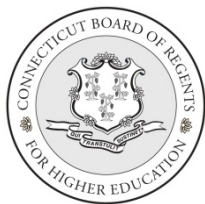


**BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE
AGENDA**

Thursday, January 12, 2017

61 Woodland Street, Htfd., CT – Board Room (ground floor)

1. Approval of Minutes
 - a. November 18, 2016
2. CONSENT ITEMS
 - a. Discontinuations
 - i. Fire Technology & Administration – AS – Three Rivers CC
 - ii. Communication – AA – Middlesex CC
3. ACTION ITEMS
 - a. New Programs
 - i. TESOL – Teaching English to Speakers of Other Languages – 6th yr – Western CSU
 - ii. TAP Programs
 1. CSCU Pathway Transfer Degree: Business Studies
 2. CSCU Pathway Transfer Degree: Computer Science Studies
 3. CSCU Pathway Transfer Degree: Physics Studies
 4. CSCU Pathway Transfer Degree: French Studies
 5. CSCU Pathway Transfer Degree: German Studies
 6. CSCU Pathway Transfer Degree: Italian Studies
 7. CSCU Pathway Transfer Degree: Spanish Studies
 - iii. Surgical Technology – AS – Housatonic CC
 - iv. Doctorate of Social Work – Southern CSU
 - b. Amendment to FERPA policy
 - c. Appointment of CSU Professor – Terrence P. Dwyer, Western CSU
 - d. Spring 2017 Tenure Recommendations
 - i. CCSU – Gladys Moreno-Fuentes
 - ii. WCSU – Dr. Chin-Wen Huang
4. PRESENTATION – Sarah Barzee - EPAC (Educator Preparation Advisory Council)
5. INFORMATION Items
 - a. 2017-18 State Universities' Sabbaticals
 - b. Academic Program Review policy update
6. OTHER BUSINESS



CT BOARD OF REGENTS FOR HIGHER EDUCATION

ACADEMIC & STUDENT AFFAIRS COMMITTEE

Meeting – November 18, 2016
12:00 p.m.– 61 Woodland Street, Hartford

MINUTES

Regents Present: Merle Harris, Naomi Cohen, Larry DeNardis, Joe Young, Stephen Adair

Regents Absent: Catherine Smith

Staff Present: Jane Gates, Elsa Nunez, Candace Barrington, Ken Klucznik, Maureen McClay, Remi Onopa, Linda Perfetto, Arthur Poole, Karen Stone, Scott Zak

Other Attendees: Ann Atkinson (WCSU), Ellen Durnin (SCSU), Carl Lovitt (CCSU), Veronica Kenausis (WCSU/BOR), Kevin Lamkins (CCC), Irene Rios-Knauf (NVCC), Pam McDaniel (WCSU), Dimitrios Pachis (ECSU), Jeff Partridge (CCC), Ryan Pierson (CCC), Julia Pistell (CCC/Sea Tea), Jennifer Roberts (CCC/HtfdStage), Julia Rosenblatt (CCC/HartBeat), Geoffrey Sheehan (HCC), Debbie Thomas (CCC), Sheldon Watson (CCSU),

The meeting was called to order by Chair Harris at 9:38 a.m.

1. Approval of Minutes – September 30, 2016. **A motion to approve made by N. Cohen, seconded by L. DeNardis and unanimously approved.**
2. Consent Items. **A motion to approve was made by N. Cohen, seconded by L. DeNardis, and unanimously approved.** Consent item approved:
 - a. Discontinuations
 - i. Environmental Science, Biology Option (AS) – Naugatuck Valley CC
 - ii. Environmental Science, Environmental Systems Option (AS) – Naugatuck Valley CC
 - iii. Civil Engineering Technology – BS – Central CSU
 - iv. Educational Studies – MS – Central CSU
3. Presentation – Integrated Library Project Update – Veronica Kenausis, Scott Zak
Provost Gates introduced the presentation and praised the work done by Veronica Kenausis, Scott Zak and their team. Ms. Kenausis provided an overview and history of the project. Mr. Zak spoke about the budget and other details and noted the start date was January 9. They provided more information on the improvements for patrons and exhibited the new

website. They also added information on the list of things to be done “beyond Go Live”, including collaboration, cooperative collections, shared services, analytics etc. Questions and discussion ensued.

4. Action Items

a. New Programs

- i. Surgical Technology AS – Housatonic CC – WITHDRAWN
- ii. Theater Arts – AA – Capital CC. **A motion to approved was made by L. DeNardis, seconded by N. Cohen.** Dr. Gates introduced the program and Academic Dean Debbie Thomas from Capital. Dean Thomas provided an overview, noting Capital’s unique identity and the fit for this program and introduced colleagues. Jeff Partridge gave details of the program and noted the Hartford Heritage Project and place-centered learning. He distributed a hand-out with more information and statistics. Kevin Lamkins added information and introduced visitors from local theater venues who have been closely involved in the project. Each spoke about the need and desire for the program, the benefits of the theater community in Hartford and the need for potential students. There were questions including whether the program would be TAP compliant. It was noted they were involved with the TAP group working on the Pathway.. **The vote was taken and unanimously approved.**

b. Modifications

- i. Musical Theater – BA – Western CSU. **A motion to approve was made by N. Cohen, seconded by L. DeNardis.** Dr. Gates introduced the program noting the modification was to change the degree from a BA to a BFA. She introduced Ann Atkins Academic Affairs Vice President and Department Chair Pamela McDaniel. They noted the requested change was in response to a suggestion from the National Association of Schools of Theater. Dr. McDaniel gave details of the proposed change. **The vote was taken and unanimously approved.**
- ii. Educational Leadership – MS – Central CSU. **A motion to approve was made by N. Cohen, seconded by L. DeNardis.** Dr. Gates introduced the program noting it was a title change. She introduced Provost Carl Lovitt and the program chair Dr. Sheldon Watson. Dr. Lovitt gave an overview of the plan for modification noting state requirements for the changes and the need for teachers to assume leadership roles. Dr. Watson added information and questions were addressed. **The vote was taken and unanimously approved.**

- c. Acceptance of Academic Program Review for 2015-2016 and Authorize Drafting of Academic Program Review Policy Guidelines. Dr. Gates introduced the report and noted the need for revised language in the resolution. The proposed revision was distributed. **A motion to approve the revised resolution was made by N. Cohen, seconded by L. DeNardis.** Arthur Poole provided details on the APR report and the information attained from the institutions. He spoke about the reporting method, results and future plans to ensure consistency. Dr. Adair asked for involvement of

the Faculty Advisory Committee when Guidelines were developed and it was agreed that should happen. **The vote was taken and unanimously approved. The revised resolution is stated below.**

RESOLVED: That the Board of Regents for Higher Education accept the submission of academic program reviews by the CSCU institutions for the 2015-16 academic year; and

BE IT FURTHER RESOLVED: That the Academic and Student Affairs Committee request that the Provost's Office work with the Academic Council to develop Academic Program Review Policy Guidelines to strengthen and bring clarity and consistency to Academic Program Review and share such guidelines with the Academic and Student Affairs Committee when completed.

- d. Cross Registration Policy Amendment. Dr. Gates introduced the resolution, explaining the need and reasons for it. **A motion to approve was made by L. DeNardis, seconded by N. Cohen.** Dr. Gates also noted the need for a slight revision in the resolution language and then introduced Drs. Ken Klucznik and Candace Barrington who helped develop a solution for the issue. They provided information on the problem of completing a TAP program if some courses are not offered at the student's institution. The problem would be addressed by providing a modification of the existing Cross Registration Policy for TAP students. There were questions and discussion. **The vote was taken and unanimously approved. The full resolution is below with the revised language in the third "whereas":**

WHEREAS: Previously established Board Policy addresses Cross-Registration Guidelines for Exchange of Students Among Institutions of Public Higher Education, and

WHEREAS: The Board of Regents has approved the establishment of CSCU Transfer Ticket (Transfer and Articulation Program) degree programs, and

WHEREAS: The implementation of the CSCU Transfer Ticket degree programs has disclosed the need for a Policy Statement to facilitate the expedient cross-registration of the System's community college students in courses at *another Connecticut Community College, a Connecticut State University, or Charter Oak State College*; therefore, be it

RESOLVED: The policy previously adopted regarding Cross-Registration (formerly 3.10) is now rescinded, and the attached amended policy is hereby adopted.

There was no other business. **A motion to adjourn was made by N. Cohen, seconded by J. Young and unanimously approved.** The meeting adjourned at 11:50 a.m.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Termination

March 2, 2017

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Fire Technology & Administration leading to an Associate in Science degree at Three Rivers Community College with a phase-out period until December 23, 2018.

A True Copy:

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

ITEM

Termination of a program in Fire Technology & Administration leading to an Associate in Science degree at Three Rivers Community College, with a phase-out period ending December 23rd, 2018.

BACKGROUNDSummary

The Fire Technology & Administration program leading to an Associate in Science degree was initially offered at Thames Valley State College and became part of the merged programs when TRCC was established in 1992.

Rationale

Enrollment in the program has varied from a high of 23 (Fall 2013 and 2014) to a low of 6 (Fall 2016). Currently there are 13 students registered in the program. Graduation rates have averaged around 2 and there were 4 graduates in 2015-2016.

Phase Out/Teach Out Strategy

The program coordinator/department chair will work with the 13 students currently registered in the program to meet their educational needs for the degree program by means of courses, course substitutions, and independent studies. Once the discontinuation has been approved, the two-year phase-out plan will begin.

Resources

No special resources are needed for the termination of this program.

12-14-2016 – Academic Council

1-12-2017 – BOR Academic & Student Affairs Committee

3-2-2017 - Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR **DISCONTINUATION OF EXISTING PROGRAM** (Public Higher Education Institutions) - **01/20/12**

SECTION 1: GENERAL INFORMATION

Institution: Three Rivers Community College (009765)

Date of Submission to BOR Office:

Discontinued Program: Associate of Science: Fire Technology and Administration CIP: 430202 DHE# (if available): 754
Accreditation Date: 9/2012

Phase Out /Teach Out Period Spring 2017-Fall 2018 Expected Date of Program Termination December 2018

Program Characteristics

Name of Program: **Fire Technology & Administration**

Degree: Title of Award (e.g. Master of Arts) **Associate in Science**

Certificate: (specify type and level)

Modality of Program: ☒ On ground ☐ Online ☐ Combined

Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: Technologies Department

Institutional Contact for this Proposal: Adam Kerop

Title: Adjunct
Professor/Program
Coordinator

Tel.: 860-625-0179 e-mail:
AKerop@trcc.commnet.edu

BOR REVIEW STATUS (For Office Use Only - please leave blank)

BOR Sequence Number (to be assigned):

Log of BOR Steps Towards Discontinuation Approval:

Resolution number for BOR Approval:

Date of Approval:

Conditions for Discontinuation Approval (if any)

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM (Public Higher Education Institutions) - 01/20/12

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

Please consider whether discontinuation a) occurs in the context of a related academic improvement, e.g., the merging of programs with declining enrollment/completions into a new program that effectively addresses relevant state needs and students' interests; b) emerge as a result of the periodic Academic Program Review for all programs at each institution, under the guidance of existing BOR policy; c) other institutional considerations such as redirecting capacity, adoption of new mission, etc. Provide any quantitative information in support of the discontinuation, including any relevant financial information. Program discontinuation should not impact state priorities for workforce preparation.

The Fire Technology & Administration Associate in Science Degree was initially offered at Thames Valley State Technical College and became a part of the merged degree offerings when Three Rivers Community College was established in 1992. The program provides advanced training and education at the college level that develops competent technicians who are, or will become, leaders in fire protection, prevention, and administration. It also provides training and education for personnel of insurance companies and other industries involved in fire prevention and protection practices. Enrollment has been steadily declining for the period 2012 to 2016 with a high of 23 in Fall 2013 to a low of 6 in Fall 2016. The average enrollment has been 17 students per year. The graduation rate for this same period has averaged 2 students per year. It has been concluded that this program is not meeting a need for the community or for our students. Fire Officers in all volunteer fire departments and in mixed (paid and volunteer) fire departments typically do not require an associate degree. Paid fire departments in large urban fire districts may require an associate degree but paid fire departments in smaller municipalities may not.

Phase Out/Teach Out Strategy

Please describe how the institution will ensure that students currently enrolled will be provided opportunities to complete the program. Provide quantitative information as needed (e.g. enrollments, any special resources needed, etc.)

There are currently 13 students registered in this degree program. Once the discontinuation has been approved, the phase-out plan will be begin.

A spreadsheet has been established for the 13 students indicating which courses (both FTA and other) are currently needed to complete their degree. Once the students have been notified of the discontinuation, they will be advised accordingly and their progress will continue to be monitored until the discontinuation deadline date.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Termination

March 2, 2017

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Communication leading to an Associate of Arts degree at Middlesex Community College with a phase-out period until August 15, 2018.

A True Copy:

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

ITEM

Termination of a program in Communication leading to an Associate of Arts (AA) degree at Middlesex Community College, with a phase out period until August 15, 2018.

BACKGROUNDSummary

The Communication degree program is being discontinued, and will be replaced with the new Communication Studies CSCU “Transfer Ticket” pathway degree program. This new program first became available to matriculating students in the fall of 2016.

The old Communication program served primarily as an associate degree for students wishing to transfer to a baccalaureate program at the university level. The new Communication Studies pathway degree is designed specifically for seamless transfer to CSCU universities and Charter Oak State College. Non-CSCU institutions also will accept this pathway degree for transfer, as the course requirements are nearly identical to the old Communication program it will replace. Therefore, discontinuing the old program will serve the same purpose more efficiently, and without the confusion of having two nearly identical programs in the college’s catalog.

Rationale

The faculty at Middlesex Community College recommends the college discontinue the Communication associate degree program due to the availability of the Communication Studies CSCU Transfer Ticket pathway degree program.

Phase Out/Teach Out Strategy

Beginning with the Fall 2016 semester, all new Communication majors are required to follow the new Communication Studies CSCU pathway degree program. Students currently enrolled in the legacy Communication program (there were 36 in the Fall 2016 semester) will be given the choice of continuing with the old program or switching to the new one. Students will be informed that they must complete the old Communication program prior to August 2018. If they cannot do this, they must switch to the new program. All Communication majors were sent an email informing them of this situation and it was discussed with each of them individually during advising sessions in the fall. In addition, (51) credits overlap between the two programs such that (17) courses used to meet requirements in the old Communication program will fit into the new program. Because only (9) credits differ between the two programs there should be virtually no impact on students switching from the old program to the new one. Because the old and new programs serve the same purpose and have nearly identical requirements, there should be no impact to the college or system, except improved transfer efficiency.

Resources

None required.

12-14-2016 – Academic Council

1-12-2017 – BOR Academic & Student Affairs Committee

3-2-2017 - Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM (Public Higher Education Institutions) - 01/20/12

SECTION 1: GENERAL INFORMATION

Institution: Middlesex Community College		Date of Submission to BOR Office:
Discontinued Program: Communication CIP: 090101 DHE# (if available): 02432 Program Accreditation Date: 4/18/1989		
Phase Out /Teach Out Period: 2 years Expected Date of Program Termination August 15, 2018		
Program Characteristics		
Name of Program: Communication		
Degree: Title of Award (e.g. Master of Arts) Associates in Arts		
Certificate: (specify type and level)		
Modality of Program: On ground Online <input checked="" type="checkbox"/> Combined		
Institution's Unit and Location Offering the Program: MxCC School of Arts & Media, Humanities, and Social Sciences		
Institutional Contact for this Proposal:	Title:	Tel.: 860-343-5706 e-mail:
Dr. Steven Minkler	Academic Dean	sminkler@mxcc.edu

BOR REVIEW STATUS (For Office Use Only - please leave blank)

BOR Sequence Number (to be assigned):	
Log of BOR Steps Towards Discontinuation Approval:	
Resolution number for BOR Approval:	Date of Approval:
Conditions for Discontinuation Approval (if any)	

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

Please consider whether discontinuation a) occurs in the context of a related academic improvement, e.g., the merging of programs with declining enrollment/completions into a new program that effectively addresses relevant state needs and students' interests; b) emerge as a result of the periodic Academic Program Review for all programs at each institution, under the guidance of existing BOR policy; c) other institutional considerations such as redirecting capacity, adoption of new mission, etc. Provide any quantitative information in support of the discontinuation, including any relevant financial information. Program discontinuation should not impact state priorities for workforce preparation.

The Communication program is being discontinued because it has been replaced by the new Communication Studies CSCU "Transfer Ticket" pathway program, which went into effect Fall 2016. Since the old Communication program served as a transfer program for Communication majors, there is no reason to continue with it as the new Communication Studies transfer pathway serves the same purpose more efficiently.

Phase Out/Teach Out Strategy

Please describe how the institution will ensure that students currently enrolled will be provided opportunities to complete the program. Provide quantitative information as needed (e.g. enrollments, any special resources needed, etc.)

Beginning with the Fall 2016 semester, all new Communication majors are required to follow the new Communication Studies CSCU pathway degree program. Students currently enrolled in the legacy Communication program (there are 36 in the Fall 2016 semester) will be given the choice of continuing with the old program or switching to the new one. Students will be informed that they must complete the old Communication program prior to August 2018. If they cannot do this, they must switch to the new program. All Communication majors were sent an email informing them of this situation and it will be discussed with each of them individually during advising sessions this fall. In addition, (51) credits overlap between the two programs such that (17) courses used to meet requirements in the old Communication program will fit into the new program. Because only (9) credits differ between the two programs there should be virtually no impact on students switching from the old program to the new one. Because the old and new programs serve the same purpose and have nearly identical requirements, there should be no impact to the college or system, except improved transfer efficiency.



Middlesex Community College
Communication Studies (new) / Communication (old)
Comparison of Degree Requirements

Category	Communication Studies CSCU Transfer Ticket Pathway	Cr	Communication (OLD Program)
Aesthetic Dimensions Elective		3	Fine Arts Elective (Art, Music, or Theatre)
Historical Knowledge Elective		3	History Elective
Oral Communication	COM* 173: Public Speaking	3	COM* 173
Quantitative Reasoning Elective		3	MAT* Elective (137 or Higher)
Scientific Knowledge Elective		3-4	Science Elective
Scientific Reasoning Elective with Lab		4	OPEN ELECTIVE
Social Phenomena (1 of 2) Elective		3	Social Science Elective
Social Phenomena (2 of 2) Elective		3	OPEN ELECTIVE
Written Communication (1 of 2)	ENG*101: Composition	3	ENG* 101
Written Communication (2 of 2) (Circle One)	ENG*102: Literature & Composition OR ENG*200: Advanced Composition OR ENG*202: Technical Writing	3	Advanced Writing Elective (COM* 111, COM* 226, ENG* 102, ENG* 200, ENG* 202, ENG*281)

Program Requirements (30 credits)			
Program Requirement	COM*101: Introduction to Mass Communication	3	COM 101
Program Requirement	COM*142: Television Production OR DGA*101: Introduction to Digital Arts OR DGA*110: Computer Graphics	3-4	COM* 142 or DGA* 101 or DGA* 110
Program Requirement	COM*154: Film Study and Appreciation OR COM 203: Media Literacy	3	COM* 154 or COM*203
Program Requirement	COM*172: Interpersonal Communication OR COM*111: Scriptwriting OR COM*226: Journalism I	3	Advanced Writing Elective (COM* 111, COM* 226, ENG* 102, ENG* 200, ENG* 202, ENG*281)
COM* OR DGA* Elective		3	COM* or DGA* Elective
COM* OR DGA* Elective		3	COM* or DGA* Elective
Additional General Ed. Elective	(Foreign Language recommended)	3	Literature Elective
Philosophy Elective	PHL*101: Intro to Philosophy OR PHL*111: Ethics OR PHL*131: Logic	3	PHL* Elective
Open Elective		3	OPEN ELECTIVE
Open Elective		3	OPEN ELECTIVE
TOTAL CREDITS		61-62	

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

A New Program

March 2, 2017

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a Sixth Year Teaching English to Speakers of Other Languages (TESOL) program at Western Connecticut State University for a period of three years until February 28, 2020.

A True Copy:

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

ITEM**Licensure of a Sixth Year Teaching English to Speakers of Other Languages (TESOL) program at Western Connecticut State University.****BACKGROUND****Summary**

The proposed Sixth Year TESOL program builds upon the university's strong partnerships with Danbury and Bethel school districts. The curriculum was co-designed by the university and school districts to prepare teachers to impact student learning in urban, diverse settings. The School of Professional Studies has also collaborated with the School of Arts and Sciences on this program to redesign TESOL courses housed in the English Department. This partnership among program and university faculty allows for a collaborative dialogue for continuous improvement to better prepare candidates. The proposed Sixth year TESOL program also incorporates several existing components that have been implemented across WCSU's initial teacher preparation programs. These reforms to our initial teacher preparation programs are in alignment with research-based practices and accountability mandates including the following:

- Integrating simulation experiences to situate practice in contextual use (TeachLivE);
- Implementing High Leverage Practices in simulation scenarios and fieldwork experiences (TeachingWorks);
- Utilizing edTPA's formative assessment materials prior to and during the residency year (Stanford Center for Assessment, Learning and Equity [SCALE]);
- Integrating the Council for the Accreditation of Educator Preparation's [CAEP's] new accreditation standards;
- Aligning to the Connecticut Educator Preparation Advisory Council's [EPAC's] guidelines for the preparation of beginning teachers in Connecticut;
- Infusing evidence-based pedagogy for English language learners and diverse students.

Need for the Program

Due to the rising number of English Language Learners in the Western region of the state, Danbury School District requested that we develop a sixth year program leading to certification in Teaching English to Speakers of Other Languages (TESOL). The district has teachers who already possess a Master's degree yet need this program to instruct English Language Learners (ELLs) in their classrooms. The curriculum meets the district's needs and is one more step in Connecticut's efforts to close the achievement gap.

Curriculum

Course Number and Name	L.O. # ²	Pre-Requisite	Cr Hrs
Program Core Courses			
Fall Year One (6 credits)			
ED 624 Second Language Acquisition*	1		3
ED 619 Theory & Practice in Bilingual Education*	1		3
Spring Year One (6 credits)			
ED 626 Academic Language & Literacy for Second Language Learners*	2		3
ED 622 Approaches and Methods for Teaching Second Language Learners*	2, 3, 4, 5		3
Summer Year One (6 credits)			
ED 625 Assessment for Second Language Learners*	2, 3, 4, 5		3
ENG 517 English Grammar	1		3
Fall Year Two (6 credits)			
ENG 506 History of English Language & Linguistics	1		3
ED 608 Sociolinguistics & Literacy Learning*	1		3
Spring Semester Two(6 credits)			
ED 627 TESOL Practicum Grades K-12*	3, 4, 5		6
Core Course Prerequisites			
To qualify for this program, candidates must have a graduate degree. The only additional pre-requisite is to be matriculated into the program.			
Elective Courses in the Field			
N/A			

While there are several new courses, some are redesigns of existing curriculum that had existed in the English department. Additionally, we are leveraging efficiencies by including some of these courses in other programs at WCSU. This should insure adequate enrollment in all.

Students

The program would be cohort-based with the goal of 15 part-time graduate students entering in the spring.

Faculty

The program would utilize existing faculty at the university and would 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

Current facilities meet the needs of this program. Digital and physical library resources are already in place as are the skills of two instructional designers for online components of our curriculum. In addition, we have a robust data collection platform for assessment purposes, with a data manager who oversees and supports Tk20.

Fiscal Note

Analysis of the cost-effectiveness of this program indicates that it more than covers expenses in year one, and will generate approximately \$96,000 in revenue by year three.

Review of Documents:

- a) Campus Review: November 2016
- b) Campus Budget and Finance: April 2016
- c) Campus President: November 22, 16
- d) Academic Council
- e) System Office

Accreditation: NEASC Report of Self-study and Site Visit (9/29-10/02/13) issued on 11-25-13; Letter to be accredited (06/04/14); Accredited by NCATE/CAEP through 2021.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions)-01/20/12

SECTION 1: GENERAL INFORMATION

Institution: Western Connecticut State University	Date of Submission to BOR Office: September 1, 2016	
Most Recent NEASC Institutional Accreditation Action and Date: NEASC Report of Self-study and Site Visit (9/29-10/02/13) issued on 11-25-13: Letter to be accredited (06/04/14)		
Name of Program: Sixth Year TESOL Program Degree: Title of Award (e.g. Master of Arts) N/A Certificate: (specify type and level) TESOL (K-12) Anticipated Program Initiation Date: January 2017 Anticipated Date of First Graduation: August 2018 Modality of Program: X Combined If "Combined", % of fully online courses? 40% hybrid, none fully online. Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 30	Program Credit Distribution # Cr in Program Core Courses: 30 # Cr of Electives in the Field: 0 # Cr of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 6 <u>Total # Cr in the Program</u> (sum of all #Cr above): 30 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 6	
Type of Approval Action Being Sought: Licensure OR x Licensure and Accreditation Suggested CIP Code No. 13.1401 Title of CIP Code Teaching English as a Second or Foreign Language/ESL CIP Year: 2010		
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: N/A CIP: DHE# (if available): Accreditation Date: Phase Out Period Date of Program Termination		
Institution's Unit) and Location Offering the Program: School of Professional Studies		
Program Accreditation: • If seeking specialized/professional/other accreditation, name of agency and intended year of review: CAEP 2019 (Pending CAEP Partnership Agreement) If program prepares graduates eligibility to state/professional license, please identify: Teaching English to Speakers of Other Languages (TESOL#111) (As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)		
Institutional Contact for this Proposal: Dr. Catherine O'Callaghan	Title: Chair of E &E PY Department	Tel.: 203-837-3267 e-mail: ocallaghanc@wcsu.edu

BOR REVIEW STATUS (For Office Use Only - please leave blank)

BOR Sequence Number (to be assigned):	
Approved 2010 CIP Code No. ¹	Title of CIP Code
Log of BOR Steps Towards Program Approval:	
Nature and Resolution number for BOR Approval:	Date of Approval:
Conditions for Approval (if any)	

¹ Final CIP assignment will be done by BOR staff in consideration of suggested number (if provided) and in consultation with administrative offices at the institution and system proposing the program. For the final assignment, the 2010 CIP definitions will be used.

Connecticut Board of Regents for Higher Education

APPLICATION FOR NEW PROGRAM APPROVAL

SECTION 2: PROGRAM PLANNING ASSESSMENT (To be Used for BOR Review Only)

Alignment of Program with Institutional Mission, Role and Scope

Western Connecticut State University's mission states:

Western Connecticut State University changes lives by providing all students with a high-quality education that fosters their growth as individuals, scholars, professionals, and leaders in a global society.

To achieve this, we

- 1. Offer undergraduate and graduate programs that weave together liberal arts and professional education and instill a desire for life-long learning.*
- 2. Sustain a vibrant, inclusive campus that connects individuals through co-curricular programs, cultural events, and service to the community.*
- 3. Attract student-centered faculty who are passionate teachers and accomplished scholars.*
- 4. Establish partnerships that create opportunities for internships, research, and experiential learning.*

The proposed Sixth Year TESOL program is in alignment with the mission first in providing area teachers with further professional opportunities through training in this high demand area. In addition, it supports our emphasis on partnerships, with input and support from local school districts. Finally, it will provide service to the community through TESOL tutoring at WCSU and in our partner schools.

How does the program address CT workforce needs and/or the wellbeing of CT society/communities?

Due to the rising number of English Language Learners in the Western region of the state, Danbury School District requested that we develop a sixth year program leading to certification in Teaching English to Speakers of Other Languages (TESOL). The district has teachers who already possess a Master's degree yet need this program to instruct English Language Learners (ELLs) in their classrooms. The curriculum meets the district's needs and is one more step in Connecticut's efforts to close the achievement gap.

How does the program make use of the strengths of the institution (e.g. curriculum, faculty, resources) and of its distinctive character and/or location?

The proposed Sixth Year TESOL program builds upon the university's strong partnerships with Danbury and Bethel school districts. The curriculum was co-designed by the university and school districts to prepare teachers to impact student learning in urban, diverse settings. The School of Professional Studies has also collaborated with the School of Arts and Sciences on this program to redesign TESOL courses housed in the English Department. This partnership among program and university faculty allows for a collaborative dialogue for continuous improvement to better prepare candidates.

The proposed Sixth year TESOL program also incorporates several existing components that have been implemented across WCSU's initial teacher preparation programs. These reforms to our initial teacher preparation programs are in alignment with research-based practices and accountability mandates including the following:

- Integrating simulation experiences to situate practice in contextual use (TeachLivE);
- Implementing High Leverage Practices in simulation scenarios and fieldwork experiences (TeachingWorks);
- Utilizing edTPA's formative assessment materials prior to and during the residency year (Stanford Center for Assessment, Learning and Equity [SCALE]);
- Integrating the Council for the Accreditation of Educator Preparation's [CAEP's] new accreditation standards;

¹ This PRO FORMA budget provides reasonable assurance that the program can be established and is sustainable. Some assumptions and/or formulaic methodology may be used and annotated in the text box.

Connecticut Board of Regents for Higher Education

APPLICATION FOR NEW PROGRAM APPROVAL

- Aligning to the Connecticut Educator Preparation Advisory Council's [EPAC's] guidelines for the preparation of beginning teachers in Connecticut;
- Infusing evidence-based pedagogy for English language learners and diverse students.

Please describe any transfer agreements with other institutions under the BOR that will become instituted as a result of the approval of this program

Per university policy for already existing graduate programs in Education, graduate students will be allowed to transfer six graduate credits from other institutions pending departmental approval.

Please indicate what similar programs exist in other institutions within your constituent unit, and how unnecessary duplication is being avoided

The programs that are most similar to WCSU's Sixth Year TESOL program are at Central Connecticut State University, Southern Connecticut State University, and Fairfield University. However, WCSU's program is unique in two areas. First, this program has built in numerous clinical experiences that rely on our partnerships with Danbury and Bethel schools. WCSU has been moving toward an approach to teacher preparation that more closely mirrors medical training, rather than the immersive student teacher experience at the end. To do this successfully, we developed partnerships with these school districts to insure that there were appropriate placements and supervising teachers nearby. Second, our focus on academic language (language linked to specific disciplines) in the TESOL program makes this a cutting edge program and meets the needs of Danbury Schools where 56% of the students speak more than one language. Finally, helping to educate Danbury's teachers requires a program that is local and accessible. (See letters of endorsement can be found in appendix B)

Please provide a description/analysis of employment prospects for graduates of this proposed program

TESOL is a shortage area in the State of Connecticut. Furthermore, Connecticut is facing a teacher shortage as the pool of preservice teachers has dwindled across the state and the baby boomer generation of educators is retiring. National estimates conservatively forecast a need for 1.5 million new teachers to fill the spots of retiring teachers (American Institutes for Research, 2015). The CT Department of Labor projects growth in nearly all categories of K-12 educators over the next 10 years. We anticipate a high demand for our graduates, particularly those who combine TESOL with other shortage areas such as math and science.

Cost Effectiveness and Availability of Adequate Resources

(Please provide a one-paragraph narrative on the attached MSExcels Resource and Cost Projection Analysis)

The program would be cohort-based with the goal of 15 part-time graduate students entering in the spring. The program will take 18 months to complete and would not require new faculty hires. Analysis of the cost-effectiveness of this program indicates that it more than covers expenses in year one, and will generate approximately \$96,000 in revenue by year three.

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SECTION 3: PROGRAM QUALITY ASSESSMENT

Learning Outcomes - L.O. and Assessment

All of the education programs at WCSU are aligned with CAEP, which are summarized here. Our courses have more detailed learning outcomes that build toward these program outcomes and assessment is woven into every aspect of our programs. WCSU completed a Legacy NCATE visit in 2014 and received full accreditation. Efforts toward program improvement have continued as the transition to CAEP, the new national accrediting body, progresses.

A crosswalk of how these standards align with CAEP, Connecticut Common Core, and InTasc is included in appendix A.

1. Candidates are knowledgeable of content. This will be assessed through Praxis Core & Subject Assessment and edTPA.
2. Candidates will demonstrate the ability to plan, develop, and adjust services that meet the needs of diverse learners. This will be assessed through a capstone project and edTPA.
3. Candidates will demonstrate the ability to use relevant pedagogical skills and educational psychology knowledge in the planning, development, delivery and assessment of professional services in support of relevant educational goals. This will be assessed through the teacher work sample, practicum portfolio, and practicum clinical observation.
4. Candidates will demonstrate the ability to work jointly, collaboratively, and cooperatively with learners, peers educational professionals, and other community members to meet the needs of all learners. This will be assessed through the teacher work sample, practicum portfolio, and practicum clinical observation.
5. Candidates will demonstrate professional dispositions that are consistent with the conceptual framework and in accord with professional, state, and institutional standards. This will be assessed through the CAEP Advanced Programs Disposition Instrument, practicum portfolio, and the practicum clinical observation.

Program Administration

Dr. Catherine O'Callaghan and Dr. Kristy Zaleta will be the program co-coordinators. Dr. O'Callaghan will assist with recruitment, retention, and assessment of candidates. Dr. Kristy Zaleta will be responsible for evaluating potential candidates' applications and monitoring their progress through the program. She will also collaborate with TESOL faculty in the English Department of the School of Arts and Sciences.

Faculty

How many new full-time faculty members, if any, will need to be hired for this program? **No new hire**

What percentage of the credits in the program will they teach? **N/A**

What percent of credits in the program will be taught by adjunct faculty? **20%**

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program. **A minimum of a terminal degree in the field or related field or meeting "highly qualified faculty" criteria is required.**

Special Resources

Current facilities meet the needs of this program. Digital and physical library resources are already in place as are the skills of two instructional designers for online components of our curriculum. In addition, we have a robust data collection platform for assessment purposes, with a data manager who oversees and supports Tk20.

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APPLICATION FOR NEW PROGRAM APPROVAL

Curriculum

Course Number and Name	L.O. # ²	Pre-Requisite	Cr Hrs
Program Core Courses			
Fall Year One (6 credits)			
ED 624 Second Language Acquisition*	1		3
ED 619 Theory & Practice in Bilingual Education*	1		3
Spring Year One (6 credits)			
ED 626 Academic Language & Literacy for Second Language Learners*	2		3
ED 622 Approaches and Methods for Teaching Second Language Learners*	2, 3, 4, 5		3
Summer Year One (6 credits)			
ED 625 Assessment for Second Language Learners*	2, 3, 4, 5		3
ENG 517 English Grammar	1		3
Fall Year Two (6 credits)			
ENG 506 History of English Language & Linguistics	1		3
ED 608 Sociolinguistics & Literacy Learning*	1		3
Spring Semester Two(6 credits)			
ED 627 TESOL Practicum Grades K-12*	3, 4, 5		6
Core Course Prerequisites			
To qualify for this program, candidates must have a graduate degree. The only additional pre-requisite is to be matriculated into the program.			
Elective Courses in the Field			
N/A			

**While there are several new courses, some are redesigns of existing curriculum that had existed in the English department. Additionally, we are leveraging efficiencies by including some of these courses in other programs at WCSU. This should insure adequate enrollment in all.*

Course Descriptions for New Courses

ED626 Academic Language & Literacy for Second Language Learners: This course will focus on current approaches and theories of second language literacy, with a focus on academic discourse and the integration of reading and writing. Review of research on best-practices for instruction in second language reading and second language writing will be included. The course will use the CT English Language Proficiency (CELP) standards to focus instructional practices and to guide assessment. **A fieldwork requirement of 10 hours is included.**

ED619 Theory and Practice in Bilingual Education: The focus of this course is to examine the theoretical framework, historical development, present status and future of bilingual education in the United States. Current curricula, testing, evaluation, and school-community relationships in bilingual settings will be explored. A fieldwork experience is required. (3 credits)

ED608 Sociolinguistics & Literacy Learning: A framework for understanding the cognitive and socio-cultural factors that affect the acquisition and development of language and literacy will be examined. Cognitive factors affecting young children's literacy learning will include phonological awareness, a psycho-linguistic model of learning to read and write, acquiring the alphabetic principle, brain research and literacy, research on early instruction and determinants of difficulties in learning to read, and connecting early language to literacy. Socio-cultural factors including language and thought, socio-economic levels literacy development, language and regional dialects, language and culture, social languages and standard language, and gender variations in language strategies and their use. (3 Credits)

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ED622 Approaches and Methods for Teaching Second Language Learners: This course will enable students to explore theories, pedagogical considerations and current methodology in the teaching of second language learners in secondary school. Research-based instructional practices such as the Sheltered Instruction Observation Protocol (SIOP) will be presented. Differentiated instruction for second language learners with special needs will be discussed. Issues and methods for assessment of second language learners will be investigated. The course will use the CT English Language Proficiency (CELP) standards to focus instructional practices and to guide assessment. **A fieldwork experience of 25 hours is required.** (3 Credits)

ED 624 Second Language Acquisition This course is designed to help students comprehend first and second language acquisition. In understanding the processes of language acquisition, students will be better equipped to design instructional strategies that facilitate Second/English Language Learners' language acquisition, and create supportive environments. The course will use the CT English Language Proficiency (CELP) standards to focus instructional practices and to guide assessment. (3 Credits)

ED625 Assessment for Second Language Learners: This course will prepare students to differentiate between student-learning difficulties due to exceptionality and those due to insufficient supports in second language acquisition. Theoretical and practical study of instruments and procedures used for assessing bilingual students will be included. Formal and informal methods of evaluation, including issues of valid and non-biased assessment tools, will be examined for use in the assessment of language skills and academic proficiency. The course will use the CT English Language Proficiency (CELP) standards to focus instructional practices and to guide assessment. **A fieldwork requirement of 10 hours is included.**

ED627 TESOL Practicum Grades K-12: Course participants will be engaged with students who are second language learners. Course participants will use their content and pedagogical knowledge and skills to assess and design curriculum for ELLs and employ methodologies and adapted curricula; they will learn to work with school personnel to optimize students' learning, as they communicate with caregivers and families about students' academic achievement and development, making informed suggestions for family and home support. The course will use the CT English Language Proficiency (CELP) standards to focus instructional practices and to guide assessment. Application for the practicum must be submitted three months prior to placement and course registration; approval by the Education Department is required. (3 Credits)

Full-Time Faculty Teaching in this Program

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
<i>Janet Burke, Faculty Member</i>	Ed.D. Wayne State University	Special Education/Bilingual Education	Applied Behavior Analysis Program Coordinator
<i>John Caruso, Faculty Member</i>	Ph.D. University of CT	Curriculum & Instruction	
<i>Anam Gorvardhan, Faculty Member</i>	Ph.D. Northern Illinois University	Teaching English to Speakers of Other Languages (TESOL)	
<i>Catherine O'Callaghan, Co-Program Coordinator</i>	Ph.D. Fordham University	Language & Literacy	Chair of E& EPY Department
<i>Darla Shaw, Faculty Member</i>	Ed.D. University of Bridgeport	Literacy & Administration	
<i>Michael Wilson, Faculty Member</i>	Ph.D. University of Southern California	Special Education & Literacy	

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Appendix A: Crosswalk of Learning Outcomes and Accreditation Standards

Program Outcomes	CAEP Standards	Connecticut Common Core of Teaching	InTASC	Key Assessment	Courses
1. <i>Candidates are knowledgeable of content.</i>	CAEP Standard 1 Candidates will develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline- specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.	CCT Domain 1 Teachers understand and apply essential skills, central concepts and tools of inquiry in their subject matter or field.	InTASC Standard 1 The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. InTASC Standard 4 The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	I. Praxis Core & Subject Assessment II. edTPA III. Transcript Review	ED 624 Second Language Acquisition ED 619 Theory & Practice in Bilingual Education ENG 506 History of English Language & Linguistics ENG 517 English Grammar ED 608 Sociolinguistics & Literacy Learning
2. <i>Candidates will demonstrate the ability to plan, develop, and adjust services that meet the needs of diverse learners.</i>	CAEP Standard 2 Candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P- 12 students' learning and development.	CCT Domain 2 Teachers promote student engagement, independence and interdependence in learning by facilitating a positive learning community.	InTASC Standard 2 The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. InTASC Standard 3 The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in	I. Capstone Project II. edTPA	ED 622 Approaches and Methods for Teaching Second Language Learners ED 625 Assessment for Second Language Learners ED 626 Academic Language & Literacy for Second Language Learners

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			learning, and self-motivation.		
3. <i>Candidates will demonstrate the ability to use relevant pedagogical skills, educational psychology knowledge in the planning, development, delivery and assessment of professional services in support of relevant educational goals.</i>	<p>CAEP Standard 1 Candidates will develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline- specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.</p> <p>CAEP Standard 2 Candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P- 12 students' learning and development.</p>	<p>CCT Domain 5 Teachers use multiple measures to analyze student performance and to inform subsequent planning and instruction.</p>	<p>InTASC Standard 6 The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p>	<p>I. Teacher Work Sample II. Practicum Portfolio III. Practicum Clinical Observation</p>	<p>ED 627 TESOL Practicum ED 622 Approaches and Methods for Teaching Second Language Learners ED 625 Assessment for Second Language Learners</p>
4. <i>Candidates will demonstrate the ability to work jointly, collaboratively, and cooperatively with learners, peers, educational professionals, parents, and other community members to meet needs of all learners.</i>	<p>CAEP Standard 1 Candidates will develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline- specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.</p> <p>CAEP Standard 2 Candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P- 12 students' learning and development.</p>	<p>CCT Domain 3 Teachers plan instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large.</p> <p>CCT Domain 4 Teachers implement instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large.</p> <p>CCT Domain 5 Teachers use multiple measures to analyze student performance</p>	<p>InTASC Standard 5 The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p> <p>InTASC Standard 7 The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p> <p>InTASC Standard 8 The teacher understands and uses a variety of</p>	<p>I. Teacher Work Sample II. Practicum Portfolio III. Practicum Clinical Observation</p>	<p>ED 622 Approaches and Methods for Teaching Second Language Learners ED 625 Assessment for Second Language Learners ED 627 TESOL Practicum Grades</p>

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		and to inform subsequent planning and instruction.	instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.		
5. <i>Candidates will demonstrate professional dispositions that are consistent with the Conceptual Framework and in accord with professional, state, and institutional standards.</i>	CAEP Standard 3, 4 & 5 Program quality is such that completers are prepared to teach effectively, contribute to expected level of student growth, and are recommended for certification.	CCT Domain 6 Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration with others, and leadership.	InTASC Standard 9 The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. InTASC Standard 10 The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	I. CAEP Initial Programs Disposition Instrument II. Practicum Portfolio III. Practicum Clinical Observation	ED 622 Approaches and Methods for Teaching Second Language Learners ED 625 Assessment for Second Language Learners ED 627 TESOL Practicum Grades

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June 27, 2016

Dr. Dianna Wentzell
Commissioner of Education
165 Capitol Avenue
Hartford, CT 016106

Re: CSDE Review of Application for **Sixth Year TESOL Program (Grades K-12)**

Dear Dr. Wentzell:

This purpose of this letter is to voice our support of the proposed *Sixth Year TESOL Program (Grades K-12)* at WCSU. For over a decade, regional school districts have been requesting that the university increase their offerings to include a TESOL program leading to certification to meet a surging English language learners population. The proposed *Sixth Year TESOL Program (Grades K-12)* is the result of this ongoing dialogue and partnership effort.

This 30-credit program responds to the dramatic rise in English language learners that we have seen in our region of the state. This program is needed in the region to meet the diverse needs of second language learners. The program will prepare teachers who are equipped with instructional strategies to assist English language learners and to meet the CCSS benchmarks.

Need for the Program

We collaborated with WCSU on the development of the Sixth Year TESOL program. Due to the rising number of English Language Learners in our region of the state, we school districts requested that WCSU develop a sixth year program leading to certification in Teaching English to Speakers of Other Languages (TESOL). We have many teachers who already possess a Master's degree yet need this program to instruct English Language Learners (ELLs) in their classrooms. This innovative program will focus on preparing our teachers to assist ELLs to acquire the ability to engage in academic discourse. The Sixth Year TESOL program focuses on certifying teachers in a

critical shortage area for the state. Furthermore, Connecticut is facing an impending teacher shortage as the pool of preservice teachers across the state continues to dwindle and the baby boomer generation of educators retires. National estimates conservatively forecast a need for 1.5 million new teachers to fill the spots of retiring teachers (American Institutes for Research, 2015). Candidates who complete the proposed Sixth Year TESOL program with its specialization in second language learners will be in high demand.

