



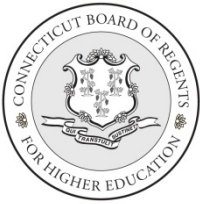
**BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE
AGENDA**

**Friday, August 1, 2014 – 9:30 a.m.
61 Woodland Street, Hartford, CT 06105
3rd Floor Board Conference Room**

1. Approval of Minutes – June 6, 2014

ACTION ITEMS

2. New Policies
 - a. Academic Program Review Policy
 - b. Normalize Associate and Baccalaureate Degree Credit Hours
3. Termination of Existing Academic Programs
 - a. Technology Studies: Computer-Aided Design Option – Tunxis CC
4. Modifications of Programs
 - a. Machine Technology Level 1 Certificate – name change - Naugatuck Valley CC
 - b. Master of Social Work and Master of Arts in Women's Studies - Southern CSU
 - c. Psychology – BA – name change – Central CSU
5. New Programs
 - a. Partnership for Preparation of Elementary Educators – BS – Western CSU
6. Institutional Accreditation
 - a. Middlesex Community College
7. INFORMATION ITEMS
 - a. Notification of upcoming scheduled reports of Centers and Institutes
 - b. New Office of Sponsored Programs
8. UPDATES/DISCUSSION ITEMS [no action required]
 - a. Report on Student Code of Conduct and Sexual Misconduct Policy
 - Update on campus implementation
 - Compliance status; responsibilities of system/campuses
 - October review



CT BOARD OF REGENTS FOR HIGHER EDUCATION

ACADEMIC & STUDENT AFFAIRS COMMITTEE

Meeting June 6, 2014
9:30 a.m. – 61 Woodland Street, Hartford

MINUTES

- Regents Present: Merle Harris, Stephen Adair, Eugene Bell (by conf), Naomi Cohen, Lawrence DeNardis, Sarah Green (by conf), Craig Lappen (by conf),
- Regents Absent: Catherine Smith
- Staff Present: Michael Gargano, Elsa Nunez, Corby Coperthwaite, Aynsley Diamond, Bill Gammell, Leslie Mara, Maureen McClay, Nancy Melnicsak, Phyllis Perry, Erica Smith, Jane Williams
- Other Attendees: Shirley Adams (COSC), Mary Ann Affleck (CCC), Jane Battye (QVCC), Paul Creech (CCC), Ray Dennis (MxCC), Rhona Free (ECSU), Gena Glickman (MCC), Elaine Ippolito (CCC), Faris Malhas (CCSU), Kate Miller (MxCC), Steve Minkler (MxCC), Wilfredo Nieves (CCC), Sandra Palmer (MCC), Lester Primus (CCC), Michael Rooke (TXCC)

Chair Merle Harris called the meeting to order at 9:35 a.m.

1. Minutes of May 2, 2014 – **A motion to approve was made by N. Cohen, seconded by S. Green.** Stephen Adair noted that the minutes were missing his name in attendees. **With that amendment, the minute were unanimously approved.**
2. New Policies
 - a. Multiple Measures. Dr. Gargano introduced and described the resolution. President Nunez added comments, noting the working definition of the states and the law. Institutions are now experimenting. There were questions and comments regarding shopping around and Dr. Nunez noted that is an issue still being addressed. In response to another question, it was noted an appeal process is in place at all the institutions. **A motion to approve was made by S. Green, seconded by N. Cohen and unanimously approved.**
 - b. PA 12-40 Courses. Dr. Gargano described the resolution noting the courses planned for 2014-15. **The motion was made by L. DeNardis, seconded by S. Green.** Discussion ensued. There are three levels of developmental programs: Embedded, Intensive, and Transitional. The transitional model does not provide the opportunity to charge tuition. A state subsidy has been provided to offset the lost revenue. Campuses have difference models. Regent Harris noted the embedded courses have various amounts of credits that should be discussed for future. Dr. Nunez added there was also a need to explore faculty load. **The motion was unanimously approved.**
3. Termination of Existing Academic Programs
 - a. and b. were withdrawn and removed from the agenda

- c., d., e. Manchester Community College's programs: c. Personal Financial Planner, d. Sustainable Energy, e. Taxation. Questions and answers described phase-out strategy for each. **A motion to approve the three terminations was made by L. DeNardis, seconded by N. Cohen and unanimously approved.**
- f. Forensic Science Track of Biotechnology – Middlesex CC. **A motion to approve by N. Cohen, seconded by L. DeNardis.** Dr. Gargano described. The phase-out plan was explained. **The motion was unanimously approved.**
- g. Machine Technology, Level 1 Certificate – Quinebaug Valley CC. The program was described and **unanimously approved.**

4. Modifications of Programs

- a. Manufacturing Management B.S.- Central CSU. **A motion to approve by L. DeNardis, seconded by N. Cohen.** Dr. Gargano noted the modification is for a name change. **The motion was unanimously approved.**
- b. Biotechnology A.S. – Middlesex CC. **A motion to approve by L. DeNardis, seconded by N. Cohen.** Dr. Gargano described the changes and rationale. As an aside, Regent Cohen asked about the differences of associate degree credits and Dr. Gargano noted they will soon be addressing normalizing credit hours where possible. **The vote was unanimous approval.**

5. New Programs

- a. Health Information Management Certificate – Capital CC. **A motion to approve by L. DeNardis, seconded by N. Cohen.** Dr. Gargano mentioned the fast-growing, high need of health programs, noting this meets the need and builds on stackable credentials, as well as helps those looking for immediate employment. **The vote was unanimous approval.**
- b. New Media Studies – Eastern CSU. **The motion to approve was made by L. DeNardis, seconded by S. Green.** Dr. Gargano noted this was reviewed through the campus process and through the Provost's office t, meets the institutional mission, is inter-disciplinary, is much needed and is in high demand. Regent DeNardis remarked on his concern about four new programs at the institution, incurring additional resources, long-term costs and the timing as the institutions struggle with the budget. Dr. Gargano remarked on the need to continue to move forward, the competitive environment, the need for calculated, smart risks, including the need to recalibrate and looking at the whole curriculum. He also noted they will require new programs to report on enrollment and accountability. Regent DeNardis reiterated the need to be very careful about too many new programs and the financial bottom line. Dr. Gargano agreed, noting his office will continue to fully review programs and market numbers and, with confidence in the presidents, will keep careful watch. President Nunez of ECSU commented that the New Media program is in conjunction with a 2 + 2 with Middlesex CC. She also noted the confluence of events that brought all four new programs to the table at the same time, the differences and needs of the programs, and praised faculty for their hard work. She summarized the needs and development of each noting they were in response to current issues. Dr. Gargano reiterated the campuses will continue to do serious review of programs with low enrollments and low completers and expects more discontinuations to come forth. **The vote was unanimous approval.**
- c. Health Sciences B.S. – Eastern CSU. **A motion to approve by N. Cohen, seconded by S. Green.** Dr. Gargano described the program, its needs and projections. President

Nunez also described the renovation of Goddard Hall. **The vote was unanimous approval.**

- d. Liberal Studies B.A. – Eastern CSU. **A motion to approve by L. DeNardis, seconded by N. Cohen.** The program was described noting it addresses the needs of students. **The vote was unanimous approval.**
 - e. Philosophy B.A. – Eastern CSU. **A motion to approve by L. DeNardis, seconded by S. Green.** The program was described noting the appropriateness for a liberal arts institution. Also mentioned were multiple opportunities for employment and the system's initiative on globalization. Regent DeNardis requested the syllabi for personal interest. President Nunez added an additional description noting the program is interdisciplinary. Regent Adair thanked the staff for an impressive proposal. **The vote was unanimous approval.**
 - f. Firefighter 1 & 2 Certificate – Gateway CC. **A motion to approve by N. Cohen, seconded by S. Green.** Dr. Gargano described the program, noting resources were in place with no faculty impact. Staff from Gateway addressed the Board giving background and development goals and needs. The fire chief described further the need and requirements noting students will be job-ready. In answer to a question, it was noted that the certificate will not be directly stackable but components of it are. Gateway was encouraged to look at that issue. There was a comment about this certificate's appropriateness for the HLSC grant. **The vote was unanimous approval.**
 - g. Ophthalmic Medical Assistant Certificate – Middlesex CC. **A motion to approve by N. Cohen, seconded by L. DeNardis.** Dr. Gargano noted the high demand and the uniqueness of this program in the state. **The vote was unanimous approval.**
 - h. Health Information Management Certificate – Middlesex CC. **A motion to approve by L. DeNardis, seconded by S. Green.** Dr. Gargano described, noting the stackable credential and high need. Dean Minkler mentioned this was nearly identical to the certificates at Capital and Northwestern and they were sharing some resources and online courses. **The vote was unanimous approval.**
 - i. Computer Aided Design Certificate – Quinebaug Valley CC. **A motion to approve by N. Cohen, seconded by S. Green.** Dr. Gargano described noting this also had stackable credentials. Dean Battye mentioned the manufacturers' need and that CAD was not part of the Advanced Manufacturing program. **The vote was unanimous approval.**
6. Information items were noted .
- a. Below-Threshold- Business Administration modification at Quinebaug Valley CC
 - b. Manchester CC's 2014-15 promotions and tenure
7. Updates/Discussion Items
- a. Academic Program Review Policy. The policy was presented for discussion with action for a future meeting. Dr. Gargano noted it had been shared and reviewed by Academic Officers and various committees. This is a system review policy that does not usurp the campus revision process. Dr. Gargano also mentioned the importance of learning outcomes and assessment.
 - b. Normalize Associate and Baccalaureate Degree Credit Hours. This policy was also presented for discussion to be acted on at a future meeting. Dr. Gargano described the need, noting the complicated work that will require serious review. He mentioned the process will be painful but will benefit institutions and students as well as help with TAP. Regent Cohen mentioned including language to ensure the academic programs maintain relevance to the campus and to ensure the academic courses per program maintain a campus identity. It was also mentioned to reference the strategic plan. Additional discussion ensued.

- c. Update – Health and Life Sciences Grant. Dr. Gargano introduced Leslie Mara, the project director. Ms. Mara presented a thorough overview, noting the consortium of five community colleges and the involvement of Eastern and Charter Oak. She described components, curriculum, services etc. A question followed regarding tracking and Ms. Mara noted the 4th year is exclusively devoted to evaluation and assessment.
- d. Update – TAP. Dr. Aynsley Diamond presented a progress report noting the General Education model has been developed and is being reviewed by the CSUs. Within the community colleges, some have implemented the framework and some are still vetting. There was a need for all to get the framework established.. Noted was the importance of assessment and moving forward.
Dr. Gargano stated that there had been delays in the system office but now stakeholders were proceeding. In response to a question regarding completion, it was hoped to bring one to three majors to the Committee in the fall. There were other questions regarding differences in transferring to specific the four-year institutions, with the observation that the law stated that accommodation. . President Nunez added that the IT staff were working on software that would inform students of the results of different scenarios. It was also stated a common template was being developed.

