

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

## **AGENDA – REGULAR MEETING**

**10:00 a.m., Thursday, August 21, 2014**

**Regents Boardroom, 61 Woodland Street, Hartford, CT**

- 1. Call to Order**
- 2. Roll Call and Declaration of Quorum**
- 3. Adopt Agenda**
- 4. Board of Regents Chairman, Nicholas M. Donofrio**
- 5. Board of Regents President, Dr. Gregory W. Gray**
- 6. Approval of Minutes**
  - a) [July 17, 2014 Regular Meeting](#)
- 7. Consent Agenda**
  - a) **New Programs**
    - i. Partnership for Preparation of Elementary Educators – BS – Western CSU
  - b) **Modifications of Programs**
    - ii. Machine Technology Level 1 Certificate – name change - Naugatuck Valley CC
    - iii. Master of Social Work and Master of Arts in Women's Studies - Southern CSU
    - iv. Psychology – BA – name change – Central CSU
  - c) **Academic Program Review Policy**
  - d) **Institutional Accreditation - Middlesex Community College**
- 8. Academic & Student Affairs Comm. – Merle Harris, Committee Chair** *no exhibit*
- 9. Audit Committee – Craig Lappen, Committee Chair** *no exhibit*  
**Finance and Infrastructure Committee – Matt Fleury, Committee Chair** *no exhibit*
- 10. HR and Administration Committee, Naomi Cohen, Committee Chair**
  - a) Information item – Classification Study Status Report
  - b) Revisions to HR Policies for Management and Confidential Professional Personnel of the Board of Regents for Higher Education
- 11. Executive Committee – Nicholas M. Donofrio, Committee Chair** *no report/no exhibit*
- 12. Executive Session**
- 13. Adjourn**

## **Opportunity to Address the Board**

CSCU System students

followed by

CSCU System faculty & staff

*Executive Summary***ITEM: Partnership for Preparation of Elementary Educators (P<sup>2</sup>E<sup>2</sup>) ©**

**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 (P<sup>2</sup>E<sup>2</sup>) 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 <sup>1</sup>
  - 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)*<sup>2</sup>
    - 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.

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<sup>1</sup> 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.

<sup>2</sup> 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).<sup>3</sup>
  - Only 40% of Grade 4 students achieved a score of “At or Above Proficient” on the mathematics portion of the NAEP.<sup>4</sup>
- *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.<sup>5</sup>
- A report by the National Research Council (2013), *Monitoring Progress Toward Successful K-12 STEM Education: A Nation Advancing?*<sup>6</sup>, 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.<sup>7</sup>

- **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.<sup>8</sup>

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<sup>3</sup> 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.

<sup>4</sup> 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.

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

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

<sup>7</sup> 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).<sup>9</sup>

### 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.<sup>10</sup>
- *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.<sup>11</sup>
  - 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”.<sup>12</sup>

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

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

<sup>10</sup> National Science Teachers Association. (2002). Position paper: Elementary school science.

<sup>11</sup> 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

<sup>12</sup> 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 P<sup>2</sup>E<sup>2</sup> 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.

6/1/2014 – ConnSCU Academic Council

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

8/21/2014 – Board of Regents



**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 approves 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:

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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	-	-	-	75	61
Machine Technology Level II	-	-	-	-	17
Manufacturing	-	-	3	3	8
Annual Graduations	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Machine Technology Level I	-	-	-	14	N/A
Machine Technology Level II	-	-	-	47	N/A
Manufacturing	-	-	-	-	N/A
<i>Source: BOR Office of Policy, Research and Strategic Planning IRDB</i>					

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.

6/1/2014 – ConnSCU Academic Council

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

8/21/2014 – Board of Regents

**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 approves 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:

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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

**BACKGROUND**Summary

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.
<b>Total</b>	<b>75.0 cr.</b>

**A break-down of the credits:**

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

6/1/2014 – ConnSCU Academic Council

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

8/21/2014 – Board of Regents

**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 approves modification of programs in Social Work and Women's Studies to provide an option leading to dual degrees in Master of Social Work and Master of Arts at Southern Connecticut State University.