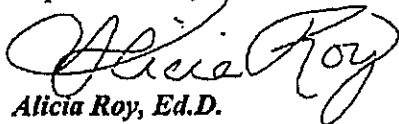
The E & EPY Department is fully accredited by NCATE with 100% of its programs nationally recognized. This new *Sixth Year TESOL Program (Grades K-12)* has been aligned with the Council for the Accreditation of Educator Preparation (CAEP) standards. Development of this program has benefited both the university and our school districts by expanding our existing partnership and through exploring novel approaches to impact high school completion rates of second language learners.

Sincerely,



Christine Carver, Ed.D.

Superintendent, Bethel Public Schools District



Alicia Roy, Ed.D.

Superintendent, New Fairfield Public Schools District



Sal Pascarella, Ed.D.

Superintendent, Danbury Public Schools District



Kevin Smith, Ph.D.

Superintendent, Wilton Public Schools District

Connecticut Board of Regents for Higher Education

APPLICATION FOR NEW PROGRAM APPROVAL PRO FORMA ¹ BUDGET - RESOURCES AND EXPENDITURE PROJECTIONS

Institution

Western Connecticut State University

Date

8/31/2016

Proposed Program

TESOL

PROJECTED Enrollment	First Term Year 1		First Term Year 2		First Term Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers (from other programs)						
New Students (first time matriculating)		15		15		15
Continuing (students progressing in prog.)				12		12
Headcount Enrollment	0	15	0	27	0	27
Total Estimated FTE per Year	8		16		16	

PROJECTED Program Revenue	Year 1		Year 2		Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition (Do not include internal transfers)		\$82,605		\$162,461		\$167,335
Program Specific Fees						
Other Rev. (Annotate in text box below)						
Total Annual Program Revenue	\$82,605		\$162,461		\$167,335	

PROJECTED Expenditures*	Year 1		Year 2		Year 3	
	Number (as applicable)	Expenditure	Number	Expenditure	Number	Expenditure
Administration (Chair or Coordinator)		\$14,742		\$15,185		\$15,640
Faculty (Full-time, total for program)	Existing	\$15,862	Existing	\$16,338	Existing	\$16,828
Faculty (Part-time -total for program)		\$14,526		\$37,690		\$38,820
Support Staff						
Library Resources Program						
Equipment (List as needed)						
Other (e.g. student services)						
Estimated Indirect Cost (e.g. student services, operations, maintenance)						
Total ESTIMATED Expenditures		\$45,130		\$69,213		\$71,288

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

Existing regulations require that: "...an application for a new program shall include a complete and realistic plan for implementing and financing the proposed program during the first cycle of operation, based on projected enrollment levels; the nature and extent of instructional services required; the availability of existing resources to support the program; additional resource requirements; and projected sources of funding. If resources to operate a program are to be provided totally or in part through reallocation of existing resources, the institution shall identify the resources to be employed and explain how existing programs will be affected. Reallocation of resources to meet new and changing needs is encouraged, provided such reallocation does not reduce the quality of continuing programs below acceptable levels."

Please provide any necessary annotations

- Assume Cohort = 15. 20% Attrition from Fall to Spring.
- FTE calculation: total annual credit hrs ÷ 24
- Assume Tuition rate and Salaries increase 3% annually.
- Program Coordinator - Total 3 FWLC per session shared equally with MAT Program.

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CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

New Pathway Degrees

March 2, 2017

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

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

- CSCU Pathway Transfer Degree: Business Studies
- CSCU Pathway Transfer Degree: Computer Science Studies
- CSCU Pathway Transfer Degree: Physics Studies
- CSCU Pathway Transfer Degree: French Studies
- CSCU Pathway Transfer Degree: German Studies
- CSCU Pathway Transfer Degree: Italian Studies
- CSCU Pathway Transfer Degree: Spanish Studies

A True Copy:

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

ITEM

Implementation of the Transfer and Articulation Policy Pathways between the twelve Community Colleges and the State Universities and Charter Oak State College for Business, Computer Science, Physics, French, German, Italian and Spanish. These pathways meet the specific requirements of the Board's Transfer and Articulation Policy for seamless and transparent transfer in these majors for students from any of the Community Colleges to each of the State Universities and Charter Oak State College who offer the major.

BACKGROUND

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

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

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

RATIONALE

In 2012 the Board of Regents approved the Transfer and Articulation Policy (TAP) which sets out to help students complete their post-secondary degrees as efficiently as possible. As part of the TAP policy, pathways are to be created that relate to specific majors offered at the state universities. In short, it establishes an expectation that students can begin their education at a community college, following a defined pathway where all courses are applicable to the appropriate degree, then transfer to the state universities to complete their degree with no more than 120 total credits. The TAP policy creates a common general education core, common lower division pre-major pathways and Junior status upon transfer. The pathways in Business, Computer Science, Physics, French, German, Italian and Spanish will be available for students to declare for the fall of 2017.

January 12, 2017 – BOR Academic & Student Affairs Committee

March 2, 2017 – Board of Regents

PROPOSED PATHWAY
CSCU Pathway Transfer A.A. Degree: Business Studies

1	FRAMEWORK30		
2	<i>Section A: Common Designated Competencies</i>		
3	Written Communication I	English 101* ¹	3 credits
4	Written Communication II	General Education Elective	3 credits
5	Scientific Reasoning	General Education Elective	3-4 credits
6	Scientific Knowledge & Understanding	General Education Elective	3 credits
7	Quantitative Reasoning	MAT 167 Principles of Statistics (ACC, CCC, GCC, HCC, NWCC, QVCC, TRCC)* ¹ MAT 167 Statistics with Technology (NVCC)* ¹ MAT 201 Statistics (NCC)* ¹ MAT 165 Elementary Statistics with Computer Applications (MCC, TXCC – 4 credits)* ¹ MAT 168 Elementary Statistics and Probability (MXCC – 4 credits)* ¹	3 credits 4 credits
8	Historical Knowledge & Understanding	General Education Elective	3 credits
9	Social Phenomena	ECN 101 Macroeconomics* ¹	3 credits
10	Aesthetic Dimensions	General Education Elective	3 credits
11	<i>Section B: Campus Designated Comps</i>		
12	Competency 1	General Education Elective	3 credits
13	Competency 2	General Education Elective	3 credits
14	Framework30 Total		30-32 credits

15	PATHWAY30		
16	<i>Additional General Education Courses</i>		
17	General Education Elective 1 CCSU: Study Area II: Social Sciences ECSU: Individuals and Societies SCSU: Global Awareness WCSU: General Education Elective COSU: General Education Elective	ECN 102 Microeconomics* ¹	3 credits
18	<i>Major Program Requirements</i>		
19	ACC 113	Principles of Financial Accounting (HCC, NVCC, NWCC, NCC, QVCC, TXCC)* ^{1,2}	3 credits

	ACC 115	Principles of Financial Accounting I (GCC)* ^{1,2} Financial Accounting (ACC, MCC, MXCC, TRCC)* ^{1,2} Principles of Financial Accounting (CCC)* ^{1,2}	4 credits
20	ACC 117	Principles of Managerial Accounting (CCC, GCC, HCC, MCC, NVCC, NWCC, NCC, QVCC, TXCC)* ^{1,2}	3 credits
	ACC 118	Managerial Accounting (ACC, MXCC, TRCC)* ^{1,2}	4 credits
21	BMG 204	Managerial Communication (MCC, MXCC, QVCC)*	3 credits
	BBG 210	Business Communication (ACC, CCC, GCC, HCC, NVCC, NWCC, NCC, TRCC)*	
	ENG 106	Writing for Business (TXCC)*	
22	BMK 201	Principles of Marketing* ²	3 credits
23	BBG 230	Survey of Business Law (QVCC)* ²	3 credits
	BBG 231	Business Law I (GCC, HCC, MXCC, NWCC, NCC, TRCC, TXCC)* ²	
	BBG 234	Legal Environment of Business (ACC, CCC, MCC, MXCC, QVCC)* ²	
24	BMG 202	Principles of Management* ²	3 credits
25	BFN 201	Principles of Finance* ² (Prerequisites: ECN 101 and 102 and Statistics*; ACC 113/115 and 117/118 preferred) (8 CCs have an accounting prerequisite: ACC, GCC, HCC, MCC, MXCC, NCCC, TRCC, TXCC) *Statistics may be taken as a pre- or co-requisite.	3 credits
26	MAT 152** (TXCC)	Finite Math* ¹	3 credits
	MAT 158** (GCC, MCC, MXCC)	Functions, Graphs & Matrices* ¹	3 credits
	MAT 190** (NCC, TXCC)	Calculus for Business and Social Sciences* ¹	3 credits
	MAT 230**		3 credits

	(CCC, MCC) MAT 232** (GCC, NVCC) MAT 254 (ACC, HCC, MXCC, NCCC, QVCC, TRCC) **When none of these courses is available at a community college, students may take it or its equivalent at another CSU institution, including online, to fulfill this math requirement.	Applied Calculus, Applied Calculus with a Modeling Approach* ¹ Applied Calculus* ¹ Calculus I* ¹	3 credits (GCC) 4 credits (NVCC) 4 credits
27	Unrestricted Electives Awarding 4 credits for Accounting and Statistics courses is at the discretion of individual community colleges and affects the number of unrestricted electives and total credits to degree. When these 4-credits courses transfer to the CSUs and CO, 3-credits will count as the equivalent course and 1 credit will transfer as an unrestricted elective at the receiving institution.	ACC CCC GCC HCC MCC MXCC NVCC NCCC NCC QVCC TRCC TXCC	0/61 1/60 2/60 1/60 0/60 0/62 1/60 1/60 2/60 1/60 0/61 1/60
28	Students who have unrestricted electives should consider beginning or completing work on foreign language requirements not already met in high school and beginning work on minor requirements of some CSUs. They may also complete other General Education requirements for CCSU, WCSU, SCSU, and CO. They may complete only 1 additional general education requirement for ECSU.		
29	Pathway30 Total		30 credits
30	Business Pathway Total		60-62 credits

- CCSU:** All courses marked with an * must be C- or above
 2.5 Overall GPA required to graduate and in courses marked ¹
- SCSU:** All courses marked with a ² must be C or above
- WCSU:** 2.3 overall GPA
 C+ or better in Financial Accounting
 2.0 GPA in all **major** courses

PROPOSED PATHWAY
CSCU Pathway Transfer A.A. Degree: Computer Science Studies

Not all community colleges offer any or all of the courses that are required in the pathway. This pathway document lists existing courses at the community colleges. The computer science work group approved the current pathway with the understanding that community college computer science faculty will modify or create courses where necessary. The Framework and Implementation Review Committee recommends that the pathway be moved forward for endorsement votes on the campuses with the understanding that periodic updates will be made and that, before the pathway becomes available for students for the fall of 2017, community college faculty will work to develop or modify courses as necessary.

PROPOSED PATHWAY
CSCU Pathway Transfer A.A. Degree: Computer Science Studies

1	FRAMEWORK30		
2	<i>Section A: Common Designated Competencies</i>		
3	Written Communication I	ENG 101 Composition	3 credits
4	Written Communication II	General Education Elective	3 credits
5	Scientific Reasoning	One sequence intended for majors of that discipline. Must include labs. BIO 121 General Biology I and BIO 122 General Biology II OR CHE 121 General Chemistry I and CHE 122 General Chemistry II OR PHY 221 Calculus-based Physics I and PHY 222 Calculus-based Physics II	8 credits
6	Scientific Knowledge & Understanding		
7	Quantitative Reasoning	MAT 186 Pre-Calculus	4 credits
8	Historical Knowledge & Understanding	General Education Elective	3 credits
9	Social Phenomena	General Education Elective	3 credits
10	Aesthetic Dimensions	General Education Elective	3 credits
11	<i>Section B: Campus Designated Competencies</i>		
12	Competency 1	General Education Elective	3 credits
13	Competency 2	General Education Elective	3 credits
14	Framework30 Total		33 credits

15	PATHWAY30		
16	Major Program Requirements		
17	Calculus I C or above	MAT 254	4 credits
18	Calculus II C- or above	MAT 256	4 credits
19	Computer Science/Programming I C or above	CSC 223 Java Programming I (4 credits, HCC) CSC 125 Programming Logic with C++ (MCC)	3 credits

		<p>CSC 105 Programming Logic (MXCC)</p> <p>CSC 220 Object-Oriented Programming Using Java (NCCC)</p> <p>CSC 106 Structured Programming (QVCC)</p> <p>CSC 108 Introduction to Programming (4 credits, NCC, TRCC)</p>	
20	Computer Science/Programming II C or above	<p>CSC 224 Java Programming II (4 credits, HCC)</p> <p>CSC 215 Object-Oriented Programming with C++ (4 credits, MCC)</p> <p>CSC 220 Object-Oriented Programming Using Java (MXCC)</p> <p>CSC 221 (NCCC)</p> <p>CSC 226 Object-Oriented Programming in Java (QVCC, 4 credits, NCC)</p> <p>CSC 223 Java Programming I (4 credits, TRCC); Also CSC 224 Java Programming II (4 credits, TRCC)</p>	3 credits
21	Digital Systems C- or above	<p>CST 145 Digital Circuits and Logic (4 credits, HCC, NCC, TRCC)</p> <p>OR CSC 283 Introduction to Assembler (4 credits, NCC)</p> <p>CSC 287 Organization & Architecture PLUS EET 252 Digital Electronics (6 credits, MCC)</p>	4 credits
22	Discrete Math C or above	MAT 210 Discrete Math (TRCC)	3 credits
23	Introduction to Database Design C or above	<p>CSC 231 Database Design I OR CSC 238 SQL Fundamentals (HCC)</p> <p>CSC 230 Database Concepts with Web Application (MCC)</p> <p>CSC 231 Database Design I (MXCC)</p>	3 credits

		CSA 145 Database Management (QVCC)	
		CSC 233 Database Development I (4 credits, NCC, NCCC, TRCC)	
24	Client-side Web Design	CST 150 Web Design and Development PLUS CSC 268 Client-Side Programming (6 credits, HCC) CST 150 Web Design & Development I PLUS CST 250 Web Design and Development II (6 credits, MCC) CST 150 Web Design and Development (NCCC, QVCC) CST 153 Web Development and Design I (4 credits, NCC, TRCC)	3 credits
25			
26	<i>Unrestricted Electives</i>		0 credits
27	Students who begin the Math sequence above MAT 186 will have unrestricted electives and should consider beginning or completing work on foreign language requirements not already met in high school and beginning work on minor requirements of some CSUs. They may also complete other General Education requirements, but only up to six (6) credits for ECSU.		
28	Pathway30 Total		27 credits
29	Computer Science Pathway Total		60 credits

Students who are required to complete developmental coursework or who place below the required entry level of math for their program may not be able to complete their pathway degree in 60-61 credits/contact hours.

PROPOSED PATHWAY
CSCU Pathway Transfer A.A. Degree: French Studies

1	FRAMEWORK30		
2	<i>Section A: Common Designated Competencies</i>		
3	Written Communication I	ENG 101 Composition	3 credits
4	Written Communication II	General Education Elective	3 credits
5	Scientific Reasoning	General Education Elective	3-4 credits
6	Scientific Knowledge & Understanding	General Education Elective	3-4 credits
7	Quantitative Reasoning	General Education Elective	3 credits
8	Historical Knowledge & Understanding	General Education Elective	3 credits
9	Social Phenomena	General Education Elective	3 credits
10	Aesthetic Dimensions	General Education Elective	3 credits
11	<i>Section B: Campus Designated Competencies</i>		
12	Competency 1	General Education Elective	3 credits
13	Competency 2	General Education Elective	3 credits
14	Framework30 Total		30-31 credits

15	PATHWAY30		
16	<i>Additional General Education Courses – up to two (2)</i>		
17	General Education Elective 1		3 credits
18	General Education Elective 2		3 credits
19	<i>Major Program Requirements</i>		
20	FRE 101 (3 credits: GCC, HCC, MXCC, NVCC, QVCC) FRE 105 (1 credit: MXCC) FRE 111 (4 credits: MCC, NCC, TRCC, TXCC)	Elementary French I At MXCC, students must also enroll in FRE 105 Elementary Conversational French I for 1 credit.	3-4 credits
21	FRE 102 (3 credits: GCC, HCC, MXCC, NVCC, QVCC) FRE 106 (1 credit: MXCC) FRE 112 (4 credits: MCC, NCC, TRCC, TXCC)	Elementary French II At MXCC, students must also enroll in FRE 106 Elementary Conversational French II for 1 credit.	3-4 credits
22	FRE 201 (3 credits: GCC, HCC, MXCC, NCC, QVCC) FRE 205 (1 credit: MXCC)	Intermediate French I	3-4 credits

	FRE 211 (4 credits: MCC)	At MXCC, students must also enroll in FRE 205 Intermediate Conversational French I for 1 credit.	
23	FRE 202 (3 credits: GCC, HCC, MXCC, NCC) FRE 206 (1 credit: MXCC) FRE 212 (4 credits: MCC)	Intermediate French II At MXCC, students must also enroll in FRE 206 Intermediate Conversational French II for 1 credit.	3-4 credits
24			
25	<i>Unrestricted Electives</i>		7-12 credits
26	Students who begin French at a higher level than FRE 101 or 111 will receive additional unrestrictive electives.		
27	Students should consider beginning work on minor requirements of some CSUs. They may also complete other General Education requirements (for CCSU, WCSU, SCSU, and CO—but NOT ECSU).		
28	Pathway30 Total		30 credits
29	French Pathway Total		60 credits*

Students who are required to complete developmental coursework or who place below the required entry level of math for their program may not be able to complete their pathway degree in 60-61 credits/contact hours.

PROPOSED PATHWAY
CSCU Pathway Transfer A.A. Degree: German Studies

1	FRAMEWORK30		
2	<i>Section A: Common Designated Competencies</i>		
3	Written Communication I	ENG 101 Composition	3 credits
4	Written Communication II	General Education Elective	3 credits
5	Scientific Reasoning	General Education Elective	3-4 credits
6	Scientific Knowledge & Understanding	General Education Elective	3-4 credits
7	Quantitative Reasoning	General Education Elective	3 credits
8	Historical Knowledge & Understanding	General Education Elective	3 credits
9	Social Phenomena	General Education Elective	3 credits
10	Aesthetic Dimensions	General Education Elective	3 credits
11	<i>Section B: Campus Designated Competencies</i>		
12	Competency 1	General Education Elective	3 credits
13	Competency 2	General Education Elective	3 credits
14	Framework30 Total		30-31 credits

15	PATHWAY30		
16	<i>Additional General Education Courses – up to two (2)</i>		
17	General Education Elective 1		3 credits
18	General Education Elective 2		3 credits
19	<i>Major Program Requirements</i>		
20	GER 101 (3 credits: NCCC) GER 111 (4 credits: NCC)	Elementary German I	3-4 credits
21	GER 102 (3 credits: NCCC) GER 112 (4 credits: NCC)	Elementary German II	3-4 credits
22	GER 201 (3 credits: NCC)	Intermediate German I	3 credits
23	GER 202 (3 credits: NCC)	Intermediate German II	3 credits
24			
25	<i>Unrestricted Electives</i>		7-12 credits
26	Students who begin German at a higher level than GER 101 or 111 will receive additional unrestrictive electives.		
27	Students should consider beginning work on minor requirements of some CSUs. They may also complete other		

	General Education requirements (for CCSU, WCSU, SCSU, and CO—but NOT ECSU).		
28	Pathway30 Total		30 credits
29	German Pathway Total		60 credits*

Students who are required to complete developmental coursework or who place below the required entry level of math for their program may not be able to complete their pathway degree in 60-61 credits/contact hours.

PROPOSED PATHWAY
CSCU Pathway Transfer A.A. Degree: Italian Studies

1	FRAMEWORK30		
2	<i>Section A: Common Designated Competencies</i>		
3	Written Communication I	ENG 101 Composition	3 credits
4	Written Communication II	General Education Elective	3 credits
5	Scientific Reasoning	General Education Elective	3-4 credits
6	Scientific Knowledge & Understanding	General Education Elective	3-4 credits
7	Quantitative Reasoning	General Education Elective	3 credits
8	Historical Knowledge & Understanding	General Education Elective	3 credits
9	Social Phenomena	General Education Elective	3 credits
10	Aesthetic Dimensions	General Education Elective	3 credits
11	<i>Section B: Campus Designated Competencies</i>		
12	Competency 1	General Education Elective	3 credits
13	Competency 2	General Education Elective	3 credits
14	Framework30 Total		30-31 credits

15	PATHWAY30		
16	<i>Additional General Education Courses – up to two (2)</i>		
17	General Education Elective 1		3 credits
18	General Education Elective 2		3 credits
19	<i>Major Program Requirements</i>		
20	ITA 101 (3 credits: GCC, HCC, MXCC, NVCC,) ITA 105 (1 credit: MXCC) ITA 111 (4 credits: NCC, TXCC)	Elementary Italian I At MXCC, students must also enroll in ITA 105 Elementary Conversational Italian I for 1 credit.	3-4 credits
21	ITA 102 (3 credits: GCC, HCC, MXCC, NVCC,) ITA 106 (1 credit: MXCC) ITA 112 (4 credits: NCC, TXCC)	Elementary Italian II At MXCC, students must also enroll in FRE 106 Elementary Conversational Italian II for 1 credit.	3-4 credits
22	ITA 201 (3 credits: GCC, MXCC, NCC) ITA 205 (1 credit: MXCC)	Intermediate Italian I At MXCC, students must also enroll in ITA 205 Intermediate Conversational Italian I for 1 credit.	3-4 credits

23	ITA 202 (3 credits: GCC, MXCC, NCC) ITA 206 (1 credit: MXCC)	Intermediate Italian II At MXCC, students must also enroll in FRE 206 Intermediate Conversational Italian II for 1 credit.	3-4 credits
24			
25	<i>Unrestricted Electives</i>		7-12 credits
26	Students who begin Italian at a higher level than ITA 101 or 111 will receive additional unrestrictive electives.		
27	Students should consider beginning work on minor requirements of some CSUs. They may also complete other General Education requirements (for CCSU, WCSU, SCSU, and CO—but NOT ECSU).		
28	Pathway30 Total		30 credits
29	Italian Pathway Total		60 credits*

Students who are required to complete developmental coursework or who place below the required entry level of math for their program may not be able to complete their pathway degree in 60-61 credits/contact hours.

PROPOSED PATHWAY
CSCU Pathway Transfer A.A. Degree: Physics Studies

1	FRAMEWORK30		
2	<i>Section A: Common Designated Competencies</i>		
3	Written Communication I	ENG 101 Composition	3 credits
4	Written Communication II	General Education Elective	3 credits
5	Scientific Reasoning	CHE 121 General Chemistry I	4 credits
6	Scientific Knowledge & Understanding	CHE 122 General Chemistry II	4 credits
7	Quantitative Reasoning	MAT 254 Calculus I	4 credits
8	Historical Knowledge & Understanding	General Education Elective	3 credits
9	Social Phenomena	General Education Elective	3 credits
10	Aesthetic Dimensions	General Education Elective	3 credits
11	<i>Section B: Campus Designated Competencies</i>		
12	Competency 1	General Education Elective	3 credits
13	Competency 2	General Education Elective	3 credits
14	Framework30 Total		33 credits

15	PATHWAY30		
16	<i>Additional General Education Courses</i>		
17	General Education Elective 1 This section will include a list of courses that fit all of the five 4-year school categories.	CCSU - Study Area II: Social Sciences ECSU – Individuals and Society SCSU – Global Awareness WCSU – General Education Elective CO – Global Understanding	3 credits
18	General Education Elective 2 This section will include a list of courses that fit all of the five 4-year school categories.	CCSU – Study Area I: Arts & Humanities ECSU – Creative Expressions SCSU – Creative Drive WCSU – General Education Elective CO – General Education Elective	3 credits
19	<i>Major Program Requirements</i>		
20	PHY 221	Calculus-Based Physics I	4 credits
21	PHY 222	Calculus-Based Physics II	4 credits
22	MAT 256	Calculus II	4 credits
23	MAT 268	Calculus III: Multivariable	4 credits
24	MAT 285 (3 credits: ACC, GCC, HCC, MXCC, NVCC, NCC, TRCC, TXCC)	Differential Equations	3-4 credits (4 credits if transferred)

	MAT 286 (4 credits: MCC, QVCC, NCCC)		from MCC or QVCC to CCSU)
25	<i>Unrestricted Electives</i>		3 credits
26	Students should consider beginning or completing work on foreign language requirements not already met in high school and beginning work on minor requirements of some CSUs. They may also complete other General Education requirements (for CCSU, WCSU, SCSU, and CO—but NOT ECSU). <i>Include the phrase in parentheses only if additional General Education courses are designated above.</i>		
27	Pathway30 Total		28-29 credits
28	Physics Pathway Total		61-62 credits

Students who are required to complete developmental coursework or who place below the required entry level of math for their program may not be able to complete their pathway degree in 61-62 credits/contact hours. Students who place above the starting sequence of math for this pathway will be able to substitute unrestrictive electives.

PROPOSED PATHWAY
CSCU Pathway Transfer A.A. Degree: Spanish Studies

1	FRAMEWORK30		
2	<i>Section A: Common Designated Competencies</i>		
3	Written Communication I	ENG 101 Composition	3 credits
4	Written Communication II	General Education Elective	3 credits
5	Scientific Reasoning	General Education Elective	3-4 credits
6	Scientific Knowledge & Understanding	General Education Elective	3-4 credits
7	Quantitative Reasoning	General Education Elective	3 credits
8	Historical Knowledge & Understanding	General Education Elective	3 credits
9	Social Phenomena	General Education Elective	3 credits
10	Aesthetic Dimensions	General Education Elective	3 credits
11	<i>Section B: Campus Designated Competencies</i>		
12	Competency 1	General Education Elective	3 credits
13	Competency 2	General Education Elective	3 credits
14	Framework30 Total		30-31 credits

15	PATHWAY30		
16	<i>Additional General Education Courses – up to two (2)</i>		
17	General Education Elective 1		3 credits
18	General Education Elective 2		3 credits
19	<i>Major Program Requirements</i>		
20	SPA 101 (3 credits: ACC, CCC, GCC, HCC, NCCC, NVCC, QVCC) SPA 111 (4 credits: MCC, MXCC, NCC, TRCC, TXCC)	Elementary Spanish I	3-4 credits
21	SPA 102 (3 credits: ACC, CCC, GCC, HCC, NCCC, NVCC, QVCC) SPA 112 (4 credits: MCC, MXCC, NCC, TRCC, TXCC)	Elementary Spanish II	3-4 credits
22	SPA 201 (3 credits: CCC, GCC, HCC, NCCC, NCC, NVCC, QVCC) SPA 211 (4 credits: MCC, MXCC, TRCC, TXCC)	Intermediate Spanish I	3-4 credits

23	SPA 202 (3 credits: CCC, GCC, HCC, NCCC, NCC, NVCC, QVCC) SPA 212 (4 credits: MCC, MXCC, TRCC, TXCC)	Intermediate Spanish II	3-4 credits
24	SPA 108 – combines 111 and 112 (MCC)	Elementary Spanish I and II	(8 credits)
25	SPA 208 – combines 211 and 212 (MCC)	Intermediate Spanish I and II	(8 Credits)
26			
27			
28	<i>Unrestricted Electives</i>		7-12 credits
29	Students who begin Spanish at a higher level than SPA 101 or 111 will receive additional unrestrictive electives.		
30	Students should consider beginning work on minor requirements of some CSUs. They may also complete other General Education requirements (for CCSU, WCSU, SCSU, and CO—but NOT ECSU).		
31	Pathway30 Total		30 credits
32	Spanish Pathway Total		60 credits*

Students who are required to complete developmental coursework or who place below the required entry level of math for their program may not be able to complete their pathway degree in 60-61 credits/contact hours.

Endorsement Vote Tallies and Rationales

All endorsement votes were due November 11, 2016

BUS: 10 yes / 2 no / 5 no report

CS: 5 yes / 3 no / 1 abs / 8 no report

FL: 8-10 yes / 0 no / 2abs 7 no report (several languages received abstentions because of lack of courses)

PHY: 11 yes / 0 no / 1 abs / 5 no report

Endorsement Breakdown

	CS	PHY	BUS	FRE	GER	ITA	SPA
ACC	abs	abs	yes	yes	yes	yes	yes
CCC	no	yes	yes	yes	yes	yes	yes
GCC		yes	yes	yes	yes	yes	yes
HCC	no	yes	no	yes	yes	yes	yes
MCC	yes	yes	no	yes	yes	yes	yes
MXCC	yes	yes	yes	yes	yes	yes	yes
NCC	no	yes	yes				
NCCC							
NVCC		yes		abs	abs	yes	yes
QVCC							
TRCC	yes	yes	yes	abs	abs	abs	yes
TXCC		yes	yes	yes	yes	abs	yes
CCSU	yes	yes	yes				
ECSU							
SCSU	yes	yes	yes	yes	yes	yes	yes
WCSU							
COSC			yes				
DUE	10/14	10/14	11/11	11/11	11/11	11/11	11/11

Rationales for not Endorsing Pathways:

Note: The passages in red offer the Tap Co-Managers' responses and clarifications.

BUS rationale for not endorsing:

None received from **MCC**.

HCC:

1. Our understanding of the legislative motive driving the TAP degree was that all CSUs would accept the same degree from the State's Community Colleges. Our review of the document's Business Framework (first 3 pages) indicates that the CSUs will continue to have separate and distinct grade

requirements when accepting credits from the Community Colleges. In this key area the CSUs are not being consistent. **Some business programs have restrictive and selective admissions; as with other selective admissions programs, each sets its own entrance requirements.**

2. BBG 101 (Introduction to Business) is not included in TAP. What this means for this vital introductory course to understanding business is that any student taking it and then declaring Business as a major will not be able to transfer their 3 credits. **In all cases where there are open electives available at the CSU and CO programs, the course will transfer and fit within the 120 total credits. Exceptions are the Accounting and Finance programs at SCSU, both of which have no room for open electives.**

Additionally, by reducing the number of Business credits from 33 to 24, the TAP pathway reduces the stand-alone value of the Associate's degree. We know that not all of our students will transfer to a 4-year school immediately; and some not at all. The dilution of the Associate's degree in the TAP pathway makes it less marketable to employers. **The TAP transfer pathway does not replace any existing career degree.**

CS rationale for not endorsing:

None received from CCC.

HCC:

It's the consensus among the faculty in this discipline that we will not endorse the Computer Science TAP curriculum nor initiate the approval process with the HCC Curriculum Committee at this time.

While we, like Norwalk CC, have some reservations about the courses in the curriculum, that is not the primary reason we wish to defer its adoption at HCC. A larger issue is that while we could schedule courses in this degree, we would lack the minimum number of students to actually allow them to run with any frequency. Thus, putting it in our catalog would be a disservice, and potentially misleading, to our students.

There are two things we need to do. First, we have to collaborate with area community and private colleges to reach agreements that courses might be scheduled at individual colleges and taken by students from different colleges so to reach minimum class enrollments. Second, HCC would have to commit to making the marketing and recruitment of students specifically for this program a priority.

NCC:

The Computer Science department has unanimously voted against implementing the TAP Pathway degree for Computer Science at our meeting held Wednesday, 2/17/2016. Our main concerns are:

1. The Association for Computing Machinery (ACM), the world's largest educational and scientific computing society, delivers resources that advance computing as a science and a profession (<http://www.acm.org>). The ACM has published curriculum guidelines for 2-

year degrees in Computer Science here:

<http://ccecc.acm.org/files/publications/2009ComputerScienceTransferGuidelines.pdf>.

The ACM guideline clearly states that a Data Structures class should be present in the first two years of any Computer Science degree. Unfortunately, the Pathway in Computer Science adopted by the Computer Science Pathway Taskforce doesn't include a Data Structures class. While we realize that the Pathway degree is designed specifically for students transferring to a CSU school, this omission puts students at a serious disadvantage should they decide to transfer elsewhere. The NCC Computer Science department will not approve a Pathway that omits Data Structures.

2. The ACM guideline recommends two Mathematics courses, Discrete Structures and Calculus I, as foundational material for any 2-year transfer degree in Computer Science. No other courses are recommended. The Pathway degree includes Calculus II. We have serious concerns about this as well:
 - a. Calculus II is not required at 3 of the 4 CSUs. It is irresponsible to force community college students to take a more rigorous curriculum than that required of CSU students. See the following:
 CCSU: <http://www.cs.ccsu.edu/programs/BSAlternative.html>
 ECSU: <http://www1.easternct.edu/computerscience/computer-science-core/>
 SCSU: <http://catalog.southernct.edu/undergraduate/programs-and-degrees/computer-science-bs-concentration-general.html>
 WCSU: <http://www.wcsu.edu/catalogs/undergraduate/sas/programs/computer-science/>
 Calculus II is not required or does not meet a requirement in the program at WCSU and the non-honors program at CCSU. It is required or meets a requirement in the remaining three programs. See the following for CCSU's honor program: <http://www.cs.ccsu.edu/programs/BSHonors.html>
 - b. Including Calculus II in the Pathway results in a degree that can't be completed in 2 years by nearly all of our students – including those not in need of remediation. Although we realize that students who begin a Math sequence lower than that required would need to spend extra time in the program to obtain the degree, we strongly object to enrolling students in a program that the vast majority will take longer than 2 years to complete.
 - c. Members of the NCC Computer Science Advisory Board overwhelmingly agree that Calculus II isn't necessary for a 2-year Computer Science degree. The Advisory Board consists of members from industry and academia, including universities and community colleges.

This combination of the exclusion of Data Structures and the inclusion of Calculus II has forced us to vote against implementing the Pathway. We feel strongly that these two developments don't serve students at all and, instead, serve the needs of the CSUs who simply can't agree on what a Computer Science degree should look like. The simple truth is that one of the CSUs doesn't offer a Data Structures class –

therefore, it wasn't included in the Pathway. Further, although Calculus II will transfer to all 4 CSUs, it will transfer as an elective to three of the four.

In an effort to provide alternatives, we see two options regarding implementing a true Pathway degree in Computer Science:

1. Create a new 4-year CS degree to be implemented by all the CSUs. This degree will prescribe a sequence of classes to be offered by each CSU, the first two years of which can be offered by community colleges. The CSUs are welcome to keep their existing degrees – just as the community colleges are currently able to offer existing degrees relative to the Pathway.

If the will to create a new 4-year degree isn't present, another option is to create a Pathway that is competency-based. The CSUs can decide which competencies students entering their junior year possess. These competencies can be obtained at the community colleges through any variety of courses. We have a working model to implement this: the TAP Gen Ed core is competency based. The CSUs would accept the Pathway as a block, just as the Gen Ed core is accepted. Transfer students would enter the CSUs as juniors with the requisite skills needed to be successful for the remainder of the program.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

March 2, 2017

RESOLVED: That the Board of Regents for Higher Education approve the licensure and accreditation of a program in Surgical Technology leading to an Associate of Science degree at Housatonic Community College for a period of concurrent with institutional accreditation.

A True Copy:

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

ITEM

Approval of an accredited program in Surgical Technology leading to an Associate of Science degree at Housatonic Community College

BACKGROUND**Summary**

The Surgical Technology program will also offer education leading to employment paying a living wage with only two years of training. It can be considered part of a scaffolding of programs for entry-level, developmental-level students from the non-degree Sterile Processing or EMT certification, to Surgical Technology, to a two- or four-year nursing degree.

Need for the Program

As baby boomers age, there will be an increased need for qualified operating room professionals in all areas: hospitals, surgical clinics, physician-operated surgical settings, etc. Most of the Surgical Technology programs in CT are closing: Bridgeport Hospital School of Nursing graduated its final class in May of 2016. Manchester Community College also graduated their final class in May 2016. The statewide Technical High School system has recently announced that these facilities also are closing their programs. The U.S. Bureau of Labor Statistics estimates that employment of Surgical Technologists is nationally projected to grow 30% from 2012 to 2022. The CT Department of Labor website states an increase of 26.5% by 2022.

The Surgical Technology Program is succeeding in its present location at Bridgeport Hospital School of Nursing, with a population of students drawn from the Bridgeport area; keeping this viable program intact by moving it to HCC will keep this valuable educational opportunity in the same geographic area, where it is most needed.

Curriculum

The total number of credits for the degree is 62: 22 are General Education, 34 are specifically created for the Surgical Technology program, and 6 are shared between the Surgical Technology and Medical Assisting programs. The courses designated “clinical experience I and II” as well as the last five weeks of “operating room skills seminar” are all conducted off-campus in various clinical settings. Each Surgical Technology student must have a minimum of 120 cases in which they act as first or second scrub, and these cases must span a variety of settings: general surgery plus at least five different surgical specialties. A minimum of 640 hours must be spent in the clinical lab in order to meet accreditation standards.

SURGICAL TECHNOLOGY ASSOCIATES DEGREE

Freshman		Credits
Gen Ed WRCX	ENG*E101 Composition	3
Gen Ed QUAX	Choose one course in Quantitative Reasoning ¹	3
MED*E125	Medical Terminology	3
CSA*E105	Introduction to Software Applications	3
Gen Ed SCKX	BIO*E119 Human Biology for Allied Health	4
Gen Ed WRIX	ENG*E102 Literature & Composition or ENG*E202 Technical Writing	3
Gen Ed SOPX	Choose one course in Social Phenomena & Understanding II ²	3
SUR*E110	OR Techniques	4
SUR*E111	OR Skills Seminar	4
SUR*E109	Microbiology for Surgical Technology	2
Sophomore		
Gen Ed SOCX	PSY*E111 General Psychology I	3

SUR*E211	Clinical Experience I	6
SUR*E213	Surgical Procedures I	3
SUR*E215	Surgical Technology Pharmacology	3
Gen Ed AESX	Choose one course in Aesthetic Dimensions of Humankind	3
SUR*E212	Clinical Experience II	6
SUR*E214	Surgical Procedures II	3
SUR*E250	Advanced Seminar in Surgical Technology	3
Total Program Credits		62

Bridgeport Hospital and affiliated hospitals will continue to serve as clinical sites for the Surgical Technology students, and will continue to have a need for graduates of this program to staff their surgical centers.

Students

The current program at Bridgeport Hospital School of Nursing accepts about 20 students each year, and graduates about 15. Over 80% of these graduates have jobs within six months of completing the program. It is anticipated that the new program at HCC will enroll classes of 30 students in each cohort.

This degree will be terminal; it is not expected that the graduates will transfer to a four-year institution, since a four-year Surgical Technology program does not exist in CT at this time. The Surgical Technology program will offer education leading to employment paying a living wage with only two years of training. Average annual statewide salary for Surgical Technologists is \$55,000. Once the student has passed the exam to become a Certified Surgical Technologist, he or she becomes employable in all 50 states.

Faculty

This is an accredited program, which means that continuing accreditation requires an adequate budget, dedicated space, textbooks and other resources in the library, and teachers who meet very specific qualifications. The College would be required to a full-time Program Director who is sufficiently free from service and other non-educational responsibilities to fulfill the educational and administrative responsibilities of the surgical technology program. The program also requires a full-time Clinical Coordinator, who is responsible for the organization, administration, continuous review, planning, development, and general effectiveness of clinical experiences for students enrolled in the surgical technology program. In addition, the program would hire sufficient clinical educational assistants to supervise students at their surgical clinical placements.

Learning Resources

Housatonic Community College has/will provide adequate learning resources to support the program, including library and research materials, laboratory space (see below) and equipment/materiel that is needed for work-based experiential learning that will be required both for completion of clinicals and in the workplace.

Facilities

Beyond classroom space for "typical courses," the Surgical Technology program would need a Surgical Technology Laboratory that enables the critical education and training concept: the more the lab looks like and is run like a real OR the better prepared the students will be to enter clinicals. The operating room laboratory needs the general capability to run two mock surgical procedures concurrently and a storage area that also serves as a mock sterile supply room

Housatonic is currently remodeling Lafayette Hall, and a new room specifically designed to accommodate Surgical Technology could be incorporated into these plans. No additional funds will be required to modify the plans, since the building process is still in an early phase. The hospital will also donate accumulated supplies currently in storage at BHSN to HCC. Housatonic Community College will also be gaining a Sterile Processing Program, which is closely aligned to the Surgical Technology Program at Bridgeport Hospital School of Nursing. Space, equipment, staff, etc. would be shared by these two programs, since they are closely related disciplines, and one feeds into the other in a very natural way.

Fiscal Note

The program is projected to generate revenues of \$144,360 in Year 1, and \$288,720 in Years 2 and 3. Program expenses are projected to be \$223,936 in Year 1, and \$250,936 in Years 2 and 3. As described above, a program director and clinical coordinator must be hired, as well as support staff (e.g., Clinical Educational Assistants). Bridgeport Hospital has agreed to a workforce partnership in which part of these costs will be shared, at least until the program can be transferred from one institution to another. Bridgeport Hospital School of Nursing has also offered to donate all the current equipment now being used by the Surgical Technology program to HCC, which will greatly reduce start-up costs.

Review of Documents:

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

The proposal for the Surgical Technology program at Housatonic Community College has been reviewed and approved through the campus curriculum development process, has been judged as financially feasible by the Dean of Administration and Institutional Effectiveness, and approved/endorsed by President Paul Broadie II. The CSCU Academic Council has endorsed the proposal for submission to the Academic and Student Affairs committee of the Connecticut Board of Regents for Higher Education.

Accreditation:

The current program at Bridgeport Hospital School of Nursing is accredited by the Commission on Accreditation of Allied Health Education Programs. If this program is approved, the program will essentially be transferred to HCC from BHSN, and accreditation would be transferred with it.


11-18-2016 – Academic Council

1-12-2017- BOR Academic & Student Affairs Committee

3-2-2017 – Board of Regents

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APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions) - **01/20/12**

SECTION 1: GENERAL INFORMATION

Institution: Housatonic Community College	Date of Submission to BOR Office:
Most Recent NEASC Institutional Accreditation Action and Date: Accredited in 2012	
Program Characteristics Name of Program/Certificate: Surgical Technology Degree: Title of Award (e.g. Master of Arts) Associates of Science Certificate: (specify type and level) Anticipated Program Initiation Date: Fall 2017 Anticipated Date of First Graduation: May 2019 Modality of Program: On ground Online XX Combined If "Combined", % of fully online courses? Up to 50%, as student chooses. Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 62	Program Credit Distribution # Cr in Program Core Courses: 37 # Cr of Electives in the Field: 0 # Cr of Free Electives: 0 # Cr Special Requirements (include internship, etc.): <u>Total # Cr in the Program</u> (sum of all #Cr above): 62 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 28
TAP: Will this program be a part of the CSCU Transfer & Articulation Program (TAP)? Yes ___ No XX Has this program been endorsed by the General Education Committee as meeting the CSCU general education competencies? Yes ___ No XX	
 _____ Elizabeth Steeves _____ Signature of Gen Ed	
Type of Approval Action Being Sought: Licensure OR XX Licensure and Accreditation Suggested CIP Code No. (optional) _____ Title of CIP Code _____	
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: _____ CIP: _____ DHE# (if available): _____ Accreditation Date: _____ Phase Out Period _____ Date of Program Termination _____	
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: Math-Science Dept.	
Other Program Accreditation: <ul style="list-style-type: none"> • If seeking specialized/professional/other accreditation, name of agency and intended year of review: Commission on Accreditation of Allied Health Education Programs (CAAHEP) • If program prepares graduates eligibility to state/professional license, please identify: Taking the National Certification Examination is a pre-requisite for graduation from the program; a passing score on the exam is required for student to become a Certified Surgical Technologist. (As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)	
Institutional Contact for this Proposal: Sandra Barnes	Title: Professor Tel.: 203-332-5107 e-mail: Sbarnes@housatonic.edu

BOR REVIEW STATUS (For Office Use Only - please leave blank)

BOR Sequence Number (to be assigned):	
Approved 2010 CIP Code No. ¹	Title of CIP Code

¹ Final CIP assignment will be done by BOR staff in consideration of suggested number (if provided) and in consultation with academic offices at the institution and system proposing the program. For the final assignment, the 2010 CIP definitions will be used.

