



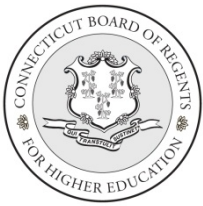
CONNECTICUT STATE  
COLLEGES & UNIVERSITIES

BOARD OF REGENTS FOR HIGHER EDUCATION

**BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE  
AGENDA**

**Friday, March 13, 2015 – 9:30 a.m.  
61 Woodland Street, Hartford, CT 06105  
3<sup>rd</sup> Floor Board Conference Room**

1. Approval of Minutes – January 30, 2015
  
2. ACTION ITEMS
  - a. Tabled Item - Modification - Educational Leadership and Administration, General (Ed.D.) – Central CSU
  - b. Honorary Degrees
  - c. BOR Faculty Awards
  - d. Policy on Associate Degrees
  - e. TAP Policy on Name and Local Status of Pathway Transfer Degrees
  
3. OTHER BUSINESS
  - a. Protocol for system-wide approval of TAP Pathway Degrees



# CT BOARD OF REGENTS FOR HIGHER EDUCATION

## ACADEMIC & STUDENT AFFAIRS COMMITTEE

Meeting January 30, 2015  
9:30 a.m.– 61 Woodland Street, Hartford

### MINUTES

- Regents Present: Merle Harris (by conf.), Stephen Adair, Eugene Bell (by conf.), Naomi Cohen, Lawrence DeNardis (by conf.)
- Regents Absent: Craig Lappen, Catherine Smith
- Staff Present: David Levinson, Estela Lopez, Elsa Nunez, Candace Barrington, William Gammell, Duncan Harris, Ken Klucznik, Maureen McClay, Steve McDowell, Nancy Melnicsak, Stacey Musulin, Erika Steiner, Kyle Thomas
- Other Attendees: Patricia Bouffard (NWCCC), Irene Clampett (TRCC), Jennifer DeFrance (TRCC), Carl Lovitt (CCSU), Irene Rios-Knauf (NVCC), Michael Rooke (TxCC)

Regent Naomi Cohen called the meeting to order at 9:34 a.m.

1. Minutes of December 18, 2014 – **M. Harris moved to approve the minutes including the suggested amendment for paragraph 7.ii. on Dual Enrollment; it was seconded by L. DeNardis and unanimously approved.**

Consent Items – **M. Harris moved removal of Item 2.a. from Consent, seconded by L. DeNardis and unanimously approved. A motion to approve remaining items was made by L. DeNardis, seconded by M. Harris and unanimously approved.** Consent items approved:

2. Modifications of Program
  - a. Removed from Consent
  - b. Pathways to Teaching Careers – A.S. – Three Rivers CC
3. Terminations
  - c. Business and Management Administration: Accounting Option – Northwestern CT CC
  - d. Retail Management Certificate – Three Rivers CC

Item 2.a. Modification – Educational Leadership and Administration, General Ed.D. – Central CSU.

N. Cohen introduced Provost Carl Lovitt. Dr. Lovitt described the proposal noting the successful program already in Jamaica and the desire to enroll more international students. He explained the modification is to offer the same program CCSU already offers in Connecticut at the off-site location in Jamaica. He explained it would be an entrepreneurial type degree meaning it would be self-supporting and may be profitable. Discussion ensued with questions on the budget documents and completion numbers. Dr. Lovitt stated he would get more information. **A motion to table was made by L. DeNardis, seconded by M. Harris and unanimously approved.**

4. Action Item – Resolution regarding Undocumented Students. Regent Harris introduced the item noting it was on a previous agenda and this new resolution addressed some of the questions then raised. It was discovered to be very difficult to project costs or determine details without pertinent data that was not available in CT. She noted, however, legislation should be pursued. She

introduced Erika Steiner and Kyle Thomas from the System Office staff who had researched the issue . Ms. Steiner described information that had been pursued from other states to help determine fiscal impact. Mr. Thomas offered information on legislation. Provost Lopez added remarks regarding the investment in, future citizens of Connecticut. Mr. Thomas stated how the proposed resolution allows the Board to balance the issue of addressing students' needs and the fiscal responsibility of the Board. There was further discussion with views noting support for the resolution's concept but continue concern regarding funding . Regent Adair commented that the Faculty Advisory Committee had sent their own document to all the governance committees at the institutions and most have already passed it unanimously. They will send the report of support to the legislature. There was further discussion on the financial impact. **M. Harris then moved to approve the resolution , seconded by L. DeNardis and unanimously approved.**

5. Information – TAP Update. Regent Cohen introduced the TAP Co-Managers Candace Barrington and Ken Klucznik. Regent Harris provided introductory remarks thanking all for their hard work in a short time. Dr. Klucznik described the proposed policy on associate degrees that will go to all stakeholders then come back for approval to the ASA and the Board. He added comments on the needs and complexities and described plans going forward to address articulations. He noted the large group of people working on this and praised the collaborative effort. Dr. Barrington added this was also in compliance with the earlier statute (10a-80).
6. Other Business. Regent DeNardis brought up future financial issues and the lack of productivity data and asked that the Committee receive more data in the future from Institutional Research. He asked for information as soon as possible on low enrollment and low completer programs in the past five years.

