



CONNECTICUT STATE
COLLEGES & UNIVERSITIES

BOARD OF REGENTS FOR HIGHER EDUCATION

BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE

AGENDA

Friday, January 30, 2015 – 9:30 a.m.
61 Woodland Street, Hartford, CT 06105
3rd Floor Board Conference Room

1. Approval of Minutes – December 18, 2014

CONSENT ITEMS

2. Modifications of Program
 - a. Educational Leadership and Administration, General (Ed.D.) – Central CSU
 - b. Pathways to Teaching Careers – A.S. – Three Rivers CC
3. Terminations
 - a. Business and Management Administration: Accounting Option – Northwestern CT CC
 - b. Retail Management Certificate – Three Rivers CC

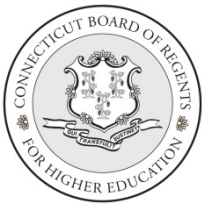
ACTION ITEMS

4. Resolution regarding Undocumented Students

INFORMATION ITEMS

5. TAP – update, 2-year degree policy

6. OTHER BUSINESS



CT BOARD OF REGENTS FOR HIGHER EDUCATION

ACADEMIC & STUDENT AFFAIRS COMMITTEE

Meeting December 18, 2014
1:00 p.m. – 61 Woodland Street, Hartford

MINUTES

Regents Present: Merle Harris, Stephen Adair, Eugene Bell (by conf.), Naomi Cohen, Lawrence DeNardis (by conf.), Craig Lappen

Regents Absent: Catherine Smith

Staff Present: David Levinson, Elsa Nunez, William Gammell, Robin Golden, Shelly Jewell, Maureen McClay, Steve McDowell, Arthur Poole, Ernestine Weaver,

Other Attendees: Rebecca Adams (HCC), Sandra Barnes (HCC), Jane Gates (WCSU), Miah LaPierre-Dregger (CCC), Saaid Elhadad (CCC), Seth Freeman (CCC), Cheri Goreti (QVCC), Ray Hughes (CCC), Carl Lovitt (CCSU), Faris Malhas (CCSU), Susan Pease (CCSU), Elizabeth Roop (HCC)

Chair Merle Harris called the meeting to order at 1:44 p.m.

1. Minutes of December 5, 2014 – **A motion to approve was made by C. Lappen, seconded by N. Cohen and unanimously approved.**

Consent Items – Item b. was removed from Consent. **A motion to approve remaining item was made by C. Lappen, seconded by N. Cohen and unanimously approved.** Consent item approved was:

2. a. Modification
 - i. Resolution amendment to reinstate Industrial Technology program and approve reorganization of new program in Manufacturing Management – BS – CCSU

Item 2. b. Suspensions

- i. Health Administration – MS – WCSU
- ii. Teaching – MA – WCSU

There was a motion to approve both items by C. Lappen, seconded by N. Cohen.

Discussion: there was a question about number of students and plans for those in the programs. Provost Jane Gates provided the information for each item, noting courses for degree completion will be provided. **The vote was taken and unanimously approved.**

3. New Programs

- i. Paramedic Studies – AS – Housatonic CC. **A motion to approve was made by N. Cohen, seconded by C. Lappen.** The team from HCC was introduced. Dean Adams gave an overview of the program, mentioning Bridgeport Hospital, and adding job prospects were very good in Connecticut. There was discussion on the transfer aspect, their agreement with Eastern CSU and whether it was an actual pathways transfer. Discussion ensued regarding holding it in order to develop the pathways transfer. President Roop remarked that the A.S. degree has been requested and asked that at least the A.S. degree be approved. There was more discussion on the type of policy needed for future. **An amendment to add the wording “career track” to the resolution was made by N. Cohen, seconded by C.**

Lappen and unanimously approved. The resolution, as amended, was then voted and unanimously approved.

- ii. CIS-Mobile Application Developer Option – Capital CC. **A motion to approve with the same “career track” language added was made by N. Cohen, seconded by C. Lappen.** Dean Ray Hughes gave the background and introduced the team from Capital. The department chair noted they are working on additional pathways program and also remarked they already have a waiting list. **The vote was taken and unanimously approved.**

4. Tabled Item

- i. Health Care Science – A.S. – Quinebaug Valley CC. There was a motion to remove from table by N. Cohen, seconded by C. Lappen. The motion was approved. Professor Goretti provided a description of the changes noting the pathway. There was discussion on TAP and pathways in general. Regents noted that in future they needed to have the TAP process complete before coming to the ASA Committee. It was suggested the college still needed to develop the TAP pathway and have it approved by the TAP committee, recommending they work with the TAP Co-Managers. **There was a motion to again table by N. Cohen, seconded by C. Lappen and unanimously approved.**

5. Renaming the School of Arts and Sciences as the College of Liberal Arts and Social Sciences – Central CSU. Dean Susan Pease provided the background and process for the reorganization. **A motion to approve was made by C. Lappen, seconded by E. Bell.** In response to a question it was noted the word “College” in the name was quite common. **The vote was taken and unanimously approved.**

6. Policy Amendments

- i. Student Code of Conduct Policy Regarding Hearing Process. Chair Harris introduced the item noting it was being brought back with changes. Counsel Ernestine Weave described the changes noting the discussion at the last meeting regarding language. She remarked the language had now been revised to make it clearer and provided further explanation. **A motion to approve was made by N. Cohen, seconded by C. Lappen and unanimously approved.**

There was an additional action item requested by Chair Harris regarding a moratorium on the approval of new programs until a policy is developed addressing the transfer articulation program. **C. Lappen moved and N. Cohen seconded the following motion:** *That there be a moratorium on the approval of new associate degree programs until a policy is approved by the Board of Regents to clearly differentiate between TAP programs and other associate degree programs. In addition, programs in the TAP category shall have completed the TAP process before coming before the Academic and Student Affairs Committee for approval.* **The vote was taken and unanimously approved.**

7. Updates

- i. Financial Literacy and PA 14-217. Chair Harris pointed out the report in the agenda packet and noted the statute. Arthur Poole remarked on the combined constituents’ report being submitted to the legislature. He noted that all constituents had processes in place and the legislature may accept these present processes, also mentioning that by 2018 all high school seniors will be required to have the courses. There was discussion on whether the BOR should develop a position. However, it was determined that should be coordinated with the Department of Education.

- ii. Dual Enrollment – Credentialing Teachers. Robin Golden gave an overview and description of the work so far and the programs in place at the Community Colleges, noting the dual enrollment program is now called CCP –College and Career Pathways. She remarked on the negotiations with NEASC to bring the CC programs up to those standards. Ms. Golden also offered an explanation of the requirement of teacher credentialing and that they have been working with NACEP. She noted a full process had been created by Middlesex CC and has been reviewed by the Chief Academic Officers. They will next seek approval by Presidents, then take to the Academic Council for formal approval. There was some further discussion.

There was no other business. **A motion to adjourn was made by N. Cohen, seconded and unanimously approved.**

The meeting adjourned at 3:14 p.m.

Item

Modification of the EdD in Educational Leadership at Central Connecticut State University for delivery at off-campus location (Sam Sharpe Teachers College, Montego Bay, Jamaica) and using an alternate modality (from all on-ground to on-ground plus online).

There are two major modifications involved with this new program. First, while less than 50% of the course work is offered in Jamaica, the number of credits in Jamaica is 29 and equals 46% of the total credits. The second modification is the number of online courses. In the current program no online courses are involved. In this proposed program 28 credits will be conducted in an online format.

Background

The proposed Ed.D. in Educational Leadership is a cohort-based doctorate of practice designed for professional educators and administrators working in education settings in Jamaica. It is the same program that has been offered successfully in Connecticut since 2002.

The Master of Science in Educational Leadership and Master of Science in Reading and Language Arts are two graduate programs offered in Jamaica by Central Connecticut State University in collaboration with Sam Sharpe Teachers' College and The Mico University College. Both institutions have had a long relationship with Central Connecticut State University. The Master of Science degree program in Educational Leadership, now in its sixteenth year, and the Master of Science degree program in Reading and Language Arts, now in its twelfth year, are outcomes of over forty years of collaboration between CCSU and the Jamaican Government, and thirty years with Sam Sharpe Teachers' College (SSTC), and with The Mico University College, then Mico Teachers' College.

To date there are almost 900 graduates of both Educational Leadership and Reading and Language Arts. One of the many positives about this relationship is that over 97% of graduates have remained in Jamaica, and they can be found at all levels of the education system.

The role of Sam Sharpe Teachers' College and The Mico University College in this partnership is administrative and consists mainly of recruiting students for the programs, providing classroom space, coordinating logistics of on-site courses, on-ground travel arrangements for CCSU faculty, and attending to students' welfare and support throughout the program. The local partners also serve in an advisory capacity. CCSU's responsibilities include the conduct of the courses and maintenance of academic standards and records, the provision of faculty to teach and the making of admissions decisions.

All three partners have benefitted greatly from the collaboration. The local partners—Sam Sharpe Teachers' College and The Mico University College - have enhanced the qualifications of their teaching faculty and have been exposed to high quality professional development opportunities that they have used as the foundation for offering such programs to professionals across Jamaica. The 5th Annual Professional Development Alumni Conference was held in January 2015 in Montego Bay. This conference attracted almost 200 participants and featured CCSU alumni as speakers.

Need For The Program

In Jamaica, important strategic planning has been conducted to establish a set of goals to increase educational capacity in Jamaica in the years ahead. An important outcome of that planning process was a report published in 2009 entitled, *Vision 2030 Jamaica / National Development Plan*. In the development plan, 4 critically important goals are laid out, which include: 1) Jamaicans are empowered to achieve their fullest potential; 2) The Jamaican society is safe, cohesive, and just; 3) Jamaica's economy is prosperous; and 4) Jamaica has a healthy natural environment. The achievement of each of the four goals will be dependent on the capacity of the country to build effective and strong educational systems. The doctorate in educational leadership will contribute to the necessary capacity building.

The proposed program is relevant to the needs of the Jamaican educational community both here and in Jamaica. It builds on our strengths in teaching and learning and the successful delivery since 1998 in Jamaica of our master's degrees in educational leadership and reading. In Connecticut, the Jamaican community is a substantial and strong presence. Bloomfield, CT, has been cited as having close to 20% of its residents who were born in Jamaica. And Blue Hills includes the largest percentage of people of Jamaican ancestry (close to 24%) of communities with high percentages of such ancestry in the country. Greater Hartford has more generations of Jamaicans, and appears to have the third largest population of West Indians in the country.

