced Composition Or Technical Writing	3
7	CCS*101	College Career and Success	3
General Education Core Credits			22-23

Program Requirements (36-39 credits)			
Course Number	Course Name	# Of Credits	Pre-req/Co-req Course #
SUR* 109	Microbiology for Surgical Technologist	2	ENG 101, CSA 105, HIM 101 or MED 125 or BOT 180, MAT 104, 109 or higher, BIO 115/SUR 110, SUR 111, ENG 102 or ENG 202
SUR* 110	Operating Room Techniques	4	ENG 101, CSA 105, HIM 101 or MED 125 or BOT 180, MAT 104, 109 or higher, BIO 115/SUR 109, SUR 111, ENG 102 or ENG 202
SUR* 111	Operating Room Skills Seminar	4	ENG 101, CSA 105, HIM 101 or MED 125 or BOT 180, MAT 104, 109 or higher, BIO 115/SUR 110, SUR 109, ENG 102 or ENG 202
SUR* 211	Clinical Surgical Experience I	6	SUR 109, SUR 110, SUR 111, ENG 102 or ENG 202, SUR 213, SUR 215, PSY 111
SUR* 212	Clinical Surgical Experience II	6	SUR 211, SUR 213, PSY 111, /SUR 214, SUR 250
SUR* 213	Surgical Procedures I	3	SUR 109, SUR 110, SUR 111, ENG 102 or ENG 202, SUR 211, SUR 215, PSY 111
SUR* 214	Surgical Procedures II	3	SUR 211, SUR 215, SUR 213, PSY 111/SUR 212, SUR 250
SUR* 215	Surgical Technology Pharmacology	3	SUR 109, SUR

			110, SUR 111, ENG 102 or ENG 202, /SUR 211, SUR 213, PSY 111
SUR*250	Advanced Seminar for Surgical Technologist	3	SUR 211, SUR 213, SUR 215, PSY 111/ SUR 212, SUR 214
HIM*101 or MED*125 or BOT 180	Medical Terminology	3	TBD
CSA*105	Computer Software Application	3	TBD
	Program Requirement Credits	40	
	General Education Core Credits	22-23	
	Program Total Credits	62-63	

Program Name: Therapeutic Recreation

Degree Type: Therapeutic Recreation, A.S

Program Description:

Therapeutic Recreation is a specialized allied health field within the recreation profession. According to the American Therapeutic Recreation Association (ATRA) “Recreational therapy, also known as therapeutic recreation, is a systematic process that utilizes recreation and other activity-based interventions to address the assessed needs of individuals with illness/and or disabling conditions, as a means to psychological health, recovery and well-being.”

The Therapeutic Recreation associate degree is designed to address the need for a degree beyond the Therapeutic Recreation certificate. In addition to earning the Therapeutic Recreation Director (TRD) certification within the associate degree, a graduate from the associate degree in Therapeutic Recreation will have potential advancement opportunities in the field. This could include supervisory opportunities within the Therapeutic Recreation department in a long-term care setting or other health care settings working with an older population.

The associate degree in Therapeutic Recreation will also prepare students to work in a variety of therapeutic recreation settings such as rehabilitation facilities, correctional centers, group homes, community-based programs serving individuals with special needs and facilities for individuals with disabilities.

Students can expect to find employment upon completion of this degree program in a variety of Therapeutic Recreation settings or transfer to a baccalaureate institution in Therapeutic Recreation.

Program Learning Outcomes: Upon successful completion of all Therapeutic Recreation associate degree program requirements the graduate will:

1. Demonstrate the ability to understand and apply the necessary skills required of a Therapeutic Recreation professional in a variety of therapeutic recreation settings.
2. Demonstrate knowledge of the varied needs of individuals identified as having special needs and the positive outcomes of the therapeutic recreation interventions by utilizing evidence-based practice modalities.
3. Demonstrate the ability to assess, plan, implement, document, and evaluate therapeutic programs for individuals with special needs within both a therapeutic and community setting.
4. Demonstrate the ability to conduct a variety of therapeutic modalities, interventions, and facilitation techniques to meet the varied needs of individuals within the therapeutic recreation setting.
5. Demonstrate leadership, interpersonal and communication skills within the classroom setting and through work experience within a therapeutic recreation setting.
6. Demonstrate professional behavior consistent with the therapeutic recreation code of ethics while participating in supervised internship experiences within the program.

In addition, the graduate will complete the comprehensive learning outcomes identified with the General Education Core.

Program Descriptors:

Admission requirements: Open enrollment. Students may enroll in this program full -time or part-time and can attend day or evening classes.

Background checks may be required at internship setting.

Medical immunizations (Flu vaccine & Covid vaccine) may be required

National exams: There is no national exam for this level of education (associate degree in Therapeutic Recreation). Students may continue their education at a baccalaureate institution in Therapeutic Recreation and become qualified to sit for the national exam offered by the National Council for Therapeutic Recreation Certification (NCTRC) to become certified as a certified therapeutic recreation specialist (CTRS).

General Education Core Courses (21-25 credits)			
Course Number		Course Name	# Of Credits
1	ENG*101	English Composition	3
2	Math*109 Math*165	Quantitative Literacy or Elementary Statistics with Computer Applications	3-4
3	Arts & Humanities	Course vetted for TAP Arts and Humanities Choose 1 from: ARC 102, ART, Com, DGA, ENG, ESL (top 2 levels) GRA, HUM, MUS, PHI, THR, Language and Culture (ARA, CHI, FRE, GER, ITA, JPN, LAT, RUS, SPA)	3-4
4	BIO*115	Human Biology	4
5	PSY 111	General Psychology	3
6	COM*173	Public Speaking	3
7	CCS*101	College Career Success	3
General Education Core Credits			22-24

Program Requirements (36-39 credits)			
Course Number	Course Name	# Of Credits	Pre-req/Co-req Course #
SOC 120 or HSE 210 or PSY 105	Group Dynamics or Group & Interpersonal Relationships or Group Dynamics	3	TBD
TREC 121	Introduction to Therapeutic Recreation	3	Pre-Req: None Co-Req: None
TREC 122	Process and Techniques in Therapeutic Recreation	3	Pre-req: None Co-req: None
TREC 221	Therapeutic Recreation Program Planning	3	Pre-req: TREC 121, PSY111, ENG 101 or permission of the coordinator. Co-req: None
TREC 223	Therapeutic Recreation Leisure & Aging	3	Pre-Req: None Co-req: None
TREC 215 or HSE 247	Therapeutic Recreation Leadership & Supervision or Supervisor's Seminar	3	Pre-req: TREC 121 for TREC track Co-req: None
SSC 294 or HSE 281	Cooperative Education/Work Experience or Field Work	3	Pre req: Completion of all TREC courses (except TREC 295) and permission of the instructor for TREC track, Co-req: None
PSY 201	Life Span Development	3	TBD
PSY 245	Abnormal Psychology	3	TBD
TREC 295	Professional Practicum in Therapeutic Recreation	4	Pre-Req: TREC 121, 122, 221, 223, and 215 or HSE 247 and SSC 294 or HSE 281 Co-req: None

PSY 163	Children with Disabilities	3	TBD
PSY 173	Adults with Disabilities	3	TBD
HSE 101	Introduction to Human Service	3	TBD
		40	
	Program Requirement Credits	40	
	General Education Core Credits	22-24	
	Program Total Credits	62-64	

Credit Certificate Program Name: Therapeutic Recreation (TREC)

Certificate Description: The Therapeutic Recreation (TREC) Certificate program is designed to prepare individuals for employment in the workplace as a Therapeutic Recreation Director (TRD) in the State of Connecticut. Students in the certificate program meet the standards established in the Public Health Code of the State of Connecticut which emphasizes that quality patient care will be provided by graduates to individuals in chronic, long term care facilities such as assisted living facilities, convalescent nursing homes, other care facilities with nursing supervision, and community settings.

Certificate Learning Outcomes:

The Therapeutic Recreation Certificate is dedicated to educating and training students to become competent professionals in the field. Graduates will:

1. Meet the state health code requirements to hold the position of therapeutic recreation director (TRD) in the State of Connecticut.
2. Demonstrate the ability to comprehend and apply the necessary skills required of a therapeutic recreation director.
3. Demonstrate the ability to comprehend the needs of individuals with special needs and the positive outcomes of therapeutic recreation intervention.
4. Demonstrate the ability to successfully assess, plan, implement, and evaluate therapeutic recreation programs for individuals with special needs both in a clinical and community setting.
5. Demonstrate leadership, interpersonal, and communication skills necessary to work in a health care or community-based setting.

Certificate Descriptor: Therapeutic recreation is a specialized allied health field within the recreation profession. It is associated with leisure aspects of medical treatment and therapeutic recreation which attempts to physically and socially rehabilitate patients who have chronic physical, social, and psychological disabilities. The services focus on giving patients an opportunity to participate in recreational, leisure, and group activities specifically designed to aid in the recovery of adjustment to illness, disability, or a specific social problem.

Certificate Program Requirements (30 credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
TREC 121	Introduction to Therapeutic Recreation	3	Pre-req: None Co-req: None
TREC 122	Processes and Techniques in Therapeutic Recreation	3	Pre-req: None Co-req: None
TREC 221	Therapeutic Recreation Program Planning	3	Pre-req: TREC 121, PSY 111, ENG 101 or permission of coordinator Co-req: None
PSY 111	General Psychology	3	TBD
ENG 101	Composition	3	TBD
HSE 101	Intro to Human Services	3	TBD

TREC 223	Therapeutic Recreation* Leisure & Aging	3	Pre-req: None Co-req: None
SSC 294 or HSE 281	Cooperative Education /Work Experience or Field Work	3	Pre-req: Completion of all TREC coursework and permission of coordinator for TREC track Co-req: None
SOC 120 or HSE 210 or PSY 105	Group Dynamics or Group & Interpersonal Relationships or Group Dynamics	3	TBD
TREC 215 or HSE 247	Therapeutic Recreation* Leadership & Supervision or Supervisors' Seminar	3	Pre-req: TREC 121 for TREC track Co-req: None
	Certificate Program Total Credits	30	

* Therapeutic Recreation added to the title as a requirement of National Council for Therapeutic Recreation Certification (NCTRC)

CT STATE COMMUNITY COLLEGE

Credit Certificate Program Name:

Water Management

Certificate Description:

The Water Management Certificate covers the operation of water treatment plants from both ground and surface water sources, as well as the water distribution systems that deliver treated water to residential, commercial, industrial, and government customers. Connecticut continually needs qualified individuals in the water treatment and distribution areas to fill positions in the increasing number of facilities.

Certificate Learning Outcomes:

Successful completion of the program provides the necessary education requirements to take the CT Department of Public Health's highest-class water industry license examinations (Class IV Water Treatment and Class III Distribution). If successful, graduates are licensed as Operators-in-Training; OIT licenses become full licenses after work experience requirements are met. CT DPH licenses are recognized by most other states.

Certificate Descriptors:

Certification by the CT Department of Public Health Drinking Water Section is required to operate water treatment and distribution facilities. The Water Management Certificate program offers a sequence of courses to prepare students for the Connecticut Department of Health certification examinations. This program is offered at the Gateway Campus

Certificate Program Requirements (15 credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
CWM* 106	Introduction to Utility Management	3	None
ENV* 110	Environmental Regulations	3	None
WMT* 101	Water Treatment & Distribution	6	None
WMT* 102 OR WMT* 103	Special Topics in Water Treatment OR Special Topics in Water Distribution	3	None
Certificate Program Total Credits:		15	

Important Note: For a certificate program to be eligible for federal Pell/Title IV funding it has to include at least 16 credits and be at least one academic year in duration. In addition, it is important to document what students will gain from the certificate in terms of skills, outcomes, and potential opportunities for transfer and employment.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of Nominations for Honorary Degrees

March 24, 2022

RESOLVED: That the Board of Regents for Higher Education approve the nominees for an honorary degree, as presented below, 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 2022 Commencements

<u>Institution</u>	<u>Nominee</u>	<u>Commencement</u>
Capital Community College	Carmen Milagros Saez	
Central Connecticut State University	Lin Manuel Miranda	
Charter Oak State College	Cynthia James	
Eastern Connecticut State University	Lena Rodriguez	
Gateway Community College	Dr. Peter Salovey	
Housatonic Community College	Carolyn Vermont	
Naugatuck Valley Community College	Dr. Stacey Sacks	

A True Copy:

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

ITEM

Approval of Nominations for Honorary Degrees

BACKGROUND

Granting of Honorary Degrees will be conferred at commencements. Identification of recipients is under the supervision of the presidents, with the approval of the Academic and Student Affairs Committee and the Board of Regents.

The university or college shall forward the name of a potential recipient with an explanation as to why the individual merits the honor, including a thorough discussion of the potential recipient's background and an assessment of the benefits and any possible concerns.

RATIONALE

The granting of honorary degrees to individuals who have made a significant contribution to society or to a university or college is a common practice in higher education. In the Connecticut State Colleges and Universities, the purpose of granting honorary degrees is to honor a person and to advance the work and reputation of the institution.

RECOMMENDATION

The nominations and accompanying documents for conferral of an honorary degree from the CSCU institutions are attached.

03/11/2022 – BOR Academic & Student Affairs Committee

03/24/2022 – Board of Regents



Office of the CEO

G. Duncan Harris, Ed.D.
Chief Executive Officer

March 3, 2022

RE: Honorary Degree Candidate for Capital Community College

To BOR Academic and Student Affairs Committee:

Carmen Milagros Saez attended Capital Community College in Spring 2001. She passed both her courses, but due to funding issues did not continue with her educational goals. Since her time at Capital, she has been a volunteer advocate for many issues including prison reform, gun reform, and mental health awareness. Recently she has also expanded her advocacy work to helping children in the DCF system. She initially became interested in civil rights advocacy work when she was a fourth-grade student at the Alfred E. Burr School in Hartford. She has used her own experiences with bipolar disorder and PTSD, as well as her sense of humor to advocate. She has testified for over 50 bills being considered by the Judiciary Committee. In 2019 Carmen was honored with a Certificate of Appreciation from the mayor's office in Wethersfield, a Proclamation from the City of Hartford, and an Official Citation from the State of Connecticut. She has also been featured in an exhibit titled Wethersfield Women hosted by the Wethersfield Historical Society. Carmen's son Joshua is a second semester student at Capital.