There was no other business. **A motion to adjourn was made by M. Harris, seconded by L. DeNardis and unanimously approved.**

The meeting adjourned at 10:45 a.m.

**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:

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

**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 2<sup>nd</sup> 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

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

	A	B	C	D	E	F	G	H	I	
1	Institution	Central Connecticut State University							3/9/2015	
2	Proposed Program	Ed.D. in Educational Leadership Jamaica								
3										
4	<b>PROJECTED Enrollment</b>	Fiscal Year 16 Year 1 Winter 16 and Summer 16		Fiscal Year 17 Year 2 F 16; W,SP,SU 17		Fiscal Year 18 Year 3 F17; W, SP, SU 18		Fiscal Year 19 Year 4 F 18		
5		Credit Hours	PT Students	Credit Hours	PT Students	Credit Hours	PT Students	Credit Hours	PT Students	
6										
7	Credits generated per FY	12cr. X20= 240	20	29 cr. X 20= 580	20	20 crX20= 400	20	2 crX20=40	20	
8										
9	Headcount Enrollment		20		20		20		20	
10	<b>Total Estimated FTE per Year</b>									
11										
12	<b>PROJECTED Program Revenue</b>	Fiscal Year 16 Year 1 Winter 16 and Summer 16		Fiscal Year 17 Year 2 F 16; W,SP,SU 17		Fiscal Year 18 Year 3 F17; W, SP, SU 18		Fiscal Year 19 Year 4 F 18		
13			Part Time		Part Time		Part-time		Part-time	
14	Tuition <i>(Do not include internal transfers)</i>		\$185,280.00		\$470,380.00		\$340,800		\$35,800	
15	Program-Specific Fees									
16	Other Rev. <i>(Annotate in text box below)</i>									
17	<b>Total Annual Program Revenue</b>		\$185,280		\$470,380		\$340,800		\$35,800	
18										
19	<b>PROJECTED Expenditures*</b>	Year 1		Year 2		Year 3		Year 4		
20		Number (as applicable)	Expenditure	Number	Expenditure	Number (as applicable)	Expenditure	Number (as applicable)	Expenditure	
21	Administration <i>(CCSU Prog. Coord., CCSU Tech. Coord.; Library Coord.)</i>	3	28,476.00	3	44,142.00	3	\$46,347	3	\$30,174	
22	Professional Services-Jamaica Coord.	1	33,000.00	1	33,000.00	1	\$33,000	3	\$33,000	
23	<b>Faculty <i>(Full-time, teaching and fringe)</i></b>	4	35,392.00	4	34,579.00	18	\$57,602	2	Load credit	
24	Faculty <i>(Part-time -teaching and fringe)</i>	1	5,459.00	7	36,632.00	9	\$25,524	0	\$0	
25	Support Staff <i>(Jamaica Clerical)</i>	1	15,000.00	1	15,000.00	1	\$15,000	1	\$15,000	
26	Library Resources Program									
27	Equipment <i>(IPads for students)</i>	20	16,000.00							
28	Other <i>(Accred., Other fees, Travel, Ed. Supplies, Office Supplies, Duplicating)</i>		33,400.00		12,400.00		\$12,400		\$40,800	
29	Fringe, Administration <i>(line 21)</i>	3	14,238.00	3	22,071.00	3	\$23,174	3	\$15,087	
30	Estimated Indirect Cost <i>(e.g. student services, operations, maintenance)</i>		29,645.00		75,261.00		\$54,528		\$6,328	
31	<b>Total ESTIMATED Expenditures</b>		210,610.00		273,085.00		267,575.00		140,389.00	
32	<i>* Note: Capital outlay costs, institutional spending for research and service, etc. can be excluded.</i>									
33										
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<sup>1</sup> 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 <sup>1</sup> BUDGET 1/20/12

	A	B	C	D	E	F	G	H	I
41									
42	Year 1								
43	Administration								
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56	Year 2								
57	Administration								
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69	Year 3								
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<sup>1</sup> 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 <sup>1</sup> BUDGET 1/20/12

	A	B	C	D	E	F	G	H	I
88									
89	Year 4								
90	Administration								
91	*Program Coordinator at CCSU 10.12.1		\$13,902.00						
92	**Technology Coordinator at CCSU 10.12.1		\$8,136.00						
93	***Library Support at CCSU 10.12.1		\$8,136.00						
94	Net benefit total:		\$15,087.00						
95	Administration total		\$45,261.00						
96	Educational supplies \$300								
97	Professional services- Jamaica coordinator \$33,000								
98	Professional services- Clerical Jamaica \$15,000.								
99	Other fees- \$300								
100	Travel international for teaching \$11,000.00								
101	Travel and Graduation Expenses in Jamaica \$29,000.00								
102	Supplies \$800								
103	Indirect Costs - \$6,328								
104									
105									
106									
107									
108									