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Log of BOR Steps Towards Program Approval:	
Nature and Resolution number for BOR Approval: Conditions for Approval (if any)	Date of Approval:

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SECTION 2: PROGRAM PLANNING ASSESSMENT (To be Used for BOR Review Only)

Alignment of Program with Institutional Mission, Role and Scope

(Please provide objective and concise statements)

The population served by Housatonic Community College has many needs; finding fulfilling employment paying a livable wage is a major hurdle which many residents of Bridgeport struggle to clear. The Surgical Technology Program offers a pathway to a steady paycheck in the field of Allied Health that is constantly changing and increasing in complexity. Many students struggle with the more challenging sciences such as Anatomy and Physiology and Microbiology, effectively blocking them from seeking a future as Registered Nurses. The science pre-requisites of the Surgical Technology Program, while still rigorous, are more tailored to the specific needs of the job. For many students, less emphasis on theory and more emphasis in concrete skills enables them to master the tasks required to be excellent Surgical Technologists. One of the missions of HCC is to "empower all individuals to develop to their full potential", and this degree fits that goal perfectly. The Surgical Technology Program is succeeding in its present location at Bridgeport Hospital School of Nursing, with a population of students drawn from the Bridgeport area; moving this viable program to HCC will keep this valuable educational opportunity in the same geographic area, where it is most needed.

Addressing Identified Needs

- *How does the program address CT workforce needs and/or the wellbeing of CT society/communities? (Succinctly present as much factual evidence and evaluation of stated needs as possible) The population currently being served by Bridgeport Hospital School of Nursing will continue to have access to this program if it is moved to Housatonic Community College, since these two facilities are both located in Bridgeport. A long collaboration already exists between these two entities. Bridgeport Hospital and affiliated hospitals will continue to serve as clinical sites for the Surgical Technology students, and will continue to have a need for graduates of this program to staff their surgical centers. Today the CT workforce is in greater need for Surgical Technology programs, because, as of 2016 there are no CT schools offering a surgical technology program and therefore no new local graduates for hire in 2017. As baby boomers age, there will be an increased need for qualified operating room professionals in all areas: hospitals, surgical clinics, physician-operated surgical settings, etc. Surgical Technologists play an important role in health care by their specialized training, which enables them to work in the operating and surgical settings, freeing Registered Nurses for other tasks. Surgical Technologists are a cost-effective way to staff the operating suite. The Surgical Technology program will also offer education leading to employment paying a living wage with only two years of training. It can be considered part of a scaffolding of programs for entry-level, developmental-level students from the non-degree Sterile Processing or EMT certification, to Surgical Technology, to a two- or four-year nursing degree.*
- *How does the program make use of the strengths of the institution (e.g. curriculum, faculty, resources) and of its distinctive character and/or location? As stated above, a long collaboration exists between Housatonic Community College and Bridgeport Hospital. The two institutions work well together to the benefit of HCC, Bridgeport Hospital and the larger Bridgeport community. The Bridgeport Hospital School of Nursing will no longer offer nursing, surgical technology or sterile processing in its current facility. Bridgeport Hospital School of Nursing is moving its nursing program to the University of Bridgeport in part because the facility where the nursing school is located is old and would be difficult and costly to repair, and also, to allow the diploma program to transition into a baccalaureate degree. As for the surgical technology program, Housatonic is in the midst of constructing a major addition to Lafayette Hall, and upgrading the existing space. It is the perfect time to customize a space to simulate an operating room and sterile processing suite, to house this very specialized program. Additionally, Housatonic will be able to transition the Hospital certificate program to a two-year degree: an educational requirement for accreditation by 2021. Until recently, Housatonic was a feeder school for Bridgeport Hospital School of Nursing, leaving a large population of pre-nursing students with fewer options for entering the health-science field. In addition to the student body, we have a strong math-science department with faculty that are capable of teaching the specialized biology, math and some of the medical courses required for Surgical Technology.*
- *Please describe any transfer agreements with other institutions under the BOR that will become instituted as a result of the approval of this program (Please highlight details in the Quality Assessment portion of this application, as appropriate) This degree will be terminal; it is not expected that the graduates will transfer to a four-year institution, since a four-year*

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Surgical Technology program does not exist in CT at this time. However, some of the General Education pre-requisites could be used towards a Registered Nursing degree; while the specialized Surgical Technologist credits would not transfer into nursing, students with the desire to move forward would have an excellent way of funding their further education by working in the field of Surgical Technology and pursuing their nursing program during their non-working hours. After graduating from a nursing program, individuals with a background in surgical technology would be more marketable for employment.

- Please indicate what similar programs exist in other institutions within your constituent unit ², and how unnecessary duplication is being avoided. Most of the Surgical Technology programs in CT are closing: Bridgeport Hospital School of Nursing has graduated its final class in May of 2016. Manchester Community College is also terminating their Surgical Technology Associate Degree program with the graduation of the May 2016 class. The statewide Technical High School system has recently announced that these facilities also are closing their programs. Current education changes are being driven by the accrediting body for Surgical Technology, the Commission on Accreditation of Allied Health Education Programs, which has announced that all sponsoring institutions should award a minimum of an Associate's Degree by August 1, 2021.*
- Please provide a description/analysis of employment prospects for graduates of this proposed program. The U. S. Bureau of Labor Statistics estimates that employment of Surgical Technologists is nationally projected to grow 30% from 2012 to 2022. The CT Department of Labor website states an increase of 26.5% by 2022. Average annual statewide salary for Surgical Technologists is \$55,000. Once the student has passed the exam to become a Certified Surgical Technologist, he or she becomes employable in all 50 states.*

Cost Effectiveness and Availability of Adequate Resources

(Please provide a short narrative that generally considers projections of program enrollment and graduation, revenues and expenses, existing and needed resources, including faculty and administrative cost, and any major cost implications)

The current program at Bridgeport Hospital School of Nursing takes about 20 students each year, and graduates about 15. Over 80% of these graduates have jobs within six months of completing the program. Housatonic Community College will increase the size of the program to 30 students due to anticipated demand and need for cost-effectiveness. Housatonic is currently remodeling Lafayette Hall, and a new room specifically designed to accommodate Surgical Technology could be incorporated into these plans. No additional funds will be required to modify the plans, since the building process is still in an early phase. Bridgeport Hospital School of Nursing has offered to donate all the current equipment now being used by the Surgical Technology program to HCC, which will greatly reduce start-up costs. The hospital will also donate accumulated supplies currently in storage at BHSN to HCC.

This is an accredited program, which means that continuing accreditation requires an adequate budget, dedicated space, textbooks and other resources in the library, and teachers who meet very specific qualifications. A program director and clinical coordinator must be hired, as well as support staff (adjunct didactic/clinical and/or instructional staff). Bridgeport Hospital has agreed to a workforce partnership in which part of these costs will be shared, at least until the program can be transferred from one institution to another.

While this is the only degreed program that is the subject of this application, Housatonic Community College will also be gaining a Sterile Processing Program, which is closely aligned to the Surgical Technology Program at Bridgeport Hospital School of Nursing. This program will be offered as continuing education, and, since it is only a three-week program, multiple classes could be offered in the course of a year. (Currently Bridgeport Hospital School of Nursing offers this program four times per year, with an average class size of 8 to 12 students.) It is anticipated that student fees for this program can partially mitigate the cost of the degree program. Space, equipment, staff, etc. would be shared by these two programs, since they are closely related disciplines, and one feeds into the other in a very natural way. Since many Sterile Processing graduates express interest in Surgical Technology, the population of students graduating from Sterile Processing would serve as a pool from which Surgical Technology candidates could be drawn.

² Constituent units are: the Connecticut Community College System, the Connecticut State University System, Charter Oak State College, and the University of Connecticut

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SECTION 3: PROGRAM QUALITY ASSESSMENT

Learning Outcomes - L.O. *(Please list up to seven of the most important student learning outcomes for the program and concisely describe assessment methodologies to be used in measuring the outcomes. If the program will seek external accreditation or qualifies graduates to opt for a professional/occupational license, please frame outcomes in attention to such requirements. With as much detail as possible, please map these learning outcomes to courses listed under the "Curriculum" section of this application)*

1. Apply principles of anatomy, physiology, pathophysiology, and microbiology to perioperative patient care. Assessment: Successful completion of preparatory courses such as Biology for Allied Health, Medical Terminology, and Microbiology for Surgical Technology.
2. Distinguish the elements, action, and use of medications and anesthetic agents used during the perioperative experience. Assessment: Successful completion of Surgical Technology Pharmacology course.
3. Demonstrate safe practice in the role of Surgical Technologist. Assessment: Successful completion of Operating Room Techniques and Operating Room Skills Seminar, as well as the hours spent in the actual operating room setting.
4. Display competence in technical skills and aseptic technique in the perioperative environment. Assessment: Successful completion of Operating Room Techniques and Operating Room Skills Seminar, as well as the hours spent in the actual operating room setting.
5. Practice responsible and accountable behavior within the role and competencies of the Surgical Technologist. Assessment: Observation and evaluation of student performance in the 640 clinical hours required for accreditation.
6. Organize the intraoperative environment efficiently as a member of the surgical team. Assessment: Observation and evaluation of student performance in the 640 clinical hours required for accreditation.
7. Apply learned knowledge and skills in the cognitive, psychomotor, and affective domains to become nationally certified as a Surgical Technologist. Assessment: Passing score on the Surgical Technology certification exam.

Program Administration *(Describe qualifications and assigned FTE load of administrator/faculty member responsible for the day-to-day operations of the proposed academic program. Identify individual for this role by name or provide time frame for prospective hiring)*

Per ARC-STSA accreditation, we must have a program director and clinical coordinator. The following are the responsibilities and qualifications for those positions as outlined in the Standards Interpretive Guide through ARC- STSA.

1. Program Director:

The sponsor must appoint a full-time Program Director. Full time is defined as the usual and customary time commitment required by the institution for faculty members in equivalent positions in other health educational activities. Under this definition, the Program Director should be sufficiently free from service and other non-educational responsibilities to fulfill the educational and administrative responsibilities of the surgical technology program.

a) Responsibilities

The Program Director must be responsible for all aspects of the program, including the organization, administration, continuous review, planning, development, and general effectiveness of the program. Newly appointed Program Directors should participate in an ARC/STSA sponsored Accreditation Fundamentals for Educators workshop within one year of their appointment. (Surgical Technology, 2013). The Program Director should pursue ongoing formal training designed to maintain and upgrade his/her professional, instructional, and administrative capabilities. The Program Director should participate in an ARC/STSA sponsored accreditation workshop at least once every five years. Responsibilities may also include didactic and laboratory instruction (in addition to clinical instruction) and direction and guidance of clinical instructors.

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The Program Director is also responsible for directing, evaluating and reporting student progress toward course objectives and for the periodic review and updating of course material.

b) Qualifications

The program director must:

- 1) possess a credential in the field of surgical technology through a national certification program that is accredited by the National Commission on Certifying Agencies (NCCA).
- 2) have a minimum total of five years of experience, either in the operating room scrub role or as an instructor in surgical technology, or a combination of both, within the past ten years.
- 3) possess a minimum of an Associate's Degree, according to ARC-STSA; HCC requires a master's degree.
- 4) possess proficiency in instructional methodology, curriculum design, and program planning.

Persons approved as program directors under previous Standards will continue to be approved in that position at that institution. Program Director should possess experience/training as an educator.

Associate degree should have concentration in surgical technology.

2. Clinical Coordinator:

a) Responsibilities

The Clinical Coordinator must be responsible for organization, administration, continuous review, planning, development, and general effectiveness of clinical experiences for students enrolled in the surgical technology program. Responsibilities may include didactic and laboratory instruction (in addition to clinical instruction) and direction and guidance of clinical instructors. The Clinical Coordinator should pursue ongoing formal training designed to maintain and upgrade his/her professional, instructional, and administrative capabilities. The Clinical Coordinator is also responsible for directing, evaluating and reporting student progress toward course objectives and for the periodic review and updating of course material.

b) Qualifications

The Clinical Coordinator must:

- 1) possess a credential in the field of surgical technology through a national certification program that is accredited by the National Commission on Certifying Agencies (NCCA).
- 2) have a minimum total of three years of experience, either in the operating room scrub role or as an instructor in surgical technology, or a combination of both, within the past five years.

Persons approved as Clinical Coordinators under previous Standards will continue to be approved in that position at that institution. The Program Director may also serve as Clinical Coordinator.

3. Didactic/Clinical Faculty and/or Instructional Staff

a) Responsibilities

As adjunct support staff, the instructional staff must be responsible for directing, evaluating and reporting student progress toward course objectives and for the periodic review and updating of course material. They also can assist with seminar instruction.

b) Qualifications

- 1) Faculty must be qualified by education and experience, and must be effective in teaching the subjects assigned.

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2) Faculty with instructional responsibilities in core surgical technology courses must:

(a) possess a credential in the field of surgical technology through a national certification program that is accredited by the National Commission on Certifying Agencies (NCCA).

(b) have a minimum total of two years of experience, either in the operating room scrub role or as an instructor in surgical technology, or a combination of both, within the past five years.

Persons approved as didactic/clinical faculty and/or instructional staff under previous CAAHEP Standards will continue to be approved in that position at that institution.

Core surgical technology courses include the components of Surgical Technology fundamentals and practice.

Examples of non-core courses include Medical Terminology, Pharmacology, Pathophysiology, Anatomy and Physiology, Microbiology, and other general education courses not specific to surgical technology.

The didactic/clinical faculty with instructional responsibilities in core surgical technology courses should pursue ongoing formal training designed to maintain and upgrade professional and instructional capabilities.

Faculty *(Please complete the faculty template provided below to include current full-time members of the faculty who will be teaching in this program and, as applicable, any anticipated new positions/hires during the first three years of the program and their qualifications)*

How many new full-time faculty members, if any, will need to be hired for this program? Two: One Program Director and one Clinical Coordinator, who will also serve as faculty for most of the Surgical Technology-specific courses.

What percentage of the credits in the program will they teach? About 50%

What percent of credits in the program will be taught by adjunct faculty? Up to 50%

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program They are specified above (See #3: Didactic/Clinical Faculty/Instructional Staff, plus existing adjunct faculty for non-specific Surgical Technology courses.

Special Resources *(Provide a brief description of resources that would be needed specifically for this program and how they will be used, e.g. laboratory equipment, specialized library collections, etc. Please include these resources in the Resources and Cost Analysis Projection sheet for BOR review)* Recommended Surgical Technology Laboratory Needs/Surgical Technology

Laboratory Needs Critical education and training concept: the more the lab looks like and is run like a real OR the better prepared the students will be to perform clinically.

General Ability to run two mock surgical procedures concurrently

Storage area that also serves as a mock sterile supply room

Access to a "flash" sterilizer OR (minimum)

1 OR space with a functional overhead light

1 fully functional OR table with routine attachments: armboards

ob-gyn lithotomy attachments

kidney position attachments

shoulder braces

foot board

safety strap

3 sets of OR bed sheets, lifters and pillow cases

2 rolling chairs

4 IV poles

1 anesthesia machine (need not be functional)

1 electrocautery machine (need not be functional)

3 Mayo stands

3 Back tables

2 Kick buckets

3 Ring stands

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2 Linen hampers

1 Transportation gurney (may be shared with OR) If only one OR table, 1 other table on which manikins can be placed

2 manikins for mock surgery at least one must be anatomically capable of being draped for lithotomy and orthopedic procedures

Access to fully operational laparoscopic equipment Instruments

2 complete laparotomy sets

OB/GYN instrument set with instruments for abdominal hysterectomy, vaginal hysterectomy, D & C, C-section

Basic orthopedic instrument set

Basic GU instrument set that includes TURP instruments

GI instruments

Various general surgery instrumentation for procedures such as thyroidectomy, trach, etc.

Laparoscopic instrumentation with scopes, cameras, light cords, etc.

Adequate supply of accessory supplies suction tubing electrocautery knives hemostats etc. for peel pack delivery light handle covers

Supplies (secure unused items from the OR to build the sterile supply area)

Initially one appendectomy model or similar per student for clinical readiness exams + 10 for practice in lab (after first year keep clinical readiness models for practice and buy one per student)

One basic pack per student for clinical readiness + 6 for practice (make students refold packs for practice and keep the first year's packs for clinical readiness for the following years practice (buy one per student per year after that) Sponges Dressings Tape Grounding pads Prep trays Foley catheter trays Syringes of different sizes and types Needles of different sizes and types Knife blades Wide assortment of suture (mock procedures are performed as realistically as possible) • Empty but properly labeled medicine bottles (all local anesthetic agents, some anesthesia drugs, IV set ups, emergency drugs) [Place sign where ever these are kept stating that these are NOT real medications] Access to samples of supplies related to specialty areas (ex. Cast materials) Gowns Masks Hair covers Gloves (sterile and non-sterile) Sharps containers Biohazardous waste boxes and liners (samples) Sterilization wrappers Peel Packs Tape Sample biologic and other sterilization indicators

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Curriculum

*(Please list courses for the proposed program, including the core/major area of specialization, prerequisites, electives, required general education courses (undergraduate programs), etc. Using numerals, map the Learning Outcomes listed in the previous section to relevant program courses in this table. Mark any new courses with an asterisk * and attach course descriptions. Mark any courses that are delivered fully online with a double asterisk ** Please modify this format as needed)*

Course Number and Name	L.O. # ³	Pre- Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
MED*E125 (Medical Terminology)	1		3			
SUR*E109 (Microbiology for ST)*	1	MAT100up, MED*E125, BIO*E119	2			
SUR*E110 (OR Techniques)*	1, 3	MAT100up, MED*E125, BIO*E119	4			
SUR*E111 (OR Skills Seminar)*	1, 3, 4, 5, 6	MAT100up, MED*E125, BIO*E119	4			
SUR*E211 (Clinical Experience I)*	1, 3, 4, 5, 6	MAT100up, MED*E125, BIO*E119, SUR*E110, SUR*E111, SUR*E109	6			
SUR*E213 (Surgical Procedures I)*	1, 3, 4, 5, 6	MAT100up, MED*E125, BIO*E119, SUR*E110, SUR*E111, SUR*E109	3			
SUR*E215 (ST Pharmacology)*	2	MAT100up, MED*E125, BIO*E119, SUR*E110, SUR*E111, SUR*E109	3			
SUR*E212 (Clinical Experience II)*	1, 3, 4, 5, 6	MAT100up, MED*E125, BIO*E119, SUR*E110, SUR*E111, SUR*E109, SUR*E211, SUR*E213, SUR*E215	6			
SUR*E214 (Surgical Procedures II)*	1, 3, 4, 5, 6	MAT100up, MED*E125, BIO*E119, SUR*E110,	3			

³ From the Learning Outcomes enumerated list provided at the beginning of Section 3 of this application

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		SUR*E111, SUR*E109, SUR*E211, SUR*E213, SUR*E215			
SUR*E250 (Advanced Seminar in ST)*	1, 2, 3, 4, 5, 6, 7	MAT100up, MED*E125, BIO*E119, SUR*E110, SUR*E111, SUR*E109, SUR*E211, SUR*E213, SUR*E215	3		
Core Course Prerequisites				Elective Courses in the Field	
None - No Prerequisites to the Core Courses					
Total Other Credits Required to Issue Credential (e.g. GenEd/Liberal Arts Core/Liberal Ed Program)					
English*E101 (Composition)			3		
Math 100 or up			3		
CSA*E105 (Computer Science)			3		
BIO*E119 (Human Biology for Allied Health)			4		
English*E102 (Literature and Composition)			3		
Social Phenomena II (suggest a foreign language)			3		
PSY*E111 (General Psychology)			3		
Fine Arts/Humanities Elective			3		

Program Outline *(Please provide a summary of program requirements including total number of credits for the degree, special admission requirements, capstone or special project requirements, etc. Indicate any requirements and arrangements for clinical affiliations, internships, and practical or work experience. Example: "The Finance Major entails 18 credits of Related Course requirements from a range of disciplines {6 credits of which apply to the Liberal Arts Core (LAC), or institution's GenEd program}, 24 credits of courses in Business (3 credits of which apply to the LAC/GenEd), 18 credits of coursework in Finance (including a 6-credit internship), and 9 elective credits from a list that includes courses in Economics, Finance, and Business. Students must take a minimum of 24 credits of coursework for the major at the institution and must maintain a GPA of 2.5.")*

The total number of credits for the degree is 62: 25 are General Education, 34 are specifically created for the Surgical Technology program. Two courses are shared with Medical Assisting (one is a Gen Ed, the Bio 119, the other is Medical Terminology). (Please note: Bio 119 is counted both as a General Education course and as a course specifically created for the surgical technology program.)

Students are admitted to the program by applying and being accepted the preceding summer. Applicants will be evaluated using the score on the TEAS (Test of Essential Academic Skills), high school grades, and the HCC placement test. If students have taken college level courses, these grades can also be used. (If the demand for the Surgical Technology training program continues, we anticipate having more applicants than available seats. We also realize that there may be some attrition once students begin their Surgical Technology courses. In the 2014-15 school year, there were 56 applicants to Bridgeport Hospital School of Nursing Surgical Technology program. Twenty of these students were accepted; sixteen sat for the Surgical Technology Certification Exam at the end of the course.) The admitted students are in the Surgical Technology Program, beginning in the fall of the first year. A

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions) - **01/20/12**

waiting list will be generated consisting of applicants with the qualifications and interest in joining the program in the second semester, should openings arise. A minimum of C+ is required in all courses. Students who score below a C+ in any of the first semester courses will be invited to reapply to the program in the following year after successfully completing the first semester's courses. During this period, these students may take any non-SUR program requirements and/or complete the Sterile Processing Program. They will work with an advisor or the Program Director during this period to increase their chances of success if they are readmitted.

At the start of the second semester, should seats become available, qualified students on the waiting list will be offered the opportunity to move into the Surgical Technology Program.

Applicants who are not selected for the Surgical Technology Program could consider continuing on into Medical Assisting or General Studies. Some students may opt to consider Sterile Processing, a non-degree program. Sterile Processing courses and experience enable a student to find a job in the health care field, and perhaps increase their chances of success should they decide to pursue the Surgical Technology program in the future.

Since the goal of the program is to create professionals who can work in the extremely demanding area of the operating room, much of their training is done in actual operating rooms or surgical centers. The courses designated "clinical experience I and II" as well as the last five weeks of "operating room skills seminar" are all conducted off-campus in various clinical settings. Each Surgical Technology student must have a minimum of 120 cases in which they act as first or second scrub, and these cases must span a variety of settings: general surgery plus at least five different surgical specialties. It is estimated that 640 clinical hours are required to fulfill this number of cases for most students. At the very end of the program the Surgical Technology Certification exam is given. While passing the certification exam is not required to graduate from the program, sitting for the exam is mandatory for all students enrolled in an accredited program, and often for employment. Most students who do not pass on the first attempt continue to try until they are successful, since it is difficult to find a job without this credential.

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Full-Time Faculty Teaching in this Program (Note: If you anticipate hiring new faculty members for this program you may list "to be hired" under name and title. Provide required credentials, experience, and other responsibilities for each new position anticipated over the first three years of implementation of the program)

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Program Director – To Be Hired	Associate's Degree or higher	Possess a credential in the field of surgical technology through a national certification program that is accredited by the National Commission of Certifying Agencies (NCCA). Have a minimum total of five years of experience, either in the operating room scrub role or as an instructor in surgical technology, or a combination of both, within the past ten years. Possess proficiency in instructional methodology, curriculum design, and program planning.	Responsible for all aspects of the program, including the organization, administration, continuous review, planning, development, and general effectiveness of the program. Responsibilities also include didactic and laboratory instruction (in addition to clinical instruction) and direction and guidance of clinical instructors. The Program Director is responsible for directing, evaluating and reporting student progress toward course objectives and for the periodic review and updating of course material.
Clinical Coordinator – To Be Hired		Possess a credential in the field of surgical technology through a national certification program that is accredited by the National Commission of Certifying Agencies (NCCA). Have a minimum total of three years of experience, either in the operating room scrub role or as an instructor in surgical technology, or a combination of both, within the past five years.	Responsible for organization, administration, continuous review, planning, development, and general effectiveness of clinical experiences for students enrolled in the surgical technology program. Responsibilities may also include didactic and laboratory instruction (in addition to clinical instruction) and direction and guidance of clinical instructors. The Clinical Coordinator is responsible for directing, evaluating and reporting student progress toward course objectives and for the periodic review and updating of course material.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions) - 01/20/12

Housatonic Community College
Application for Approval of New Program/Certificate

Department Requesting Program/Certificate: Math-Science Department

Name of Program/Certificate: Surgical Technology

Briefly state the rationale for the program: *The skills developed in a Surgical Technology program are essential for delivering cost effective surgical care in our community. As the only current site of this training listed by the CT Office of Higher Education, Bridgeport Hospital School of Nursing is home to a thriving Surgical Technology certificate program. The Bridgeport Hospital School of Nursing will be closing in 2017, and the Surgical Technology program at BHSN has graduated its last class in May of 2016, in preparation for the closing of this location. Manchester Community College has a Surgical Technology Associate's Degree, but this program may be closing once the current class graduates in May of 2016. The Hospital has approached HCC to facilitate moving this necessary program to our campus. Housatonic Community College is currently remodeling Lafayette Hall, and has the space to bring this program to its campus and begin offering this degree. HCC and BHSN have been partners in offering an associate's degree in nursing to BHSN graduates since 1984, so a collaboration between these two entities has already been established to their mutual benefit, and the benefit of the community they serve.*

What is the Program Objective? The goal of this program is to prepare safe, competent entry-level surgical technologists in the cognitive, psychomotor, and affective learning domains. Graduates will qualify to become certified through the National Board of Surgical Technology and Surgical Assisting (NBSTSA) examination.

What are the Program outcomes?

1. Apply principles of anatomy, physiology, pathophysiology, and microbiology to perioperative patient care. Assessment: Successful completion of preparatory courses such as Biology for Allied Health, Medical Terminology, and Microbiology for Surgical Technology.
2. Distinguish the elements, action, and use of medications and anesthetic agents used during the perioperative experience. Assessment: Successful completion of Surgical Technology Pharmacology course.
3. Demonstrate safe practice in the role of Surgical Technologist. Assessment: Successful completion of Operating Room Techniques and Operating Room Skills Seminar, as well as the hours spent in the actual operating room setting.
4. Display competence in technical skills and aseptic technique in the perioperative environment. Assessment: Successful completion of Operating Room Techniques and Operating Room Skills Seminar, as well as the hours spent in the actual operating room setting.
5. Practice responsible and accountable behavior within the role and competencies of the Surgical Technologist. Assessment: Observation and evaluation of student performance in the 640 clinical hours required for accreditation.
6. Organize the intraoperative environment efficiently as a member of the surgical team. Assessment: Observation and evaluation of student performance in the 640 clinical hours required for accreditation.
7. Apply learned knowledge and skills in the cognitive, psychomotor, and affective domains to become nationally certified as a Surgical Technologist. Assessment: Passing score on the Surgical Technology certification exam.

Is there a minimum of 15 credits of 200 level courses included in the program (applies to AS/AA programs only)?

XX Yes ☐ No

Have Curriculum Committee and Senate approved any new courses that are part of this program? XX Yes ☐

No _____

Are changes acceptable under the existing articulation agreements? ☐ Yes ☐ No This program is not designed to transfer to a four-year institution, so no articulation agreements exist.

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APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions) - 01/20/12

Will there be a change in the total Program/Certificate credits? ☐ Yes ☒ No _____

If Yes, state previous total credit requirement: _____

Credit requirement: 62

ON THE ACCOMPANYING FORM, PLEASE TYPE THE NEW PROGRAM/CERTIFICATE (as you want it to appear in the catalog). INCLUDE ANY NECESSARY FOOTNOTES. PLEASE FOLLOW THE SAMPLE THAT HAS BEEN PROVIDED FOR YOU. DO NOT INCLUDE THE SAMPLE WITH YOUR SUBMITTED FORM.

APPROVAL

Departmental: _____ Date: _____
(Chairperson's Signature)

Curriculum: _____ Date: _____
(Chairperson's Signature)

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APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions) - 01/20/12

SURGICAL TECHNOLOGY ASSOCIATES DEGREE

Freshman		Credits
Gen Ed WRCX	ENG*E101 Composition	3
Gen Ed QUAX	Choose one course in Quantitative Reasoning ¹	3
MED*E125	Medical Terminology	3
CSA*E105	Introduction to Software Applications	3
Gen Ed SCKX	BIO*E119 Human Biology for Allied Health	4
Gen Ed WRIX	ENG*E102 Literature & Composition or ENG*E202 Technical Writing	3
Gen Ed SOPX	Choose one course in Social Phenomena & Understanding II ²	3
SUR*E110	OR Techniques	4
SUR*E111	OR Skills Seminar	4
SUR*E109	Microbiology for Surgical Technology	2
Sophomore		
Gen Ed SOCX	PSY*E111 General Psychology I	3
SUR*E211	Clinical Experience I	6
SUR*E213	Surgical Procedures I	3
SUR*E215	Surgical Technology Pharmacology	3
Gen Ed AESX	Choose one course in Aesthetic Dimensions of Humankind	3
SUR*E212	Clinical Experience II	6
SUR*E214	Surgical Procedures II	3
SUR*E250	Advanced Seminar in Surgical Technology	3
Total Program Credits		62

This is a selective program. Students apply and are accepted the previous summer. Students that are accepted are admitted into the Surgical Technology Program and start taking the courses listed for the first fall semester (the first 5 courses listed above). A wait list will be generated consisting of applicants with the qualifications and interest in joining the program in the second semester. These students are expected to have completed first fall semester courses in order to be ready to enter the program in the first spring semester.

A minimum of C+ is required in all courses. Students who score below a C+ in any of the first semester courses will be invited to reapply to the program the following year, after having successfully completed the first semester's courses. During this period, these students may take non-SUR program requirements. They will work with an advisor or the Program Director to increase their chances of success if they are readmitted. Should there be available seats in the second semester of the first year, qualified students on the waiting list will be offered the opportunity to move into the Surgical Technology program in the spring of the first year.

¹ Suggest Math 104 (Quantitative Reasoning) or Math 137 (Intermediate Algebra)

² Suggest a Foreign Language

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APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions) - 01/20/12

Codes for General Education Core, effective Fall 2017: WRCX is Written Communication I; QUAX is Quantitative Reasoning; C is Computer Competency; SCKX is Scientific Knowledge & Understanding; ETHX is Ethical Dimensions of Humankind; WRIX is Written Communication II; SOCX is Social Phenomena Knowledge & Understanding I (within the fields of anthropology, psychology or sociology); SOPX is Social Phenomena Knowledge & Understanding II (not within the fields of anthropology, psychology or sociology); AESX is Aesthetic Dimensions of Humankind.

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APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions) - 01/20/12

Course Descriptions
New Courses for Surgical Technology Program at HCC

List of courses, course description, names, & hours per week

Spring First Year

SUR*E109: Microbiology for Surgical Technologists - 2 hours per week (2 credits)

This course will give a broad overview of general and clinical microbiology necessary for the surgical technologist. It will emphasize the importance of sterile technique and infection control in the operating room while covering basic information such as bacterial staining, microscopy, how bacteria can be cultivated and identified in the laboratory, the most significant human pathogens and how the immune system responds to them. Pre-requisites BIO*E119, ENG*E101, both with C+ or better. Co-requisite to SUR*E110 and SUR*E111.

SUR*E110: Operating Room Techniques - 4 hours per week (4 credits)

This course is a theoretical introduction to the roles and responsibilities of the surgical technologist, the healthcare team, and the surgical environment. The course teaches basic principles of aseptic technique, fundamentals of surgical technology, and patient care concepts. This course incorporates surgical scrub, gowning, gloving, case preparation, patient care and safety. This course prepares students for entry level into the surgical environment. Pre-requisites Math 100 up, MED*E125 & BIO*E119, all with C+ or higher. Co-requisite SUR*E109, SUR*E111.

SUR*E111: Operating Room Skills Seminar - 2 hours per week for 10 weeks plus 19.5 hours per week for 5 weeks (4 credits)

The seminar provides the students with the opportunity to practice with supervision, the skills, techniques, standards, and principles that are taught in Operating Room Technique, SUR*E110. This course prepares students for the clinical experience by teaching them the care and handling of surgical supplies, instruments, suture materials, and surgical drapes using hands-on skills, simulation, and mock surgical procedures. This seminar is not only an introduction to the operating room environment but includes a 5 week clinical rotation.

After passing a seminar skills competency, students will have a clinical rotation as a member of the surgical team under direct supervision. The rotation gives the student the opportunity to build on didactic and clinical skills learned in the seminar. It focuses on minimally complex and specialty surgical procedures and takes place in a clinical facility. This rotation is 19.5 hours per week over the last 5 weeks of SUR*E111. Pre-requisites Math 100 up, MED*E125 & BIO*E119, all with C+ or better. Co-requisite SUR*E109 & SUR*E110.

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Fall Second Year

SUR*E211: Clinical Experience I - 19.5 hours per week (6.5 hours, 3 days per week for 15 weeks) (6 credits)

This experience gives the student the opportunity to build on didactic and clinical skills learned in the classroom as a member of the surgical team under direct supervision. It focuses on moderately complex and specialty surgical procedures and takes place in a clinical facility. This course is 19.5 hours per week over 15 weeks in the fall. Pre-requisites Math 100 up, MED*E125, BIO*E119, SUR*E109, SUR*E110 & SUR*E111, all with C+ or better. Co-requisite to SUR*E213 & SUR*E215.

SUR*E213: Surgical Procedures I - 3 hours per week (3 credits)

This course includes a review of relevant anatomy and pathophysiology, diagnostic procedures, and surgical interventions for surgical procedures in the following areas: general surgery, obstetrical/gynecological surgery, urological surgery, minor orthopedic surgery, ear, nose, and throat surgery, oral, maxillary, facial surgeries, reconstructive plastic surgery, and burn surgery. Laparoscopic, robotic, pediatric, simulation, and endoscopic procedures are integrated into this course. Pre-requisites Math 100 up, MED*E125, BIO*E119, SUR*E109, SUR*E110, & SUR*E111, all with C+ or better. Co-requisite to SUR*E211 & SUR*E215.

SUR*E215: Surgical Technology Pharmacology - 3 hours per week (3 credits)

This course provides the student for the safe care and handling of medications and solutions used during surgery. Students are provided with an introduction to pharmacology, principles of anesthesia, administration and medication that are commonly used in the surgical environment. Pre-requisites Math 100 up, MED*E125, BIO*E119, SUR*E109, SUR*E110 & SUR*E111, all with C+ or better. Co-requisite to SUR*E211 & SUR*E213.

Spring Second Year

SUR*E212: Clinical Experience II - 19.5 hours per week (6.5 hours, 3 days per week for 15 weeks) (6 credits)

This experience gives the student the opportunity to build on didactic and clinical skills learned in the classroom as a member of the surgical team under direct supervision. It focuses on complex and specialty surgical procedures and takes place in a clinical facility. This course is 19.5 hours per week over 15 weeks in the spring. Pre-requisites Math 100 up, MED*E125, BIO*E119, SUR*E109, SUR*E110, SUR*E111, SUR*E211, SUR*E213 & SUR*E215, all with C+ or better. Co-requisite to SUR*E214 & SUR*E250.

SUR*E214: Surgical Procedures II - 3 hours per week (3 credits)

This course includes a review of relevant anatomy and pathophysiology, diagnostic procedures, and surgical interventions for surgical procedures in the following areas: major orthopedic surgery, neurological surgery, ophthalmology surgery, peripheral vascular surgery, cardiothoracic surgery, emergency trauma surgery, bioterrorism, and donor/procurement surgery. Laparoscopic, navigation, robotic, pediatric, simulation, and endoscopic procedures are integrated into this course. Pre-requisites Math 100 up, MED*E125, BIO*E119,

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SUR*E109, SUR*E110, SUR*E111, SUR*E211, SUR*E213 & SUR*E215, all with C+ or better. Co-requisite to SUR*E212 & SUR*E250.

SUR*E250: Advanced Seminar for the Surgical Technologist - 3 hours per week (3 credits)

This course includes effective career seeking skills, interview techniques, resume preparation, circulating surgical technologist, professional membership, and certification. Advanced skills such as vital sign monitoring, urinary catheterization, and surgical skin preparation are also introduced. This course reviews the objectives of the National Certification Examination for Surgical Technologist. The purpose is to prepare students to pass the Certification of Surgical Technologists that is often required for employment as a surgical technologist. Pre-requisites Math 100 up, MED*E125, BIO*E119, SUR*E109, SUR*E110, SUR*E111, SUR*E211, SUR*E213 & SUR*E215, all with C+ or better. Co-requisite to SUR*E212 & SUR*E214.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions) - 01/20/12
SURGICAL TECHNOLOGY ASSOCIATES DEGREE PROGRAM
PROPOSED CURRICULUM
HOUSATONIC COMMUNITY COLLEGE

Year One	Fall*			Spring**			
Course No.	Course Name	Gen. Ed.	Cred.	Course No.	Course Name	Gen. Ed.	Cred.
ENG*E101	Composition	WRCX	3	ENG*E102 or	Lit. & Comp. or	WRIX	3
MAT 100 up	Quantitative Reasoning Elective ¹	QUAX	3	ENG*E202	Technical Writing		
MED*E125	Medical Terminology	--	3	ELECTIVE	Social Phenomena & Understanding II ²	SOPX	3
CSA*E105	Intro to Computer Applications	C	3		Microbiology for ST	--	2
BIO*E119	Human Bio for Allied Health	SCKX & ETHX	4	SUR *E109	OR Techniques	--	4
				SUR*E110	OR Skills Seminar	--	4
				SUR*E111			
		Total	16			Total	16
Year Two	Fall			Spring			
Course No.	Course Name	Gen. Ed.	Cred.	Course No.	Course Name	Gen. Ed.	Cred.
PSY*E111	Gen. Psychology	SOCX	3	ELECTIVE	Aesthetic Dimensions of Humankind Elective	AESX	3
SUR*E211	Clinical Experience I	--	6		Clinical Experience II	--	6
SUR*E213	Surgical Procedures I	--	3	SUR*E212	Surg. Procedures II	--	3
SUR*E215	Surgical Tech. Pharmacology	--	3	SUR*E214	Adv. Sem. in ST	--	3
				SUR*E250			
		Total	15			Total	15
				Total Credits in Degree:			62

*Students apply and are accepted the previous summer. Students that are accepted are admitted into the Surgical Technology Program and start taking the courses listed for the first fall semester. A wait list will be generated consisting of applicants with the qualifications and interest in joining the program in the second semester. These students are expected to have completed first fall semester courses in order to be ready to enter the program in the first spring semester.

** A minimum of C+ is required in all courses. Students who score below a C+ in any of the first semester courses will be invited to reapply to the program the following year, after having successfully completed the first semester's courses. During this period, these students may take non-SUR program requirements. They will work with an advisor or the Program Director to increase their chances of success if they are readmitted. Should there be available seats in the second semester of the first year, qualified students on the waiting list will be offered the opportunity to move into the Surgical Technology program in the spring of the first year.

¹ Suggest Math 104 (Quantitative Reasoning) or Math 137 (Intermediate Algebra)

² Suggest a Foreign Language

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Codes for General Education Core, effective Fall 2017: WRCX is Written Communication I; QUAX is Quantitative Reasoning; C is Computer Competency; SCKX is Scientific Knowledge & Understanding; ETHX is Ethical Dimensions of Humankind; WRIX is Written Communication II; SOCX is Social Phenomena Knowledge & Understanding I (within the fields of anthropology, psychology or sociology); SOPX is Social Phenomena Knowledge & Understanding II (not within the fields of anthropology, psychology or sociology); AESX is Aesthetic Dimensions of Humankind.

Connecticut Board of Regents for Higher Education

APPLICATION FOR NEW PROGRAM APPROVAL PRO FORMA ¹ BUDGET - RESOURCES AND EXPENDITURE PROJECTIONS

Institution Housatonic Community College Date _____

Proposed Program Surgical Technology

PROJECTED Enrollment	First Term Year 1		First Term Year 2		First Term Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers <i>(from other programs)</i>	5		5		5	
New Students <i>(first time matriculating)</i>	25		25		25	
Continuing <i>(students progressing to credential)</i>			30		30	
Headcount Enrollment	30	0	60	0	60	0
Total Estimated FTE per Year	30		60		60	

PROJECTED Program Revenue	Year 1		Year 2		Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition <i>(Do not include internal transfers)</i>	\$125,640		\$251,280		\$251,280	
Program-Specific Fees	\$18,720		\$37,440		\$37,440	
Other Rev. <i>(Annotate in text box below)</i>						
Total Annual Program Revenue	\$144,360		\$288,720		\$288,720	

PROJECTED Expenditures*	Year 1		Year 2		Year 3	
	Number <i>(as applicable)</i>	Expenditure	Number	Expenditure	Number	Expenditure
Administration <i>(Chair or Coordinator)</i>	1	\$110,366	1	\$110,366	1	\$110,366
Faculty <i>(Full-time, total for program)</i>	1	\$107,070	1	\$107,070	1	\$107,070
Faculty <i>(Part-time -total for program)</i>						
Support Staff		\$3,000		\$30,000		\$30,000
Library Resources Program		\$500		\$500		\$500
Equipment <i>(List as needed)</i>		\$1,000		\$1,000		\$1,000
Other <i>(e.g. student services)</i>		\$2,000		\$2,000		\$2,000
Estimated Indirect Cost <i>(e.g. student services, operations, maintenance)</i>						
Total ESTIMATED Expenditures		\$223,936		\$250,936		\$250,936

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

Existing regulations require that: "...an application for a new program shall include a complete and realistic plan for implementing and financing the proposed program during the first cycle of operation, based on projected enrollment levels; the nature and extent of instructional services required; the availability of existing resources to support the program; additional resource requirements; and projected sources of funding. If resources to operate a program are to be provided totally or in part through reallocation of existing resources, the institution shall identify the resources to be employed and explain how existing programs will be affected. Reallocation of resources to meet new and changing needs is encouraged, provided such reallocation does not reduce the quality of continuing programs below acceptable levels."

Please provide any necessary annotations:

¹ This PRO FORMA budget provides reasonable assurance that the program can be established and is sustainable. Some assumptions and/or formulaic methodology may be used and annotated in the text box.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

March 2, 2017

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a Doctorate in Social Work degree at Southern Connecticut State University for a period of three years until March 30, 2020.

A True Copy:

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

ITEM

Licensure of a Doctorate in Social Work at Southern Connecticut State University

Need for the Program

- The DSW degree program at SCSU will be one of eleven DSW programs offered nationally. At present, there are no DSW programs in Connecticut or New England. A DSW program is needed in the CSCU system in order to retain highly qualified social workers in the Connecticut workforce. The DSW does not overlap with the PhD in social work which is a traditional research degree.
- Within the CSCU system, SCSU has been recognized as a leader in Health and Human Services. The Department of Social Work offers long standing BSW and MSW degree programs and SCSU is the only university in the system that offers the MSW degree. The MSW program admits approximately 90 full-time graduate students per year and typically turns away more than 200 qualified students.
- This DSW degree program will prepare advanced clinicians to: 1) take on management and leadership roles in a variety of social service settings; 2) contribute to social work practice, theory, and applied research; and 3) teach clinical aspects of social work in higher education settings.
- The practice focus of a DSW degree is similar to that of advanced practice degrees offered in other professional disciplines such as Psychology (PsyD), Nursing (DNP), Pharmacy (PharmD), Physical therapy (DPT), Nutrition (DSN) and Medicine (MD). Social work is currently following the trend already established by other professional doctorates in the human services.
- National and state-level data project job growth in the social work profession and in social work programs in higher education. This DSW degree program will provide a promotion ladder for social workers which will allow them to move up in their organizations, realize greater responsibility, and influence decision-making in ways that benefit the populations being served.
- Needs assessment data indicate a high level of demand for this DSW program. Once fully operational, this program is projected to produce annual revenues that exceed expenses by \$188,146.

