CONNECTICUT STATE COLLEGES & UNIVERSITIES
BOARD OF REGENTS FOR HIGHER EDUCATION

BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE
AGENDA
Friday, September 30, 2016 –
61 Woodland Street, Htfd., CT – Board Room (ground floor)

1. Approval of Minutes
    a. August 25, 2016

2. CONSENT ITEMS
    a. Accreditation of an Already Licensed Program
        i. STEM (Science, Technology, Engineering, and Math) Education for Certified Teachers – Central CSU

3. ACTION ITEMS
    a. Campus Security Procedures

    b. New Programs
        i. Gerontology – Graduate Certificate – Central CSU
        ii. Masters in Education in Literacy and Language Arts Program – Certificate - WCSU
        iii. Master Arts in Teaching: Secondary Education – Certificate - WCSU
        iv. Masters in Education Special Education Program (K-12) – Certificate – WCSU
        v. Sixth Year TESOL Program – Certificate – WCSU

    c. Centers and Institutes Reports
        i. Eastern CSU – Center for Early Childhood Education

        ii. Southern CSU
            1. Center for Adaptive Technology
            2. Center for Environment Literacy
            3. Research Center on Computing & Society
            4. Discontinuation - Center for Community and School Action Research

        iii. Western CSU – Center for Excellence in Learning and Teaching

4. INFORMATION ITEMS
    a. Below-Threshold Items
        i. Environmental Health Science Minor – Eastern CSU
        ii. Cybersecurity Certificate – Charter Oak SU

    b. Academic Calendar 2017-2022

5. OTHER BUSINESS

CT BOARD OF REGENTS FOR HIGHER EDUCATION

ACADEMIC & STUDENT AFFAIRS COMMITTEE

Meeting – August 25, 2016
12:00 p.m..– 61 Woodland Street, Hartford

MINUTES

Regents Present:	Merle Harris, Naomi Cohen, Holly Palmer (by conf.)
Regents Absent:	Lawrence DeNardis, Catherine Smith
Staff Present:	Jane Gates, Elsa Nunez, Jason Ebbeling, William Gammell, Ken Klucznik, Maureen McClay, Phyllis Perry, Arthur Poole, Erika Steiner
Other Attendees:	Shirley Adams (COSC), Missy Alexander (WCSU), Carlee Drummer (QVCC). Ellen Durnin (SCSU), David England (TxCC), Cheri Goretti (QVCC), Mark Kosinski (GCC), David Martin (WCSU), Vivian Martin (CCSU), Deb Newton (SCSU), Dimitrios Pachis (ECSU), Irene Rios-Knauf (NVCC), Bob Smanik (QVCC),

The meeting was called to order by Chair Harris at 12:39 p.m. A quorum was not yet present. Chair Harris welcomed Dr. Jane Gates, new Provost and Senior Vice President for Academic & Student Affairs.

1. Approval of Minutes – June 3, 2016. **A motion to approve made by N. Cohen, seconded by M. Harris. The minutes were subsequently unanimously approved when the quorum was obtained.**

2. Consent Items. **A motion to approve made by N. Cohen, seconded by M. Harris. Consent Items were subsequently unanimously approved when the quorum was obtained.** Consent items approved were:
    a. Terminations
        i. Entrepreneurship Certificate – Tunxis CC
        ii. E-Commerce Certificate – Tunxis CC
    b. State Institutional Accreditation – Asnuntuck CC
    c. Extension of State Accreditation date – Gateway CC

At 12:45 a quorum was achieved and the votes noted above were taken.

3. Action Items
    a. Modifications
        i. Marketing Management – Tunxis CC. **A motion to approve was made by N. Cohen, seconded by H. Palmer.** Dr. Jane Gates provided introductory remarks and introduced Dean David England who provided further details, noting reasons for the name change. There were no questions but there was a

general discussion on outreach to students for Certificates. **The vote was taken and unanimously approved.**

Chair Harris noted a change in the agenda order to accommodate an outside guest and New Programs were moved ahead.

b. New Programs

i. Medical Laboratory Technician – AAS – QVCC. **A motion to approve was made by N. Cohen, seconded by H. Palmer**. Dr. Gates provided information on the program plan and introduced President Drummer and others from Quinebaug Valley. Pres. Drummer and Prof. Goretti provided full details. Mr. Bob Smanik, CEO and President of Day Kimball Hospital added information on the hospital's relationship with QVCC and workforce needs, also mentioning the inter-organizational community work in northeastern Connecticut and praising QVCC. There was a question on enrollment numbers. **The vote was then taken and unanimously approved.**

ii. Cybersecurity – BBA – Western CSU. **A motion to approve was made by N. Cohen, seconded by H. Palmer.** Dr. Gates noted the program highlights, high demand, enrollment and minimal resources. She introduced Provost Alexander and Dean David Martin from Western. Provost Alexander mentioned the efficiency of the program. Dean Martin provided details, noting desire to increase enrollment, growth of field, the minimal resources required, and also mentioning marketing efforts. **The vote was taken and unanimously approved.**

The agenda returned to original order.

3. a. Modifications

ii. Dietetic Technology – Gateway CC. **A motion to approve was made by N. Cohen, seconded by H. Palmer.** Dr. Gates provided remarks noting this was a name change only. There was no discussion. **The vote was taken and unanimously approved.** The Chair thanked Dean Mark Kosinski for his presence.

iii. Chair Harris noted items iii through viii.were all connected remarking they were all to offer same programs at off-campus sites as indicated. It was determined they would be considered together. **A motion to approve items 3.a.iii through 3.a.viii was made by N. Cohen, seconded by H. Palmer.** Dr. Gates introduced the items mentioning the forward-thinking by SCSU and noting the only change was the locations. In response to questions Provost Durnin noted the same faculty will teach at the other locations and for NEASC requirements it was not a substantive change. **The vote was taken and unanimously approved.**

3.c. Appointment to Robert C. Vance Endowed Chair – CCSU. **A motion to approve appointment of Stan Simpson to fill Vance Chair was made by N. Cohen, seconded by H. Palmer.** Dr. Gates provided the introduction noting details of the process and the

candidate and introduced Dr. Martin from CCSU's Journalism Department. Dr. Martin gave further details on Mr. Simpson. **The vote was taken and unanimously approved.**

3.d. Professor Designation – Dr. Terrell W. Bynum – SCSU. **A motion to approve was made by N. Cohen, seconded by H. Palmer.** Dr. Gates spoke about the process and provided highlights on the candidate. Provost Durnin gave further details noting some of the work being done by the Center he has been heading. **The vote was taken and unanimously approved.**

3.e. NEASC accreditation for Danbury location – NVCC. **A motion to approve was made by N. Cohen, seconded by H. Palmer**. Dr. Gates remarked on the NEASC report. Dean Rios-Knauf, representing President DeFilippis, noted they were proud to have received the letter and that Danbury was now a full-fledged campus. **The vote was taken and unanimously approved.** Chair Harris noted their vote was for State accreditation that must take place in addition to NEASC accreditation.

4. Information Items. Chair Harris pointed out the information items that had been reviewed. There were no questions. Items were:
    a. Below-Threshold Items
        i. HVAC Energy Analysis Certificate – Tunxis CC
        ii. Energy Core Certificate – Tunxis CC
        iii. English Language Pathways Program (ELPP) – Southern CSU
    b. NEASC acceptance of progress report – WCSU
    c. NEASC acceptance of Charter Oak SC contract with College Unbound

There was no other business. **A motion to adjourn was made by N. Cohen, seconded by H. Palmer and unanimously approved.** The meeting adjourned at 1:20 p.m.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Accreditation of a Licensed Program

September 30, 2016

RESOLVED: That the Board of Regents for Higher Education approve the accreditation of the program "STEM (Science, Technology, Engineering, and Math) Education for Certified Teachers leading to a Master of Science (MS) degree at Central Connecticut State University for a period of time concurrent with institutional accreditation.

A True Copy:

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

*APPLICATION FOR **ACREDITATION OF A LICENSED PROGRAM** (Public Higher Education Institutions) –06/07/2016*

SECTION 1: GENERAL INFORMATION

Institution: CCSU	Date of Submission to BOR Office:
Most Recent NEASC Institutional Accreditation Action and Date:	
Program Characteristics Name of Program: STEM (Science, Technology, Engineering, and Math) Education for Certified Teachers Degree: Title of Award *(e.g. Master of Arts)* MS Certificate: *(specify type and level)* Date of Program Initiation: Fall 2014 Anticipated Date of First Graduation: May 2017 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)*: 33	Program Credit Distribution # Cr in Program Core Courses: 24 # Cr of Electives in the Field: 6 # Cr of Free Electives: # Cr Special Requirements *(include internship, etc.):* **3** Total # Cr in the Program *(sum of all #Cr above)*: **33** From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 0
CIP Code No. Title of CIP Code	
Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: School of Engineering, Science, and Technology at Central Connecticut State University	
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 addresses the standards of the identified accrediting body or licensing agency)*	

Institutional Contact for this Proposal: Marsha Bednarski	Title: Professor Geological Sciences	Tel.: 860-832-2943 e-mail: bednarskim@ccsu.edu

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

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

*APPLICATION FOR **ACREDITATION OF A LICENSED PROGRAM** (Public Higher Education Institutions) –06/07/2016*

SECTION 2: UPDATE OF PROGRAM CHANGES AND ENROLLMENTS

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

Total credits: 33. Capstone course is STEM 595: Action Research in STEM Education. Admission open to certified elementary school, middle school, and high school teachers or permission of the co-coordinators of the program. Teachers who do not teach one or more of the STEM disciplines (science, technology education, engineering education, or math) may be required to take additional content courses. Admission requirements of the graduate school apply.