<sup>1</sup> 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**

Approval of Nominations for Honorary Degrees

**RECOMMENDED MOTION FOR FULL BOARD**

RESOLVED, That the nominees for an honorary degree, as presented below, be approved according to the guidelines in the Board policies presently in effect granting honorary degrees to honor a person for unusual and exemplary accomplishments and to advance the work and reputation of the Connecticut State Colleges and Universities

**BACKGROUND**

Granting of Honorary Degrees will be conferred at commencements. Identification of recipients is under the supervision of the presidents, with approval of the Academic & Student Affairs Committee and confirmation of the Board of Regents. The candidates below have been recommended by the college or university president and approved by the Academic & Student Affairs Committee for conferral of an honorary degree at commencement.

**ANALYSIS**

Honorary Degree Nominations for 2015 Commencements:

Institution	RECIPIENT	Commencement Date
Charter Oak State College	Colin McEnroe	May 31, 2015
Eastern Connecticut State University	Chimamanda Ngozi Adichie	May 12, 2015
Gateway Community College	William E. Curran	May 21, 2015
Manchester Community College	Raymond F. "Sonny" Damato	May 28, 2015
Naugatuck Valley Community College	Samuel Gold	May 28, 2015
Norwalk Community College	Ann Stafford Mandel	May 21, 2015
Southern Connecticut State University	John Searles	May 14, 2015
Western Connecticut State University	M. Jodi Rell	May 10, 2015

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**Charter Oak State College****Colin McEnroe**

The Charter Oak Honorary Doctorate Committee recommends Colin McEnroe as recipient of the 2015 honorary degree.

Colin McEnroe is an American columnist and radio personality. He currently hosts The Colin McEnroe Show on Connecticut Public Radio, writes for The Hartford Courant, and hosts a blog, ToWit, on the Courant's website. He is a lifelong resident of Connecticut and graduate of Yale University. He started writing newspaper columns in the 1980s and was syndicated for a while. It was also in the 1980s that he started writing for magazines. McEnroe has been a contributing editor at *Best Life* and *Men's Health* magazines and has been a heavy contributor to *Mirabella*, *Mademoiselle* and *Verge*. His writing has also appeared in *Forbes FYI*, *Cosmopolitan*, *McSweeney's*, *Family Fun* and *Metropolitan Home*. McEnroe is a weekly columnist for *The Hartford Courant*; he has been a reporter and columnist for *The Courant* for over 30 years. In addition, his columns have appeared in hundreds of newspapers across America and abroad; he occasionally contributes to the *New York Times* op-ed page.

In May 2003, his play "A Woman of a Certain Age," was produced at the Ivoryton Playhouse in CT. The musical was done in collaboration with former Courant colleagues, Steve Metcalf and Lary Bloom. In 2004, McEnroe's third book, "My Father's Footprints," published by Warner Books, won the Connecticut Book Award for best biography or memoir. In Fall 2008 he resumed his teaching duties at Trinity College in Harford with a graduate course that tracks media coverage of the 2008 election. In 2009, McEnroe moderated the Connecticut Forum for a record-setting sixth time. Since that time, he has moderated twice more. In 2013, under the auspices of the Mark Twain House, he interviewed Stephen King before an audience of more than 2500. In the 2008-2009 season, McEnroe and Edward Cumming reformatted the Hartford Symphony Orchestra's Connections series. He has performed his own spoken word pieces twice with the orchestra under Carolyn Kuan.

Colin McEnroe's accomplishments, leadership, and commitment to higher education makes him an exemplary candidate and he is highly recommended to receive the 2015 Doctor of Humane Letters honorary degree from Charter Oak State College at their May 31<sup>st</sup> graduation.

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**Eastern Connecticut State University****Chimamanda Ngozi Adichie**

Eastern Connecticut State University nominates for an honorary doctorate Ms. Chimamanda Ngozi Adichie.

Ms. Adichie grew up in Nigeria and came to the United States to study at age 19. She received a bachelor's degree from Eastern Connecticut State University, summa cum laude, in 2001. In 2003, she completed a master's degree in creative writing at Johns Hopkins University and in 2008, she received a Master of Arts degree in African Studies from Yale University. Ms. Adichie was a Hodder Fellow at Princeton University during the 2005–06 academic year. In 2008 she was

awarded a MacArthur Fellowship and received a 2011–12 fellowship from the Radcliffe Institute for Advanced Study at Harvard University.