Curriculum

DSW site visitors offered a very favorable assessment of the proposed DSW curriculum and SCSU's ability to deliver the program. The site visitors also provided recommendations which were accepted and integrated into this revised application as indicated in **Appendix B**. The 48-credit DSW Program is set up as a year round cohort program that can be completed in 3 years. Courses will be delivered using weekend, online synchronous and asynchronous delivery systems in combination with an annual five-day intensive summer residency, externship, and capstone experience. This curriculum model is unique compared to other DSW programs in the country because of a combined clinical and management/leadership focus and the availability of an externship experience. The capstone experience is designed to systematically mentor students so as to attain applied research skills.

Students

This DSW program is designed to allow nontraditional working students to complete all degree requirements in three years. To enroll in the program, students must have the Master of Social Work

(MSW) and a minimum of 2 years clinical or management/leadership practice in the social work field. The program will enroll a cohort of 15 students every year. The online weekend delivery model will allow students to remain employed while completing their advanced degree. Students may complete externships and capstone projects at various worksites in the state of Connecticut and beyond, including their own places of employment.

Faculty

The SCSU Department of Social Work is uniquely positioned to create a successful DSW program at this time. Strengths include being part of the highly regarded School of Health and Human Services, location in the urban center of New Haven, CT, qualified faculty with extensive clinical experience, an accomplished DSW coordinator, track record of delivering and completing capstone courses with graduate students, strong external advisory board, and a well-established network of agency partners.

Current SCSU tenured Professor, Dr. William Rowe, DSW, will serve as the DSW Program Coordinator. He has been responsible for establishing and coordinating successful doctoral programs at three universities, authored or co-authored more than 125 academic publications, and obtained more than \$40 million in external funding.

The 17 current tenure track faculty in the SCSU Department of Social Work are highly qualified to deliver the DSW program with extensive expertise in advanced clinical practice and management. The DSW program will require the addition of 1.5 FTE tenure track faculty, phased in over the first 4 years of the program. These new hires will teach in the DSW program or teach in the MSW and BSW program in order to release current faculty to teach in the DSW program. A limited number of adjunct faculty will also be hired to teach in the BSW and MSW program to release current faculty to teach in the DSW program. There are no plans to hire adjunct professors to teach in the DSW program.

Learning Resources

Enhancement of electronic library resources will be critical for implementation of the online DSW Program. SCSU is committed to providing DSW program faculty with training and support for online teaching using the synchronous delivery systems adopted by the CSCU system. Specific systems will be put in place to provide students with personalized support when attending their summer residency and during weekend times when online courses are provided. The School of Health and Human Services will provide a subscription to “Quality Matters” or a comparable provider of tools and processes to evaluate the quality of online course design. All faculty who teach in the DSW program will be required to complete the selected quality training program and utilize the processes established and adopted by the DSW program.

Facilities

Faculty will have computer hardware, software and technology support to deliver the online curriculum and host the 5-day summer intensive on-ground residency. Students will be provided with instructions about the technology requirements for participation in the online DSW program.

Fiscal Note

This DSW program is 48 credits. This program will be funded through tuition and university resources. Revenue is based on part-time tuition payments for 6 credits per semester (\$1,137/credit). In year four, at full capacity, the program will operate 3 simultaneous cohorts with enrollment of 15 new and 25 continuing students. Major program expenses include .5 FTE for the DSW Program Coordinator and the addition of 1.5 FTE new full-time tenure track faculty, .5 FTE admissions and field coordination support, and .5 FTE secretarial support. For years 1-4 cumulatively, the DSW program will produce total revenue that exceeds total expenses by \$194,589. Beginning in year 4 the DSW program will produce revenue that exceeds expenses by \$139,864 annually.

Licensure

An External Site Visit was held on January 24-26, 2016.
The reviewers were:

Dr. Barbara Shank, Dean of the School of Social Work
University of St. Thomas
Chairperson, Board of Directors,
Council on Social Work Education (CSWE)

Dr. Lina Hartocollis, Director of Clinical DSW Program
School of Social Policy and Practice, University of Pennsylvania

The site visitors provided extensive consultation, indicated very strong support for SCSU offering the DSW, and identified the following **areas of strength**:

- Solid BSW and MSW programs to serve as foundation from which to implement DSW Program.
- DSW Program purpose is consistent with the mission of the Department of Social Work and SCSU's mission.
- DSW Program does not duplicate other programs in other Connecticut state institutions. It will be one of ten DSW programs offered nationally.
- The department has highly qualified faculty to deliver the DSW program with content expertise.
- Administrative support to provide resources to develop and implement quality program.
- Admission requirements as identified are standard for a DSW Program.
- There is need in the profession, community and state for advanced practitioners to provide advanced clinical services and leadership. The DSW Program will provide opportunities for career advancement, career mobility and fill gaps in leadership in both the public and private sectors.

The site visitors identified the following **areas in need of improvement**, all of which were addressed in this revised proposal (see Appendix B):

- Additional needs assessment survey completed to provide relevant data regarding workforce needs in local communities and State. (Pgs. 4-6; 8-9)
- Admission criteria clarified. (Pg. 18)
- Learning outcomes adapted to be consistent with DSW program emphasis of preparing graduates for advanced clinical practice, management and leadership. (Pgs. 12-15)
- Sequencing of courses revised to place research courses later in program; Capstone re-structured to differ from a PhD dissertation; Externship re-structured into 2 shorter courses; capstone and externship supervision clarified. (Pgs. 19-20)
- Workload and compensation clarified for externship supervision and capstone advising; modest increase in coordinator load credit during preparation and implementation phase; modest compensation provided for online course development. (Appendix G: DSW Budget)
- Program format revised to fully online with one residency per year. Synchronous online courses will be held on weekends. (Pg. 16)
- Online teaching resources secured at SCSU including faculty training and software support for evaluation of online course quality. (Pg. 16)
- Graduate student writing supports secured through SCSU Writing Center. (Pg. 16)

Review of Documents:

_____ Campus Review
_____ Campus Budget and Finance
_____ Campus President
_____ Academic Council
_____ System Office

1/12/2017 – BOR Academic & Student Affairs Committee

3/2/2017 – Board of Regents

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SECTION 1: GENERAL INFORMATION

Institution: Southern Connecticut State University	Date of Submission to BOR Office:	
Most Recent NEASC Institutional Accreditation Action and Date: June 2012 – reaffirmation until 2022		
Program Characteristics Name of Program: Doctorate of Social Work (DSW) Degree: Title of Award (e.g. Master of Arts) Doctorate of Social Work (DSW) Certificate: (specify type and level) Anticipated Program Initiation Date: Summer 2018 Anticipated Date of First Graduation: Spring 2021 Modality of Program: On ground Online X Combined If "Combined", % of fully online courses? 100% + 5 day residency Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 48	Program Credit Distribution # Cr in Program Core Courses: 18 # Cr of Electives in the Field: # Cr of Free Electives: # Cr Special Requirements (include internship, etc.): 30 <u>Total # Cr in the Program</u> (sum of all #Cr above): 48 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 0	
Type of Approval Action Being Sought: X Licensure OR Licensure and Accreditation		
Suggested CIP Code No. (optional) Title of CIP Code CIP Year: 2000 or 2010		
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: CIP: DHE# (if available): Accreditation Date: Phase Out Period Date of Program Termination		
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: Southern Connecticut State University, School of Health and Human Services, Department of Social Work, main campus.		
Other Program Accreditation: <ul style="list-style-type: none"> • If seeking specialized/professional/other accreditation, name of agency and intended year of review: N/A • If program prepares graduates eligibility to state/professional license, please identify: N/A (As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)		
Institutional Contact for this Proposal: Dr. Ellen D. Durnin	Title: Provost & Vice President of Academic Affairs	Tel.: 203-392-5350 e-mail: durnine1@southernct.edu

BOR REVIEW STATUS (For Office Use Only - please leave blank)

BOR Sequence Number (to be assigned):	
Approved 2010 CIP Code No. ¹	Title of CIP Code
Log of BOR Steps Towards Program Approval:	
Nature and Resolution number for BOR Approval:	Date of Approval:
Conditions for Approval (if any)	

¹ Final CIP assignment will be done by BOR staff in consideration of suggested number (if provided) and in consultation with administrative offices at the institution and system proposing the program. For the final assignment, the 2010 CIP definitions will be used.

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SECTION 2: PROGRAM PLANNING ASSESSMENT (To be Used for BOR Review Only)

Alignment of Program with Institutional Mission, Role and Scope

(Please provide objective and concise statements)

Objectives of Proposed Program

The Doctorate of Social Work (DSW) is a practice doctoral degree that offers both advanced clinical and management/leadership training for all students; both are required in today's workplace. To enroll in the program applicants must have the Master of Social Work (MSW) degree which is currently the terminal degree in social work.

A DSW program is needed in the CSCU system in order to retain highly qualified social workers in the Connecticut workforce. This DSW program will prepare students for innovative, and complex areas of evidence-based practice. Graduates from this DSW program will be hired for advanced clinical practice and management/leadership roles in health, mental health, and university settings. Graduates will also contribute to social work practice, theory, and applied research. Those hired as professors will be better prepared to teach clinical aspects of social work degree programs, such as advanced clinical and management courses. The practice focus of a DSW degree is similar to that of advanced practice degrees offered in other professional disciplines such as Psychology (PsyD), Nursing (DNP), Pharmacy (PharmD), Physical therapy (DPT), Nutrition (DSN) and Medicine (MD). Social work is currently following the trend already established by other professional doctorates in the human services. DSW programs have already been established in New York, New Jersey, and Pennsylvania.

SCSU is uniquely equipped to provide the DSW program, providing outstanding BSW and MSW programs for the state of Connecticut since 1968. SCSU currently offers two applied doctoral programs: the EdD in Educational Leadership; and the fully online EdD in Nursing Education which is a collaborative program with Western Connecticut State University. Similar to these two EdD programs, the proposed DSW is a practice-based and applied degree, not a traditional research degree such as a PhD. The DSW degree will produce leaders who possess expertise in practice-oriented research and evaluation.

This DSW program is designed to allow nontraditional working students to complete all degree requirements in three years. Courses will be delivered using weekend, online synchronous or asynchronous delivery systems in combination with an annual five-day intensive summer residency.

Alignment with Institutional Mission

The mission of Southern Connecticut State University is to provide exemplary graduate and undergraduate education in the liberal arts and professional disciplines. As an intentionally diverse and comprehensive university, Southern is committed to academic excellence, access, social justice, and service for the public good. The goals stated in the university's strategic plan correspond closely with the development of a DSW program:

Academic Excellence - Provide exemplary, transformative, and accessible education in a student-centered environment.

This DSW program is accessible and convenient for students. The online weekend DSW curriculum model with both a clinical practice and management/leadership focus is unique compared to any other DSW program in the country. SCSU social work faculty have many years of clinical and management experience that enhances the educational experience for students.

Scholarship and Innovation – Develop and sustain a university-wide climate and infrastructure that nurtures research, scholarship, creativity, and innovation.

This DSW program will engage faculty and students in robust research collaborations. DSW students will create innovative products for agencies and organizations and will be required to present their scholarship at conferences and in peer-reviewed publications.

Engagement - Engage with local and global communities through exemplary leadership and service to promote community well-being, economic growth, and social justice.

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This DSW program will allow for increased partnerships with agencies through externships with agency leaders and meaningful capstone project collaborations that meet agency needs. The Department of Social Work partners with over 150 agencies in Connecticut and has Memorandum of Affiliation Agreements with two universities in China. Social work is based on the premise of social and economic justice.

Resources and Infrastructure - Provide exemplary, ethical stewardship of human, financial, technological and physical capital.

This DSW program will increase the quality of the social services workforce in the state of Connecticut by providing clinicians with necessary management and leadership skills. This DSW program will also generate revenue that can be applied to other goals in the university strategic plan and allow for implementation of administrative efficiencies to improve delivery of other SCSU social work degree programs.

Alignment with Department of Social Work Mission

The Department of Social Work's mission mirrors SCSU's mission to provide exemplary education through its commitment to academic excellence, access, social justice and service for the public good. The Department fulfills the SCSU mission by preparing graduate social workers for positions in state government agencies and community organizations. The mission of the Department of Social Work Graduate Program is to provide quality social work education to graduate students and to advance knowledge through study, practice, and research. The Department is committed to:

- educating social workers to be effective practitioners and leaders in the public and private sectors
- preparing social workers to promote economic and social justice and human rights through policy practice
- preparing social workers to evaluate their practice and be informed consumers of research and scholarship

The Department of Social Work is committed to utilizing the resources of our comprehensive university to provide access to and participation in quality education that prepares graduates for advanced social work practice, including an applied Doctorate of Social Work (DSW). The Department of Social Work at SCSU is well positioned to provide this type of program. The department has operated a successful weekend cohort MSW program in co-occurring disorders for the past nine years. This program educates employees of the Connecticut Department of Mental Health and Addiction Services (DMHAS) and other Connecticut residents interested in working in the field of mental health and addictions.

Addressing Identified Needs:

How does the program address CT workforce needs and/or the wellbeing of CT society/communities?

(Succinctly present as much factual evidence and evaluation of stated needs as possible)

This DSW degree program advances the social work profession and addresses workforce needs by preparing clinicians to take on management and leadership roles in a variety of social service settings. In recent decades there has been an erosion of social work leadership in the social services sector, with many high ranking positions being filled with non-social workers who do not have the necessary knowledge of clinical practice theoretical frameworks, or professional values. This DSW degree program will provide a promotion ladder for social workers which will allow them to move up in their organizations, realize greater responsibility, and influence decision-making in ways that benefit the populations being served.

DSW graduates will develop, foster, and raise standards of practice in fields such as child welfare, education, and aging. These are particularly important areas in which there is currently a less developed body of evidence-based knowledge and practice skills. Social workers with DSWs will also provide leadership in the development and evaluation of innovative, evidence-based practice in health and mental health, addictions/substance use, HIV and AIDS, divorce, family conflict, domestic/intimate partner and community-based violence, criminal justice, poverty and unemployment initiatives, discrimination, and disaster preparedness and response. In addition, DSWs can respond to demands for higher levels of competency, accountability, and evidence of the cost-effectiveness of services from clients, government, insurance companies, hospitals, clinics, and other stakeholders in health and mental health

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services. Many social service agencies in Connecticut, including the Department of Mental Health and Addiction Services and the Department of Children and Families, now employ contractors from hundreds of different provider agencies. Executives at these provider agencies need clinical expertise in addition to management and leadership skills in order to effectively interface with state agency funders.

This DSW degree will also prepare clinician-scholars to bridge the practice/research divide. Several national reports note a 20-year gap between the generation of knowledge and utilization in health and mental health disciplines (National Institute of Mental Health, 1999; Institute of Medicine, 2000; New Freedom Commission on Mental Health, 2003). In their highly cited article entitled *Translational Science at the National Institute of Mental Health: Can Social Work Take Its Rightful Place?* Brekke, Ell and Palinkas (2007) call upon advanced degree programs to provide students with the skills necessary to speed the use of research findings into social work practice settings and build partnerships between research and practice. This DSW program will provide extensive mentorship in translational (applied) research and dissemination through four unique capstone courses and two externship experiences.

This DSW program will also provide appropriate training for the next generation of clinical social work professors in higher education settings with the goal of advancing practice/clinical knowledge and skills in the social work profession. Sowers and Videka (2014) and others (Hartocollis, Cnaan & Ledwith, 2014) suggest that PhD social work programs are not adequately preparing scholars to teach social work students who will be engaged in direct practice. The Council on Social Work Education (CSWE) mandates that college and university instructors have sufficient practice experience consisting of the MSW degree and a minimum of 2 years of post MSW experience. It is increasingly difficult to find graduates from PhD programs who have sufficient practice experience to meet accreditation requirements. Further information about the rationale for the DSW degree can be found in *Advanced Practice Doctorates: What do they mean for social work practice, research and education* (NASW, 2013) and *The Social Work Practice Doctorate* (Hartocollis, Cnaan & Ledwith, 2014) in **Appendix A**.

The SCSU Department of Social Work hosted two site visitors in January 2016 for a review of the proposed DSW program. These two site visitors were from universities that currently operate DSW programs: Barbara Shank, Dean of the School of Social Work at the University of St. Thomas, and the Chair of the Board of Directors of the Council on Social Work Education (CSWE); and Dr. Lina Hartocollis, Director of the Clinical DSW program at the School of Social Policy and Practice, the University of Pennsylvania. The site visitors produced a Site Visit Evaluation Report that offered a very favorable assessment of the DSW program components as planned and SCSU's ability to deliver the program. Additionally, the site visitors provided recommendations to further strengthen the program. This final application has incorporated those recommendations as indicated in **Appendix B**.

Needs Assessment for DSW Program at SCSU

The Bureau of Labor Statistics projects a need for 49,800 social and community service managers and 120,000 social and community service assistants from 2014 through 2024 <http://data.bls.gov/projections/occupationProj> (**Appendix C**). These workers will require training and supervision from experts with advanced degrees such as the Doctorate of Social Work (DSW). The 2014-24 report from the Bureau of Labor Statistics also projects a great need for social work professors with 430 annual vacancies nationwide http://www.bls.gov/emp/ep_table_102.htm. According to the 2012-2022 employment projections, at least 9 annual vacancies will be in the state of Connecticut. <https://www1.ctdol.state.ct.us/lmi/projections2012/Education.asp>

A comprehensive series of needs assessment activities were completed during the past three years in order to gather information on whether a DSW program was needed in the state of Connecticut, and specifically at SCSU.

CT Social Worker Survey (2016)

In February 2016, in response to feedback from DSW site visitors (**Appendix B**), an online survey was administered to a targeted sample of MSW credentialed social workers who were currently working in CT agencies, including community colleges. A total of 212 respondents completed the survey with an estimated response rate of 45%. Results were very positive with regard to SCSU developing and offering a DSW degree as follows:

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- 71% - (N=151) were interested in earning a DSW degree
- 56% - (N=118) were likely to apply in the next three years if the DSW were available in CT
- 71% - (N=151) provided contact information and asked to receive further information

A very high percentage of respondents ***strongly agreed or agreed*** that a DSW program in Connecticut would:

- 91% - expand professional advancement opportunities for social workers
- 97% - promote professional competence and recognition of social workers
- 94% - strengthen the availability and effectiveness of clinical social workers and supervisors
- 87% - enhance the quality and effectiveness of social services in Connecticut
- 94% - prepare social workers for leadership positions in human services
- 71%- improve my opportunities for promotion and career advancement
- 82% - enhance my professional effectiveness and satisfaction

Additionally, many participants elected to provide comments with their survey responses (N=60). Of these, an overwhelming majority supported the development of a DSW program at SCSU. Representative comments include:

- "Connecticut needs a clinical doctorate program"
- "A non-research-based doctoral program is of more interest to me. I'm very interested in teaching at the college level and providing guidance to future social workers"
- "I think this is a much needed way of advancing social work practice in CT. I would strongly consider doing the program"
- "I am extremely excited to hear that SCSU is in the process of developing a DSW program. Currently, I am in the process of researching DSW Social Work Programs in NY and NJ. I would prefer to attend a DSW program in CT".
- "I am very excited about this, and have been watching the progress of this project closely. As a graduate of SCSU's MSW Program and a supervisor of SCSU Social Work interns, I think this is absolutely wonderful!"
- "Not sure about balancing work and school within the next three years, but I would love to target 2018 or 2019 for application/matriculation in a doctoral program in SW."
- "I have been wanting to obtain a Doctorate in social work and due to traveling and financial challenges had given up on doing so. I received my MSW from Southern and Licensed in Clinical Social Work in Connecticut and would love to improve my opportunities in advancement"
- "I am interested in furthering my education more through practice rather than a focus on research. DSW vs. PhD I am interested"
- "Please create the DSW Program"
- "I think this is an excellent opportunity for social workers in CT!"
- "I would apply immediately. Thank you for requesting feedback. I hope that SCSU moves forward with this program"
- "I feel like this would be an awesome idea, and would help a lot of students earn the highest level of degrees"

CT Social Work Field Instructor Survey (2015)

Prior to this most recent needs assessment, a written survey was administered in October 2015 to 58 employed social workers who were enrolled in the *Seminar in Field Instruction* course at SCSU. Participants possessed MSW degrees, had multiple years of clinical experience, and represented many Connecticut agencies including New Reach; SW CT Agency on Aging; Branford Counseling Center; Waterbury Public Defender's Office; Clifford Beers Clinic; Jewish Family Service; Operation Hope; VA CT Healthcare System; and Continuum of Care. The survey had a 100% response rate and results were as follows:

- 53% indicated they were interested in applying for the DSW program if it were offered at SCSU

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CT Social Worker Survey (2014)

A needs assessment survey was also conducted in May 2014. The SCSU Office of Assessment and Planning assisted the Department of Social Work with conducting an online survey of social workers in the state of Connecticut. The sample included SCSU social work alumni, field instructors, adjunct faculty, and members of the National Association of Social Workers Connecticut chapter. A total of 420 participants completed the survey with a response rate of approximately 36%. The survey produced the following results:

- 81% Agree or Strongly Agree:
As a workforce development initiative, there is a need in Connecticut for an applied doctorate in social work (DSW);
- 81% Maybe or Yes:
If Southern offered a DSW in a weekend cohort format allowing me to continue to work full time, I would be interested in applying;
- 82% Somewhat or Significantly:
To what extent would having a DSW be a way for you to improve your prospects for career advancement and promotion;
- 84% Somewhat or Significantly:
To what extent would having a DSW be a way for you to improve your satisfaction with your life (e.g., by feeling more skilled and competent in your clinical practice)?

In summary, national and state data project a need for social workers, social work leaders, and social work professors during the next decade. Additionally, three needs assessment surveys conducted at SCSU during the past three years have produced consistently positive results indicating a need for a DSW program and a substantial market demand for the degree.

How does the program make use of the strengths of the institution (e.g. curriculum, faculty, resources) and of its distinctive character and/or location?

The Department of Social Work is uniquely positioned to create a successful DSW program at this time. Strengths include being part of the highly regarded School of Health and Human Services, location in the urban center of New Haven, CT, qualified faculty with extensive clinical experience, an accomplished DSW coordinator, track record of delivering and completing capstone courses with graduate students, strong external advisory board, and a well-established network of agency partners.

SCSU School of Health and Human Services has an excellent, long standing reputation for delivering externally accredited health and human services programs of very high quality. The Department of Social Work is one of six departments in the School of Health and Human Services and therefore has access to inter-professional educational experiences with other departments such as public health and nursing. Its location in the urban center of New Haven, CT provides access to abundant social service agencies who are eager to partner with academic programs to deliver field placements and service learning opportunities for students. The SCSU Department of Social Work currently has more than 150 such partnerships established. Many of these agencies also provide opportunities for the 17 current tenure track social work faculty members to make meaningful contributions through community engaged research and service activities.

The Department of Social Work has a rich history of providing superior social work education at the BSW and MSW level. Founded in 1968, the Department has a strong alumni network of students, many of whom remain connected to the Department as adjunct faculty and field instructors. On average, the Department graduates 65 BSW students and 70 MSW students per year. The MSW program at SCSU was recently acknowledged as one of the best values in the Northeast in an article entitled: *The 14 Most Affordable Accredited MSW Programs in the Northeast 2016* <http://www.socialworkdegreeguide.com/affordable-accredited-msw-programs-north-east-2016/>

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All faculty who will teach in the DSW program have doctoral degrees and are deeply engaged in scholarship. Three faculty have taught extensively in other doctoral programs such as University of South Florida, McGill University, Memorial University and University of Pennsylvania. Six faculty have supervised doctoral students in their clinical work and/or served on dissertation committees at SCSU or other universities including Smith College School for Social Work, University of Toronto, University of Calgary, Ben Gurion University, and SUNY Albany (see page 21).

Current SCSU tenured Professor, Dr. William Rowe, DSW, will serve as the DSW Program Coordinator. Dr. Rowe has experience in doctoral program development at three prior universities. As a former Dean and Director, he is well qualified to provide leadership for the development and implementation of this DSW program. Dr. Rowe has been a member of the Group for the Advancement of Doctoral Education in Social Work (GADE) for fifteen years and has served as a member of the steering committee from 1998-2002. The Department of Social Work is also a member of GADE. GADE meets annually, reviews and publishes quality guidelines for doctoral programs and is a cooperating member with CSWE, the National Association of Deans and Directors of Graduate Social Work Programs and the Society for Social Work Research.

The Department of Social Work is well equipped to offer capstone experiences for DSW students. The MSW program currently requires a capstone thesis or special project for approximately 70 Masters of Social Work students in their final year of study. Approximately ten Social Work faculty teach MSW capstone students each year using a small seminar capstone/practicum course format. Consistent with recommendations from The National Institute of Mental Health (NIMH) these capstone experiences are focused on the production of translational (applied) research that provides practical value to social services agencies and clinicians. Most of these projects are based at specific social service agencies in the state of Connecticut. The experience of operating a thesis/special project capstone for a large number of MSW students has provided the program the requisite expertise to develop a capstone handbook and other capstone products.

Another strength of the social work program is the newly formed External Advisory Board which has been created to replace a previous Department Advisory Board. Agencies represented on the External Advisory Board include the Connecticut Department of Mental Health and Addiction Services, Connecticut Department of Education, various youth and aging agencies, hospitals, and university departments. (See Appendix D) This External Advisory Board advises the Department of Social Work on both current and future workforce needs. In the past the Department of Social Work Advisory Board assisted in the creation of a weekend cohort MSW program for students who work for or want to work for DMHAS and its affiliate agencies; and a recently developed sub-specialization in Child Welfare that will be of value to employees at the Department of Children and Families.

As a high quality program with a long history, the Department of Social Work is especially proud of the extensive network of over 150 agencies who provide placements for students in the BSW and MSW programs. The Department of Social Work also has many official affiliation agreements with state-owned, state-operated, private, non-profit or for-profit agencies in the region. (See Appendix E) The Department of Social Work partners with agencies that have MSW and/or LCSW supervision on site. Examples of types of agency placements currently utilized:

- Prisons, working with probation and parole.
- Forensic Units, the locked hospital for individuals deemed incompetent to stand trial due to mental illness.
- Residential detoxification facilities, and residential facilities where both mental illness and substance abuse are the presenting problem.
- Outpatient substance abuse clinics.
- State Department of Children and Families. Students may work with severely disturbed teens who are in residential treatment who are wards of the state; in investigations of allegations of abuse or neglect; in foster care, and adoption.
- Variety of settings with developmentally disabled children and adults.
- State owned/operated systems, like Connecticut Valley Hospital and Connecticut Mental Health Center
- Hospitals in the state, including Yale.
- Community mental health clinics.

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- School settings including traditional public schools, charter schools, magnet schools, and school based health clinics.
- Alternate schools, working with youth who are too troubled to be mainstreamed (Boys and Girls Village, Children's Center).
- Nursing homes and established agencies that focus on elder care.
- Agencies that offer palliative end of life care. Traditionally it has been Hospice.
- Domestic violence organizations.
- Agencies that seek to help refugees from war torn countries become established with housing and gainful employment.

Please describe any transfer agreements with other institutions under the BOR that will become instituted as a result of the approval of this program *(Please highlight details in the Quality Assessment portion of this application, as appropriate).*

N/A

Please indicate what similar programs exist in other institutions within your constituent unit ², and how unnecessary duplication is being avoided.

At this time there are ten DSW programs in the country but several are currently under development (See Appendix F). There are currently no DSW programs in Connecticut or New England, so SCSU has the opportunity to offer the first DSW program in this region. The University of Connecticut offers the PhD degree in Social Work which is very different from the DSW credential. The PhD in Social Work is primarily a research-oriented degree that prepares graduates for advanced research and academic positions that are research intensive. This DSW degree includes practice-oriented research and evaluation that focuses on preparing students for evidence-based practices in areas that focus on the health and mental health needs of populations in Connecticut and beyond. Graduates from this DSW program will be hired for leadership roles in health, mental health, and university settings.

Graduates will also contribute to social work practice, research and theory. Those hired as professors will be well prepared to teach social work practice courses, particularly advanced clinical and management courses. This DSW program at SCSU will have a unique program design and delivery that will allow nontraditional working students to complete the degree requirements in three years. Courses will be scheduled on weekends using synchronous or asynchronous online delivery systems along with a five-day summer intensive annual summer residency component. This program delivery model will increase the likelihood of attracting and graduating a diverse population that will be better able to respond to critical needs in higher education, clinical practice and agency administration.

Please provide a description/analysis of employment prospects for graduates of this proposed program.

The DSW program at SCSU will prepare graduates for leadership roles in advanced clinical practice and clinical supervision, primarily in the State of Connecticut. Furthermore, this DSW will provide the appropriate training and credentials to social workers seeking positions as professors for clinical practice courses in BSW and MSW programs (Barsky, Green, & Ayayo, 2013).

The DSW started in the 1940s, was gradually phased out in favor of the PhD degree, but re-emerged as a newly defined advanced practice degree in 2007 (Hartocollis, Cnaan & Ledwith, 2014). As a result of this relatively short timeframe, it is difficult to demonstrate simple labor market demand that is specific to the DSW. In New England no DSW programs exist and therefore most employers do not advertise for specific DSW qualifications. However, these employers do recognize the importance of an advanced degree skill set and frequently advertise for "Master's degree and a higher level degree." Information reported by both the Bureau of Labor Statistics and the Connecticut

² Constituent units are: the Connecticut Community College System, the Connecticut State University System, Charter Oak State College, and the University of Connecticut

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Department of Labor also suggests an increasing need for advanced practitioners in teaching, leadership, and clinical social work.

At the national level, the Bureau of Labor Statistics projects job openings will increase due to growth and replacement needs through 2024 in all community and social service occupations (10.5%) and counselors, social workers and other community and social service specialists (11.6%). The specific areas that are in need of an advanced practice doctorate show dramatically higher growth rates. Some examples include: substance abuse and behavioral disorder counselors (21.2%); mental health counselors (19.6%); healthcare social workers (19.3%); mental health and substance abuse social workers (18.9%); and marriage and family therapist (14.8%). The same source projects a need 2014 through 2024 for 4,300 post-secondary social work teachers, 49,800 social and community service managers and 120,000 social and community service assistants who will require training and supervision by experts with advanced practice doctorates. Detailed statistics are available in [Appendix C](#) and at the following websites:

<http://data.bls.gov/projections/occupationProj>

http://www.bls.gov/emp/ep_table_102.htm

Connecticut essentially mirrors the national labor situation. The 2012-2022 Connecticut Occupational Projections show even greater growth rates of 17.7% for community and social services and 18.4% for counselors social workers and other community and social service specialists. The growth and replacement projections are: substance abuse and behavioral disorder counselors (27.5%); mental health counselors (27.6%); healthcare social workers (15.4%); mental health and substance abuse social workers (19.3%); and marriage and family therapist (27.0%). Detailed statistics are available at the following websites:

<https://www1.ctdol.state.ct.us/lmi/projections2012/community.asp>

<https://www1.ctdol.state.ct.us/lmi/projections2012/Education.asp>

There is a great need to expand the number of social work doctoral programs as the number of annual doctoral graduates (estimated at 275) does not meet current demand for leadership roles in social work agencies or teaching positions. Currently, there are over 800 undergraduate and graduate social work programs that need doctoral credentialed faculty. The Council on Social Work Education website includes extensive job listings for faculty positions <http://careers.cswe.org/jobseeker/search/results/>. Nationwide, over 300 schools advertise for social work teaching jobs every year and some with multiple openings. Many of these openings are in undergraduate programs at small universities that do not provide the research opportunities that may be desired by graduates of research focused PhD programs. With baby boomers retiring there will be even more faculty openings in the near future. The Occupational Projections for Connecticut and the United States have identified the need for 430 annual positions nationally (http://www.bls.gov/emp/ep_table_102.htm). It is projected that there will be 9 annual openings in Connecticut for doctoral trained educators over the 2012-2022 period

(<https://www1.ctdol.state.ct.us/lmi/projections2012/Education.asp>). Additionally, new Connecticut degree programs will likely emerge during this period of time and a large number of job openings will occur outside of Connecticut within commuting distance.

The DSW degree is an appropriate and desirable degree for academic institutions that offer BSW, and MSW degree programs. Data on recent graduates of DSW programs suggest that 50-60% of graduates obtain academic jobs upon graduation (Anastas & Kuerbis, 2009). The longest standing DSW program in the US was established in 2007 at the University of Pennsylvania. The University of Pennsylvania regularly surveys their graduates and has found that "they were able to gain additional job responsibilities, promotions, or new jobs, some of which they would not have been eligible for without the doctoral degree" (Hartocollis, Solomon, Doyle & Ditty, 2015, p 126). According to Diaz (2015), 20% of DSW program graduates were teaching full-time and 35% were teaching part time.

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Cost Effectiveness and Availability of Adequate Resources

(Please provide a one-paragraph narrative on the attached MExcel Pro-Forma Budget)

Summary

The program will enroll a cohort of 15 students every year. By the end of year 4, the DSW program will produce total revenue that exceeds total program expenses during the first four years by \$194,589. Revenues, expenses, and needed resources including faculty and administration are described in the attached **DSW Budget** (See Appendix G).

A narrative of that budget follows:

- Year 1 (FY2018) will require an investment of \$75,326. These funds will be used to market the program, build the initial program components, and provide adjunct support so that the DSW program coordinator can be released from a portion of his teaching responsibilities and paid as an adjunct during the summer.
- During year 2 (FY2019) the program will admit 15 students and produce revenue that exceeds expenses by \$21,861. The program will add 1.0 FTE tenure track faculty member in response to the increase in departmental teaching requirements the DSW program. This individual will backfill with 6 credits of teaching per semester for the DSW coordinator, and dedicate .50 FTE to the DSW program (or MSW and BSW programs in order to release current full time faculty to teach in the DSW program.) One current BSW/MSW administrative staff member will be converted from part-time to full-time employment with .50 FTE dedicated to DSW program support.
- During year 3 (FY2020) the program will admit a second cohort of 15 students and anticipate attrition of up to 2 students from the first cohort. Revenue in year 3 will exceed expenses by \$108,190. Additional expenses will include .5 FTE tenure track professor to teach in the DSW program or release current faculty to teach in the DSW program; 4.0 credits in adjunct professor coverage for current faculty who will shift teaching responsibilities to the DSW program, and hiring of a full-time secretary (currently an unfilled vacant secretary line in the Department of Social Work). The secretary will position will allocate .50 FTE to the DSW program and .50 FTE to the MSW and BSW programs.
- In year 4 (FY2021) of the program there will be 3 simultaneous cohorts with projected tuition payments from 15 new students and 25 continuing students. Revenue in year 4 will exceed expenses by \$139,864 which will be the annual net revenue from this point forward.. Additional expenses will include .5 FTE tenure track professor to teach in the DSW program or release current faculty to teach in the DSW program; 11.42 credits in adjunct professor coverage for current faculty who will shift teaching responsibilities to the DSW program, and 21 credits for summer adjunct pay for full-time faculty to teach in the DSW program. At the end of the fourth year of the program total revenue for year 1-4 is expected to exceed total expenditures by \$194,589.

Program Revenue:

- Program revenue is based upon part-time tuition payments for 6 credits per semester from each student enrolled in the 3-year, 48-credit DSW program.
- The program anticipates admission of 15 students each year, attrition of two students in year 2 and attrition of one additional student in year 3. As a result, after a ramping up period of three years the program will be at full capacity with 15 new students and 25 continuing students.
- Tuition and fees for the first year will be \$1,137 per credit. This rate per credit is based on similar rates for professional doctorate programs in the system, and will apply to both in-state and out-of-state students.

Program Expenses:

- Consistent with other year round doctoral coordinator positions, the DSW program coordinator will receive 6 credits of re-assigned time per academic semester (.5 FTE), and 6 credits of adjunct pay per summer.
- 2.0 FTE new full-time tenure track faculty will be hired to either teach in the DSW program or release current faculty to teach or coordinate in the DSW program. One full time faculty member will be hired in year 2 (FY 2019) to teach .5 FTE in the DSW program during the first year of enrollments and release the coordinator

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for .5 FTE. 1.5 FTE will be allocated to the DSW program in year 3 (FY 2020); and 2.0 FTE in year 4 (FY 2021) to teach in the DSW program or release current faculty to teach in the DSW program.

- \$1980/credit (plus 40% F/B) adjunct faculty to teach BSW and MSW courses in order to release current full time faculty to teach in the DSW program.
- .50 FTE administrator dedicated to the DSW program in year two (2019). Current University Assistant position will be converted from part time to full time to provide program support for admissions and externship placement. The other .5 FTE will continue to support the MSW and BSW programs.
- .50 FTE secretary dedicated to the DSW program in year three (FY 2020). The other .5 FTE will support the MSW and BSW programs.
- \$19,200 Two graduate assistantships for DSW students each year starting in year two (FY 2019);
- \$10,000 for marketing of the program in year 1 (FY 2018) and \$5,000 per year thereafter;
- \$2,400 /yr. Membership / conference fees in the Group for the Advancement of Doctoral Education (GADE)
- \$1,000 Supplies; \$1,500 Library resources; \$350 Compensation to faculty to develop each new online course; \$300 Compensation to faculty to serve as second readers for each student's final Capstone course.

Assumptions:

- Each cohort of 15 students will start every year in the summer semester.
- Program consists of 48 credits
- Tuition Rate per credit is \$1,137 (AY16 rate); all students are assumed to be part time.
- Capstone is calculated at 1/2 credit per student and Externship at 1/3 credit per student. During Fall and Spring, Capstones and Externships will be taught by full time faculty, for which adjunct backfill budget will be required. During the summer, Capstone and Externship teaching will be paid as adjunct employees.
- Adjunct rate is estimated at \$1,980 per credit to replace faculty who teach in the DSW program.
- The indirect cost per year is estimated at 15%.
- For comparative purposes, revenue and expenses HAVE NOT been inflated for FY18 - FY21.

Summary of Expenditures and Revenue:

Over the first four years of the program revenue will exceed expenditures by \$194,589. See Table 1.

Table 1: Expenditures and Revenue by Year 1-4

Expenditures and Revenue	Year 1 (2017-2018)	Year 2 (2018-2019)	Year 3 (2019-2020)	Year 4 (2020-2021)	Totals
Revenue	0	\$309,465	\$562,062	\$741,414	\$1,612,941
Expenditures	\$75,326	\$287,604	\$453,872	\$601,550	\$1,418,352
Difference	-\$75,326	\$70,143	\$156,472	\$188,146	\$194,589

Benefit to the Department of Social Work:

The implementation of the DSW program will enhance the overall functioning and culture of the Department of Social Work. The addition of new faculty who will teach across the BSW, MSW and DSW programs will strengthen the educational experience for students. The financial and administrative health of the department will improve based on the addition of secretarial and administrative support for field placement and admissions. As one third of the program credits are offered in the summer, faculty will have opportunities for year round employment which can enhance faculty retention and recruitment. Additionally, DSW students will partner with social work faculty to produce translational (applied) scholarship products, extending the professional scholarship expertise of faculty and students. DSW students who are interested in teaching careers will have an opportunity to complete an externship as adjunct teaching faculty in the BSW and MSW programs for the SCSU Department of Social Work. Finally, students in the MSW program for the SCSU Department of Social Work will have access to a DSW degree program that will allow them to extend their clinical education, and increase employment prospects and salary potential.

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SECTION 3: PROGRAM QUALITY ASSESSMENT

Learning Outcomes - L.O. (Please list up to seven of the most important student learning outcomes for the program and concisely describe assessment methodologies to be used in measuring the outcomes. If the program will seek external accreditation or qualifies graduates to opt for a professional/occupational license, please frame outcomes in attention to such requirements. With as much detail as possible, please map these learning outcomes to courses listed under the "Curriculum" section of this application)

The Council on Social Work Education (CSWE), the national accrediting organization for the SCSU BSW and MSW programs does not currently accredit DSW or Ph.D. programs in social work. However, with the recent development of several DSW programs in the country, CSWE will be accrediting DSW programs in the future. See **Appendix H**: Letter From Darla Spence Coffey, President of CSWE stating the intention of CSWE to obtain feedback from key stakeholders for the development of accreditation standards for DSW programs.

The seven most important student learning outcomes for the program are listed below. These student learning outcomes will be achieved at a more advanced level than the master's program. DSW program graduates will be able to:

1. administer effective clinical practice services for diverse, underserved and vulnerable populations in Connecticut,
2. interpret and apply research in order to engage in evidenced informed best practices,
3. design effective programs that enhance agency functioning,
4. provide leadership and management capacity that will result in superior supervision, administration and innovative strategies to respond to new and unfolding problems,
5. effectively communicate knowledge, ideas, and concepts in a wide variety of venues and constituencies within and outside of one's organization,
6. deliver best practices in education, training and staff development, and
7. apply evidence-based best practices to enhance interventions for persons with behavioral health and particularly substance use/abuse problems.