Curricular and Other Program Changes *(Please described any changes in curriculum, admission and/or completion requirements, program administration, faculty, and resources, or any other significant changes since the time of its licensure approval). If needed, to provide details on curricular changes, please complete the table on the next page)*

N/A

Compliance with Special Requirements Given at the time of Program Licensure (As applicable, please summarize how the program responded to requirements issued by the BOR, or BOGHE, at the time it was licensed. Include any attachments as necessary.)

N/A

Other Narrative Background to be Considered Since Licensure Approval (As needed, consider other changes such as program need and demand, transfer agreements developed, etc.)

The program has grown considerably since it began. As a result we are in the process of creating a different course cycling to include summers, as requested by our students. We are also piloting some converted courses into hybrid and online courses.

Erollment and Credentialing Information *(From Resources and Cost Estimates MSExcel spreadsheet, please copy and paste these information below)*

Paste the excel file here.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

*APPLICATION FOR **ACREDITATION OF A LICENSED PROGRAM** (Public Higher Education Institutions) –06/07/2016*

Details of Curriculum Changes for a Licensed Program *(to be use as needed)*						
Course Number and Name [1]	L.O. # [2]	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
STEM 501 Applying Mathematical Concepts	1,2,5	N/A	3	500 level Math content course as approved by adviser		3
STEM 506 Problem Based Learning in STEM Education	1,2,3,4	N/A	3			
STEM 517 Robotics Applications in STEM Education	2,4,5	N/A	3			
STEM 520 STEM Practices in the Physical Sciences	1,2,3,4,5	N/A	3			
STEM 521 Engineering Design for STEM Education	2,4,5	N/A	3			
STEM 530 STEM Practices in the Earth/Space Sciences	1,2,3,4,5	N/A	3			
STEM 540 STEM Practices in the Life Sciences	1,2,3,4,5	N/A	3			
STEM 598 Research in STEM Education	1,2,6		3	Capstone: STEM 595: Action Research in STEM Education	1,2,3,4,5,6	3
Core Course Prerequisites				Elective Courses in the Field		
STEM 598: completion of 24 credits in the program. STEM 595: completion of 27 credits in the program.				Any 500 level Science, Technology Education, Engineering Education, or Math course OR		3
				SCI 580: Special Topics		
Total Other Credits Required to Issue Credential *(e.g. GenEd/Liberal Arts Core/Liberal Ed Program)*						

Other Narrative Background Since Licensure Approval (As needed, consider other changes such as program need and demand, transfer agreements developed, etc.)

Due to the different dates students are accepted into the program, course sequences have changed. Instead of courses offered only every three years, courses are offered every two years to ensure students graduate in three years. To date, enrollment numbers have grown to the point where we are now planning on revising the course sequence to include repeated courses in the summers for those students who wish to graduate on time or earlier. Scheduling is our current goal. In addition we are working on creating hybrid and online courses. STEM 520 is being taught as a hybrid course for the first time summer 16 and SCI 580 was taught as a hybrid course spring 16.

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

[1] Modify format as needed. Please use ~~Strikeout~~ text to indicate elimination and **Bold** text to mark the substitution.

[2] Learning Outcome

introduced)

1. **Integrate and apply the practices of scientists into curriculum, instruction, and assessment for use in the classroom**
2. **Integrate and apply the practices of engineers into curriculum, instruction, and assessment for use in the classroom**
3. **Demonstrate understanding of the role of inquiry in curriculum, instruction, and assessment**
4. **Integrate the crosscutting concepts of science and engineering and math into curriculum, instruction, and assessment**
5. **Apply disciplinary core ideas of engineering, technology, science and math in curriculum, instruction, and assessment for use in the classroom**
6. **Construct a research plan and carry out independent research on a STEM topic**
   (Note: The identification and use of math is included in the practices of science (#1) and engineering (#2), crosscutting concepts (#4), and disciplinary core ideas (#5).)

SECTION 3: ENROLLMENT, CREDENTIALLING AND FINANCIAL CONSIDERATIONS

Program Resources and Cost Estimates

(Please complete the enclosed Resources and Cost Estimates spreadsheet and provide a one-paragraph narrative below regarding the financial sustainability of the program)

CT Board of Regents for Higher Education

ACCREDITATION OF A LICENSED PROGRAM - **RESOURCES AND COST ESTIMATES** 1/20/12 Form

Institution CCSU *Date* 6/7/2016

Licensed Program MS in STEM Education

ACTUAL Enrollment	First Term Year 1 (2014-15)		First Term Year 2 (2015-16)		First Term Year 3 (2016-17)	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers		2		5		5
New Students		14		9		11
Returning Students		0		20		28
ACTUAL Headcount Enrollment	0	16	0	34	0	44
ACTUAL FTE per Year	5.33		11.33		14.67	
PROJECTED FTE *(at Licensing)*	0		0		12	
ACTUAL-PROJECTED	12		24		31	
Size of First Credentialed Group			Date of Award of First Credential		May-17	

Estimated Program Revenue	Year 1		Year 2		Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition *(Do not include internal transfers)*		$69,120		$146,880		$168,480
Program Specific Fees		$47,232		$100,368		$115,128
Other Rev. *(Annotate in text box below)*						
ACTUAL Program Revenue	$116,352		$247,248		$283,608	
PROJECTED Rev. *(at Licensing)*	$0		$0		$0	
Dif. ACTUAL-PROJECTED	$39,807		$62,550		$100,964	

Estimated Expenditures*	Year 1		Year 2		Year 3	
	Number *(as applicable)*	Expenditure	Number	Expenditure	Number	Expenditure
Administration *(Chair or Coordinator)*	0.2	$23,012	0.2	$23,012	0.2	$23,012
Faculty *(full-time, total for program)*	0.5	$43,092	1	$86,185	1.46	$125,687
Faculty *(Total for program)*						
Support Staff						
Library Resources Program						
Equipment *(List if needed)*						
Other (e.g. student services)		$1,500		$1,500		$1,500
Estimated Indirect Cost (e.g. student services, operations, maintanance)						
Total Annual Expenditures		$67,604		$110,697		$150,199

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

Please provide any necessary annotations:

The MS in STEM Education received licensure on 10/17/2013 and started enrolling new students in Fall 2014.

The enrollment figures for 2016-17 are projected.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval Process for Establishment of Armed Police Forces
At CSCU Community Colleges

September 30, 2016

WHEREAS, On December 3, 2015 the Board of Regents approved a resolution to allow the Community Colleges to train and authorize their security police officers to carry firearms with the designated special training, and

WHEREAS, A process was to be determined to guide the colleges in such establishment; Now therefore be it

RESOLVED: That the Board of Regents for Higher Education approve the following Process for Establishment of Armed Police Forces at CSCU Community Colleges.

A True Copy:

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

Approval Process for Establishment of Armed Police Forces at CSCU Community Colleges

To create the framework for establishing:

1. Any Community College interested in establishing an armed police force must submit a comprehensive justification to the President of Connecticut State Colleges and Universities. The justification must include:
    a. Overview of campus geography
        i. Facility footprint
        ii. Overview of ingress/egress to and from the campus
    b. Campus security profile
        i. Buildings and grounds
        ii. Surrounding properties and description of adjacent zones
        iii. Proximity to and expected response time for off-campus police and emergency services
    c. College police force description (number of P.O.S.T.-certified officers; ranks; supervisors)
    d. P.O.S.T. certification completion schedule (if all officers have not been trained)
    e. Incumbent and new officer requirements
        i. Criminal background check (national)
        ii. Social Media check
        iii. Psychological evaluation
        iv. Polygraph
        v. Firearms qualification course completion
    f. Adoption and promulgation of a campus environment policing policy
    g. Training required for all officers (including annual refreshers)
        i. Initial P.O.S.T. training (and certification) with periodic refresher courses
        ii. CSU police force curriculum
        iii. Campus policing curriculum
        iv. Field training (16 weeks)
    h. General Orders
        i. Discipline
        ii. How to respond to calls
    i. Comprehensive weapons policy
        i. recommended weapon type
        ii. acceptable use policy
        iii. required inspection cycle
        iv. securement and storage plan
    j. College Use of Force policy
    k. Investigation process to be followed in cases where a police firearm is discharged
        i. Investigating agency
        ii. Officer status
        iii. Investigative report distribution
        iv. Record management system
        v. Crisis management plan
    l. Supervisory Oversight and Review plan
    m. Incident response plan(s)
    n. Incident communications plan, including components addressing outreach to:

i. students
ii. municipal and state police
    1. within their communications plan, each college must define proximity to closest external law enforcement resources, and order of outreach to those resources during an incident.
iii. local and/or regional hospital/health services
iv. media
v. notifying residents from neighborhoods surrounding the campus
vi. Clery statistics/record keeping
vii. Communication radio system dispatch

o. Projected implementation timeline
p. Police force also agrees to conduct safety and security awareness sessions for students at the beginning of each semester, as developed and coordinated by the colleges' Student Affairs department.
q. Mutual aid agreements with proximate residents and surrounding towns

2. Following consideration and approval of the process (above), Academic and Student Affairs committee will recommend the approval process to the Board of Regents for its consideration and approval.
3. Once the approval process is approved by the full Board, the President of each college requesting the authority to establish an armed police force will submit its application package (containing all the elements in #1 above) to the CSCU President.
4. Each application received by the CSCU President will be reviewed by a standing administrative comprised of 1) a representative from the Legal and Human Resources Departments and 2), any other CSCU staff person designated by the President.
5. Once the review committee is satisfied with the sufficiency of each college application, those applications will be submitted to the CSCU President for final approval.
6. Finally, the CSCU President shall report to the Academic and Student Affairs Committee, and to the Board as a whole, on the status of the arming process as individual colleges are approved for arming.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

A New Program

September 30, 2016

RESOLVED: That the Board of Regents for Higher Education approve the licensure and accreditation of a graduate program in Gerontology leading to a Certificate at Central Connecticut State University for a period of time concurrent with institutional accreditation.