Sincerely,

G. Duncan Harris

G. Duncan Harris, Ed .D.
GDH/li



January 28, 2022

Dr. Terrence Cheng, President
Connecticut State Colleges and Universities System
61 Woodland Street
Hartford, CT 06105

Dear President Cheng:

Central Connecticut State University (CCSU) seeks approval from the Board of Regents to award an Honorary Doctoral Degree of Humane Letters to Mr. Lin Manuel Miranda, in recognition of his extraordinary contributions to the arts and humanities, many professional achievements, and his commitment to social justice and community activism.

I have attached a more detailed description of Mr. Miranda's accomplishments for your review. The faculty of the Departments of History and Theatre, the Dean of the Carol A. Ammon College of Liberal Arts and Social Sciences, the Provost, and I unanimously support the proposal to award Mr. Miranda an Honorary Doctoral Degree of Humane Letters. Thank you for considering this proposal, which we hope you will support as well.

Sincerely,

A handwritten signature in blue ink, appearing to read "Zulma R. Toro".

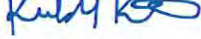
Zulma R. Toro
President

c: Dr. Kimberly Kostelis, Provost and Vice President for Academic Affairs
Dr. Robert Wolff, Dean, Carol A. Ammon College of Liberal Arts and Social Sciences



MEMORANDUM

TO: Dr. Zulma Toro, President

FROM: Dr. Kimberly T. Kostelis 
Interim Provost & Vice President for Academic Affairs and
Chair (ex officio), Distinguished Service Award Committee

DATE: January 25, 2022

SUBJECT: Honorary Doctorate Recommendation

I am pleased to endorse the recommendation of the Distinguished Service Award Committee to award an Honorary Doctorate of Humane Letters to Mr. Lin Manuel Miranda. A copy of the nomination letter from Dean Robert S. Wolff, which also indicates the support of the Departments of History and Theatre, is attached.

I submit this recommendation for your consideration.


Attachment

C: C. Forsythe, DSA Committee Member
M. Jackson, DSA Committee Member
T. Moffo-Simpson, DSA Committee Member
S. Miller, DSA Committee Member
C. Robinson, DSA Committee Member
R. Wolff, Dean
File



MEMORANDUM

TO: Dr. Kimberly Kostelis, Interim Provost and Vice President
for Academic Affairs

FROM: Dr. Robert S. Wolff, Dean 
Carol A. Ammon College of Liberal Arts & Social Sciences

DATE: October 11, 2021

SUBJECT: Honorary Degree Nomination for Mr. Lin Manuel Miranda

On behalf of the Department of History, Department of Theatre, and the Carol A. Ammon College of Liberal Arts & Social Sciences, it is my great pleasure to nominate Mr. Lin Manuel Miranda for the honorary degree, Doctor of Humane Letters. A group of students associated with our Latin American, Latino, and Caribbean Center suggested Mr. Miranda for this honor, after which the Department of History forwarded a formal nomination to the Ammon College. The Department of Theatre has also endorsed his nomination. Mr. Miranda merits the Doctor of Humane Letters for his extraordinary contributions to the arts and humanities, many professional achievements, and his commitment to social justice and community activism.

Lin Manuel Miranda is arguably the most prominent and prolific actor, composer, lyricist, and producer working in musical theatre and film in the United States. He created and starred in the Broadway productions of *In the Heights* and *Hamilton*. Our colleagues in the Department of History write, "Mr. Miranda has risen to prominence because of, among other things, his visionary retelling of the story of the Founding Era of the United States. His lyrics celebrate the diversity of the United States and place Latino and African American themes, topics, and actors squarely within the mainstream of American cultural life. In doing so, he has opened discussions about American history, culture, collective memory, and multiple interpretative perspectives in a publicly engaging manner inclusive of Black and Brown communities. His work speaks to the changing demographics of the United States, which CCSU's student body increasingly reflects."

To list the nominations and awards Miranda and his creative work have received would require many pages. Suffice it to say the awards include three Tony Awards, three Grammy Awards, two Laurence Olivier Awards, two Emmy Awards, and a Pulitzer Prize. In 2015, the MacArthur Foundation awarded him its prestigious fellowship, colloquially known as a "Genius Grant," for "reimagining American musical theater in works that fuse traditional storytelling with contemporary musical styles and voices." In 2018, the Kennedy Center honored Miranda as well

as the director, musical director, and choreographer of *Hamilton* with “unique Kennedy Center Honors as trailblazing creators of a transformative work that defies category.”

Lin Manuel Miranda and his family are also well-known advocates for community activism and social change, which is embodied in the non-profit they founded, the Hispanic Federation. In the aftermath of Hurricane Maria’s destruction, Miranda helped lead a national effort to provide relief to Puerto Rico. He composed and wrote the lyrics for “Almost Like Praying,” which he and other Puerto Rican and Latino artists performed to raise relief funds. The Hispanic Federation’s UNIDOS Disaster Relief and Recovery Fund has raised more than \$45 million to support numerous efforts to rebuild Puerto Rico. Miranda has also raised funds for victims of the 2016 Orlando nightclub shooting, championed farmworkers’ rights in New York State, fostered a partnership that supports the Flamboyán Arts Fund in Puerto Rico, and encouraged greater Latino voter participation nationwide. Miranda’s advocacy in conjunction with the Miranda Family, Hispanic Federation and other partners includes the Miranda Family “Voces Latinx” National Playwriting Competition, Hamilton Education Program Online for grades 6-12, and grants to support immigrant rights groups from Arizona to Washington.

The Departments of History and Theatre, as well as the Carol A. Ammon College of Liberal Arts & Social Sciences, are honored to nominate Mr. Lin Manuel Miranda for the Doctor of Humane Letters.

January 20, 2022

President Terrence Cheng
CSCU
61 Woodland Street
Hartford, CT 06105

Dear President Cheng,

I write to submit a nominee for the 2022 Honorary Doctor of Humane Letters at Charter Oak State College. The Selection Committee for this year's Honorary Doctorate committee was the Charter Oak Executive team.

The Committee decided to offer our honorary doctorate to **Cynthia James, MBA, CPC, CRHC.**

Ms. James is a 2018 bachelor's degree graduate of the College who went on to receive her MBA degree from University of Phoenix. She achieved both online degrees while holding down a full-time job in healthcare. During her time at Charter Oak, Cynthia also served as President of the Student Association as President and served as a voting member to the Student Crisis Fund. Despite battling Breast Cancer at that time, Cynthia was determined to testify to the state legislators at the 2018-2019 State Appropriations Committee Hearing to advocate for the continuation of funds to support Charter Oak State College to keep tuition rates affordable for others who would otherwise not be able to earn degrees without an online venue.

After graduation, Cynthia continued to actively serve the College through the Alumni Association by participating at functions, as well as, supporting and promoting the value of online education. Two months ago, Cynthia came in person to Charter Oak State College to meet and share her college experience with Dr. Terrence Cheng, President of the CSCU System. Her focus was on the strengths of Charter Oak State College, areas she would like to see improved, and advocating visions of programs to support women, students of color, and the underserved population in earning their degrees.

Beyond Charter Oak State College, Cynthia's compassion, grit, and commitment to social responsibility reaches beyond her professional accomplishments. As a Clinical Operations Manager at Smilow Cancer Hospital, Cynthia works-ed with patients who face serious medical challenges. Her care and acts of compassion are authentic and personal, being a Cancer survivor herself. Additionally, she serves on advocacy committees and chapters outside of her current role as Clinical Department Liaison at Yale Cancer Center including serving as a Patient Representative for the Patient and Family Advocacy Committee (PFAC) who, in partnership with the Yale New Haven Health System (YNHHS), advocates for access for minority and under-represented patients to help achieve high quality, safe, patient-centered care. Cynthia also

serves on the Diversity Equity and Inclusion Committee of the American College of Healthcare Executives/Connecticut Chapter representing professionals who manage the business affairs of healthcare organizations throughout the State of Connecticut. Cynthia is also involved with the American Academic of Professional Coding (AAPC), New Haven Chapter, which provides professional training and comprehensive solutions to advancing the business of healthcare. Cynthia's activism in support of the business of healthcare and patient care, with a focus on providing support for accessibility to minority groups is one founded on her love of and empathy for the field. Her exceptional contribution to the College, to her local communities, and service to advance her professional field is notable.

In lieu of the state of the healthcare systems due to the COVID pandemic, Cynthia's commitment, leadership, and advocacy for both the healthcare system as well as for fair and equitable access is more important than ever. The Charter Oak Honorary Doctorate Committee, after reviewing **Cynthia James'** accomplishments, leadership, commitment to higher education and commitment to adults, recommends that she receive the 2022 Doctor of Humane Letters honorary degree from Charter Oak State College at our June 5, 2022 graduation.

Sincerely yours,

A handwritten signature in black ink that reads "Ed Klonoski". The signature is written in a cursive style with a period at the end.

Ed Klonoski, President
Charter Oak State College

Enc: James Resume

PROFESSIONAL SUMMARY

Experienced Clinical Operations Manager whose strengths include:

- 20+ years in healthcare, achieved expert knowledge of ambulatory policies, procedures, best practices, regulatory requirements, patient service delivery systems, federal state rules and regulations regarding billing processes.
- Critical thinking skills with the ability to make independent responsible decisions, enhanced through MBA, and previous healthcare leadership roles.
- Proven supervisory and management experience in a quality driven Healthcare service environment.
- Proven organization, presentation and facilitation skills developed through solid Healthcare Operations Management experience.
- Ability to work, teach, and learn in a diverse and inclusive environment

EDUCATION

Master of Business Administration, University of Phoenix, Phoenix, AZ 85040

Bachelor of Science in Health Care Administration, Charter Oak State College, New Britain, CT 06218

SKILLS

- Working knowledge of both the Yale University System and Yale New Haven Health Operations
- Ability to interpret, problem solve management operation issues and procedures
- Advanced Epic, Workday, Microsoft Office, Excel reporting- including data base and pivot tables
- Ability to lead, teach, and learn in diverse multicultural environment
- Continually build relationships and collaborate with other cross functional departments

PROFESSIONAL EXPERIENCE

Yale Cancer Center, Yale University, New Haven, CT May 2021 - Present

Clinical Department Liaison

- Examine current workflows and improve or create new workflows for accuracy of reporting
- Collaborate with Compliance Department and attend meetings on industry requirements
- On-Board all new providers, and coordinate all aspects of their YNHH and YM Credentialing process
- Provide administrative support to Providers and suggest strategies for closing open encounters > than 20 days
- Run complex productivity reports for Provider compensation and department analytics
- Represent YCC at all Revenue, Billing and Coding Meetings

Yale Cancer Center, Yale University, New Haven, CT December 2020 - 2021

Interim Co-Clinical Practice Manager at Smilow Cancer Hospital

- Moderator of Daily Management Staff Huddle
- Collaborate with Smilow Staff Leaders to standardize and streamline Clinical Support Staff functions
- Network with internal and external stakeholders
- Serve as a CPC Billing and Coding resource for Yale Billing for Smilow Providers with open encounters
- Endorser for Yale Medicine Oncology Scribe Services
- Collaborate with two other interim Managers to ensure ongoing professional clinical support

Yale Cancer Center, Yale University, New Haven, CT 2017 – 2021

Clinical Operations Manager at Smilow Cancer Hospital

- Plan, Organize, Staff, and Direct multiple clinics moving to satellite locations due to COVID-19 pandemic
- Develop, Implement, and Monitor program policies and procedures, to ensure the highest quality of patient care
- Assess and evaluate resources for the effectiveness of clinical operations
- Monitor and analyze clinical statistics in both EPIC and WEBI for practice productivity
- Manage clinical operations of Multi-Specialty Clinics of 46 providers, 20 practices
- Plan department workflows and priorities including 18 unionized support staff members

CYNTHIA A. JAMES, MBA, CPC, CRHC
(2)

YALE UNIVERSITY, Yale Medical Group, New Haven, CT 2014 – 2017
Medical Reimbursement Analyst

- Reviewed billing activities of outside Obstetrics and Gynecology Financial Divisions
- Performed financial reviews and audits on Medicare and Medicaid reimbursements
- Ran revenue reports in both EPIC and WEBI
- Provided comprehensive summary of department's reimbursement history, rejection analysis
- Compiled Statistics and advised department leaders on operational improvements and provided staff training

WESTERN CONNECTICUT MEDICAL GROUP, Danbury, CT 2013 - 2014
Service Line Operations Supervisor of Women's Health

- Managed daily operations of Women's Health Service Lines, Gynecology Oncology & Perinatology
- Developed and managed department budget
- Authorized and processed all accounts payable
- Managed and reported on department's financial health to the Service Line Director & COO
- Served as the department representative for meetings in Chief's absence

SAINT FRANCIS HOSPITAL & MEDICAL CENTER, Hartford, CT 2010 - 2013
Manager, Department of Rheumatology

- Managed Department Medical Assistants as Lead Medical Assistant for the Chief of Rheumatology
- Developed office teams to maintain a level of service that exceeds the needs and expectations of the patients
- Organized schedules for the staff and providers in two locations: Hartford & Farmington
- Implemented billing and account procedures for department reporting

VALLEY PHYSICAL THERAPY, LLC, Middletown, CT 1991 - 2009
Corporate Patient Accounts Manager

- Managed billing and accounts receivables for largest private physical therapy company in Connecticut
- Supervised Office Managers in nine satellite offices
- Held monthly account receivable revenue meetings
- Hired, trained, and supervised all front desk administrative staff
- Reconciled daily revenue and made daily bank deposits
- Negotiated contracts with third party commercial insurance carriers, and others including Workers Compensation, Personal Liability, State Medicaid, and Federal Medicare

CERTIFICATIONS

AMERICAN ACADEMY OF PROFESSIONAL CODERS
Certified Professional Coder (CPC)
Certified Rheumatology Coder (CRHC)

PROFESSIONAL AFFILIATIONS & ORGANIZATIONS

Member of Smilow Cancer Hospital's Patient and Family Advocacy Committee
Member American College of Healthcare Executives
AAPC: New Haven Chapter & Hartford Chapter Member

REFERENCES UPON REQUEST



EASTERN CONNECTICUT STATE UNIVERSITY
A Liberal Education. Practically Applied.