Course assignment rubrics are the most direct assessment methodology that can be used to measure student learning outcomes. Rubric(s) for selected assignments in each course will be used to assess student work that the students download into Tk20 (an educational assessment program currently used at SCSU and the Department of Social Work). The teacher assesses (rates) the work on a four point scale. Data on each assignment can then be used to produce an average score of student work on each learning outcome. Table 2: Curriculum Map of Learning Outcomes by Courses and Assessment Methodologies is displayed below:

Table 2: Curriculum Map of Learning Outcomes by Courses and Assessment Methodology

Learning Outcomes	Courses	Assessment Methodology
1. Administer effective clinical practice services for diverse, underserved and vulnerable populations in Connecticut.	SWK 807 - Externship I	Field Mentor Evaluation
	SWK 808 - Externship II	Field Mentor Evaluation
	SWK 820 – Emergent Models and Critical Issues in Clinical Social Work Practice	Emerging Practice Model Analysis Paper Rubric; Final Paper Rubric
	SWK 821 - Therapeutic Relationships: Advanced Clinical Practice	Clinical Impasse Paper Rubric; Case Study Rubric
	SWK 822 - Mental Health and Substance Abuse: Advanced Clinical	Portfolio Rubric; Final Paper Rubric

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	Practice SWK 823 – Neuroscience and its Application for Social Work Practice with Couples and Families	Application and Evaluation of Neurobiological Interventions Paper Rubric
2. Interpret and apply research in order to engage in evidenced informed best practices.	SWK 800 – Evidence Informed Practice SWK 802 - Program Evaluation SWK 805 – Paradigms, Epistemology, and Heuristics in Social Work SWK 807 - Externship I SWK 808 - Externship II SWK 809 - Capstone 1a & b: Capstone Proposal SWK 810 - Capstone 2a & b: Capstone Final Project	Research Design and Methods Paper; Application of Quantitative Methods Paper Program Evaluation Proposal Rubric Personal Paradigm and Heuristics Analysis Paper Rubric; Final Paper Rubric Field Mentor Evaluation Field Mentor Evaluation Capstone Rubric Capstone Rubric
3. Design effective programs that enhance agency functioning.	SWK 802 - Program Evaluation SWK 803 – Historical and Contemporary Analysis of Social Policy SWK 807 - Externship I SWK 808 - Externship II SWK 809 – Capstone1a & b: Capstone Proposal SWK 810 - Capstone 2a & b: Capstone Final Project SWK 831 – Leadership and Management in Social Work SWK 833 – Technical Skills in Social Work Administration	Program Evaluation Proposal Rubric Class Presentation Rubric; Social Work Issue Paper Rubric; Policy Analysis Paper Rubric Field Mentor Evaluation Field Mentor Evaluation Capstone Rubric Capstone Rubric Organizational Culture and Change Strategy Paper Rubric Group and Individual Paper Rubrics
4. Provide leadership and management capacity that will result in superior supervision, administration and innovative strategies to respond to new and	SWK 804 – Clinical Social Work Supervision SWK 807 - Externship I SWK 808 - Externship II	Philosophy of Supervision Paper Rubric; Supervision Topic Paper Rubric Field Mentor Evaluation Field Mentor Evaluation

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unfolding problems.	SWK 831 – Leadership and Management in Social Work	Group Project Paper Rubric
	SWK 833 – Technical Skills in Social Work Administration	Group and Individual Paper Rubrics
5. Effectively communicate knowledge, ideas, and concepts in a wide variety of venues including constituencies within and outside of one's organization, in a community and at the state level.	SWK 800 – Evidence Informed Practice	Research Design and Methods Paper; Application of Quantitative Methods Paper
	SWK 802 - Program Evaluation	Program Evaluation Proposal Rubric
	SWK 804 – Clinical Social Work Supervision	Philosophy of Supervision Paper Rubric; Supervision Topic Paper Rubric
	SWK 806 – Education for Social Work	Development of Syllabus and Analysis Paper Rubric; Teaching Dilemma Analysis Paper Rubric; Teaching Demonstration Video Analysis Rubric
	SWK 807 - Externship I SWK 808 - Externship II	Field Mentor Evaluation Field Mentor Evaluation
	SWK 831 – Leadership and Management in Social Work	Marketing Plan and Elevator Pitch Paper Rubric
6. Deliver best practices in education, training and staff development.	SWK 802 - Program Evaluation	Program Evaluation Proposal Rubric
	SWK 803 – Historical and Contemporary Analysis of Social Policy	Class Presentation Rubric; Social Work Issue Paper Rubric; Policy Analysis Paper Rubric
	SWK 806 – Education for Social Work	Development of Syllabus and Analysis Paper Rubric; Teaching Dilemma Analysis Paper Rubric; Teaching Demonstration Video Analysis Rubric
	SWK 807 - Externship I SWK 808 - Externship II	Field Mentor Evaluation Field Mentor Evaluation
	SWK 809 - Capstone 1a & b: Capstone Proposal	Capstone Rubric
	SWK 810 - Capstone 2a & b: Capstone Final Project	Capstone Rubric
	SWK 831 – Leadership and Management in Social Work	Group Project Paper Rubric
	SWK 833 – Technical Skills in Social Work Administration	Group and Individual Paper Rubrics

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7. Apply evidence-based best practices to enhance interventions for persons with behavioral health and particularly substance use/abuse problems.	SWK 807 - Externship I SWK 808 - Externship II	Field Mentor Evaluation Field Mentor Evaluation
	SWK 809 - Capstone 1a & b: Capstone Proposal	Capstone Rubric
	SWK 810 - Capstone 2a & b: Capstone Final Project	Capstone Rubric
	SWK 820 – Emergent Models and Critical Issues in Clinical Social Work Practice	Emerging Practice Model Analysis Paper Rubric: Final Paper Rubric
	SWK 821 - Therapeutic Relationships: Advanced Clinical Practice	Clinical Impasse Paper Rubric; Case Study Rubric
	SWK 822 - Mental Health and Substance Abuse: Advanced Clinical Practice	Portfolio Rubric; Final Paper Rubric
	SWK 823 – Neuroscience and its Application for Social Work Practice with Couples and Families	Application and Evaluation of Neurobiological Interventions Paper Rubric

Program Administration *(Describe qualifications and assigned FTE load of administrator/faculty member responsible for the day-to-day operations of the proposed academic program. Identify individual for this role by name or provide time frame for prospective hiring)*

William Rowe, DSW, will serve as the Program Coordinator. Dr. Rowe is currently a tenured Professor in the department. He will receive six credits during each academic semester which will represent half his 12 credit teaching/administration load (.50 FTE). For the summer he will be paid six credits as a Non-Teaching Lecturer (adjunct pay rate). He has been a Dean or Director and Professor at Memorial University of Newfoundland, 1989-1995; McGill University, 1995-2002; and, the University of South Florida, 2002-2009. In addition, he was been primarily responsible for the establishment and coordination of successful Social Work doctoral programs at all three universities: University of South Florida, 2004-2008; McGill University, 1997-2002; and, Memorial University of Newfoundland, 1994-95. Dr. Rowe has worked extensively in the fields of social work education, child welfare, juvenile justice, health and HIV. He has provided training and lectures at agencies and universities throughout North America, Europe, the Middle East, South Asia, Australia, and New Zealand. He serves on the editorial board of a number of academic and professional journals including the Journal of Evidence-Based Social Work and Best Practices in Mental Health. He has authored and co-authored more than 125 academic and professional publications and obtained more than \$40 million in external funding.

Faculty *(Please complete the faculty template provided below to include current full-time members of the faculty who will be teaching in this program and, as applicable, any anticipated new positions/hires during the first three years of the program and their qualifications)*

How many new full-time faculty members, if any, will need to be hired for this program? 2.0 FTE

What percentage of the credits in the program will they teach? When program is fully operational, with 3 cohorts, there will be 68.42 credits taught per year. 1.5 FTE of new faculty time (36 credits); will represent 52.6% of program teaching; 0.5 FTE of new faculty will backfill teaching for the DSW program coordinator. 100% of the DSW program credits will be taught by full time faculty in the Department of Social Work. Full-time faculty will be paid at the adjunct rate of pay during the summer.

What percent of credits in the program will be taught by adjunct faculty? Zero (0)

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program.

If required, the faculty must have a PhD or DSW and several years of prior teaching and practice experience.

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Special Resources (Provide a brief description of resources that would be needed specifically for this program and how they will be used, e.g. laboratory equipment, specialized library collections, etc. Please include these resources in the Resources and Cost Analysis Projection sheet for BOR review)

- SCSU is committed to providing the DSW program faculty with training and support for online teaching using the synchronous (BlueJeans or other product) or asynchronous (Blackboard) delivery systems and products that have been adopted for use at SCSU. Specific systems will be put in place to provide students with personalized support when attending their summer residency (initial instruction and set-up) and during times online courses are being taught (weekends). University-wide support services are available to all online degree programs and courses.
- Faculty will be compensated with \$350 for initial development of each online DSW course.
- The School of Health and Human Services will provide a subscription to "Quality Matters" or a comparable provider of tools and processes for use in evaluating quality of online course design. All faculty who teach in the DSW program will be required to complete the selected quality training program and utilize the processes established and adopted by the DSW program.
- The School of Graduate Studies will provide DSW students with writing support services through the University Writing Center.
- The School of Health and Human Services will provide semi-annual workshops for all faculty in the school who teach online courses.

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Curriculum

(Please list courses for the proposed program, including the core/major area of specialization, prerequisites, electives, required general education courses (undergraduate programs), etc. Using numerals, map the Learning Outcomes listed in the previous section to relevant program courses in this table. Mark any new courses with an asterisk * and attach course descriptions. Mark any courses that are delivered fully online with a double asterisk ** Please modify this format as needed)

Course Number and Name	L.O. # ³	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
SWK 800 - Evidence Informed Practice(*, **)	2, 5		3	Advanced Practice Courses		
SWK 802 - Program Evaluation (*, **)	2,3,5,6		3	SWK 807 - Externship I*	1,2,3,4,5,6,7	2
SWK 803 - Historical and Contemporary Analysis of Social Policy (*)	3,6		3	SWK 808 - Externship II*	1,2,3,4,5,6,7	2
SWK 804 – Clinical Social Work Supervision (*, **)	4,5		3	SWK 809 - Capstone 1a & b (*, **)	2,3, 6,7	4
SWK 805 - Paradigms, Epistemology, and Heuristics in Social Work (*)	2		3	SWK 810 - Capstone 2a & b (*, **)	2,3, 6-7	4
SWK 806 - Education for Social Work (*, **)	5,6		3	SWK 820 - Emergent Models and Critical Issues in Clinical Social Work Practice (*, **)	1,7	3
				SWK 821 - Therapeutic Relationships: Advanced Clinical Practice (*, **)	1,7	3
				SWK 822 - Mental Health and Substance Abuse: Advanced Clinical Practice (*, **)	1,7	3
				SWK 823 – Neuroscience and its Application for Social Work Practice with Couples and Families (*, **)	1,7	3
Note: All DSW courses are “new courses.”				SWK 831 - Leadership & Management in Social Work (*, **)	3,4,5,6	3
Note: SWK 803 and SWK 805 will begin during campus residency and are therefore not identified as fully online.				SWK 833 - Technical Skills in Social Work Administration (*, **)	3,4,6	3
Core Course Prerequisites				Elective Courses in the Field		
Enrolled in DSW Program.				None		
Total Other Credits Required to Issue Credential (e.g. GenEd/Liberal Arts Core/Liberal Ed Program)						0

³ From the Learning Outcomes enumerated list provided at the beginning of Section 3 of this application

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Program Outline *(Please provide a summary of program requirements including total number of credits for the degree, special admission requirements, capstone or special project requirements, etc. Indicate any requirements and arrangements for clinical affiliations, internships, and practical or work experience. Example: "The Finance Major entails 18 credits of Related Course requirements from a range of disciplines (6 credits of which apply to the Liberal Arts Core (LAC), or institution's GenEd program), 24 credits of courses in Business (3 credits of which apply to the LAC/GenEd), 18 credits of coursework in Finance (including a 6-credit internship), and 9 elective credits from a list that includes courses in Economics, Finance, and Business. Students must take a minimum of 24 credits of coursework for the major at the institution and must maintain a GPA of 2.5.")*

Program Requirements

This DSW program will operate as a year round cohort. Students will take two courses per semester, including summer (six courses per year). There will be a five-day in-person residency at the beginning of the summer semester in each of three years. The residencies will help to develop the cohort nature of the program, provide an opportunity for critical networking, and ensure the students are fully aware of the resources and services of the University, including online support. All other educational experiences will be delivered with synchronous or asynchronous online weekend courses. This format will ensure access for working students who are otherwise unable to participate in a traditional on ground program or weekday program. This model of delivery replicates to some extent the department's current weekend hybrid cohort co-occurring disorders program that has successfully enrolled and graduated a diverse student population for the past 9 years.

The DSW program will enroll 15 students in July of each year. The program will expect to graduate a high percentage (80%) of each class after three years of study. Students will complete required courses during the first two years. In the second and third year students will complete an externship and the capstone. The program will provide graduates with expertise to work in three main areas: advanced clinical practice, management/leadership, or teaching in higher education.

Admissions: Students must submit all necessary material by the December deadline and meet requirements for admission. The DSW Committee will use a rating rubric, similar to what is already in use for the MSW admissions process, to review all application materials and select students for admission.

Application Requirements:

- Transcripts from all degree programs attended.
- Scholarly or professional written published work if available.
- Curriculum Vitae.
- Two (2) letters of recommendation from employers, teachers or community, civic, or clinical/management leaders attesting to potential as a Doctoral Candidate.
- Essay describing the student's professional life to date, including a vision for how this doctorate would add to personal and professional growth and development.
- Completion of application form.
- Interview (video conferencing or in-person) if selected as a finalist

Minimum Admissions Requirements:

- MSW from a regionally accredited university or college.
- High undergraduate and graduate grade point average.
- Demonstrated technical writing competency
- At least 2 years of exceptional clinical and/or management/leadership practice in the social work field post MSW
- Submission of all admissions material by the December deadline (Application material will be available in August each year)
- Demonstrated capacity for doctoral coursework and independent research

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Externship (4 credits at 2 credits per semester for two semesters):

Students engage in a mentored advanced practice project based on their main focus. The SCSU Department of Social Work is uniquely positioned to offer this experience because of extensive partnerships with over 150 agencies who are available to provide different types of externships. Each student will be on-site at their agency for eight (8) hours per week during the academic year, for a total of 240 hours during the Externship year (8 hrs/wk x 30 weeks = 240 hours). To our knowledge, this will be the only DSW program in the U.S. to offer an externship. There are several reasons this externship is included in the program: (1) Courses, capstones and externships are all interrelated and form the core of professional learning in social work; (2) Students in externships use knowledge and skills from the courses to practice in the field; and, (3). Field work is consistent with all undergraduate and graduate social work programs that have a required internship/externship.

Students in the DSW program can select from three possible externship focus areas. Those whose main interest is education will be mentored by a master teacher. These students will learn how to develop syllabi and deliver lesson plans through co-teaching and supervised adjunct teaching. Those whose main interest is administration will be mentored by a senior agency administrator learning how to plan and deliver services, how to budget, and how to work with boards. Those whose main interest is advancing a particular clinical method will be mentored by a master clinician in their chosen area. More detail in each of these externship placements is described below:

- **Teaching:** Students interested in a teaching externship will teach as an adjunct faculty member or graduate teaching assistant at either a state university or community college in the CSCU system or other college or university. Students will teach a course in an undergraduate program once during the fall semester and once during the spring semester in the Externship year. Two GA positions will be available each year for students to engage in either teaching or research at SCSU. Students will be required to work extensively with a faculty mentor to complete activities such as creating a syllabus and a series of assignments for the course, and completing a literature review and meaningful resource list to add to the syllabus. The student will have no less than two (2) supervised teaching opportunities each semester, and will respond to feedback offered by the mentor. Student evaluations will also be used.
- **Managerial / Leadership:** Students interested in a managerial / leadership externship will seek out mentorship within an established agency. The mentor will be a CEO, CFO, Clinical Director or Project Director of state agency or a private non-profit. The student will work with the agency mentor to identify and complete a previously identified project. Projects could include such things as creating satisfaction surveys, following clients into aftercare and using quality of life measures to determine successful integration of skills learned in treatment, strategic planning, developing management information systems, coordinating training for clinical staff, and writing about the results.
- **Clinical:** Students interested in a clinical externship will seek out mentorship in a clinical setting. The mentor will be the Clinical Director or Associate Clinical Director, and will have demonstrated expertise with some aspect of advanced clinical practice. The student will be immersed in the identified clinical model and will have direct supervision in order to hone expertise in that model. The student will need to engage in video and/or audio tape recordings for review, and will write a summary review of personal progress in gaining expertise in the identified model.

Capstone

(8 credits at 2 credits per semester for four semesters):

The capstone experience is designed to systematically mentor the student through the process of developing advanced practice expertise in teaching, management/leadership and clinical practice. The capstone is designed to model the process by which advanced practitioners develop, demonstrate, and communicate a coherent area of expertise that is grounded in practice wisdom and held to high standards of scientific evidence and academic rigor.

Capstone (1a): During the first in a series of 4 capstone courses, students will identify a specific topic or area of study in consultation with their mentor then complete a comprehensive literature review leading to a proposal for their other advanced

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practice capstone deliverables.

Capstone (1b) the student produces a deliverable that may take the form of a translational (applied) research project, a new clinical application or needs assessment, or a state-of-the-art teaching or professional training exercise.

Capstone (2a): students, under the guidance of their mentor, prepare and submit their project from capstone (1b) for presentation at a juried state or national professional conference.

Capstone (2b): the student is guided by their mentor to prepare and submit their project for dissemination in a refereed academic or professional journal.

The program schedule is listed below in Table 3:

Table 3: The Three Year Semester By Semester and Summer Sequencing of Courses

Semester and Year	Course Title	Credits
Summer (Year 1)	SWK 803 - Historical and Contemporary Analysis of Social Policy	3
	SWK 805 - Paradigms, Epistemology, and Heuristics in Social Work	3
Fall (Year 1)	SWK 800 – Evidence Informed Practice	3
	SWK 820 - Emergent Models and Critical Issues in Clinical Social Work Practice	3
Spring (Year 1)	SWK 823 – Neuroscience and its Application for Social Work Practice with Couples and Families	3
	SWK 821 - Therapeutic Relationships: Advanced Clinical Practice	3
Summer (Year 2)	SWK 822 - Mental Health and Substance Abuse: Advanced Clinical Practice	3
	SWK 831 – Leadership and Management in Social Work	3
Fall (Year 2)	SWK 806 - Education for Social Work	3
	SWK 804 - Clinical Social Work Supervision	3
Spring (Year 2)	SWK 802 - Program Evaluation	3
	SWK 809 - Capstone 1a	2
Summer (Year 3)	SWK 833 – Technical Skills in Social Work Administration	3
	SWK 809 - Capstone 1b	2
Fall (Year 3)	SWK 807- Externship I	2
	SWK 810 - Capstone 2a	2
Spring (Year 3)	SWK 808 – Externship II	2
	SWK 810 - Capstone 2b	2
Total		48

DSW Course Descriptions for information on each course in the program (See Appendix I).

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Full-Time Faculty Teaching in this Program *(Note: If you anticipate hiring new faculty members for this program you may list "to be hired" under name and title. Provide required credentials, experience, and other responsibilities for each new position anticipated over the first three years of implementation of the program)*

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities (DSW program)
Todd Rofuth DSW; Professor	University of Pennsylvania	Leadership, management, research and social policy. Chairperson of SCSU Department of Social Work for 15 years. Previous administrative experience in federal and state government and has taught social policy at the doctoral level at the University of Pennsylvania and the University of South Florida.	Teaches in MSW program and final year MSW practicum and capstone. Dr. Rofuth will teach SWK 807 Externship I, SWK 808 Externship II, SWK 809 (capstone 1a & b), SWK 810 (capstone 2a & b), SWK 831 Leadership & Management in Social Work, and SWK 833 Technical Skills in Social Work Administration.
William Rowe DSW	Adelphi University	Social policy, human behavior, social work education and leadership. Has Directed or Coordinated 3 doctoral social work programs and taught doctoral level courses for the past twenty years at Memorial University, McGill University, and the University of South Florida. Research areas include child welfare, juvenile justice, and international social work.	Teaches policy in BSW program and practicum/capstone course in MSW program. Dr. Rowe will teach SWK 806 Education for Social Work, SWK 807 Externship I, SWK 808 Externship II, SWK 809 (capstone 1a & b), and SWK 810 (capstone 2a & b)
Jaak Rakfeldt PhD	Syracuse University	Forty years of post-MSW professional social work experience, which includes thirty years of full-time college-level teaching, and nine years as a research scientist/clinician at the Yale Department of Psychiatry. Dr. Rakfeldt was the 2006 recipient of the "J. Philip Smith Outstanding Teacher Award," at Southern Connecticut State University. He is also an Assistant Clinical Professor at the Yale University School of Medicine Department of Psychiatry, where he does clinical supervision, conducts seminars, and participates in clinical research. Dr. Rakfeldt serves as a clinical consultant, conducts seminars and colloquia at various community mental health/substance use agencies and maintains a private clinical	Former Coordinator of MSW program. Teaches research, mental health and addictions courses and practicum/capstone in MSW program. Dr. Rakfeldt will teach SWK 800 Evidence Informed Practice, SWK 807 Externship I, SWK 808 Externship II, SWK 809 (capstone 1a & b), SWK 810 (capstone 2a & b), and SWK 822 Mental Health and Substance Use: Advanced Clinical Practice.

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		practice.	
Esther Howe DSW	Columbia University	Clinical supervision (she is licensed in three states); social work practice in educational settings (she developed this field of practice in the state of Connecticut); and, issues of oppression and resilience. She has served on the Mayor of New Haven's task force on the status of the education of girls and women as well as on the Lt. Governor's advisory on how to develop leadership in women and girls of CT.	Teaches courses in diversity, human behavior in the social environment and social work in educational settings in MSW program. Dr. Howe will teach SWK 807 Externship I and SWK 808 Externship II.
Valerie Dripchak PhD	Fordham University	Licensed clinical social worker in Connecticut and Massachusetts and has been a practicing therapist with children, adults and families for more than thirty years. Her teaching responsibilities primarily have been in the graduate program's clinical areas where she created 3 courses for the program (crisis intervention, brief treatment and advanced practice in addictions) and redesigned 5 courses on both the foundation and practice levels. Her research experience has been in the areas of trauma and trauma-related topics.	Teaches a variety of clinical courses that focus on crisis, trauma, brief treatment, psychopathology in MSW program. Dr. Dripchak will teach SWK 821 Therapeutic Relationships: Advanced Clinical Practice.
Elizabeth Keenan PhD; Department Chairperson	Smith College	The BSW Coordinator for six years, Dr. Keenan is a tenured full professor with over 10 years of full-time clinical social work experience, 7 years of community organizing experience, and over 10 years of experience providing supervision for MSW graduates and PhD fellows. Dr. Keenan teaches courses in practice and human behavior in the social environment, and is an advisor for undergraduate and graduate theses. She is the co-author of a practice text, co-editor of a special issue of the <i>Clinical Social Work Journal</i> , and has published several journal articles in the areas of common factors, cross-cultural practice, and program and practice evaluation. She formerly chaired the university's undergraduate curriculum committee. She was recently named Social	Department Chairperson; Previously taught social work practice, human behavior in the social environment and field work in BSW and MSW programs. Dr. Keenan will teach SWK 805 Paradigms, Epistemology, and Heuristics in Social Work and SWK 821 Therapeutic Relationships: Advanced Clinical Practice.

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		Worker of the Year by the Connecticut Chapter of NASW for her leadership in CONECT, a non-partisan, multi-faith, multi-issue community organization.	
Stephen Monroe Tomczak PhD	Brandeis University	Extensive background in social work education and research, particularly in the areas of social welfare policy, poverty, and the history of social work & social welfare. Dr. Tomczak has been teaching at the SCSU Department of Social Work since 2004, and has been a full-time assistant professor since 2010. He teaches courses in social welfare policy, community organization and child welfare policy.	Teaches social welfare policy and community practice in both BSW and MSW programs and the practicum/capstone in MSW program. Dr. Tomczak will teach SWK 803 Historical and Contemporary Analysis of Social Policy.
Jack Gesino DSW	City University of New York	Clinical practice with elders and their families; Development of curriculum in the gerontology and clinical practice; Training and expertise in Positive Psychology and Neurofeedback. Consultant to area Continuing Care Facilities for elders and Southern Area Agency on Aging. Received numerous grants from the John A. Hartford Foundation and Council on Social Work Education to develop curriculum and train social work students to work with elders and families. Provides numerous workshops for the public and professional audiences on Age-related subjects: caregiving, sexuality and aging, substance use and elders and helping elders to thrive.	Teaches policy and practice elders courses and the practicum/capstone in the MSW program. Dr. Gesino will teach SWK 823 Neuroscience and its Application for Social Work Practice with Couples and Families.
Elizabeth Rodriguez-Keyes PhD	Smith College	Practicing clinical social work since 1992. Dr. Rodriguez-Keyes' teaching responsibilities have been primarily in the undergraduate program and included practice courses, human behavior in the social environment and SIFI. She has maintained a clinical appointment at the Yale Child Study center where she conducts clinical supervision and leads two supervisor seminars. Dr. Rodriguez-Keyes research interests include bicultural experience of Latinas, clinical supervision, teaching with	Teaches undergraduate practice, the field practicum, child welfare and human behavior in the social environment. Dr. Rodriguez-Keyes will teach SWK 804 Clinical Social Work Supervision.

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		technology, and asynchronous learning. Dr. Rodriguez-Keyes is on the editorial board of <i>Journal of Family Social Work</i> .	
Amy B. Smoyer, PhD	City University of New York	Criminal justice systems, especially corrections; HIV/AIDS care and prevention; structural determinants of health; qualitative research methods. Dr. Smoyer's current program of research focuses on women's lived experience of incarceration and the impact of this experience on health outcomes.	Teaches research methods in the BSW and MSW programs and the capstone/practicum in the MSW program. Dr. Smoyer will teach SWK 802 Program Evaluation.

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Connecticut Board of Regents for Higher Education
 APPLICATION FOR NEW PROGRAM APPROVAL PRO FORMA¹ BUDGET - RESOURCES AND EXPENDITURE PROJECTIONS

Institution **Southern Connecticut State University** Date **May 12, 2016**
 Proposed Program **Doctorate in Social Work**

PROJECTED Enrollment	FY 2017		FY 2018		FY 2019		FY 2020	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time		
Internal Transfers (from other programs)								
New Students (first time matriculating)				15		15		15
Continuing (students progressing to credential)						13		25
Headcount Enrollment		0		15		28		40
Total Estimated FTE per Year								
PROJECTED Program Revenue	FY 2017		FY 2018		FY 2019		FY 2020	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition (Do not include internal transfers)		\$0		\$306,990		\$558,267		\$735,639
Program-Specific Fees (Registration Fee)		\$0		\$2,475		\$3,795		\$5,775
Other Rev. (Annotate in text box below)								
Total Annual Program Revenue	\$0		\$309,465		\$562,062		\$741,414	

PROJECTED Expenditures*	FY 2017		FY 2018		FY 2019		FY 2020	
	Number (as applicable)	Expenditure	Number	Expenditure	Number	Expenditure	Number	Expenditure
Administration (Coordinator - Backfill for 6 credits of release time each semester plus 6 credits in summer plus 40% F/B)		\$57,024		\$57,024		\$57,024		\$57,024
Faculty (Open Rank @ \$100,000 plus 60% F/B) .50 FTE in FY18; 1.00 FTE in FY19; 1.50 FTE's in FY20) Inc F/B @ 60%		\$0	0.50	\$80,000	1.00	\$160,000	1.50	\$240,000
Secretary 2 (@ \$55,000 plus 60% F/B) .50 FTE in FY19; .50 FTE in FY20) Inc F/B @ 60%					0.50	\$44,000	0.50	\$44,000
Adjunct Faculty (inc F/B @ 40%)				\$16,632		\$44,352		\$89,868
Course Development		\$2,100		\$2,100		\$700		
Support Staff :								
Admissions/Field Placement (Incremental cost of converting UA to .50 FTE plus F/B)			0.50	\$23,250	0.50	\$23,250	0.50	\$23,250
Graduate Assistant (2 @ \$9,600)				\$19,200		\$19,200		\$19,200
Miscellaneous :								
Second Readers for Capstone Course								\$3,600
Marketing		\$10,000		\$5,000		\$5,000		\$5,000
Membership Fees		\$500		\$500		\$500		\$500
Travel to GAAD		\$1,900		\$1,900		\$1,900		\$1,900
Supplies		\$1,000		\$1,000		\$1,000		\$1,000
Library Resources		\$1,500		\$1,500		\$1,500		\$1,500
Estimated Indirect Cost @ 15%		\$11,104		\$31,216		\$47,164		\$66,426
Total ESTIMATED Expenditures		\$85,128		\$239,322		\$405,590		\$553,268

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

¹ This PRO FORMA budget provides reasonable assurance that the program can be established and is sustainable. Some assumptions and/or formulaic methodology may be used and annotated in the text box.

Connecticut Board of Regents for Higher Education

APPLICATION FOR NEW PROGRAM APPROVAL PRO FORMA ¹ BUDGET - RESOURCES AND EXPENDITURE PROJECTIONS

Existing regulations require that: "...an application for a new program shall include a complete and realistic plan for implementing and financing the proposed program during the first cycle of operation, based on projected enrollment levels; the nature and extent of instructional services required; the availability of existing resources to support the program; additional resource requirements; and projected sources of funding. If resources to operate a program are to be provided totally or in part through reallocation of existing resources, the institution shall identify the resources to be employed and explain how existing programs will be affected. Reallocation of resources to meet new and changing needs is encouraged, provided such reallocation does not reduce the quality of continuing programs below acceptable levels."

Assumptions: Each cohort of 15 students will start every year in the Fall.

Program consists of 48 credits.

Tuition Rate per credit is \$1,137; all students are assumed to be part time.

Teaching during the first three years will be provided by the following : **.50 FTE** Assistant Professor in FY2018 increased to **1.00 FTE** in FY2019 & **1.50 FTE** in FY2020.

Fall & Spring courses will be taught by the full time position(s) being added. This INCLUDES some coverage of the Capstone courses. Capstone is calculated at 1/2 credit per student and Externship @ 1/3 credit per student. During Fall & Spring, Capstones & Externships will be taught by full time faculty. If the total course, externship and capstone credits to be taught exceeds the full time teaching capacity, the excess will be covered by other SW full time faculty, but budget will be set aside for the back fill required to cover this full time faculty's regular courses. During the summer, Capstone & Externship teaching will be paid by the adjunct line.

Adjunct rate per credit is estimated at \$1,980 per credit.

For simplicity of comparason, revenue and expenses HAVE NOT been inflated for FY18 & FY19 & FY20.

¹ This PRO FORMA budget provides reasonable assurance that the program can be established and is sustainable. Some assumptions and/or formulaic methodology may be used and annotated in the text box.



**ADVANCED PRACTICE DOCTORATES:
WHAT DO THEY MEAN FOR SOCIAL WORK PRACTICE,
RESEARCH, AND EDUCATION**

SEPTEMBER 2013

- > **REPORT FROM AN INVITATIONAL THINK TANK**
- > Convened by NASW, in collaboration with CSWE, BPD, ASWB, GADE, NADD, SSWR and SLG



ADVANCED PRACTICE DOCTORATES: **WHAT DO THEY MEAN FOR SOCIAL WORK PRACTICE, RESEARCH, AND EDUCATION**

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OVERVIEW



Doctoral education in social work began in the 1920s and has especially evolved over the last half century. The number of social work education programs granting PhDs has continued to grow as has the focus in most doctoral programs on preparing social workers to do research; and hoping that a substantial number of graduates will pursue academic careers. Over the last seven years, a new breed of doctoral education opportunities has emerged in social work. In a few universities, advanced practice doctoral programs have begun and several more are being considered.

To better understand this trend and its implications, a think tank symposium was convened. The intention was to build upon a 2011 issue paper, *The Doctorate in Social Work (DSW) Degree: Emergence of a New Practice Doctorate* (www.cswe.org/File.aspx?id=59954) that was developed by a task force of social work educators convened by the Council on Social Work Education's Leadership Forum. It was determined that a more detailed and trans-social work conversation was needed. Thus, on September 23 and 24, 2013, an invitational think tank, *Advanced Practice Doctorates: What Do They Mean for Social Work Practice, Research and Education*, was

convened under the auspices of the National Association of Social Workers (NASW) Social Work Policy Institute (SWPI). It was co-hosted by NASW, CSWE, the National Association of Deans and Directors of Schools of Social Work (NADD), the Association for Baccalaureate Social Work Program Directors (BPD), the Group for the Advancement of Doctoral Education (GADE), the Society for Social Work and Research (SSWR), the St. Louis Group for Excellence in Social Work and Research (SLG), and the Association of Social Work Boards (ASWB). Several schools of social work also supported the event including Boston College, Case Western Reserve University, New York University, Ohio State University, Rutgers University, University of Denver, University of Michigan, University of Southern California and University of Tennessee.

The think tank brought together an interdisciplinary group of stakeholders to not only expand our shared understanding of these new practice doctorate programs, but also to identify implications for practice, research, policy and education. The think tank program included brief presentations to

stimulate discussion along with facilitated small groups. It included learning from other disciplines that have pursued advanced practice doctorates as well as from programs that have been launched in social work (See Appendix 1-3 for Agenda, Participants and Speaker Biographies).

> PURPOSE OF THIS REPORT

This report summarizes the think tank presentations and discussions and describes the key findings and recommendations for future actions. A graphic recorder captured the discussions and the graphic recording is available at www.socialworkpolicy.org. The think tank kicked off with introductions by the 60 participants who commented on their current predisposition to the development of Advanced Practice Doctorates in Social Work.

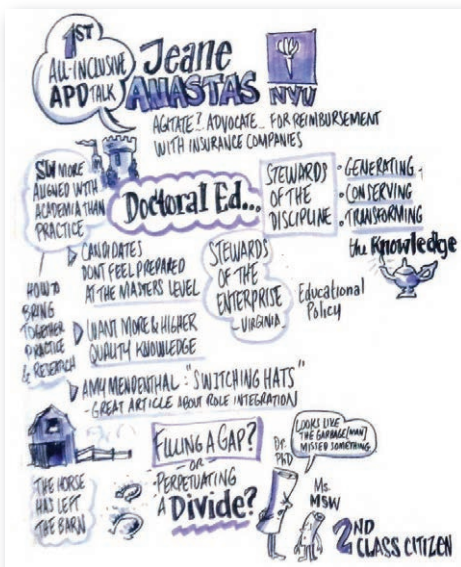
> PREDISPOSITION TO PRACTICE DOCTORATES: COMMON THEMES

- > This is something already underway, so it is not going to be stopped. (The horse is already out of the barn).

PRACTICE DOCTORATES IN SOCIAL WORK: HOW DO THEY FIT WITH OUR PRACTICE AND RESEARCH MISSIONS?

> SETTING THE STAGE

Jeane Anastas, NASW President and Professor, Silver School of Social Work, New York University



Kicking off this panel, Jeane Anastas, NASW President, noted that this is the first discussion of practice doctorates outside of educational institutions and educational organizations, and that having representatives from NASW, legal regulation, and social work employers will be helpful in understanding where DSWs might fit in the social work practice enterprise. While the participants from practice, research, education and policy might have different perspectives, there is a shared

passion to make the social work profession as good as it can be.

Anastas indicated that theorists have conceptualized that doctoral graduates are to be “stewards of the discipline” of social work – generating knowledge, conserving knowledge and transforming knowledge. They also can be viewed to be stewards of the enterprise of social work, including setting policies and standards for the profession.

Drawing from the findings of her national study of social work doctoral students (Anastas, 2012), she stated that students enter programs to gain the ability to do research and that a vocal minority of students indicated that doctoral programs seemed more aligned with the culture of the academy than with the culture of social work. Study respondents also indicated that despite rich practice careers, when they entered research-focused PhD programs they were often treated as “know-nothings.” Mendenhall (2007) also addresses this distance between practice and research as one enters a social work doctoral program.

The profession is challenged to figure out how to best integrate these two spheres of practice and research. Several schools purport to subscribe to a both/and approach, but it is not clear if this is truly accomplished. There are those in the profession, including some current students that worry that our research intensive social work doctoral programs, by embracing a

science or social science model of doctoral education are quite distant from the concerns of most practitioners. The emerging “practice doctorate” programs, some may assert, will produce “clinician-scholars” who can help bridge the practice/research divide. Others worry that practice doctoral degrees in social work will be seen as “less than” PhD degrees, or that knowledge development goals may be sacrificed due to the programs’ practice focus. These are questions that will be addressed through the presentations.

> PRACTICE DOCTORATES IN SOCIAL WORK: ARE PRACTICE DOCTORATES THE NEXT BIG THING IN SOCIAL WORK

Karen Sowers, Dean, University of Tennessee School of Social Work

Historically, as doctoral programs developed in social work there was little distinction between PhD and DSW programs. DSW programs began in the 1940s to increase the status of the profession and by the early 1970s there were more DSW than PhD programs. Later in that decade there was a move to prefer PhDs because of the research nature of those programs, but in reality there was little difference in the curricula offered. By the 1990s, most doctoral programs were awarding PhDs and previous graduates were given the option to convert their DSWs



to PhDs. Now there is a re-emergence of the use of the DSW which can be confusing, since these new programs offering DSWs have a somewhat different paradigm. Thus far, most of the DSW programs that have developed are in universities that also offer a traditional PhD. However as we move forward we may see DSWs develop in free-standing, on-line and for profit institutions and potentially programs that do not also offer an MSW degree. It is hard at this point to see the trend lines.

It is important to consider what the driving forces are for the development of these programs. It appears to be an interest in acquiring advanced clinical knowledge and skills, since practice continues to change and there is not always access to high quality and higher level continuing education. Sowers also noted that a skilled practitioner is not produced in two years and that we have a goal for practitioners to continue to keep up with new knowledge. This is especially important as our clients are often oppressed, disenfranchised, and poor and deserve the best practice that they can get.

Other reasons that can make practice doctorates attractive include leveling the playing field when sitting at the case conference table with other doctoral level disciplines (e.g., MDs, DNPs, DPharms, PhD in psychology and PsyDs), and providing opportunities for organizational advancement and potentially greater pay for more advanced clinical services. It is not uncommon for social work's best clinicians to move into supervision and administration. We need to consider how we can develop and support clinical leaders in health, behavioral health and social service delivery organizations. As noted earlier, we have difficulty finding faculty who are both PhD-research trained and also have strong clinical experience. Two years post MSW practice experience is hardly sufficient to prepare new doctoral graduates to teach a range of evidence-based interventions.

The recent knowledge explosion in neuroscience and evidence based practice, and the National Institutes of Health's focus on translational research and the scarcity of psychosocial intervention research can provide valuable opportunities for new knowledge development and expert practitioner and researcher collaborations. CSWE has mandated an accreditation competency which emphasizes "engagement in research-informed practice and practice-informed research." This lofty goal has been a challenge for our profession.

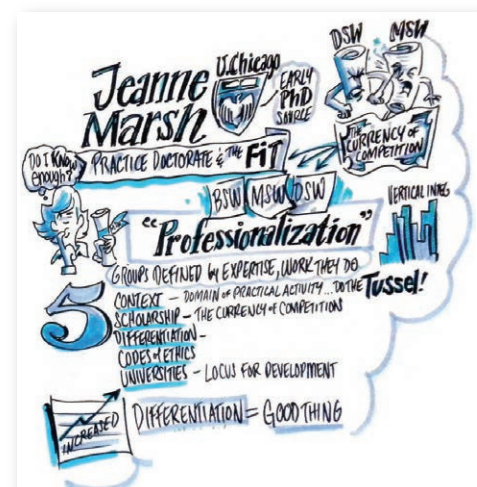
Perhaps advanced practice doctorates can partner effectively with more traditional researchers to advance this goal. Prospective students for the PhD focusing on research and preparation for academia, and those interested in an advanced doctorate in practice are two totally different groups of students. If the differences between the purposes/

preparation are clearly delineated one should not detract from the other.

As we look to the future, we need to recognize the heterogeneity of all doctoral education programs in social work, not just those offering advanced practice doctorates, and we need to figure out how to decrease this research-practice divide. From the academy perspective, with the increase in the number of PhD programs in social work and the number of applicants remaining fairly stable, some universities feel compelled to offer another alternative to continue production of doctoral graduates. If DSW programs are developed thoughtfully with the emphasis of developing not only advanced practice knowledge and skills but sophisticated practice-based research as well, the potential for enhancing the research capacity of our profession is great.

> PRACTICE DOCTORATE IN SOCIAL WORK: FIT WITH 20 YEARS RESEARCH CAPACITY BUILDING

Jeanne Marsh, President, Society for Social Work and Research and Professor, University of Chicago School of Social Service Administration



Marsh examined the fit between practice and research doctorates and noted that it is essential that the profession have a strong research enterprise. Yet, MSW graduates often seek advanced practice training and thus far we may be counseling them out of social work, because traditional doctoral programs do not offer what they are seeking. This think tank is an opportunity to define what we mean by advanced clinical training.

Looking at what legitimizes a profession can be a useful lens to better understand the potential positives and challenges of the DSW. Key elements in the legitimization of a profession include:

- > Understanding that professions exist in an interorganizational context, and are constantly engaged in jurisdictional disputes;
- > Pursuing knowledge development—research and scholarship—are a source of legitimacy of a profession and the currency to address disputes;
- > Differentiation of degree structure – e.g., BSW, MSW, DSW;
- > Code of ethics, accreditation, licensure;
- > Given the centrality of knowledge development to professions, universities are key external institutions

Professions develop in an organizational field and occupy and control certain domains of activity; with the occupancy of a domain by one profession, excluding another, and the domains or tasks of a profession are constantly under jurisdictional dispute. Examples would be *talk therapy for psychiatrists vs. SW; prescribing psychotropics-psychiatrists*

vs. psychologists; discharge planning-nurses vs. SW; parole/probation services- criminal justice vs. social work.

Professions are fundamentally defined by the tasks they perform and the knowledge relevant to the tasks — and the fundamental tasks of all professions are to solve societal problems (e.g., problem of health, problem of justice, problem of building design, and problem of salvation).

Internal differentiation strengthens professions. Thus for nursing, vertical integration is in terms of levels, e.g., LPN, BSN, MSN, Nurse Practitioner. Professions are also integrated horizontally: school social worker, family service social worker, hospital social worker and professions are strengthened by internal differentiation as it enables them to refine services and expand demand for services.

Since professions gain legitimacy through codes of ethics, accreditation and licensing it is logical that these aspects of the social work profession are represented at this think tank. All are mechanisms to insure quality in professions and to “protect the public.”

In looking at the emergence of the DSW, it is important to consider it in this context of the development and growth of a profession. It is therefore imperative for DSW programs, like BSW and MSW programs to continue to (1) incorporate research and evaluation preparation (knowledge development skills) into curricula; and (2) contribute to development of research capacity building in the field.

If research and scholarship are the currency of competition for interprofessional disputes, and are also sources of innovation and expansion,

then it is imperative for DSW programs to seize the opportunity to specialize in the development of clinical practice knowledge – using practice research methods such as case study, clinical case monitoring and evaluation, time series methods, agency-based research.

If expanding the degree structure is a good thing in strengthening the profession then adding the DSW to social work degrees is a good thing since it can enable greater specialization in advanced social work degrees and contribute to greater opportunities for specialization and innovation. If this is a good thing, then as noted in the 2011 issue paper, there is a need for guidelines, core concepts and competencies and this should include competencies related to research and knowledge development.

Marsh also highlighted these issues:

- > Will availability of DSW practitioners “crowd out” demand for MSW practitioners?
- > Will DSWs be in a better position to compete for behavioral health insurance dollars?
- > If codes of ethics, accreditation, licensure mechanisms are central to professions then social work organizations should bring to bear these mechanisms designed to protect society in relation to DSW – as with the MSW.
- > If universities are locus for development of professional degrees and knowledge development then there needs to be recognition of both doctorates in the incentive structure that exists to develop new degrees.
- > In order to warrant support and approbation of universities, universities must continue to fully contribute to their research and knowledge development mandates.

WHAT CAN WE LEARN FROM OTHER DISCIPLINES THAT HAVE LAUNCHED PRACTICE DOCTORATES

To add to our understanding of what the creation of advanced practice doctorates can mean for the social work profession, the planning committee identified three disciplines that have advanced practice doctorates and invited them to present information at the think tank. We were seeking to understand: 1) the history of the profession's development of its practice doctorate; 2) how it has affected research, practice and education; 3) accreditation of practice doctorates; 4) enrollment in practice doctoral programs and impact on PhD programs; 5) licensing; and 6) anticipated and unanticipated consequences.

> WHAT CAN WE LEARN FROM PSYCHOLOGY

Cynthia Belar, Executive Director, APA Education Directorate

Cynthia Belar of the American Psychological Association provided an overview of the development of the PsyD, the forces that drove its development, and its current status. Psychology started as an academic discipline with a focus on research, then moved into practice, which makes it different from other professions. Theirs was not an "adding on," but moving into different kinds of doctorates related to career emphases which emerged while the PhD remained the primary degree. In the early years, the science-practitioner model dominated the training of clinical psychologists. In the mid-century, the desire for a practice doctorate began to emerge as the field of psychology matured and expanded and as the government invested more

substantially in mental health services to address societal needs. The 1960s saw an increase in students' interest in careers in practice along with a questioning as to whether training as a scientist was essential to this role. This led to the development of the PsyD, with the first program launched in 1968 and the first free-standing school of professional psychology beginning in 1969. This change reflected concerns by some that the culture of research and academia was drowning out the culture of practice and that a model of preparation for application of scientific knowledge was sufficient for psychology.

Since then both degree programs have increased in clinical psychology, though the PsyD has grown relatively more than PhD programs. Between 1973 and 2011, the number of PsyD programs grew from a handful to 60, while the number of PhD programs grew from 80 to about 160. Despite more clinical psychology PhD programs, PsyD programs are larger in terms of student enrollment and account for approximately 60% of trainees in clinical psychology. The rate of acceptance into these programs is also higher.

In comparing some of the characteristics of clinical psychology PhD and PsyD programs and their students (APA, 2011):

- > PhD programs are more faculty-intensive, with 1,889 core faculty for 9,436 in PhD programs and 870 core faculty for 11,279 PsyD students.