Education for development which links Caribbean communities, at home and abroad in the diaspora, is an ongoing multi-faceted cultural endeavor. One major challenge is lack of research in community capacity building to access alternative educational tools for development in the wake of policy changes and resource reallocations in the Caribbean and culturally linked diaspora communities. As the Caribbean population in Connecticut continues to grow knowledge from our Ed.D. program in Jamaica will be useful to help Connecticut educators design and implement high quality, culturally-sensitive programs for students coming from Jamaica. This will directly contribute to the well-being Caribbean/Jamaican communities in Connecticut

Curriculum

The proposed program consists of 63 credits of requirements: a core (18 credits), a specialization sequence (15 credits), and inquiry seminars and dissertation work (30 credits). It is designed to be completed in just under four years beginning with an orientation program in the fall 2015 and first course in the program in Winter session 2016 ending with graduation in May 2019. Courses will be offered during two short-term summer residencies (one to two weeks) and during one long weekend a month during the academic year. The first residency will be delivered in Jamaica. The 2nd residency will be delivered in Connecticut. Each course will include face-to-face experiences between faculty and students, as well as highly developed on-line components.

Prior to being granted the Ed.D. degree, each candidate completes a dissertation and demonstrates proficiency on each program standard. During the second year of the program and prior to starting work on the dissertation, each Ed.D. candidate completes a summative electronic Leadership Portfolio. This portfolio consists of evidence (artifacts, evaluations, projects, and reflections) gathered from the beginning of the program. Candidates present their Leadership Portfolios to a committee of faculty, including their dissertation advisors.

The design of the Ed.D. program in Jamaica follows the design of the program established in Connecticut and includes four components.

Component I: Foundational Core (18 credits)

Component I establishes the foundational core of the program with particular emphasis in education leadership and teaching and learning. Courses include: EDF 700; EDL 701, 702, 705; and EDT 700. All courses in the core are open only to Ed.D. students.

Coursework focuses on the knowledge required to lead educational institutions for improvement. Course content will focus on leading accessible educational systems, increasing student success, improving teaching and learning, curriculum, instruction, assessment, professional development, data-informed decisions, and leading organizational change.

Component II: Specialization (15 credits)

Component II includes a specialty area of the student's choice. The specialty area can be taken from within the Department of Educational Leadership and Instructional Technology, or from the offerings in other departments. For example, in Reading/ Language Arts, students may take up to 15 credits selected from among a variety of 3 credit courses.

We anticipate being able to broaden the target audience with an additional track in the program that is focused on higher education administration. This track is in the developmental stages right now and, when implemented, will be complementary to the growth of the program at CCSU. For students selecting this track, the 15 credits of specialization coursework will focus on aspects of leadership in higher education.

Local faculty will be involved in the specializations and all courses will be delivered on-line.

Component III: Inquiry Seminars, and Component IV: Dissertation (30 credits)

Component III (Seminars) of the program includes research courses, field-based inquiry projects, and a series of seminars designed to help students understand the processes of inquiry.

Component III leads into and facilitates Component IV.

Component IV is the completion of the dissertation and dissemination of the results of the students' study to appropriate audiences. Special course work in research and ongoing inquiry projects will culminate with the completion of the student's dissertation.

Students

Program graduates will be education leaders who know how to design educational programs and learning organizations that support student success as well as institutional accountability. Program graduates will be skilled in using research and data to solve multi-layered problems in education settings. They will be able to create research and disseminate the results to a variety of communities. It is anticipated that our graduates from the doctoral program will serve in senior leadership positions in their communities and in the Jamaican Ministry of Education.

Admission requirements will be similar for both programs. Admission will be available in alternate years to currently employed education professionals with at least five years of experience, a master's degree in a field related to their work in education, and satisfactory academic backgrounds. The master's degree should be from an accredited institution of higher

education in a discipline or professional field that is relevant to the Ed.D. Program. As with the Connecticut-based program, we plan to accept a cohort (originally of 15-20 students) every other year.

Faculty

Each candidate will be assigned a major advisor from the Department of Educational Leadership and Instructional Technology who will work with the candidate throughout the program. Program faculty will include full-time faculty at CCSU, as well as adjunct faculty in Jamaica. Currently, there are three Jamaican graduates of our doctoral program who are in leadership positions in Jamaica. They each teach in the master's degree program in educational leadership and it is anticipated that they will be able to work in the doctoral program. Other qualified Jamaican educators will be recruited and employed.

Staff

Plans will be in place for a selected person to serve as the Jamaica Ed.D. On-site Coordinator. Responsibilities will include, but not be limited to, recruitment and retention, advertising and marketing the program, day-to-day coordination, serving as liaison with the CCSU Program Coordinator. The person will be a direct report to the CCSU Program Coordinator and be supported through a personal services agreement.

A Program Coordinator at CCSU, who will be on the faculty in the Department of Educational Leadership and Instructional Technology, will be identified to support the program development and delivery at CCSU.

Given the high number of online courses, and the international context for course delivery, it is anticipated that the services of a technology coordinator, who is a member of the Department of Educational Leadership and Instructional Technology, for the program will be important.

We will also identify a dedicated staff person at the CCSU library who would provide support for the Jamaican cohort.

Learning Resources

Each candidate will be provided an ipad (pre- loaded) to use throughout the program, assuring access to all CCSU services. This resource will be extremely important for each student, assuring access to online courses and materials, and databases to support doctoral-level research.

As discussions proceed, we will prepare a draft Doctoral Program Handbook, which will be similar to the current Connecticut-based handbook.

Facilities

In a spring 2015 visit to Sam Sharpe Teachers' College, the CCSU visiting team (including the dean and department faculty) will determine on-ground resources that are available at Sam Sharpe Teachers' College and then make further recommendations for necessary facilities to the Principal of Sam Sharpe.

Fiscal Note

Please see attachments to the full program description for a Draft Budget- Income and Expenses for 20 Students and a Draft Budget – Income and Expenses for 15 Students.

Budget calculations indicate that the total cost to students for the 63 credit hour program is \$56,105. This estimate includes the cost for the 3-week residency at CCSU and airfare and taxi to the campus. If needed to complete the dissertation, candidates may take additional 1-credit course (EDL 719), as often as needed @ \$895.00 per credit.

A detailed budget schedule is included with the full program description as a separate document.

Potential competition comes primarily from two offshore programs:

The first is Nova Southeastern University in Florida. The doctoral program in educational leadership is offered for 69 credits at \$880 per credit. The total cost to students for this program is \$60,720.

Walden University is the second program. Walden also offers a doctoral program in educational leadership. The program is primarily an online program that students take over approximately 4-6 years. The cost to students is \$ 3918 per quarter (3 months), totaling approximately \$62,000 for the program.

Review of Documents:

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

1/14/2015 – Academic Council

1/30/2015 – Academic & Student Affairs Committee

2/26/2015 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

February 26, 2015

RESOLVED: That the Board of Regents for Higher Education approve the modification of an Ed.D. in Educational Leadership at Central Connecticut State University.

A True Copy:

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 1: GENERAL INFORMATION

Institution: Central Connecticut State University	Date of Submission to BOR Office:
Most Recent NEASC Institutional Accreditation Action and Date:	
Original Program Characteristics CIP Code No. 13.0401 Title of CIP Code Doctor of Education (Ed.D.) in Educational Leadership and Administration, General CIP Year: 2000 or 2010 Name of Program: Ed.D. in Educational Leadership Degree: Title of Award (e.g. Master of Arts) Ed.D. Certificate: (specify type and level) Date Program was Initiated: 2002 Modality of Program: x On ground Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 63	Original Program Credit Distribution # Cr in Program Core Courses: 18 # Cr of Electives in the Field: 15 # Cr of Free Electives: # Cr Special Requirements (include internship, etc.): 30 <u>Total # Cr in the Program</u> (sum of all #Cr above): 63 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 63
Type of Program Modification Approval Being Sought (mark all that apply): Licensure and Accreditation (specify whether New Certificate, Minor, Option, Concentration, or Other) Significant Modification of Courses/Course Substitutions x Offering of Program at Off-Campus Location (specify new location) Sam Sharpe Teachers College, Montego Bay, Jamaica x Offering of Program Using an Alternate Modality (e.g. from on ground to online) Change of Degree Title or Program Title	
Modified Program Characteristics Name of Program: Ed.D. in Educational Leadership Degree: Title of Award (e.g. Master of Arts) Ed.D. Certificate ¹ : (specify type and level) Program Initiation Date: Fall 2015 Modality of Program: On ground Online x Combined If "Combined", % of fully online courses? 15 cr or approximately 25% Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 63 Other:	Modified Program Credit Distribution # Cr in Program Core Courses: 18 # Cr of Electives in the Field: 15 # Cr of Free Electives: # Cr Special Requirements (include internship, etc.): 30 <u>Total # Cr in the Program</u> (sum of all #Cr above): 63 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 63
If program modification is concurrent with discontinuation of related program(s), please list for such program(s): 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: School of Education and Professional Studies, Central Connecticut State University	
Other Program Accreditation: <ul style="list-style-type: none"> • If seeking specialized/professional/other accreditation, name of agency and intended year of review: • If program prepares graduates eligibility to state/professional license, please identify: 	

¹ If creating a Certificate program from existing courses belonging to a previously approved baccalaureate/associate degree program, enter information such that program in the "Original Program" section.

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APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM (Public Higher Education Institutions) - 01/20/12

(As applicable, the documentation in this request should address the standards of the identified accrediting body or licensing agency)

Institutional Contact for this Proposal: Dr. Michael Alfano	Title: Dean, School of Education and Professional Studies	Tel.: 860.832.2101 e-mail: malfano@ccsu.edu
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BOR REVIEW STATUS *(For Office Use Only - please leave blank)*

BOR Sequence Number (to be assigned):

Approved 2010 CIP Code No. ² (if applicable)

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)

² 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: BACKGROUND, RATIONALE AND NATURE OF MODIFICATION

(Please Complete Sections as Applicable)

Background and Rationale (Please provide the context for and need for the proposed modification, and the relationship to the originally approved program)

For almost four decades, Central Connecticut State University has engaged in a highly valued and long-standing collaboration to support the preparation of educators in Jamaica. This proposal describes the rationale and strategies for moving the collaboration to yet a new level of engagement. While the history of our partnership work in Jamaica certainly could argue for development and delivery of CCSU's doctoral program in Jamaica now, there are several other compelling reasons for why Central should move in this direction. First, given the number of graduates of our master's degree programs in Jamaica, there have been numerous requests by graduates of our programs to support them in continuing their own professional development. While other institutions of higher education do offer doctoral degrees in the West Indies, the hundreds of students with whom we've interacted over the years have told us of their essential beliefs in the strength and power of our programs. They have specifically asked us to establish our doctoral program in Jamaica.