Ms. Adichie is a highly successful writer of poetry and fiction. She published a collection of poems in 1997 (*Decisions*) and a play (*For Love of Biafra*) in 1998. She was shortlisted in 2002 for the Caine Prize for her short story “You in America.” In 2003, her story “That Harmattan Morning” was selected as a joint winner of the BBC Short Story Awards, and she won the O. Henry Prize for “The American Embassy.” She also won the David T. Wong International Short Story Prize in 2002-03, a PEN Center Award.

Ms. Adichie’s first novel, “*Purple Hibiscus*” (2003), received wide critical acclaim; it was shortlisted for the Orange Prize for Fiction (2004) and was awarded the Commonwealth Writers’ Prize for Best First Book (2005). Her second novel, “*Half of a Yellow Sun*,” received the 2007 Orange Prize for Fiction and the Anisfield-Wolf Book Award. *Half of a Yellow Sun* was adapted into a film of the same title and released in 2014. Her third book, “*The Thing around Your Neck*” (2009), is a collection of short stories. In 2010 she was listed among the authors of *The New Yorker’s* “20 Under 40” Fiction Issue. Ms. Adichie’s story, “Ceiling,” was included in the 2011 edition of *The Best American Short Stories*. Her third novel, “*Americanah*” (2013) was selected by the *New York Times* as one of *The 10 Best Books of 2013*. In April 2014 she was named as one of 39 writers aged under 40 in the Hay Festival and Rainbow Book Club project celebrating Port Harcourt UNESCO World Book Capital 2014.

In addition to winning a number of literary awards, Ms. Adichie’s TEDx on the necessity of feminism has gained more than 1.5 million YouTube views and is featured in Beyonce’s single, “Flawless.”

Eastern highly recommends Chimamanda Ngozi Adichie be awarded an Honorary Doctorate of Humane Letters at its May 2015 Commencement.

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**Gateway Community College**

**William E. Curran**

Gateway Community College nominates William E. Curran for an Honorary Associates degree.

William Curran subtitles his biographical sketch, “A Totally Fulfilling Life,” and those words epitomize this remarkable man’s achievements and outlook. Truly, the hallmark of Bill’s life has been dedication to country, community, conservation, career – and family.

During his 30 years with Halsey Associates, an investment management group, he helped investors promote private philanthropy by creating charitable foundations. Out of that grew a passion for conservation, and he worked closely with The Nature Conservancy, Maine Forestry Foundation, Forest Society of Maine and the Maine Coast Heritage Trust. During that time, two million acres of Maine’s most scenic areas were preserved and conserved, with the stipulation they be managed sustainably and always open for recreation. Over one million of those acres were due to Bill’s efforts alone.

Born in Birmingham, Ala., Bill attended public schools and earned Eagle Scout ranking with the Boy Scouts of America. At 16, he was admitted to Yale University, where he studied engineering, economics and business management for three semesters before entering the Navy, in which he served for eight years. He returned to Yale to complete his degree. An active reservist, he was recalled to duty during the Korean War. During that conflict, he was a full lieutenant, assigned as the Damage Control officer and Auxiliary and Repair Divisions officer, maintaining everything mechanical and electrical on the aircraft carrier U.S.S. Yorktown.

He later pursued graduate studies in finance and management at Marquette University. He worked with an equity team at Northwestern Mutual Life Insurance Company, persuading that conservative company to buy their first common stocks. He later joined with Yale University's investment office to convince an equally conservative Yale Finance Committee to purchase growth stocks, such as IBM and General Reinsurance, for the Yale endowment.

Mr. Curran continues his late wife's work at the Curran Foundation largely in Greater New Haven. He has made significant personal donations to both Gateway and the Gateway Community College Foundation, as well as to Elm Shakespeare, New Haven Symphony, Long Wharf Theatre, Common Ground and Yale-New Haven Hospital, just to name a few. At 86 years "young," Bill stays active in the community and the business world – all part of his "totally fulfilling life."

Gateway highly recommends William Curran for an Honorary Associates Degree at their May, 2015 commencement.

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**Manchester Community College****Raymond F. "Sonny" Damato**

Manchester Community College requests a posthumous degree for Raymond F. (Sonny) Damato, a lifelong Manchester resident who passed away in April. Understanding that board policy states that "Ordinarily, an honorary degree will not be awarded posthumously," the president and college committee ask to receive special consideration.

Mr. Damato, throughout his lifetime, has provided much of the town infrastructure that has allowed Manchester Community College to prosper for 50 years. Through his residential and real estate holdings he provided opportunities for affordable housing for faculty, staff and students at Manchester Community College. Additionally, Mr. Damato has been a long-time philanthropic supporter of many Manchester non-profits that have become the fabric of our community.