A True Copy:

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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](http://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](http://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.

6/1/2014 – ConnSCU Academic Council

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

8/21/2014 – Board of Regents

**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:

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

**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 resolution.

5/14/2014 – Academic Council

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

8/21/2014 – Board of Regents

**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 approves the attached 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:

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

## **ACADEMIC PROGRAM REVIEW POLICY**

The Connecticut State College and University System recommend 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****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.

08/1/2014 – BOR-Academic and Student Affairs Committee

8/21/2014 – Board of Regents



**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 grants continued accreditation to Middlesex Community College until April 30, 2019.

A True Copy:

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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

JEAN A. WYLD, Chair (2015)  
Springfield College

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

DAVID F. FINNEY (2014)  
Champlain College

DAVID S. GRAVES (2014)  
Laureate Education Inc.

R. BRUCE HITCHNER (2014)  
Tufts University

MARY ELLEN JUKOSKI (2014)  
Mitchell College

DAVID L. LEVINSON (2014)  
Norwalk Community College

BRUCE L. MALLORY (2014)  
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CHRISTOPHER J. SULLIVAN (2014)  
Concord, NH

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G. TIMOTHY BOWMAN (2015)  
Harvard University

DAVID E. A. CARSON (2015)  
Hartford, CT

THOMAS L. G. DWYER (2015)  
Johnson & Wales University

JOHN F. GABRANSKI (2015)  
Haydenville, MA

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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)  
Boston University

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**Vice President of the Commission**  
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**Vice President of the Commission**  
TALA KHUDAIRI  
tkhudairi@neasc.org

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.

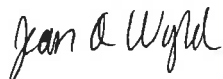
The Commission expressed appreciation for the self-study prepared by Middlesex Community College and for the report submitted by the visiting team. The Commission also welcomed the opportunity to meet with you and Dr. Lane A. Glenn, team chair, during its deliberations.

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

**ITEM**

Revisions to the “Human Resources Policies for Management and Confidential Professional Personnel of the Board of Regents for Higher Education”, to address the following sections: 6.5A - salary ranges for new hires, and new 8.8 – notice of retirement or resignation.

**BACKGROUND**

At its May 16, 2013 meeting, the Board adopted human resources policies that govern the terms and conditions of employment for all non-represented management and confidential professional employees. The policies manual stipulates that the Board may “alter, amend, revise or repeal these policies from time to time, in whole or in part”.

- I. Within these policies, Article 6, Section 6.5, addresses the salary range for new hires. Current policy requires Board approval for the hiring of a management or confidential professional employee at a salary above the median of the applicable salary grade. After considering several requests to appoint a new hire at a salary above the median for mid-level managers, the Committee has considered the position level at which the Board should be involved in reviewing and approving the above-median hires. After thorough review, the Committee is recommending that the policy be amended to require Board approval of above-median hires for the following level positions: at the level of Dean and above at the community colleges and Charter Oak State College, at the level of Vice President and above for the universities, and for System Office employees who report directly to the President. For new hires in positions that are below the levels listed above, appointments above the median may occur by administrative action and will not require Board approval.

Accordingly, the following revision to the Human Resources Policies, Article 6, Section 6.5 is recommended:

**6.5 Salary Ranges**

Each Management and Confidential Professional title is assigned to a salary range. The assignment of new titles to ranges and the reassignment of existing titles to new ranges shall be pursuant to the Classification and Compensation Policy.