Discussion items e. and f. were put on hold to be addressed at a future meeting. In conjunction with item f., Promotion and Tenure Process, Regent DeNardis called attention to the minutes of May 2 and his comment for the need to have more documentation from the presidents on the lists of promotion and tenure candidates to be included at the future discussion. Dr. Gargano offered a few other comments on practices in other systems.

A motion to adjourn was made by N. Cohen, seconded by L. DeNardis and unanimously approved. The meeting was adjourned at 12:17 p.m.

Item: Academic Program Review Policy and Guidelines**Background**

Academic program review is integral to academic planning and assessment efforts at the institutional level and the Connecticut State College and University (ConnSCU) System . The program review process is a campus-based review that is intended to examine, assess, and strengthen academic programs offered at the seventeen (17) institutions within the ConnSCU System. Program reviews are a means of ensuring continuous quality improvement by involving a comprehensive assessment of goals, infrastructure, operations and outcomes in relationship to the institution's mission. The program review process also facilitates dialogue among the Board of Regents, the System President, and the campus Presidents. The process provides an organized and structured opportunity for all parties to reflect on educational practices, and to review the role of the program in the context of all academic offerings at the institutional level.

RECOMMENDATION

It is recommended that the Board of Regents consider approving the following resolution:

5/14/2014 – Academic Council

8/1/2014 – BOR-Academic and Student Affairs Committee

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Academic Program Review Policy

[August 21, 2014]

RESOLVED: That the Board of Regents for Higher Education approve the following Academic Program Review Policy, and be it further

RESOLVED: The Academic Program Review Policy rescinds all prior System and Board of Regents program review policies.

A True Copy:

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

ACADEMIC PROGRAM REVIEW POLICY

The Connecticut State College and University System recommends that all academic programs undergo a comprehensive review on a periodic basis. At a minimum, each degree and certificate granting program is subject to review at least once every seven-years. The Provost and Senior Vice President for Academic and Student Affairs collaborates with the institution's president and chief academic officer to establish an academic program review annual schedule. All Centers and Institutes are also subject to the same seven-year periodic program review.

The evaluative, directional and planning judgments resulting from program reviews are oriented within the context of disciplinary/professional norms and institutional mission. The areas in which program quality is evaluated may include, but are not limited to:

1. Student enrollment, retention, graduation and transfer (as appropriate).
2. Student advisement, engagement, and support.
3. The quality of educational programs including assessment of student learning.
4. Curricula and curricular contributions to college/university programs.
5. Faculty and department contributions in teaching, research, creative activity, scholarly work and service.
6. Diversity and cultural proficiency.
7. The quality of outreach activities and service to the institution, the profession and the community.
8. Alumni and business and industry fundraising.
9. The contribution or importance to General Education and other campus programs.

10. Collaborations with other ConnSCU institutions and other CT colleges/universities.
11. Program governance and administrative support.
12. Program operations and resources.
13. Facilities, library and other educational resources available to and utilized by the schools.
14. Safety and adequacy of physical facilities.
15. The sustainability of human and financial resources to maintain a quality program.
16. The strengths and weaknesses of the program.

ConnSCU Process:

An initial process of setting a schedule for Academic Program Reviews on each campus will be completed. Annually, thereafter (February/March), the ConnSCU Provost and Senior Vice President for Academic and Student Affairs will confirm with the institution's President and Chief Academic Officer the list of academic programs to be reviewed over the next three years. The means of review (internal and/or with external reviewers) will be determined in collaboration with the institution's Chief Academic Officer.

The academic program review schedule will be presented to the Board of Regents Academic and Student Affairs Committee for consideration. Upon approval, the academic program review schedule will be presented to the full Board for ratification.

Annually, the results from the academic program review process will be presented to the Board of Regents at a September/October meeting. If warranted, appropriate Board action which may include further study will ensue.

General Recommended Standards:

The System encourages that each institution's Bylaws or campus policies indicate that the faculty, deans, department chairs, program coordinators, curriculum and general education committees and other duly constituted college/university committees have the primary responsibility for curriculum design, development, management, evaluation and the authority to enact curricular change in accordance with institution specific accreditation standards. Changes may include, but are not limited to, credit hours (or alternative measurement methodology), curriculum objectives, learning outcomes, course content, integration and linkages across program components, as well as, teaching methodology, component and/or overall programmatic evaluations and learning outcomes.

Curriculum Management:

Upon completion of the academic program review process, the primary factors that often shape change to the academic program may include but are not limited to the following:

1. Continuous faculty review of the curriculum.
2. Competency based curriculum and assessment of competency.
3. Alignment and adequate assessment of course and program student learning outcomes.
4. Adequate assessment of student learning outcomes that indicate a need to modify existing curricula or pedagogy (NEASC Series E reports).
5. Excess credit hours.
6. Student feedback.
7. Peer feedback including external reviewers.
8. Professional accreditation.
9. Research.
10. National trends.
11. Program involvement of Business and industry
12. Economic impact to the State of Connecticut.

Program Review Committee:

The diverse degree programs offered throughout the System require that external advisory committees, external reviewers and/or campus based committees with discipline specific knowledge participate in the academic program review process. The institution's curriculum committee or appropriate institutional committee is encouraged to be included in the evaluative process in the following ways:

1. Oversee the evaluation, review, and recommendation for curriculum and content.
2. Conduct a periodic needs assessment of courses and programs on various criteria including projected changes in learning content from national or regional accreditors, student interest, employers or industry forecasts, and program completion data.
3. Ensure each program has student learning outcomes that are appropriate for the program, including assessment measurement, targets, and benchmarks; indicate and demonstrate how data and assessment are used in program improvement.
4. Evaluate learning outcomes and assessments and determine how outcomes will be assessed and applied to improve or enhance student learning and/or instructional delivery.
5. Assess the duplication of courses and/or programs within the institution.
6. Ensure that each Dean or campus designee is appropriately assessing data to determine whether modifications and/or changes to the curriculum are needed.
7. Ensure the curriculum has adequate hours and courses to meet the student learning outcomes based on local, regional, and/or national standards as appropriate.
8. Initiate a curriculum mapping process to determine course sequencing breadth and depth of course content, student learning outcomes, degree and transfer requirements.
9. Determine that program credit hours or equivalent school specific accreditation standard of measurement are adequate and appropriate based on accreditation and state requirements.
10. Review student course evaluation trends, trends in student concerns and issues, and recommend solutions.
11. Review student recruitment publications for accuracy in representing the institution's practices and policies.

Item: Normalize Credit Hours for Associate and Baccalaureate Degree Programs**Background**

In the past few years, there have been extensive studies on the topic of excessive credits and efforts to normalize associate and baccalaureate degree credit hours. The studies include: Complete College America, *Wasting Time: Costs, Consequences, and Causes of Excess Credits and Time to Degree*; Georgetown University report *The High Price of Excess Credits: How New Approaches Could Help Students and Schools*; and the State University System of Florida, Office of Academic Programs Review; *Hours to Graduation: A National Survey of Credit Hours Required for Baccalaureate Degrees*. These studies have documented wide disparities in academic credits for degree completion. All three reports identified the importance for system and institutional leadership to begin a systemic review of degrees' credit requirements.

Many states including North Carolina, Florida, Texas, Louisiana, Virginia and Arizona have enacted legislation to regulate excess credit hours. Some states including Florida and Louisiana have eliminated state funding for excess credit hours. Georgia is exploring options to limit excessive credit hours and encourage timely graduation.

The Lumina Foundation and the National Center for Higher Education Management Systems (NCHEMS) endorse the concept to reduce and eliminate excessive credit hours.

Reducing excessive credit hours provides multiple benefits to the student and the institution. These include:

1. Reducing excessive credit hours encourages timely graduation.
2. Reducing excessive credit hours reduces student debt.
3. Reducing excessive credit hours supports the best practice for transfer and articulation programs.
4. Reducing excessive credits assist the institution to better manage classroom space.

Thus, it is appropriate for the Connecticut State College and University System and campus presidents and chief academic officers to consider the benefits to normalize associate degree programs to 60 credits and baccalaureate degree programs to 120 credits except in cases where accreditation requirements require additional credits for degree completion.

A thorough review of academic credits for associate and baccalaureate degree programs within the ConnSCU System will:

1. Validate that the credits required for graduation meet the national standard;
2. Provide for a campus based review and appropriate action to reduce and/or eliminate unnecessary credit hours;

The process to review academic credit hours and to consider normalizing the number of credits for an associate and/or baccalaureate degree is campus-based and campus managed. The process will not infringe upon faculty governance or institutional management of the degree program, content, and curriculum. All decisions on curriculum and course content remain within the campus decision-making authority.

RECOMMENDATION

It is recommended that the Board of Regents consider approving the resolution

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Normalize Credit Hours for Associate and Baccalaureate Degree Programs

June 18, 2014

Whereas, the Board of Regents believes that public postsecondary education institutions must be concerned with issues and practices affecting access and affordability; and

Whereas, the Board of Regents' efforts to advance affordability could be enhanced by the institutions normalizing the credit required for completing an associate and baccalaureate degree; and

Whereas, the Board of Regents recognizes that normalizing associate and baccalaureate degree credit hours could significantly reduce the time to obtain a degree for many students; and

Whereas, the Board of Regents endorses a rigorous system-wide review of academic programs to be undertaken in collaboration between each institution's president and chief academic officer to determine if there are any excess credit requirements within their degree programs; now

Therefore, Be It Resolved that the Board of Regents authorizes and instructs the ConnSCU System President to require each President and Chief Academic Officer of a college offering an Associate and/or a Baccalaureate degree to:

- 1) Develop and implement a review process for each Associate and Baccalaureate degree program with the goal of normalizing the number of credits at 60 and 120 credit hours respectfully without compromising accreditation and certification requirements. The review should also include the identification of institution and department policies that might contribute to excess credit hours required for graduation;
- 2) The campus excess credit hour review process should include a multi-year phased strategy that allows for sufficient time for the campus review committees to thoroughly consider excess credit hours;
- 3) Provide compelling rationale to maintain Associate and/or Baccalaureate degree programs with more than 60 or 120 credit hours following the completion of a campus-based review;
- 4) Develop a process to identify and counsel students who are accumulating credits in a manner that could result in their amassing more credits than is required for the degree; and

Be It Further Resolved that each affected campus is directed to present its findings and recommendations to the System President and the Board of Regents for the initial set of academic programs with excess credit hours no later than completion of the fall semester, December 2015, and

Be it Further Resolved that approved recommendations to normalize Associate and Baccalaureate degree programs to 60 and 120 credits be implemented, no later than with the entering freshmen class for fall 2016 or the entering class of students appropriate for the campus.