A True Copy:

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

STAFF REPORT ACADEMIC AND STUDENT AFFAIRS COMMITTEE

ITEM

Licensure and accreditation of a graduate program in Gerontology leading to a certificate.

BACKGROUND

Summary

An interdisciplinary graduate certificate program in gerontology was created to address the increasing population of older citizens in the state of Connecticut and the workforce needs related to providing services for this population.

Need for the Program

There is a growing need for the skills and knowledge to meet a variety of challenges related to our aging population for professionals who work with these individuals. A graduate certificate in gerontology will enable students to integrate knowledge of gerontology into their own fields and give them the tools to better meet the needs of our changing demographics.

Curriculum

The program has established the following five learning outcomes for students taking coursework leading to a graduate certificate in gerontology. Students are expected to:

1. Utilize gerontological frameworks to examine the physical, psychological, and social factors underlying the aging process.
2. Understand and critically assess the social policies that affect diverse individuals, families, societies as members age.
3. Engage in effective communication with older adults, families, and the community to promote well-being while adhering to the ethical principles of the field.
4. Engage with interdisciplinary research to advance knowledge and promote individual and community based interventions to benefit older adults.
5. Enhance one's ability to communicate a gerontological perspective through assessment and reflection upon past experiences.

Students will complete a total of 18 semester hours of graduate level courses to meet the requirements of the certificate program. There are three core courses required for all students in order to ensure competency in the core foundational gerontology competencies recommended by the Association for Gerontology in Higher Education. The three core courses are GERO 5XX- Current Perspectives in Gerontology, PSY 511 – Psychology of Aging, GERO5XX – Policy, Aging, & Ethics.

Students

Anyone who has completed a bachelor level degree or higher can matriculate through the program as a non-degree seeking student. A prospective non-degree seeking student must first be admitted to the Graduate School for the Gerontology Certificate. Graduate students currently enrolled at CCSU

working toward master's degrees in other disciplines, but who have an interest in working with older adults, may choose to enroll in the gerontology certificate program to complement their other graduate training with a specialization in gerontology.

Faculty

A new faculty member was hired in the Department of Sociology beginning in the 2016-2017 academic year who specializes in gerontology. In addition, seven other full time faculty in a variety of departments including Psychological Science, Nursing, Economics, and Sociology are qualified to teach courses in this program.

Learning Resources

We request $851 per year for an online subscription to *Gerontology & Geriatrics Education*, the official journal of the Association for Gerontology in Higher Education.

Facilities

Fiscal Note

The program will utilize the talents of faculty from a variety of disciplines and utilize primarily existing courses to deliver the program objectives. Only two required courses are new and the new faculty member was hired to teach the courses. For the most part, students will be filling seats in existing courses. There will be an initial need to advertise the program. The American Society on Aging is a professional organization with the goal of cultivating leadership, advancing knowledge and strengthening skills of those who work with and on behalf of older adults. We will promote the program on their website and at their conferences with an initial investment of $2500.

Review of Documents:

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

Accreditation:

Although the Association for Gerontology in Higher Education (AGHE) is in the process of developing guidelines for accreditation, there is currently no external accreditation for gerontology education. However, programs that follow the AGHE's Standards and Guidelines for Gerontology/Geriatrics Programs can apply for Program of Merit (POM) status, a voluntary program of review by AGHE that verifies program quality. As our program is based on AGHE standards, we plan to apply for POM status.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 1: GENERAL INFORMATION

Institution: Central Connecticut State University	Date of Submission to BOR Office: 6/1/2016
Most Recent NEASC Institutional Accreditation Action and Date:	
Program Characteristics Name of Program: Gerontology Degree: Title of Award *(e.g. Master of Arts)* Official Certificate Program Certificate: *(specify type and level)* graduate Anticipated Program Initiation Date: Fall 2017 Anticipated Date of First Graduation: May 2018 Modality of Program: On ground Online x Combined If "Combined", % of fully online courses? 20% Total # Cr the Institution Requires to Award the Credential *(i.e. include program credits, GenEd, other)*: 18	Program Credit Distribution # Cr in Program Core Courses: 9 # Cr of Electives in the Field: 9 # Cr of Free Electives: # Cr Special Requirements *(include internship, etc.):* 0 Total # Cr in the Program *(sum of all #Cr above)*: 18 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 9
Type of Approval Action Being Sought: Licensure OR x Licensure and Accreditation Suggested CIP Code No. *(optional)* 19.0702 Title of CIP Code Adult Development and Aging	
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: CIP: DHE# (if available): Accreditation Date: Phase Out Period Date of Program Termination	
Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: CLASS 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 addresses the standards of the identified accrediting body or licensing agency)*	

Institutional Contact for this Proposal: Carrie Andreoletti	Associate Professor of Psychological Science and Coordinator of Gerontology	Tel.: 860-832-1646 e-mail: andreolettic@ccsu.edu

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

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

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

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

Alignment of Program with Institutional Mission, Role and Scope

(Please provide objective and concise statements)

As a comprehensive public university, Central Connecticut State University seeks to broadly educate students in ways that allow them to contribute meaningfully to their communities as engaged citizens and professionals. Connecticut has the 7th oldest population in the country with a median age of 40 years. By 2030, those over the age of 60 years are expected to make up 26% of our state's population. Connecticut's changing demographics will impact a wide range of industries and professions, yet most professionals lack formal education in aging and gerontology leaving them unprepared for the coming challenges. Most issues and problems relevant to aging require at least a minimum understanding of the multidisciplinary areas of study within the field of gerontology. There is a growing need for the skills and knowledge to meet a variety of challenges related to our aging population for professionals who work with these individuals. A graduate certificate in gerontology will enable students to integrate knowledge of gerontology into their own fields and give them the tools to better meet the needs of our changing demographics. Our program aligns with CCSU institutional mission by creating a workforce educated to meet the growing need for programs, products, and services that are responsive to the interests of our aging population in Connecticut.

Addressing Identified Needs

- How does the program address CT workforce needs and/or the wellbeing of CT society/communities? *(Succinctly present as much factual evidence and evaluation of stated needs as possible)*

  Consistent with nationwide trends, our population is aging. While Connecticut is one of the healthiest, wealthiest, and best educated states in the nation, there are also significant disparities in health across different socioeconomic and racial/ethnic groups. This translates into a very diverse group of older adults in our state who have a variety of wants and needs and who also represent one of the fastest growing segments of our population. The State Department on Aging has identified four areas of emphasis in the 2014-2017 Connecticut State Plan on Aging: (1) Promotion of healthy aging; (2) prevention of elder abuse and protection of rights; (3) coordinated planning across the aging and disability networks; and (4) improvements to evidence-based management practices. These areas cut across a broad range of disciplines/professions and require the coordination and cooperation of both public and private agencies and organizations. According to the Association for Gerontology in Higher Education (AGHE) Standards and Guidelines for Gerontology/Geriatrics in Higher Education, the need for a graduate certificate in gerontology often arises because "practice with older individuals and research on problems of aging require familiarity with principles and methods not ordinarily taught as part of graduate training in the traditional disciplines."

- 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?

  Central Connecticut State University has a long history of providing gerontology education through the Interdisciplinary Gerontology Minor that has been offered since 2001. In the last several years the popularity of the minor has grown significantly from an enrollment of fewer than 10 students in 2007 to nearly 30 students in 2015. We have an active gerontology committee with members from a variety of disciplines and schools. Over the last several years we have revised our curriculum to be consistent with AGHE's Standards and Guidelines. Through the development of internships and community engagement we have expanded the number of community partners in central Connecticut who support our program. Each spring we participate in Careers in Aging Week (CIAW), an annual nationwide event sponsored by AGHE intended to bring greater awareness and visibility to the wide-ranging career opportunities in aging and aging research. CCSU has long been an institutional member of AGHE and several members of the CCSU Gerontology Committee actively participate in AGHE's annual meetings and leadership conferences, both presenting research and serving on committees. Given our successful interdisciplinary minor, our small but passionate group of faculty with expertise and interest in gerontology and aging research, and our growing number of community partners, we are in an excellent position to further develop our program by offering a graduate certificate in gerontology. The development of a graduate certificate in gerontology at CCSU is also supported/recommended by AGHE consultant, Frank Whittington, PhD, from George Mason University who visited our campus in October of 2014.

-

- 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)*

No new transfer agreements with institutions under the BOR will become instituted as a result of this approval of this program. Consistent with existing policy, courses appropriate to the certificate and within the 6 year time limit for completion will be considered for transfer.

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

Although UCONN used to offer a graduate certificate in gerontology and WCSU has nursing degrees with a gerontology focus, currently no other Connecticut State Universities offer graduate level training in gerontology. In addition, there are no private universities in the area currently offering a graduate certificate program in gerontology. This program is unique to the state as it is directed to individuals working with an aging population from myriad of disciplines.