In April 2011, two CCSU alumni chapters- the Western Alumni Chapter (Montego Bay) and the Eastern Alumni Chapter (Kingston)- were officially recognized by the CCSU Alumni Association. The groups meet together annually for a daylong professional development event and conference, organized by the chapters and CCSU faculty. Each group has approximately 100 or more members. Both chapters were instrumental in collecting names of master's degree graduates who are now interested in participating in a doctoral program. That list of names and email addresses is included in this proposal (please see Appendix A). Based on our work in Jamaica in support of emerging educational leaders, there appears to be a need for, and interest in further preparation of school leaders.

In 2013, in the university's updated Strategic Plan, CCSU's President, Dr. Jack Miller, established for the university's future planning the four Elements of Distinctiveness. These include:

- International Education
- Workforce and State Economic Development
- Community Engagement
- Interdisciplinary Studies and Cross-Curricular Initiatives

In terms of the first element, International Education, the intent is described in the Strategic Plan as follows:

*CCSU exemplifies its distinctive **international mission** through programs administered by the George R. Muirhead Center for International Education, which was established as a Statewide Center for Excellence in International Education by the Board of Governors for Higher Education in 1987. The Center contributes to the University's vision to be "global in perspective and outreach" by developing and supporting internationally-focused programs and providing a forum for students, faculty, staff, and alumni to engage with partner institutions and international communities around the globe. Working with academic departments and programs, and with the faculty of the Internationalization Laboratory, the Center promotes the graduation of globally competent students.*

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Through its network of university partnerships around the world, the Center offers semester- and year-long study opportunities in Africa, Asia, the Caribbean, Europe, Latin America, the Middle East, and the United Kingdom. The University's short-term, faculty-led programs rank annually among the largest in the nation, and offer overseas opportunities for credit in many majors and in all regions of the world.

The Center also welcomes a growing number of international students and scholars to campus each semester, advising and supporting international scholars, exchange students, degree-seekers, as well as students who come to Central to learn English in the Intensive English Language Program (IELP). The University's distinctive international mission is also served by its delivery of two long-standing Master's programs in education in collaboration with educational institutions in Jamaica.

By embracing international education as one of its distinctive elements, the University has incorporated global awareness, international teaching and research, and diverse outreach components into its institutional goals and objectives, and has ensured that the Center for International Education is the place where these efforts are coordinated, assessed, and promoted.

As is clear in this description, the university's notable work in Jamaica is cited. The proposed program clearly supports CCSU's academic pillars by focusing on internationalization of education at CCSU. Not only are we building a base of educational leaders who can impact education in deep and meaningful ways in Jamaica, but we also anticipate that establishing the doctoral program in Jamaica would also provide opportunities for our Connecticut-based students to learn from education colleagues in Jamaica. Additionally, the Ed.D. in Educational Leadership is relevant to several foci from identified ConnSCU goals related to student access, student success, accountability, and institutional transformation.

In Jamaica, important strategic planning has been conducted to establish a set of goals to increase educational capacity in Jamaica in the years ahead. An important outcome of that planning process was a report published in 2009 entitled, *Vision 2030 Jamaica / National Development Plan*. The Jamaican National Vision Statement is as follows: "Jamaica, the place of choice to live, work, raise families, and do business." In the development plan, 4 critically important goals are laid out, which include: 1) Jamaicans are empowered to achieve their fullest potential; 2) The Jamaican society is safe, cohesive, and just; 3) Jamaica's economy is prosperous; and 4) Jamaica has a healthy natural environment. Specific to Goal #1 are a set of objectives that includes the following: *Jamaica expects to have established world class education and training that provides access to early childhood education, a satisfactory learning environment, strong secondary schools, standards-driven and outcomes-based education, sound fiscal management, quality tertiary education which interfaces and is aligned with workforce and school, access to education for all children, and establish a National Quality Framework*. The achievement of each of the four goals will be dependent on the capacity of the country to build effective and strong educational systems. The doctorate in educational leadership will contribute to the necessary capacity building.

As applicable, please describe:

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 proposed program is relevant to the needs of the Jamaican educational community both here and in

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Jamaica. It builds on our strengths in teaching and learning and the successful delivery since 1998 in Jamaica of our master's degrees in educational leadership and reading. In Connecticut, the Jamaican community is a substantial and strong presence. Bloomfield, CT, has been cited as having close to 20% of its residents who were born in Jamaica. And Blue Hills includes the largest percentage of people of Jamaican ancestry (close to 24%) of communities with high percentages of such ancestry in the country. Greater Hartford has more generations of Jamaicans, and appears to have the third largest population of West Indians in the country.

Because of our involvement in Jamaica we have forged greater ties to the West Indian citizens in the Greater Hartford area. Forums have been held with community leaders and members of the West Indian Social Club in Hartford to explore common interests in education for development both here and in Jamaica. One idea emanating from these forums is the goal of establishing a Caribbean Education for Development Center at CCSU that would, among other things, become the major unifying educational center among diaspora communities in Connecticut. Specifically, there is a need to create a Connecticut West Indian American Archive program at CCSU that would build on the research produced by our students in Jamaica about policies and programs that benefit students of Jamaican ancestry in Connecticut and students in Jamaica.

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 Master of Science in Educational Leadership and Master of Science in Reading and Language Arts are two graduate programs offered in Jamaica by Central Connecticut State University in collaboration with Sam Sharpe Teachers' College and The Mico University College. Both institutions have had a long relationship with Central Connecticut State University. The Master of Science degree program in Educational Leadership, now in its sixteenth year, and the Master of Science degree program in Reading and Language Arts, now in its twelfth year, are outcomes of over forty years of collaboration between CCSU and the Jamaican Government, and thirty years with Sam Sharpe Teachers' College (SSTC), and with The Mico University College, then Mico Teachers' College.

In 1998, in response to a request from the Dr. Cecile Walden, Principal of Sam Sharpe Teachers' College, CCSU began offering a Masters degree in Educational Leadership in the Montego Bay area. Five years later, in 2003, CCSU in association with Sam Sharpe Teachers College began offering the graduate program in Reading and Language Arts. Both programs were expanded to include the Mico University College in Kingston. To date there are almost 900 graduates of both Educational Leadership and Reading and Language Arts. While the enrollees have come from various educational institutions and sectors of the Jamaican society, through this partnership, 22 of 47 academic faculty members at SSTC (or approximately 47% of the staff) have obtained graduate qualifications in these CCSU programs.

Since then, the two programs have enhanced the teaching capacity at Sam Sharpe Teachers College, and provided professional development for many Jamaican educators who have been promoted to senior ranks in the Ministry of Education, and as principals and reading specialists within the system. Over 30 graduates from the Educational Leadership program have held principal positions in Jamaica, and close to that number are holding or have held senior positions in the Ministry of Education, including four regional directors. Many graduates are performing with excellence and at present there are three graduates from Central's Ed. D. program teaching in the Jamaica Master's Program at SSTC and Mico, while many more are able to matriculate into other doctoral programs locally

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and internationally. The program has also produced three LASCO (a conglomerate in Jamaica that annually recognizes outstanding educators and conveys significant monetary awards) principals of the year and one runner up. In January 2014, we graduated over 70 more students. One of the many positives about this relationship is that over 97% of graduates have remained in Jamaica, and they can be found at all levels of the education system. In addition, the University conferred the Bachelor of Arts in Special Studies on 51 students who pursued an undergraduate special program in 2006.

The role of Sam Sharpe Teachers' College and The Mico University College in this partnership is administrative and consists mainly of recruiting students for the programs, providing classroom space, coordinating logistics of on-site courses, on- ground travel arrangements for CCSU faculty, and attending to students' welfare and support throughout the program. The local partners also serve in an advisory capacity. CCSU's responsibilities include the conduct of the courses and maintenance of academic standards and records, the provision of faculty to teach and the making of admissions decisions.

All three partners have benefitted greatly from the collaboration. The local partners—Sam Sharpe Teachers' College and The Mico University College - have enhanced the qualifications of their teaching faculty and have been exposed to high quality professional development opportunities that they have used as the foundation for offering such programs to professionals across Jamaica. Not only do we have many faculty members from each staff holding master's degrees from this program but they have also been the beneficiaries of numerous workshops and seminars from CCSU personnel. The 4th Annual Professional Development Alumni Conference was held in January 2014 in Kingston. This conference attracted almost 200 participants and featured CCSU faculty and alumni as speakers. Undergraduates in teacher education, as well as nursing, have travelled to Jamaica for short-term study abroad programs, gathering experiences that will serve them well in their future professional work with diverse audiences.

The partnership also provides the opportunity for CCSU faculty to learn about Jamaican educational practices and to help fulfill its mission as a center of excellence for international programming. The partners have shared the lessons learned from this program at numerous international conferences and local schools and institutions in Jamaica and the U.S.

- 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)* NA
- Please indicate what similar programs exist in other institutions within your constituent unit ³, and how unnecessary duplication is being avoided
No other doctoral programs in the CSU system are being offered in the Caribbean.

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

Program graduates will be education leaders who know how to design educational programs and learning organizations that support student success as well as institutional accountability. Program graduates will be skilled in using research and data to solve multi-layered problems in education settings. They will be able to create research and disseminate the results to a variety of communities. It

³ 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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is anticipated that our graduates from the doctoral program will serve in senior leadership positions in their communities and in the Jamaican Ministry of Education.

Description of Modification *(Please provide a summary of the modifications to curriculum, admissions or graduation requirements, mode of delivery etc., and concisely describe how the institution will support these changes.*

The proposed Ed.D. in Educational Leadership in Jamaica is a cohort-based doctorate of practice designed for professional educators and administrators working in education settings in Jamaica. It is the same program that has been offered successfully in Connecticut since 2002. It will focus on the development of scholarly practitioners, transformational administrators, and instructional leaders who blend practical wisdom with professional skills and knowledge to develop the learning organization of the future. The cohort model will provide socialization, support, and a professional network across Jamaica's education community.

There are two major modifications involved with this new program. First, while less than 50% of the course work is offered in Jamaica, the number of credits in Jamaica is 29 and equals 46% of the total credits. The second modification is the number of online courses. In the current program no online courses are involved. In this proposed program 28 credits will be conducted in an online format.

Admission Requirements

Admission requirements will be similar for both programs. Admission will be available in alternate years to currently employed education professionals with at least five years of experience, a master's degree in a field related to their work in education, and satisfactory academic backgrounds. The master's degree should be from an accredited institution of higher education in a discipline or professional field that is relevant to the Ed.D. Program. The admissions requirements also include:

- a. 3.00 GPA on all graduate coursework
- b. Two letters of reference from leaders in education familiar with the applicant's work
- c. Detailed resume that illustrates important work-related experiences
- d. Acceptable scores from a selected internationally recognized assessment (within five years of admission and including a writing assessment)
- e. An acceptable personal statement/essay covering three important topics:
 - Career goals
 - Reasons for pursuing a doctorate
 - Ability and commitment to devote several weeks to summer study.