Sonny Damato was a devoted businessman, family-man and lifelong resident of Manchester. For more than 80 years Sonny committed his life and business to improving the quality of life in Manchester. Through his business ventures he developed affordable rental units in Manchester, known today as Damato Enterprises (13 properties in total). He also volunteered his time, having served on the board of directors for many local organizations, including the Savings Bank of Manchester (SBM), the Eastern Connecticut Health Network (ECHN) and the 8<sup>th</sup> Utilities District of Manchester.



Manchester Community College would like to honor his memory with a posthumous honorary associate degree. Without Sonny's vision and passion for the town of Manchester, the town that MCC calls home may not be what it is today. It is because of this passion and dedication that President Glickman and MCC respectfully ask this committee to recommend a posthumous degree for Sonny Damato.

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**Naugatuck Valley Community College****Samuel Gold**

Naugatuck Valley Community College submits the nomination of Samuel (Sam) Gold as a recipient of an honorary associate in the arts degree.

Mr. Gold is a highly-involved member of the NVCC extended family with extensive contributions to the college and the greater Waterbury region. Sam graduated cum laude from the University of Rochester with degrees in Ecology and Architectural History. He also earned a Master's in Urban Planning from the State University of New York at Buffalo where he received the Academic Achievement Award for highest overall GPA. Sam previously served the greater Waterbury community as the Executive Director of the Council of Governments of the Central Naugatuck Valley, where he was awarded the 2013 Silver Medal Award from Valley Chamber of Commerce on the behalf of the Naugatuck River Greenway Steering Committee. Sam is currently the Executive Director of the Lower Connecticut River Valley Council of Governments and a member of the American Institute of Certified Planners

Mr. Gold has been a strong supporter and partner in the College's pursuit of sidewalks along Chase Parkway. He provided vital assistance in the planning of the NVCC Students Walk to their Future event on October 8, where he served as a guest speaker and marched alongside our students. Sam also assisted NVCC with the successful request for evening bus service in the city of Waterbury. The evening bus service initiative has proven to be a huge success not only for our students and community members, but also for local businesses and major employers in the city.

In addition, Sam has served as a member of NVCC's Regional Advisory Council, attending numerous meetings and on-campus activities in support of the College and our efforts. He has been an enthusiastic member of our Public Art Advisory Committee, whose charge is to identify potential artists for our Founders Hall renovation and campus-wide improvement project.

Naugatuck Valley CC highly recommends Mr. Samuel Gold receive an honorary associates degree at their May 28, 2015 commencement.

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**Norwalk Community College****Ann Stafford Mandel**

Norwalk Community College recommends Ann Safford Mandel as a recipient of an honorary associates degree. Ms. Mandel has made significant and sustained contributions to advance the

work and reputation of Norwalk Community College. Her volunteer leadership and fundraising firepower have set the standard at the Norwalk Community College Foundation and allowed NCC to take advantage of opportunities that would never have happened without her personal involvement.

Ann earned a bachelor's degree from Smith College and a master's degree in education from Fairfield University. In our local Fairfield County community, she is a founder and past chairman of the Fairfield County's Community Foundation, has served as chairman of the Board of the Darien Library, as the scholarship chairman of the Darien Community Association and on both the town's Board of Education and Board of Finance. Mrs. Mandel is also a former First Selectman for the Town of Darien and is a lifelong Darien resident.

Ann served as a volunteer on the Board of Norwalk Community College Foundation from 2002 to 2011, which included a three year commitment as Board president. During her tenure, Ann was the driving force in private fundraising for our Campaign for Norwalk Community College; the extraordinary result was a \$20 million capital campaign which matched the \$20 million State of Connecticut funding to create our 55,000 square foot Center for Science, Health and Wellness (CSHW). She has continued her commitment to the success of our CSHW programs by participating in the NCC Foundation's CSHW Task Force which evaluates proposals for new programs, faculty support and equipment to maintain this state-of-the art facility.

Ann is undoubtedly one of the Norwalk Community College's most enthusiastic champions. She considers her own college experience at Smith to be one of the most influential parts of her life. She felt it opened the doors to the world and gave her the skills and confidence to try most anything. Although Ann feels that her own college experience is a debt she could never repay, through her steadfast commitment to Norwalk Community College along with her accomplishments and dedication to our local community throughout her life, she has done just that. Ann Safford Mandel is an exceptional candidate to receive an Associate of Science Honorary Degree from Norwalk Community College at their May 21, 2015 commencement.

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**Southern Connecticut State University****John Searles**

Southern CSU submits the name of critically acclaimed author John Searles, '91, as the recipient of an honorary doctorate.

The first in his family to earn a university degree, Mr. Searles held down three jobs – factory worker, telemarketer, and stock boy – to finance his education at Southern. Though he had dreamed of becoming a writer since the second grade, he majored in business. But he also enrolled in several writing classes for fun and thrived under the mentorship of English Professor Vivian Shipley, a nationally known poet.