A True Copy:

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

ITEM

Termination of a degree option in computer-aided design leading to an Associate of Science in Technology Studies degree at Tunxis Community College.

BACKGROUNDSummary

The college seeks board approval to terminate an unnecessary degree option in CAD under the technology studies parent degree.

Rationale

As a result of a recent program review of our Technology Studies degree, the decision was made that we have too many options in Technology Studies, leading to confusion among students, coupled with a decline in interest among students in this option in CAD. Elimination of this option will give students a cleaner and more concise set of choices under the technology studies umbrella program.

Phase Out/Teach Out Strategy

The termination of the CAD option will streamline our offerings, without compromising the pathways available to students, as the parent degree in technology studies will continue to be offered. Additionally, all of the existing primary CAD content courses will continue to be offered to students, and any student wishing to complete their technology studies degree with coursework in CAD will be able to do so. All of the students that previously were enrolled in this option have been moved to the parent degree.

Resources

Elimination of this option will allow the college to save money by eliminating the need to offer certain types of internships, specialized courses that we have been able to offer due to low enrollment and practica that were previously required under the CAD option.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Termination of a Program

[August 21, 2014]

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program in Technology Studies: Computer-Aided Design Option, leading to an Associate of Science degree at Tunxis Community College

A True Copy:

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

ITEM

Modification of a program Machine Technology Level I leading to an undergraduate certificate at Naugatuck Valley Community College to change the name to Fundamentals of Machine Technology.

BACKGROUND*Summary*

The Connecticut Regulations for Licensure and Accreditation of Institutions and Programs of Higher Learning stipulated that modification of accredited programs, including name changes, approved by the Board of Regents (10a-34-3(c)).

Naugatuck Valley Community College has requested this name change coinciding with the overall repackaging of the college's manufacturing program. Along with the name change will be a non-substantive curricular adjustment that requires no action on the part of the board.

Need for the Program

Naugatuck Valley Community College is requesting the name of its Machine Technology Level 1 program leading to an undergraduate certificate be changed to Fundamentals of Machine Technology. The Statewide Advanced Manufacturing Advisory Council has recommended that Machine Technology Level I and II be reconstituted as one certificate program. The college is adapting the curriculum to comply with this recommendation.

The need for a certificate program similar to the former Machine Technology Level I program continues given that dual enrolled high school students (College Connections, Waterbury Career Academic, and others) have an opportunity to pursue a college program of study focused on manufacturing foundations. At the time of high school graduation successful students may simultaneously receive both their diploma and a college certificate. With Machine Technology Level II no longer being offered, it stands to reason that the name of the Level I program be changed. The college is recommending that going forward, this re-purposed Machine Technology Level I program be titled Fundamentals of Machine Technology.

Curriculum

There will be one change to the existing curriculum. Instead of specifically requiring CAD*H110 Introduction to Computer Aided Drafting students will have the option of taking one of three courses: (1) CAD*H110 Introduction to Computer Aided Drafting or (2) CAD*150 Computer Aided 2D or QUA*H114 Principles of Quality Control. This change is based on the needs of business and industry along with a needed to accommodate the variance in resources among articulated high schools. CAD*H110 and CAD*150 align this program for high school students with the new Advance Manufacturing Technology Program.

Students

Annual Unduplicated Enrollment	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
MACHINE TECHNOLOGY LEVEL I	0	0	0	75	61
MACHINE TECHNOLOGY LEVEL II	0	0	0	0	17
Manufacturing	0	0	2	2	8

Annual Graduates	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
MACHINE TECHNOLOGY LEVEL I	0	0	0	14	
MACHINE TECHNOLOGY LEVEL II	0	0	0	37	
Manufacturing	0	0	0	0	
2013-2014 Official Graduation Numbers Are Not Yet Available					

Resources

No new faculty, facility, fiscal, or other learning resources are needed to apply this program modification.

REVIEW

The program changes were recommended by the statewide advisory council and reviewed by requisite college governance structures.

June 1, 2014 – ConnSCU Academic Council

August 1, 2014 – BOR-Academic and Student Affairs Committee

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

[August 21, 2014]

RESOLVED: That the Board of Regents for Higher Education approve a modification of the program “Machine Technology Level I” leading to an undergraduate certificate at Naugatuck Valley Community College to change the program’s name to “Fundamentals of Machine Technology”.

A True Copy:

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

ITEM

Modification of programs in Social Work and Women's Studies leading to Master of Social Work and Master of Arts degrees at Southern Connecticut State University

BACKGROUNDSummary

This dual degree program option will prepare students for a licensed social work practitioner career with a specialized knowledge of the population of women. The MSW/WMS program will offer students tools and training in feminist epistemologies, sensitizing students to the unique challenges and obstacles women face.

Need for the Program

The dual degree program will offer WMS students the ability to use their specialized knowledge coupled with clinical skills developed in the MSW program to address a range of concerns specific to women from political action to individualized treatment. MSW students will become grounded in theoretical and practical concerns that affect women from a broad perspective, sensitizing them to the unique challenges as well as structural limitations (within family, community and society) that circumvent women's ability to fully participate in society. Both programs, while focusing on human interaction and human needs, together will strengthen students' abilities to perceive the problems women face and be sanctioned by society to intervene on an individual, community or societal levels. Candidates in this special program will be prepared to enter the social work profession with an MSW and understanding/knowledge of feminist theories and practices that complement and enhance social work practice. Further, the organizational and client assessment/intervention skills acquired in the social work master's courses can enhance master-of-arts candidates who wish to pursue other more feminist-oriented professional careers, by developing a set of unique (social work) theories and skills to bring to the fields of women's studies, human behavior, and service.

Curriculum

There will be no modifications to the curriculum, admissions or graduation requirements or mode of delivery. The MSW curriculum consists of 60 credits, and the MA in Women's Studies curriculum consists of 33-36 credits (depending on whether thesis, special project, or comprehensive capstone option is chosen). Students will be able to obtain the Masters of Social Work Degree and the Masters of Arts in Women's Studies for 75 credits instead of 93 credits by taking dual listed courses that are already available in each program.

Admissions Process:

- Each program has a separate admissions process and applicants must be accepted by both programs.
- All students must meet School of Graduate Studies requirements.
- In addition to these applications for admission to the Women's Studies Master of Arts Degree Program and the Masters of Social Work Program, applicants must also complete an application for admission to the SCSU School of graduate Studies and have your original transcripts mailed directly to the office of Graduate Studies.

Specific program requirements:

- All students will be assigned an advisor from the Department of Social Work and the Women's Studies Program.
- Field work for both social work internships must be in an agency that focuses either directly or indirectly on women's and or gender issues.
- Students select one of four advanced clinical specializations in social work.

Specific exit requirements:

- Students must have a minimum 3.0 average;
- Completion of two years of field placement;
- Completion of degree requirements: 75 credits.
- Completion/approval of thesis SWK 572-573/WMS 590-591;
- Both program advisors must sign off on completion and approval of thesis.

Summary of credit distribution:

Social Work required courses in foundation level and specialization	33.0 cr.
Dual courses for both Women's Studies and Social Work	24.0 cr.
Women's Studies required courses	18.0 cr.
Total	75.0 cr.

A break-down of the credits:

Core (Social Work)	27.0 cr.
Dual Courses	24.0 cr.
(SWK 551/WMS529; SWK 561/WMS510; SWK 570&571/WMS 601&602; SWK 572 & 573/WMS 592 & 593)	
Concentration (Women's Studies)	9.0 cr.
(WMS 500, WMS 520, WMS 530)	
Concentration (Women's Studies, three from below)	9.0 cr.
(SWK/WMS 554, SWK/WMS 555, WMS 560, WMS 504, WMS 505, or WMS 515)	
Concentration (Social Work, two from below)	6.0 cr.
(SWK 523, SWK 545, SWK 556, SWK 568, or SWK 540)	
	<hr/> 75cr.

Students

Over the past three years, enrollments in the MSW program have ranged from 140-150. Enrollment in the Women's Studies MA has ranged from 16-26 during this same time period. We anticipate that 5-12 students per year will enter this dual degree program option. This estimate is based on expressed student interest and experience with a previous dual degree program in social work and urban studies.

Faculty

No additional faculty are required for this program. There are currently 19 fulltime faculty members in Social Work; there are currently more than 20 faculty members from a variety of disciplines that teach courses in the Women's Studies program.

Learning Resources

No additional resources are required.

Facilities

No additional facilities are required.

Fiscal Note

There are no additional budget requirements for establishing this dual degree program in Social Work and Women's Studies. Students will take existing courses and obtain both degrees in a compressed time and credit format by taking dual listed courses.

Review of Documents:

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

June 1, 2014 – ConnSCU Academic Council

August 1, 2014 – BOR-Academic and Student Affairs Committee

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

[August 21, 2014]

RESOLVED: That the Board of Regents for Higher Education approve modification of programs in Social Work and Women's Studies leading to Master of Social Work and Master of Arts degrees at Southern Connecticut State University.

A True Copy:

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

ITEM

Modification of the program “Psychology” leading to a Bachelor of Arts (B.A.) degree at Central Connecticut State University to change the name to “Psychological Science”.

BACKGROUND*Rationale*

CCSU’s decision to change the name to the Department of Psychological Science (from the Department of Psychology) and to request that the BA in Psychology be renamed a BA in Psychological Science reflect an ongoing “identity shift” that has occurred in the field “concerning what psychological scientists actually do” (Jaffe, 2011). The department and degree name changes do not influence curriculum or affect students or faculty adversely. Rather, it more clearly communicates CCSU’s continuing focus on the science of psychology as faculty scholars in their own research. In addition, it represents their commitment to instill students with the scientific values, reasoning and techniques of empirical psychology.

The name change is consistent with guidelines and missions of our two main professional societies in psychology, the American Psychological Association (APA; www.apa.org) and the Association for Psychological Science (APS). Of note, the Association for Psychological Science was originally the “American Psychological Society”. In 2006, the change to “Psychological Science” emphasized psychology’s status as a “coherent scientific discipline” and responsibility to protect “scientific values in education and training, the use of science in the public interest, and the scientific values of psychological practice” (www.psychologicalscience.org). APS goals for psychology professions include the promotion, protection, and advancement of “the interests of scientifically oriented psychology in research, application, teaching, and the improvement of human welfare.”

In their recent guidelines for the Undergraduate Psychology Major, aimed at “assisting departments in curriculum design, goal setting, and assessment planning” (p. 4), the American Psychological Association (APA, 2013) recommended that “departments promote psychology as a science, reinforcing the perception of a common science identity despite the variations in the major’s delivery” (p. 6). They further emphasize the “identity of psychology as a STEM discipline should be strengthened” (APA, 2013, p. 11), going on to say that “professionals do not routinely recognize psychology as a STEM discipline, despite its formal inclusion in the National Science Foundation roster of recognized STEM disciplines.” APA guidelines for undergraduate education include “scientific inquiry and critical thinking” (APA, 2013, p. 15) as main goals.