**A. Salary Ranges for New Hires**

Newly hired management/confidential professional employees may be placed by administrative action at any point in the applicable salary grade up to and including to the median [of that grade] **for the following level positions: at the level of Dean and above at the community colleges and Charter Oak State College, at the level of Vice President and above for the universities, and for System Office employees who report directly to the President including, but not limited to, those positions reflected on the July 1, 2014, organizational chart maintained by the System Office’s Human Resources Department. As changes occur to the organizational chart of the President’s office, the Human Resources Department shall maintain an up-to-date organizational chart and shall provide it to the HR and Administration Committee for informational purposes.**

By exception, on a case-by-case basis, the President may seek Board approval for the hiring of a management/confidential employee at a salary above the median of the applicable salary grade **for the above noted levels. Newly hired management /confidential professional employees being appointed to positions below the levels noted above may be placed by administrative action at any point in the applicable salary grade.**

#### **Notice of Retirement or Resignation (NEW)**

- II. Currently, there is no provision within the Human Resources Policies for Management and Confidential Professional Personnel requiring a certain period of notice of retirement or resignation. This is a provision that is typically included in human resources policies to ensure orderly succession for the organization when an employee separates from employment. It is recommended that employees provide three (3) months of notice of retirement and at least four (4) weeks of notice of resignation when possible.

Accordingly, the following amendment to the Human Resources Policies, Article 8, new Section 8.8 is recommended:

#### **8.8 Notice of Retirement or Resignation (NEW)**

**It is recommended that employees planning retirement provide three (3) months of notice and employees resigning provide at least four (4) weeks of notice when possible. Scheduling of the last day at work should be discussed with the employee's supervisor or other designated individual in an attempt to work out the best arrangement for all concerned.**

**Underscored** text to be added.

**[Bracketed text]** to be deleted.

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

**APPROVAL OF REVISIONS TO THE “HUMAN RESOURCES POLICIES FOR  
MANAGEMENT AND CONFIDENTIAL PROFESSIONAL PERSONNEL OF THE  
BOARD OF REGENTS FOR HIGHER EDUCATION”**

August 21, 2014

- WHEREAS, At its May 16, 2013 meeting, the Board of Regents adopted human resources policies which govern the terms and conditions of employment for all non-represented management and confidential professional personnel.
- WHEREAS, From time to time, the policies will require revision to reflect changes in Board policy or to reflect other needed changes or clarifications.
- WHEREAS, Having considered the input of the BOR President, the Human Resources and Administration Committee, and other Board members with respect to new hires of management and confidential professional personnel above the median of the applicable salary range, and
- WHEREAS, Staff to the Human Resources and Administration Committee have recommended the inclusion of policy language regarding the notice period for retirement or resignation, now be it
- RESOLVED, That Article 6, Section 6.5, and Article 8, Section 8.8 (new) of the “Human Resources Policies for Management and Confidential Employees of the Board of Regents for Higher Education” are hereby amended pursuant to Exhibit A.

A True Copy:

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



## 6.5 Salary Ranges

Each Management and Confidential Professional title is assigned to a salary range. The assignment of new titles to ranges and the reassignment of existing titles to new ranges shall be pursuant to the Classification and Compensation Policy.

### A. Salary Ranges for New Hires

Newly hired management/confidential professional employees may be placed by administrative action at any point in the applicable salary grade up to and including to the median [of that grade] for the following level positions: at the level of Dean and above at the community colleges and Charter Oak State College, at the level of Vice President and above for the universities, and for System Office employees who report directly to the President, including, but not limited to, those positions reflected on the July 1, 2014, organizational chart maintained by the System Office's Human Resources Department. As changes occur to the organizational chart of the President's office, the Human Resources Department shall maintain an up-to-date organizational chart and shall provide it to the HR and Administration Committee for informational purposes.

By exception, on a case-by-case basis, the President may seek Board approval for the hiring of a management/confidential employee at a salary above the median of the applicable salary grade for the above noted levels. Newly hired management /confidential professional employees being appointed to positions below the levels noted above may be placed by administrative action at any point in the applicable salary grade.

## 8.8 Notice of Retirement or Resignation (NEW)

It is recommended that employees planning retirement provide three (3) months of notice and employees resigning provide at least four (4) weeks of notice when possible. Scheduling of the last day at work should be discussed with the employee's supervisor or other designated individual in an attempt to work out the best arrangement for all concerned.

Underscored text to be added.

~~[Bracketed text]~~ to be deleted.