Office of the President

February 9, 2022

President Terrance Cheng
Connecticut State Colleges and Universities
Board of Regents for Higher Education
61 Woodland Street
Hartford, CT 06105

Dear President Cheng,

Eastern Connecticut State University wishes to award an honorary doctorate to Ms. Lena Rodriguez, President and CEO of the Community Renewal Team (CRT). Ms. Rodriguez is a visionary leader who has devoted her professional life to assisting people who are trying to forge better lives for themselves.

As CEO of CRT, Ms. Rodriguez has taken the lead on several innovative projects that benefit the people of Central Connecticut. These include: CRT Generations – a housing development in Hartford for grandparents with legal custody of their grandchildren; Veterans Crossing – a transitional residence for homeless veterans located in East Hartford; and the Retreat – an affordable assisted living facility in Hartford for 100 low-income seniors. She has also worked to preserve mental health and addiction services in Hartford by creating a licensed and accredited Behavioral Health Services unit that is accessible to people from all income levels, even those without medical insurance. In 2019, CRT officially opened its Women’s Empowerment Center located in Hartford. The Center provides a broad range of both hands-on services and personal mentoring for its members, helping women thrive and reach their full potential.

Under Ms. Rodriguez’s leadership, CRT has received numerous awards for excellence from various local, state, and national entities. She has also successfully led the organization through accreditation by several third-party national organizations including the Joint Commission and the National Association for the Education of Young Children.

Prior to joining CRT, Ms. Rodriguez spent a decade at the New York City Board of Education as the Director of Finance for the Division of Special Education. In this role, she served more than 20,000 students and managed an annual budget of \$450 million. She received her MS from Rensselaer Institute – Hartford and an undergraduate degree in International Business from Bernard Baruch College.

Eastern seeks approval from the Board of Regents to award Ms. Lena Rodriguez an Honorary Doctorate of Humane Letters at its 2020 Commencement.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Elsa M. Núñez', written in a cursive style.

Elsa M. Núñez
President

c: Dr. Kenneth Klucznik, Interim Provost, CSCU
Dr. William Salka, Provost and Vice President for Academic Affairs, ECSU



February 24, 2022

Dear Chair Fleury and Members of the Board of Regents:

It is my distinct pleasure to nominate Peter Salovey, A.B., A.M., Ph.D., President of Yale University, to receive an Honorary Associate of Science Degree at Gateway Community College's 29th commencement ceremony, which will be held on Thursday, May 26, 2022. The BOR's policy for granting an honorary degree states that the recipient should be a person who has "...made a significant contribution to society or to a university or college..." in order to "honor a person and to advance the work and reputation of the Connecticut State Colleges and Universities." President Salovey certainly fulfills these criteria and he is wholly deserving of being recognized by CSCU and Gateway Community College.

President Salovey's roots in Yale are strong and deep. He earned three advanced degrees there: Masters in both Psychology (1983) and Philosophy (1984) and a Ph.D. (1986), after which he joined the University's faculty. Throughout his academic career, he has been recognized for his teaching and mentorship acumen and has been awarded honorary degrees from universities around the world. Under President Salovey's visionary leadership—first as Yale University's provost from 2008-2013, and then since 2013 as its 23rd President—Yale has experienced extraordinary new program development, the opening of two new residential colleges, and a remarkable enrollment growth of 15 percent. President Salovey's success at Yale is not, however, the primary reason we are recommending that an honorary degree be conferred upon him.

President Salovey's roots and dedication to the New Haven community also are deep—he and his wife, Marta Elisa Moret, have made the city their home since they arrived here as Yale graduate students more than 30 years ago—and he has shown a deep commitment to the success of Gateway Community College, and of our students. Under President Salovey's leadership, the Yale has significantly expanded the New Haven Promise program, and Yale University recently achieved the distinction of making the highest level of financial contribution of any higher education institution in the nation to its home community.

During President Salovey's tenure at Yale University, Gateway Community College has come to know and respect him. We know that our respective institutions share a commitment to education that embraces excellence, diversity equity and inclusion. We also jointly understand the role a first-rate education plays in preparing students for meaningful, fulfilling careers; promoting the economic success of Greater New Haven and beyond; and supporting our business community's emerging workforce needs. Yale and Gateway are pursuing and achieving those goals is by building innovative, collaborative partnerships, including:

- **The Yale Summer Enrichment Medical Academy (YSEMA)**, a is a free six-week summer program designed to help students from diverse economic backgrounds who want to pursue medical careers. Held on Yale's campus, YSEMA provides academic enrichment in basic



A Connecticut Community College

sciences, research skills, and communication. Between 2017 and 2019, more than 40 of our students have participated in YSEMA.

- **The Human Cadaver Anatomy** class, which enabled students to enroll in a course, taught by a GCC faculty member in Yale Medical School's gross anatomy laboratory. This class allows our students interested in becoming physicians, physician assistants, nurses or other allied health practitioners to dissect a cadaver, as well as observe others dissect 45 cadavers, if they wish. Since 2014, approximately 130 GCC students have benefited from taking this course.

I would be remiss if I did not acknowledge President learning for our student body, Yale provided significant funding to the Gateway Community College Foundation's Technology (Laptop) Scholarships at GCC, which helped more than 130 New Haven residents attending Gateway. This helped them bridge the "digital divide," enabling them to engage in their virtual classes from home and continue their educations despite this unprecedented challenge.

I wish to emphasize that President Salovey personifies the vision he articulates for Yale University: "To improve the world today and for future generations through outstanding research and scholarship, education, preservation, and practice." I, along with the Gateway Community College Executive Leadership Team, and the entire Gateway community – students, faculty, and staff – wholeheartedly endorse this nomination. He is exceptionally qualified to be so honored, and we thank you in advance for your thoughtful consideration of this nomination.

Respectfully submitted,



William (Terry) Brown, Ph.D.
Chief Executive Officer
Gateway Community College

CHIEF EXECUTIVE OFFICER

Dwayne Smith, Ph.D.



p. 203.332.5222
f. 203.332.5247
DSmith@Housatonic.edu

March 1, 2022

Dear ASA Committee:

It is my great honor and distinct pleasure to nominate Ms. Carolyn Vermont, Chief Executive Officer of Habitat for Humanity of Coastal Fairfield County, to receive an Honorary Associate of Science Degree at Housatonic Community College's 54th commencement ceremony on May 26, 2022.

Carolyn Vermont is a ubiquitous presence around the Park City. She served as the Mayor's Community Liaison for the City of Bridgeport where she chaired the Mayor's Task force on Gun Violence Prevention & Intervention and also Bridgeport Community Collaborative for Youth. She also held the position of Director of Urban Initiatives for CT Against Gun Violence and had worked with a variety of non-profits across the region. Carolyn received her Master's and Bachelor's Degrees from Fairfield University. She currently volunteers as Trustee of Rotary Foundation, is a past President of Rotary Club of Bridgeport and is a former head of the local chapter of the NAACP. Carolyn also served as the Board Secretary for Habitat for Humanity.

As the Mayor's Community Liaison for the City of Bridgeport, her position provided the wonderful opportunity to collaborate with some people who are making a positive impact on the Bridgeport community.

Carolyn loves that she has the opportunity to share in the celebrations and challenges of the residents.

On a volunteer basis, Ms. Vermont currently serves on the Board of the West Indian American Association of Greater Bridgeport. Each year, a Caribbean Jerk Fest in Bridgeport is held, which attracts over 5,000 guests from different cultures. In addition, she serves as a Trustee for Rotary Foundation; Fairfield University Graduate School of Education and Allied Professions Advisory Board, Kolbe High School Board of Directors; Public Policy Chair for National Coalition of 100 Black Women-NHM Chapter; FCCF Bridgeport Public Housing Resident Support Fund Advisory Board; Parent Leadership Training Institute Civic Design Team; and Shepherd's Mentor. Carolyn also volunteers with many other organizations.

All the professional and volunteer work that Carolyn does, benefits the Bridgeport community on different levels. Growing up, she benefited from organization in Bridgeport such as Youth Bridge that was led by the late James and Loyse Tisdale, Upward Bound at Fairfield University and NAACP Youth Council. She especially enjoyed serving as a mentor for Shepherd's.

Carolyn has been fortunate with wonderful mentors throughout her life. Giving back to the community is always a priority for her. Throughout her life, she admired her mother's volunteerism. She was always opening doors for others.

Ms. Vermont was once asked in an interview, "If you had a magic wand and could make a miracle happen for the city, what would it be?" Carolyn's response was, "If I had a magic wand, I would cover Bridgeport with love. Imagine if we all loved each other. We would have less poverty, racism, prejudice, crime, and hate. Love is the foundation of our ability to shape change and create the world we want."





I believe Carolyn Vermont is exceptionally qualified to receive an honorary degree from Housatonic Community College; a distinction reserved for those making extraordinary contributions to enhance our college and our community.

Thank you in advance for your thoughtful consideration of my nomination.

Sincerely,

A handwritten signature in black ink that reads "Dwayne Smith". The signature is written in a cursive, flowing style.

Dwayne Smith, Ph.D.
Chief Executive Officer



Office of the Chief Executive Officer

February 25, 2022

President Terrence Cheng
Connecticut State Colleges and Universities
61 Woodland Street
Hartford, CT 06105

Dear President Cheng:

It is a pleasure to submit for your approval and that of the Board of Regents, the nomination of Dr. Stacey Sacks as a recipient of an honorary associate in arts degree from Naugatuck Valley Community College (NVCC). We hope to present her with an honorary degree at our commencement on May 26, 2022. At the time of the event, Stacey will have completed her service to the College and will no longer be an employee.

Stacey is a talented comedian, writer, producer, director, performer, and educator with nearly two decades of professional experience. I offer below a summary of her qualifications and contributions this past academic year as our fifth Fulbright Scholar-In-Residence.

Stacey Sacks, Ph.D.

Biography:

Dr. Sacks is an accomplished teacher, director, physical performance artist, originating play creator, and entrepreneur. She was trained at the University of the Arts in Sweden, where she completed both her Master of Fine Arts in Physical Comedy as well as her doctorate. She also holds a bachelor's degree in Drama and Social Anthropology from the University of Cape Town in South Africa.

Dr. Sacks is a published author, having collaborated with P. Nalle Laanela on *The Clown Manifesto*; a book exploring the art of the physical comedian, published 2015 by Oberon Books, London. Her doctoral thesis, "Squirm: The Untethered Buffoon or The Trickster in Everything," was published in 2020, and she is the author and creator of a one-woman clown show about African Dictatorship that she has performed 10 times around the world.

A leading performer as a clown, Dr. Sacks has shared her talents in Sweden, Germany, Austria, and other countries. As a comedy improviser, she has performed in Johannesburg, London, and Cape Town. In addition to her teaching at the University of the Arts in Sweden, she has taught the Impulsive Studio workshop, Women in Circus Consortium, improvisation classes for master's and bachelor's students, Honors' Year students at AFDA (film & television school, and acting classes for the Incubators (filmmakers). As a member of *Clowns Without Borders*, Dr. Sacks has brought joy and light to children and families in war zones, refugee camps, and in other settings of human suffering in countries including Myanmar/Burma, Jordan, Rwanda, and others.

Contributions to Naugatuck Valley Community College:

- Taught THR 110 Acting I (Fall 2021 and Spring 2022).
- Taught THR 115 Improvisation.
- Taught THR 121 Plays in Production I.
- Visited many classes, speaking with students in disciplines as diverse as Dance, Music, Theater, English, English as a Second Language, Communication, Horticulture, History, Anthropology, Sociology, First Year Experience, Early Childhood Education, and Digital Arts/Animation.
- Presented a performative essay for the campus community, entitled “Squirm: The Untethered Buffoon or The Trickster in Everything,” as part of NVCC’s Social Justice Series.
- Created and will premiere a performative essay as the capstone event during the ICA Festival.
- Served on the International Center for the Arts Festival steering committee, helping to build and produce a four-day, ten-event arts festival.
- Collaborated with NVCC students to write, produce, and perform an original piece of theater, entitled “UBU, TOXICA!” The production premiered in Fall 2021 and will be revived during Spring 2022 as part of the International Center for the Arts Festival (ICA).
- Recommended library resources related to theater, animation, and clowning.
- Recommended Theater class curricular elements, leading to the addition of THR 155 Improvisation to the Theater course inventory.

As an educator, performer, director, original theatre creator and entrepreneur, Ms. Sacks added two valuable dimensions to our Theater program: her extensive experience and a successful career as a performer of clowning, improvisational theatre and film provided our students a model of how theatre and, by extension, the arts can become career paths--an important message to students who learned about the opportunities and challenges of that career path; and her collaborative work with our students devising, writing, staging, producing and performing an original play empowered our students to utilize all their gifts in the service of social storytelling.

Perhaps the most appealing and significant personal attribute she shared was her enthusiasm for teaching. Her student-centered commitment to student success and personal growth resonated with our students and resulted in profound personal breakthroughs for many of our students.

Additionally, Dr. Sacks’ diverse international work and focus on original creation and improvisation inspired NVCC to expand its theatre program with offerings that integrate international culture and integrated performance.

Contributions to the Community:

As a Fulbright Scholar-In-Residence, Stacey has been an active leader for the arts in the communities we serve.