Finalists will be invited to interview, probably via Skype, and asked to complete a writing prompt.

As with the Connecticut-based program, we plan to accept a cohort (originally of 15-20 students) every other year.

Program Design

The proposed program consists of 63 credits of requirements: a core (18 credits), a specialization sequence (15 credits), and inquiry seminars and dissertation work (30 credits). It is designed to be completed in just under four years beginning with an orientation program in the fall 2015 and first course in the program in Winter session 2016 ending with graduation in May 2019. Courses will be offered during two short-term summer residencies (one to two weeks) and during one long weekend a month during the academic year. The first residency will be delivered in Jamaica. The 2nd residency will

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be delivered in Connecticut. Each course will include face-to-face experiences between faculty and students, as well as highly developed on-line components.

The design of the Ed.D. program in Jamaica follows the design of the program established in Connecticut and includes four components.

Component I: Foundational Core (18 credits)

Component I establishes the foundational core of the program with particular emphasis in education leadership and teaching and learning. Courses include: EDF 700; EDL 701, 702, 705; and EDT 700. All courses in the core are open only to Ed.D. students.

Coursework focuses on the knowledge required to lead educational institutions for improvement. Course content will focus on leading accessible educational systems, increasing student success, improving teaching and learning, curriculum, instruction, assessment, professional development, data-informed decisions, and leading organizational change.

Component II: Specialization (15 credits)

Component II includes a specialty area of the student's choice. The specialty area can be taken from within the Department of Educational Leadership and Instructional Technology, or from the offerings in other departments. For example, in Reading/ Language Arts, students may take up to 15 credits selected from among a variety of 3 credit courses.

We anticipate being able to broaden the target audience with an additional track in the program that is focused on higher education administration. This track is in the developmental stages right now and, when implemented, will be complementary to the growth of the program at CCSU. We believe this will make the doctoral program even more appealing to a broader audience in Jamaica. For students selecting this track, the 15 credits of specialization coursework will focus on aspects of leadership in higher education.

Local faculty will be involved in the specializations and all courses will be delivered on-line.

Component III: Inquiry Seminars, and Component IV: Dissertation (30 credits)

Component III (Seminars) of the program includes research courses, field-based inquiry projects, and a series of seminars designed to help students understand the processes of inquiry.

Component III leads into and facilitates Component IV.

Component IV is the completion of the dissertation and dissemination of the results of the students' study to appropriate audiences. Special course work in research and ongoing inquiry projects will culminate with the completion of the student's dissertation. More information about all of these components is available on the program's website.

Coursework will focus on quantitative skill development (including institutional data bases; survey research; and basic skills for using descriptive and inferential statistics); qualitative skill development (including interviews, observation, and focus groups); evaluation and intervention studies; and policy studies. Oral defense, submission of the studies and project outcomes for conference presentation, and presentation of the findings to school professionals are required of all candidates.

EDL 719 Inquiry Seminar X: Dissertation IV (may be taken to complete the dissertation and may be

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repeated for up to 6 credits over three calendar years) (1 credit)

Candidate Assessment

The curriculum of the Ed.D. program has been designed to align with United States national and state standards for doctoral studies in the field of educational leadership and with the program's conceptual framework. We are aware that this program will be operating in Jamaica and within the context of differing standards. We anticipate addressing UNESCO and University Council of Jamaica (UCJ) accreditation requirements in our program delivery.

Prior to being granted the Ed.D. degree, each candidate completes a dissertation and demonstrates proficiency on each program standard. Criteria for judging performance on other standards are described in the program's Assessment and Dissertation Handbook. During the second year of the program and prior to starting work on the dissertation, each Ed.D. candidate completes a summative electronic Leadership Portfolio. This portfolio consists of evidence (artifacts, evaluations, projects, and reflections) gathered from the beginning of the program. All entries must be tied to the program's conceptual framework and to the program's advanced leadership standards. Candidates present their Leadership Portfolios to a committee of faculty, including their dissertation advisors. We anticipate that the candidate defense of the Leadership Portfolio, the Dissertation Proposal, and the Dissertation will be conducted via Skype.

Description of Resources Needed *(As appropriate please summarize faculty and administrative resources, library holdings, specialized equipment, etc. Details to be provided in the next section, as appropriate)*

Resources to Support the Program

Faculty

Each candidate will be assigned a major advisor from the Department of Educational Leadership and Instructional Technology who will work with the candidate throughout the program. Program faculty will include full-time faculty at CCSU, as well as adjunct faculty in Jamaica. Currently, there are three Jamaican graduates of our doctoral program who are in leadership positions in Jamaica. They each teach in the master's degree program in educational leadership and it is anticipated that they will be able to work in the doctoral program. Other qualified Jamaican educators will be recruited and employed.

Staff

Plans will be in place for a selected person to serve as the Jamaica Ed.D. On-site Coordinator. Responsibilities will include, but not be limited to, recruitment and retention, advertising and marketing the program, day-to-day coordination, serving as liaison with the CCSU Program Coordinator. The person will be a direct report to the CCSU Program Coordinator and be supported through a personal services agreement.

A Program Coordinator at CCSU, who will be on the faculty in the Department of Educational Leadership and Instructional Technology, will be identified to support the program development and delivery at CCSU.

Given the high number of online courses, and the international context for course delivery, it is anticipated that the services of a technology coordinator, who is a member of the Department of Educational Leadership and Instructional Technology, for the program will be important.

We will also identify a dedicated staff person at the CCSU library who would provide support for the Jamaican cohort.

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Equipment

Each candidate will also be provided an ipad (pre- loaded) to use throughout the program, assuring access to all CCSU services. This resource will be extremely important for each student, assuring access to online courses and materials, and databases to support doctoral-level research.

On-site facilities

In the January 2015 visit to Sam Sharpe Teachers' College, the CCSU visiting team (including the dean and department faculty) will determine on-ground resources that are available at Sam Sharpe Teachers' College and then make further recommendations for necessary facilities to the Principal of Sam Sharpe.

As discussions proceed, we will prepare a draft Doctoral Program Handbook, which will be similar to the current Connecticut-based handbook.

Other Considerations

Cost

Please see attachments for a Draft Budget- Income and Expenses for 20 Students and a Draft Budget – Income and Expenses for 15 Students.

Budget calculations indicate that the total cost to students for the 63 credit hour program is \$56,105. This estimate includes the cost for the 3-week residency at CCSU and airfare and taxi to the campus. If needed to complete the dissertation, candidates may take additional 1-credit course (EDL 719), as often as needed @ \$895.00 per credit.

A detailed budget schedule is included as a separate document.

Comparison to Other Offshore Programs

Potential competition comes primarily from two offshore programs.

The first is Nova Southeastern University in Florida. The doctoral program in educational leadership is offered for 69 credits at \$880 per credit. The total cost to students for this program is \$60,720.

Walden University is the second program. Walden also offers a doctoral program in educational leadership. The program is primarily an online program that students take over approximately 4-6 years. The cost to students is \$ 3918 per quarter (3 months), totaling approximately \$62,000 for the program.

Previous Three Years Enrollment and Completion for the Program being Modified

*** The Ed.D. program accepts a cohort of students every other year. The enrollments and completions are illustrated for the past three cohorts.

ACTUAL Enrollment	First Term, Year _2009__		First Term, Year _2011__		First Term, Year _2013__	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers						
New Students						
Returning Students						

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ACTUAL Headcount Enrollment		21		23		21
ACTUAL FTE per Year						
Size of Credentialed Group for Given Year	17 graduated; 1 withdrew from the Ed.D.; 1 recommended for withdrawal; 2 students making very limited progress		9 graduated; 14 continuing work on dissertations		All will complete coursework in May 2015 and will then begin dissertations	

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Curriculum Details for a Program Modification (to be use as appropriate for specific modification request) ⁴ Add where course will be and which ones are online						
Course Number and Name ⁵	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
EDT 700 Topics in Leadership for Technology in Schools In JAM, CCSU faculty and Jam adjunct	5, 6, 7		3	Inquiry Seminars and Dissertation EDL 710 Inquiry Seminar I: The Study of Human & Organizational Learning Research I In JAM, CCSU faculty and Jam adjunct	3, 6	2
EDF 700 The Purposes of Education in America In JAM, all CCSU faculty	2, 3		3	EDL 711 Inquiry Seminar II: Quantitative and Qualitative Research I In JAM, Jam adjunct along	6, 7	3
EDL 705 Leadership to Promote Effective Teaching & Learning In JAM, all CCSU faculty	1, 2, 4		6	EDL 712 Inquiry Seminar III: Quantitative and Qualitative Research II In JAM, CCSU faculty and Jam adjunct	6, 7	3
EDL 701 Leading Organizational Change I: Theory In New Britain, all CCSU faculty	1, 3, 4		3	EDL 713 Inquiry Seminar IV: Study of Organizational Change In JAM, Jam adjunct alone	3, 6	2
EDL 702 Leading Organizational Change II: Program Development & Evaluation In New Britain, all CCSU faculty	1, 3, 4		3	EDL 714 Inquiry Seminar V: Advanced Research Design In JAM, CCSU faculty	6, 7	3
				EDL 715 Inquiry Seminar VI: The Dissertation Proposal Online; Jam faculty alone	7	3
				EDL 716 Inquiry Seminar VII: Dissertation I In JAM, CCSU faculty and Jam adjunct	7	2
				EDL 717 Inquiry Seminar VIII: Dissertation II Online; CCSU faculty and Jam adjunct	7	5
				EDL 718 Inquiry Seminar IX: Dissertation III Online; CCSU faculty	7	5
				EDL 720 Inquiry Seminar XI:	6	2

⁴ Details of course changes for Community College institutions should be provided with enough detail to introduce necessary changes in the centralized programmatic database for that system.

⁵ Make any detail annotations for individual courses as needed to understand the curricular modifications taking place

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			Disseminating Research Findings In JAM, CCSU faculty		
Core Course Prerequisites			Elective Courses in the Field		
			Area of specialization (students take 5 3-credit courses) All online		15
			(e.g. Administrative Leadership, Curriculum and Literacy, Leadership for mathematics, Leadership for special education, Leadership for technology and education)		
Total Other Credits Required to Issue Modified Credential					

Learning Outcomes - L.O. (Please list up to seven of the most important student learning outcomes for the program, and any changes introduced)

Conceptual Framework

Seven propositions provide the overall conceptual framework for the Ed.D. Program. Student capacity is assessed relative to each of the seven propositions during the coursework, in their presentation of a Leadership Portfolio as a mid-point assessment, in their dissertation proposal defense, and in the defense of the dissertation.

Proposition One

Effective educational leaders are skillful in creating a sense of a collaborative learning community for all those with whom they work. These leaders are sensitive to their ethical and moral obligation to design and implement programs that promote positive learning for all. Further, these leaders have the organizational and conceptual skills to advance the work of institutions, communities, and organizations.