It is noted also that many departments around the country have begun to implement name changes to Psychological Science (or similar) to better reflect and communicate their identity and what they do. Further, the name *Psychological Science* is consistent with CCSU’s own mission, learning objectives, and APA guidelines for the Psychology Major.

The name change does not influence curriculum or affect students or faculty adversely. Rather, it more clearly communicates CCSU’s continuing focus on the science of psychology as faculty scholars in their own research.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

[August 21, 2014]

RESOLVED: That the Board of Regents for Higher Education approve a modification of the program “Psychology” leading to a Bachelor of Arts (B.A.) degree at Central Connecticut State University to change the name to “Psychological Science”.

A True Copy:

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

*Executive Summary***ITEM: Partnership for Preparation of Elementary Educators (P²E²) ©**

Licensure and accreditation of the program “Partnership for Preparation of Elementary Educators” leading to a Bachelor of Science in Interdisciplinary Elementary Education degree at Western Connecticut State University

Summary

This *Partnership for Preparation of Elementary Educators (P2E2)* proposal represents a dramatic shift from the present elementary education program. The proposal is grounded in current research for best practices in learning and teaching, inquiry, and pedagogical strategies, as well as addressing the shift to competency-based learning in both General Education and across the Educational Unit.

This interdisciplinary proposal, focusing on Math, Literacy, and Science, represents a partnership that extends through the three schools that make up the Educational Unit as well as a university-public school partnership that met monthly for a year. As a result of the work with our partners, feedback from the Western Connecticut Superintendents Association, a number of surveys of school partnership administrators and teachers, as well as WCSU candidates returning from student teaching and recent WCSU graduates in the field, the design process began with Mathematics identified as the lead content.

Need for the Program

The need for this innovative interdisciplinary program was based upon feedback from our local school partners as well as regional and national trends such as the following:

Local: Improving the Quality of our Pre-service Teachers

- Our partner districts have told us they wanted us to produce high quality educators
- Focus groups were held in Bethel Public Schools in 2009 to identify how well new teachers (and their mentors) felt teacher education programs prepared them for Bethel’s expectations of a classroom teacher.
- A task force made up of partner district superintendents, educational Unit administration, and Unit faculty began meeting in 2010.
- A University-Public School partnership met monthly during AY 2010-2011 to develop the clinical experiences for the program.
- Superintendents and key public school faculty were included in the development of the (P²E²) curriculum to ensure that the needs of the districts were met.
- We raised the entry GPA to a 3.0 and began a new Freshman advisement program.
- Our candidates are already in high demand. We have noted an increase in new hires as compared with the previous two years.
- Urban outreach has been successful in another post-baccalaureate program.

Integration of Clinical Practice

- NCATE Blue Ribbon Report ¹
 - Establishing close partnerships with the districts we serve.
 - Partnerships include shared decision-making and oversight on candidate selection and completion as well as host teacher selection and training.
 - Teacher Education must “move to programs that are fully grounded in clinical practice and interwoven with academic content and professional courses” (p. ii).
 - Candidates will integrate their acquired academic knowledge and skills with practitioner experience in public school settings.
 - They will apply their knowledge through the gathering and analysis of data to determine if and how their students are learning.
- On-going professional development
 - They will learn with the host teacher(s)/team(s) in professional development applying new learning in practice using the *Art and Science of Teaching Framework* (Marzano, 2011), Danielson’s Framework for Teaching (2007, 2009) and other research models on learning and teaching.

Why STEM? With the increased emphasis on STEM, progress is being made in raising academic performance in the STEM areas for all students.

- **International Trends**
 - *Trends in International Mathematics and Science Study (TIMSS)* administered every 4 years.
 - In TIMSS 2011: Comparisons of the achievement of 8th-graders in 2011 are made among 56 countries and other education systems.
 - The average mathematics score of U.S. 8th-graders (509) was slightly higher than the international TIMSS scale average, which is set at 500 (the Connecticut average was 518).
 - The average science score of U.S. 8th-graders (525) was higher than the TIMSS scale average, which is set at 500 (the Connecticut average was 532).
 - *Programme for International Student Assessment (PISA)*²
 - While the United States scored average in Science in 2012, a significant reduction in the share of students performing below proficiency (Level 2) between 2006 and 2012 was reported.
 - The ongoing economic crisis has only increased the urgency of investing in the acquisition and development of citizens’ skills – both through the education system and in the workplace.
 - Although a gender gap in mathematics performance favoring boys was no longer in evidence in 2012 (as compared to 2003), the report reveals worrying gender differences in students’ attitudes towards mathematics.

¹ NCATE Blue Ribbon Panel on Clinical Preparation and Partnerships for Improved Student Learning (2010). *Transforming Teacher Education Through Clinical Practice: A National Strategy to Prepare Effective Teachers*. Report on the Blue Ribbon Panel on Clinical Preparation and Partnerships for Improved Student Learning. Washington, D.C.: NCATE.

² OECD (2014), PISA 2012 Results: What Students Know and Can Do – Student Performance in Mathematics, Reading and Science (Volume I, Revised edition, February 2014), PISA, OECD Publishing.

- **National Trends**

- *National Assessment of Educational Progress (NAEP)*
 - Only 34% of Grade 4 students achieved a score of “At or Above Proficient” on the science portion of the National Assessment of Educational Progress (NAEP).³
 - Only 40% of Grade 4 students achieved a score of “At or Above Proficient” on the mathematics portion of the NAEP.⁴
- *Teacher Quality Grant* now emphasizes STEM.
- Specialized jobs in STEM fields will increase by 32 percent from 2002 to 2012, and the number of 18 to 24 year olds in the United States who receive scientific degrees has fallen from third to 17th in the world in the last three decades.⁵
- A report by the National Research Council (2013), *Monitoring Progress Toward Successful K-12 STEM Education: A Nation Advancing?*⁶, recommends that we:
 - Expand the number of students who ultimately pursue advanced degrees and careers in STEM fields, and broaden the participation of women and minorities
 - Expand the STEM-capable workforce and broaden the participation of women and minorities
 - Increase science literacy for all students
- Nurturing STEM Skills in Young Learners, PreK–3
- Too many children reach Grade 4 lacking key science and math skills and knowledge.⁷

- **STEM and the Achievement Gap**

- *National Assessment of Educational Progress (NAEP):*
 - Closing the Achievement Gap in Mathematics in Connecticut
 - 2011: White 253; Hispanic 222 (gap = 31), Black 220 (gap = 33)
 - 2013: White 253; Hispanic 224 (gap = 29), Black 219 (gap = 34)
- The *Government Accountability Office (GAO)* in 2011 identified 252 “distinct investments” in STEM education were funded, but these represented less than 31% of the overall expenditure.⁸

³ U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics. (2011). Science 2009: National Assessment of Educational Progress at Grades 4, 8, and 12. Washington, DC: Author.

⁴ National Center for Education Statistics. (2012). The nation’s report card—Mathematics 2011: National Assessment of Educational Progress at Grades 4 and 8. Washington, DC: Author.

⁵ American Electronics Association. (2007). We are Still Losing the Competitive Advantage Now is the Time to Act. March 2007, Washington, D.C. Download PDF.

⁶ National Research Council. Monitoring Progress Toward Successful K-12 STEM Education: A Nation Advancing?. Washington, DC: The National Academies Press, 2013.

⁷ Council of Chief State School Officers. (2009). A quiet crisis: The urgent need to build early childhood systems and quality programs for children birth to age five. Washington, DC: Author.

- Although overall graduate enrollments in science and engineering (S&E) grew 35% over the last decade, enrollments for Hispanic/Latino, American Indian/Alaska Native, and African American students (all of whom are generally underrepresented in S&E) grew by 65%, 55%, and 50%, respectively.
- Concerns remain about persistent academic achievement gaps between various demographic groups, STEM teacher quality, the rankings of U.S. students on international STEM assessments, foreign student enrollments and increased education attainment in other countries, and the ability of the U.S. STEM education system to meet domestic demand for STEM labor.
- The *National Center for Education Statistics (NCES)* provides insights into closing of gaps in postsecondary enrollment and degree attainment while also highlighting important gaps in STEM fields.
 - In 2009-2010, females made up less than 25% of participants in science, technology, engineering, and math programs nationally (21% at the secondary level and 24% at the postsecondary level).⁹

Confidence in the Practice of Teaching of Elementary Science

- *The National Science Teachers Association* Position Paper on the Teaching of Elementary Science (2002) clearly articulates attitudes, inquiry experiences, professional development expectations, and teacher support expected of beginning teachers.¹⁰
- *Lewis, Dema, & Harshbarger (2014)* explored the initial learning of elementary pre-service teachers using an interdisciplinary model of a scientific classroom discourse community during a science methods course.¹¹
 - Findings suggested that the PSTs gained confidence in how to teach inquiry-based elementary science and recognized inquiry-based science as an effective means for engaging student learning.
 - Pre-service teachers embraced the interdisciplinary model as one that benefits students' learning and effectively uses limited time in a school day.
- *The California Council on Science and Technology (2010)* reported
 - “With teachers entering the classroom with less confidence in their science teaching and the lack of opportunities for them to strengthen their content knowledge and skill through professional development, it appears that teachers find themselves at a disadvantage when it comes time to teach science. This is where continuing development programs for teachers designed by master teachers can become effective in overcoming the lack of confidence and training in science teaching”.¹²

⁸ Gonzalez, H. & Kuenzi, J. (2012). *Science, Technology, Engineering, and Mathematics (STEM) Education: A Primer*. Congressional Research Service.

⁹ Office for Civil Rights, (2012). *Gender Equity in Education*. U.S. Department of Education.

¹⁰ National Science Teachers Association. (2002). Position paper: Elementary school science.

¹¹ Lewis, E., Dema, O. and Harshbarger, D. (2014), Preparation for Practice: Elementary Preservice Teachers Learning and Using Scientific Classroom Discourse Community Instructional Strategies. *School Science and Mathematics*, 114: 154–165. doi: 10.1111/ssm.12067

¹² Council on Science and Technology. (2010). The preparation of elementary school teachers to teach science in California: Challenges and opportunities impacting teaching and learning science, p. 29

Customized Courses

- The School of Arts & Sciences and the School of Professional Studies developed content courses responding to the needs articulated by our partner districts and indicated in our research specific to the needs of future elementary teachers.
- Courses reflect alignment with current and emerging standards and expectations Next Generation Science Standards (NGSS), Common Core State Standards Mathematics (CCSSM) and Literacy (CCSSL), National Council for Teachers of Mathematics (NCTM), Interstate Teacher Assessment and Support Consortium (InTASC), and Association of Childhood Education International (ACEI).