- > The average PhD student completes their degree in 6½ years, while the average PsyD graduates with a degree in 5½ years.
- > Attrition rates are higher for PsyD students with a rate of 3.1% for PsyDs, and 1.96% for PhDs.
- > PhD students tend to have higher GPA scores and higher GRE scores.
- > Higher percentage of PhD students:
 - » Are members of professional society (85% to 68%).
 - » Have done professional presentations (61% to 21%).
 - » Have published article (45% to 10%).
 - » Are involved in research (53% to 13%).
 - » Are involved in teaching (42% to 17%).
- > In terms of student debt, 75% of PhD graduates have debt with the median debt of \$68,000, while 90% of PsyD graduates have debt, with a median debt of \$120,000.

In psychology, APA accredits only professional psychology programs that



In nursing there are two advanced degrees for preparation as an Advanced Practice Registered Nurse (APRN) the master's degree and the DNP – Doctorate in Nursing Practice.



have as a goal the preparation of those who wish to enter practice. Another accreditation program through the Academy of Psychological Clinical Science provides accreditation to programs that prepare future clinical scientists. Currently these programs are also accredited by APA. Both accreditation programs are based on an outcomes assessment model.

In health service provision, there is a growing belief that all psychologists must be trained in some research skills. The Health Service Psychology Education Collaborative was formed to address multiple education and training issues that have emerged in defining this field of psychological practice, and specific competencies have been articulated. (American Psychologist, August, 2013).

> TRANSFORMATION OF ADVANCED PRACTICE NURSING EDUCATION: MOVING TO THE PROFESSIONAL DOCTORATE

Geraldine (Polly) Bednash, Chief Executive Officer, American Association of Colleges of Nursing (AACN)

An examination of the demands of care and the requisite competencies and learning related to providing that care led to a reconceptualization of the education of the APRN and the move to requiring the DNP. This was partly due to the fact that the APRN often needed more education than what was required in a Masters in Nursing (MSN) program. The University of Kentucky was the first program to offer a DNP and many others are under development.

The nursing profession, through AACN, convened a taskforce that did a national consensus-developing approach, which recommended a practice doctorate. This was taken to the members of the AACN and voted upon, and approved. A decade has been devoted to the transition and implementation of this approach with the goal for all advanced specialty education in nursing to evolve to the practice doctorate level (DNP) by 2015. The education in doctoral programs focuses on the development of advanced competencies for increasingly complex clinical and leadership roles, with attention to changes including global health care, genetics and biomedical advances. This includes DNPs in clinical administration. The DNP provides a better match of program requirements and credits/time with credentials earned. It also offers a higher level terminal degree and advanced educational credit for those who do not want or need a research-focused degree such as the PhD in nursing, which is also an option.

In 2005, the National Academy of Sciences issued a report on National Institutes of Health (NIH) research training programs, and recommended that the nursing profession needs to move more quickly to practice doctorates, stating that "The need for doctoral prepared practitioners and clinical faculty would be met if nursing could develop a new non-research clinical doctorate, similar to the M.D. and PharmD. in medicine and pharmacy, respectively." This recommendation of two pathways – for clinicians and for researchers resulted in huge growth in DNP programs across the country. There has also been diminished resistance from some sites (e.g., Yale University, University of California system, University of North Carolina, Chapel Hill) that had initially been resistant to the idea of developing a DNP. During this period there has also been a 45% increase in enrollment in PhD programs, perhaps since applicants now have clearer choices to make. Some large health systems are funding DNP education because they value it. AACN's accrediting arm, the Commission on Collegiate Nursing Education (CCNE) accredits DNP programs, but not the PhD programs, feeling it's inappropriate to accredit PhD programs.

As of 2012 there are 217 DNP programs with another 97 in the planning stage. There are currently 11,575 students in DNP programs and 5,110 students in research-focused nursing doctoral programs. As of 2012 there have been about 1800 DNP graduates.

What have been the issues to consider in the DNP

- > **Practice Relevance.** Employers outlined the changing demands of health care and the competencies needed. Programs focus on partnering with practice settings to increase relevance of the DNP program and to engage students in practice relevant projects. Thus, the knowledge, skills and attributes (KSA) that are associated with the DNP are relevant to employers.
- > **Program Quality.** While program designs and expectations vary, all DNP programs focus on the standards, *Essentials of Doctoral Education for Advanced Nursing Practice*, and recommendations have been made regarding quality indicators. Part of the DNP program is to complete a Capstone (practice scholarship) project. Reports from DNP graduates also serve as indicators of both quality and relevance. The DNP has been validated by graduates' capacity to intervene, lead care, and partner with others.

Accreditation and Certification

- > Thus far, only nurse anesthetists are mandating the DNP. However after 2015, no new master's level programs will be accredited, and by 2022, new students must be enrolled in DNP programs. By 2025, all Certified Registered Nurse Anesthetist (CRNA) programs will be at the DNP level.
- > So far neither the AACN's Collegiate Commission on Nursing Education (CCNE) or Accreditation Commission for Education in Nursing (ACEN) has mandated the DNP for APRN education. However, it will consider this if requested from the nursing communities.

- > Certifiers for other APRN roles will only require the DNP after widespread practice change occurs as a result of DNP education and that there are "Psychometrically sound and legally defensible tests of entry level competence."

To create consensus in regard to the DNP, and to assess progress, a summit was convened to make recommendations to the AACN Board of Directors. The summit resulted in a clear validation of the relevance of the standards for DNP programs (*Essentials of Doctoral Education for Advanced Nursing Practice*), with a few minor modifications recommended. The summit also suggested that clarification was needed on what constitutes practice scholarship and how is that represented in the Capstone product, and what the workload demands are to complete this product. Work to address these requests is underway at AACN.

> WHAT CAN WE LEARN FROM OCCUPATIONAL THERAPY

Neil Harvison, *American Occupational Therapy Association (AOTA) Chief Academic and Scientific Affairs Officer*

The Occupational Therapy (OT) profession is struggling with the issue of the development of the practice doctorate. To provide some context, Harvison provided the following definitions:

- > Doctorate in a practice profession has been defined as a degree that is conferred upon completion of a program providing the knowledge and skills for the

recognition, credential or license required for professional practice, with pre-professional and professional preparation equaling the equivalent of six full-time equivalent academic years. Such degrees traditionally have been in dentistry, medicine, law and chiropractics (NCES, 2008).

- > A post-professional doctorate or "bridge" degree can be defined as augmenting the knowledge, skills and behaviors of entry level doctoral standards. This fills in gaps after the baccalaureate or masters degrees and might be analogous to the current situation in social work (American Physical Therapy Association, 2013).
- > An advanced post-professional degree prepares already licensed and credentialed individuals to practice clinically above and beyond those expected of the entry-level professional. These can be distinguished from PhDs because they are not research-focused and do not require dissertations. These programs would include advanced practice clinical rotations and a capstone research project demonstrating the student's ability to conduct clinically relevant research (Association of Schools of Allied Health Professions, n.d.).



All of the persons holding bridge-level doctorates and post-professional advanced degrees might be considered “super professionals.” In OT, between 1998 and 2004, four entry-level doctoral programs were accredited and no other programs developed until 2013. The first Occupational Therapy Doctorate (OTD) was developed in 1998 at Creighton University in Nebraska, and it was developed in a School of Pharmacy. At the time that the first doctoral program was established there were 145 OT programs, with the majority at the master’s level, with a few still at the bachelor’s level; and all these programs are accredited under the OT entry-level standards. Today, all programs are at the post-baccalaureate level, and the majority are master’s degree-level programs.

The official position of the AOTA is that a post-baccalaureate degree in OT is

the required level of professional entry into the field and their accreditation program (ACOTE) adopted this position and mandated that entry level must be post-baccalaureate. In 2006, there was a shift to create accreditation standards at different degree levels—masters level entry and doctoral level entry. Now in OT, they have a set of standards for each level, and faculty must have a doctorate to teach at the professional level. There is a requirement that faculty must have one degree higher than those being taught.

The Occupational Therapy Doctorate (OTD) entry-level accreditation standards get input from practice, research and education in order to identify competencies for a graduate. There is a focus on leadership, scholarship and experiential learning and a culminating project that relates theory to practice and demonstrates synthesis of advanced knowledge in a practice area. There is also a 640 hour experiential component. As of 2013, the debate in the profession has focused on the OTD as the entry-level and there are three new programs that will complete accreditation in 2013; three additional in candidate status; and six that have submitted candidate applications.

In 2013, a taskforce of the AOTA Board recommended that the OTD be mandated as the entry level by 2017 and that all programs be in compliance

no later than 2020. Different from the entry-level OTD, there are also 25 post-professional OTD programs that appear to be most consistent with the “Bridge” post-professional programs defined above.

In terms of OT practice, it should be noted that in OT, the masters and OTD levels sit for the same certification exam and meet the same licensing standards and there is not a difference in reimbursement as the payment is based on “services provided by a licensed OT.” As for salaries, there is a trend toward higher starting salaries in academic health centers. Since this is in the early stage of development, the findings are not yet available regarding the impact of moving to the OTD on quality of practice, on public perception of competence, or on impact on interprofessional relationships. In terms of the OTD- the entry-level enrollment is growing fast. For the post-professional, there is also increased demand, especially because entry-level programs will require that faculty have doctorates. One of the confusing pieces in OT is that there are two different uses of the OTD – both in terms of entry and post-professional. A small number of post-professional OTD programs have funding to support students. There is not a move toward a PhD in OT.

WHAT CAN WE LEARN FROM CURRENT DSW PROGRAMS

In planning for the think tank, the planning committee reached out to the four existing programs that have already begun to offer Advanced Practice Doctorates – Aurora University, University of Pennsylvania, University of Tennessee and Rutgers University. All but Aurora were able to be represented at the think tank and provided information about their programs and their current status. Thus far, only Penn has awarded DSWs and only Aurora does not also offer a PhD.

The programs were asked to address the development and current status of the DSW in their school in terms of when it started, the development process, how it differs from the PhD offered and how the applicants differ, tuition and funding support, enrollment, and programmatic requirements, e.g., dissertation, internship, capstone project. They were also asked to discuss the career plans for the graduates, how the program has been perceived/received by the faculty and any unintended results or effects of the DSW program. The following summarizes the Penn, Rutgers and Tennessee presentations.

> UNIVERSITY OF PENNSYLVANIA

Lina Hartocollis, Associate Dean for Student Affairs and Director of Clinical DSW Program

The Doctorate in Clinical Social Work (DSW) program at the University of Pennsylvania School of Social Policy and Practice was launched in 2007. The PhD director at the time was getting many inquiries from potential



applicants for whom the research degree was not a good fit. This began a discussion among the administration and faculty that led to the decision to reinvent the defunct DSW degree as a practice doctorate. The idea was not only to repurpose the DSW that the school still had on its books, but to embark on an experiment of sorts that would introduce an entirely new breed of doctorate- a practice doctorate- for the profession, with the hope that it would catch on.

A two-year planning period ensued, led by a workgroup composed of standing faculty and social work practitioners from the community. The end goal was to create a doctorate that was distinctly different from the research-based PhD and that would respond to several troubling trends: 1. The shortage of doctoral trained faculty to teach in BSW and MSW programs, particularly in the area of practice; 2. The significant

proportion of PhD graduates who choose employment outside the academy; 3. The move to practice doctorates in other professions and the risk of the social work profession being left behind; and 4. The need for more clinical scholarship and research that contributes to the social work knowledge base.

The intended outcomes of the program are to develop social work practice experts, educators, and leaders. In conceptualizing the goals, structure, curriculum and outcomes for the DSW, the planning group made a deliberate effort to make the DSW distinctly different from the PhD. The program was to be tightly structured into three years, including both coursework and dissertation, with ample writing and mentoring support built-in so that students would finish the dissertation and graduate on time. This decision was aimed at

addressing the completion rate problem that is endemic in PhD programs in social work and other disciplines. The course scheduling and design was planned with working professionals in mind, and courses are delivered in a modified executive education format of weekly core courses on applied clinical theory and research and monthly course modules covering clinical content. The module structure allows for bringing in preeminent faculty and clinician experts from all over the country. Penn considers their A-list of teaching faculty one of the hallmarks of its program. The dissertation requirement allows the students to both contribute to the professional knowledge base and become content experts in a clinical practice area of their choosing.

The quality standards for the DSW and PhD dissertations are the same, but the scale and scope of the DSW dissertations is typically smaller. All the DSW dissertations are published on the University's open forum electronic repository for scholarly work, Scholarly Commons (http://repository.upenn.edu/dissertations_sp2/). In this way the knowledge generated by the students makes an immediate impact in the field. At last count, the forty-seven published dissertations had been downloaded over 50,000 times.

The program accepts 15 students per year and DSW enrollments have had no impact on the school's PhD program. When the program started, DSW students were self-funded, most through a combination of loans and personal resources. The program has been building an endowed scholarship fund and was able to start giving merit awards last year that average \$15,000 across the 3 years. Vigorous efforts to raise DSW scholarship money are a school priority. The tuition is \$26,000 per year.

Penn's is the only DSW among the new programs that has been in existence long enough to have graduates. As of fall 2013 there have been four graduating classes. Eighty percent of the students have completed the program in 3 years. Every student is offered the opportunity for a paid TA-ship and there is an emphasis in the coursework and intensive mentoring on teaching. Of the graduates, 20% are teaching full time and another 35% are teaching part-time at schools around the country. The DSW graduates who teach at Penn consistently earn top scores in their course evaluations. Although the standing faculty had reservations about re-starting the DSW program, they now support it and find teaching and mentoring the DSW students to be very rewarding. For more information visit www.sp2.upenn.edu/programs/dsw/index.html.

> RUTGERS UNIVERSITY

Jerry Floersch, Associate Professor and DSW Director

Rutgers saw a senior clinical shortage, largely due to retirement, policy and funding changes and declines in practice knowledge because it is less common for the profession to find highly skilled and knowledgeable long-tenured agency social workers.

This causes an absence of context-dependent knowledge, which was passed down through supervision. With these changes occurring, Rutgers embarked on a planning process between 2009 and 2011, including open forums with NASW and the Clinical Society as well as with faculty and alumni. In order to launch the program, Rutgers had to go through several approval processes, including the full faculty, the university and state approval.

The resulting program was a three year program for full-time working practitioners with 24 once-monthly weekend residences and nine on-line residencies (33 total residences over three years). The modular delivery allows for curriculum flexibility and tailors the program to cohort specific needs. Examples of module cluster topics: Philosophy of Mind/Social Science; Emotion-Depression, Anxiety, Empathy; Therapeutic mechanisms; Therapeutic Alliance; Attachment and Affect Regulation; Reading Seminar; and Writing Workshop.

This is not like a continuing education program where people attend and leave. The intended outcome is to not have a division between research and practice. The focus is on teaching practitioners how to produce knowledge with an "n of one." Students write case studies that frame theory-to-practice, and evidence-based practice dilemmas derived from actual practice experience. The goal is for dissemination to occur through traditional publications and on-line. There are also Internet multi-media projects, placing the case study in layers of context.

The curriculum focuses on advanced practice, asking two simple, yet difficult questions: 1) How do social workers study and understand what it means to

be a person?; and 2) How does clinical practice matter? The expected competencies include meta-theoretical analytical skills, customized writing, enhancement of case supervision, clinical, and consultation skills. The program structures its curriculum to emphasize advanced practice curiosity, empathy, and doubt. The program does not include a dissertation. Students case conference, with faculty and students, their case study throughout the three years.

The first cohort of students matriculated in Fall of 2012. There have been approximately 100 completed applications in the two cohorts, with 43 students in the current program: an acceptance rate of 40%. The students are diverse; almost half of the students are persons of color, with many Latino students and 14 students from out of state. The average age of these practitioner-scholars is 42, with an average 12 years post-Masters work history. Costs per year are \$20,000 for out of state tuition, and \$15,000 in-state. In terms of financing their education, there are no TA's, grants or scholarships; however, students are encouraged to teach part time and many do. Students are financing their DSW through financial aid and loans (55%); savings (27%); employer reimbursement (12%), and adjunct teaching (6%).

In terms of why the students choose the DSW—students are seeking to become clinical leaders – staying in practice and providing supervision; students are seeking to step back from practice and to think and write; students desire to pursue a practice-focused doctorate; and a few seek to teach full time.

The DSW supports the school by bringing in a talented pool of

advanced practitioners, developing an incubator for new ideas like the writing program and creating a new revenue stream. Rutgers has taken a meta-analytic approach to practice and it is also pursuing the development of a DSW management concentration in 2015.

In terms of comparing the PhD and DSW programs, the DSW is governed by the School of Social Work, not the University Graduate School; the DSW requires an MSW and clinical experience for admission, and the DSW does not include a research methods curriculum, and is not primarily preparing graduates for an academic career. The goal of the DSW is to create practitioner experts. Students seek advanced degrees based upon their circumstances, desires and life-dreams. For more details, visit the Rutgers DSW website: <http://dsw.socialwork.rutgers.edu/>.

> UNIVERSITY OF TENNESSEE

David Patterson, Endowed Professor in Mental Health Research and Practice & Director - Clinical Doctorate Program

The University of Tennessee began planning in 2010 by doing a market analysis of employers in the state and found that there was a strong demand from mid-career LCSWs for an advanced degree that was non-research intensive. In a survey of Tennessee's LMSW and LCSW, a majority expressed interest in pursuing a practice doctorate in social work if offered, with the highest interest from those who worked in the field between six and nine years. There was also interest in a distance learning delivery format and there was perceived to be no competition in terms of other practice-oriented doctoral level training in social work. After undergoing a somewhat onerous approval process,

the DSW was approved. The approval process included approval by the College faculty, Graduate School, Faculty Senate, Campus administration, Board of Trustees and the Tennessee Higher Education Commission. Although there was some historical faculty ambivalence, the faculty did vote to approve the program and faculty do teach across programs.

In terms of interest in the program, in the first year there were 42 applicants and 20 were admitted, and continue with a 50% admission rate. The second cohort began in the fall of 2012 with 39 applicants for 20 spots and the third cohort in 2013 had 54 applicants for 20 spots.

The expectation is that students who complete the DSW should be able to do evidence-based practices and their implementation, should be in collaborative leadership roles, should be able to utilize technology to enhance practice, and to do client-focused outcome-based research. There are four practice domains in the DSW program: addictions, psychodynamics, cognitive behavior, trauma, prevention, and intervention methods. The program is taught through on-line synchronous and asynchronous models. Real-time courses make extensive use of interactive video and instructional media. Students spend one week each summer on the UT Knoxville campus engaged in intensive knowledge and skills development.

The DSW students acquire knowledge that they did not get in their MSW programs, nor were they able to explore issues with the same level of depth. There is not a dissertation required. Rather, the expectation is the completion of two capstone projects that will be

DSW Curriculum Area	MSW	PhD	DSW
Research	Basic research methods/	Research design/quantitative methods	Clinical translational research methods & applied statistics
EBP Interventions	Fundamental knowledge and skills	Critical analysis of knowledge bases of major practice modalities in direct intervention	Advanced knowledge & skills targeted for students' fields and populations of practice
Advanced Clinical Leadership/Management	Basic leadership theory	N/A	Management principles & skills/clinical team leadership
Epistemology & EBP Process	Basic principles & process of evidence-based practice	Techniques and methods for conducting critical reviews of literature: conceptual and methodological critiques of existing research.	Acquisition & critique of knowledge; advanced skills in locating, adapting, and applying evidence-based interventions to specific populations/ biopsychosocial problems.
Neuro/behavioral Science	Basic knowledge of neuroscience and behavioral theory	N/A	Advanced understanding of neuro-physiology in psychosocial functioning, psychopathology, and psychopharmacology across the lifespan.
Capstone	Comprehensive exam/thesis	Dissertation	Publishable papers presenting (1) a comprehensive literature review & (2) results of a clinical research study

publishable. The first capstone project is a review of the theoretical and empirical literature pertaining to an intervention, clinical problem, or population germane to the student's area of practice. The second capstone reports the results of a clinical research study conducted by the student.

In terms of costs to the students, tuition for the DSW is not supported, and DSW students pay an extra distance learning fee. Most students are self-pay, with a

few receiving some support from their employers. Since students are mostly paying out of pocket, they are highly motivated to have their DSW studies be a highly meaningful experience.

Students in the DSW program are working in one of four practice domains - agency-based practice, military practice (active duty, Department of Defense, Veterans Administration), academic settings, and private practice. In order to participate in the program, students

must maintain at least four to six hours of clinical practice, per week. In terms of future career plans most students plan to remain in their area of practice but to move into more clinical leadership roles. The students are more diverse than PhD students and are coming from 24 states. While the first cohort of students was almost all female (90%), the second and third cohorts included 35% and 25% of males respectively. For more information visit www.csw.utk.edu/students/dsw/index.html.

WHAT DOES THE MARKETPLACE WANT & NEED

> PERSPECTIVES OF EMPLOYERS

Wayne Lindstrom, PhD, Consultant, SocioTech

Wayne Lindstrom, who has had a full career in public and private organizations, in managed care, in national organizations and as a consultant, provided a perspective as someone who has been in the position to hire social workers and to pay for the services of social workers. The social work profession and the services systems that we work in are continually evolving and a strength of the MSW is that it is a terminal degree that affords the opportunity to practice in many domains and settings. Our core competencies related to understanding social systems equip us to design, modify, and navigate new service delivery systems.

The situation, that we find ourselves in today, is reminiscent of the 1980s when healthcare costs were uncontrollably escalating and employers were clamoring for ways to reduce the employee health benefit burden and were increasingly concerned about the impact of these costs on the U.S. global competitive position. Health Maintenance Organizations (HMO) were heralded at the time as the way to bring health care costs under control by managing health care utilization, by preventing illness, and by keeping enrollees healthy. As health plans became corporate interests, HMOs became less concerned about these originally stated aims and instead focused on market dominance, increasing enrollment, and quarterly profits. Once utilization had been ratcheted down to the maximum extent



possible, HMOs had to look to successive iterations of “right-sizing,” and to shifting to other markets, products, and services in order to satisfy shareholders. Throughout this era of managed care, clinical social workers met the needs for behavioral healthcare services quite aptly.

Lindstrom shared a concrete example from his career when he was responsible, in the early 1990s, for managing a behavioral healthcare carve-out for a health plan in Ohio that had been purchased by a national managed care corporation. At the time of the purchase, the network of behavioral health providers was exclusively comprised of 1500 psychiatrists who were reimbursed \$125 for an hour of service which included payment for providing psychotherapy. Subsequent to the purchase, a new provider network was developed that left the network with approximately 200 psychiatrists who would primarily provide medication management services. Approximately 1300 master-level clinicians, mostly

social workers, were added to the network that were reimbursed \$55 for an hour of psychotherapy. MSWs became the discount degree of choice for this and most other health plans across the country.

It wasn't only psychiatry that was radically affected by managed care. The same could be said of psychology. Under managed care, network development tended to limit the number of psychologists. Since this profession designated a PhD as its terminal practice degree, the cost-benefit analysis by managed care was again in favor of the MSW. In addition, the utilization of psychological testing was tightly managed, further limiting the scope of psychological services that managed care was willing to reimburse.

For many health plans, there is not currently parity between social work doctoral level practitioners and their counterparts in psychology. Psychologists generally command a higher reimbursement

level by virtue of having a PhD, while many social work PhDs get reimbursed at the Master's level. The behavioral health leadership within managed care tends to be dominated by psychiatrists and psychologists who tend to believe that the doctoral level social worker does not have the clinical competency to merit reimbursement beyond what a Master's level clinician receives.

So the question is, "Does the marketplace want or need doctoral level social work clinicians?" Lindstrom's response is an unequivocal, "No." There appears, from the presentations at this think tank, that Master's level social work clinicians are advocating for a clinical doctorate to both upgrade their clinical skills and their professional standing. Graduate schools of social work can certainly rush to respond to that demand, but then what? Managed care will not commensurately rush in to change social work's favored "discount" status.

In addition, it is important to acknowledge that there are many social work clinicians that are leaving traditional private practice. Reimbursement rates for their services have remained stagnant for 30 years while each year their costs of maintaining a private practice continue to escalate. As a result, each year they

have to work harder and longer and make less. But inadequate reimbursement is not the only issue. Many are frustrated by the barriers to reimbursement posed by managed care service authorization processes. In response, many are, moving to accept "cash only" in order to avoid insurance requirements and either walking away from managed care provider contracts or leaving the payer reimbursement problem with the client. Social workers are also beginning to walk away from their social work licensure and instead pursue the role of "life coaches" or pastoral counselors.

Today, we are again in a rapidly changing healthcare marketplace with the implementation of the Patient Protection and Affordable Care Act (PPACA). Social workers still provide 75% of the psychotherapy in this country but this may be rapidly changing. We are already experiencing a serious shortage of practitioners across all of the behavioral health disciplines, including social work. This is occurring just at the time when demand for services is expected to increase dramatically due to the expansion of insurance coverage to another 40 million Americans. To exacerbate conditions further, the publicly funded behavioral health treatment system experienced over \$4.5 billion dollars in cuts since the economic recession of 2008 as states have attempted to grapple with their respective budget crises.

This behavioral health treatment infrastructure was constructed over the course of 50 years and is in the process of being eclipsed. With the expectation under PPACA that behavioral healthcare is integrated with the rest of healthcare, behavioral health provider organizations are merging with Federally Qualified Health Centers or becoming FQHCs, or

are being acquired by health systems or private equity firms. These will become new practice structures that hold out many of the same promises made by HMOs beginning over 30 years ago – to reduce healthcare costs, improve the quality of healthcare, and keep people healthy. Whether these promises are met will depend in part on whether the behavioral health and human service disciplines, including social workers, provide the leadership necessary to establish and hold accountable the newly developing service structures, rather than fall victim to them later.

Looking to the future, Dr. Lindstrom was pessimistic about DSWs as a way for clinicians to make more money, or to change the marketplace. In thinking about the unique qualities of social work he recommended providing more integrative joint degree programs to make social workers more marketable and in this changing landscape. He also cautioned that the profession needs to do more about returning to its roots associated with social change, justice, advocacy, and prevention.

> PRACTICE DOCTORATES AND LICENSING

Mary Jo Monahan, CEO, Association of Social Work Boards

Regulators in states, provinces and jurisdictions throughout North America have determined that the practice of social work is so critical to the health, welfare and safety of their citizens that it must be legally regulated. Because "protection of the public" is the purpose of legal regulation, licensing laws provide legal recourse to clients who are harmed by a licensed practitioner in the delivery of service. The mission

of ASWB is to strengthen protection of the public by providing support and services to the social work regulatory community to advance safe, competent and ethical practice.

Legal regulation of social work practice establishes minimum competency standards to enter practice and provides oversight so that the licensed social worker maintains safe, competent and ethical practice. The minimum requirements encompass *Education*, usually a BSW or MSW degree from a CSWE or CASWE accredited school or program; *Experience*, usually a practicum experience during education and post degree experience under supervision; and passing one of the ASWB *Examinations and a jurisprudence exam*.

Thirty-eight states license BSW practitioners and forty states license at the MSW level upon graduation from an accredited institution. Ten states provide a license for advanced macro practice, requiring an MSW degree and at least two years of post-masters experience. All 50 states, District of Columbia, the Virgin Islands and Guam license clinical social workers, requiring an MSW degree and from 2-5 years of supervised clinical practice.

Regarding the DSW or PhD degrees, currently, forty states mention or allow a doctorate or higher degree than the MSW for licensure as a clinical or advanced macro practice practitioner. Ten states specifically require the MSW

degree in their Law and/or state the social work degree must be granted "from a school/program accredited by CSWE." Seven of these states (Arkansas, California, Georgia, Louisiana, Maryland, Oklahoma and Oregon) do not mention either the DSW or PhD degrees. Minnesota requires the "graduate degree" to be earned in "social work, accredited by CSWE or the Canadian equivalent." New Mexico's regulatory language states "at least an MSW." New York allows for either a DSW or PhD degree, but requires certain clinical courses that the Board would review according to their rules and regulations.

It seems that at least in these ten states, having a DSW or PHD that does not require an MSW degree or is not earned in a CSWE- accredited school/ program would not be recognized by these states as meeting the educational requirements.

Social work is now a regulated profession and regulation is good for the profession, the individual social work practitioner and definitely the public. However, there are concerns and issues that need to be mentioned. Despite more acceptance of licensure, many loopholes and exemptions remain in various state's regulations, prompting an analogy to "Swiss cheese regulation." This means that there are more exemptions to the law than inclusions in the law and that many practitioners continue to practice without a license.

Many rural areas cannot attract sufficient licensed social workers at all levels to meet the mental health and social services needs of the communities. Some jurisdictions are exploring ways to certify or regulate allied practitioners without social work degrees to provide the needed social services. This confuses the public regarding the value of social work licensure, particularly at the BSW level.

From a regulatory viewpoint, there is concern about positioning the DSW as the terminal degree or standard for practice as a clinical social worker. Some may advocate for clinical social workers to be regulated by a separate board from non-clinical social workers. Also, requiring the DSW degree for the clinical license would severely limit the number of competent social workers who would be eligible, thus raising barriers to licensure and further diminishing the availability of licensed practitioners.

Attaining a license is a workforce issue for social workers and for the profession. Changes within the profession, especially in education and practice standards, definitely have significant impacts on the regulation of social work practice. ASWB appreciates the opportunity to participate in this Think Tank, educate and work together with our social work partners in order to develop understanding and come to consensus as needed.

CONSENSUS & CONUNDRUM

After hearing from all of the presenters, the participants were assigned to small groups to discuss targeted questions and to identify areas where the group had consensus as well as to identify where there was a conundrum and additional information was needed. The questions considered by six groups were:

- > What are the implications of the practice doctorate for the MSW as the terminal degree?
- > Social work has made considerable strides in establishing its scientific and research base. What effects might practice doctorates have on this?
- > Discuss the risks and benefits of accreditation vs. a set of national guidelines for practice doctoral programs?
- > What are the market forces for the practice doctorate in social work? How will the practice doctorate affect public perceptions of the profession and perceptions of government agencies, payers, & employers?
- > Discuss the potential issues of competition for funding within social work and competition among social work and other disciplines for pursuing practice-focused doctoral education?
- > What are the expectations and outcomes for graduates of practice doctoral programs?



After the first round of small groups, participants moved to a second group and could add new information to that group's discussion. Since there was overlap in the output from each of the groups – the following summarizes the key areas of consensus and areas which continue to be conundrums. It should be noted that the areas of consensus and conundrum build on the issues raised by the participants at the beginning of the think tank.

> CONSENSUS

- > Advanced Practice Doctorates in Social Work will continue to emerge — “the train has already left the station.”
 - » Demand is represented by the number of students ready and willing to invest in acquiring an Advanced Practice Doctorate in Social Work.
 - » DSWs might have enhanced status in the practice community and help social workers compete for higher level jobs rather than

being perceived to be the discount degree.

- > Advanced Practice Doctorates in Social Work can be vehicles for producing practice-relevant knowledge and in for disseminating research to practice.
 - » There is an explosion of science to disseminate to practice and DSWs might be a mechanism to help this occur.
 - » Drawing from the practice experience of DSW students, their small scale and case studies, can contribute to the production of more practice-based and practice relevant knowledge.
- > There should be a balance between innovation and guidelines
 - » Accreditation might be down the road, but not now.
 - » Might consider a tiered process of starting with minimal guidelines.
 - » Some type of capstone project that integrates theory, research and practice should be required.
- > MSW, for now, and perhaps well into the future, will be considered a

terminal degree in social work. Thus far, the DSWs that will emerge are a miniscule # of social work graduates each year.

- > The value that an Advanced Practice Doctorate can have for the social work profession.
 - » Increased status at the interdisciplinary/interprofessional table – in case conferences and other professional endeavors.
 - » Enhanced BSW and MSW practice by having DSW as lead clinicians, supervisors, and mentors.
 - » Enhanced both MSW and BSW education, as advanced practitioners become part of the educational workforce.
 - » Providing an opportunity in social work to acquire a doctorate, rather than choosing another professional doctorate – thus keeping social workers identified with social work.

- » As agencies provide less supervision and professional development, practitioners must seek this on their own and pursuing a DSW is one avenue to do so.

> CONUNDRUMS

- > There is a need to shrink the Research-Practice divide, not strengthen it.
 - » How will DSWs and PhDs collaborate? Who will foster this collaboration?
 - » What role will DSWs have in using research knowledge to inform practice and in developing new knowledge?
 - » Is there a need in social work for the “practitioner-scholar” – is the DSW a way to achieve this?
- > Is there an organizational home for DSW education – should it be GADE? should it be CSWE?

- > Are some regions going to see more of a move to DSWs because of the differing markets for clinical practice – e.g., the New York City area where competition among clinicians is very high?
- > Concern about financing DSW education: Will persons pursuing a DSW degree acquire more educational debt? Will increased pay and reimbursement rates potentially off-set the increased cost of education?
- > Need to focus on expected outcomes of DSWs. What are the outcomes that will be important for the DSW to be valued?
- > Not clear if DSWs will get paid more than MSWs – not necessarily happening now.
 - » What do we need to learn from payers?
 - » What outcomes information do we need to provide to payers?
- > Is it feasible to get a professional practice PhD in social work, (e.g., Smith College) or must/should it be a DSW?
- > Will Advanced Practice Doctorates in Social Work emerge in areas beyond clinical practice?
 - » Rutgers is in the planning stage for a track in management.
 - » Should we have a big tent and use the term Advanced Practice, rather than Clinical?
- > Is this a good time to expand the offering of DSWs when competition is tight among professions; funding is tight for grants and to support professional development and professional education, and funding is tight to pay clinicians at increased rates?

Positive Outcomes of Advanced Practice Doctorates in Social Work



RECOMMENDED NEXT STEPS



CONTINUE DIALOGUE AND REACH OUT TO ADDITIONAL STAKEHOLDERS

- > Continue trans-social work discussions/dialogue about emergence of Advanced Practice Doctorates in Social Work
 - » Continue conversation through the Leadership Roundtable.
- > Encourage discussion through dialogues between NASW chapters and social work education programs.
- > Promote future conversations that include the voice of students who are pursuing advanced practice doctorates.
- > Broaden discussion to engage additional stakeholders.
 - » Agencies and organizations that hire social workers and that pay for social work services (American Public Human Services Association, child welfare workers, etc.)
 - » Include in discussions those who provide non-traditional social work education (e.g., Walden, Capella).

- » Engage federal agencies, e.g., Centers for Medicare and Medicaid Services (CMS) that set standards for reimbursement and definitions of social work in different health care settings as well as SAMHSA, ACF, HRSA, Administration on Community Living – that fund services that social workers provide in public and private agencies as well as the Department of Veterans Affairs which is the largest employer of social workers in the country.

SUPPORT INNOVATION WHILE CONSIDERING GUIDELINES AND STANDARDS

- > Continue to define and differentiate levels of social work practice and their expectations and competencies – BSW, MSW, Advanced Practice MSW, DSW, PhD.
- > Track growth and development of programs and their common and unique characteristics.

- > Determine process for developing guidelines that set broad parameters, phase in standards, and do not stifle innovation.
 - » Clarify who will take the lead in such a process and issues of accountability.
 - » Consider at what point full guidelines, like the GADE Quality Guidelines should be developed and by whom.
 - » Consider at what point accreditation of programs might be pursued.

THOUGHTFULLY EXAMINE, STUDY AND REPORT ON OUTCOMES AND RESULTS

- > Create mechanisms to continually monitor and assess status.
- > Continue to look at cost-benefit of DSW.
- > Continue to look at impact of DSW growth on commitment to the MSW as a terminal degree.
- > Examine the impact DSW program development might have on advanced practice credentials (BCD, NASW Credentials) and licensing.
- > Explore reasons for high interest level and attraction of social workers of color to pursue Advanced Practice Doctorates in Social Work. What can be learned not just in terms of DSW programs, but what can be transferred to attracting additional students of color to the profession overall.
- > Create scholarship about Advanced Practice Doctorates in Social Work.
 - » Pursue special issue or section in high impact social work journals (e.g., NASW journals).
 - » Develop a process to disseminate outcomes from both PhD and DSW dissertations and capstone projects to inform the profession.

> SUMMARY

Convening representatives from practice, legal regulation, education and research provided a valuable venue to better understand the emergence of Advanced Practice Doctorates in Social Work. The lessons learned from psychology, nursing and occupational therapy regarding their own efforts to launch practice doctorates were instructive. It highlighted the roles that outside forces (for example, Institute of Medicine reports), knowledge development, practice changes and practice specializations have had in their own evolutions. Hearing in detail from three of the current DSW programs

provided an opportunity to explore the similarities and differences among these programs as well as how they might be distinguished from PhD programs in social work. The role that DSWs can have in both knowledge development and knowledge transfer was described, and the ability of the DSWs programs to attract a diverse pool of students was an important marker. There is a clear interest in shrinking the research-practice divide as well. It is clear from this conversation and from discussions with deans and directors in social work that there will be more Advanced Practice programs emerging over the next

several years – some with a clinical focus and others with a more administrative or management focus. Across the profession there needs to be efforts to track these developments, to examine what kind of guidelines would be useful, to develop scholarship about the programs and their outcomes (including the career trajectories of graduates) and to engage the academic and practice communities, including employers and payers, in on-going conversations about how we can ensure that the social work profession is the best that it can be.

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APPENDIX

- 1 > AGENDA
- 2 > PARTICIPANT LIST
- 3 > SPEAKER BIOGRAPHIES

1 > AGENDA

MONDAY, SEPTEMBER 23, 2013

5:30 REGISTRATION, RECEPTION AND DINNER

INTRODUCTIONS, SETTING THE STAGE,
GOALS FOR THE SYMPOSIUM

Joan Levy Zlotnik, NASW
Angelo McClain, NASW

10:45

ADVANCED PRACTICE DOCTORATES –
PERSPECTIVES FROM THE HOST
ORGANIZATIONS

Mary Jo Monahan (ASWB), **Peggy Munke**
(BPD), **Darla Spence Coffey** (CSWE),
Theresa Early (GADE), **James Herbert**
Williams (NADD), **Angelo McClain** (NASW),
Edwina Uehara (St. Louis Group), **Jeanne**
Marsh (SSWR)

11:00

12:00

9:00 ADJOURN

TUESDAY, SEPTEMBER 24, 2013

8:30 REGISTRATION/CONTINENTAL BREAKFAST

8:45 WELCOME/OVERVIEW AND REVIEW OF
THE GOALS FOR THE DAY

9:00 PRACTICE DOCTORATES IN SOCIAL
WORK – INDICATORS FROM A NATIONAL
SURVEY OF DOCTORAL STUDENTS
Jeane Anastas, NASW & New York
University

9:15 PRACTICE DOCTORATES IN SOCIAL
WORK – HOW DO THEY FIT WITH OUR
PRACTICE & RESEARCH MISSIONS
Karen Sowers, University of Tennessee
Jeanne Marsh, University of Chicago
& SSWR
Moderator, Jeane Anastas, NASW

9:45 WHAT CAN WE LEARN FROM OTHER
DISCIPLINES THAT HAVE LAUNCHED
PRACTICE DOCTORATES - VIEWS FROM
PSYCHOLOGY, NURSING AND
OCCUPATIONAL THERAPY?

12:45

1:15

2:30

2:45

3:45

4:30

Cynthia Belar, American Psychological
Association

Polly Bednash, American Association of
Colleges of Nursing

Neil Harvison, American Occupational
Therapy Association

Moderator, Darla Spence Coffey, CSWE

BREAK

OVERVIEW OF PRACTICE DOCTORAL
PROGRAMS IN SOCIAL WORK

Lina Hartocollis, University of Pennsylvania
Jerry Floersch, Rutgers University
David Patterson, University of Tennessee
Moderator, Theresa Early, GADE

WHAT DOES THE MARKETPLACE WANT?

Moderator, James Herbert Williams, NADD

Are social work practice doctorates attractive
to employers?

Wayne Lindstrom, SocioTech

Practice Doctorates and Licensing
Mary Jo Monahan, ASWB

LUNCH

WORKING GROUPS USING A WORLD
CAFÉ PROCESS

WORKING GROUP FACILITATORS

James Herbert Williams

Mary Jo Monahan

Eddie Uehara

Peggy Munke

Darla Spence Coffey

Jeane Anastas

MOVE TO 2ND GROUP FOR WORLD CAFÉ

WORK GROUP REPORTS

DEVELOPING PRIORITIES AND ACTION
AGENDA AND IDENTIFYING NEXT
STEPS

ADJOURN

2 > PARTICIPANT LIST

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3 > SPEAKER BIOGRAPHIES

Jeane W. Anastas, PhD, LMSW, is a professor at the New York University, Silver School of Social Work, and is highly regarded in the field of social work doctoral education and research. Dr. Anastas is also President of the Board of Directors of the National Association of Social Workers (NASW). Dr. Anastas has been a long-standing and active member in NASW. She served as President of the Massachusetts Chapter of NASW, and was named the Chapter's Social Worker of the Year in 1995.

Dr. Anastas has published extensively in the areas of women's issues, LGBT rights, mental health, and social work education, including the recently published *Teaching in Social Work: Theory and Practice for Educators and the forthcoming Doctoral Education in Social Work*.

Dr. Anastas previously served on the Board of Directors of the Institute for the Advancement of Social Work Research and the Society for Social Work and Research. Dr. Anastas has served as NASW's Chair of the National Committee on Lesbian, Gay, Bisexual, and Transgender Issues, Chair of the National Committee on Women's Issues, and as a member of the National Committee on Nominations and Leadership Identification. She was named a Council on Social Work Education (CSWE) Visiting Scholar for academic years 2006–2007, and received CSWE's Greatest Recent Contribution to Social Work Education Award in 2007. Dr. Anastas was elected to the National Academies of Practice in Health Care in 2007.

She received her BLS in social work from Boston University, her MSW from Boston College, and her PhD from Brandeis University. She is a member of the Academy of Certified Social Workers.

Geraldine "Polly" Bednash, PhD, RN, FAAN, was appointed executive director of the American Association of Colleges of Nursing (AACN) in December 1989. In her role as Chief Executive Officer, Dr. Bednash oversees the educational, research, governmental affairs, publications, and other programs of the organization that is the national voice for baccalaureate and graduate-degree education programs in nursing – the nation's largest health care profession. Representing more than 690 member schools of nursing at public and private institutions nationwide, AACN is the only national organization dedicated exclusively to furthering nursing education in America's universities and four-year colleges.

Dr. Bednash currently serves as the chair of the Nursing Alliance for Quality Care, as a member of the Sullivan Alliance to Transform the Health Professions and is a member of the Quality Alliance Steering Committee. Additionally, she has been appointed to the Secretary's Academic Affiliations Council of the Veteran's Administration. She has served on multiple boards and commissions including the board of the Friends of the National Library of Medicine and the advisory board for the National Coalition of Ethnic Minority Nursing Associations scholars development project, and the advisory board for the National Center for the Analysis of Health Care Data. Her publications and research presentations cover a range of critical issues in nursing education, research, clinical practice, and legislative policy.

Cynthia D. Belar, PhD, is Executive Director of APA's Education Directorate. As executive director of the American Psychological Association's Education Directorate, Cynthia D. Belar, PhD, leads the association's efforts to advance the teaching of psychology at all levels, prepare psychologists for diverse careers and apply psychology to education. She was appointed to this post in 2000.

Belar is also professor emerita at the University of Florida Health Science Center, where from 1974 to 1983 and 1990 to 2000, she directed the clinical psychology doctoral and internship programs. She also developed clinical service and education and training tracks in clinical health psychology at the doctoral, internship and postdoctoral levels. Belar's research focused on pain, applied psychophysiology and reproductive endocrinology. From 1983 to 1990, she served as chief psychologist and clinical director of behavioral medicine at the Kaiser Permanente Medical Care Program in Los Angeles, where she also maintained an independent practice.

Jerry Floersch, PhD, Associate Professor, Director of DSW, Rutgers University School of Social Work, is a 1998 doctoral graduate of the University of Chicago School of Social Service Administration. He is the author of *Meds, Money, and Manners: The Case Management of Severe Mental Illness*, published by Columbia University Press (2002) and a recent NIMH K08 recipient (2004-2009) for training in and development of qualitative methods to study youth subjective experience of psychotropic treatment. His new book, with Jeffrey Longhofer and Paul Kubek, *On Having and Being a Case Manager*, builds on earlier work in this field by exploring a clinical method for case management practice. He is currently conducting a multisite study of college student use of psychiatric medications. He has a new co-authored book (2013) with Oxford University Press: *Qualitative Methods for Practice Research*.