- Offered workshops through *Shakesperience*, a youth theater in Waterbury, CT that focuses on training in classical theater
- Collaborated with the Arts and Culture Collaborative of Waterbury, the Waterbury Symphony Orchestra, and students at the Bravo School to explore character archetypes in the film, “The Wizard of Oz;” culminating in a community performance event that will be presented at the Palace Theatre this spring.

- Represented NVCC at several community events, including the Brass Button Awards hosted by the Mattatuck Museum, and the Waterbury Symphony Orchestra, which returned to NVCC's mainstage in fall 2021 for the first time since spring 2020.

Other community and regional contributions:

- Led a workshop at Yale University in Original Creation (Fall 2021)
- Led a workshop at Yale University in Creativity (Spring 2022)

Thank you for your consideration of this request. I understand that this nomination is confidential until such time as approval is received from the Board of Regents.

Sincerely,



Lisa Dresdner, Ph.D.
Chief Executive Officer

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Promotions and Tenures

March 24, 2022

RESOLVED: That the Board of Regents for Higher Education approve the 2022 promotions and tenures recommended by the presidents of the Connecticut State Universities.

A True Copy:

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

ITEM

Approval of the 2022 promotions and tenures recommended by the presidents of the Connecticut State Universities

BACKGROUND

In accordance with the CSU-AAUP Collective Bargaining Agreement, the Board of Regents awards promotion and tenure to faculty at the four institutions of the Connecticut State University. The contract prescribes a thorough, multi-level review process at the institutions. Recommendations forwarded to the Board have been approved by the respective university president and provost. The Board of Regents acts upon the presidents' recommendations. The letters of recommendation are attached.

03/11/2022 – BOR Academic & Student Affairs Committee


03/24/2022 – Board of Regents



OFFICE OF THE PRESIDENT

DR. JOHN B. CLARK

To: Terrence Cheng
President
Connecticut State Colleges & Universities

From: Dr. John B. Clark 

Date: November 30, 2021

Re: WCSU Promotion & Tenure Recommendations

I support and concur with the recommendations of Provost Missy Alexander that the following faculty members receive tenure:

Tenure

Dr. Patricia Cumella, Nursing Department
Dr. Doreen Graham, Nursing Department
Dr. Stephanie Kuhn, Education & Educational Psychology Department
Dr. Wenguang Lin, Finance Department
Mr. Guy Rotondo, Accounting Department

c: M. Alexander, Provost & V.P. for Academic Affairs
S. Christofi, Promotion & Tenure Committee Co-Chair
F. Cratty, Chief Human Resources Officer
F. Robertson, Promotion & Tenure Committee Co-Chair

RESOLUTION

concerning

A GIFT OF REAL PROPERTY LOCATED AT
729 MAIN STREET, WILLIMANTIC
TO
QUINEBAUG VALLEY COMMUNITY COLLEGE AT
WILLIMANTIC CENTER

March 24, 2022

- WHEREAS, Quinebaug Valley Community College has maintained a Willimantic satellite campus since 1980, and
- WHEREAS, Space for Quinebaug's Willimantic Center at 729 Main Street, Willimantic, was leased from 1999-2017, and
- WHEREAS, In 2017, as a cost-savings effort, the Willimantic Center relocated into space of approximately 6,000 square feet at Windham Technical High School that is not a permanent location, and
- WHEREAS, 729 Main Street, Willimantic, is owned by the Northeast Development Company, LLC., whose managing partner is Mr. Steven Townsend, and
- WHEREAS, Mr. Townsend, has generously offered to donate 729 Main Street to Quinebaug as a permanent location to continue the Willimantic Center educational mission, and
- WHEREAS, 729 Main Street is a 15,988 square foot facility that provides Quinebaug opportunities to develop a more robust program than current facilities permit, and
- WHEREAS, The Board of Regents recognizes the educational value the Willimantic Center can offer from a permanent location at 729 Main Street, Willimantic, and
- WHEREAS, The Board of Regents acceptance of this gift is contingent on the approvals of the Department of Administrative Services, State Properties Review Board and Attorney General; therefore be it

RESOLVED, That the Board of Regents accepts the gift of 729 Main Street, Willimantic, and expresses its gratitude to Mr. Townsend for this generous gift to Quinebaug Valley's Willimantic Center.

A True Copy:

Alice Pritchard
Secretary of the Board of Regents

ITEM

Gift of Real Estate to Quinebaug Valley Community College

BACKGROUND

Quinebaug Valley Community College has conducted credit and non-credit courses in Willimantic since 1980. This commitment to provide off-campus courses in Willimantic has reached out to an underserved region, providing educational options to many who may not have pursued or have been able to access the opportunity.

Between 1999 and 2017, Quinebaug leased space at 729 Main St., Willimantic., which is owned by the Northeast Development Company, LLC. The managing partner of the Northeast Development Company, Mr Steven Townsend, has offered to donate this facility to Quinebaug as a permanent location for Quinebaug to continue pursuing its Willimantic based educational mission.

ANALYSIS

Beginning in 1980, Quinebaug Valley Community College first occupied space in Willimantic as a satellite campus. The Willimantic Center campus has and continues to offer important educational opportunities to an underserved region where individuals may have difficulty accessing opportunities offered at our colleges. In 1999, leased space of 8,325 at 729 Main St., Willimantic was procured under a Department of Public Works public solicitation. The initial full and part time student head count was 132 students and 40 credit sections. Through 2014, the Willimantic Center maintained success and fully utilized all of the buildings 15,988 square feet, enrolled approximately 550 full and part time students and provided more than 64 credit sections. The vibrant 729 Main St. location consisted of 14 classrooms, 5 offices, a bookstore and other miscellaneous support space. In 2017, due to a decrease in student population and as a cost savings measure of avoiding the annual lease expense of \$145,000 plus operating costs, the Willimantic Center lease was not renewed, and its programs were relocated to Windham Technical High School. Under an MOU with Windham Tech., Quinebaug uses 6 designated classrooms and a copy room between the hours of 2:30 PM – 10:00 PM, Monday through Thursday, at a rental rate of \$1,500 per semester with annual renewals. The space is approximately 6,000 square feet. In part, limited program exposure and space limitations decreased student participation.

Although Quinebaug's Willimantic Center at Windham Tech is cost-effective, there are three significant shortfalls:

1. Limited space and hours of operation prevent the Willimantic Center from performing to its fullest. Partly mitigating this shortfall, several weekly classes are currently conducted at 729 Main St. as part of a Facility Use Agreement with the current building lessee, EastConn.
2. The Windham Tech site is primarily a location to hold classes and offers limited opportunities for students to access resource materials, the college to properly support student needs or market itself.
3. Windham Tech. was constructed in 1956 and last renovated 30 years ago. The Technical High School System considers this facility outdated and in need of replacement. Under Public Act 15-3, Windham Tech was granted bond funds to construct a new facility currently proposed in Mansfield. Windham Tech will relocate in as few as 6-years and the Windham Center will lose its current home.

In 2021, Quinebaug Valley increased marketing efforts for the Willimantic Center and restored the total headcount to approximately 93 students. Quinebaug Valley is confident the outreach commitment and with new space more accommodating than Windham Tech can offer will expand the program for Fall, 2022, by 50 fulltime, 75 part time and 100 non-credit students.

Northeast Development Company, LLC owns 729 Main St. Its Managing Partner, Mr. Steven Townsend, has long-standing involvement with promoting Quinebaug Valley student success. Since 1998 through June 2011, Mr. Townsend has volunteered his time to serve on the Foundation Board, was Co-Chair of Quinebaug's first Capital Campaign raising funds for a new addition and has Chaired the Investment and Finance Committees. In June 2012, he was voted in as an Emeritus Foundation member. Additionally, Mr. and Mrs. Townsend have endowed the Townsend Scholarship Fund starting in 1999. They presently fund approximately 30% of the total scholarship values awarded annually on Scholarship Night. This year, the Townsend's intent is to provide 25 scholarships totaling \$50,000. Since 1999, they have provided over 300 scholarships worth approximately \$500,000. The Townsend scholarships will continue in perpetuity. Mr. Townsend's commitment to the college remains strong. In December 2021, as an additional act of generosity, offered to donate 729 Main St. to the State for Quinebaug Valley's use, so the college mission can continue at a permanent Willimantic Center location.

A CSCU financial relocation analysis to move the Willimantic Center from Windham Tech was completed. 729 Main St. is more conveniently located than Windham Tech and will have more available space and greater operating hours than the current program. The Willimantic Center is already well established and is estimated to have an enrollment increase based Quinebaug's current outreach to the community. The first relocation enrollment year, FY 2022, is projected to grow by 100 full time, 150 part time and 200 non-credit students. After evaluating the projected operating expenses against tuition revenue, the net projected impact to Quinebaug's operating budget for providing increased service at 729 Main St. is estimated as cost neutral.

We completed a facility conditions evaluation and obtained asbestos reports. The facility is in good operating move in condition with some improvements recommended. A budget for improvements totaling \$250,000 has been established from existing FY20 Code Compliance/Infrastructure Improvement Program bond funds. Improvements will consist of; asbestos removal from isolated building areas including small quantities of asbestos floor tile and pipe insulation in an attic space and removal of a decommissioned boiler and related asbestos in an abandoned boiler room; HVAC modifications, painting, flooring replacements, telecom, and furniture & equipment. Based on the town assessment, the facility is valued at approximately \$575,000. We also toured the site with OPM and DAS and obtained their required approvals.

State Statute 10a-150, 4b-23, require that gifts of real property be approved by the BOR, State Properties Review Board, Department of Administrative Services and Attorney General. After all approvals are received, the State Treasurer will be advised of the gift. Mr. Townsend has requested the transfer of property occur prior to July 1, 2022. BOR acceptance of this gift is also contingent upon the consent of the State Properties Review Board, Department of Administrative Services and Attorney General.

PRESIDENT'S RECOMMENDATION

Approve the generous gift of real estate located at 729 Main St., Willimantic, from Mr. Steven Townsend to ensure the continued success of Quinebaug's Willimantic Center. Approval remains

contingent upon consent of the State Properties Review Board, Department of Administrative Services and Attorney General.

3/16/22 Finance & Infrastructure Committee

3/24/22 Board of Regents

RESOLUTION

concerning

REALLOCATION OF CSCU 2020 FUNDING
FOR
CENTRAL, EASTERN & WESTERN CONNECTICUT STATE UNIVERSITIES

March 24, 2022

- WHEREAS, Pursuant to CGS 10a-91d (c), the Board of Regents must approve reallocation of CSCU 2020 program funds at the completion of a project to other CSCU 2020 named projects and programs; and
- WHEREAS, Three named “line item” projects that were funded from FY 2013 through FY 2018 as part of the CSCU 2020 Program are complete; and
- WHEREAS, \$2,397,194 of uncommitted funding for three projects will be reallocated to their respective University’s Code Compliance/ Infrastructure Improvement programs; and
- WHEREAS, The projects and reallocated funding is listed below:
1. FY 2013 & 15 – Central’s Barnard Hall, \$458,956
 2. FY 2013, 14 & 15 – Eastern’s Goddard & Communications, \$1,375,000
 3. FY 2013 & 15 – Western’s Higgins Hall, \$563,238
- therefore, be it
- RESOLVED, \$2,397,194 of uncommitted funds from completed CSCU 2020 projects will be reallocated to their respective University Code Compliance/ Infrastructure Improvement programs.

A True Copy:

Alice Pritchard
Secretary of the Board of Regents

ITEM

Reprogramming of CSCU 2020 Funding for Central, Eastern and Western Connecticut State Universities.

BACKGROUND

General Statute Sec. 10a-91d(c) requires a formal vote of the Board of Regents (BOR) for any line item 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 **“or such revision is due to the use of funds remaining from a completed project than such revision conditioned only such formal approval of the Board of Regents.”**

From FY 2013 through FY 2018, a number of named capital projects were listed in CSCU 2020 Program legislation for funding design, construction and equipment at Central, Eastern and Western Connecticut State Universities. Three named projects are complete, and remaining project funds can be relocated solely through BOR approval. Requested is a reallocation of remaining uncommitted project funds to other CSCU 2020 programs.

ANALYSIS

Three named “line item” projects that were funded from FY 2013 through FY 2018 as part of the CSCU 2020 Program are complete. The CSCU total 2020 budget for these projects is \$90,626,000, of which \$2,397,194 remains uncommitted. A detailed project list below displays funding years, project location, project name, approved budget and remaining funds for reallocation.

<u>Funding Year(s)</u>	<u>Campus</u>	<u>Project Name</u>	<u>Original Project Budget</u>	<u>Reallocated Funding</u>
FY13, FY15	Central	Barnard Hall	\$23,099,000	\$ 458,956
FY13, FY14, FY15	Eastern	Goddard/Communications	\$32,951,000	\$1,375,000
FY13, FY15	Western	Higgins Hall	\$34,576,000	\$ 563,238

Central, Eastern and Western request their remaining uncommitted funds for each project, as listed in the above “Funding Reallocations” column, be reallocated from the designated university project to their Code Compliance/ Infrastructure Improvement program within the same funding year of each project.

RECOMMENDATION

Approve the reallocation of \$2,397,194 in uncommitted CSCU 2020 project funds listed above to the named University Code Compliance/Infrastructure Improvement Program in the corresponding funding years.