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

The U.S. Department of Labor has identified careers in aging as a high-growth industry over the next 10 years. While many of the fastest growing jobs are in healthcare, growth is also expected in industries related to business and financial services, fitness and wellness, consumer products, housing, and travel. While our aging population will lead to increases in jobs related to illness and loss, there will also be growth in industries focused on helping older adults to maximize their physical, mental, and social well-being in order to remain independent and active as they age. Research, and professional volunteer recruitment and management are also among those fields projected to experience unprecedented growth. Cutting-edge technological research, seeking to find ways to make life easier and safer for a continually expanding population of frail elderly is big business, both locally and globally. Gerontology can be applied to a wide variety of careers including medicine and caregiving, social service and non-profits, policy and outreach, business and marketing, architecture and urban planning, law and advocacy, exercise science, and management and administration. A graduate certificate in gerontology will provide graduates with a solid foundation in issues related to aging and an aging society that will allow them to better meet the needs of the aging population within their particular field or industry.

Cost Effectiveness and Availability of Adequate Resources

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

This Program will utilize the talents of faculty from a variety of disciplines and utilize primarily existing courses to deliver the program objectives. Only two required courses are new, requiring additional resources. For the most part, students will be filling seats in existing courses currently running with less than optimal enrollment. There will be an initial need to advertise the program. The American Society on Aging is a professional organization with the goal of cultivating leadership, advancing knowledge and strengthening skills of those who work with and on behalf of older adults. We would like to promote the program on their website and at their conference with the approximate cost of $2500. Further efforts would need to be supported through paid and nonpaid promotion of the program. One new faculty line dedicated to this program is currently being filled; additional support will be requested with the growth of the program to include administrative costs. To begin the program existing departmental resources will be sufficient.

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 3: PROGRAM QUALITY ASSESSMENT

Overall Learning Goal/Principal Learning Outcome for the Program:

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

1. *Utilize gerontological frameworks to examine the physical, psychological, and social factors underlying the aging process.*
2. *Understand and critically assess the social policies that affect diverse individuals, families, and societies and members age.*
3. *Engage in effective communication with older adults, families, and the community to promote well-being while adhering to the ethical principles of the field.*
4. *Engage with interdisciplinary research to advance knowledge and promote individual and community based interventions to benefit older adults.*
5. *Enhance one's ability to communicate their gerontological perspective through assessment and reflection upon past experiences.*

There is currently no external accreditation for gerontology education. However, program goals and learning objectives are based on AGHE's Standards and Guidelines for Gerontology/Geriatrics in Higher Education (6th edition) and linked to AGHE's Gerontology Competencies for Undergraduate & Graduate Education. Course content will be mapped to each learning objective and corresponding competencies for assessment purposes. The program will be assessed using embedded assessment methodologies as well as exit surveys with graduates.

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

The Coordinator of Gerontology is responsible for developing and running the proposed program. Dr. Carrie Andreoletti was appointed by Dean Susan Pease to serve as the Coordinator of Gerontology beginning in Spring 2015 and currently receives 3 hours of reassigned time each semester to fulfill this role. Dr. Andreoletti received her PhD in Social and Developmental Psychology from Brandeis University. She joined the CCSU faculty in 2004 and is currently an Associate Professor of Psychological Science where the gerontology program is currently housed. Dr. Andreoletti has served as the Co-chair of the Gerontology Minor Committee since her arrival at CCSU and is also actively involved in the Association for Gerontology in Higher Education (AGHE) where she is currently serving on the Academic Program Development Committee and the Intergenerational Learning & Research Committee.

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

How many new full-time faculty members, if any, will need to be hired for this program? 1 (search underway)

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

What percent of credits in the program will be taught by adjunct faculty? 25%

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program Masters degree will be required for all Adjuncts in addition to specialization in the area in which they will teach

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

none

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

Curriculum

(Please provide details as available and keep in mind the summary of Program Credit Distribution completed in Section 1. Modify this format as needed)
*~~(Please list courses for the proposed program, including the core/major area of specialization, prerequisites, electives, required general education courses (undergraduate programs), etc. Using numerals, map the Learning Outcomes listed in the previous section to relevant program courses in this table. Mark any new courses with an asterisk * and attach course descriptions. Mark any courses that are delivered fully online with a double asterisk ** Please modify this format as needed~~)*

Course Number and Name	L.O. # [3]	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
GERO 5XX – Current Perspectives in Gerontology			3			
PSY 511 – Psychology of Aging			3			
GERO 5XX – Policy, Aging, & Ethics			3			
Core Course Prerequisites				Elective Courses in the Field		
				See below		
Total Other Credits Required to Issue Credential *(e.g. GenEd/Liberal Arts Core/Liberal Ed Program)*						

Program Outline *(Please provide a summary of program requirements including total number of credits for the degree, special admission requirements, capstone or special project requirements, etc. Indicate any requirements and arrangements for clinical affiliations, internships, and practical or work experience.)*

Anyone who has completed a bachelor's level degree or higher can matriculate through the program as a non-degree seeking student. A prospective non-degree seeking student must first be admitted to the Graduate School before applying for the Gerontology Certificate. Graduate students currently enrolled at CCSU working toward master's degrees in other disciplines, but who have an interest in working with or serving older adults, may choose to enroll in the gerontology certificate program to complement their other graduate training with a specialization in gerontology.

Students will complete a total of 18 semester hours of graduate level courses to meet the requirements of the certificate program. There are three core courses required for all students in order to ensure competency in the core foundational gerontology competencies recommended by the Association for Gerontology in Higher Education.

Core Courses (9 credits)

GER0 5XX - Current Perspectives in Gerontology (3)
This foundational seminar will examine issues of aging in contemporary society utilizing gerontological frameworks. Focus will be on the interdisciplinary study of gerontology and the implications of aging in our society. Includes a review of social,

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

psychological, economic, cultural, health, and policy issues.

PSY 511 - Psychology of Aging (3)
Seminar with a focus on understanding successful aging and the biopsychosocial opportunities and challenges faced by older adults. Topics include the influence of community, health, legal and policy systems on older adults and their families.

GERO 5XX - Policy, Aging & Ethics (3)
This is a hybrid course. We will examine the major ethical/social/political issues arising domestically and globally regarding the care and treatment of the aging patient. Issues surrounding client autonomy, the level of self-care, financial, social and governmental support, along with caregiver and familial roles will be the focus of the course. Existing health care policies will be analyzed in light of these issues.

Elective Courses (9 credits) – Chosen with help of graduate advisor

Possible New Elective Courses

GERO 5XX - Independent Reading/Research in Gerontology (3)
Students will read and discuss gerontological literature to inform ethically sound qualitative or quantitative empirical research conducted directly with older adults or using artifacts generated by older adults. Students will communicate their research in a written and/or oral report or presentation. Permission of instructor required.

GERO 5XX – Internship in Gerontology (3)
Seminar and internship in gerontology. Students participate in a classroom seminar on issues relevant to careers in aging and also work 120-140 hours for agencies or organizations providing a variety of services to older adults.

GERO 5XX - Global Health Issues and the Elderly (3)
This course examines how the globalization of society creates new cultural perspectives on the prevention and treatment of health issues among the elderly. The course focuses on elderly health issues prevalent both inside and outside of the U.S. Last, the course examines the variation in life-spans across the globe and how life span is impacted by different cultures, health care systems, and ethnic backgrounds.

GERO 5XX - Sociology of the Aging Body (3)
This course uses a life-course and postmodern perspective to explore the social construction of the aging body in society today. The course begins with a look at the historical portrayal and social construction of the aging body over time. It then examines postmodern perspectives of the aging body related to culture and consumerism, medicalization of the aging body, cosmetic surgery, and media exposure of the aging body. Last, the course explores how physical appearance, manner of dress, and self-perceptions of body-image change over the life course, and how these changes impact the elderly's interaction with society.

Possible Existing Elective Courses

CNSL 565 - Foundations of Gerontology Counseling
Exploration of life transitions and ageing process, examination of counseling theories and strategies, and clinical applications of assessment and intervention techniques with older adults. Students will develop a conceptual understanding of age-related physical, cognitive, functional, and emotional changes to specific counseling issues brought by experienced older adults, including health, wellness, mental health, rehabilitation, career changes, relationships, caregiving, family dynamics and bereavement.

CNSL 566 - Community Resources, Systems, and Challenges in Counseling the Older Adult
This course applies a wellness and empowerment philosophy to the examination of community resources, systems, and challenges presented in counseling with older adults. This course explores the history, philosophy, and trends in gerontology

counseling, roles, and functions of gerontology counselors, as well as community resources and services, ethical legal, policy, legislative and regulatory considerations relevant to older adults. The course will also examine the unique issues related to multicultural issues, substance abuse, process addictions, and co-occurring disorders with the ageing population.

EXS 592 - Advanced Physiology of Sport & Exercise I
Using exercise physiology as a basis, examination of acute and chronic adaptations of the body to high physiological demands of physical activity and sport. Topics covered include bioenergetics, physiology of the skeletal system, cardiorespiratory system, and renal systems.

EXS 593 - Advanced Physiology of Sport and Exercise II
Using exercise physiology as a basis, examination of acute and chronic adaptations of the body to high physiological demands of physical activity and sport. Topics covered include bioenergetics, physiology of the skeletal system, cardiorespiratory system, and renal system.

PSY 541 - Health Psychology
Examination of health-related behaviors, stress, risk factors and methods to improve well-being. Mind-body aspects of chronic illness, addiction, and immune system disorders are discussed.

PSY 547 - Clinical Health Psychology and Chronic Illness
Review of psychological/environmental influences in progression of chronic diseases. Role of primary care psychologists in prevention and treatment.