Proposition Two

Effective educational leaders know that teaching and learning is at the heart of everything they do. They are familiar with current curricular, instructional, and assessment practices, and they know how to help others improve their skills in these areas. They know how to create and sustain a powerful vision of the importance of teaching and learning and have skills in program evaluation and assessment to monitor efforts to improve classroom and organizational growth. Further, they know how to provide the professional development, coaching, and mentoring services that are fundamental to organizational growth and renewal.

Proposition Three

Effective educational leaders are able to connect the immediate work of organizational improvement to the larger philosophical and historical contexts that support educational change. They know how to engage others in the change process and to generate and allocate resources for innovation.

Proposition Four

Effective educational leaders recognize diversity as a strength and know how to develop systems, programs, and services that are responsive to the needs of learners, faculties, and communities. These leaders work to create a culture of success for all learners and know how to effectively partner with

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community and national groups and networks to promote social justice and enhance the educational environment for their learners. Further, these leaders are skillful in developing a variety of community avenues to inform others in the wider community.

Proposition Five

Effective educational leaders know how to use technology to support and advance the learning environment. These leaders demonstrate skills in using a variety of media for communication purposes as well as effectively using building-wide and system-wide information processing systems.

Proposition Six

Effective leaders are committed to the processes of continuous quality improvement and know how to collect, research, analyze, and interpret salient data to inform the change process. These leaders know how to communicate this information to a variety of audiences to help enlist their support for improvement.

Proposition Seven

Effective educational leaders value and apply research in determining best practice. These leaders know how to evaluate and bring critical judgment to bear on educational research and they can communicate research to teachers, parents, and members of the community. They have the skills to conduct and provide leadership for action research aimed at improving teaching and learning.

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SECTION 3: RESOURCE AND FINANCIAL CONSIDERATIONS

Two-Year Cost Effectiveness and Availability of Adequate Resources

(Please provide attach a Pro-Forma Budget for the modification of program in the format provided)

Please see two budget attachments. One is for 15 students, the other is for 20 students.

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Modification of an Accredited Program **PRO FORMA** ¹ **BUDGET** 1/20/12

Institution

Central Connecticut
State University

10/31/2014

Proposed Program

Ed.D. in Educational
Leadership

PROJECTED Enrollment	First Term Year 1		First Term Year 2			
	Full Time	Part Time	Full Time	Part Time		
Internal Transfers (from other programs)						
New Students (first time matriculating)		15		15		
Continuing (students progressing to credential)						
Headcount Enrollment	0	15	0	15		
Total Estimated FTE per Year						

PROJECTED Program Revenue	Year 1		Year 2			
	Full Time	Part Time	Full Time	Part Time		
Tuition (Do not include internal transfers)		\$29,181.60		\$291,916.80		
Program-Specific Fees						
Other Rev. (Annotate in text box below)						
Total Annual Program Revenue		\$29,182		\$291,917		

PROJECTED Expenditures*	Year 1		Year 2			
	Number (as applicable)	Expenditure	Number	Expenditure		
Administration (CCSU Prog. Coord., CCSU Tech. Coord.; Library Coord.)	3	21,357.00	3	33,107.98		
Professional Services-Jamaica Coord.		25,000.00		25,000.00		
Faculty (Full-time, total for program)		11,550.00		51,437.00		
Faculty (Part-time -total for program)						
Support Staff (Jamaica Clerical)		12,000.00		12,000.00		
Library Resources Program						
Equipment (IPads for students)		12,000.00				
Other (Accred., Other fees, Travel, Ed. Supplies, Office Supplies, Duplicating)		22,900.00		23,400.00		
Fringe, CCSU		12,357.00		24,185.00		
Estimated Indirect Cost (e.g. student services, operations, maintenance)						
Total ESTIMATED Expenditures		\$117,164		169,129.98		

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

Year 1

Administration

*Program Coordinator at CCSU 10.12.1 \$9,153.00

**Technology Coordinator at CCSU 10.12.1 \$6,102.00

***Library Support at CCSU 10.12.1 \$6,102.00

Net benefit total: \$12,357.00

Administration total \$33,714.00

Accreditation \$10,000

Educational supplies \$300.

Professional services- Jamaica coordinator \$25,000

Professional services- Clerical Jamaica \$12,000.

Other fees- \$300

Travel international for grad \$5,500

Travel international for infor sessions- \$6,000

Supplies \$800

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.

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Modification of an Accredited Program PRO FORMA ¹ BUDGET 1/20/12

Year 2

Administration

<i>*Program Coordinator at CCSU 10.12.1</i>	<i>\$9, 459.99</i>
<i>**Technology Coordinator at CCSU 10.12.1</i>	<i>\$9,459.99</i>
<i>***Library Support at CCSU 10.12.1</i>	<i>\$14,188.00</i>
<i>Net benefit total:</i>	<i>\$24,185.00</i>
<i>Administration total</i>	<i>\$57,292.98</i>

Educational supplies \$300.

Professional services- Jamaica coordinator \$25,000

Professional services- Clerical Jamaica \$12,000.

Other fees- \$300

Travel international for grad. \$22,000

Supplies \$800

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

Modification of an Accredited Program **PRO FORMA** ¹ **BUDGET** 1/20/12

Institution

Central Connecticut
State University

10/31/2014

Proposed Program

Ed.D. in Educational
Leadership

PROJECTED Enrollment	First Term Year 1		First Term Year 2			
	Full Time	Part Time	Full Time	Part Time		
Internal Transfers (from other programs)						
New Students (first time matriculating)		20		20		
Continuing (students progressing to credential)						
Headcount Enrollment	0	20	0	20		
Total Estimated FTE per Year						

PROJECTED Program Revenue	Year 1		Year 2			
	Full Time	Part Time	Full Time	Part Time		
Tuition (Do not include internal transfers)		\$38,908.80		\$389,222.40		
Program-Specific Fees						
Other Rev. (Annotate in text box below)						
Total Annual Program Revenue		\$38,909		\$389,222		

PROJECTED Expenditures*	Year 1		Year 2			
	Number (as applicable)	Expenditure	Number	Expenditure		
Administration (CCSU Prog. Coord., CCSU Tech. Coord.; Library Coord.)	3	28,476.00	3	44,142.00		
Professional Services-Jamaica Coord.		33,000.00		33,000.00		
Faculty (Full-time, total for program)		11,550.00		58,058.00		
Faculty (Part-time -total for program)						
Support Staff (Jamaica Clerical)		15,000.00		15,000.00		
Library Resources Program						
Equipment (IPads for students)		16,000.00				
Other (Accred., Other fees, Travel, Ed. Supplies, Office Supplies, Duplicating)		22,900.00		23,400.00		
Fringe, CCSU		15,571.00		32,129.00		
Estimated Indirect Cost (e.g. student services, operations, maintenance)						
Total ESTIMATED Expenditures		142,497.00		205,729.00		

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

Year 1

Administration

*Program Coordinator at CCSU 10.12.1 \$12,204.00

**Technology Coordinator at CCSU 10.12.1 \$ 8136.00

***Library Support at CCSU 10.12.1 \$ 8136.00

Net benefit total: \$15,571.00

Administration total \$ 44,047.00

Accreditation \$10,000

Educational supplies \$300.

Professional services- Jamaica coordinator \$33,000

Professional services- Clerical Jamaica \$15,000.

Other fees- \$300

Travel international for grad \$5,500

Travel international for infor sessions- \$6,000

Supplies \$800

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.

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Modification of an Accredited Program PRO FORMA ¹ BUDGET 1/20/12

Year 2

Administration

**Program Coordinator at CCSU 10.12.1* \$12,612.00

***Technology Coordinator at CCSU 10.12.1* \$12,612.00

****Library Support at CCSU 10.12.1* \$18,918.00

Net benefit total: \$32,129.00

Administration total \$ 76,271.00

Educational supplies \$300

Professional services- Jamaica coordinator \$33,000

Professional services- Clerical Jamaica \$15,000.

Other fees- \$300

Travel international for grad. \$22,000

Supplies \$800

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.

ITEM

Modification of the Pathways to Teaching Careers that leads to an Associate of Science degree at Three Rivers Community College

BACKGROUND

The Pathways to Teaching Careers program of study is designed to provide education and experiences which will allow students to transfer to Eastern Connecticut State University meeting the requirements to be accepted into a teacher training program. The field of education is a growing profession. The National Center for Education Statistics predicts increases in the annual numbers of new school teacher hires, both in public and private schools. This transfer program closely parallels the core requirements of the first two years of most four-year college teacher preparation programs in Connecticut. Students are advised to review the requirements of the transfer institution prior to course selection." (TRCC website).

This plan of study program was developed in conjunction with ECSU to ensure that students were able to transfer to Eastern as well as to gain the knowledge and course(s) to enter into the C.A.R.E.S. program (the Education programs). The C.A.R.E.S. program is for students who are looking to teach in Early Childhood Education, or Elementary Education, or Secondary Education. Since its inception the Pathways to Teaching Careers plan of study has been designed to meet the changing needs of the education field to ensure students have the foundation necessary to prepare for employment in the education field. In the spring of 2014 ECSU made significant changes to its Education degrees to accommodate numerous changes as identified through the CT State Department of Education (CSDE) and their recent NEASC Accreditation visit. These changes impacted the articulation of specific courses from TRCC to ECSU and required the modification of the Pathways to Teaching plan of study. Worth noting is that there are ever-increasing requirements for students in the Education field; students have to meet the goals and objectives of this degree, pass a state test (PRAXIS I) to get into the C.A.R.E.S. program, complete a dual major at ECSU and then they also have to pass the PRAXIS II at the end to be certified to teach. These changes are designed to support student success in meeting these requirements.

This program modification not only aligns the course work at TRCC to transfer to ECSU but reduces the total credits (from 67-61 credits) to adhere with current BOR initiatives.

The Connecticut State Department of Education (CSDE) developed numerous legislative changes that impacted the education field. Legislative changes included the requirement that all two and four year teacher education preparation programs become accredited through the National Association for the Education of Young Children (NAEYC). These requirements impacted the workforce as child care programs were required to meet the NAEYC standards as well, in particular staff qualifications, which specified that by 2020 all teachers must hold a Bachelor's degree in early childhood. The development of the Pathways to Teaching Careers plan of study was designed to support the education field to meet these state mandates.