Curriculum

The P^2E^2 program consists of 120 credits, 39 of those credits meet the Connecticut State Department of Education Elementary Education interdisciplinary major (Connecticut State Board of Education, Sec. 10-145d-436 (2)(d)). Of those 39 credits, 18 credits are allocated in Math, 14 credits in Literacy, and 12 credits in the Sciences. The program includes a year-long residency program in partnership with public schools during the senior year, when the candidate is placed with a cooperating teacher or team of teachers.

This interdisciplinary proposal, focusing on Math, Literacy, and Science, represents a partnership that extends through the three schools that make up the Educational Unit as well as a university-public school partnership that met monthly for a year. As a result of the work with our partners, feedback from the Western Connecticut Superintendents Association, a number of surveys of school partnership administrators and teachers, as well as WCSU candidates returning from student teaching and recent WCSU graduates in the field, the design process began with Mathematics identified as the lead content.

We had already made a commitment to Literacy, shifting from one Reading course four years ago, to the development of new courses in Literacy (success being measured by the Connecticut Foundations of Reading). Since the Common Core State Standards focus on Mathematics and Literacy, we identified Science as the third content area since the Common Core State Standards are aligned with the Next Generation Science Standards and science knowledge is measured in Connecticut through standardized testing.

Several new courses have been developed and other courses updated across the Educational Unit in support of this endeavor. Candidates interested in pursuing a career in elementary education, take the *Freshman Experience for Education Majors*. They apply to the department at the end of the Freshman year, meeting rigorous entry requirements including a GPA of 3.0 with a minimum of 30 completed credits. A process is in place for advisement and admission, a joint effort of the Educational Unit and the Registrar's office.

Professional courses and the continuum of field/clinical urban and suburban experiences begin in the Fall of the Sophomore year. This continuum represents the gradual acquisition of professional knowledge and skills, applied in public school settings. Candidates are supervised, with both host teachers and university professors assessing their knowledge, skills, and dispositions across the continuum. The field/clinical experiences are embedded in the university coursework, many of which (by invitation) will be taught on site in a partnership school. At the end of the Sophomore year,

candidates apply to the professional program. As part of the application process, candidates submit a series of written responses electronically, linking theory and application, based on their field/clinical experiences and a formal interview is held with the program faculty. Students are closely advised and assessed in numerous ways.

The P²E² design expands traditional thinking in cognition and learning. It looks at the pedagogical experience as an outcome of the integration of the university and public school partnership. A prime example of this is *ED 431 Integrating the Emerging Literacies Across Elementary Content*. In this course, we surveyed the candidates and have piloted this course on Saturdays with great success. Responding to issues raised by candidates as a result of their student teaching experiences, the course provides immediate responses for identified needs.

The innovative *Residency* program, with a focus on co-teaching in the Fall and Student Teaching in the Spring, places the candidate with a cooperating teacher and/or team for the full final year of learning.

Students

This program is designed for our undergraduate students who are interested in pursuing elementary education certification. The program is cohort based and will consist of the following:

- 1 Each cohort will be made up on 25 full-time students.
- 2 Two cohorts will begin in Year 1 (1 Freshman class and 1 Sophomore class) and one new Freshman cohort will begin in subsequent years.
- 3 Each cohort will take 4 years to complete the program.

Faculty

The Department has four full-time faculty members with terminal degrees to support this innovative program. Further support is provided by the School of Arts & Sciences for coursework in math and science. This program does not require any new hires.

Learning Resources

Of the two [WCSU Libraries](#), the Midtown [Haas Library](#), houses the Department's collections enabling the reflective educator to analyze and evaluate their knowledge and practice in terms of the theory, research, and experiences in the classroom. Library resources include an extensive collection of print, media and online 24/7 resources in education, educational psychology, and the social and behavioral sciences. Services provided by library faculty liaison assigned to the Department include library and literacy instruction, reference and research support.

[Information Technology and Innovation](#) works collaboratively with the Department, (and all campus constituencies) to provide a technological and information technology environment to support all programs. Faculty integrate technology in multiple ways throughout their work with candidates, modeling the use of technology and providing opportunities for candidates to practice its use while teaching. The Education Department uses the [Tk20 Assessment System](#). The Data Manager oversees the reporting and aggregating of data across educator programs and provides support to faculty on its use. The Tk20 Assessment System guides work with candidates, informs program revisions, and provides opportunities for faculty to reflect on teaching and learning. [Media Services](#) offers a wide range of facilities and services: instructional design for creation of digital media, professional quality

video and multimedia productions, viewing rooms, distribution of media equipment to classrooms and for special events/meetings.

Facilities

Classrooms, library and media center facilities are equipped with standard projection, speakers, VCR/DVD instructor stations (with SmartBoard capability), laptop connectivity, access to file shares and myriad software.

Fiscal Note

As noted in the budget:

1. A & S workload cost savings: Current Arts & Sciences classes continue to be taught to the general population. Therefore, there will be no direct savings to the University.
2. School of Professional Studies Work Load Credit Additional Cost: Additional courses will be managed within the Department by a change in course rotation. Therefore, there will be no direct additional cost to the University.
3. University supervision is only required for the second semester.
4. Student Teaching University Supervisors and Cooperating Teacher Stipends will be effective in Year Four.

Program Discontinuation

Elementary education teacher candidates who are Juniors and Seniors in Fall 2014 will continue with the current program, Elementary Education (K-6). The current program will be phased out during the period 2014-2016, with an expected termination date of Fall 2016. The proposed program will begin in Fall 2014 with Sophomores and incoming Freshmen.

Accreditation

Western Connecticut State University was approved for renewal of its NEASC accreditation in AY 2013-2014, and the Department underwent its NCATE review in spring 2014. Preliminary findings are that all six standards were met at the initial and advanced levels.

June 1, 2014 – ConnSCU Academic Council

August 1, 2014 – BOR-Academic and Student Affairs Committee

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

[August 21, 2014]

RESOLVED: That the Board of Regents for Higher Education approve licensure and accreditation of the program “Partnership for Preparation of Elementary Educators” leading to a Bachelor of Science in Interdisciplinary Elementary Education degree at Western Connecticut State University

A True Copy:

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

ITEM**Institutional Accreditation of Middlesex Community College****BACKGROUND**

Public institutions of higher learning in Connecticut require accreditation by the Board of Regents for Higher Education in order to operate and award degrees (C.G.S. 10a-34(a)). The Board shall accept regional or, where appropriate, national accreditation, in satisfaction of the requirements for accreditation unless Board finds cause not to rely upon such accreditation (C.G.S. 10a-34(d)).

Middlesex Community College was last accredited by the Board of Governors for Higher Education in 2008, and recently submitted a 10-year self-study report as well as underwent a comprehensive evaluation from the New England Association of Schools and Colleges (NEASC) Commission on Higher Education, the institution's regional accreditor. Based on the material in the report and a report from the visiting evaluation team, NEASC continued the College's regional accreditation. A review of the documents provided by the College and by NEASC indicates there is no cause not to rely on the evaluation provided by NEASC.

RATIONALE

NEASC continued the College's regional accreditation. In issuing its evaluation, NEASC identified the following noteworthy findings. The College:

- Middlesex's Strategic Plan (2011-2016) supports the institution's mission, vision, and goals and their high-quality associate degree and certificate programs are responsive to community and workforce needs
- Faculty is well-supported and faculty members are dedicated and passionate about teaching
- Exhibits a strong culture of planning and assessment contributing to the recent award of two sizable grants
- Has implemented targeted strategies to improve its online retention rates
- Commended for comprehensive facilities master plan, space utilization, and efforts to analyze data in planning facility and technological needs as well as implementation of plans
- Has committed leadership, dedicated faculty and staff, supportive Board of Trustees and is well-positioned for future success

Areas for follow-up, with an interim progress report due in Spring 2015 included:

- Ensuring an effective system of student advising;
- Providing sufficient and appropriate resources to support academic and student services at the Meriden Center location;
- Establishing an effective model of shared governance;
- Implementing a systematic approach to learning outcomes assessment for general education

The college is to submit a fifth-year interim report in Fall 2018, that in addition to information included in all interim reports will give emphasis to the College's continued success in addressing the four matters specified for attention in the Spring 2015 report. The next comprehensive evaluation is scheduled for Fall 2022.

08/01/2014 – BOR-Academic and Student Affairs Committee

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Institutional Accreditation for

Middlesex Community College

August 21, 2014

RESOLVED: That the Board of Regents for Higher Education accepts the NEASC assessment and action and grant continued accreditation to Middlesex Community College until April 30, 2019

A True Copy:

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



Founded in 1885

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES, INC. COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

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Springfield College

PATRICIA MAGUIRE MESERVEY, Vice Chair (2014)
Salem State University

DAVID F. FINNEY (2014)
Champlain College

DAVID S. GRAVES (2014)
Laureate Education Inc.

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Mitchell College

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Haydenville, MA

WILLIAM F. KENNEDY (2015)
Boston, MA

KAREN L. MUNCASTER (2015)
Boston Architectural College

CHRISTINE ORTIZ (2015)
Massachusetts Institute of Technology

JON S. OXMAN (2015)
Auburn, ME

JACQUELINE D. PETERSON (2015)
College of the Holy Cross

ROBERT L. PURA (2015)
Greenfield Community College

REV. BRIAN J. SHANLEY, O.P. (2015)
Providence College

TIMOTHY J. DONOVAN (2016)
Vermont State Colleges

JEFFREY R. GODLEY (2016)
Groton, CT

LILY S. HSU (2016)
MCPHS University

JAY V. KAHN (2016)
Keene State College

WILFREDO NIEVES (2016)
Capital Community College

LINDA S. WELLS (2016)
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April 22, 2014

Dr. Anna Wasescha
President
Middlesex Community College
100 Training Hill Road
Middletown, CT 06457

Dear President Wasescha:

I am pleased to inform you that at its meeting on March 6, 2014, the Commission on Institutions of Higher Education took the following action with respect to Middlesex Community College:

that Middlesex Community College be continued in accreditation;

that the College submit a report for consideration in Spring 2015 that gives emphasis to the institution's progress in:

1. ensuring an effective system of student advising;
2. providing sufficient and appropriate resources to support academic and student services at the Meriden Center location;
3. establishing an effective model of shared governance;
4. implementing a systematic approach to learning outcomes assessment for general education;

that the College submit a fifth-year interim report for consideration in Fall 2018;

that, in addition to the information included in all interim reports, the Fall 2018 report give emphasis to the College's continued success in addressing the four matters specified for attention in the Spring 2015 report;

that the next comprehensive evaluation be scheduled for Fall 2022.

The Commission gives the following reasons for its action.