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

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Faculty Name and Title	Institution of Highest Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Dr. Carrie Andreoletti, Associate Professor of Psychological Science	Brandeis University	Adult Development and Aging, Gerontology	Coordinator of Gerontology
Dr. Andrea June, Assistant Professor of Psychological Science	University of Colorado at Colorado Springs	Clinical Geropsychology	
Dr. Marianne Fallon, Associate Professor of Psychological Science	University of Toronto	Cognitive Aging, Research Methods	
Dr. Heather Rodriguez, Assistant Professor of Sociology	Purdue University	Medical Sociology, Social Gerontology	
Dr. Meg Levvis, Associate Professor of Nursing	University of Tennessee	Medical Ethics, Geriatrics	Chairperson, Department of Nursing
Dr. Christina Robinson, Associate Professor of Economics	North Carolina State University	Health Economics, Economics of Aging	
Dr. Aimee Pozorski, Professor of English	Emory University	Humanities and Aging	
Dr. Jason Melnyk	Virginia Polytechnic Institute and State University	Physical Aspects of Aging	
To Be Hired		Gerontology (Sociology focus)	

Connecticut Board of Regents for Higher Education

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

Institution CCSU *Date* 5/12/2016

Proposed Program Official Certificate Program in Gerontology

PROJECTED Enrollment	First Term Year 1		First Term Year 2		First Term Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers *(from other programs)*						
New Students *(first time matriculating)*		20		24		24
Continuing *(students progressing to credential)*				8		9
Headcount Enrollment	0	20	0	32	0	33
Total Estimated FTE per Year	6.67		10.67		11	

PROJECTED Program Revenue	Year 1		Year 2		Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition *(Do not include internal transfers)*		$43,200		$103,680		$106,920
Program-Specific Fees		$29,520		$70,848		$73,062
Other Rev. *(Annotate in text box below)*						
Total Annual Program Revenue	$72,720		$174,528		$179,982	

PROJECTED Expenditures*	Year 1		Year 2		Year 3	
	Number *(as applicable)*	Expenditure	Number	Expenditure	Number	Expenditure
Administration *(Chair or Coordinator)*	0.25	$20,378	0.25	$20,378	0.25	$20,378
Faculty *(Full-time, total for program)*	0.5	$49,332	0.63	$61,665	0.63	$61,665
Faculty *(Part-time -total for program)*			1	$5,367	1	$5,367
Support Staff						
Library Resources Program		$800		$2,000		$2,000
Equipment *(List as needed)*						
Other (e.g. student services)				$1,500		$1,500
Estimated Indirect Cost *(e.g. student services, operations, maintanance)*						
Total ESTIMATED Expenditures		$70,510		$90,910		$90,910

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

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

Please provide any necessary annotations:

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

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

A New Program

September 30, 2016

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Literacy and Language Arts leading to a Master of Science in Education degree at Western Connecticut State University for a period of three years until September 30, 2019.

A True Copy:

_____

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

ITEM
Licensure of a program in Literacy and Language Arts leading to a Master of Science in Education degree at Western Connecticut State University.

BACKGROUND

Summary
The proposed MSED in Literacy and Language Arts program builds upon the university's strong partnerships with Danbury and Bethel school districts. The curriculum was co-designed with our school partners to prepare teachers who will impact student learning in urban, diverse settings. Practicum experiences for this program will be conducted by university faculty and school partners in collaboration. Working together in this way brings experts from the university and schools into a collaborative dialogue that is expected to lead to better prepared candidates.

The proposed MSED in Literacy and Language Arts program also incorporates several existing components that have been implemented across WCSU's advanced teacher preparation programs. These reforms to our advanced teacher preparation programs are in alignment with research-based practices and accountability mandates, including the following:

- Integrating simulation experiences to situate practice in contextual use (TeachLivE);
- Implementing High Leverage Practices in simulation scenarios and fieldwork experiences (TeachingWorks);
- Integrating the Council for the Accreditation of Educator Preparation's [CAEP's] new accreditation standards;
- Infusing evidence-based pedagogy for English language learners and diverse students.

The prior MSED Curriculum Option in Reading program will be discontinued once the proposed program is approved as it does not meet the new regulations pertaining to graduate programs for teachers. It also did not lead to certification.

Need for the Program
Certification for **CT Remedial Reading Language Arts Specialist (# 102 certification) & CT Reading and Language Arts Consultant Certification (# 097certification)** are high need areas in the state. The US Department of Education 2015 Nationwide Teacher Certification Shortage Areas lists Remedial Reading Language Arts Specialist as a critical need from 2010-2014 in our state. The 2014-2015 CSDE Data Bulletin ranked certification in Remedial Reading Language Arts Specialist as #13 on the shortage list for the year. These reports consistently indicate that Connecticut schools need more remedial reading specialists. Furthermore, needs assessments, advisory meetings, and general feedback from our partner district administrators and faculty have worked with us to translate the identified the knowledge, skills, and dispositions that are desirable in the work place for literacy specialists into curriculum, field experiences and clinical practice.

Curriculum

Course Number and Name	L.O. # [1]	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
Leadership Foundational Courses that Cross MSED programs (6 credits)				**Cross-endorsement: Reading and Language Arts Consultant Program**		
ED 576 Learning, Coaching, and Reflective Practice	4		3	ED 614 Advanced Diagnosis and Remediation	7	3
ED 598 Standards, Mandates, and Legal Issues in Education	5		3	ED 615 Organization, Administration, and Evaluation of Reading Programs	1-7	3
Foundational Knowledge in Language and Literacy (21 credits)				ED 616 Practicum in Reading and Language Arts Consultant	1-7	3
ED 607 Language Development	1		3			
ED 608 Sociolinguistics	1		3			
ED 609 Assessments in Reading and Language Arts	7		3			
ED 610 Exploring Children's and Adolescent Literature and Digital Literacies	1		3			
ED 517 Development of Reading in the Elementary School	2, 3		3			
ED 535 Content Area Literacy: Development of Reading in the Secondary School	2,3		3			
ED 611 Action Research in Best Practices in Literacy Leadership	1-7		3			
Assessment & Intervention (9 credits)						
ED 548 Analysis of Reading Difficulties	7		3			
ED 612 Practicum in Reading and Literacy K-5	1-7		3			
ED 613 Practicum in Reading and Literacy 6-12	1-7		3			
Core Course Prerequisites			36	Elective Courses in the Field		9
Total Other Credits Required to Issue Credential *(e.g. GenEd/Liberal Arts Core/Liberal Ed Program)*						45 for both certificates

The new MSED Literacy and Language Arts Program was created based upon the International Literacy Association's 2010 standards that include a focus on new literacies, instructional leadership, and data analysis. This program will also include a year-long practicum leading to certification as a remedial reading teacher K-12. Candidates may exit the program after completing the 36 credit Master's Degree program leading to certification as a Reading Specialist K-12. They will have the option of choosing to continue for a cross-endorsement as a Reading/Language Arts Consultant for an additional 9 credits. Admission requirements include an overall GPA of 3.0, valid initial certification, minimum teaching experience of 30 months, and special education coursework (3 credits). Students must maintain a 3.0 GPA and pass key assessments to enter the practicum experience.

Credits for the Reading Specialist Certification = 36 (Students may stop here) Additional Endorsement for Reading and Language Arts Consultant = 9 Total for both = 45.

Students

The program would be cohort-based with the goal of 21 part-time graduate students entering in the fall.

Faculty

The program would utilize existing faculty at the university and would not require any new hires.

Learning Resources

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

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

Facilities

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

Fiscal Note
Analysis of the cost effectiveness of this program indicates that it will generate over $150,000 in estimated revenue by year 3.

Review of Documents:

a) Campus Review: Spring 2016
b) Campus Budget and Finance: April 2016
c) Campus President: April 14, 2016
d) Academic Council
e) System Office

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 1: GENERAL INFORMATION

Institution: **Western Connecticut State University**	Date of Submission to BOR Office: **9/6/2016**
Most Recent NEASC Institutional Accreditation Action and Date: **NEASC Report of Self-study and Site Visit (9/29-10/02/13) issued on 11-25-13; Letter to be accredited (06/04/14)**	
Name of Program: **Masters in Education (MSED) in Literacy and Language Arts Program** Degree: **Masters of Education (MSED)** Certificate: **CT Remedial Reading Language Arts Specialist (# 102 certification) & CT Reading and Language Arts Consultant Certification (# 097certification)** Anticipated Program Initiation Date: August 22, 2016 Anticipated Date of First Graduation: May 2018 Modality of Program: **X Combined** If "Combined", % of fully online courses? **40% Hybrid only, no fully online classes.** Total # Cr the Institution Requires to Award the Credential: **45**	**Program Credit Distribution** # Cr in Program Core Courses: **36** # Cr of Electives in the Field: 0 # Cr of Free Electives: 0 # Cr Special Requirements **9** Total # Cr in the Program *(sum of all #Cr above)*: **45** From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **15**
Type of Approval Action Being Sought: Licensure OR **x Licensure and Accreditation** Suggested CIP Code No. **13.1315** Title of CIP Code **Reading Teacher Specialization** CIP Year: **2010**	
Program Discontinued: **MS in Education: Master of Science in Education Curriculum Option in Reading** CIP: 130101 DHE# (if available): Accreditation Date: **April 2014** **The MSED Curriculum Option in Reading does not meet the new regulations pertaining to graduate programs for teachers. It also did not lead to certification.** Phase Out Period **2016-2018** Date of Program Termination **Fall 2018** **The new program will begin in Spring 2017 with the first cohort in the program. No new graduate students will be admitted to the old program once the new program is approved. All remaining students in the MS in Education Curriculum Option in Reading program will be processed to graduation**.	
Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: **School of Professional Studies, Midtown and Westside campuses**	
Program Accreditation: **CAEP 2019 (Pending CAEP Partnership Agreement)** If program prepares graduates eligibility to state/professional license, please identify **CT Remedial Reading Language Arts Specialist (# 102 certification) & CT Reading and Language Arts Consultant Certification *(K-12)***	
Institutional Contact for this Proposal: **Dr. Catherine O'Callaghan**	Title: **Chair of E &E PY Department** Tel.: **203-837-3267** e-mail: **ocallaghanc@wcsu.edu**

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

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

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

Alignment of Program with Institutional Mission, Role and Scope

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

To achieve this, we

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

The proposed MSED in Literacy and Language Arts program is in alignment with the WCSU mission statement's emphasis on experiential learning (MSED practicum), co-curricular partnerships (Danbury School District), and service to the community (clinical coursework).