Mr. Searles has gone on to build a successful, multi-faceted career. The bestselling author of “Boy Still Missing” and “Strange but True” (William Morrow/Harper Collins), he appears regularly as a

book critic on NBC's "Today Show" and CBS's "The Early Show." He is also the editor-at-large of Cosmopolitan magazine and has had his essays published in The New York Times, The Washington Post, The Daily Beast, and other national publications. His most recent novel, "Help for the Haunted," has been named a Boston Globe Best Crime Novel of the Year, included on Entertainment Weekly's "Top Ten Must List," and is the winner of the American Library Association's Alex Award.

Mr. Searles has maintained strong ties with his alma mater and works to encourage the next generation of writers. In the early 2000s he established the Shannon Searles Prize in memory of his sister, who dies of complications from juvenile diabetes just before her high school graduation in 1989. The prize is awarded to a fiction writer from the Connecticut State University System who is being published in The Connecticut Review.

For his literary accomplishments, his philanthropy and his efforts to inspire student writers, John Searles would be a most worthy recipient of an honorary doctorate of humane letters from SCSU at their commencement on May 14, 2015.

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**Western Connecticut State University****M. Jodi Rell**

Western Connecticut State University highly recommends awarding an honorary doctor of humane letters to the Honorable M. Jodi Rell, a former student of our university who served as Connecticut's Governor from 2004 through 2011.

Governor Rell's career of public service began with years of engagement in civic associations such as Meals for Wheels in her hometown of Brookfield. She was elected to the first of four terms as State Representative to Connecticut's 107<sup>th</sup> District in 1984, and in 1994 became Lieutenant Governor. She assumed the Governorship ten years later when Governor John Rowland was forced to resign in the face of corruption charges. She was re-elected in 2006 to a second full term. Her service to the state was notable for its focus on ethics in politics, including the establishment of a new Ethics Commission and reforms in state campaign finance. For these efforts, she was awarded the "Clean Elections M.V.P. Award" by Common Cause, Public Campaign and Democracy Matters. Other priorities of her gubernatorial tenure include investment in childcare and transportation, enactment of the Charter Oak Health Plan, and legislation permitting civil unions for same sex couples.

As Connecticut's second female (and first Republican) Governor and as the ninth female governor in the United States, Ms. Rell served as a role model for women in government and politics. She also provided a profile in courage in successfully overcoming breast cancer and becoming an advocate for fighting the disease. For these efforts, she received the Mary Waterman Award for her "outstanding individual achievement in the search for a cure for breast cancer," as well as the 2005 CURE Award for Excellence "for significant contribution or achievement in Connecticut bioscience." In 2008, she also received the Dr. Nathan Douglas Award from the American Medical Association.

During her tenure Governor Rell was a strong supporter of public higher education in Connecticut. Evidence of that support at Western include Centennial Hall, the university's award-winning Science Building, the Westside Campus Center and Midtown Parking Garage as well as significant renovations of Fairfield and Old Main Halls. She also provided the initial approval for funding for our recently opened Visual and Performing Arts Center. She often relates the emotional affection she has for "her" university.

Governor Rell's record of public service and support for the higher education that creates Connecticut's future make her especially appropriate for an honorary degree from Western CSU at their commencement on May 10, 2015.

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03/13/2015 – Academic & Student Affairs Committee

03/26/2015 – Board of Regents

**ITEM**

The Board of Regents Faculty Awards

**RECOMMENDED MOTIONS FOR FULL BOARD**

**RESOLVED:** That the Board of Regents for Higher Education accepts the campus-based nominations for the Teaching Awards (CSU), Teaching Awards (CCC), Research Awards and the Scholarly Excellence Awards as the respective recipients of those awards for the 2014-15 academic year.

That the Board of Regents for Higher Education accepts the recommendations of the respective selection committees for the Teaching Award (CSU), Teaching Award (CCC), Research Award, Scholarly Excellence Award and the Adjunct Faculty Teaching Awards as the respective recipients of the System Awards for the 2014-15 academic year.

**BACKGROUND**

The Board of Regents Faculty Awards were established by a Board resolution on May 16, 2013. Five award categories, with potentially 38 individual awards of \$1,000 each, were established to recognize junior faculty members at ConnSCU institutions who distinguish themselves as outstanding teachers or those who are engaged in exceptional research/creative work. The individual awards are the campus-based awards in the categories of Teaching Awards (CSU), Teaching Awards (CCC), Research Awards and the Scholarly Excellence Awards; and a single system award for each of those categories wherein an individual award recipient is deemed to be the system's best in exemplifying "high quality teaching" or "high-quality research/creative achievement." Additionally, there are two system awards selected from institutional nominations for the Adjunct Faculty Teaching Awards.