Middlesex Community College (MCC) is continued in accreditation because the Commission finds the institution to be substantially in compliance with the

Standards for Accreditation. We commend MCC for its comprehensive and candid self-study that demonstrates the institution's many strengths and accomplishments. We are particularly gratified to learn that campus-wide participation in the self-study process fostered a "renewed energy" and became the basis for the institution's revised mission statement that was approved by both the College's Board of Trustees and the Connecticut Board of Regents in Fall 2012. It is also noteworthy that MCC's Strategic Plan 2011-2016 supports the institution's mission, vision, and goals and that the College's high-quality associate degree and certificate programs are responsive to community and workforce needs. It is heartening to learn from the visiting team that faculty development is well-supported and that the faculty members are dedicated and passionate about teaching as demonstrated by widespread collaboration and interaction with students to "make learning the best that it can be." Through its self-study, the College provided evidence that program coordinators and faculty assess student and program learning outcomes on a regular basis and the results are used to inform decision-making. For example, the use of assessment results contributed to the recent award of two sizable grants for program expansion, leading to an increase in student enrollment. As validated by the team, academic and support services are comparable for students who take courses on the main campus and online, and we note with approval that MCC has implemented targeted strategies to improve its online retention rates. We concur with the team that the College is to be commended for its careful and thoughtful plans and planning processes as demonstrated by a comprehensive facilities master plan, a space utilization study, and the coordinated efforts of the Information Resource Management Committee to gather and analyze data and to plan facility and technological needs. The expansion of the College's cafeteria and student lounge and the construction of a new 69,000-square-foot classroom building are notable examples of the institution's success in implementing its plans. With its committed leadership team, dedicated faculty and staff, and supportive Board of Trustees, Middlesex Community College is well-positioned for future success.

The items the institution is asked to report on in Spring 2015 are related to our standards on *Faculty, The Academic Program, Students, Library and Other Information Resources, Physical and Technological Resources*, and *Organization and Governance*.

We acknowledge that the College suffered a "small setback" in its efforts to improve its system of academic advising due to a delay in the appointment of a director of academic advising. We understand that MCC has established a new Enrollment Management Committee that is "looking at all aspects of recruitment and retention, including advising" and, once assigned, the new director of academic advising will serve on this committee. We look forward, in the report submitted for consideration in Spring 2015, to an update on the institution's success in improving its system of academic advising as evidence that "[t]he institution has in place an effective system of academic advising that meets student needs for information and advice and is compatible with its educational objectives" (5.19).

We concur with the judgment of the visiting team that resources to support academic and student services at the Meriden Center location are "limited." For example, advising and library support services are only available on a part-time basis. We appreciate that the Meriden site is "evolving in the right direction;" for example, a full-time faculty member will be placed at the site in FY2014, and technology has been upgraded to ensure that the 600 students who attend classes at this location have access to Wi-Fi. In keeping with our standards on *The Academic Program, Faculty, Students, Library and Other Information Services*, and *Physical and Technological Resources*, we seek assurance, in the Spring 2015 report, that MCC is providing sufficient and appropriate resources to support academic and student services at the Meriden Center location:

Institutions undertaking the initiation of ... off-campus programs ... demonstrate their capacity to undertake and sustain such initiatives and to assure that the new academic programming meets the standards of quality of the institution and the Commission's Standards and policies (4.11).

Courses and programs offered ... off campus ... are consistent with the educational objectives of the institution. Such activities are integral parts of the institution and maintain the same academic standards as courses and programs offered on campus. They receive sufficient support for instructional and other needs. Students have ready access to and support in using appropriate learning resources. The institution maintains direct and sole responsibility for the academic quality of all aspects of all programs and assures adequate resources to maintain quality (4.40).

The institution endeavors to enhance the quality of teaching and learning wherever and however courses and programs are offered (5.18).

The institution offers an array of student services appropriate to its mission and the needs and goals of its students, recognizing the variations in services that are appropriate at the main campus, at off-campus locations, and for programs delivered electronically as well as the differences in circumstances and goals of students pursuing degrees. In all cases, the institution provides academic support services appropriate to the student body. The institution's faculty and professional staff collectively have sufficient interaction with students outside of class to promote students' academic achievement and provide academic and career guidance. In providing services, in accordance with its mission and purposes, the institution adheres to both the spirit and intent of equal opportunity and its own goals for diversity (6.11).

The institution ensures appropriate access to library and information resources and services for all students regardless of program location or mode of delivery (7.7).

The institution's physical and technological resources, including classrooms, laboratories, network infrastructure, materials, equipment, and buildings and grounds, whether owned or rented, are commensurate with institutional purposes. They are designed, maintained, and managed at both on- and off-campus sites in a manner that serves institutional needs (8.1).

We appreciate the College's candid acknowledgment that there are "mixed feelings" about the effectiveness of the existing governance model and "it is time to reorganize into a structure that better suits our current needs." We look forward, in the Spring 2015 report, to learning of the institution's continued progress in addressing this matter, providing assurance that "[t]he institution's organizational structure, decision-making processes, and policies are clear and consistent with its mission and support institutional effectiveness" and "[t]he institution's system of governance involves the participation of all appropriate constituencies and includes regular communication among them" (3.1).

We understand that MCC is transitioning to a new state-wide general education model that requires the student learning outcomes of courses at two-year colleges to align with the student learning outcomes of similar courses at four-year institutions. We recognize that MCC is diligent in its efforts to complete this project, and we concur with the College's assessment that this process will "take time." We look forward to being apprised, in the Spring 2015 report, of the College's success in transitioning to the new state-wide general education model and implementing a systematic approach to assessing student learning outcomes. Our standard on *The Academic Program* is relevant here:

The general education requirement is coherent and substantive. It embodies the institution's definition of an educated person and prepares students for the world in which they will live. The requirement informs the design of all general education courses, and provides criteria for its evaluation, including the assessment of what students learn (4.16).

The institution implements and provides support for systematic and broad-based assessment of what and how students are learning through their academic program and experiences outside the classroom. Assessment is based on clear statements of what students are

expected to gain, achieve, demonstrate, or know by the time they complete their academic program. Assessment provides useful information that helps the institution to improve the experiences provided for students, as well as to assure that the level of student achievement is appropriate for the degree awarded (4.48).

The institution's approach to understanding student learning focuses on the course, program, and institutional level. Evidence is considered at the appropriate level of focus, with the results being a demonstrable factor in improving the learning opportunities and results for students (4.49).

Commission policy requires a fifth-year interim report of all institutions on a decennial evaluation cycle. Its purpose is to provide the Commission an opportunity to appraise the institution's current status in keeping with the Policy on Periodic Review. In addition to the information included in all fifth-year reports, the College is asked, in Fall 2018, to give emphasis to its continued success in addressing the areas specified above for attention in the Spring 2015 report. The Commission recognizes that these matters do not lend themselves to rapid resolution and will require the College's sustained attention over time; hence, we ask that further information be provided in the report.

The scheduling of a comprehensive evaluation in Fall 2022 is consistent with Commission policy requiring each accredited institution to undergo a comprehensive evaluation at least once every ten years. Since Middlesex Community College delayed its evaluation by a year, scheduling the next comprehensive evaluation in Fall 2022 returns the College to its original evaluation schedule.

You will note that the Commission has specified no length or term of accreditation. Accreditation is a continuing relationship that is reconsidered when necessary. Thus, while the Commission has indicated the timing of the next comprehensive evaluation, the schedule should not be unduly emphasized because it is subject to change.

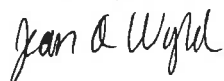
The Commission expressed appreciation for the self-study prepared by Middlesex Community College and for the report submitted by the visiting team. The Commission also welcomed the opportunity to meet with you and Dr. Lane A. Glenn, team chair, during its deliberations.

You are encouraged to share this letter with all of the institution's constituencies. It is Commission policy to inform the chairperson of the institution's governing board of action on its accreditation status. In a few days we will be sending a copy of this letter to Mr. Nicholas M. Donofrio. The institution is free to release information about the evaluation and the Commission's action to others, in accordance with Commission policy.

The Commission hopes that the evaluation process has contributed to institutional improvement. It appreciates your cooperation with the effort to provide public assurance of the quality of higher education in New England.

If you have any questions about the Commission's action, please contact Barbara Brittingham, President of the Commission.

Sincerely,



Jean A. Wyld

JAW/jm
Enclosure

cc: Mr. Nicholas M. Donofrio
Visiting Team



CONNECTICUT STATE
COLLEGES & UNIVERSITIES

BOARD OF REGENTS FOR HIGHER EDUCATION

Date: July 3, 2014

To: Provosts Free, Gates, Bergeron, and Lovitt
cc: M. Kennedy

From: Michael Gargano, Provost/Sr. Vice President, BOR

Re: Centers and Institutes Reports

Dear Rhona, Jane, Bette and Carl:

Attached please find the revised template for the Five-Year Sunset Report/Review for Continuation for the CSU Centers and Institutes. Per Board policy, the reports are due September 1, 2014.

I have been informed that at last year's review of the Sunset Reports, members of the Academic and Student Affairs Committee expressed an interest in receiving specific information on student involvement in center/institute activities and student outcomes as a direct result of their engagement with the center/institution. Thus, we have added page 4 to the template wherein the center/institute director or coordinator might address these concerns. In the event, student involvement and student outcomes are not a leading focus of a particular center/institute; its mission might specify public engagement, public outreach or some other construct as its primary purpose. Accordingly, the heading for page 4 should be changed and the involvement and outcomes of the center/institute's principal audience discussed therein.

If the institution's president recommends continuation of the center/institute, its director or coordinator should plan to attend the October 2, 2014 meeting of the Academic and Student Affairs Committee to summarize the report and address any questions or concerns raised by the committee.

Reports may be submitted by email – please send to Arthur Poole (poolea@ct.edu) and copy Maureen McClay (mccclaym@ct.edu). I look forward to learning more about the CSU Centers and Institutes. Thank you.

A list of centers/institutes for which reports are due this year is presented below:

CCSU

Center for Teaching Excellence and Leadership Development

ECSU

David T. Chase Free Enterprise Institute

David Morris Roth Center for Connecticut Studies

SCSU

Center for Communications Disorders

Center of Excellence in Autism Spectrum Disorders

WCSU

Center for Graphics Research

Weather Center

Center for Financial Forensics and Information Security

Institute for Financial Literacy

July 23, 2014

Dear Colleagues,

On a few occasions I have referenced the need for the System Office to formally create a grants office to effectively and efficiently manage system-wide grants. With the start of the new fiscal year and the realignment of some system functions into the Provost's portfolio the time has arrived to officially announce the formation of a grants office to be known as the Office of Sponsored Programs.

Effective with this communication, I have asked Shelly Jewell to serve as the Director of the Office of Sponsored Programs. All system-sponsored grants will report through Shelly. She has served as the Project Director on five federal grants and several statewide grants since coming to the System Office in 2006. Previously, Shelly led a multi-state federal grant at the University of Hartford. She has participated in numerous system and statewide steering committees to develop grant proposals and provide peer technical assistance to other grant project managers throughout the country. Shelly is currently serving as an initiative lead on the "Enhancing Capacity to Support Pursuing Grant Resources" planning group within the Revenue Management Initiative of Transform 2020, and in this new role will reach out to all Connecticut State Colleges and Universities (CSCU) to develop a comprehensive understanding of how this new Office of Sponsored Programs can support the 17 colleges and universities.