How does the program address CT workforce needs and/or the wellbeing of CT society/communities?
Certification for **CT Remedial Reading Language Arts Specialist (# 102 certification) & CT Reading and Language Arts Consultant Certification (# 097certification)** are high need areas in the state. The US Department of Education 2015 Nationwide Teacher Certification Shortage Areas lists Remedial Reading Language Arts Specialist as a critical need from 2010-2014 in our state. The 2014-2015 CSDE Data Bulletin ranked certification in Remedial Reading Language Arts Specialist as #13 on the shortage list for the year. These reports consistently indicate that Connecticut schools need more remedial reading specialists. Furthermore, needs assessments, advisory meetings, and general feedback from our partner district administrators and faculty have worked with us to translate the identified the knowledge, skills, and dispositions that are desirable in the work place for literacy specialists into curriculum, field experiences and clinical practice.

How does the program make use of the strengths of the institution (e.g. curriculum, faculty, resources) **and of its distinctive character and/or location?**
The proposed MSED in Literacy and Language Arts program builds upon the university's strong partnerships with Danbury and Bethel school districts. The curriculum was co-designed with our school partners to prepare teachers who will impact student learning in urban, diverse settings. Practicum experiences for this program will be conducted by university faculty and school partners in collaboration. Working together in this way brings experts from the university and schools into a collaborative dialogue that is expected to lead to better prepared candidates.

The proposed MSED in Literacy and Language Arts program also incorporates several existing components that have been implemented across WCSU's advanced teacher preparation programs. These reforms to our advanced teacher preparation programs are in alignment with research-based practices and accountability mandates, including the following:

- Integrating simulation experiences to situate practice in contextual use (TeachLivE);
- Implementing High Leverage Practices in simulation scenarios and fieldwork experiences (TeachingWorks);
- Integrating the Council for the Accreditation of Educator Preparation's [CAEP's] new accreditation standards;
- Infusing evidence-based pedagogy for English language learners and diverse students.

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

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

Reading Specialist and Language Arts consultant programs are offered at Central CT State University, Southern CT State University, Sacred Heart University, and Fairfield University. Potential candidates have repeatedly requested this program at WCSU due to their inability to travel to other programs in the state and noted the high cost of private institutions. To these potential candidates, WCSU is their only choice. Due to pending changes in the regulations regarding Masters degrees, our current MSED: Masters in Education Curriculum Option in Reading program would not meet the new guidelines, hence the need for this new program.

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

With the expected retirement of literacy educators across the state, there will be a need for teachers with the Remedial Reading Language Arts Specialist (# 102 certification) and Reading and Language Arts Consultant Certification (# 097certification). The following rankings indicate that in the past decade, certification in Remedial Reading Language Arts Specialist (# 102 certification) was one of the top ten shortage areas in Connecticut. Therefore, it can be inferred that employment prospects for graduates with this certificate will be positive.

Subject Shortage Areas

- CT Subject Shortage Areas 2013-2014 report (Remedial Reading and Language Arts K-12).
  - Remedial Reading and Language Arts K-12 shortage rank for 2010 was # 9 on the list.
  - Remedial Reading and Language Arts K-12 shortage rank for 2011 was # 8 on the list.
  - Remedial Reading and Language Arts K-12 shortage rank for 2012 was # 7 on the list indicating a growing need.

Cost Effectiveness and Availability of Adequate Resources

The program would be cohort-based with the goal of 21 part-time graduate students entering in the fall. The program will take two years to complete and would not require new faculty hires. Analysis of the cost-effectiveness of this program indicates that it will generate over $150,000 in estimated revenue by year 3.

SECTION 3: PROGRAM QUALITY ASSESSMENT

Learning Outcomes

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

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

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

Candidates will demonstrate professional dispositions that are consistent with the conceptual framework and in accord with professional, state, and institutional standards. This will be assessed through the CAEP Advanced Programs Disposition Instrument, practicum portfolio, and the practicum clinical observation.

Program Administration Dr. Catherine O'Callaghan will be the program coordinator.

Faculty

How many new full-time faculty members, if any, will need to be hired for this program? **0**

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

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

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

A minimum of a terminal degree in the field or related field or meeting "highly qualified faculty" criteria is required.

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

Curriculum

Course Number and Name	L.O. # [2]	Pre-Requisite	Cr Hrs
Program Core Courses			
Leadership Foundational Courses that Cross MSED programs (6 credits)			
ED 576 Learning, Coaching, and Reflective Practice	4		3
ED 598 Standards, Mandates, and Legal Issues in Education	5		3
Foundational Knowledge in Language and Literacy (21 credits)			
ED 607 Language Development *	1		3
ED 608 Sociolinguistics	1		3
ED 609 Assessments in Reading and Language Arts*	7		3
ED 610 Exploring Children's and Adolescent Literature and Digital Literacies *	1		3
ED 517 Development of Reading in the Elementary School	2, 3		3
ED 535 Content Area Literacy: Development of Reading in the Secondary School	2,3		3
ED 611 Action Research in Best Practices in Literacy Leadership*	1-7		3
Assessment & Intervention (9 credits)			
ED 548 Analysis of Reading Difficulties	7		3
ED 612 Practicum in Reading and Literacy K-5*	1-7		3
ED 613 Practicum in Reading and Literacy 6-12*	1-7		3
Candidates may elect to stop here with the Reading Specialist Certification.			
Cross-endorsement: Reading and Language Arts Consultant Program			
ED 614 Advanced Diagnosis and Remediation*	7		3
ED 615 Organization, Administration, and Evaluation of Reading Programs*	1-7		3
ED 616 Practicum in Reading and Language Arts Consultant*	1-7		3
Pre-Requisite – Admission to the program.			
Total Credits for program			**36-45**

The new MSED Literacy and Language Arts Program was created based upon the International Literacy Association's 2010 standards that include a focus on new literacies, instructional leadership, and data analysis. This program will also include a year-long practicum leading to certification as a remedial reading teacher K-12. Candidates may exit the program after completing the 36 credit Master's Degree program leading to certification as a Reading Specialist K-12. They will have the option of choosing to continue for a cross-endorsement as a Reading/Language Arts Consultant for an additional 9 credits. Admission requirements include an overall GPA of 3.0, valid initial certification, minimum teaching experience of 30 months, and special education coursework (3 credits). Students must maintain a 3.0 GPA and pass key assessments to enter the practicum experience.

Credits for the Reading Specialist Certification = 36 (Students may stop here)
Additional Endorsement for Reading and Language Arts Consultant = 9
Total for both = 45.

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

New Course Descriptions

ED 607 Language Development: This focus of this course is to provide the basis for the teacher candidate to shape and to inform language development in children. The framework for optimum practice includes knowledge of the following areas: foundations of language development; theoretical models of language development; child development and its impact on language; cognitive bases of language; language research and analysis; language for school learning; early interventions for language impairments and second language acquisition. **A field experience is required**.

ED 609 Assessments in Reading and Language Arts: This course will emphasize the use of multiple forms of assessment to monitor the literacy growth development of students in P-12 classrooms with diverse populations having a wide range of literacy development; including students whose native language is not English, those with special needs and struggling readers and writers. Course participants will learn how to use assessment data to inform their teaching and to use differentiated instruction to meet the special needs of all learners. The role of technology will be explored as a viable tool in assessment as in the creation of digital portfolios. The required field experience includes tutoring a student with special needs in reading and writing over the course of the semester leading to the creation of a portfolio for the tutee.

ED 610 Exploring Children's and Adolescent Literature and Digital Literacies: An examination of children's and adolescent literature will be offered. Personal and academic values that various types of literature offer to literacy growth will be explored. The variety of literature categories to support literacy and content learning will be provided. An emphasis on multicultural and international literature to enrich students' lives is an important focus of the course. Course participants will be engaged in planning the literature curriculum for students in grades K-12. A field experience is required in this course.

ED 611 Action Research in Best Practices in Literacy Leadership: This course focuses on supervised research in the area of literacy. Each student will be required to identify a literacy strategy or curriculum to research, identify current theory and practice and then design an action research project to explore the topic. Candidates must submit their actin research proposal to the IRB for approval.