TRCC "gives students the opportunity to start college at Three Rivers and finish at a four-year college. Agreements with the state university system and with other four-year colleges make the transfer to a four-year school a smooth transition. Many students, with their academic

advisor, plan for eventual transfer to a four-year school from their very first semester at Three Rivers. Advisors and counselors have lists of course-to-course equivalencies and program-to-program articulations to help students select courses that will apply to their four-year degrees at specific colleges and universities." (TRCC website)

The Pathways to Teaching Careers plan of study promotes this college initiative as TRCC is located only 18 miles from ECSU and encourages transfer to that institution. ECSU has a state approved teacher education program designed to prepare students to be certified professionals in education. Faculty members have worked closely with ECSU to ensure state and student needs are addressed.

There is no new transfer agreement being created however the modification of the Pathways to Teaching Careers plan of study addresses changes made to ECSU's education programs which impacts articulation. "Graduates of an associate degree program within the Connecticut Community College System with a grade point average of 2.0 or higher are guaranteed admission to the university of their choice within the Connecticut State University System. In the case of majors for which articulation agreements have been adopted, Community College students preparing for transfer should follow the terms of the articulation agreement regarding course prerequisites, grade point averages, and other requirements stated in the agreement. Graduates of the Community College will be admitted as juniors and will be expected to complete two years of full-time (or equivalent part-time) study at the university to be eligible for the bachelor's degree. " (TRCC website)

Description of Modification

The Pathways to Teaching Careers program modification aligns the course work at TRCC to improve transferability to ECSU by deleting the duplication of courses that students are taking at TRCC that are no longer required by students who transfer to any CT four year institution with an Associate's degree. These competencies have been identified as being completed in other courses or have been included as part of the higher level course sequence at the four year institution. They include:

- deletion of 3 out of 6 fine arts credits
- deletion of the Philosophy requirement

In addition during the realignment discussions with ECSU it was identified that students at TRCC were required to take two courses (ECE 215 and PSY 204) to meet the competencies of one of their required courses, EDU 200, so the proposal includes:

- deletion of ECE 215
- deletion of PSY 204
- addition of the three credit PSY 216 Normal and Exceptional Child and Adolescent Development course. Please note that this course is already part of the Connecticut common course system.

The program modification also includes adding MAT 137, as it is a pre-requisite for the mathematics courses required for the program and was missing from the plan of study. Including pre-requisite courses in plans of studies is also identified as part of the BOR initiatives.

Education (elementary, secondary and early childhood) programs have not been included in the TAP discussion at the state level but in identifying the key competencies included in other transfer agreements this plan of study change is designed to address some of the possible implications. These modifications reduce the total credits of the Pathways to Teaching Careers program from 67-61 credits, adhering to a BOR initiative (normalizing of credits).

Resources Needed

This modification requires no new or additional resources.

1/14/2015 – Academic Council

1/30/2015 – Academic & Student Affairs Committee

2/26/2015 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

February 26, 2015

RESOLVED: That the Board of Regents for Higher Education approve the modification of “Pathways to Teaching Careers” leading to an Associate of Science degree at Three Rivers Community College.

A True Copy:

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM (Public Higher Education Institutions) - 01/20/12

SECTION 1: GENERAL INFORMATION

Institution: Three Rivers Community College

Date of Submission to BOR Office:

Most Recent NEASC Institutional Accreditation Action and Date: Continued accreditation on March 8, 2013

Original Program Characteristics

CIP Code No. 130101 **Title of CIP Code**

CIP Year: 2014

Name of Program: Pathways to Teaching Careers

Degree: Title of Award: Associate of Science

Certificate: (specify type and level)

Date Program was Initiated: May 18, 2009

Modality of Program: ☒ On ground ☐ Online ☐ Combined

If "Combined", % of fully online courses?

Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 67

Original Program Credit Distribution

Cr in Program Core Courses: 55

Cr of Electives in the Field: 0

Cr of Free Electives: 6

Cr Special Requirements (include internship, etc.): 6

Total # Cr in the Program (sum of all #Cr above): 67

From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 67

Type of Program Modification Approval Being Sought (mark all that apply):

Licensure and Accreditation (specify whether New Certificate, Minor, Option, Concentration, or Other)

☒ **Significant Modification of Courses/Course Substitutions**

Offering of Program at Off-Campus Location (specify new location)

Offering of Program Using an Alternate Modality (e.g. from on ground to online)

Change of Degree Title or Program Title

Modified Program Characteristics

Name of Program: Pathways to Teaching Careers

Degree: Title of Award : Associate of Science

Certificate 1: (specify type and level)

Program Initiation Date: September 2015

Modality of Program: ☒ On ground ☐ Online ☐ Combined

If "Combined", % of fully online courses?

Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 61

Other:

Modified Program Credit Distribution

Cr in Program Core Courses: 49

Cr of Electives in the Field: 0

Cr of Free Electives: 6

Cr Special Requirements (include internship, etc.): 6

Total # Cr in the Program (sum of all #Cr above): 61

From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 58

If program modification is concurrent with discontinuation of related program(s), please list for such program(s):

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:

Three Rivers Community College main campus

Other Program Accreditation:

- If seeking specialized/professional/other accreditation, name of agency and intended year of review:
- If program prepares graduates eligibility to state/professional license, please identify:

(As applicable, the documentation in this request should address the standards of the identified accrediting body or licensing agency)

Institutional Contact for this Proposal:

Dr Ann Branchini

Title: Academic Dean

Tel.: 860-215-9004

e-mail: abbranchini@trcc.commnet.edu

¹ If creating a Certificate program from existing courses belonging to a previously approved baccalaureate/associate degree program, enter information such that program in the "Original Program" section.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM (Public Higher Education Institutions) - 01/20/12

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

BOR Sequence Number (to be assigned):

Approved 2010 CIP Code No. ² (if applicable)

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)

SECTION 2: BACKGROUND, RATIONALE AND NATURE OF MODIFICATION

(Please Complete Sections as Applicable)

Background and Rationale (Please provide the context for and need for the proposed modification, and the relationship to the originally approved program)

The Pathways to Teaching Careers program of study "is designed to provide education and experiences which will allow students to transfer to Eastern Connecticut State University meeting the requirements to be accepted into a teacher training program. The field of education is a growing profession. The National Center for Education Statistics predicts increases in the annual numbers of new school teacher hires, both in public and private schools. This transfer program closely parallels the core requirements of the first two years of most four-year college teacher preparation programs in Connecticut. Students are advised to review the requirements of the transfer institution prior to course selection." (TRCC website).

This plan of study / program was developed in conjunction with ECSU to ensure not that students were able to transfer to Eastern as well as to gain the knowledge and course(s) to enter into the C.A.R.E.S. program (the Education programs). The C.A.R.E.S. program is for students who are looking to teach in Early Childhood Education, or Elementary Education, or Secondary Education. Since its inception the Pathways to Teaching Careers plan of study has been designed to meet the changing needs of the education field to ensure students have the foundation necessary to prepare for employment in the education field. In the spring of 2014 ECSU made significant changes to its Education degrees to accommodate numerous changes as identified through the CT State Department of Education (CSDE) and their recent NEASC Accreditation visit. These changes impacted the articulation of specific courses from TRCC to ECSU and required the modification of the Pathways to Teaching plan of study.

Worth noting is that there are ever-increasing requirements for students in the Education field; students have to meet the goals and objectives of this degree, pass a state test (PRAXIS I) to get into the C.A.R.E.S. program, complete a dual major at ECSU and then they also have to pass the PRAXIS II at the end to be certified to teach. These changes are designed to support student success in meeting these requirements.

This program modification not only aligns the course work at TRCC to transfer to ECSU but reduces the total credits (from 67 – 61 credits) to adhere with current BOR initiatives.

² 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 MODIFICATION OF ACCREDITED PROGRAM (Public Higher Education Institutions) - 01/20/12

As applicable, please describe:

- 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 Connecticut State Department of Education (CSDE) developed numerous legislative changes that impacted the education field. Legislative changes included the requirement that all two and four year teacher education preparation programs become accredited through the National Association for the Education of Young Children (NAEYC). These requirements impacted the workforce as child care programs were required to meet the NAEYC standards as well, in particular staff qualifications, which specified that by 2020 all teachers must hold a Bachelor's degree in early childhood. The development of the Pathways to Teaching Careers plan of study was designed to support the education field to meet these state mandates.

- 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?

TRCC "gives students the opportunity to start college at Three Rivers and finish at a four-year college. Agreements with the state university system and with other four-year colleges make the transfer to a four-year school a smooth transition. Many students, with their academic advisor, plan for eventual transfer to a four-year school from their very first semester at Three Rivers. Advisors and counselors have lists of course-to-course equivalencies and program-to-program articulations to help students select courses that will apply to their four-year degrees at specific colleges and universities." (TRCC website)

The Pathways to Teaching Careers plan of study promotes this college initiative as TRCC is located only 18 miles from ECSU and encourages transfer to that institution. ECSU has a state approved teacher education program designed to prepare students to be certified professionals in education. Faculty members have worked closely with ECSU to ensure state and student needs are addressed.

- 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)*

There is no new transfer agreement being created however the modification of the Pathways to Teaching Careers plan of study addresses changes made to ECSU's education programs which impacts articulation. "Graduates of an associate degree program within the Connecticut Community College System with a grade point average of 2.0 or higher are guaranteed admission to the university of their choice within the Connecticut State University System. In the case of majors for which articulation agreements have been adopted, Community College students preparing for transfer should follow the terms of the articulation agreement regarding course prerequisites, grade point averages, and other requirements stated in the agreement. Graduates of the Community College will be admitted as juniors and will be expected to complete two years of full-time (or equivalent part-time) study at the university to be eligible for the bachelor's degree." (TRCC website)

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM (Public Higher Education Institutions) - 01/20/12

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

The Pathways to Teaching Careers plan of study was designed primarily to promote transfer to ECSU in the Education field. The requirements and distribution of courses in this degree program are similar to the general education requirements in many Liberal Arts and Sciences baccalaureate degree programs. Students who graduate with this degree will also be able to transfer to any four-year college or university to continue studies toward a baccalaureate degree in the liberal arts and sciences. It is also suitable for students who wish to engage in an educationally challenging experience for personal growth and intellectual development.

Coursework in the Pathways to Teaching Careers plan of study are designed to promote skills necessary to work in the education field. In particular the inclusion of EDU 110 Teaching in the Twenty First Century is "designed for students considering education as a major and teaching as a profession. Students will obtain a systematic body of knowledge from which they can develop a repertoire of teaching practices to meet the learning needs of students with diverse learning styles, developmental needs, cultural and socioeconomic backgrounds." (TRCC website)

Description of Modification *(Please provide a summary of the modifications to curriculum, admissions or graduation requirements, mode of delivery etc., and concisely describe how the institution will support these changes.*

The Pathways to Teaching Careers program modification aligns the course work at TRCC to improve transferability to ECSU by deleting the duplication of courses that students are taking at TRCC that are no longer required by students who transfer to any CT four year institution with an Associate's degree. These competencies have been identified as being completed in other courses or have been included as part of the higher level course sequence at the four year institution. They include:

- deletion of 3 out of 6 fine arts credits
- deletion of the Philosophy requirement

In addition during the realignment discussions with ECSU it was identified that students at TRCC were required to take two courses (ECE 215 and PSY 204) to meet the competencies of one of their required courses, EDU 200, so the proposal includes:

- deletion of ECE 215
- deletion of PSY 204
- addition of the three credit PSY 216 Normal and Exceptional Child and Adolescent Development course. Please note that this course is already part of the Connecticut common course system.