Lina Hartocollis, PhD, is Associate Dean for Student Affairs and Director of the Clinical Doctorate in Social Work (DSW) Program at the School of Social Policy & Practice. She has been at Penn since 1997, where in addition to her administrative responsibilities, she has taught courses on foundation social work practice, advanced clinical social work practice, social work practice with children and adolescents, and mental health diagnosis. Before coming to Penn, Dr. Hartocollis taught courses on clinical social work practice, human behavior, and social theory in the Masters of Social Work programs at Smith College and Bryn Mawr College. Before she began devoting all of her energies to higher education administration and teaching, Dr. Hartocollis was a practicing psychotherapist, providing therapy to children, adults, couples and families. Her scholarly and practice interests include mental health diagnosis, psychological trauma and dissociative disorders.

Neil Harvison, PhD, is the Chief Officer for Academic and Scientific Affairs at the American Occupational Therapy Association (AOTA). He holds a BS in occupational therapy from the University of Queensland and a MA and PhD from the Steinhardt School of Education at New York University. Neil spent over 20 years as a practitioner and hospital administrator in New York City. During this period he held clinical faculty appointments at the Mount Sinai School of Medicine; Columbia University and Mercy College. Prior to joining AOTA Neil was active as volunteer in AOTA and served on the ACOTE Council and as chair of the doctoral accreditation standards committee. Neil is currently serving as the Chair of the Board of Directors of the Association of Specialized and Professional Accreditors (aka ASPA). ASPA is the national association representing the 65 specialized and professional accrediting agencies in the USA.

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The Social Work Practice Doctorate

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Abstract

This article provides a systematic review of the emerging practice doctorate in social work. Based on the experience of the first such Doctor of Social Work (DSW) program, we provide information regarding the program origins and rationale, development, current structure, and future direction. Such information will enrich the discussion on the role and future of the social work practice doctorates and serve schools that are considering or planning to initiate DSW programs.

Keywords

doctoral education, future of social work, higher education, DSW, educational innovation

Introduction

The ivory tower days of higher education, when scholars and the universities that housed them were insulated from the practical realities of the real world, are a thing of the past. While universities still embrace their historical roots and practices they also recognize the need for continual reassessment and adaptation to the needs of students and the society as a whole. At the same time, higher education is not immune to the fiscal imperatives and market pressures that drive competition for students and resources; these are realities of “doing business” in academia today.

In the case of social work professional education, the needs of the profession and the persons who the profession serves require ongoing examination. Changing workforce demands play a role in programming as well, and social work education must adapt to advances in knowledge as well as large-scale changes in policy that affect the scope and nature of social work practice. The drive to remain relevant, responsive, and innovative must be balanced with allegiance to the core educational mission and values of the profession. In short, while staying true to the mission of preparing students for the 21st-century social work practice landscape, social work educational programs must also adapt and change in order to stay relevant and survive.

It was of responsive adaptation, innovation, progress, and practical realities that the University of Pennsylvania resurrected the Doctor of Social Work (DSW) degree as a practice doctorate. In its original incarnation, the DSW was conceived as a degree that would join the few existing PhD programs in social work. The first PhD in social work was granted in 1920 by Bryn Mawr College, followed 4 years later in 1924 by the granting of the first DSW at the University of Chicago (Hoffman et al, 2008). According to Bolte (1971), in 1970, there were 21 doctoral programs in social work, of which 13 offered a DSW (two additional offered both DSW and

PhD) and 8 offered only PhD. In the mid-1970s, there were an equal number of DSW and PhD degrees: 17 each (Crow & Kindelsperger, 1975). As Bernard (1977) suggested, up through the 1970s, there was no real difference between the PhD and DSW degrees in terms of course work and program structure. However, in the 1980s, a distinction between the degrees started to emerge. Patchner (1983) noted “that Ph.D. graduates were more oriented toward research and that DSW graduates were more disposed toward practice.” He went on to say that “there were more similarities than differences between the groups, however, and neither was at a disadvantage because of their degree” (p. 98).

For most of their shared history, the social work PhD and the DSW were largely indistinguishable—both research-based doctorates that emphasized “the acquisition of advanced research skills” (Hoffman et al., 2008). Over the years, DSW programs were replaced by the PhD. Social work PhD programs and the institutional recognition and status they conferred became the gold standard for doctoral education and resulted in the eventual phasing out of DSW programs altogether. Cnaan, Draine, and Dichter (2008) contended that the rise of less academic professional degrees, such as the PsyD for clinical psychologists and EdD for school administrators, and the academia puzzlement over and disrespect for any degree but the PhD, were the reasons behind the decline of the DSW. By the late 1990s, all schools of social work offered PhD degrees and the schools that offered the DSW either

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transformed the degree to a PhD or closed the DSW and opened a new PhD program (Donahoe, 2000). By 2007, the DSW was extinct.

Human capital theory suggests a strong relationship between labor market needs and the expansion of higher education, including graduate and professional study (Boud & Tennant, 2006; Servage, 2009). Proponents of the new professional practice doctorates argue that these programs provide practitioners the knowledge and tools needed to practice in increasingly complex social and technological environments. As such, a decade into the 21st century shows new life for the DSW degree but in a new form. Unlike the mid-1970s, when the DSW and the PhD were similar programs with different titles, a new DSW is emerging as a unique practice degree significantly different from the research-based PhD degree. The new DSW is to a large extent still in uncharted territory. The first program of its kind originated at the University of Pennsylvania in 2007. In the next section, we discuss the rationale for restarting the DSW as a practice doctorate. This is followed by a section discussing the University of Pennsylvania DSW program's development. The next section is devoted to the program's structure and curriculum. Finally, we discuss the future of DSW education and offer ideas and suggestions regarding the future of advanced social work education.

The Rationale and Origins of the New DSW

In 2004 at the University of Pennsylvania, the second author noted that social work as a profession was disadvantaged by not having a practice doctorate. He reasoned that in the history of social work there have been many masters-level graduates with PhD potential whose primary interest was direct social work practice. For individuals such as these, who did not want to depart from their clinical work to pursue a life as a researcher or academician, a practice doctorate option in social work did not exist. Furthermore, high-quality PhD programs typically required full-time student status, which was impractical for employed practitioners. For these reasons, Master of Social Work (MSW)-level practitioners who were equipped for and interested in advancing their formal education gave up the idea of a PhD in social work, with some "jumping ship" to pursue nonsocial work practice doctorates in allied fields such as psychology, family therapy, counseling, and education.

The PhD's emphasis on research over practice knowledge and skill-building pushed a number of disciplines to offer practice-based professional doctorate degrees as alternatives to the PhD. Practice doctorates have been introduced in the fields of: nursing (ND Sc; DNP), chiropractic medicine (DC; DCM), pharmacy (PharmD), psychology (PsyD), physical therapy (DPT), engineering (Eng/D; ESc; DES), education (EdD), public administration (DPA), nutrition (DSN), public health (DPH), and religion (DDiv; cf. Brown-Benedict, 2008; Cronenwett et al., 2011). These professional doctorate degrees emphasize skills and practical knowledge, and in some cases they have become the terminal degree for practice (Harno, 2004). As Zusman (2013) reported, professional doctorate degree

programs skyrocketed in the last decade to over 500 programs in at least a dozen fields in the United States today, with over 10,000 degrees awarded just in 2012. Doctor of Physical Therapy programs alone grew from 19 in 2000 to 226 in 2012 (Zusman, 2013).

Social workers often work in interdisciplinary teams in hospitals, nursing homes, community mental health, geriatric care, and schools and other settings (Keough, Field, & Gurwitz, 2002; Parker & Peck, 2006; Van Pelt, 2013). As other professions adopt the doctorate as the terminal degree, the social worker is the only one at the table who is not a "doctor." Without a practice doctorate of its own, the social work profession risks being left behind, arguably eroding further our professional status and losing an opportunity to bolster our professional identity. Since its beginnings, social work has struggled to craft a clear, unified, and respected professional identity (Austin, 1983; Brown, 1942; Flexner, 1915; Greenwood, 1957; Lubov, 1965); an imperative for all professions but a particularly challenging one for social work, given the expansive range of issues, problems, and populations that are the focus of our research, scholarship, and practice, and the overlap with other professions and disciplines. The social work practice doctorate would produce clinical experts who bring high-level specialized knowledge about practice and the theory and research that informs practice to their roles as multidisciplinary team members, teachers, and practice leaders. Such engagement in the clinical practice and social work educational enterprises would strengthen the credibility of the profession and help to solidify our professional identity.

With respect to teaching, Lubben (2012) noted that the number of social work doctoral graduates seeking full-time academic appointments remains less than the current demand for new faculty. The 69 schools of social work that offer a PhD training combined cannot meet the demand for social work faculty (Austin, 1998). In social work education, there is a severe shortage of qualified instructors, particularly to teach in the practice curriculum. Many BSW program instructors do not possess a doctorate or even an MSW, and in MSW programs the practice courses are often taught by masters-level practitioners or by standing faculty who are far removed from practice (Edwards, 2011). This has created a demand for faculty to teach practice who hold a social work doctoral degree and are advanced practitioners. Many graduates from PhD programs cannot and do not wish to fill this gap. PhD holders are inclined to seek employment as researchers and see teaching practice as a distraction from their scholarly and research agendas. While experienced MSW-level practitioners have much to bring to the classroom, they lack the background and preparation in evidence-based practice, neither do they have the formal teaching preparation that the practice doctorate provides.

Johnson and Munch (2010) found that among social work PhD graduates, a small minority had significant practice experience. Moreover, in the past decade, the methodological rigor of social work dissertations improved but at the same time practice-oriented dissertations graduates could successfully

compete with graduates from other doctoral programs in social sciences, their contribution to social work practice became less relevant. The dissertations produced by DSW students would be applied and practical, offering knowledge that is readily accessible and relevant for social work practitioners. Writing about the trend toward practice doctorates in the United Kingdom, Fenge (2009) argues that practice doctorates “develop the capacity and capability of practitioners to undertake research that has direct outcomes for practice development” (p. 173).

Through their exploration and development of practice-based knowledge, social work practice doctors would be in a position to facilitate evidence-based knowledge dissemination that actually reaches frontline practitioners. This knowledge dissemination and use in social work is the process by which new tested and verified knowledge translates research to practice (Procter & Rosen, 2008; Rosen, 1994). A group of advanced practitioners with a practice doctorate education would serve as a bridge between new research and practice knowledge. In the course of DSW education, students would become clinician experts and informed consumers of research, and through teaching, leading, and supervising, they transmit this knowledge to other social work students and professionals.

In most MSW programs, the focus of education is on generalist practice with the option of concentrating on direct or macro practice and sometimes the option of further specializing in a particular content area (Sheafor & Horejsi, 2009). The overarching goal of MSW education is to socialize students to the tenets and values of the social work profession and prepare them for a wide range of social work practice domains. Precisely because the range of practice areas in social work is so broad, it is virtually impossible to thoroughly prepare the Masters student for advanced clinical practice. Many social workers end up pursuing additional training post-MSW that fills the inevitable gaps in knowledge and allows them to specialize in a particular area of practice. The practice doctorate DSW would offer an alternative that arms the social worker with advanced practice knowledge, preparation for teaching, and the doctorate credential.

The practice doctorate would also produce a cadre of social work leaders equipped to take on the administrative roles. In the early years of social work, most social service agencies were headed by social workers. Public and nonprofit agencies were often led by professional social workers and social workers were key participants in policy making. In the past 30 years, fewer and fewer management positions have been occupied by social workers and social work's impact on policy making has been limited. A key contributor to this situation is the lack of leaders among social workers and the lack of emphasis on leadership in social work education and social service agencies (Brilliant, 1986; Rank & Hutchinson, 2000). Practice doctorate education can identify, encourage, and open doors for future professional leaders.

In view of the rationale laid out previously, it became clear that it would be in the best interests of the social work profession to adopt a practice doctorate. Recognizing that the title DSW was part of social work's professional history and one that was no longer in use, it made sense to repurpose the DSW as a new practice doctorate.

Developing the Program

In 2004, the second author presented the idea for a practice doctorate to the management team at the University of Pennsylvania's School of Social Policy & Practice. The idea was met with excitement but also with skepticism. Concerns were voiced about whether the profession was prepared for such a program and about faculty and fiscal resources required to run it. Ultimately, the decision was made to assemble an exploratory planning committee, which the second author was charged with convening. All standing faculty members of the School holding the MSW degree and several MSW part-time practice instructors were invited to join the planning process. The latter group was invited both as potential students in the program and as key informants who could share their experience teaching practice courses. The committee was given carte blanche to come up with any program model that they saw fit. After a year of deliberation and planning, the committee met for a final intensive 2-day retreat that resulted in a draft proposal that was presented to the School's faculty.

The faculty raised three key reservations. First, there was concern that the DSW would be a second-rate degree or diluted PhD. It was made clear that this was not a subpar PhD program but a new practice degree with entirely different goals and target audience. Second, there were doubts about whether we had sufficient numbers of faculty with the expertise required to teach and oversee dissertation work. Related to this was the concern that the DSW would drain precious faculty resources from the MSW program. The solution was to design a curriculum and program structure that made it possible to bring in renowned visiting faculty from all over the country to teach courses. Finally, there was a doubt about the demand for such a program and it was suggested that the program should engage in serious public relations and start with a small number of students. Despite these reservations, the program was voted in by a majority of the standing faculty and slated to bring in the first class in fall of 2007.

A director was assigned and given a full academic year to implement the program. The proposal provided the general outlines for the program, but it was left to the director and the faculty governance committee to hammer out the details of the program design, structure, and curriculum. With no publicity or recruiting other than a post on the School's webpage, the program began in fall of 2007 with a full cohort of 15 students.

Program Structure

From its inception, the DSW program at the University of Pennsylvania was intended to educate advanced social work practitioners and instructors who could emerge as leaders in the social work profession. To address the need for doctoral level social work practitioners, the faculty advisory committee designed the program for working professionals. This way, potential clinical doctorate students could continue practicing social work while embarking on a rigorous educational program that immersed them in courses and dissertation work

on clinical theory, clinical practice, teaching, and evidence-based practice research.

The DSW program is a 3-year program that continues through summer semesters. Unlike most social work PhD programs, DSW students begin working on the dissertation alongside the coursework. This allows for ongoing development and engagement in dissertation research at the same time that knowledge of clinical theory, practice theory, and research methods is also evolving. This concurrent process creates a dialectic in which students' coursework informs their research and their research informs their classroom learning and engagement in course material.

A key pedagogical strategy in Penn's DSW program is the cohort model. Student cohorts are chosen carefully by the faculty members of the admissions committee and each cohort moves through the program together. The cohort members typically mirror the field of social work practice, and those chosen from the applicant pool represent varying areas of practice and diverse clinical and personal backgrounds. The cohort model also has a powerful group process component. Students learn from their cohort members in the classroom and also about their experience of self and others in groups. Group leadership and understanding of group process are critical components of social work practice, classroom leadership, and overall leadership in the social work field.

The DSW Governance Committee is made up of the program faculty, administrators, students, and alumni. The Governance Committee meets monthly to address ongoing needs as the program develops. In the interest of continuous improvement, the committee has made changes in program structure and curriculum. Key changes include adjusting the structure of the comprehensive exam and expanding the methods and formats for clinical dissertation projects. The Governance Committee is attuned to student and alumni feedback, and student representatives from each cohort sit on the committee and alumni are invited to open meetings of the Governance Committee. The consistent input and output of key stakeholders in the DSW program has provided students an *in vivo* opportunity to practice and hone their leadership skills.

Curriculum

The DSW curriculum, like most University-based curricula, is informed by current practice, research, and professional scholarship. Curriculum decisions are informed by the learning objectives. The Penn DSW program provides high-quality courses by allowing for esteemed faculty from the School of Social Policy and Practice, faculty across other schools at the University, and faculty from other institutions with particular areas of expertise to instruct DSW students. This flexibility and instructor recruitment allows for high-quality learning opportunities.

During the first year of study, students complete core coursework in clinical theory, research, and social statistics. The core courses meet once a week during the late afternoon and evening. Starting in the summer following the first year and thereafter, students attend class one long weekend each month.

Taught by Penn faculty as well as renowned faculty and clinician-experts from across the country, these intensive learning experiences, or what we refer to as "modules," are designed to expose students to the latest developments in evidence-based practice. The curriculum also includes content on teaching, supervision, leadership, and organizational dynamics along with a required ethics course. To maintain the integrity of the cohort model, the curriculum is prescriptive, with the exception of three electives that the cohort chooses as a group. All courses offered in the DSW curriculum are delivered with a lens toward social work ethics, cultural competency, and attention to diversity and oppression—all key tenets of social work practice. The coursework informs the development of dissertation projects from the start of the program. After completion of these aforementioned courses, students must successfully complete preliminary exams before moving forward.

The DSW dissertation options allow for a varied approach to practice based research and requires high-quality academic scholarship. Students can choose to embark on empirical research including human subjects research or they can explore theoretical/conceptual models in the literature through a critical review or practice theory development. Other options include intervention development or adaptation, curriculum development, and treatment/practice manual development. A historical review is another possible method. Students develop traditional book-style dissertations, two scholarly articles, or a scholarly article with a critical review of the literature. The dissertations are published on the University's open access repository for scholarly work, in this way ensuring the knowledge generation and dissemination that is one of the DSW program goals. The dissertations also provide an opportunity for students to become clinician-experts in a particular substantive area.

Outcomes

The goals of the DSW program were to provide an alternative to the research-based PhD that would prepare social workers to teach in the practice curriculum and take-on leadership positions in the practice arena, and contribute to the social work practice knowledge base. An implicit goal was to address the problem of low doctoral degree completion rates by making the program time-limited and tightly structured. Having graduated four classes of students as of the writing of this article, we are able to assess outcomes and how they articulate with the program's stated goals.

Admission to the DSW program is selective, with an average acceptance rate of 40% and 91% of those admitted actually matriculating. Although the minimum required post-MSW experience for admission is 2 years, accepted applicants averaged 7.5 years of post-masters social work experience. The program has a 91% retention rate. With regard to completion rates, 71% of the students have completed degree requirements by year 3, and 86% by year 5.

With respect to the program goal of producing clinician-scholars who can teach social work practice, alumni of the

program have secured part-time and full-time teaching positions in BSW and MSW programs at universities that include Temple, University of Southern California, Bryn Mawr College, University of Pittsburgh, Stockton College, Rutgers, and City University of New York. In the MSW program at Penn, one DSW graduate was hired as a full-time lecturer, and other DSW alumni are teaching courses part-time, primarily in the practice and HBSE sequences of the curriculum. Teaching evaluations for the DSW alumni who teach in our MSW program are consistently high, with the students commenting on the value of having instructors who bring their practice experience into the classroom. The excellence in teaching award for part-time faculty that is presented annually at the School's commencement ceremony has been awarded 3 times in the past 5 years to a DSW graduate who is a member of the part-time faculty.

In addition to being desirable candidates for teaching positions, DSW alumni report increased career opportunities and mobility following degree completion. Several alumni have successfully competed for senior administration positions that were posted for doctoral degree holders in other professions (nursing and psychology). DSW graduates have been able to leverage the expertise gained from their dissertation projects to gain attention and open career doors. One graduate's dissertation on the unmet needs of families of intensive care patients resulted in hospital administrators where the alumna worked asking her to head a taskforce that recommended policy changes that were subsequently implemented at the hospital. Another alumna whose dissertation was on autism was hired as director of a large university autism research center, a job that had been posted for a doctoral level psychologist. The dissertation has been one vehicle for knowledge generation and dissemination, another program goal. All DSW dissertations are published in the University's repository for scholarly work, "Scholarly Commons," and at last count, usage reports indicate that the 47 published dissertations have been downloaded nearly 72,000 times. Students and alumni have presented at professional conferences and published scholarly articles in journals including *Social Work in Health Care*, *Clinical Social Work*, *Psychoanalytic Social Work*, and the *Journal of Prevention & Intervention in the Community*. DSW alumni have also contributed chapters to edited texts, and one person's dissertation was published as an electronic book.

Discussion and Conclusion

DSW programs are here to stay. This is no longer a single-school experimentation but a trend that shows every indication of continuing. After the School of Policy & Practice at the University of Pennsylvania opened the first university-based clinical DSW program as a practice doctorate, three other schools began DSW practice doctorate programs and others are planning to follow. As we noted in the previous section, by every measure the University of Pennsylvania DSW program has been successful and has thus far met program goals

and expectations. This pioneering DSW program has also opened the door for serious discourse about the future of social work education as we know it.

One question that emerges as more and more DSW programs are reincarnated or born anew as practice doctorates is: Will the MSW remain the terminal degree in social work or will it be supplanted by the social work practice doctorate? The authors of this article are divided on this issue, as likely is or will be the profession as a whole. Nonetheless, a move in this direction may come from social work practitioners themselves, who want to level the playing field as they interact with doctorate-level colleagues from other disciplines. If the DSW does become the terminal degree, there will be many implications for the profession in addition to the determining the role of the MSW. These should be carefully considered. Intentional ratcheting up of credential requirements to raise status, autonomy, and income potential of the profession may result in unintended consequences such as, pricing social workers out of the market and allowing their roles to be filled by less expensive and less well-trained professionals from other disciplines. Not to mention the potential impact on the educational programs that produce MSWs. Schools of social work may elect, like PsyD programs, offer a direct track from the bachelors to the masters and practice doctorate or a dual MSW/DSW degree option.

While the DSW programs that have been introduced since 2007 are all clinical or direct practice focused, there may also be a place for the macro or administrative DSW. Such programs could focus on issues of management, leadership, strategic planning, supervision, budgeting, accounting, contracting, legal aspects of running an organization, and so forth—knowledge and skills that are important for social workers who rise to administrative leadership roles. Some schools may opt to offer both macro and clinical DSW programs in a combined manner while others specialize in one or the other. It is too soon to assess whether both types of DSW will be of equal value and be regarded equally by the profession and those outside of social work.

Given the possibility of a macro-DSW, a related question is whether all students must have an MSW degree and if the 2-years (or more) of postmasters practice experience should continue to be required. One can argue that to run a social service agency or be engaged in policy earning a DSW without an MSW is sufficient. Among PhD students in schools of social work, only 90% hold an MSW degree and in the future that may be the same for DSW students (Anastas, 2012). If we open the door to non-MSW in macro-DSW programs, it could also open clinical-DSW programs to people who earn the masters in other fields. And if the terminal degree moves from the MSW to the DSW, people without the MSW and/or without practice experience may pressure DSW programs to let them in. Anastas and Videka (2012) warned against such a possibility and concluded that "If a license is granted to someone who received the doctoral degree without such prior practice-related preparation, there is concern about protection of the public" (p. 269).

The projected proliferation of practice doctorate programs in social work will eventually raise the question of whether they should be accredited and if so, by whom. As long as a master's degree in social work from an accredited institution is required for all DSW applicants, accreditation of DSW programs is redundant and unnecessary and the concerns raised by Anastas and Videka (2012) about protection of the public are essentially moot. However, should the DSW become the practice terminal degree for practice, it would need to be accredited, a role that the Council on Social Work Education (CSWE) might well assume.

These are only a few of the possible changes and challenges facing the profession if the DSW is to become social work's terminal degree. If the trend continues and a critical mass of DSW programs and graduates develops, the practice doctorate may become the de-facto terminal degree in social work. Clearly, the issue warrants continued thoughtful discussion and debate. We add to this important dialogue by offering this description of the first social work practice doctorate: the DSW at the University of Pennsylvania.

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APPENDIX B:
Responses to Site Visit Evaluation Report
Southern Connecticut State University Doctorate of Social Work
Dr. Barbara Shank Dr. Lina Hartocollis - January 24 – 26, 2016

The SCSU DSW proposal was adapted in response to recommendations put forth in this report. Responses to this report are provided in red font and italics.

I. Purpose and Objectives

DSW Program purpose is consistent with the mission of the Department of Social Work and the SCSU's mission to provide exemplary graduate education with a commitment to academic excellence, access, social justice and service for the public good. The DSW Program will prepare doctoral level social work workers for positions in the community and state.

Within the School of Health and Human Services, the Department has the opportunities for collaborative and partnership with other healthcare disciplines to further the advancing work in inter-professional and integrative healthcare team development and providing leadership in these areas.

The DSW Program does not duplicate other programs in other Connecticut state institutions. It will be one of ten DSW programs offered nationally.

Using available state and national data, employment prospects of graduates of the DSW Program is positive. There is an increasing need for social work professionals at all levels, particularly those with advanced knowledge and skills in healthcare, mental health and addictions. The DSW Program will provide opportunities for career advancement, career mobility and fill gaps in leadership in both the public and private sectors.

Recommendation

Strengthen the occupational projections for local and state social work positions. Refine and update the needs assessment for the DSW Program to determine employer and applicant commitment. *Completed. See pages 4 – 6, 8 - 9*

II. Administration

Dr. William Rowe will provide academic leadership for this program, serving as the DSW Program Coordinator. Dr. Rowe has experience in doctoral program development at three prior universities, has extensive experience in social work education and practice. He is well qualified to provide leadership for the development and implementation of this program.

Recommendation

DSW Coordinator is slated to receive 4-credits re-assigned time for administration of program in fall, spring and summer. During development, increase administrative time allocation to .50, and at launch to 1.0 for first three years of program. Re-evaluate after three years to determine appropriate administrative allocation.

Recommendation partially accepted. DSW Coordinator credit load increased to .5 FTE for spring 2017 semester with 6 additional credits of adjunct pay during summer 2017. See Page 10.

III. Adequacy of Resources

Launching of a doctoral program requires additional faculty and operating resources for the Department of Social Work. Typically 75 - 80% of budget for academic programs rests with compensation (salary and benefits) and 20 - 25% with non-comp operating expenses. This will hold true for the DSW Program. Current faculty resources are not adequate to offer this program. University academic leadership has stated a strong commitment to providing the resources to implement a quality doctoral program.

At present this program will be funded through tuition and University resources. There is no indication that the Dorothy I Height and Whitney Jr. Social Work Reinvestment Act as identified will be moving forward in the Congress or the Senate.

Recommendation

- Provide training in hybrid and online course development and delivery to all social work faculty and staff.
- Review availability of technical assistance for hybrid and online delivery of courses.

Recommendation accepted. DSW program budget was increased by enrolling additional students. Expenses were increased for DSW coordinator FTE, tenure track faculty hiring, replacement adjunct faculty hiring, marketing funds, and secretary/administrative support. See Pages 10-11 and Appendix G.

The University has invested in synchronous online course delivery software and currently operates a successful online graduate program in Sports and Entertainment Management through the Department of Recreation and Leisure Studies and online EdD program in Nursing Education. The University is committed to providing necessary training for all professors who teach in this online DSW program.

IV. Faculty

Most department faculty are professionally qualified to teach in the DSW Program and several have the content expertise to deliver an advanced clinical direct practice and management curriculum. Faculty are seasoned social work educators, doctorally prepared in advanced clinical practice and management and committed to the development of this program.

Launching this program will require the addition of two or three full-time hires. With these new hires, the DSW Program integrated within the Department of Social Work will have the faculty resources needed to offer the curriculum and provide the advising and mentoring required in doctoral education. The number of new faculty hires will depend on size of enrollment and structure for the externship and capstone requirements, both which require extensive faculty resources. The implementation of this program will require the support and commitment of all department faculty.

The need for adjunct faculty will transfer to the BSW and MSW Programs to fill courses in those programs taught by current BSW and MSW faculty.

Recommendation accepted. The capstone requirement was re-structured into courses with 1:4 or 1:6 faculty-student ratio in contrast with the traditional 1:1 faculty-student ratios that are typical with PhD program dissertations. Additional resources have also been allocated in the budget to pay for additional full-time faculty and adjunct faculty to back-fill for current faculty who will teach in the DSW program (See pages 10-11).

V. Admission Requirements

The admission requirements as identified are standard for a DSW Program.

Recommendation

Recommendations Accepted and Proposal Revised - See page 18

Determine the purpose for each of the requirements and revise.

- Determine the purpose for requiring a 400-500 summary description of each field practicum.
- Revise the requirement related to at least 2-years of clinical and/or management practice in the field to specify at least 2-years post MSW professional social work practice.
- Determine purpose of 1,000 to 1,500 writing sample and revise requirement to achieve purpose.
- Determine the purpose of identifying requirement considering evidence of scholarly work such as published articles.
- Consider adding interview of applicants or statement indicating interview of applicants may be required, giving the admission committee the option of interviewing applicants if deemed appropriate.

VI. Curriculum and Instruction

Faculty have identified seven learning outcome for the DSW Program. It appears that these learning outcomes lean more towards a research-focused curriculum (PhD) than an applied practice doctorate curriculum (DSW). The learning outcomes should be consistent with the stated purpose of the program that graduates will be prepared for advanced clinical social work direct practice, management and leadership and teaching social work practice at the BSW and MSW levels.

In discussion with faculty, questions arose regarding the purpose and structure of a DSW Program in relation to a PhD Program and a MSW Program. Faculty need to be clear that an applied professional doctoral (DSW) is not a PhD Program nor is it an enhanced MSW Program and therefore must be designed in alignment with the purpose and structure of a DSW Program.

The curriculum as proposed is solid for preparing students for advanced clinical social work direct practice, management and leadership.

Recommendation

- Consider structure of program relative to sustainability for students to successfully maintain full-time employment, personal lives and to succeed academically.

Accepted. Proposal revised to eliminate on-ground courses and have 100% online delivery during weekends with 1 intensive on-ground residency/year at the beginning of the summer session.

Consider re-sequencing of courses starting with Historical and Contemporary Analysis of Social Policy (SWK 803) and Paradigms, Epistemology and Heuristics in Social Work (SWK 805). *Accepted and integrated into revised proposal (see page 20)*

- Substitute a course in Evidence Informed or Evidence Based Social Work Practice (Science of Social Work) for the course Social Work Methods of Inquiry (SWK 800). *Accepted (see page 20)*
- Re-evaluate the length, purpose and structure of the Externship requirement, determining how students will be placed, advised, mentored and evaluated. Consider allowing students to complete externship at their worksites. *Accepted and integrated into revised proposal (see page 19)*
- Consider having students complete teaching externship in department BSW or MSW courses serving as a graduate assistant under the supervision of department faculty. *Accepted and integrated into revised proposal (see page 19)*
- Re-evaluate the purpose and structure of the Capstone I and II requirement, reviewing the designation of a dissertation as a capstone requirement. Changed
- Re-evaluate the number of credits required for the DSW degree. *Accepted and 3 credits eliminated to reduce program to 48 credits (see pages 20)*
- Re-evaluate the purpose for requiring students to complete a course outside of the department. *Accepted and course eliminated (see page 17)*

VII. Doctoral Graduate Requirements

Evaluate the number of total credits required to graduate, considering reducing by 6 credits through elimination of the 3-credit course requirement taken outside of the department and reducing the externship to a one semester, 3 credit requirement.

Partially accepted. Program was reduced by 3 credits. The elective outside of the department was eliminated and the externship was reduced from 3 credits to 2 credits for each of 2 semesters.

VIII. Library Resources

Enhancement of electronic resources for library will be critical for implementation of hybrid DSW Program.

The Buley Library staff at SCSU is committed to providing electronic resources and support for the DSW program. This has already been done for our fully online EdD program in Nursing Education.

IX. Facilities and Equipment

Faculty will need computer hardware and software to implement hybrid curriculum with the capacity to deliver courses with both synchronous and asynchronous content; Students will need instruction relative to hard and software requirements.

SCSU is committed to providing technology resources and support. This has already been demonstrated with the fully online EdD program in Nursing Education.

X. Clinical Setting ---N/A

Overall - Strengths

- Solid BSW and MSW Programs to serve as foundation from which to implement DSW Program.
- Qualified faculty to deliver program with content expertise.
- Administrative support to provide resources to development and implement a quality program.
- Need in the profession, community and state for advanced practitioners to provide advanced clinical services and leadership.

Overall - Areas in Need of Improvement

- Complete needs assessment to provide relevant data regarding workforce needs in local communities and state. *Completed – pages 4-6; 8-9*
- Clarify admission criteria. *Completed – page 18*
- Clarify learning outcomes for students consistent with DSW Program preparing graduates for advanced clinical practice, management and leadership. *Completed – pages 12-15*
- Review of curriculum in areas of sequencing of courses, structuring of research content area, requirements of the externship and capstone requirements (dissertation) *Completed – pages 18-20*
- Review process for arranging, advising, monitoring and evaluating of externship. *Completed – page 19*
Review process for advising and evaluating of capstone requirement. *Completed – page 19*
- Revise workload assignments for program faculty to determine hiring needs for program. *Completed – Budget Appendix G*
Clarify faculty compensation regarding course development, externship supervision and capstone advising. *Completed – Budget Appendix G*
- Review workload reassignment for DSW Coordinator for development and implementation of program. *Completed – pages 10-11; 15; Budget Appendix G*
- Review proposed delivery format for program clarifying structure of on-site, hybrid and online components of program. *Completed – pages 17, 18, 20*
- Review resource needs for faculty and staff development regarding hybrid and online delivery. *Completed – page 16*
- Revise needs for technical support regarding hybrid and online delivery. *Completed – page 16*
- Review availability of writing supports for doctoral students. *Completed – page 16*
- Provide training to all faculty and staff on Quality Matters. *Completed – page 16*

Appendix C:
Occupational Projections: United States

Employment by detailed occupation, 2014 & projected 2024
(Number in thousands. Social Work occupations only)

2014 National Employment Matrix Title	Code	Employment Number		Employment Percent Distribution		Change 2014-2024		Job Openings due to growth and replacement
		2014	2024	2014	2024	Number	Percent	
Community and social service occupations	21-0000	2,465.70	2,723.4	1.6	1.7	257.7	10.5	792.6
Counselors, social workers, and other community and social service specialists	21-1000	2,033.70	2,269.4	1.4	1.4	235.7	11.6	672.6
Social Workers	21-1020	649.30	724.10	0.4	0.5	74.8	11.5	231.2
Child, family, and school social workers	21-1021	305.2	324.2	0.2	0.2	19.0	6.2	92.5
Healthcare social workers	21-1022	160.1	191.0	0.1	0.1	30.9	19.3	69.5
Mental health and substance abuse social	21-1023	117.8	140.0	0.1	0.1	22.3	18.9	50.7
Social workers, all other	21-1029	66.4	68.9	0.0	0.0	2.5	3.8	18.5

http://www.bls.gov/emp/ep_table_102.htm

Appendix D: External Advisory Board

Southern Connecticut State University Department of Social Work

Board Member Name	Degree/Title	Agency/Affiliation	Position
Paula Armbruster	LCSW	Yale Child Study	Retired
Billy Bromage	MSW	Yale School of Psychiatry	Director of Community Organizing
Darlene Casella	MSW	VA Connecticut	Retired
Jill Cretella	MSW	Marrakech, Inc	Chief Administrative Officer
Anne Dutton	LMSW	Yale Stress Center @ Yale School of Medicine/	Research Associate II
Maggie Goodwin	LCSW	BHCare Mental Health	Retired
Jodi Hill-Lilly	MSW	Connecticut Department of Children & Families (DCF)	Director, Academy for Workforce Development
Silvia Juarez-Marazzo	LCSW	Child First	Lead Clinical Supervisor
Steve Karp	LMSW	Connecticut Chapter, National Association of Social Workers	Executive Director
Kate Kelly	MSW	PT Partners	Project Director
Scott Newgass	LCSW	Connecticut State Department of Education	Education Consultant
Amos Smith	LCSW	Community Action Agency of New Haven	President and CEO
Patricia Wallace	LMSW	Neighborhood Housing Services of New Britain	Resource Development Coordinator

**Appendix E:
Student Affiliation Agreements**

Name of Company/Group	Start Date
Aces	9/22/2014
Amistad Academy	9/22/2014
Apostles of the Sacred Heart Clelian Center	1/2/2015
ASAP Urgent Care	8/20/2014
Back to Health of Branford	5/15/2014
Beth EL Center	10/14/2013
BH Care	8/20/2014
Blythedale Children's Hospital	8/1/2014
Boys & Girls Village	2/15/2013
Bridgeport Health Department	3/1/2013
Bridgeport Hospital	7/6/2011
Bridgeport Hospital	7/1/2014
Bridges, A Community Support System, Inc.	9/22/2014
Bristol Hospital	8/1/2013
Central CT Health District	1/2/2013
Chapel Haven, Inc.	4/1/2015
Cheshire Dermatology	10/7/2014
Children's Community Programs of CT	9/22/2014
City of Bridgeport, Office of Sustainability	7/28/2014
City of New Haven Health Department	9/12/2012
City of Waterbury Board of Education	8/1/2014
Communicare	9/19/2014
Community Action Agency of New Haven	12/9/2014
Community Health Center, Inc.	5/21/2014
Connecticut Children's Medical Center	3/4/2015
Connecticut Department of Correction	4/1/2011
Connecticut Dept. of Mental Health and Addiction Services (Nursing Students)	1/15/2010
Connecticut Fund for the Environment	8/16/2010
Connecticut Orthopedic Specialists	9/10/2013
Connecticut Partnership for Children, Inc	9/22/2014
Continuum of Care	9/22/2014
Cooperative Educational Services (CES)	4/1/2014
Cornell Scott - Hill Health Corporation	3/22/2013
CT Gastroenterology Consultants	5/1/2013
Danbury Health Systems, Inc.	6/29/2009
Danbury Hospital	5/14/2012
David Stevenson, LLC	2/15/2013
Department of Children and Families	11/1/2010
Department of Developmental services	8/31/2012
Department of mental Health and Addiction Services	1/1/2011

Name of Company/Group	Start Date
Department of Rehabilitation Services	11/20/2012
Department of State Hospitals --CA	3/1/2014
Department of Veterans Affairs	1/1/2013
Dixwell/Newhallville Community Mental Health Services, Inc.	9/19/2014
Dr. Jeannette Chinchilla	8/1/2013
Dr. Kalman Watsky	1/1/2014
Dr. Michael Rososky	5/15/2014
Ear Nose & Throat Specialists of Connecticut - Dr. Craig Hechet	2/15/2013
Elim Park Baptist Home	1/1/2014
Endocrine Associates of Connecticut	9/10/2013
Essent Healthcare of Connecticut, Inc. d/b/a Sharon Hospital	4/1/2014
Evergreen Woods - Nursing Dept.	8/30/2012
Fairfield University School of Nursing	8/30/2013
Family Centered Services of CT	9/22/2014
Family Wellness Centre of Connecticut	3/10/2014
Family ReEntry	9/22/2014
Federal Bureau of Prisons	3/20/2013
Fellowship Place, Inc.	9/22/2014
Gaylord Hospital	5/1/2014
Generations	4/1/2014
Genesis Rehab Services	2/1/2013
Goodwin College	9/1/2015
Greater New Haven OB/GYN Dr. Randall Kaump	2/15/2013
Green Chimneys Children's Services	8/1/2014
Griffin Hospital	1/1/2014
Grimes Center Yale New Haven Health	4/26/2015
Grove Hill Medical Center P.C	3/13/2012
Hamden Hall Country Day School	6/9/2015
Hamden Pediatrics	8/31/2015
Harborside Connecticut, L.P. d/b/a Madison House Care	10/7/2014
Hartford Board of Education	1/24/2014
Hartford Hospital	5/4/2012
Hartford Hospital	9/16/2014
Heartcare Associates of CT	2/15/2013
Hospital of Central CT	8/30/2012
Hospital of Saint Raphael	6/15/2012
Hospital for Special Care	3/1/2012
KidSense Therapy Group	4/15/2015
Laura DeGeorge, APRN	10/20/2014
Lawrence and Memorial Hospital	3/31/2014
Ledgebrook Family Practice	9/10/2013
Litchfield County Gastroenterology Associates	2/15/2013
Mayfair Health Care Center	5/1/2013
Marrakech, Inc.	9/22/2014
Mary Wade Home	10/26/2012

Name of Company/Group	
Maplewood Senior Living	9/22/2014
Masonicare of Newtown	6/1/2013
Masonicare Health Center	6/5/2012
Medical Associates of North Haven	1/1/2014
Meriden Department of Health & Human Services	1/1/2014
MHS Primary Care, Inc.	9/1/2014
Middlesex Hospital	9/23/2013
MidState Medical Center	8/21/2012
Milford Hospital	8/1/2015
Milford Medical and Aesthetic Care	8/1/2014
Milford Pediatric Group	1/1/2014
Name of Company/Group	Start Date
Montowese Health and Rehabilitation Center Inc.	6/1/2013
Natchaug Hospital	8/6/2013
Naval Health Clinic New England	12/2/2013
New Haven Public Schools	9/1/2011
New Haven Veteran Center	7/1/2009
New Haven YMCA Youth Center	9/22/2014
Northbridge Health Care Center	5/1/2013
Norwalk Hospital	4/28/2015
Notre Dame High School	6/11/2015
Open Door Shelter, Inc.	9/22/2014
Operating Company II, LLC d/b/a Danbury Health Care Center	8/31/2013
Operating Company II, LLC d/b/a Golden Hill Health Care Center	8/31/2013
Operating Company II, LLC d/b/a Long Ridge of Stamford	8/31/2013
Operating Company II, LLC d/b/a Newington Health Care Center	8/31/2013
Operating Company II, LLC d/b/a River Glen Health Care Center	8/31/2013
Operating Company II, LLC d/b/a The Highlands Health Care Center	8/31/2013
Operating Company II, LLC d/b/a West River Health Care Center	8/31/2013
Operating Company II, LLC d/b/a Westport Health Care Center	8/31/2013
Optum Care Plus	8/1/2013
Phyllis Bodel Child Care Center at Yale Medical School	5/1/2013
Planned Parenthood of Southern New England	2/14/2012
Preferred Pediatrics	8/20/2014
Preferred Therapy Solutions	4/1/2013
Program Reach, Inc	1/23/2013
ProHealth Partners	8/1/2013
ProHealth Physicians, Inc.	5/15/2014
Quinnipiac University	10/3/2014
Rushford Center, Inc.	9/22/2014
Sacred Heart University	4/1/2015
Saint Francis Care Inc,	3/14/2011
Saint Francis Care Inc. - Nursing	8/1/2015
Saint Mary's Hospital, Inc.	12/22/2011
Shady Knoll Health Center	1/1/2015

Name of Company/Group	Start Date
Sister Ann Virginia Grimes Health Care Center	4/3/2012
St. Joseph's College, NY	9/1/2015
St. Vincent's Health Services	5/31/2013
Southwestern Area Health Education Center	10/22/2014
Stamford Hospital	3/18/2014
Stratford VNA	8/6/2012
Swallowing Diagnostics, LLC	5/20/2014
Talmadge Park, Inc.	6/7/2012
The Cardiology Group	2/10/2014
The Carlton	3/1/2015
The Connection Inc.	9/19/2014
The Hospital for Special Care	2/1/2015
The University of CT John Dempsey Hospital	4/3/2015
Town and Country Pediatrics and Family Medicine	9/16/2014
University of Connecticut Health Center	4/17/2014
University of Connecticut Health Center	1/7/2015
University of Hartford	8/30/2013
Urgent Care of Southington, LLC	1/1/2014
Utopia Healthcare, Inc	5/1/2013
VA New England Healthcare System - Nursing	5/19/2009
VA New England Healthcare System - Rec. & Leisure	3/13/2009
Velocity Urgent Care, LLC	1/1/2014
Visiting Nurse Association of Southeastern Ct Inc	7/5/2011
VITAS Healthcare Corp. Atlantic	3/17/2014
VNA Community Healthcare, Inc.	3/11/2011
VNA Healthcare	5/1/2013
VNA Services, Inc.	11/30/2009
VNA South Central Connecticut - Nursing	8/30/2013
Wadsworth Glen Health & Rehabilitation Center	5/1/2013
Waterbury Hospital	7/16/2012
Wellmore Behavioral Health	10/15/2014
Wesleyan University Division Health Center	1/1/2014
Wheeler Clinic, Inc.	2/1/2015
Whitney Center HCC	9/22/2014
Woodlands High School	5/27/2015
XL Center, Inc.	1/19/2010
Yale Behavioral Health	1/13/2014
Yale Health Center	8/1/2013

Appendix F: Other DSW Programs in U.S.