The mission of the Office of Sponsored Programs at the Board of Regents (BOR) is multi-faceted and will include the following:

- Identifying funding opportunities to support the colleges and universities in building capacity including program development and/or equipment to advance the educational, pedagogy, research and economic/workforce development missions;
- Identifying and obtaining additional resources to support multi-institution initiatives;
- Maximizing and leveraging resources for the greatest impact;
- Enhancing the System's capacity to respond to grant solicitations and receive funding awards;
- Assuring that funded projects maintain compliance and meet goals and objectives, deliverables and timelines;
- Developing a resource library of materials and templates to assist colleges and universities to plan and implement grants successfully.

The Office of Sponsored Programs will develop and maintain partnerships with all 17 colleges and universities as well as with federal agencies, national associations and foundations, business, industry and the workforce investment system, other state agencies, community organizations and other partners.

The Office of Sponsored Programs will develop policies, processes and procedures to prepare and submit proposals and budgets which align with System goals and ensure that required

resources are in place to support system grants. In time, a resource library will be created to share sample proposals, contracts and MOUs, budgets and budget narratives, evaluation plans, reporting templates, indirect cost calculations, job descriptions, federal circulars, as well as best practices and FAQs. A review of current policies and procedures will be undertaken. For all new grant submissions managed by the Office of Sponsored Programs, policies and procedures will be developed and implemented requiring the signature of appropriate CSCU leadership endorsing a proposal with a commitment to the timelines, budget and the matching or leveraging of resources necessary to support the proposed initiative(s). We anticipate that workshops on grant-writing, grants management, allowable costs, indirect and administrative costs and other grant-related topics will be offered to the CSCU system.

Identified grant opportunities not well-suited for system-wide initiatives will be shared immediately with the colleges and universities to pursue as individual institutions for consideration as they deem appropriate. The Office of Sponsored Programs will not manage grants that CSCU colleges and universities apply for and receive, but will inventory those awards to provide system-wide reports to the Board of Regents, legislators and others as appropriate. The Grants Office will strive to add value and resources whenever possible to CSCU colleges and universities pursuing and managing grants.

I anticipate there will be some growing pains and concerns with transitioning grants that have been managed by multiple units in the past. I respectfully ask for your cooperation as we move from a position of strength to one of greater strength.

Sincerely,

Mike Gargano
Provost and Senior Vice President for Academic and Student Affairs

Report of Sexual Misconduct Policy Compliance Efforts

Ernestine Yuille Weaver, Counsel

July 17, 2014

A serious issue facing college campuses across the country is how to prevent and manage violence, in particular sexual violence, on college and university campuses. Not only has the Connecticut General Assembly taken a heightened interest in these situations, but the Office of Civil Rights (OCR), United States Department of Education, and the White House have also joined the conversation in an attempt to provide official guidance and best practices to stem violence and manage crisis situations. Given the energy, efforts, requirements and responses, I have prepared this report to inform you of the progress that the System Office has made to provide support to the campuses to address this issue.

On November 13, 2013 Counsel Ernestine Weaver, Assistant Counsel Tom Clark, and SCSU Director of Judicial Affairs Christopher Piscitelli testified before the Higher Education and Employment Advancement and Public Safety and Security Committees of the General Assembly. This hearing, often referred to as the UCONN Hearing, was in part a reaction to complaints filed against the University of Connecticut for its alleged ineffective response to accusations of sexual assault on its campus. This hearing also provided an opportunity to share with the legislators the work that SCSU was doing to address the issue of sexual misconduct, sexual assault and intimate partner violence on its campuses. Although it was shared that the State Universities were largely compliant with the law, additional work was needed to bring the Community Colleges into compliance.

During the hearing Counsel Weaver disclosed that the policies of the BOR were not entirely in compliance with Public Act 12-78, An Act Concerning Sexual Violence on College Campuses, and that she would work with the Board to establish a policy consistent with Public Act 12-78 with a targeted effective date in the spring of 2014. Considering this self-imposed publicly announced deadline, Counsel Weaver began discussing this matter with Academic & Student Affairs Chair Merle Harris to map a plan to bring the BOR into compliance with Public Act 12-78 by creating a policy regarding Sexual Misconduct, Sexual Assault and Intimate Partner Violence. However, a significant barrier was that the Act requires a specific hearing process for addressing these kinds of complaints which was not entirely consistent with any of the pre-existing student codes of conduct at the Universities and Colleges. As a result substantial revisions to the existing Student Conduct policies of the former constituent units had to be made to address the process for managing sexual misconduct complaints. The BOR adopted both a Student Code of Conduct and a Policy on Sexual Misconduct, Sexual Assault and Intimate Partner Violence on March 13, 2014. The Board, with an eye towards further refinement of the policy, stated that it would revisit the policy in the fall of 2014. This will be necessary as Public Act 14-11, An Act Concerning Sexual Assault, Stalking and Intimate Partner Violence on Campus, created some additional requirements that the Board may wish to adopt.

As the Legislature considered additional requirements Assistant Counsel Tom Clark provided support to BOR Legislative Director Kyle Thomas, in the drafting, review and vetting of Public Act 14-11. AC Clark also testified along with Asnuntuck Community College Dean of Students Katie Kelly with respect to the impacts of the proposed legislation to the community colleges. These activities were extremely helpful in achieving manageable changes given that the law requires several unfunded mandates.

The BOR Sexual Misconduct, Sexual Assault and Intimate Sexual Partner policy, although providing a statement of the BOR's abhorrence of sexual misconduct, left the implementation of the policy to the campuses. For instance, the campuses are required to provide local resources, training, and procedures consistent with the law and policy. Because of the challenges of implementation, which are multiplied by the onslaught of new requirements, Legal Services has been working to provide support to the campuses so that they are able to implement the policy and develop protocols in compliance with the law.

Consequently, since October 2013 Legal Services has been immersed in providing resources and educational opportunities to the campuses. However, Legal Services cannot enforce campus compliance; consequently, it is only able to report what resources have been offered to the campuses to bring them into compliance. Thus, in defining the roles and responsibilities of the System Office and the Campuses, the System Office is responsible for the following:

- Identification of compliance requirements and informing campus leadership,
- Providing templates and resources,
- Providing consultation and support, including training of campus personnel, and
- Serving as a liaison with statewide stakeholders.

The Campuses are responsible for:

- Properly prepared and easily accessible campus publications,
- Properly trained campus employees,
- Communicating with the System Office the status of their implementation and compliance,
- Communicating immediately to the System Office whenever a sexual violence incident is reported, and
- Proper and consistent execution of the campus's responsibilities.

SYSTEM RESPONSILITIES AND RESPONSE

Identification of compliance requirements and informing campus leadership

In addition to the ongoing meetings with Title IX Coordinators, Deans of Students and others, Legal Services has supplied all CSCU Presidents and Campus Security Administrators with resources including the BOR Policy, changes in state and federal law, access to an on-line training "Sexual Misconduct: New Federal Guidance"; information about Title IX training opportunities and membership to a regional coalition; and a free online sexual assault prevention campaign geared toward bringing campuses in compliance with the Campus Sexual Violence Elimination Act ("Campus SaVE Act") and Public 14-11. Plans are in the works for the Clery Act, the Campus SaVE Act and Public Act 14-11 information sessions.

Providing templates and resources

Legal Services has shared an extensive list of reading materials and resources. These materials have been shared with all CSCU Presidents in addition to their campus staff who would work closely on these issues.

Model memoranda of understanding that the campuses may use to establish relationships with both a domestic violence agencies and a sexual assault crisis centers are being drafted. A "protocol" template in conformance with the requirements of Public Act 14-11, has been distributed. This template clearly identifies which notifications must be written in language that students in crisis would understand. These notifications must be easily and readily accessible for students, faculty and staff and within one or two clicks on institution's website.

Providing consultation and support including training to campus personnel

Under Public Act 14-11 prevention programming and awareness campaigns are required for both students and employees. Legal Services has learned of a highly regarded product called HAVEN. HAVEN is an on-line prevention program which meets the requirements of Public Act 14-11 and the Campus SaVE Act and has been offered to our campuses for free, for this year. Information was shared with all of the campuses, along with a recommendation that, if the campus does not already work with a provider on prevention programs and awareness campaigns, that it subscribe to HAVEN so that its program will be up and running for student and faculty orientation at the start of the academic year.

One of the first projects being undertaken by the Northeast Regional Title IX Coalition is an intensive two day investigation training for Title IX Coordinators. Legal Services has forwarded information regarding this training to the campuses and are encouraging participation. Also, Legal Services has purchased the NACUA training "Title IX investigations: Advanced Issues, Challenges and Opportunities" which we plan to distribute in the fall.

A downloadable NACUA training called “Sexual Misconduct on Campus: New Federal Guidance” was given to the Presidents with a request that they share the information with their Title IX Coordinators, safety personnel, student affairs personnel, Office of Diversity and Equity (ODE) and others who may work with students in such crisis. Legal Services anticipates on-going training on this matter and AC Clark will be hosting meetings regarding the employee implications of Public Act 14-11 and the Campus SaVE Act as well as coordinating student response and support services with campus advocates and Title IX Coordinators.

Serve as a liaison with state wide stakeholders

In order to be current with the latest resources, and to work collaboratively with other groups with shared interests, Legal Services has engaged stakeholders. This outreach has included meetings with the following groups:

- Title IX Coordinators at all 17 CSCU institutions
- Connecticut Coalition of Independent Colleges (CCIC)
- State Victim Advocate
- The Clery Center
- CONNSACS
- CCADV
- Vice Presidents of Student Affairs and CSU Conduct Officers
- Community College Deans of Students Planning for Compliance

With the support of Legal Services, the Community College Deans of Students have developed working groups to tackle the compliance issues raised. These workgroups have made some progress in examining the following:

- Creation and training of Campus Resource Teams
- Selection and training of campus victim advocates
- Execution of “Memoranda of Understanding”
- Annual Security Reporting
- Anonymous reporting/disclosure
- Prevention Programming and Awareness Campaigns
- Campus plan for gathering reportable data
- Campus Climate Surveys
- Required training of those identified for such training in PA 14-11

In addition to statewide efforts, regional efforts include the formation of the Northeast Regional Title IX Coalition spearheaded by Connecticut College. Legal Services has informed all of the CSCU Presidents of this Coalition and encourages participation from CSCU institutions. It

would be very useful for all of our Title IX Coordinators to work together to develop best practices.

On a national level, Legal Services has conferenced with the Office of Civil Rights Methods of Administration (for Title IX Compliance) and the National Association of College and University Attorneys to gain a larger perspective and the ability to better advocate for the interests of our institutions.