The program modification also includes adding MAT 137, as it is a pre-requisite for the mathematics courses required for the program and was missing from the plan of study. Including pre-requisite courses in plans of studies is also identified as part of the BOR initiatives.

Education (elementary, secondary and early childhood) programs have not been included in the TAP discussion at the state level but in identifying the key competencies included in other transfer agreements this plan of study change is designed to address some of the possible implications. These modifications reduce the total credits of the Pathways to Teaching Careers program from 67 – 61 credits, adhering to a BOR initiative (normalizing of credits).

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM (Public Higher Education Institutions) - 01/20/12

Description of Resources Needed (As appropriate please summarize faculty and administrative resources, library holdings, specialized equipment, etc. Details to be provided in the next section, as appropriate)

The program modifications to the Pathways to Teaching Careers program will not require any changes to admission requirements nor mode of delivery. The modification to the curriculum will consist of requiring only one additional course PSY 216 which is an existing course in the Connecticut college system which is a newly developed course and will be offered at TRCC. The PSY 216 course will be substituted for the PSY 204 course which may be eliminated from the curriculum thus this new course will not require any additional faculty or financial considerations.

No additional administrative resources or specialized equipment will be required.

Other Considerations

Previous Three Years Enrollment and Completion for the Program being Modified

Enrollment	2011 - 2012		2012 - 2013		2013 - 2014	
	Fall	Spring	Fall	Spring	Fall	Spring
Total Enrollment	33	36	42	39	33	33
Graduates per Year	2		0		5	

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

Curriculum Details for a Program Modification (to be use as appropriate for specific modification request)³

Course Number and Name ⁴	L.O. #	Pre- Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
ENG K101 Composition			3			
ENG K102 Literature and Composition			3			
COM K173 Public Speaking			3			
Fine Arts Elective			3			
Humanities			6			
MAT K137 Intermediate Algebra			3			
MAT K143 or K146			3			
Natural Science			4			
Earth or Physical Science			3			
US History I or II			3			
PSY 111			3			
SOC 101			3			
ECE 182 or PSY 200			3			
BBG 115 Business Software Application			3			
HLT 155 Personal Health			3			
Electives			6			
				EDU K110 Teaching in the 21 st Century		3
				PSY K216 Normal and Exceptional Child and Adolescent Dev.		3
Core Course Prerequisites				Elective Courses in the Field		
Total Other Credits Required to Issue Modified Credential						

See attached plan of study change form (pg 8 and 9)

Learning Outcomes - L.O. (Please list up to seven of the most important student learning outcomes for the program, and any changes introduced)

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

1. think critically and creatively.
2. communicate analytically, in both speaking and writing, in forms that involve the collection and documentation of outside sources.
3. work collaboratively as well as independently.
4. recognize broader historical, cultural, global and scientific perspectives.
5. cultivate a respect for others, coupled with an understanding of ethical behavior and civic responsibility.
6. begin to develop the ability to work in the teaching profession, articulating both the route to become and the role of a successful teacher in the classroom.

³ Details of course changes for Community College institutions should be provided with enough detail to introduce necessary changes in the centralized programmatic database for that system.

⁴ Make any detail annotations for individual courses as needed to understand the curricular modifications taking place

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 3: RESOURCE AND FINANCIAL CONSIDERATIONS

Two-Year Cost Effectiveness and Availability of Adequate Resources

(Please provide attach a Pro-Forma Budget for the modification of program in the format provided)

This modification requires no new or additional resources.

ITEM

Termination of a program in Business and Management Administration: Accounting Option leading to an Associate of Science (AS) degree at Northwestern CT Community College, with a phase out period of two years until February, 2017.

Summary/Rationale**1. Reason(s) for recommendation to discontinue program option:**

Northwestern currently offers an Associate Degree program in Business and Management Administration with two options: Accounting and Marketing and Sales. The Business faculty recommend the college discontinue the Accounting option due to a five year trend of persistent low enrollments in the final two required courses: ACC*271, Intermediate Accounting I, and ACC*272, Intermediate Accounting II. Due to low enrollments these courses have been conducted as an independent study or have been cancelled which has forced students to take these last two courses at another college to complete this program option. This recommendation was endorsed by the program Advisory Committee on May 8, 2014.

The Business faculty believe that having one “parent” degree and two options has cannibalized enrollment in each of these specializations. As this is a program option termination this will have very little impact on students transferring to complete a Bachelor’s degree in Accounting. They will be required to complete Intermediate Accounting courses at the Bachelor’s degree level.

The following programs and certificate will remain:

1. Business and Management Administration Associate in Science Degree
2. Business and Management Administration: Marketing and Sales Option
3. Marketing and Sales Certificate

2. Dates of last program evaluation:

- a. Program Self Study—Fall 2010
- b. In the Program Self-Study we mentioned that given the declining program enrollments trend the program could not support six program options. The following options were terminated in Fall 2010: 1. Banking Option; 2. Hospitality Option; and 3. Office Operations Management Option.
- c. The Accounting Option will be the fourth program option termination.

3. Current enrollment (Spring 2014):

<u>First-Year</u>		<u>Second-Year</u>	<u>Total</u>
Full-time:	4	Full-time: 1	5
Part-time:	7	Part-time: 6	13
Total:	11	Total: 7	18

4. Degrees granted with this option: (list past five years):

Spring 2014 = 8
 Spring 2013 = 3
 Spring 2012 = 5
 Spring 2011 = 3
 Spring 2010 = 2

Phase Out/Teach Out Strategy**5. Proposed duration of phase-out period:**

This Degree Option is required to accommodate the students enrolled in the Accounting Option for two years.

6. Specific provisions to enable currently enrolled students to complete program:

Provisions will be made to accommodate students completing the Accounting Option over the two year phase-out period. Potential new students will be advised to enroll in the Business & Management Administration parent degree program or enroll in the two Intermediate Accounting classes at another college and transfer the credits back to NCCC.

7. What similar degree/certificate programs are offered by other Community Colleges and by other institutions in college's region?

Tunxis Community College

Naugatuck Valley Community College

8. Feasibility of transferring this program to another Community College or consolidating this program with a similar program at this or at another system institution.

This degree option is being consolidated within the “parent” Associate Degree program in Business and Management Administration.

1/14/2015 – Academic Council

1/30/2015 – Academic & Student Affairs Committee

2/26/2015 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Termination of a Program

February 26, 2015

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of “Business and Management Administration: Accounting Option” leading to an Associate of Science degree at Northwestern Connecticut Community College with a phase-out period until February 28, 2017.

A True Copy:

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

ITEM

Termination of a program in Retail Management leading to a Certificate at Three Rivers Community College, with a phase out until July, 2015.

Summary/Rationale

Cancellation of this Certificate **does not impact state priorities for workforce preparation.**

Broader, more diverse certificates and degrees in the Marketing Program will prepare students for positions in the Retail environment. These include the Marketing Certificate and the Customer Service Certificate.

Internal and External Data demonstrates that there is no longer a need for this certificate, which has been offered since 1987.

Internal Data:

Enrollment statistics for the Retail Management Certificate shows no more than 1 or 2 students each semester over the last 5 years.

There are no students enrolled in this Certificate Program as of Fall, 2014.

The following are the graduation statistics for the Retail Management Certificate over the last 5 years:

2010	2011	2012	2013	2014
0	0	1	2	0

In addition, consultations with my **Community Advisory Board members** (including those with knowledge of the retailing industry) have supported the cancellation of this certificate.

They have concurred that the trend in the field of retailing is that a certificate is no longer required for positions in that industry in South Eastern CT.

Students are better served by completing either a Marketing Certificate or a Customer Service Certificate (which are available) if they wish to pursue a career in Retail Management.

External Data:

See additional supporting documentation below:

The following information is taken from the “State of Connecticut and Workforce Investment Area Occupational Projections, 2008 –2018” developed by the Office of Research at the Connecticut Department of Labor and www.onetonline.org

<i>Labor Market Category</i>	<i>Training Required</i>
Retail Salespersons	Short Term On-the-Job Training

Also, as stated in the **US Dept. of Labor, Bureau of Labor Statistics, Occupational Outlook Handbook:**

*“Typically, retail sales workers **do not need a formal education.** However, some employers prefer applicants who have a high school diploma or its equivalent”.*

Education

Although retail or parts sales positions usually have **no formal education requirements**, some employers **prefer applicants who have a high school diploma or equivalent**, especially those who sell technical products or “big-ticket” items, such as electronics or cars.

Training

Most retail sales workers receive **on-the-job training**, which usually lasts a few days to a few months. In small stores, newly hired workers often are trained by an experienced employee. In large stores, training programs are more formal and generally are conducted over several days. Topics often include customer service, security, the store’s policies and procedures, and how to operate the cash register.

Depending on the type of product they are selling, employees may be given additional specialized training. For example, salespersons working in cosmetics get instruction on the types of products the store offers and for whom the cosmetics would be most beneficial. Likewise, those who sell computers may be instructed on the technical differences between computer products.

Because providing exceptional service to customers is a priority for many employers, employees often get periodic training to update and refine their skills.

Advancement

Retail sales workers typically have opportunities to advance to supervisory or managerial positions. Some employers want candidates for managerial positions to have a college degree.

As sales workers gain experience and seniority, they often move into positions that have greater responsibility and may be given their choice of departments in which to work. This opportunity often means moving to positions with higher potential earnings and commissions. The highest earnings potential usually lies in selling “big-ticket” items—such as cars, jewelry, furniture, and electronics. These positions often require workers with extensive knowledge of the product and an excellent talent for persuasion.

Phase Out/Teach Out Strategy

There are **no students currently enrolled** in the Retail Management Certificate program. If students enroll in it before it is officially cancelled they will be accommodated with other marketing courses or with independent studies.

1/14/2015 – Academic Council

1/30/2015 – Academic & Student Affairs Committee

2/26/2015 – Board of Regents

ITEM

Access to Financial Aid for students regardless of federal immigration status in the Connecticut State Colleges & Universities (“CSCU”) System.

BACKGROUND**SUMMARY**

In response to student needs at our institutions and to support the efforts of the Student Advisory Committee and the Faculty Advisory Committee of the Board of Regents, the Academic & Student Affairs Committee supports the goal of offering some form of financial aid to additional students, regardless of federal immigration status and will work with Connecticut legislators on measures to achieve this goal.