Tulane University Doctorate in Social Work

Program delivers training clinical and community practice, policy analysis, evaluation and applied research. The program is available on ground at two Tulane University campuses: New Orleans and the Gulf Coast (Biloxi, MS). The program admits a small cohort of students and the program is for three years. Students during the first two years take two courses a semester for fall, spring and summer. In the final year, students take one course in the fall and one course in the spring working primarily on their advanced clinical project. Classes typically meet on weekends.

Rutgers University Doctorate in Social Work

This program has no specializations or concentrations due to the structure of the program and surrounds three different content areas, clinical foundation, clinical practice and engaged scholarship. The structure of the program is organized different than a typical 15 week semester course. The subject matter determines the time allocated for instruction, and is delivered in sequenced and adaptable content Clusters and Modules. Over the course of three years, students engage in foundation, clinical practice and writing programs. Students enroll in 9 credit hours per semester for a total of 54 credits. The program is also accepts small cohorts of students and there is no internship component due to students required to be licensed and practicing.

The University of Tennessee Doctorate in Social Work

The University of Tennessee program has a strong focus on advanced clinical social work curriculum focused on evidence-based practice, clinical leadership, clinical science and applied research. Courses are taught online through both synchronous and asynchronous models. Students spend one week each summer at the UT Knoxville campus. Students take two, three credit hour courses per semester over the course of eight continuous semesters, including summer. A cohort of 20 students as admitted each year.

New York University Doctorate in Social Work

This program focuses on preparing licensed social workers on leadership roles in academic and agency-settings. Enhancing students' clinical knowledge around theoretical and practice models, clinical research and policies that impact practice. The DSW program consists of 19 courses scheduled in the fall, spring and summer semester over the course of three years. The first year consists of foundation level courses; an internship component occurs in year two and the culmination of portfolio development in year three. Courses are held on the Washington Square Campus on alternate Fridays. Certain classes contain an online component.

Florida Atlantic University Doctorate in Social Work

The DSW program is a 3 year part-time cohort model for working professionals. Courses are offered as a hybrid format including both classes online and in the traditional classroom format to better serve the working professionals. Cohorts are admitted each fall semester. The program runs for three years, allowing students to take two courses per semester for fall, spring and summer semesters for two years and fall and spring semester in the final year.

University of Pennsylvania Doctorate in Social Work

Similar to the program offered at FAU, this program has a hybrid format over the course of three years allowing professionals to continue working while taking courses. Courses are offered both Synchronous And Asynchronous. Classes Meet Two Evenings Each Week For Two Hours, Here Students And faculty log on to their own personal computers wherever they may be. The program helps train students to develop evidence-based social work interventions to implement into their practice. This curriculum begins with a two-semester foundation containing both clinical theory and research courses.

University of St. Thomas Doctorate in Social Work

The DSW program at the University of St. Thomas focuses on preparing social workers for university-level teaching and leadership in higher education. This program is a three year, 45 credits a semester consisting of fall and spring semesters, 8 week sessions. Students are admitted as a cohort and classes are offered both synchronous and asynchronous. There is an on-campus residency each summer, a teaching practicum or an inter professional education experience completed in the final summer residency as well as a “banded” dissertation.

University of Southern California Doctorate in Social Work

Designed for the working professional the USC Doctor of Social Work program prepares scholar practitioners to become innovative problem solvers in an era of rapid social change. DSW students complete 42 units of coursework over six semesters including two one week residencies. Primary content areas include advanced management practice in complex systems and innovation and leadership.

Aurora University Doctorate in Social Work

The DSW at Aurora University is designed for clinical social workers who desire to advance their clinical careers as well as those who want to teach advanced clinical social work theory and practice. The program is delivered using an executive style format with courses meeting on Saturdays. Students complete 64 semester hours on a part-time basis over five years.

Kutztown University and Millersville University Doctorate in Social Work

Kutztown University and Millersville University partner to offer a DSW focused on preparing leaders and educators for career advancement in agencies, government and higher education. Designed with the working professional in mind this is a part-time eight session program. Students take two courses per session offered in fall, spring and summer terms over a three- year period. Instruction is online and includes one face-to-face we can component per session.

ITEM

The Board of Regents for Higher Education amends a policy concerning Family Education Rights and Privacy Act (“FERPA”) Notice and Directory Information Policy

BACKGROUND

On May 16, 2016 the United States Department of Education issued a “Dear Colleague Letter” specifically addressing treatment of transgender students. In order for the Board’s Directory Information Policy to be compliant, revisions are required.

ANALYSIS

The Family Educational Rights and Privacy Act Notice and Directory Information Policy informs students about their rights under FERPA as well as informs students of the kind of information that may be shared publicly about them without their consent. On May 16, 2016 the United States Department of Education issued a “Dear Colleague Letter” specifically addressing the treatment of transgender students and directed institutions to be certain that their FERPA Notices and Directory Information provided the privacy protections that transgender students may request. To comply with these requirements, the following revisions are proposed:

- Inserting, the right of a student to request amendment if the information is “misleading or a violation of the student’s right to privacy.”
- Allowing student’ to choose a preferred name when the student’s name may be disclosed to the general public or disclosed due to the student’s participation in any recognized activity or sport

Other changes to the policy are technical changes to address the name of the system as the Connecticut State Colleges and Universities.

RECOMMENDATION

That the Board of Regents for Higher Education accept the proposed revisions and amend the “Family Educational Rights and Privacy Act (FERPA) Notice and Directory Information Policy” to comply with the Dear Colleague Letter.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

**Amendment of the Family Education Rights and Privacy Act (“FERPA”) Notice
and Directory Information Policy**

March 2, 2016

WHEREAS, The Board of Regents for Higher Education on December 18, 2014 amended its Family Education Rights and Privacy Act (“FERPA”) Notice and Directory Information Policy to list and categorize student information that could be provided to the public, school officials, and military recruiters without student consent; and

WHEREAS, On May 16, 2016 the United States Department of Education released a “Dear Colleague Letter” (“DCL”) providing guidance regarding the treatment of transgender students; and

WHEREAS, To fully comply with the DCL, the BOR would be required to amend its FERPA Notice and Directory Information Policy to assure privacy is protected and that directory information available to the public list a student’s preferred name; therefore be it

RESOLVED, That the Board of Regents amends FERPA Notice and Directory Information to comply with the standards set forth in the DCL.

A True Copy:

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

Family Educational Rights and Privacy Act (FERPA) Notice and Directory Information Policy

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day the College or University receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The College or University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College or University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request amendment of an education record that the student believes is inaccurate. Students may ask an appropriate College or University official to amend a record that they believe is inaccurate, **misleading or a violation of the student's right to privacy**. However, FERPA is not intended to provide a process to question substantive judgments that are correctly recorded. Consequently, FERPA amendment requests do not allow a student to contest a grade in a course because the student believes that a higher grade should have been assigned.

To request amendment of an education record, the student should write to the official, clearly identifying the part of the record he or she wants changed and specifying why he/she believes it is inaccurate. The institution will notify the student of the decision. If the institution decides not to amend the record as requested by the student, a College or University official will advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the College or University discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent. FERPA permits disclosure without a student's prior written consent under the FERPA exception for disclosure to school officials who have a legitimate educational interest. A "school official" is a person employed by a College or University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the Board of Regents; an employee of the **Connecticut State Colleges and Universities** system office; or, a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of the College or University who performs an institutional service or function for which the College or University would otherwise use its own employees and who is under the direct control of the College or University with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the

official needs to review an education record in order to fulfill his or her professional responsibilities for the College or University. Upon request, the College or University also discloses education records to officials of another school in which a student seeks or intends to enroll without the prior consent of, or notice to, the student.

FERPA also permits disclosure of education records without consent in connection with, but not limited to:

- To comply with a judicial order or a lawfully issued subpoena;
- To appropriate parties in a health or safety emergency;
- In connection with a student's request for or receipt of financial aid, as necessary to determine the eligibility, amount or conditions of the financial aid, or to enforce the terms and conditions of the aid;
- To certain officials of the U.S. Department of Education, the Comptroller General, to state and local educational authorities, in connection with certain state or federally supported education programs;
- To accrediting organizations to carry out their functions;
- To organizations conducting certain studies for or on behalf of the College or University;
- The results of an institutional disciplinary proceeding against the alleged perpetrator of a crime of violence to the alleged victim of that crime with respect to that crime.
- Directory information as defined in the policy of the Board of Regents.

4. The right to refuse to permit the College or University to release Directory

Information about the student, except to school officials with a legitimate educational interest and others as indicated in paragraph 3 above. To do so, a student exercising this right must notify the University's or College's Registrar, in writing. Once filed, this notification becomes a permanent part of the student's record until the student instructs the University or College, in writing, to remove it. A student may exercise his or her right to opt out of Directory Information, prohibiting disclosure of the student's information without the student's consent as noted in section 3, except however, that pursuant to the Solomon Amendment, military recruiters must be provided the same access to student information as is provided to nonmilitary recruiters.

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Colleges to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

**Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605**

Directory Information Policy

Acknowledging that Directory Information is FERPA protected information that may be disclosed at the discretion of a College or University, it is the policy of the Board of Regents for Higher Education for the Connecticut State Colleges and Universities that disclosure of Directory Information is within the sole discretion of the College or University. Colleges and Universities may disclose Directory Information without the prior consent of the student only as provided herein.

The Board of Regents for Higher Education has designated the following as Directory Information:

For purposes of access by school officials of the Colleges and Universities governed by the Board of Regents for Higher Education, the following is designated as Directory Information:

Student's **legal** name
Permanent mailing address
Month and day of birth
Photographs
Student identification number, User ID, or other unique identifier
Email address
Telephone number
University or College previously attended or currently attending
Dates of attendance
Full vs. part-time student status
Awards and honors
Class standing/year
Major, minor, concentration and/or program of study
Degree(s)/Certificate(s) candidacy
Degree(s)/Certificate(s) earned
Previous Institutions attended
Graduation expected/completion dates

For purposes of access by military recruiters only, the following is designated as Directory Information (Student Recruiting Information):

Student's **legal** name
Permanent mailing address
Telephone number
Age
Place of birth
Class standing/year
Major and/or program of study
Degrees received
Most recent educational institution attended

For purposes of participation in any recognized activity or sports, the following is designated as Directory Information:

Student's **preferred** name

City and State of Residence
Dates of attendance
Class standing/Year
Recognized activity or sport
Team performance statistics
Team position
Photos and videos
Awards
Height and weight of athlete

For purposes of disclosure to/access by the general public, the following is designated as Directory Information:

Student's **preferred** name
Permanent mailing address
Photographs
Dates of attendance
Major, minor, concentration and/or program of study
Degree/Certificate candidacy
Degree(s)/Certificate(s) earned
Awards
Full vs. Part-time status
Anticipated graduation date
Graduation date
Connecticut Community College Only - Student identification number, User ID, or other unique identifier
Charter Oak State University Only – Email address

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

AWARD OF THE TITLE

CONNECTICUT STATE UNIVERSITY PROFESSOR

TO

TERRENCE P. DWYER

March 2, 2017

WHEREAS, The President of Western Connecticut State University, John B. Clark, has recommended awarding this title to Professor Dwyer and Connecticut State Colleges and Universities President Mark E. Ojakian has concurred; and

WHEREAS, Professor Dwyer, a highly distinguished teacher and scholar, has served Western Connecticut State University since 2007 and is currently a tenured Professor in the Division of Justice & Law Administration in the Ansell School of Business; and

WHEREAS, Professor Dwyer has received the Ansell School of Business Outstanding Professor award during three different academic years, has served on many major university committees and has also been active in publishing and presenting at academic conferences as well as serving as a columnist for a national law enforcement journal; now, therefore be it

RESOLVED, That the title Connecticut State University Professor is herewith awarded by the Board of Regents to Terrence P. Dwyer of Western Connecticut State University effective upon approval by the Board of Regents, pursuant to the BOR/AAUP Collective Bargaining Agreement, and be it further

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

A True Copy:

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

ITEM

Award of the title Connecticut State University (CSU) Professor to Terrence P. Dwyer of Western Connecticut State University

BACKGROUND

In accordance with BOR/AAUP Collective Bargaining Agreement, “the Board, upon the recommendation of a President and the Chancellor, may award full-time members the title, CSU Professor, provided that the member: 1) has been recommended for the honor by the President who has received the advice of a committee elected from the membership by a procedure designed by the Senate and approved by the President; 2) has been recognized by peers in the field for professional excellence. CSU Professors shall retain their title for the duration of their service to the system and shall receive additional compensation at a rate 1.10 times their regular salaries. Not more than four (4) CSU Professorships shall be awarded in any given year, and there shall not be more than twelve (12) in Connecticut State University nor more than three (3) in any one university at any given time.”

RATIONALE

Western Connecticut State University, with the recommendation of President John B. Clark, proposes awarding the title CSU Professor to Dr. Terrence Dwyer of the Division of Justice & Law Administration in the Ansell School of Business. The President and Provost of the System Office concur with this recommendation. The President’s letter of recommendation is attached.

1/12/2017 – BOR-Academic and Student Affairs Committee
3/2/2017 – Board of Regents

8/25/2016 – BOR-Academic and Student Affairs Committee
9/16/2016 – Board of Regents



OFFICE OF THE PRESIDENT

DR. JOHN B. CLARK

November 29, 2016

Mark E. Ojakian
President
Board of Regents for Higher Education
Connecticut State Colleges and Universities
61 Woodland Street
Hartford, CT 06105

Dear President Ojakian:

I am writing to recommend to the Connecticut Board of Regents for Higher Education that Professor Terrence P. Dwyer in the Division of Justice & Law Administration in the Ansell School of Business, be appointed a Connecticut State University Professor from Western Connecticut State University effective Spring Semester 2017. Professor Dwyer will replace Dr. Marie Wright who retired in June 2016.

Professor Dwyer has distinguished himself both in his academic discipline and in his service to our students, colleagues, university, and the community. Below is a brief profile of his accomplishments and a copy of his curriculum vitae is also attached for your reference.

Professor Dwyer has extensive experience in the field, he served with the New York State Police for twenty-two years and previously was an officer with the New York City Department of Correction and New York City Courts.

He joined the Western faculty in 2007 and is currently serving as a tenured Professor in the Division of Justice & Law Administration. Professor Dwyer is an excellent educator who has been an integral part in the success of our students and graduates. He has been chosen to receive the Ansell School of Business Outstanding Professor award during three different academic years. Besides his dedication in the classroom, over the years, he has also served on many major university committees.

Mark E. Ojakian

November 2

9, 2016

Page 2

While he continues with a full load of courses each semester, Professor Dwyer has also been active in publishing and presenting at academic conferences. In November 2014, he published his first book, *Legal Issues in Homeland Security: U.S. Supreme Court Cases, Commentary & Questions*. Besides publishing numerous articles, Professor Dwyer serves as the Police Liability & Litigation columnist for PoliceOne.com which reaches approximately 600,000 law enforcement officers nationwide. He has also been a steady contributor to the annual Academy of Criminal Justice Sciences conferences. Additionally, he has maintained a limited and specialized practice of law.

This colleague demonstrates many substantial and professional accomplishments in his discipline as an academic and educator, and I am pleased and proud to recommend Professor Dwyer to the Board of Regents his appointment as Connecticut State University Professor.

Thank you for your attention, and please let me know if you have any questions about this recommendation.

Yours truly,

A handwritten signature in black ink, appearing to read "John B. Clark", written in a cursive style.

Dr. John B. Clark

c: M. Alexander, WCSU Int. Provost & V.P. for Academic Affairs
E. Collar, WCSU P&T CSU Ad-Hoc Committee Chair
F. Cratty, WCSU Chief Human Resources Officer

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

January 2017 Connecticut State Universities Recommended Tenures

March 2, 2017

RESOLVED: That the Board of Regents for Higher Education approve the following Connecticut State Universities January 2017 tenures recommended by the presidents:

- Central Connecticut State University – Gladys Moreno-Fuentes (Student Wellness Services)
- Western Connecticut State University – Dr. Chin-Wen Huang (Finance Department)

A True Copy:

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

ITEM

In conjunction with the Connecticut State Universities AAUP Collective Bargaining Agreement, the following January tenures are recommended for approval, as recommended by the president and provost.

BACKGROUND

“By the appropriate date specified in Table 1 of the agreement, the Provost, following consultation with the President, shall make recommendations for promotion and tenure to the Board informing the member at the same time.”

January 2017 Tenure Recommendations:

- Central Connecticut State University – Gladys Moreno-Fuentes (Student Wellness Services)
- Western Connecticut State University – Dr. Chin-Wen Huang (Finance Department)

January 12, 2017 – BOR-Academic and Student Affairs Committee
March 2, 2017 – Board of Regents



M E M O R A N D U M

TO: Mark E. Ojakian
President

FROM: Susan E. Pease
Interim President, CCSU

DATE: November 30, 2016

SUBJECT: January Tenure Recommendation

A handwritten signature in blue ink, likely belonging to Susan E. Pease, the Interim President of CCSU.

I am pleased to present my recommendation for instructional faculty tenure, to be effective at the start of the spring 2017 semester:

Gladys Moreno-Fuentes, Student Wellness Services

/cm

cc: C. Lovitt



OFFICE OF THE PRESIDENT

DR. JOHN B. CLARK

To: Mark E. Ojakian
President
Board of Regents for Higher Education
Connecticut State Colleges & Universities

From: Dr. John B. Clark 

Date: November 28, 2016

Re: Tenure Recommendation

I support and concur with Provost Missy Alexander's recommendation that Dr. Chin-Wen Huang from our Finance Department be awarded tenure.

c: M. Alexander, Int. Provost & V.P. for Academic Affairs
F. Cratty, Chief Human Resources Officer
W. Petkanas, Chair, Promotion & Tenure Committee
A. Wong, Chair, Finance Dept.

ITEM

2017-2018 Sabbaticals approved by University Presidents.

INFORMATION ITEM – NO RESOLUTION IS REQUIRED

No resolution is necessary. Approval by the Board is not required, the item is reported for information purposes (10a-34-3(e)).

BACKGROUND

The sabbatical leaves for 2017-2018 approved by University Presidents have been submitted for the Board's information and are presented here in the attached memorandums from the Universities.

1/12/2017 – Academic & Student Affairs Committee

3/2/2017 – Board of Regents

**MEMORANDUM**

To: Mark E. Ojakian
President, Connecticut Board of Regents for Higher Education

From: Susan E. Pease
Interim President, CCSU

Date: December 1, 2016

Re: Sabbatical Leave for 2017-2018

I have approved the following sabbatical leave for instructional faculty at Central Connecticut State University for the 2017-2018 academic year.

First Name	Last Name	Title	Department	Project Title	Requested Time Period
Aram	Ayalon	Professor	Educational Leadership, Policy, and Educational Technology	How do Connecticut and Israeli schools implement school-base advisory classes and to what extent they accomplish their goals – A case comparison	Spring 2018
Marsha	Bednarski	Professor	Geological Sciences	Developing Three Dimensional Learning Curriculum, Instruction, and Assessment in Alignment with the Next Generation Science Standards (NGSS)	Spring 2018
Mieczyslaw	Biskupski	Professor	History	The Marshal and the General	Spring 2018
Ralph	Cohen	Professor	Counselor Education and Family Therapy	The Internal Family Systems Paradigm as a Methodology for Promoting Social Emotional Learning in Schools	Fall 2017
Daniel	D'Addio	Professor	Music	Exploring and Recording Underrepresented Sonatas for Trumpet and Piano	Spring 2018
José Carlos	del Ama	Professor	Communication	The Post-History Generation Goes to College. School Attitude and Academic Performance in the Age of Social Media.	Fall 2017

First Name	Last Name	Title	Department	Project Title	Requested Time Period
Robert	Dowling	Professor	English	China Tour: Eugene O'Neill: A Life in Four Acts (Nanjing University Press, 2018)	Spring 2018
Khaled	Hammad	Associate Professor	Engineering	Hemorheology and the Mass Transfer Behavior in a Separated Flow Region	Spring 2018
Brian	Kershner	Professor	Music	Composition of New Work for Clarinet, String Quartet and Percussion	Fall 2017
Bradley	Kjell	Professor	Computer Science	Revision of Computer Science Instructional Web Pages	AY 2017-2018
Kimberly	Kostelis	Professor	Physical Education and Human Performance	Advancing Student Research Experiences	Fall 2017
Daniel	LaRose	Professor	Mathematical Sciences	<i>Discovering Statistics</i> , Fourth Edition. A Student-Friendly Textbook for Introductory Statistics	Spring 2018
Margaret	Levvis	Associate Professor	Nursing	A Human Rights Model for Pediatric Palliative Care	Fall 2017
MaryAnn	Mahony	Professor	History	Re-envisioning History, Environment and Agriculture in Southern Bahia, Brazil, 1850-1930	AY2017-2018
Damon	Mitchell	Professor	Criminology and Criminal Justice	Exploring the Validity of a Screening Instrument for Prisoner Sexual Assault	Fall 2017
Cara	Mulcahy	Professor	Department of Literacy, Elementary, and Early Childhood Education	An introspective examination of the Readers'/Writers' Workshop	Spring 2018
Aimee	Pozorski	Professor	English	AIDS Trauma and Politics	Fall 2017
Xiaoping	Shen	Professor	Geography	A Spatial Analysis of the Supply and Demand of Elderly Services in China	AY 2017-2018
Glenn	Sunshine	Professor	History	The Origins of the First Crusade: A Portrait of the Eleventh-Century World	Fall 2017
Jeffrey	Thomas	Associate Professor	Geological Sciences	Disciplinary Literacy for Science	Spring 2018

First Name	Last Name	Title	Department	Project Title	Requested Time Period
John	Tully	Professor	History	Seeking a Newer World: Robert Kennedy's Foreign and Domestic Policy Views	Fall 2017
Ben	Tyson	Professor	Communication	Planning and Evaluation of Environmental Programs in New Zealand	Spring 2018
Thomas	Vasko	Associate Professor	Engineering	An Applied-Mechanics Handbook, Featuring Example Problems with Solutions and Instructional Materials, including PowerPoints and Videos	Spring 2018
Neli	Zlatareva	Professor	Computer Science	Uncertainty Management in Linked Data Applications	Fall 2017

/rp



EASTERN CONNECTICUT STATE UNIVERSITY

A Liberal Education. Practically Applied.

Office of the President

November 9, 2017


Mr. Mark Ojakian
President
Board of Regents for Higher Education
39 Woodland Street
Hartford, CT 06105

Dear President Ojakian:

Attached are my recommendations for the 2017 – 2018 Sabbatic leaves for instructional faculty. As the brief project descriptions show, the leaves are requested to pursue a variety of scholarly and creative endeavors that strengthen the professional competence of faculty or enrich their teaching. I am confident that these Sabbatic leaves will bring merit to the University.

The recommendations are submitted for your information and that of the Board of Regents.

Sincerely,



Elsa M. Nuñez
President

EMN/cld
Attachment

cc: Mr. Steven Weinberger, Vice President for Human Resources, BOR
Dr. Alice Pritchard, Chief of Staff, BOR
Dr. Dimitrios S. Pachis, Provost and Vice President for Academic Affairs
Dr. Carmen Cid, Dean, School of Arts and Sciences
Dr. Jacob Easley, Dean, School of Education and Professional Studies

Eastern Connecticut State University

Sabbatical Recommendations for Instructional Faculty

For Academic Year 2017-2018

Academic Year 2017-2018

1. Dr. Lisa Rowe Fraustino

English Department

Dr. Fraustino will complete two projects during her year of leave: an essay, "The Human Nature of Animals: Conceptual Metaphor in Anthropomorphic Fantasy," for journal submission; and an animal fantasy novel, *The Army of Cursed Frogs*, for submission to a children's publisher. Dr. Fraustino's previous publication on anthropomorphism was recognized with the 2016 Article Award from the Children's Literature Association; further developing her approach will extend its scholarly impact while enriching her teaching of literature, creative writing, and the Liberal Studies major capstone. Her animal fantasy for children is likely to join her other critically acclaimed publications, further benefitting Eastern's reputation.

2. Dr. Jeffrey Schaller

Business Administration

Dr. Schaller's project seeks to develop methods for sequencing and scheduling a set of jobs in a flow shop environment when the objective is to minimize total earliness and tardiness. Results from his previously published papers or papers he has in progress will be used to help develop methods applicable in this project. This research will enrich Dr. Schaller's teaching at Eastern and will lead to the submission of six papers to leading operations management journals.

Fall 2017 Semester

3. Dr. Peter Drzewiecki

Environmental Health Science

Dr. Drzewiecki will use his sabbatic leave to complete ongoing research in the Spanish Pyrenees, establish new externally-funded research collaborations with geologists from Spain and Statoil Oil Company, and update/improve his teaching at Eastern. The project will involve fieldwork in Spain, and interpretation of new high-resolution 3D digital data collected by Statoil, using proprietary Statoil software. Outcomes include two scientific publications and conference presentations. Benefits to CSU include contributing to Eastern's reputation, and enhancing university recruitment and retention through student research. Funding is already secured, and there are commitments in place to have the work completed by fall, 2017.

4. Dr. Hari Koirala

Education Department

Dr. Koirala's study proposes to teach selected common core mathematics to the third and fourth graders by using strategies suggested from the history of mathematics, particularly Lilavati and Vedic Mathematics, and evaluate their effectiveness to help children develop mathematical proficiencies. A mixed methods design and analysis (ANCOVA and Constant

Comparative Method) will be employed. This study will also result in materials to teach common core mathematics to elementary school children and for teaching MAT 139P, EDU 411, and EDU 532 to elementary candidates at Eastern.

5. Dr. Nicholas Parsons

Sociology, Anthropology, Criminology, and Social Work Department

Dr. Parsons will use sabbatic leave to write and submit for academic journal publications 2-3 articles examining payments made by drug companies to doctors. Dr. Parsons is currently analyzing a very large database, the findings of which will allow him to write articles about: 1) Disclosures of conflicts of interest by authors of medical journal articles; 2) Relationships between drug patents and the timing of payments made to doctors; 3) The relationship between heroin and prescription opioid use.

6. Dr. Nanette Tummers

Kinesiology and Physical Education Department

Students in higher education need the empowerment of skill acquisition to be able to make consistent and lasting positive health change. Dr. Tummers goal of this sabbatical is to develop a textbook/experiential workbook that will emphasize research evidence of the skills of not only comprehending factual information but through experiential hands on experiences, the ability to apply this information to enhance health. This work will contribute to the field of higher education, health education, and health education pedagogy. As a result of this sabbatical, Cognella Publishers will publish this work.

7. Dr. Christian Yankov

Mathematical Sciences Department

Dr. Yankov plans to conduct research in the field of pure mathematics called differential geometry. His first goal is to complete his work of the past several years on the holomorphic type of certain abstract geometric spaces called Lie groups, and to prepare and submit it for publication in a scholarly mathematics journal. Dr. Yankov's goal is to expand and intensify a new line of research on twistor spaces, which he started recently. He intends to spend the sabbatic leave in a group of internationally recognized experts in the field, with whom he has a very successful ongoing collaboration. This group is based at the Institute of Mathematics and Informatics of the Bulgarian Academy of Sciences, which is the premier research institution in Bulgaria. Dr. Yankov has an official invitation from the Director to spend a semester there. This sabbatic leave will expand and strengthen Dr. Yankov's research agenda and will provide fresh ideas for independent student research. Publishing the results in a research journal and presenting them at professional meetings will contribute to raising the visibility of Eastern as a Liberal Arts Institution with successful ongoing research in a core science.

Spring 2018 Semester

8. Dr. Theresa M. Bouley

Education Department

Dr. Bouley plans to conduct, analyze and publish research in schools with teachers, administrators and families on gender variant children. LGBTQ/gender variance has recently been identified by the National Association of Multicultural Education (NAME) as one of two areas in critical need of research. Dr. Bouley's scholarship answers the NAME's 2015 Call to

Action. This work also augments her ability to both prepare Eastern's future teachers to teach multi-culturally, and support in-service teachers and local schools. Therefore, supporting public schools/local families and publishing timely research that fills an identified void will benefit Eastern and the CSU system in many ways.

9. Dr. Anna Kirchmann

History Department

Dr. Kirchmann's study, situated at the intersection of ethnic and urban history, is focused on the transformations of ethnic identity and intergroup relations in Willimantic, CT, during its urban renewal, ca. 1950-1985. As its consequence, a large part of downtown was physically destroyed, and its multi-ethnic working class character was irrevocably lost. Racial tensions flared up, and the ethnic groups became fragmented. The project's outcome will be a book analyzing the urban renewal process in Willimantic, the impact it had on ethnic identity of the working class in town, and the responses, which various communities adopted to face the social and economic challenges posed by de-industrialization.

DEC 29 2016

Connecticut Board of Regents

December 21, 2016

Mr. Mark Ojakian
President, Board of Regents for Higher Education
Connecticut State Colleges & Universities
39 Woodland Street
Hartford, CT 06105

Dear Mr. Ojakian:

I am granting sabbatical leaves for the following faculty during the 2017 – 2018 academic year:

Full Year at Half Pay

August 2017 – May 2018

Yi-Chun Tricia Lin, Professor, Women's Studies

Rank 14

Dr. Lin's sabbatical will be used to work on transnational feminisms and Indigenous women's literary and cultural productions from Asian America and Asia Pacific by writing and editing a book on transnational Indigenous feminisms, built on what she's done for the 22m1 issue of *Lectora: Revisita de clones i textualitat*, titled "Transnational Indigenous Feminisms" (Fall 2016). With a Fulbright U.S. Scholar Program grant, she will continue writing, researching, and teaching of Indigenous feminism in the College of Indigenous Studies, at National Dong Hwa University, Taiwan.

Vara S. Neverow, Professor, English

Rank 3

In 2015, David A vital at Bloomsbury Publishing invited Dr. Neverow to edit *Virginia Woolf: Critical and Primary Sources*, a four-volume set of scholarly essays forthcoming in Fall 2018. Dr. Neverow accepted the offer and requested that three of her colleagues be included in the endeavor. Dr. Neverow's sabbatical will be used to focus primarily on one feature required for the project: writing the introduction to the first volume. She will also finalize the selection of essays for that volume, create the bibliography of recommended additional sources for readers, and collaborate with colleagues to assure the coherence and logic of the entire collection.

Half Year at Full Pay

Fall Semester

August 2017 – December 2017

Jo Ann Abe, Professor, Psychology

Rank 12

Dr. Abe's sabbatical will be used to get some closure on two major ongoing research projects that explore the interrelations between personality processes and cognitive affective styles as well as their implications for broader dimensions of psychological functioning. The first line of research focuses on the relations between personality traits, affective-cognitive styles, and online learning. The second line of research focuses on the relations between personality traits, affective-cognitive styles, and political preferences. Both projects represent an outgrowth and synthesis of my previous research on emotion-personality and emotion-cognition relations. I also already have impressive data sets for both projects.

Ericka C. Barnes, Assistant Professor, Chemistry

Rank 5

Dr. Barnes' sabbatical will be used to examine the well-established MP2-R12 and CC-R12 methods at the Karlsruhe Institute of Technology in Germany as an alternative means to generating and therefore validating the corresponding benchmark energies obtained at SCSU. A sequence of quantum chemical atomic orbital basis sets was constructed at SCSU for extrapolation to the complete basis set limit of theoretical atomic and molecular energies spanning the 4th row (K-Kr) of the Periodic Table. The test set included the entire set of neutral K-Kr atoms, positive and negative atomic ions, several homonuclear diatomic molecules, hydrides, polar molecules such as oxides and fluorides, and a few transition states. The resulting benchmark energies will serve as a reference for researchers in the field of quantum chemical method development when evaluating more approximate theoretical methods.

Scott Graves, Associate Professor, Environment, Geography and Marine Sciences

Rank 16

Dr. Graves' sabbatical will be used to examine the Cove River ECHO which represents a deep long look at place-based citizen science inquiry in an urban setting. The project builds upon a decade-long research and teaching collaboration at the Cove River Historical Site (CRHS), West Haven, CT. Cove River ECHO comprises environmental, cultural and historical research and teaching strategies, that includes SCSU student participation, mentoring dozens of local High School teachers and their students in CRHS research projects; collaboration with citizen archaeologists and Yale Peabody Museum; wetland and forest monitoring and aerial mapping/drones for the City of West Haven Public Works department in their wetland remediation projects.

Kalu Ogbaa, Professor, English

Rank 2

Dr. Ogbaa's sabbatical will be used for writing the biography of Chinua Achebe, founder of Modern African Fiction, which provides readers with a description of his life, times, and art that resulted in the publication of his fiction. To do so, the book will weave together the stories of his upbringing, Christian and Western education, the Igbo story-telling techniques he learned from his sister, and the creative writing skills he learned from his British college professors, the combination of which made him the master story-teller he became and influenced other writers to make African Literature a viable corpus in World Literature today.

Laura Reynolds, Associate Professor, Special Education and Reading

Rank 10

Dr. Reynolds' sabbatical will be used to authoring a literacy textbook. The book will be used to address the knowledge, skills, and dispositions needed to teach reading and writing to students whose language and culture may not match those of American public schools. This includes English learners, dialect speakers and others whose "Ways with Words" (Heath, 1983) may not match those of the classroom. The proposed book has its roots in a class she developed for candidates in the Graduate Reading Program, and therefore presumes a basic knowledge of the teaching of reading and writing.

Troy Rondinone, Professor, History

Rank 7

Dr. Rondinone's sabbatical will be to complete a manuscript for a monograph tentatively titled, "Nightmare Factories: A Cultural History of the American Asylum" with the aim of publication with a respected academic press. This sabbatical will afford him the necessary time needed to complete the process of primary source research, to travel to various libraries, collections, and mental institutions, and to write a solid manuscript draft. This third book, will continue his ongoing efforts at recovering cultural history via an analysis of media, popular press, film, and art.

George (Tony) Rosso, Professor, English

Rank 8

Dr. Rosso's sabbatical will be used to contribute to a recent debate about the nature of Blake's religious beliefs as expressed in his later poetry and designs, engaging the question of whether Blake's views are closer to Methodism and the Church of England than to radical dissent. While agreeing in part with this claim, Dr. Rosso believes that Blake's adoption of Methodist and evangelical symbolism and doctrine must be set in relation to the apocalyptic political theology of Milton and radical dissenters of the English revolution (1640-60), especially the revival of this theology in the period of the American and French revolutions. Dr. Rosso's primary aim is to put Milton and Methodism in dialogue insofar as they appear within Blake's later poetry.

Jessica A. Suckle-Nelson, Associate Professor, Psychology

Rank 17

Dr. Suckle-Nelson's sabbatical will be used to analyze and write up data from two research studies, which will culminate in two manuscripts to be submitted to peer-reviewed journals. The first project examines how face-ism scores on social media differ by gender. This face-ism study is currently in the data collection stage. The other project explores how spirituality is influenced by the effects of military branch, combat exposure, sexual orientation, and gender identity. This military spirituality study is in the final design stage and the collection stage will begin by mid-fall (2016).

Half Year at Full Pay

Spring Semester

January 2018 – May 2018

Joel M. Dodson, Assistant Professor, English

Rank 11

Dr. Dodson's sabbatical will be used to finish a book manuscript on the confessionalization of late Reformation English poetics, focusing on the works of Sidney, Spenser, Nashe, Stubbes, Bacon, and Donne between the Formula of Concord (1577) and Synod of Dort (1619). Work includes writing a new Chapter 4 on the literary "confessions of faith" of Francis Bacon and Katherine Stubbes (12-14,000 words) and revising the 9,000 word critical Introduction on Tudor printed creeds based on recent archival research in order to submit completed manuscript to a university press (Duquesne, Manchester, or Toronto) by June 2018.

Nicole Fluhr, Professor, English

Rank 6

Dr. Fluhr's project examines Victorian literary representations of conflict between pagan and Christian beliefs and values. Arguing that these texts address the upsurge of religious doubts and disputes that marked nineteenth-century English life, it joins recent debates over literature's role in public discourses about religion. Focusing on the legendary Tannhauser, a Christian bard seduced by pagan pleasures he seeks to renounce, it aims to show how Victorian adaptations recast the legend's central tension between pagan and Christian values as an indictment of Christian hypocrisy; a lament for the loss of faith; and a mocking critique of the very idea of faith.

Jack P. Gesino, Associate Professor, Social Work

Rank 18

Dr. Gesino's sabbatical will examine perceptions of loneliness and the current involvement with friends of 20 men 80 years of age and older living in area Continuing Care Communities. The findings will be used to develop a manual for facilitating friendship support groups for elder men, publish an article, disseminate to the National Association of Social Workers and the National Center for Gerontological Social Work Education.

Sean P. Grace, Associate Professor, Biology

Rank 1

Dr. Grace's sabbatical will examine the coral *Astrangia poculata* experiences quiescence ('state of inactivity') when water temperatures decrease below 9°C. Recent studies demonstrate that other corals are quiescent at warmer temperatures. Since the prediction that oceans will warm as a result of Global Climate Change, studies will examine responses of temperate corals to increasing water temperatures. Studies will address the following regarding quiescence and temperature: does *A. poculata* exhibit quiescence at warmer temperatures and across its' geographic range? And does the microbial population and symbiotic state of *A. poculata* change during quiescence? Results will add to knowledge on coral resiliency in face of global changes.

Helen Marx, Associate Professor, Curriculum and Learning

Rank 15

Dr. Marx's sabbatical will be used to study and articulate a set of best practices used within teacher education study abroad programs to support intercultural competence development. There is a body of research on the design of such programs and increased interest in the development of these types of programs; however there is not a clear articulation of best practices with the field. This proposal, to conduct individual and cross-case analysis to articulate best practices within teacher education study abroad programs, addresses a need for instructional, curricular, and program design support in the development of international study abroad programs.

Todd C. Schwendemann, Associate Professor, Physics

Rank 4

Dr. Schwendemann's sabbatical will be used to pursue a research interest of his in the growth of thin films. During the sabbatical he will write an instrumentation grant. The activities that he will do to aid in the submission of this grant are: develop a working small scale Pulsed Laser Deposition (PLO) system and work at the University of Virginia with an expert in the field of PLO. At the end of the sabbatical there will be a strong grant proposal that will be strengthened by showing there is expertise and the ability to carry out complex nanoscale synthesis studies at SCSU.

Christine Unson, Professor, Public Health

Rank 13

Dr. Unson's sabbatical will be used to research in work-life span extension in the U.S., New Zealand and the Philippines in Spring 2018. While in New Zealand, she will collaborate with faculty members from the Department of Management Communication, University of Waikato (see letter of support). While in the Philippines, she will use her personal contacts with alumni associations of academic institutions that she attended. The specific aim of the proposed Encore Career Study is to compare and contrast the working experiences of female encore career workers in three countries with different macro and meso contexts.

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Leon Yacher, Professor, Environment, Geography & Marine Science

Rank 9

Dr. Yacher's sabbatical will be used to travel to Bolivia to gather primary and secondary materials as these relate to the history of geography in Bolivia. The project is two-prong. First, to research the accomplishments Manuel Ballivian, historically considered Bolivia's leading geographer. Second, to investigate the historical and current status of the discipline in Bolivia. The available materials can only be found in situ. This project is part of his long-term desire to investigate geographers and the history of geography in the Latin American countries. No one in the United States or Europe is researching this topic.

Sincerely,



Joe Bertolino
President

cc: E. Durnin, Provost and Vice President of Academic Affairs
M. Rozewski, Executive Vice President, Finance and Administration
D. Mazza, Director, Human Resources



OFFICE OF THE PRESIDENT

DR. JOHN B. CLARK

To: Mark E. Ojakian
President
Board of Regents for Higher Education
Connecticut State Colleges & Universities

From: Dr. John B. Clark

A handwritten signature in black ink, appearing to be "JBC", is written over the printed name "Dr. John B. Clark".

Date: January 3, 2017

Re: Sabbatical Leaves 2017-2018

Below you will find my recommendations for the 2017-2018 sabbatical leaves for WCSU's instructional faculty. These recommendations are submitted for your information and that of the Board of Regents. Please let me know if you need further information.

Daniel Barrett
Psychology Department
Fall 2017 & Spring 2018

This sabbatic leave will allow Dr. Barrett to significantly develop his research program on the Social Psychology of Suspicion which will include an extensive literature review, extensive writing, and new data analysis resulting in production and submission to a top-ranked psychology journal. This research and resulting publication will directly improve instruction in the department and increase the visibility of Western.

Jamie Began
Music Department
Spring 2018

Mr. Began's proposal is to write and record a new collection of music for contemporary big band. This experience will greatly enhance his teaching effectiveness and will add to the richness of the contemporary jazz repertoire.

Brian Clements
Writing, Linguistic & Creative Process Department
Spring 2018

During his sabbatical, in his continuing development as the University's poet, Dr. Clements will read and study poetry and will compose a book of poems that will express both personal and community responses to the Sandy Hook massacre. Dr. Clements work will bring national recognition to the University and give credence to the programs at Western especially the M.F.A. Program.

Neeta Connally
Biology & Environmental Sciences Department
Fall 2017 & Spring 2018

Dr. Connally was awarded a \$1.6 million research grant, the largest grant ever received by Western, from the Centers for Disease Control & Prevention for her groundbreaking work in the prevention of Lyme disease. This leave will allow her the time to focus solely on her research. The results of this research will most definitely impact the reputation of the University as not only a teaching but also a research university.

Rona Gurkewitz
Computer Science Department
Fall 2017

Professor Gurkewitz's sabbatical leave will enable her to strengthen her professional competence in the area of Artificial Intelligence which has advanced significantly in recent years. Machine Learning, which she is specifically interested in, is one of the most promising sub-areas of Artificial Intelligence. Studying these new approaches to machine learning will undoubtedly enrich the teaching and professional competence of Professor Gurkewitz.

Frank Herbert
Theatre Arts Department
Fall 2017

During his sabbatical, Professor Herbert will use his time to observe the teaching and curriculum development in the B.S. and B.F.A. programs for Design Technology in the Theatre Arts Department. He plans to examine the best practices of teaching, curriculum development, and work placement rates in various programs. This project will benefit Western greatly by enhancing our Design Tech Program to become a more competitive and widely respected program.

Russell Hirshfield
Music Department
Fall 2017

The purpose of Dr. Hirshfield's sabbatic leave is to study and record the instructional piano music of one of Belgium's leading composers, Piet Swerts. This project will be most relevant and valuable to our students and to the discipline of piano education.

Katie Lever
Communication & Media Arts Department
Fall 2017

Dr. Lever plans to continue and expand her research in computer mediated communication, mobile communication, and violence. Once her analyses are complete, Dr. Lever will be able to incorporate this work into her classes, present, and publish extending the visibility of Western in the area of scholarly research.

Catherine Rice
Nursing Department
Fall 2017

Dr. Rice plans to prepare curriculum for the Nursing Department addressing emergency preparedness and disaster response which will soon be an expected part of the syllabus of our Nursing program. This sabbatical will allow her the time to research, study, and prepare a curriculum that will benefit both our Nursing students and the community.

Terry Wells
Art Department
Fall 2017

With the ever changing environment in digital technologies, staying current is imperative for anyone involved in graphic design. Professor Wells sabbatical will provide him this opportunity to study and enhance these skills. Acquisition and proficiency in these skills will provide a more extensive integration of digital technologies into our program.

- c: M. Alexander, WCSU Int. Provost/VP Academic Affairs
 F. Cratty, WCSU Assoc. VP, Human Resources
 E. Fitzgerald, CSCU BOR Affairs
 J. O'Brien, WCSU Academic Leave Committee Chair
 S. Weinberger, CSCU BOR, Human Resources