3/16/21 Finance & Infrastructure Committee
3/24/21 Board of Regents

RESOLUTION

Concerning

CONNECTICUT STATE UNIVERSITY AND CHARTER OAK STATE COLLEGE

FY2023 TUITION AND FEES

March 24, 2022

- WHEREAS, The Board of Regents for Higher Education (“BOR”) pursuant to Connecticut General Statute section 10a-6(a)(3) establishes tuition and fee policies for the institutions that comprise the Connecticut State Colleges & Universities (“CSCU”); and
- WHEREAS, The BOR in accordance with Connecticut General Statute section 10a-99(a), shall fix fees for tuition and shall fix fees for such other purposes as the board deems necessary at the state universities; and
- WHEREAS, The BOR in accordance with Connecticut General Statute 10a-143(e), shall fix fees at Charter Oak State College and shall fix fees for such other purposes as the Board deems necessary; and
- WHEREAS, The State Universities have been successful at controlling costs yet despite recent declines in enrollment still must fund wage increases and other expenses necessary to ensure the high quality of the education they provide to students, and
- WHEREAS, The State Universities have identified strategies to increase enrollment by out-of-state students in order to address recent steep enrollment declines, and
- WHEREAS, Charter Oak State College has seen marked improvements in its fiscal position and enrollment over recent years and has maintained stable enrollment through aggressive marketing and outreach to students, and
- WHEREAS, The proposals for tuition and fees as presented were developed through discussions among stakeholders, including University and College Presidents, who arrived at the consensus that CSCU is best served by implementing inflationary tuition and mandatory fee increases at our institutions, therefore be it
- RESOLVED, That the FY2023 rates reflected on the attached report and schedules are effective at each state university and Charter Oak State College as appropriate, and be it further
- RESOLVED, That the Universities and Charter Oak shall charge the rate identified for participants in the New England Board of Higher Education’s regional tuition

program, the “NEBHE Rate,” to students from New York and New Jersey in addition to New England states, and be it further

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

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

RESOLVED, That the President of CSCU in facilitating Board-approved policies, may make limited and necessary adjustments to tuition and fees to conform with these policies, provided that the adjustments shall not increase the combined cost of tuition and fees as established by the BOR, so as to not increase costs to students, and that said adjustments will be promptly communicated to the Finance and Infrastructure Committee of the Board for their review, and be it further

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

A True Copy:

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

ACTION ITEM

Fiscal 2023 Tuition and fees at the Universities and Charter Oak State College

State Universities are proposing an increase of \$291 per semester or \$24 per credit for tuition and mandatory fees for the academic year that begins in the fall of 2022. Requested Tuition and Mandatory Fee increases based on the consensus recommendation of the Universities, which considered extensive information on affordability as well as the financial need of the institutions. The housing fee varies campus-by-campus depending upon the need to recover overhead costs related to these auxiliary services. The food service fee also reflects campus-specific contract terms and increases in food costs. Proposed adjustments to Tier II fees are also included as requested by each University and described below.

Charter Oak is proposing to keep all major portions of its tuition structure flat with the prior year, this will be the third consecutive year without an increase in tuition. Charter Oak proposed minor changes to Tier II fees.

Affordability

The Enrollment and Tuition Task Force, including each University's President, received and considered a comprehensive review of affordability and enrollment management strategy prepared by a group including members of State Universities and System Office staff. Fall 2021 enrollment on matriculated undergraduate and graduate students was used for this study. Loren Loomis Hubbell, CSCU Controller, provided significant input in developing a complex analysis. The group's focus was to provide valuable information on affordability and net tuition revenue at the State Universities:

- Net Tuition and Fees cost to students not covered by grants and how students pay.
- Net Tuition Revenues including Auxiliary that State Universities earn from students to cover operating costs.
- The Net Revenues per student based on state residence and for graduate and undergraduate students.

Based on the data available, and in support of the four universities' strategies to improve enrollment and auxiliary revenue with active recruitment of students from nearby states, this recommendation includes the following changes to our university tuition practices:

1. The Universities shall charge the NEBHE rate for all NY and NJ students.
2. The Universities shall maintain uniform tuition rates, with continued variation in fees and housing/meal rates to reflect campus costs.
3. The Universities shall have the option to expand NEBHE rate to students from other states or all other states.
4. The Universities shall have the option to lower the rate for NY and NJ students to the in-state rate.

While in some instances there will be a cost to these changes, in many cases, such as with athletic scholarships at Central or Southern, the reduced nominal tuition cost for out-of-state students will be offset by lower scholarship costs. It is anticipated that these changes will help to augment out-of-state enrollment and auxiliary revenue over the coming years.

Budget Context

Based on the Governor’s recommended budget for FY2023, CSUs anticipate receiving \$5.1 million in additional funding for 27th payroll, and \$14.5 million for pay increases to fund collective bargaining increases. These figures are proposed, and the final FY2023 State appropriations will be made known when the State budget is finalized.

CSU FY22 and FY23 Shortfall			
	FY2022		FY2023
<u>SEBAC, 27th Payroll and Fringe Benefits</u>			
SEBAC Payroll	\$	20,598,673	\$ 20,830,860
Fringe Benefits SEBAC		14,289,943	14,451,018
27th Payroll		-	13,127,987
Fringe Benefits on 27th Payroll		-	9,107,295
Pandemic Impact on Enrollment		-	49,177,226
	\$	34,888,616	\$ 106,694,386
<u>Governor's Recommended Adjustments</u>			
SEBAC Payroll		13,358,000	14,500,000
Fringe Benefits SEBAC		-	-
27th Payroll		-	5,100,083
Fringe Benefits on 27th Payroll		-	-
Pandemic Impact on Enrollment ***		-	21,409,496
	\$	13,358,000	\$ 41,009,579
Remaining Deficit	\$	21,530,616	\$ 65,684,807

Based on the Governor’s recommended budget adjustments for FY 2023 the CSUs anticipate a shortfall from current services in FY2023 of \$65.7 million. A request for additional funds to cover the impact of pandemic on enrollment, collective bargaining increases and associated fringe benefits cost was presented to Legislators on March 10, 2022.

The FY2023 preliminary budget submitted by State Universities took into consideration the level of State funding per Governor’s proposal, the trends in enrollment, anticipated collective bargaining increases, as well as escalating utility and all other costs. Estimated income from tuition and fee revenue after adjusting for anticipated financial aid, waivers and bad debt expense is \$238 million, or 28 % of \$845 million Total E&G budget.

Enrollment projections developed for the preliminary FY2023 revenue projections are based on assumptions of current trends and available current registration data at each University. FY2023 preliminary revenue projection was built on a projected flat to slight decline in enrollment. These estimated student enrollment projections take into consideration some phasing out of the pandemic impact on student registration numbers at the CSUs.

State Universities

For FY2022-23, it is proposed that tuition be increased by \$154 per semester or \$13 per credit for all in-state undergraduate students. Mandatory fees: University General Fee is to be increased by \$113 per semester or \$9 per credit; University fee (CHEFA) is to be increased by \$24 per semester or \$2 per credit as required for debt service needs. Beginning with Fall 2022, the same University fee rate to be applied to all students: in-state, out-of-state and NEBHE.

	SYSTEMWIDE AVERAGE			
	Actual FY 2022	Proposed FY 2023	\$ Increase	
			Per Semester	Per Credit
<u>Undergraduate In-State</u> <u>Full-Time Students</u>				
Tuition	\$6,162	\$6,470	\$154	\$13
University General Fee	4,517	4,743	113	9
University Fee	946	994	24	2
Total, Commuting Student	\$11,625	\$12,207	\$291	\$24

Tuition and mandatory fees are proposed to increase by \$329 per semester or \$27 per credit for all in-state graduate students.

	SYSTEMWIDE AVERAGE			
	Actual FY 2022	Proposed FY 2023	\$ Increase	
			Per Semester	Per Credit
<u>Graduate In-State</u> <u>Full-Time Students</u>				
Tuition	\$7,674	\$8,058	\$192	\$16
University General Fee	4,517	4,743	113	9
University Fee	946	994	24	2
Total, Commuting Student	\$13,137	\$13,795	\$329	\$27

A general summary of proposed changes to Tier II fees recommended by each CSU is shown below:

Central Connecticut State University

Central proposes 2% increase in Housing fee and 3% increase to Food service fee to recover the overhead costs associated with this activity and increased in food costs.

Central requested updates to Tier II Fee schedule to correct the increase to Orientation fee approved for FY21 from \$125 to \$150. Note: the approved increase was not implemented in FY22 but will start in FY23.

Eastern Connecticut State University

Eastern proposes a 5% increase to each Housing fee and Food service fee respectively to recover the associated overhead costs and increased in food costs.

Eastern requested changes to Tier II Fees: beginning with Fall 2022, Eastern is eliminating the \$50 registration fee for online classes and is increasing the part-time registration fee from \$40 to \$60. All other Tier II fees remain at the FY22 levels.

Southern Connecticut State University

Southern is increasing the Housing and Food service fees by 3% each based on the market analysis and the need to recover the overhead costs associated with this activity and increased in food costs.

Southern requested changes to Tier II fees that were approved for FY22 but have not and will not be implemented, such as:

1. edTPA fee of \$300 per occurrence for Student Teaching.
2. CMD Graduate Program fee - one-time fee of \$130 for full-time and \$15 for part-time graduate students who are registered for any 500 or 600 level CMD courses.
3. NSCA Certification Test Fee (National Strength Conditioning Association) – one-time lab fee of \$340 for full-time students enrolled in HMS 455 – Conditioning for Strength & Human Performance II course.
4. HMS 571 Lab Equipment and Supplies Fee – one-time lab fee of \$53 for full-time students enrolled in HMS 571 – Methods and Procedures of Physical Fitness Testing course.
5. ACSM-EP Exam & Equipment Fee – one-time fee of \$207 for full-time students enrolled in HMS 488 – Exercise Testing & Prescription course.

After last year's Tuition & Fee approval process, the University determined that these fees did not comply with the official definition and purpose the BOT intended when the fees were first created. For example, most of these fees were for certification tests, software, and items that the University should have funded as part of the curriculum. Rather than risk non-compliance with audit, accreditation, and regulatory oversight, as well as burden students with additional costs, it was decided not to implement them.

Western Connecticut State University

Western proposes an increase to Housing and Food service fees by 5% each based on their market analysis and increased in food costs.

Western proposed the discontinuation of the \$25 fee for eLearning Incomplete /Access. After some research and in consultation with other CSUs, this fee is not charged on any student's account or anywhere in Banner. There is no detail code for this fee in Banner so Western reports that no funds have been collected from this fee. Western, therefore, is proposing the elimination

of this eLearning Incomplete/Access Fee of \$25 to be in line with sister CSUs (currently WCSU is the only CSU assessing this fee).

Having two Registration Fees (\$60 for all students, and an additional \$50 for those taking online classes) are confusing to students. Research reveals that neither CCSU nor SCSU are charging students an online registration fee. Both ECSU and WCSU have decided to be in alignment with CCSU and SCSU. Hence, Western will continue to charge the part-time registration fee \$60, Western is proposing the elimination of the \$50 eLearning Registration Fee beginning with FY23. All other Tier II Fees remain at the FY 21 levels.

Charter Oak State College:

Charter Oak is proposing to keep all major portions of its tuition structure flat with the prior year. This will be the third consecutive year in a row to keep tuition flat and reflects a system-wide focus on access and affordability. The following are recommended adjustments to Tier II fees:

- The graduation fee was removed in response to specific State of Connecticut legislation and the funding provided by the State to offset that revenue.
- There is an immaterial increase related to a Tier II fee associated with Charter Oak's external testing lab (i.e. represents the pass through of a credit card gateway charge we are now assessed by a vendor).

Charter Oak is proposing to not eliminate the out of state tuition differential this year, but is working towards flattening the rate in the 23/24 academic year. During the course of the 22/23 academic year Charter Oak will increase its institutional aid budget to further offset the cost differential for out of state students which will soften the transition to a uniform rate the following fiscal period. Charter Oak is also assessing the impact of awarding institutional aid on its specific enrollment strategies.

Keeping Charter Oak's current tuition profile flat keeps the College an affordable online option for State of Connecticut residents seeking a 4-year degree online while allowing Charter Oak to stay competitive for national level opportunities.

RECOMMENDATION

Staff recommends the adoption of the included resolution, including by reference the tuition and fee schedules and the changes to tuition and fee rates for certain out-of-state students.

CONNECTICUT STATE UNIVERSITIES
SYSTEMWIDE AVERAGE
FY2022-23 Tuition and Fee Rates - Academic Year