ED 612 Practicum in Reading and Literacy K-5: Course participants will be engaged in two supervised practica with students who have literacy disabilities, one student at the early childhood level and one at the childhood level. Course participants will use their content and pedagogical knowledge and skills to diagnose and remediate reading, writing, and language skills; they will learn to work with school personnel to optimize students' learning, as they communicate with caregivers and families about students' literacy and language growth, making suggestions for family and home support. Application for the practicum must be submitted three months prior to placement and course ***registration; approval by the Education Department is required.***

ED 613 Practicum in Reading and Literacy 6-12: Course participants will be engaged in two supervised practica with students who have literacy disabilities, one student at the middle school level and one at the high school level. Course participants will use their content and pedagogical knowledge and skills to diagnose and remediate reading, writing, and language skills; they will learn to work with school personnel to optimize students' learning, as they communicate with caregivers and families about students' literacy and language growth, making suggestions for family and home support. Application for the practicum must be three months prior to placement and course registration; approval by the Education Department is required

ED 614 Advanced Diagnosis and Remediation: This course will emphasize the use of multiple forms of assessment to monitor the literacy growth development of students in elementary classrooms with diverse populations having a wide range of literacy development; including students whose native language is not English, those with special needs and struggling readers and writers. Course participants

[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.

will learn how to use assessment data to inform their literacy leadership and to use differentiated instruction to meet the special needs of all children. The role of technology will be explored as a viable tool in assessment as in the creation of digital portfolios. (3 credits)

ED 615 Organization, Administration, and Evaluation of Reading Programs: This course provides literacy consultant candidates with a framework to organize, administer, and evaluate reading programs. State laws, trends and issues related to administration of reading programs will be explored. Instructional issues and reading programs for pre-K through adult learners will be explored. Includes censorship issues, textbook/test adoption procedures, roles and responsibilities in the reading program, staff development and change strategies

ED 616 Practicum in Reading and Language Arts Consultant: Course participants will be engaged in a supervised practicum in reading and language arts consulting. Course participants will use their content and pedagogical knowledge and skills to organize, administer, and evaluate a reading program. Experiences in creating and leading professional development will be included. Application for the practicum must be submitted three months prior to placement and course registration; approval by the Education Department is required. (3 Credits)

Full-Time Faculty Teaching in this Program

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Janet Burke, Faculty Member	Ed.D. Wayne State University	Special Education & Bilingual Education	Program Coordinator Applied Behavior Analysis
John Caruso, Faculty Member	Ph.D. University of CT	Curriculum & Instruction	
Catherine O'Callaghan, Co-Program Coordinator	Ph.D. Fordham University	Language & Literacy	Chair of EEPY Department
Darla Shaw, Faculty Member	Ed.D. University of Bridgeport	Literacy & Administration	
Michael Wilson	Ph.D. University of Southern California	Special Education & Literacy	

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Appendix A: Crosswalk of Learning Outcomes and Standards

EDUCATION SLO	CAEP STANDARDS	2010 ILA STANDARDS	KEY ASSESSMENTS	COURSES
1. **Candidates are *knowledgeable of content.***	**CAEP Standard 1** Candidates will develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college-and career-readiness standards.	**Standard I: Foundational Knowledge** 1.1. Understand major theories and empirical research that describe the cognitive, linguistic, motivation, and socio-cultural foundations of reading and writing development, processes, and components. 1.2. Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components. 1.3. Understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.	**Praxis Subject Exam** **Action Research Project with Professional Development Component** **Practicum** **Portfolio**	ED 598 Standards, Mandates, and Legal Issues in Education ED 607 Language Development ED 611 Action Research in Best Practices in Literacy Leadership ED 615 Organization, Administration, and Evaluation of Reading Programs ED 576 Learning, Coaching, and Reflective Practice ED 598 Standards, Mandates, and Legal Issues in Education ED 610 Exploring Children's and Adolescent Literature and Digital Literacies
2. Candidates will demonstrate the ability to plan, develop, and adjust services that meet the needs of diverse learners.	**CAEP Standard 2** Candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P- 12 students' learning and development.	**Standard 2: Curriculum & Instruction** 2.1 Use foundational knowledge to design and/or implement an integrated, comprehensive, and balanced curriculum. 2.2 Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge,	**Literature Unit that Integrates Technology** **Assessment Portfolio K-12**	ED 609 Assessments in Reading and Language Arts ED 517 Development of Reading in the Elementary School ED 548 Analysis of Reading Difficulties

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		and reading/writing connections. 2.3. Use a wide range of text from traditional, print, and online resources.		
3. Candidates will demonstrate the ability to work jointly, collaboratively, and cooperatively with learners, peers, educational professionals, parents, and other community members.	**CAEP Standard 1** Candidates will develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards. **CAEP Standard 2** Candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P- 12 students' learning and development.	**Standard 3: Assessment & Evaluation** 3.1 Understand types of assessments and their purposes, strengths, and limitations. 3.2 Select, develop, administer, and interpret assessments, both traditional print and online, for specific purposes. 3.3 Use assessment information to plan and evaluate instruction. 3.4 Communicate results of assessments to a variety of audiences. **Standard 5: Literate Environment** 5.1 Design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction. 5.2 Design a social environment that is low-risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write. 5.3 Use routines to support reading and writing instruction. 5.4. Use a variety of classroom configurations to	**Practicum Portfolio & Observation** **Assessment Portfolio of Language & Literacy K-12**	ED 609 Assessments in Reading and Language Arts ED 612 Practicum in Reading and Literacy K-5 ED 613 Practicum in Reading and Literacy 6-12 ED 614 Advanced Diagnosis and Remediation ED 616 Practicum in Reading and Language Arts Consultant

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		differentiate instruction.		
4. Candidates will demonstrate the ability to provide organization, leadership, direction, and management in their provision of professional services to their learners and clients.	**CAEP Standard 1** Candidates will develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards. **CAEP Standard 2** Candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P- 12 students' learning and development.	**Standard 6: Professional Learning & Leadership** 6.1 Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture. 6.2 Display positive dispositions related to one's own reading and writing and the teaching of reading and writing and pursue the development of individual professional knowledge and behaviors. 6.3 Participate in, design, facilitate, lead and evaluate effective and differentiated professional development programs. 6.4 Understand and influence local, state or national policy decisions.	**Action Research Project with Professional Development Component**	ED 611 Action Research in Best Practices in Literacy Leadership
5. Candidates will demonstrate professional dispositions that are consistent with the Conceptual Framework and in accord with professional, state, and institutional standards.	**CAEP Standard 3, 4 & 5** Program quality is such that completers are prepared to teach effectively, contribute to expected level of student growth, and are recommended for certification.	**Standard 5: Literate Environment** 5.3 Use routines to support reading and writing instruction. **Standard 6: Professional Learning & Leadership** 6.2 Display positive dispositions related to one's own reading and writing and the teaching of reading and writing and	**Same as # 4 above**	ED 609 Assessments in Reading and Language Arts ED 612 Practicum in Reading and Literacy K-5 ED 613 Practicum in Reading and Literacy 6-12 ED 614 Advanced Diagnosis and Remediation ED 616 Practicum in Reading and Language Arts Consultant

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		pursue the development of individual professional knowledge and behaviors.		
6. **Candidates will demonstrate the ability to integrate a variety of relevant technologies into their professional practice.**	**CAEP Standard 1** Candidates will develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards. **CAEP Standard 2** Candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P- 12 students' learning and development.	**Standard 5: Literate Environment** 5.1. Design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.	**Literature Unit that Integrates Technology** **Practicum Portfolio**	ED 609 Assessments in Reading and Language Arts ED 612 Practicum in Reading and Literacy K-5 ED 613 Practicum in Reading and Literacy 6-12 ED 614 Advanced Diagnosis and Remediation ED 616 Practicum in Reading and Language Arts Consultant
7. Candidates will demonstrate the ability to use relevant pedagogical skills, educational psychology knowledge in the planning, development, delivery and assessment of professional services in support of relevant educational goals.	**CAEP Standard 1** Candidates will develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards. **CAEP Standard 2** Candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P- 12	**Standard 3: Assessment & Evaluation** 3.1 Understand types of assessments and their purposes, strengths, and limitations. 3.2 Select, develop, administer, and interpret assessments, both traditional print and online, for specific purposes. 3.3 Use assessment information to plan and evaluate instruction. 3.4 Communicate results of assessments to a variety of audiences. **Standard 4: Diversity**	**Same as #1 above**	ED 609 Assessments in Reading and Language Arts ED 612 Practicum in Reading and Literacy K-5 ED 613 Practicum in Reading and Literacy 6-12 ED 614 Advanced Diagnosis and Remediation ED 616 Practicum in Reading and Language Arts Consultant

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	students' learning and development.	4.1 Recognize, understand and value the forms of diversity that exist in society and their importance in learning to read and write. 4.2 Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs and engagement with the features of diversity. 4.3 Develop and implement strategies to advocate for equity.		

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Connecticut Board of Regents for Higher Education

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

Institution Western Connecticut State University *Date* 3/28/2016

Proposed Program MS in Literacy and Language Arts, including Certificate Option

PROJECTED Enrollment	First Term Year 1		First Term Year 2		First Term Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers *(from other programs)*		11		11		
New Students *(first time matriculating)*		10		20		20
Continuing *(students progressing in prog.)*				10		20
Headcount Enrollment	0	21	0	41	0	40
Total Estimated FTE per Year	13		34		36	

PROJECTED Program Revenue	Year 1		Year 2		Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition *(Do not include internal transfers)*		$58,290		$259,566		$363,825
Program Specific Fees						
Other Rev. *(Annotate in text box below)*	$750		$2,500		$3,750	
Total Annual Program Revenue	$59,040		$262,066		$367,575	

PROJECTED Expenditures*	Year 1		Year 2		Year 3	
	Number *(as applicable)*	Expenditure	Number	Expenditure	Number	Expenditure
Administration *(Chair or Coordinator)*						
Faculty *(Full-time, total for program)*	Existing					
Faculty *(Part-time -total for program)*	Existing		15 FWLC	$42,550	18 FWLC	$52,592
Support Staff						
Library Resources Program						
Equipment *(List as needed)*						
Other (e.g. student services)						
Estimated Indirect Cost *(e.g. student services, operations, maintanance)*						
Total ESTIMATED Expenditures		$0		$42,550		$52,592

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

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

Please provide any necessary annotations:
- FTE calcultion: total annual credit hrs ÷ 24
- Assume Tuition rate and Salaries increase 3% annually.
- Other Revenue: Registration Fee, net of Parking Fee
- No new facuty added.
- Includes Certificate Program.