**PROCESS**

For the 2014-15 academic year, per the guidelines approved by the Board; the Connecticut State Colleges and Universities have submitted 32 of a possible 49 nominations within the five award categories, for the Board's consideration. Subsequently, the five selection committees have reviewed and assessed the nomination packages, and made their recommendations to the Board for the six system awards. The Faculty Awards rosters are attached:

# **BOARD OF REGENTS**

## **FACULTY AWARDS**

**2014-15 Academic Year**

In recognition of Assistant and Associate Professors in tenure-track or tenured positions and adjunct faculty members:

who have distinguished themselves as outstanding teachers and have established a track record of promoting instructional improvements for their departments; or

who are doing exceptional research, scholarly, and/or creative work

### **Teaching Awards<sup>1&2</sup>**

(Connecticut State Universities)

### **Teaching Awards<sup>1&2</sup>**

(Connecticut Community Colleges)

### **Research Awards<sup>1&2</sup>**

(Connecticut State Universities)

### **Scholarly Excellence Awards<sup>1&2</sup>**

(Connecticut Community Colleges)

### **Adjunct Faculty Teaching Awards<sup>3</sup>**

1. campus-based awards
2. a single system-wide award among campus-based nominations
3. system-wide awards (2) among campus-based nominations

# BOARD OF REGENTS

## FACULTY AWARDS

### Teaching Awards

(Connecticut State Universities)

<u>Institution</u>	<u>Campus Nominee</u>	<u>Faculty Rank / Discipline</u>
Central	Dr. Julia Kara-Soteriou	Associate Professor / Reading and Language Arts
Eastern	Dr. Daniel Donaghy	Associate Professor / English
Southern	Dr. Marie Basile McDaniel	Assistant Professor / History
Western	Dr. Nicholas Greco	Associate Professor / Chemistry

Per its collective review and assessment of the institutions' nomination packages, the Selection Committee for the Teaching Award for the universities recommends the recipient of the:

### **System's Teaching Award (Connecticut State Universities)**

**Dr. Nicholas Greco**  
**Western Connecticut State University**

# BOARD OF REGENTS

## FACULTY AWARDS

### Teaching Awards

(Connecticut Community Colleges)

<u>Institution</u>	<u>Campus Nominee</u>	<u>Faculty Rank / Discipline</u>
Asnuntuck	Ms Carol LaLiberte	Assistant Professor / Early Childhood Education
Gateway	Ms Teresa M. Russo	Associate Professor / Social Sciences
Housatonic	Ms Jamilet Ortiz	Associate Professor / Language
Middlesex	Dr. Lin Lin	Assistant Professor / Engineering Science and Computer Engineering Technology
Naugatuck Valley	Mr. Steve Parlato	Assistant Professor / English
Norwalk	Ms Christine Mangone	Assistant Professor / Humanities
Quinebaug Valley	Mr. Jonathan Andersen	Associate Professor / English
Three Rivers	Ms Heidi P. Zenie	Assistant Professor / Natural Sciences
Tunxis	Ms Lucy Kiermaier	Assistant Professor / Early Childhood Education

Per its collective review and assessment of the institutions' nomination packages, the Selection Committee for the Teaching Award for the community colleges recommends the recipient of the:

**System's Teaching Award (Connecticut Community Colleges)**

**Dr. Lin Lin**  
**Middlesex Community College**



# **BOARD OF REGENTS**

## **FACULTY AWARDS**

### **Research Awards**

<b><u>Institution</u></b>	<b><u>Campus Nominee</u></b>	<b><u>Faculty Rank / Discipline</u></b>
Central	Dr. Khaled J. Hammad	Associate Professor / Engineering
Eastern	Dr. Kristalyn Salters-Pedneault	Associate Professor / Psychology
Southern	Dr. Chulguen Yang	Associate Professor / Management
Western	Dr. Jessica Eckstein	Assistant Professor / Communication & Media Arts

Per its collective review and assessment of the institutions' nomination packages, the Selection Committee for the Research Award recommends the recipient of the:

### **System's Research Award**

**Dr. Kristalyn Salters-Pedneault**  
**Eastern Connecticut State University**

**BOARD OF REGENTS**  
**FACULTY AWARDS**  
**Scholarly Excellence Awards**

<b><u>Institution</u></b>	<b><u>Campus Nominee</u></b>	<b><u>Faculty Rank / Discipline</u></b>
Asnuntuck	Mr. Michael Demers	Assistant Professor / Liberal Arts
Norwalk	Ms Hannah Moeckel-Rieke	Associate Professor / ESL and English
Three Rivers	Dr. Roxanne Tisch	Assistant Professor / Mathematics
Tunxis	Mr. Hendree Milward	Associate Professor / Mathematics

Per its collective review and assessment of the institutions' nomination packages, the Selection Committee for the Scholarly Excellence Award recommends the recipient of the:

**System's Scholarly Excellence Award**

**Ms Hannah Moeckel-Rieke**  
**Norwalk Community College**

# BOARD OF REGENTS FACULTY AWARDS

## System's Adjunct Faculty Teaching Awards

**Mr. Kevin C. Donohue - Eastern Connecticut State University**

Adjunct Assistant Professor - Business Administration

&

**Mr. Christopher Rempfer - Naugatuck Valley Community College**

Adjunct Lecturer - English

Per its collective review and assessment of the institutions' nomination packages, the Selection Committee for the Adjunct Faculty Awards recommends that the recipients are as listed above:  
The other nominees were:

<u>Institution</u>	<u>Campus Nominee</u>	<u>Faculty Rank / Discipline</u>
Asnuntuck Community College	Mr. William Searle	Adjunct Professor / Business Management
Charter Oak State College	Mr. Carlo Esidore	Adjunct Professor / Management
Gateway Community College	Mr. Justin Zywockinski	Adjunct Instructor / College Advancement Studies
Housatonic Community College	Mr. Peter Rembetsy	Adjunct Professor / Art and Humanities
Quinebaug Valley Community College	Ms Kelly Cecchini	Adjunct Faculty / English
Southern Connecticut State University	Mr. Donald P. Brechlin	Adjunct Faculty / Mathematics
Three Rivers Community College	Ms Elise Adams Czaja	Adjunct Lecturer / Mathematics
Tunxis Community College	Ms Jane Arciero	Adjunct Lecturer / Humanities
Western Connecticut State University	Ms MaryAnn Murtha	Adjunct Lecturer / Communication & Media Arts

# BOARD OF REGENTS

## FACULTY AWARDS

### Selection Committees

The members of the respective Selection Committees reviewed and assessed the campus-based nomination packages which consisted of:

- 1) Cover Sheet
- 2) Letter of Nomination
- 3) Nominee's Reflective Statement
- 4) Letter of Support from one to three colleagues or students
- 5) An optional nominee's curriculum vitae

Each nomination package was reviewed and assessed by a minimum of three committee members. The average total assessment points were used to determine the committee's nomination for the respective System Award(s).

The members of the various Selection Committees were:

Dr. JC Barone*	Dr. James Gentile	Dr. Narendra Sharma*
Western CSU	Manchester CC	Naugatuck Valley CC
Steven Berizzi	Dr. Forrest Helvie*	David Smith
Norwalk CC	Norwalk CC	Western CSU
Dr. Laura Bower-Phipps*	Dr. Julia Irwin-Harris*	Mark Szantry
Southern CSU	Southern CSU	Quinebaug Valley CC
Robert Brown	Dr. Margaret Johansson*	Kristen Swider
Tunxis CC	Central CSU	Capital CC
Dr. Deborah Carroll	Kevin Lamkins	Shelley Tomey*
Southern CSU	Capital CC	Housatonic CC
Dr. Terence Cassidy*	Dr. Barbara Liu*	Dr. Rebecca Townsend*
Tunxis CC	Eastern CSU	Manchester CC
Michele Coach*	Dr. Kate McGrath*	Dr. Jeffery Trawick-Smith
Asnuntuck CC	Central CSU	Eastern CSU
Dr. Ling-chuan Chu*	Terence McNulty*	Dr. Marie Wright
Quinebaug Valley CC	Middlesex CC	Western CSU
Dr. Neeta Connally*	Jane O'Grady*	Dr. Jean Wynn
Western CSU	Northwestern CT CC	Manchester CC
Dr. Teresa Foley*	Dr. Mary O'Neill*	Janet Zupkus*
Asnuntuck CC	Western CSU	Naugatuck Valley CC
Susan Gebhardt-Burns	Dr. Terri Toles Patkin	
Norwalk CC	Eastern CSU	

\*recipient of a 2013-14 BOR Faculty Awards

**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 that include institutions 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 that 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 their purpose. They should be screened for possible compliance with TAP guidelines.

Transfer and Articulation Policy  
Name and local status of pathway transfer degrees

The Transfer and Articulation Policy 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 an individual who will provide general oversight for all pathways and directly oversee pathways for which there is no discipline-specific program coordinator. For programs that are identified as viable by their campuses and are part of existing programs with existing program coordinators, oversight will be shared between the discipline program coordinator and the campus's pathways overseer. In the case of joint oversight, the responsibilities and rights of the program coordinator and the TAP overseer should be clearly articulated by each campus. For any discipline that becomes viable as a potential program as a result of a TAP pathway, each campus will decide how it will be overseen.

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 may follow a reduced process consistent with each campus's governance.

## Protocol for system-wide approval of TAP Pathway Degrees

The campuses, following local governance procedures, will review and vote on each pathway. The results of these votes will be brought forward through the Academic Council to the Board of Regents for their information as they make their final decision regarding approval for the system. If approved by the Board of Regents, the pathway will be implemented on all campuses offering such a program.