	SYSTEMWIDE AVERAGE											
	Undergraduate In-State				Undergraduate Out-of-State				Undergraduate NE Regional			
	Actual	Proposed	FY23 vs. FY22		Actual	Proposed	FY23 vs. FY22		Actual	Proposed	FY23 vs. FY22	
	FY 2021-22	FY 2022-23	\$	%	FY 2021-22	FY 2022-23	\$	%	FY 2021-22	FY 2022-23	\$	%
Tuition	6,162	6,470	308	5.0%	18,436	19,358	922	5.0%	9,244	9,706	462	5.0%
University General Fee	4,517	4,743	226	5.0%	4,517	4,743	226	5.0%	4,517	4,743	226	5.0%
University Fee	946	994	48	5.1%	2,076	994	-1,082	-52.1%	946	994	48	5.1%
Student Activity Fee	178	178	0	0.0%	178	178	0	0.0%	178	178	0	0.0%
Media Fee	15	15	0	0.0%	15	15	0	0.0%	15	15	0	0.0%
Subtotal	11,818	12,400	582	4.9%	25,222	25,288	66	0.3%	14,900	15,636	736	4.9%
Transportation Fee (\$40 per semester)	80	80	0	0.0%	80	80	0	0.0%	80	80	0	0.0%
Total - Commuting Student	11,898	12,480	582	4.9%	25,302	25,368	66	0.3%	14,980	15,716	736	4.9%
Housing (Double)	7,691	7,985	294	3.8%	7,691	7,985	294	3.8%	7,691	7,985	294	3.8%
Food Service	5,812	6,047	235	4.0%	5,812	6,047	235	4.0%	5,812	6,047	235	4.0%
Residence Hall Social Fee	45	45	0	0.0%	45	45	0	0.0%	45	45	0	0.0%
Total Tuition and Fees	25,446	26,557	1,111	4.4%	38,850	39,445	595	1.5%	28,528	29,793	1,265	4.4%
Tuition Part Time (Per Credit Hour)	257	270	13	5.1%	257	270	13	5.1%	257	270	13	5.1%
General University Fee (Per Credit Hour)	323	338	15	4.6%	326	342	16	4.9%	326	342	16	4.9%
Extension Fee (Per Credit Hour)	579	608	29	5.0%	583	612	29	5.0%	583	612	29	5.0%
Registration Fee (Per Semester)	53	58	5	9.4%	53	58	5	9.4%	53	58	5	9.4%
Transportation Fee (\$40 per semester)	40	40	0	0.0%	40	40	0	0.0%	40	40	0	0.0%
Student Activity Fee	3	3	0	0.0%	3	3	0	0.0%	3	3	0	0.0%
	SYSTEMWIDE AVERAGE											
	Graduate In-State				Graduate Out-of-State				Graduate NE Regional			
	Actual	Proposed	FY23 vs. FY22		Actual	Proposed	FY23 vs. FY22		Actual	Proposed	FY23 vs. FY22	
	FY 2021-22	FY 2022-23	\$	%	FY 2021-22	FY 2022-23	\$	%	FY 2021-22	FY 2022-23	\$	%
Tuition	7,674	8,058	384	5.0%	19,768	20,756	988	5.0%	11,512	12,088	576	5.0%
University General Fee	4,517	4,743	226	5.0%	4,517	4,743	226	5.0%	4,517	4,743	226	5.0%
University Fee	946	994	48	5.1%	2,076	994	-1,082	-52.1%	946	994	48	5.1%
Student Activity Fee	132	132	0	0.0%	132	132	0	0.0%	132	132	0	0.0%
Total Commuting Student	13,269	13,927	658	5.0%	26,493	26,625	132	0.5%	17,107	17,957	850	5.0%
Housing (Double)	7,691	7,985	294	3.8%	7,691	7,985	294	3.8%	7,691	7,985	294	3.8%
Food Service	5,812	6,047	235	4.0%	5,812	6,047	235	4.0%	5,812	6,047	235	4.0%
Residence Hall Social Fee	45	45	0	0.0%	45	45	0	0.0%	45	45	0	0.0%
Total Tuition and Fees	26,817	28,004	1,187	4.4%	40,041	40,702	661	1.7%	30,655	32,034	1,379	4.5%
Tuition Part Time	425	446	21	4.9%	425	446	21	4.9%	425	446	21	4.9%
General University Fee	273	286	13	4.8%	276	290	14	5.1%	276	290	14	5.1%
Extension Fee (Per Credit Hour)	697	732	35	5.0%	701	736	35	5.0%	701	736	35	5.0%
Registration Fee (Per Semester)	55	60	5	9.1%	55	60	5	9.1%	55	60	5	9.1%
Student Activity Fee	3	3	0	0.0%	3	3	0	0.0%	3	3	0	0.0%

CONNECTICUT STATE UNIVERSITIES

**Undergraduate and Graduate Tuition and Fee Increases by Commuting & Resident Student
Dollar & Percent Change FY2022-23**

FY 2022-23 Academic Year	CENTRAL				EASTERN				SOUTHERN				WESTERN			
	Undergraduate		Graduate		Undergraduate		Graduate		Undergraduate		Graduate		Undergraduate		Graduate	
In-State Commuting Student	\$564	4.9%	\$640	5.0%	\$606	4.9%	\$682	4.9%	\$580	4.9%	\$656	5.0%	\$578	4.9%	\$654	4.9%
In-State Resident Student	\$854	3.6%	\$930	3.7%	\$1,326	5.0%	\$1,402	5.0%	\$990	3.9%	\$1,066	4.0%	\$1,270	4.9%	\$1,346	5.0%
Out-of-State Commuting Student	\$48	0.2%	\$114	0.4%	\$90	0.4%	\$156	0.6%	\$64	0.3%	\$130	0.5%	\$62	0.2%	\$128	0.5%
Out-of-State Resident Student	\$338	0.9%	\$404	1.1%	\$810	2.0%	\$876	2.1%	\$474	1.2%	\$540	1.3%	\$754	1.9%	\$820	2.0%

CONNECTICUT STATE UNIVERSITIES

Out-of-State Undergraduate Cost of Attendance Schedule

FY2021-22 & FY2022-23 Tuition and Fee Rates - Academic Year

	CENTRAL				EASTERN				SYSTEMWIDE AVERAGE			
	Undergraduate Out-of-State				Undergraduate Out-of-State				Undergraduate Out-of-State			
	Actual FY 2021-22	Proposed FY 2022-23	FY23 vs. FY22		Actual FY 2021-22	Proposed FY 2022-23	FY23 vs. FY22		Actual FY 2021-22	Proposed FY 2022-23	FY23 vs. FY22	
		\$	%			\$	%			\$	%	
Tuition	18,436	19,358	922	5.0%	18,436	19,358	922	5.0%	18,436	19,358	922	5.0%
University General Fee	4,154	4,362	208	5.0%	4,996	5,246	250	5.0%	4,517	4,743	226	5.0%
University Fee	2,076	994	-1,082	-52.1%	2,076	994	-1,082	-52.1%	2,076	994	-1,082	-52.1%
Student Activity Fee	172	172	0	0.0%	200	200	0	0.0%	178	178	0	0.0%
Media Fee	28	28	0	0.0%			0	N/A	15	15	0	0.0%
Subtotal	24,866	24,914	48	0.2%	25,708	25,798	90	0.4%	25,222	25,288	66	0.3%
Transportation Fee (\$40 per semester)	80	80	0	0.0%			0	N/A	80	80	0	0.0%
Total - Commuting Student	24,946	24,994	48	0.2%	25,708	25,798	90	0.4%	25,302	25,368	66	0.3%
Housing (Double)	7,130	7,270	140	2.0%	8,230	8,642	412	5.0%	7,691	7,985	294	3.8%
Food Service	5,000	5,150	150	3.0%	6,164	6,472	308	5.0%	5,812	6,047	235	4.0%
Residence Hall Social Fee	44	44	0	0.0%	40	40	0	0.0%	45	45	0	0.0%
Total Tuition and Fees	37,120	37,458	338	0.9%	40,142	40,952	810	2.0%	38,850	39,445	595	1.5%
Tuition Part Time (Per Credit Hour)	257	270	13	5.1%	256	270	14	5.5%	257	270	13	5.1%
General University Fee (Per Credit Hour)	324	340	16	4.9%	322	337	15	4.7%	326	342	16	4.9%
Extension Fee (Per Credit Hour)	581	610	29	5.0%	578	607	29	5.0%	583	612	29	5.0%
Registration Fee (Per Semester)	58	58	0	0.0%	40	60	20	50.0%	53	58	5	9.4%
Transportation Fee (Per semester)	40	40	0	0.0%			0	N/A	40	40	0	0.0%
Student Activity Fee									3	3		

	SOUTHERN				WESTERN			
	Undergraduate Out-of-State				Undergraduate Out-of-State			
	Actual FY 2021-22	Proposed FY 2022-23	FY23 vs. FY22		Actual FY 2021-22	Proposed FY 2022-23	FY23 vs. FY22	
		\$	%			\$	%	
Tuition (1)	18,436	19,358	922	5.0%	18,436	19,358	922	5.0%
University General Fee	4,484	4,708	224	5.0%	4,434	4,656	222	5.0%
University Fee (1)	2,076	994	-1,082	-52.1%	2,076	994	-1,082	-52.1%
Student Activity Fee	140	140	0	0.0%	199	199	0	0.0%
Media Fee	30	30	0	0.0%			0	N/A
Subtotal	25,166	25,230	64	0.3%	25,145	25,207	62	0.2%
Transportation Fee (\$40 per semester)	80	80	0	0.0%	80	80	0	0.0%
Total - Commuting Student	25,246	25,310	64	0.3%	25,225	25,287	62	0.2%
Housing (Double)	7,385	7,608	223	3.0%	8,020	8,420	400	5.0%
Food Service	6,229	6,416	187	3.0%	5,856	6,148	292	5.0%
Residence Hall Social Fee	50	50	0	0.0%	45	45	0	0.0%
Total Tuition and Fees	38,910	39,384	474	1.2%	39,146	39,900	754	1.9%
Tuition Part Time (1)	257	270	13	5.1%	257	270	13	5.1%
General University Fee	355	373	18	5.1%	303	318	15	5.0%
Extension Fee (Per Credit Hour)	612	643	31	5.1%	560	588	28	5.0%
Registration Fee (Per Semester)	55	55	0	0.0%	60	60	0	0.0%
Transportation Fee (Per semester)	40	40	0	0.0%	40	40	0	0.0%
Student Activity Fee					3	3	0	0.0%

Notes:

WCSU - Undergraduate Tuition and University Fee NYS Select Counties equal to In-State rates effective FY2018.
 NEBHE Rate will be extended to NY & NJ undergraduate students.

CONNECTICUT STATE UNIVERSITIES

In-State Graduate Cost of Attendance Schedule

FY2021-22 & FY2022-23 Tuition and Fee Rates - Academic Year

	CENTRAL				EASTERN				SYSTEMWIDE AVERAGE			
	Graduate In-State				Graduate In-State				Graduate In-State			
	Actual FY 2021-22	Proposed FY 2022-23	FY23 vs. FY22		Actual FY 2021-22	Proposed FY 2022-23	FY23 vs. FY22		Actual FY 2021-22	Proposed FY 2022-23	FY23 vs. FY22	
		\$	%			\$	%			\$	%	
Tuition	7,674	8,058	384	5.0%	7,674	8,058	384	5.0%	7,674	8,058	384	5.0%
University General Fee	4,154	4,362	208	5.0%	4,996	5,246	250	5.0%	4,517	4,743	226	5.0%
University Fee	946	994	48	5.1%	946	994	48	5.1%	946	994	48	5.1%
Student Activity Fee	74	74	0	0.0%	200	200	0	0.0%	132	132	0	0.0%
Total - Commuting Student	12,848	13,488	640	5.0%	13,816	14,498	682	4.9%	13,269	13,927	658	5.0%
Housing (Double)	7,130	7,270	140	2.0%	8,230	8,642	412	5.0%	7,691	7,985	294	3.8%
Food Service	5,000	5,150	150	3.0%	6,164	6,472	308	5.0%	5,812	6,047	235	4.0%
Residence Hall Social Fee	44	44	0	0.0%	40	40	0	0.0%	45	45	0	0.0%
Total Tuition and Fees	25,022	25,952	930	3.7%	28,250	29,652	1,402	5.0%	26,817	28,004	1,187	4.4%
Part Time Tuition (Per Credit Hour)	424	445	21	5.0%	424	445	21	5.0%	425	446	21	4.9%
General University Fee (Per Credit Hour)	290	304	14	4.8%	236	248	12	5.1%	273	286	13	4.8%
Extension Fee (Per Credit Hour)	714	749	35	4.9%	660	693	33	5.0%	697	732	35	5.0%
Registration Fee (Per Semester)	65	65	0	0.0%	40	60	20	50.0%	55	60	5	9.1%
Student Activity Fee									3	3	0	0.0%
Ed.D Leadership Tuition (Per Credit Hour)									660	694	34	5.2%
Ed.D Leadership General University Fee (Per Credit Hour)									321	337	16	5.0%
Doctoral Program Fee PT Tuition (Per Credit Hour)	663	696	33	5.0%					773	811	38	4.9%
Doctoral Program General University Fee	316	331	15	4.7%					365	383	18	4.9%
Doctoral Program Extension Fee (Per Credit Hour)	979	1,027	48	4.9%					979	1,027	48	4.9%
Ed. D. Nursing Part Time (Per Credit Hour)									882	926	44	5.0%
Ed. D.Nursing General University Fee (Per Credit Hour)									414	434	20	4.8%
MBA Part Time Tuition (Per Credit Hour)									523	549	26	5.0%
MBA General University Fee (Per Credit Hour)									352	370	18	5.1%
MLS Part Time Tuition (Per Credit Hour)									523	549	26	5.0%
MLS General University Fee									352	370	18	5.1%
MFA - Writing Part Time Tuition (Per Credit Hour)									495	520	25	5.1%
MFA - General University Fee									216	226	10	4.6%
MS Education Program (Full-time Commuting)									13,253	13,916	663	5.0%
MS Music Education Program (Full-time Commuting)									13,253	13,916	663	5.0%
MS Counseling Education Program (Full-time Commuting)									13,253	13,916	663	5.0%
MAT Secondary Education Program (Full-time Commuting)									13,253	13,916	663	5.0%
MBA Program (Full-time)									14,642	15,374	732	5.0%
Accelerated MBA Program (Full-time Online/Hybrid)									14,642	15,374	732	5.0%
MLS Program (Full-time)									14,642	15,374	732	5.0%
MFA Art Program (Full-time)									9,750	10,238	488	5.0%
MFA Writing Program (Full-time)									8,053	8,456	403	5.0%