CONCLUSION

The BOR Sexual Misconduct, Sexual Assault and Intimate Violence Policy was drafted with an eye towards the passage of Public Act 14-11; consequently, to be compliant with that Act, the policy requires minor revision such as references to “domestic violence” should now be stated as “family violence.” On the other hand, in order to comply with new federal requirements both the Sexual Misconduct Policy and the Student Conduct Policy will need revision. For instance, the Campus SaVE Act uses the term “dating violence” which is not term defined by the BOR policy. Also, the Student Code of Conduct “Hearing Procedures for Sexual Misconduct, Sexual Intimate Partner and Domestic Violence Cases” must be revised to allow the presence of lawyers in hearings if selected by the student as the advisor of the student’s choice.

There is much hard work being done on a number of fronts to prepare for the start of the academic year ready, willing and able to meet the needs of the campus communities, to prevent sexual violence and, when requested, to provide a compassionate, supportive and professional response. The campuses continue to work diligently on these issues. This includes creation of concise, accessible information about what to do in case of a sexual assault and creating a list of resources, executing MOUs with at least one sexual assault crisis center and one community based domestic violence agency, development of trained trauma informed campus response teams, and the development of protocols in accordance with the policy for providing support and services to students and employees. Given the efforts and resources that the campuses have dedicated to addressing this issue, they are preparing campaigns to promote prevention as well as preparing themselves to be ready to compassionately and competently manage a crisis situation.

Weaver, Ernestine Y

To: Weaver, Ernestine Y
Subject: FW: Guidance for Campus Compliance with Public Act 14-11, Campus SaVE, Title IX and The Clery Act
Attachments: resources guidance sexual misconduct.pdf

File copy

From: Weaver, Ernestine Y
Sent: Tuesday, July 08, 2014 3:29 PM
To: CONNSCU-Presidents; Gray, Gregory
Cc: CONNSCU-PresidentsSupport; Gargano Jr., Michael
Subject: Guidance for Campus Compliance with Public Act 14-11, Campus SaVE, Title IX and The Clery Act

Dear Presidents,

As you are aware there has been a crushing wave of information and new requirements placed upon the Board of Regents and each constituent unit to assure that everyone is doing their part to keep our campuses safe. In addition to the safety and security assessments that Elert Associates has conducted on the twelve community college campuses, legal services has also been working to supply you with the tools you and your staff will need to be compliant with the Campus Sexual Violence Elimination Act (Campus SaVE), Public Act 14-11 and Federal Title IX and the Clery Act.

Please carefully consider the information that I am sharing in this email, and distribute it to those staff on your campus (health and counseling, ODE, Title IX Coordinators, Student Affairs, Public Safety, etc.) who you will hold accountable for ascertaining whether your campus is compliant.

1. Sexual Misconduct, Sexual Assault and Intimate Partner Violence Policy. Please be certain that the policy is posted and that your campus has complied by having immediately available community resources, and other information as required.
 - a. The Legal Services Department will be providing a workshop on the policy. If your staff are encountering difficulty understanding or implementing the policy, please have them call either Tom Clark or me.
 - b. Note that although the policy will likely be revised in October, it is in effect.
2. Sexual Assault Prevention Campaigns. Under Public Act 14-11 public awareness campaigns are REQUIRED. We have learned of a highly regarded product called HAVEN. HAVEN is an on-line training which meets the requirements of Public Act 14-11 and the Campus SaVE Act and has been offered to our campuses for free, for this year. Information has already been sent to your campuses, but in case you missed it <http://www.everfi.com/haven> is a link to Haven and the services provided. It is my recommendation that, if you do not already work with a provider on student campaigns, that you subscribe to HAVEN so that your program will be up and running for student orientation.
3. Northeast Regional Title IX Coalition membership. Judy Kirmmse at Connecticut College is forming a Coalition of Title IX Coordinators. This new group will band together to address sexual misconduct issues and best practices for Title IX coordinators. Membership is free. It would be very useful for all of our Title IX Coordinators to work together to develop best practices.
4. Title IX Training. Along with the forming of the Coalition is an opportunity for a coalition sponsored Title IX training. The Coalition is planning a two-day Title IX Investigatory training workshop at Connecticut College on September 11 and 12 led by Gina Maisto Smith and Leslie Gomez of Pepper Hamilton. It's \$20,000 for the training that will be divided evenly among the number of institutions that participant. We can send as many people as we want noting that the room is capped at 90. This is a great opportunity and I would recommend that each of our institutions participate. The particulars of this event have already been sent to your institution, but I am encouraging your support.

5. Clery and Title IX Training on campus. In August, Legal Services will be conducting a training roadshow visiting each of the community colleges to discuss Clery and Title IX. This training will be/ should be open to anyone who wants to attend but is particularly geared toward the administrators of each college to help foster a violence free environment. I look forward to visiting your campus and look forward to spending this time with you and your staff.
6. Sexual Misconduct – independent study. I have purchased a downloadable NACUA training called “Sexual Misconduct on Campus: New Federal Guidance.” The training is dense, but it is an on-line training so participants can listen and replay as needed. The materials are very helpful. To access the training need to go to [REDACTED] use the email address [REDACTED], event ID [REDACTED] and order # [REDACTED]. I suggest that you make this information available to you staff, in particular title IX coordinators, safety personnel, student affairs, ODE and others who may work with students in such crisis.
7. On-going meetings. Asst. Counsel Tom Clark will be hosting meetings regarding the *employee* implications of Public Act 14-11 and the Campus SaVE Act as well as coordinating student response and support services with campus advocates and Title IX Coordinators. Please encourage your staff to participate and share the information with their campus.
8. Clery training. I am currently working with Elert Associates to develop a “Train the Trainers” as well as roll out a training so that all of our campuses will become trained on the latest requirements. This training is planned for August and September.
9. Resources. There is no substitute for becoming familiar with official guidance and I have attached a list if resources which includes links to the White House Task Force documents, Office of Civil Rights Guidance and NACUA Resources. This listing is a page from the above NACUA training. But in addition to this, I have also attached is the link to a White Paper that has just been published by the Association for Student Conduct Administrators (ASCA) that you and your staff may find to be useful: <http://www.theasca.org/Files/Publications/ASCA%202014%20Gold%20Standard%20Report.pdf>

As you know, Legal Services is here to advise, so if you have questions contact me. If you follow these steps, it will go a long way in bringing your campus into compliance.

Best,
Ernestine

(please note new phone number)

Ernestine Yuille Weaver
Counsel
Connecticut State Colleges & Universities
Board of Regents for Higher Education
39 Woodland Street
Hartford, CT 06105
860.723.0114 voice
860.723.0080 fax
WeaverE@ct.edu

Select Guidance and Resources on Sexual Misconduct¹

White House Task Force documents:

Not Alone: The First Report from the White House Task Force to Protect Students from Sexual Assault (April 2014)

http://www.whitehouse.gov/sites/default/files/docs/report_0.pdf

The Report links to the following factsheets, checklists, guidelines, documents, charts, and sample language:

- **Climate Surveys: Useful Tools to Help Colleges and Universities in Their Effort to Reduce and Prevent Sexual Assault (p.8)**
<https://www.notalone.gov/assets/ovw-climate-survey.pdf>
- **Preventing Sexual Violence on College Campuses: Lessons from Research and Practice (prepared by the Centers for Disease Control and Prevention) (p.9)**
<https://www.notalone.gov/assets/evidence-based-strategies-for-the-prevention-of-sv-perpetration.pdf>
- **Establishing Prevention Programming: Strategic Planning for Campuses (factsheet on prevention strategies) (p.9 n.13)**
<https://www.notalone.gov/assets/prevention-overview.pdf>
- **Bystander-Focused Prevention of Sexual Violence (factsheet on bystander intervention) (p.10)**
<https://www.notalone.gov/assets/bystander-summary.pdf>
- **Sample Language for Reporting and Confidentially Disclosing Sexual Violence (p.12)**
<https://www.notalone.gov/assets/reporting-confidentiality-policy.pdf>
- **Checklist for Campus Sexual Misconduct Policies (p.12)**
<https://www.notalone.gov/assets/checklist-for-campus-sexual-misconduct-policies.pdf>
- **Building Partnerships with Local Rape Crisis Centers: Developing a Memorandum of Understanding (sample MOU) (p.15)**
<https://www.notalone.gov/assets/mou-rape-crisis-centers.pdf>
- **Key Components of Sexual Assault Crisis Intervention/Victim Service Resources (p.15)**
<https://www.notalone.gov/assets/intervention-resources.pdf>
- **Intersection of Title IX and the Clery Act (chart) (p.20)**
<https://www.notalone.gov/assets/ferpa-clerychart.pdf>

¹ This list of resources focuses on Title IX; for resources related to the Clery Act please see NACUA's Clery Act resource page at http://www.nacua.org/lrs/NACUA_Resource_Page/CleryActResources.asp and the Higher Education Compliance Alliance Campus Safety resource page at <http://www.higheredcompliance.org/resources/campus-safety.html>.

Additional links in the Report include:

- **Berkowitz, A.D. (2010) "Fostering Healthy Norms to Prevent Violence and Abuse: The Social Norms Approach." (article on social norms research) (p.9 n.14)**
<http://www.alanberkowitz.com/articles/Preventing%20Sexual%20Violence%20Chapter%20-%20Revision.pdf>
- **White House "1 is 2 Many" Public Service Announcement (p.10)**
<http://www.whitehouse.gov/1is2Many>
- **Website with public enforcement data and other resources (p.17)**
<https://www.notalone.gov>
- **Datasets related to sexual assault and higher education from federal agencies (p.18)**
<http://catalog.data.gov/dataset?q=sexual+assault&sort=score+desc%2C+name+asc>
- **OCR Case Processing Manual (OCR enforcement procedures) (p.19)**
<http://www2.ed.gov/about/offices/list/ocr/docs/ocrcpm.html>

Rape and Sexual Assault: A Renewed Call to Action, The White House Council on Women and Girls (January 2014)

http://www.whitehouse.gov/sites/default/files/docs/sexual_assault_report_1-21-14.pdf

U.S. Department of Education Office for Civil Rights guidance:

Questions and Answers on Title IX and Sexual Violence (April 29, 2014)

<http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf>

Dear Colleague Letter: Sexual Violence (April 4, 2011)

<http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201104.html>

Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties (January 2001)²

<http://www2.ed.gov/about/offices/list/ocr/docs/shguide.html>

NACUA resources:

NACUA Sexual Misconduct resource page

http://www.nacua.org/lrs/NACUA_Resources_Page/SexualHarassment.asp

Higher Education Compliance Alliance (HECA) Sexual Misconduct resource page

<http://www.higheredcompliance.org/resources/sexual-misconduct.html>

² Superseding 1997 guidance of same title (see <http://www2.ed.gov/about/offices/list/ocr/docs/sexhar01.html>).