ANALYSIS

In 2011, the Connecticut General Assembly passed, and the Governor signed Public Act 11-43, requiring that public institutions classify students as in-state for tuition purposes, regardless of federal immigration status, provided such students meet the requirements of the act. However, 8 U.S.C. § 1621 and 8 U.S.C. § 1621(a), which prohibit the provision of state or local public benefits, can be reasonably construed to include all forms of financial aid offered by an institution, regardless of funding source, to non-qualified aliens or nonimmigrants. Therefore, such students affected by PA 11-43 remain ineligible for state and institutional financial aid. 8 U.S.C. § 1621 further specifies that states retain the authority to provide state or local public benefits, including financial aid, to immigrant students otherwise ineligible to receive such benefits, through the affirmative passage of state legislation.

Preliminary financial analysis indicates that the effect of a legislative mandate opening current financial aid programs to a population of unknown size and unknown (but assumed to be greater than the current average due to the lack of availability of federal financial aid) need has the potential to result in the award of aid to fewer students. Such a condition could negatively impact enrollments. Additionally, it is difficult to discern the additional administrative cost that would be required to conduct income and need verification on a population that cannot complete the FAFSA. Further analysis is needed to better quantify the potential new student population and potential administrative cost.

RECOMMENDATION

To support the efforts to offer financial aid to additional students by working with the Connecticut General Assembly on measures to achieve that goal while mitigating financial risk to the CSCU system.

CT BOARD OF REGENTS FOR HIGHER EDUCATION RESOLUTION

concerning
ACCESS TO FINANCIAL AID FOR STUDENTS
REGARDLESS OF FEDERAL IMMIGRATION STATUS
in the CONNECTICUT STATE COLLEGE AND UNIVERSITY SYSTEM
February 26, 2015

WHEREAS, One of the five goals of the CSCU system is to promote equity in higher education by eliminating achievement disparities among different ethnic, racial, economic, and gender groups; and

WHEREAS, many potential students who are undocumented immigrants are denied access because they are now not eligible for student financial aid; and

WHEREAS, due to 8 U.S.C. § 1621 and 8 U.S.C. § 1621(a), which prohibit the provision of state or local public benefits, which can be reasonably construed to include all forms of financial aid offered by an institution, regardless of funding source, to non-qualified aliens or nonimmigrants, such students affected by PA 11-43 remain ineligible for state and institutional financial aid; and

WHEREAS, 8 U.S.C. § 1621 further specifies that states retain the authority to provide state or local public benefits, including financial aid, to immigrant students otherwise ineligible to receive such benefits, through the affirmative passage of state legislation; and

WHEREAS, a preliminary financial analysis indicates there is a potential for significant cost impact to institutions that would result from allowing a new population of students to access certain forms of state and institutional aid, and that such analysis needs to be further refined; and

WHEREAS, the Student Advisory Committee and the Faculty Advisory Committee have both formally submitted resolutions of support for the offering of financial aid to all students, regardless of federal immigration status; now therefore

BE IT RESOLVED THAT, the Board of Regents for Higher Education supports the goal of offering some form of financial aid to additional students, regardless of federal immigration status; and

BE IT FURTHER RESOLVED THAT, the Board of Regents for Higher Education will constructively work with the Connecticut General Assembly on measures that would achieve this goal while also mitigating the financial risk to the Board and its institutions.

A True Copy:

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

**Connecticut State Universities and Colleges
Board of Regents for Higher Education
Policy Statement on Associate Degrees**

The Associate Degree

CSCU associate degrees comprise two types:

1. **A.A.S. Degrees:** Degrees that provide skills and knowledge, often in the form of a credential or qualification, that allow for direct entry into the work force; these degrees may serve as transfer degrees with or without a guarantee that additional credits will not be needed at the baccalaureate level within the CSCU system
2. **A.A. and A.S. Degrees:** These degrees are of two types:
 - a. **CSCU Transfer Degrees:** Degrees that comprise 60-61 credits for transfer equally to all Connecticut State Universities that offer the degree program, and to Charter Oak State College if it offers the degree program, with no loss of credit and full junior year status; these degrees will each be designated as **CSCU Pathway Transfer A. A. and A.S. Degree: [Discipline Name] Studies**
 - b. Degrees without a guarantee that additional credits will not be needed to transfer within the CSCU system; such degrees may include transfer agreements with colleges outside the CSCU system; some A.S. degrees may be career degrees

All degrees granted by the BOR to students will clearly identify the purpose or purposes they serve. In most cases, A.A. and A.S. degrees designed for transfer to CSCU institutions will follow Transfer and Articulation Policy (TAP) guidelines and processes to become **CSCU Pathway Transfer A. A. and A.S. Degree: [Discipline Name] Studies** within the CSCU system. A.A.S. Degrees, whose only purpose is to provide qualifications for direct entry into the work force, will not be required to follow TAP guidelines and processes. A.S. degrees that are designed for direct entry into the work force may receive partial or complete exemption from TAP guidelines and processes. In all cases, when an A.A. or A.S. degree is not TAP compliant, the extent to which such degrees provide for transfer should be clearly identified. A.A. and A.S. degrees subject to outside accreditation may receive partial to complete exemption from TAP compliance in order to remain accredited. Degrees that are part of a larger consortium of articulations outside the CSCU system may also receive partial or complete exemption.

Process for Creation of New Associate Transfer Degrees

All new **A.A. and A.S. degrees** should be screened by chief academic officers, division directors and campus Framework and Implementation Review Committee representatives for transfer possibilities within the CSCU system. Faculty creating associate transfer degrees should consult with the TAP Co-Managers. Only in exceptional cases – when, for instance, programs are not available at all campuses – should new transfer articulation agreements be made between one or several community colleges and fewer than all four-year CSCU campuses and Charter Oak. Even when such agreements are pursued, they should engage the process for creating transfer degrees outlined in the TAP Implementation Plan included as an appendix to this policy.

1. When a degree discipline has already been through the TAP process and completed an A.A. or A.S. pathway degree, then the TAP Pathway Degree will serve as the transfer degree for all community colleges. If a new A.A. or A.S. degree within the discipline targets a specific program or programs at the CSCU four-year schools that the existing TAP Pathway Degree will not serve, then a discipline-based work group will be convened to create a new CSCU TAP Pathway Degree. Campuses may propose changes to the TAP Pathway Degree in any discipline, but that change must go through the TAP process and be made for all CSCU institutions that can offer the program or degree.

2. When an A.A. or A.S. degree is proposed in a discipline has not been part of the TAP process, the proposal should be submitted to the TAP Co-Managers who will help to make the decision about whether a work group should be formed to create a system-wide pathway degree.
3. If an A.A. or A.S. degree seeks to provide for transfer to one or more schools outside of the CSCU system, and its discipline has not already gone through the TAP process and completed a pathway degree, it should be vetted for possible TAP compliance and, to the extent possible, fulfill TAP guidelines. Such degrees must clearly specify the institutions they transfer to and should provide for seamless transfer to those institutions. Unless there is a compelling reason for exception, if the degree discipline has been through the TAP process and completed a pathway degree, then the proposed degree should follow 1 above. Every effort should be made for articulation agreements to match to CSCU TAP transfer degrees.

Maintenance of TAP Associate CSCU Pathway Transfer Degrees

Each pathway degree will be overseen by a work group of faculty from the discipline, one from each of the 17 colleges and universities; the group will meet as needed, but not less often than annually, to review the pathway and any necessary amendments to it. Any proposed changes to the TAP Pathway Degree must be vetted through this work group and, when appropriate, relevant governance processes at each campus.

If changes are made in any TAP degree program at the four-year institutions that offer the program, that change must be clearly communicated to the TAP Co-Managers who will then ensure that such changes are reflected in catalogues at all relevant CSCU institutions. If such changes affect the transferability of credits within the existing TAP Pathway Degree, then the appropriate work group must meet to make any changes necessary to maintain the full transferability of the pathway degree. A student will follow the degree requirements and policies in place at the community college and receiving four-year school at the time that he or she declares as a pathway degree student.

Existing A.A. and A.S. Degrees for Transfer within the CSCU System

Existing transfer agreements between community colleges and state universities or Charter Oak will continue unless the discipline of the degree becomes part of the TAP. In such cases, the existing agreement will be replaced by the pathway created by TAP.

Existing A.A. and A.S. Degrees for Transfer outside the CSCU System

Such agreements will continue and should clearly list the receiving schools and the extent to which the degree will transfer and count toward graduation. If degrees provide for transfer outside the CSCU system and no formal articulation agreements are in place for such transfer, then the pathway degree will take precedent with the assumption that the pathway degree will transfer no less effectively. The pathway degree should, in most cases, provide the frame for articulation agreements with institutions outside the CSCU system.

Existing Other A.A. and A.S. Degrees

Existing A.A. and A.S. degrees that provide for neither direct entry into a career or for seamless transfer to a four-year should continue but should clearly indicate its purpose. They should be screened for possible compliance with TAP guidelines.

TAP: Naming the Degree

The Tap transfer degree will be an umbrella degree with designations for each specific pathway and will be labeled by discipline as,

CSCU Pathway Transfer A.A. / A.S. Degree: [Discipline] Studies.

These pathways will not be advising options, but fully spelled-out degrees. Each campus will designate a program coordinator who will oversee all pathways and directly supervise pathways for which there is no discipline specific program coordinator. For programs that are identified as viable by their campuses, coordination will be shared between the discipline program coordinator and the campus's pathway coordinator. In the case of joint coordination, the responsibilities and rights of each coordinator should be clearly articulated by each campus.

The approval of the overall degree – designated as **CSCU Pathway Transfer A.A. / A.S. Degree** – will follow the full governance process on each college campus for new degree approval. Thereafter, the specific discipline pathways will follow a reduced process consistent with each college's governance.

Such a solution has several benefits.

- Each discipline degree would designate its courses so that students would have as few choices to make as possible, making certain students have all the designated courses both for the degree and for the transfer.
- Including the discipline in the title identifies the focus for transcripts.
- All TAP pathway degrees could be collected together in college catalogues so that they would be easy for students to find.
- These degrees would simplify graduation audits and make it possible to introduce a software program, such as “Degree Works,” that helps students stay in the structured pathway created for the degree.
- Excluding “Liberal Arts” or “Liberal Studies” from the name of the degree helps to avoid confusion with existing degrees, especially “General Studies Degrees” which, in most cases, is the antithesis of these transfer pathways.
- Adding “CSCU” avoids confusing these pathways with transfer degrees the community colleges have with other institutions.
- Housing the degrees together eliminates the need for numerous program coordinators and ensures program viability.
- Housing the degrees together streamlines the approval process for each new pathway.