CONNECTICUT STATE UNIVERSITIES

Out-of-State Graduate Cost of Attendance Schedule

FY2021-22 & FY2022-23 Tuition and Fee Rates - Academic Year

	CENTRAL Graduate Out-of-State				EASTERN Graduate Out-of-State				SYSTEMWIDE AVERAGE Graduate Out-of-State			
	Actual	Proposed	FY23 vs. FY22		Actual	Proposed	FY23 vs. FY22		Actual	Proposed	FY23 vs. FY22	
	FY 2021-22	FY 2022-23	\$	%	FY 2021-22	FY 2022-23	\$	%	FY 2021-22	FY 2022-23	\$	%
Tuition	19,768	20,756	988	5.0%	19,768	20,756	988	5.0%	19,768	20,756	988	5.0%
University General Fee	4,154	4,362	208	5.0%	4,996	5,246	250	5.0%	4,517	4,743	226	5.0%
University Fee	2,076	994	-1,082	-52.1%	2,076	994	-1,082	-52.1%	2,076	994	-1,082	-52.1%
Student Activity Fee	74	74	0	0.0%	200	200	0	0.0%	132	132	0	0.0%
Total - Commuting Student	26,072	26,186	114	0.4%	27,040	27,196	156	0.6%	26,493	26,625	132	0.5%
Housing (Double)	7,130	7,270	140	2.0%	8,230	8,642	412	5.0%	7,691	7,985	294	3.8%
Food Service	5,000	5,150	150	3.0%	6,164	6,472	308	5.0%	5,812	6,047	235	4.0%
Residence Hall Social Fee	44	44	0	0.0%	40	40	0	0.0%	45	45	0	0.0%
Total Tuition and Fees	38,246	38,650	404	1.1%	41,474	42,350	876	2.1%	40,041	40,702	661	1.7%
Part Time Tuition (Per Credit Hour)	424	445	21	5.0%	424	445	21	5.0%	425	446	21	4.9%
General University Fee (Per Credit Hour)	304	319	15	4.9%	236	248	12	5.1%	276	290	14	5.1%
Extension Fee (Per Credit Hour)	728	764	36	4.9%	660	693	33	5.0%	701	736	35	5.0%
Registration Fee (Per Semester)	65	65	0	0.0%	40	60	20	50.0%	55	60	5	9.1%
Student Activity Fee			0	N/A					3	3	0	0.0%
Ed.D Leadership Tuition (Per Credit Hour)									660	694	34	5.2%
Ed.D Leadership General University Fee (Per Credit Hour)									321	337	16	5.0%
Doctoral Program Fee Tuition (Per Credit Hour)	663	696	33	5.0%					773	811	38	4.9%
Doctoral Program General University Fee	316	331	15	4.7%					365	383	18	4.9%
Doctoral Program Extension Fee (Per Credit Hour)	979	1,027	48	4.9%					979	1,027	48	4.9%
Ed. D. Nursing Part Time (Per Credit Hour)									882	926	44	5.0%
Ed. D.Nursing General University Fee (Per Credit Hour)									414	434	20	4.8%
MBA Part Time Tuition (Per Credit Hour)									523	549	26	5.0%
MBA General University Fee									352	370	18	5.1%
MLS Part Time Tuition (Per Credit Hour)									523	549	26	5.0%
MLS General University Fee									352	370	18	5.1%
MFA - Writing Part Time Tuition (Per Credit Hour)									495	520	25	5.1%
MFA - General University Fee									216	226	10	4.6%
MS Education Program (Full-time Commuting)									13,253	13,916	663	5.0%
MS Music Education Program (Full-time Commuting)									13,253	13,916	663	5.0%
MS Counseling Education Program (Full-time Commuting)									13,253	13,916	663	5.0%
MAT Secondary Education Program (Full-time Commuting)									13,253	13,916	663	5.0%
MBA Program (Full-time)									27,764	27,900	136	0.5%
Accelerated MBA Program (Full-time Online/Hybrid)									27,764	27,900	136	0.5%
MLS Program (Full-time)									14,642	15,374	732	5.0%
MFA Art Program (Full-time)									23,510	24,686	1,176	5.0%
MFA Writing Program (Full-time)									20,739	21,776	1,037	5.0%

CONNECTICUT STATE UNIVERSITIES

NE Regional Graduate Cost of Attendance Schedule

FY2021-22 & FY2022-23 Tuition and Fee Rates - Academic Year

	CENTRAL Graduate NE Regional				EASTERN Graduate NE Regional				SYSTEMWIDE AVERAGE Graduate NE Regional			
	Actual	Proposed	FY23 vs. FY22		Actual	Proposed	FY23 vs. FY22		Actual	Proposed	FY23 vs. FY22	
	FY 2021-22	FY 2022-23	\$	%	FY 2021-22	FY 2022-23	\$	%	FY 2021-22	FY 2022-23	\$	%
Tuition	11,512	12,088	576	5.0%	11,512	12,088	576	5.0%	11,512	12,088	576	5.0%
University General Fee	4,154	4,362	208	5.0%	4,996	5,246	250	5.0%	4,517	4,743	226	5.0%
University Fee	946	994	48	5.1%	946	994	48	5.1%	946	994	48	5.1%
Student Activity Fee	74	74	0	0.0%	200	200	0	0.0%	132	132	0	0.0%
Total - Commuting Student	16,686	17,518	832	5.0%	17,654	18,528	874	5.0%	17,107	17,957	850	5.0%
Housing (Double)	7,130	7,270	140	2.0%	8,230	8,642	412	5.0%	7,691	7,985	294	3.8%
Food Service	5,000	5,150	150	3.0%	6,164	6,472	308	5.0%	5,812	6,047	235	4.0%
Residence Hall Social Fee	44	44	0	0.0%	40	40	0	0.0%	45	45	0	0.0%
Total Tuition and Fees	28,860	29,982	1,122	3.9%	32,088	33,682	1,594	5.0%	30,655	32,034	1,379	4.5%
Part Time Tuition (Per Credit Hour)	424	445	21	5.0%	424	445	21	5.0%	425	446	21	4.9%
General University Fee (Per Credit Hour)	304	319	15	4.9%	236	248	12	5.1%	276	290	14	5.1%
Extension Fee (Per Credit Hour)	728	764	36	4.9%	660	693	33	5.0%	701	736	35	5.0%
Registration Fee (Per Semester)	65	65	0	0.0%	40	60	20	50.0%	55	60	5	9.1%
Student Activity Fee			0	N/A					3	3	0	0.0%
Ed.D Leadership Tuition (Per Credit Hour)									660	694	34	5.2%
Ed.D Leadership General University Fee (Per Credit Hour)									321	337	16	5.0%
Doctoral Program Fee Tuition (Per Credit Hour)	663	696	33	5.0%					773	811	38	4.9%
Doctoral Program General University Fee	316	331	15	4.7%					365	383	18	4.9%
Doctoral Program Extension Fee (Per Credit Hour)	979	1,027	48	4.9%					979	1,027	48	4.9%
Ed. D. Nursing Part Time (Per Credit Hour)									882	926	44	5.0%
Ed. D.Nursing General University Fee (Per Credit Hour)									414	434	20	4.8%
MBA Part Time Tuition (Per Credit Hour)									523	549	26	5.0%
MBA General University Fee									352	370	18	5.1%
MLS Part Time Tuition (Per Credit Hour)									523	549	26	5.0%
MLS General University Fee									352	370	18	5.1%
MFA - Writing Part Time Tuition (Per Credit Hour)									495	520	25	5.1%
MFA - General University Fee									216	226	10	4.6%
MS Education Program (Full-time Commuting)									13,253	13,916	663	5.0%
MS Music Education Program (Full-time Commuting)									13,253	13,916	663	5.0%
MS Counseling Education Program (Full-time Commuting)									13,253	13,916	663	5.0%
MAT Secondary Education Program (Full-time Commuting)									13,253	13,916	663	5.0%
MBA Program (Full-time)									21,964	23,062	1,098	5.0%
Accelerated MBA Program (Full-time Online/Hybrid)									21,964	23,062	1,098	5.0%
MLS Program (Full-time)									14,642	15,374	732	5.0%
MFA Art Program (Full-time)									14,625	15,356	731	5.0%
MFA Writing Program (Full-time)									12,080	12,684	604	5.0%
	SOUTHERN Graduate NE Regional				WESTERN Graduate NE Regional							
	Actual	Proposed	FY23 vs. FY22		Actual	Proposed	FY23 vs. FY22					
	FY 2021-22	FY 2022-23	\$	%	FY 2021-22	FY 2022-23	\$	%				
Tuition	11,512	12,088	576	5.0%	11,512	12,088	576	5.0%				
University General Fee	4,484	4,708	224	5.0%	4,434	4,656	222	5.0%				
University Fee	946	994	48	5.1%	946	994	48	5.1%				
Student Activity Fee	54	54	0	0.0%	199	199	0	0.0%				
Total - Commuting Student	16,996	17,844	848	5.0%	17,091	17,937	846	4.9%				
Housing (Double)	7,385	7,608	223	3.0%	8,020	8,420	400	5.0%				
Food Service	6,229	6,416	187	3.0%	5,856	6,148	292	5.0%				
Residence Hall Social Fee	50	50	0	0.0%	45	45	0	0.0%				
Total Tuition and Fees	30,660	31,918	1,258	4.1%	31,012	32,550	1,538	5.0%				
Part Time Tuition	426	448	22	5.2%	424	445	21	5.0%				
General University Fee	349	366	17	4.9%	216	226	10	4.6%				
Extension Fee (Per Credit Hour)	775	814	39	5.0%	640	671	31	4.8%				
Registration Fee (Per Semester)	55	55	0	0.0%	60	60	0	0.0%				
Student Activity Fee					3	3	0	0.0%				
Ed.D Leadership Part Time Tuition (Per Credit Hour)	662	696	34	5.1%	658	691	33	5.0%				
Ed.D Leadership General University Fee (Per Credit Hour)	345	362	17	4.9%	297	312	15	5.1%				
Doctoral Program Part Time (Per Credit Hour)	882	925	43	4.9%								
Doctoral Program General University Fee (Per Credit Hour)	414	435	21	5.1%								
Ed. D. Nursing Part Time (Per Credit Hour)					882	926	44	5.0%				
Ed. D.Nursing General University Fee (Per Credit Hour)					414	434	20	4.8%				
MBA Part Time Tuition (Per Credit Hour)	523	549	26	5.0%								
MBA General University Fee (Per Credit Hour)	352	370	18	5.1%								
MLS Part Time Tuition (Per Credit Hour)	523	549	26	5.0%								
MLS General University Fee (Per Credit Hour)	352	370	18	5.1%								
MFA - Writing Part Time Tuition (Per Credit Hour)					495	520	25	5.1%				
MFA - General University Fee					216	226	10	4.6%				
MS Education Program (Full-time Commuting)					13,253	13,916	663	5.0%				
MS Music Education Program (Full-time Commuting)					13,253	13,916	663	5.0%				
MS Counseling Education Program (Full-time Commuting)					13,253	13,916	663	5.0%				
MAT Secondary Education Program (Full-time Commuting)					13,253	13,916	663	5.0%				
MBA Program (Full-time)	21,964	23,062	1,098	5.0%								
Accelerated MBA Program (Full-time Online/Hybrid)	21,964	23,062	1,098	5.0%								
MLS Program (Full-time)	14,642	15,374	732	5.0%								
MFA Art Program Tuition (Full-time)					14,625	15,356	731	5.0%				
MFA Writing Program Tuition (Full-time)					12,080	12,684	604	5.0%				

CONNECTICUT STATE UNIVERSITIES

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

FEE DESCRIPTION	CENTRAL		EASTERN		SOUTHERN		WESTERN	
	Fiscal Year		Fiscal Year		Fiscal Year		Fiscal Year	
	2021-22	2022-23	2021-22	2022-23	2021-22	2022-23	2021-22	2022-23
Application Fee (one time)	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$50
ED. D Evaluation Fee			-	-	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
(1) Transcript Fee (per occurrence)			-	-	0/15	0/15	0	0
Full-time Students (one-time)			40	40	-	-	30	30
Part-time Students (one-time)			12	12	-	-	30	30
Duplicate Diploma Fee (per occurrence)	25	25	25	25	25	25	25	25
Lost ID Card Fee-Resident	10/25	10/25	10	10	10/20	10/20	15	15
Lost ID Card Fee-Non Resident	10/25	10/25	10	10	10/20	10/20	15	15
Nautilus/Fitness Center User Fee (per semester)								
On-campus residents	-	-	-	-	45	45	-	-
Off-campus residents	-	-	-	-	45	45	-	-
Cooperative Education Fee (per semester)	200	200	-	-	-	-	-	-
Installment Payment Program (per Semester)	35	35	35	35	45	45	35	35
(6) eLearning Incomplete/Access Fee	-	-	-	-	-	-	25	-
(5) eLearning Registration Fee (per course)	-	-	50	-	-	-	50	-
Past Due Payment Plan Enrollment Fee (for inactive students) per semester	-	-	-	-	50	50	-	-
Re-registration Fee	100	100	100	100	100	100	100	100
(7) Orientation Fee (Orientation Program Fee at CCSU)	125	150	150	150	150	150	-	-
First Year Experience	-	-	-	-	-	-	100	100
(3) Credit Card Service Fee/Convenience Fee (per transaction/\$3 min.)	2.85%	2.85%	2.85%	2.85%	2.85%	2.85%	2.85%	2.85%
(4) Over-Registration / Excess Credit Fee								
Undergraduate (per credit hour)	567	595	578	607	612	643	560	588
Graduate (per credit hour)	714	749	660	693	775	814	640	672
Study Abroad Program Fee (per semester)								
Undergraduate	150	150	150	150	150	150	150	150
Graduate	150	150	150	150	150	150	150	150
Nat'l Student Exchange Application Fee	-	-	150	150	-	-	-	-
Study Abroad Application Fee (per semester)								
Undergraduate	75	75	75	75	75	75	75	75
Graduate	75	75	75	75	75	75	75	75
Study Abroad Placement Fee (per semester)								
Undergraduate	75	75	-	-	-	-	-	-
Graduate	75	75	-	-	-	-	-	-
Graduate Continuing Enrollment Fee								
Graduate Resident (per semester)	40	40	-	-	150	150	40	40
Graduate Nonresident (per semester)	40	40	-	-	150	150	40	40
Part-time Matriculating (per semester)	40	40	-	-	150	150	40	40
Graduate Re-entry Fee:								
Graduate Resident (per occurrence)	50	50	-	-	-	-	50	50
Graduate Nonresident (per occurrence)	50	50	-	-	-	-	50	50
Part-time (per occurrence)	50	50	-	-	-	-	50	50
Undergraduate Nursing Lab Fee								
Full Time (per semester)	325	325	-	-	500	500	396	396
Part Time (per credit)	27	27	-	-	50	50	33	33
Graduate Nursing Lab Fee								
Full Time (per semester)	-	-	-	-	500	500	396	396
Part Time (per credit)	-	-	-	-	50	50	33	33
Marriage & Family Therapy Program Fee								
Full Time (per semester)	-	-	-	-	150	150	-	-
Part Time (per credit)	-	-	-	-	15	15	-	-
Writing Center Fee								
Full Time (per semester)	-	-	-	-	20	20	-	-
Part Time (per credit)	-	-	-	-	10	10	-	-
Graduate Business Program Fee (per semester)	125	125	-	-	-	-	-	-

CONNECTICUT STATE UNIVERSITIES

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

FEE DESCRIPTION	CENTRAL		EASTERN		SOUTHERN		WESTERN	
	Fiscal Year		Fiscal Year		Fiscal Year		Fiscal Year	
	2021-22	2022-23	2021-22	2022-23	2021-22	2022-23	2021-22	2022-23
Nursing Ed. D. Residency Fee	-	-	-	-	1,296	1,360	1,296	1,360
Art Studio Fee (per course)	-	-	50	50	60	60	50	50
Biology Lab Fee (per course)	-	-	50	50	-	-	50	50
Chemistry Lab Fee (per course)	-	-	50	50	-	-	50	50
Earth Science Lab Fee (per course)	-	-	50	50	-	-	50	50
(8) School of Ed edTPA Fee (per occurrence)	-	-	-	-	300	-	-	-
Science Lab Fee	-	-	-	-	60	60	-	-
(8) CMD Graduate Program Fee	-	-	-	-	130	-	-	-
Full Time (One Time)	-	-	-	-	15	-	-	-
Part Time (per credit for One Course)	-	-	-	-	-	-	-	-
(8) NSCA Test & Equipment Fee (Full Time Only) One Time	-	-	-	-	340	-	-	-
(8) HMS 571 Lab Fee (Full Time Only) One Time	-	-	-	-	53	-	-	-
(8) ACSM-EP Exam Fee (Full Time Only) One Time	-	-	-	-	207	-	-	-
Physical Activity Equipment Fee	-	-	-	-	60	60	-	-
Full Time (One Time)	-	-	-	-	20	20	-	-
Part Time (per credit for One Course)	-	-	-	-	-	-	-	-
(2) Science Engineering Technology Lab Fee (per course)	40	40	-	-	-	-	-	-
Math Emporium Lab Fee (Full Time and Part Time per MAT 100P course)	-	-	-	-	65	65	-	-
MATH 100/E Course Fee	-	-	-	-	-	-	120	120
Music Lab Fee (per course)	-	-	50	50	50	50	-	-
Applied Music Fee (max./sem.)	-	-	-	-	-	-	-	-
Undergraduate (1/2 hr./1 hr. lesson)	200/400	200/400	-	-	-	-	320/620	320/620
Graduate (1/2 hr./1 hr. lesson)	200/400	200/400	-	-	-	-	320/620	320/620
Theater Lab Fee (per course)	-	-	50	50	-	-	-	-
Language Lab Fee	-	-	-	-	25	25	-	-
Physics Lab Fee (per course)	-	-	50	50	-	-	50	50
EMT Lab Fee (per course)	-	-	-	-	75	75	-	-
Counseling Procedures with Children Lab Fee	-	-	-	-	20	20	-	-
Counseling Procedures Lab Fee	-	-	-	-	200	200	-	-
Outdoor Adventure Leadership Lab Fee (per course)	-	-	-	-	30	30	-	-
Rec & Leisure Program Fee	-	-	-	-	10	10	-	-
Exercise Science Lab Fee (Standard First Aid & Safety per course)	-	-	-	-	40	40	-	-
Athletic Training Clinical Course Fee (per course)	-	-	-	-	-	-	-	-
Undergraduate	-	-	-	-	60	60	-	-
Graduate	-	-	-	-	75	75	-	-
EPY 600 Course Fee (per course)	-	-	-	-	-	-	75	75
Education /Ed Cert Fee (one time per student)	-	-	-	-	-	-	125	125
Design Lab Fee (per designated course)	65	65	-	-	-	-	-	-
Teacher Cert/Transcript Eval. Fee	-	-	-	-	-	-	75	75
MBA Challenge Exam Fee (per occurrence)	-	-	-	-	250	250	-	-
Challenge Exam Fee	-	-	-	-	-	-	-	-
Full-time Students (per occurrence)	-	-	-	-	-	-	200	200
Part-time Students (per occurrence)	-	-	-	-	-	-	200	200
Other Students (per occurrence)	-	-	-	-	-	-	250	250
Full-time Undergraduate Program Fee (per semester)	-	-	-	-	-	-	500	500
Music Program	-	-	-	-	-	-	300	300
Art Program	-	-	-	-	-	-	350	350
Theatre Program	-	-	-	-	-	-	450	450
Musical Theater Program	-	-	-	-	-	-	-	-

Notes:

- (1) CCSU - \$5 per semester within the University General Fee for FT students and \$3 per semester charge within the registration fee for PT students
- (2) Cap on lab fees will be set to \$80 per semester for students who enroll in 2 or more labs.
- (3) Change to credit card service fee rate approved on 12/13/18 per BR 18-150.
- (4) Over-Registration / Excess Credit Fee applies to credit hours in excess of 18 credit hours per semester.
- (5) ECSU and WCSU - eLearning Registration Fee will be eliminated beginning with the Fall 2022 semester.
- (6) WCSU - eLearning Incomplete / Access Fee will be eliminated beginning with the Fall 2022 semester.
- (7) CCSU - the approved increase in Orientation Fee for FY21, from \$125 to \$150 was not implemented in FY22, but will start in FY23.
- (8) SCSU - these fees have been approved by the BOR for FY22 but were not implemented. The Math Emporium fee remained at \$65.

CONNECTICUT STATE UNIVERSITIES

eLearning Tuition and Fees

CENTRAL									
AY 2022				AY 2023					
Fall and Spring			Extension Fee (per Credit Hour)	Fall and Spring			Extension Fee (per Credit Hour)		
Tuition	GUF	Total		Tuition	GUF	Total			

EASTERN										
AY 2022					AY 2023					
Fall and Spring			Extension Fee (per Credit Hour)	Fall and Spring			Extension Fee (per Credit Hour)			
Tuition	GUF	Total		Tuition	GUF	Total				

Undergraduate

In State	257	310	567	567	270	325	595	595									
Out of State *	257	324	581	581	270	340	610	610									
NE	257	324	581	581	270	340	610	610									

	256	322	578	578	270	337	607	607									
	256	322	578	578	270	337	607	607									
	256	322	578	578	270	337	607	607									

Graduate

In State	424	290	714	714	445	304	749	749									
Out of State*	424	304	728	728	445	319	764	764									
NE	424	304	728	728	445	319	764	764									

	424	236	660	660	445	248	693	693									
	424	236	660	660	445	248	693	693									
	424	236	660	660	445	248	693	693									

Data Mining

In State	402	308	710	710	423	323	746	746									
Out of State*	402	308	710	710	423	323	746	746									
NE	402	308	710	710	423	323	746	746									

Doctoral Program

In State	663	316	979	979	696	331	1027	1027									
Out of State*	663	316	979	979	696	331	1027	1027									
NE	663	316	979	979	696	331	1027	1027									

SOUTHERN									
AY 2022				AY 2023					
Fall and Spring			Extension Fee (per Credit Hour)	Fall and Spring			Extension Fee (per Credit Hour)		
Tuition	GUF	Total		Tuition	GUF	Total			

WESTERN										
AY 2022					AY 2023					
Fall and Spring			Extension Fee (per Credit Hour)	Fall and Spring			Extension Fee (per Credit Hour)			
Tuition	GUF	Total		Tuition	GUF	Total				

Undergraduate

In State	257	355	612	612	270	373	643	643									
Out of State	257	355	612	612	270	373	643	643									
NE	257	355	612	612	270	373	643	643									

	257	303	560	560	270	318	588	588									
	257	303	560	560	270	318	588	588									
	257	303	560	560	270	318	588	588									

Graduate

In State	426	349	775	775	448	366	814	814									
Out of State	426	349	775	775	448	366	814	814									
NE	426	349	775	775	448	366	814	814									

	424	216	640	640	445	226	671	672									
	424	216	640	640	445	226	671	672									
	424	216	640	640	445	226	671	672									

Note:

* CCSU - FY21 Rates Approved on 6/4/20 to have the eLearning Rates be the same as the PT Rates for Out-Of-State Students. InState rates match PT Tuition and GUF split.

Charter Oak State College
 FY23 Tuition Rate & Fee Schedule

	Adopted 2022 Rate	Proposed 2023 Rate	Annual Change	
			\$	%
Tier I Undergraduate Tuition Rate				
<u>In State</u>				
Undergraduate Tuition per credit	\$ 319	\$ 319	\$ -	0.00%
Student Services Fee	\$ 224	\$ 224	\$ -	0.00%
Technology Fee per active semester	\$ 75	\$ 75	\$ -	0.00%
<u>Out of State</u>				
Undergraduate Tuition (Nonresident) per credit	\$ 419	\$ 419	\$ -	0.00%
Student Services Fee	\$ 295	\$ 295	\$ -	0.00%
Technology Fee per active semester	\$ 75	\$ 75	\$ -	0.00%
<u>Military</u>				
Active Duty, Guardsmen's and Drilling Reservist per Credit Fee	\$ 250	\$ 250	\$ -	0.00%
Tier I Graduate Tuition Rate				
<u>In State</u>				
Graduate Tuition (Resident) per credit	\$ 516	\$ 516	\$ -	0.00%
Student Services Fee (billed 3 times per year)	\$ 333	\$ 333	\$ -	0.00%
Technology Fee per active semester	\$ 75	\$ 75	\$ -	0.00%
<u>Out of State</u>				
Graduate Tuition (Nonresident) per credit	\$ 540	\$ 540	\$ -	0.00%
Student Services Fee (billed 3 times per year)	\$ 354	\$ 354	\$ -	0.00%
Technology Fee per active semester	\$ 75	\$ 75	\$ -	0.00%

Charter Oak State College
FY23 Tuition Rate & Fee Schedule

	Adopted	Proposed	Annual Change	
	2022 Rate	2023 Rate	\$	%
Tier II Fees				
<u>Miscellaneous</u>				
Application Fee for Certificate or Degree Program	\$ 50	\$ 50	\$ -	0.00%
Undergraduate Program Deposit	\$ 150	\$ 150	\$ -	0.00%
Payment Plan Registration Fee	\$ 45	\$ 45	\$ -	0.00%
Late Registration Fee	\$ 70	\$ 70	\$ -	0.00%
Late Payment Plan Fee	\$ 20	\$ 20	\$ -	0.00%
Bad Check Fee	\$ 35	\$ 35	\$ -	0.00%
Graduation Fee	\$ 225	\$ -	\$ (225)	-100.00%
Diploma Replacement	\$ 30	\$ 30	\$ -	0.00%
<u>Course Audit Fee</u>				
Undergraduate Resident Course Audit	\$ 160	\$ 160	\$ -	0.00%
Undergraduate Non-Resident Course Audit	\$ 210	\$ 210	\$ -	0.00%
Graduate Resident Course Audit	\$ 258	\$ 258	\$ -	0.00%
Graduate Non-Resident Course Audit	\$ 270	\$ 270	\$ -	0.00%
<u>Alternative Route to Certification (ARC) Early Childhood Program</u>				
ARC - Non Refundable Deposit	\$ 500	\$ 500	\$ -	0.00%
ARC - Semester 1	\$ 3,250	\$ 3,250	\$ -	0.00%
ARC - Semester 2	\$ 3,250	\$ 3,250	\$ -	0.00%
ARC - EDTPA Credentialing	\$ 300	\$ 300	\$ -	0.00%
ARC - EDTPA Assessment Retake	\$ 100	\$ 100	\$ -	n/m
ARC - Course Retake	\$ 750	\$ 750	\$ -	0.00%
ARC - Key Assessment Regrade	\$ 200	\$ 200	\$ -	0.00%
ARC - Additional Observation	\$ 350	\$ 350	\$ -	0.00%
<u>Connecticut Directors Credential</u>				
Initial Level Credentialing	\$ 107	\$ 107	\$ -	0.00%
Standard Level Credentialing	\$ 134	\$ 134	\$ -	0.00%
Master Level Credentialing	\$ 161	\$ 161	\$ -	0.00%
Initial & Standard Level Renewal	\$ 80	\$ 80	\$ -	0.00%
Master Level Renewal	\$ 107	\$ 107	\$ -	0.00%
<u>Connecticut Parenting Educator Credential</u>				
Level 1 through Level IV	\$ 100	\$ 100	\$ -	0.00%
Renewal Fee	\$ 75	\$ 75	\$ -	0.00%
<u>Testing & Examinations</u>				
COSC Exam (Pathways Exam)	\$ 100	\$ 100	\$ -	0.00%
CLEP Administration	\$ 53	\$ 56	\$ 3	5.66%
DANTES Administration	\$ 53	\$ 56	\$ 3	5.66%
Rescheduling Fee	\$ 20	\$ 20	\$ -	0.00%
<u>General Credit Registry</u>				
Resident per year	\$ 475	\$ 475	\$ -	0.00%
Non resident per year	\$ 850	\$ 850	\$ -	0.00%
Reactivate registry	\$ 150	\$ 150	\$ -	0.00%
<u>PLA - Connecticut Credit Assessment Program (CCAP)</u>				
Administrative Fee - Non-Profit Training Sponsor	\$ 2,500	\$ 2,500	\$ -	0.00%
Administrative Fee - for Profit Training Sponsor	\$ 5,000	\$ 5,000	\$ -	0.00%
<u>PLA - Portfolio Program</u>				
Assessment Fee for Matriculated Students per course	\$ 350	\$ 350	\$ -	0.00%
Assessment Fee for Non-matriculated Students per course	\$ 450	\$ 450	\$ -	0.00%
<u>PLA - Credential Credit Program</u>				
Credential Evaluation for Matriculated students	\$ 500	\$ 500	\$ -	0.00%
<u>Pharmacy Refresher</u>				
Pharmacists Refresher Courses	\$ 550	\$ 550	\$ -	0.00%