[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.

March 14, 2016

Dr. Dianna Wentzell

Commissioner of Education

165 Capitol Avenue

Hartford, CT 016106

Re: CSDE Review of Application for **MS in Literacy and Language Arts (K-12)**

Dear Commissioner Wentzell:

This purpose of this letter is to document our support for Western Connecticut State University's application to offer a new advanced graduate program leading to **Remedial Reading Language Arts Specialist (# 102 certification)** and **Reading and Language Arts Consultant (# 097certification)** certifications.

As you already know, our schools here in the Western region of the state are experiencing a surge in second language learners. This growing population needs classroom teachers, literacy specialists, and district literacy directors who are trained to address their needs so that all students can meet the rigorous Common Core State Standards. Furthermore, our districts anticipate retirements of literacy specialists and directors in the coming decade and this new program would address future workforce demands.

We have worked closely in recent years with WCSU to ensure that quality teacher preparation programs are implemented so that every graduate is classroom ready. This is what is needed to meet the demands of today's challenging classrooms. Western's proposal is targeting literacy instruction which is a critical component of K-12 education across the state and the region, especially in the area of academic language for second language learners. The proposed program has curriculum that will prepare literacy specialists and district leaders to address the needs of the diverse learners in today's classroom.

We strongly urge CSDE to review and approve this critical program for the region.

Sincerely,

Christine Carver, EdD.

Superintendent, Bethel Public Schools

Alicia Roy, EdD.

Superintendent, New Fairfield Public Schools

Sal Pascarella, EdD.

Superintendent, Danbury Public Schools

Kevin Smith, ~~EdD.~~ PhD.

Superintendent, Wilton Public Schools

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

A New Program

September 30, 2016

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Secondary Education (Biology, Chemistry, Earth Science General Science, English, Mathematics, Social Studies, Spanish) leading to a Master of Arts in Teaching degree at Western Connecticut State University for a period of three years until September 30, 2019.

A True Copy:

_____

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

ITEM
Licensure of a program in Secondary Education (Biology, Chemistry, Earth Science, General Science, English, Mathematics, Social Studies, Spanish) leading to a Master of Arts in Teaching degree at Western Connecticut State University.

BACKGROUND

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

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

The prior MAT Secondary Education Program in Biology, Math, and Spanish has been discontinued.

Need for the Program

The proposed MAT program is a collaborative endeavor with Danbury School District. Due to the rising number of English Language Learners in the WCSU region of the state, the MAT program requires students from all content specialties to focus on techniques for supporting ELLs. A key component of this focus to link the discipline specific academic language to teaching strategies and plans for ELL students. This is a best practice and meets staffing needs in the region. In addition the MAT program includes certifications in several areas in which the state has faced a shortage of qualified teachers. Specific areas of teacher shortages for this academic year (2015-2016) include Mathematics 7-12, Science 7-12, and Spanish 7-12. Candidates who complete the proposed MAT program with its specialization in second language learners for teachers of grades 7-12, will be competitive candidates for new positions. Those who opt to stay for the TESOL cross endorsement will have an even greater competitive advantage and help to fill a regional need.

Curriculum

Course Number and Name	L.O. # [2]	Pre-Requisite	Cr Hrs
MAT Course Requirements			**45 total**
Summer Year One (15 credits)			
ED 507 Research Based Classroom Practice*	1		3
ED 593 Standards, Mandates, and Legal Issues in Education	1		3
ED 514 Teaching Reading in Content Areas	2		3
ED 503 Educational Psychology	2		3
ED 622 Approaches and Methods for Teaching Second Language Learners*	2		3
Fall Semester (12 credits)			
EPY 509 Exceptional Learners: Children & Adolescents	2		3
ED 530 Curriculum of Secondary School	1		3
ED 5XX Teaching in Secondary Schools *(Pedagogical Methods Course with Content Pedagogy & Clinical Experience) Numbers vary by discipline. Two are new.**	3, 4,5		3
ED 619 Theory & Practice in Bilingual Education*	1		3
Spring Semester (9 credits)			
ED 502 Secondary Residency with Bimonthly Seminar	3, 4, 5		6
ED 500 Contemporary Educational Issues	1		3
Summer Year Two (9 credits)			
ED 571 Urban Education Experience	2		3
ED 501 Introduction to Educational Research	12		3
ED 592 Capstone Project in Education			3
Students may elect to stop here with the disciplinary endorsement only (45 credits)			
Cross-endorsement: TESOL Option (18 additional credits. These courses are approved elsewhere)			
ED 624 Second Language Acquisition	1		3
ENG 517 English Grammar	1		3
ED 625 Assessment for Second Language Learners	2		3
ENG 506 History of English Language and Linguistics	1		3
ED 627 TESOL Practicum Grades K-12	3, 4, 5		6
Core Course Prerequisites			
Qualifications for admission to the MAT include the relevant content major and a minimum 3.0 GPA. Matriculation in the Program.			

The MAT is 45 credits for certification in Biology, Chemistry, Earth Science, General Science, Math, English, Social Studies, and Spanish. Students may opt to continue for cross-endorsement in TESOL for an additional 18 credits. With both endorsements, the total number of credits is 63.

Students

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

Faculty

The program would utilize existing faculty at the university and would not require any new hires.

Learning Resources

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

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

Facilities

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

Fiscal Note

Analysis of the cost effectiveness of this program indicates that it will more than cover the costs of running the program in year 1 and generate additional revenues or nearly $100,000 in year 3.

Review of Documents:

a) Campus Review: Spring 2016
b) Campus Budget and Finance: April 2016
c) Campus President: May 2016
d) Academic Council
e) System Office

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

Connecticut Board of Regents for Higher Education

APPLICATION FOR NEW PROGRAM APPROVAL

SECTION 1: GENERAL INFORMATION

Institution: **Western Connecticut State University** | Date of Submission to BOR Office: **9/5/ 2016**

Most Recent NEASC Institutional Accreditation Action and Date: **NEASC Report of Self-study and Site Visit (9/29-10/02/13) issued on 11-25-13; Letter to be accredited (06/04/14)**

Name of Program: **Master of Arts in Teaching (MAT): Secondary Education (*Biology, Chemistry, Earth Science, General Science, English, Mathematics, Social Studies, Spanish*)**

Degree: Title of Award *(e.g. Master of Arts)* **Master of Arts in Teaching (MAT)** Certificate: *(specify type and level)* **Master's Degree**

Anticipated Program Initiation Date: **January 2017**

Anticipated Date of First Graduation: **August 2018**

Modality of Program: **X Combined**

If "Combined", % of fully online courses? **40% hybrid, none fully online.**

Total # Cr the Institution Requires to Award the Credential *(i.e. include program credits, GenEd, other)*: **45**

Program Credit Distribution

Cr in Program Core Courses: **39**

Cr of Electives in the Field: 0

Cr of Free Electives: 0

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

Total # Cr in the Program *(sum of all #Cr above)*: **45**

From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **18**

Type of Approval Action Being Sought: Licensure OR **x Licensure and Accreditation**

Suggested CIP Code No. *(optional)* 13.1206 Title of CIP Code **Teacher Education Multiple Levels**

CIP Year: **2010**

If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program:

Program Discontinued: **MAT Program in Biology, Math, Spanish** CIP: **131206** DHE# (if available):

Accreditation Date: **April 2014: The existing MAT has been parked due to low enrollment. This new version has been revised significantly enough to be seen as a new program.**

Phase Out Period **2017-2019** Date of Program Termination **Fall 2019**

The new program will begin in Summer 2017 with the first cohort in the program. No new graduate students have been admitted to the old program for the last two years.

Institution's Unit and Location Offering the Program: **School of Professional Studies**

Program Accreditation: **CAEP 2019 (Pending CAEP Partnership Agreement)**

If program prepares graduates eligibility to state/professional license, please identify **Secondary Education: Biology, Chemistry, Earth Science, General Science, English, Mathematics, Social Studies, Spanish, and Teaching English to Speakers of Other Languages *(*TESOL*)***

Institutional Contact for this Proposal: D**r. Catherine O'Callaghan**	Title: **Chair of E &EPY Department**	Tel.: **203-837-3267** e-mail: **ocallaghanc@wcsu.edu**

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

BOR Sequence Number (to be assigned):

Approved 2010 CIP Code No. [1] Title of CIP Code

Log of BOR Steps Towards Program Approval:

Nature and Resolution number for BOR Approval: Date of Approval:

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

Conditions for Approval (if any)

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

Alignment of Program with Institutional Mission, Role and Scope

Western Connecticut State University's mission states:

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

To achieve this, we

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

The proposed MAT program is in alignment with the WCSU mission statement's emphasis on experiential learning (MAT residency), co-curricular partnerships (Danbury School District TESOL component), and service to the community (MAT urban experience).

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

The proposed MAT program is a collaborative endeavor with Danbury School District. Due to the rising number of English Language Learners in the WCSU region of the state, the MAT program requires students from all content specialties to focus on techniques for supporting ELLs. A key component of this focus to link the discipline specific academic language to teaching strategies and plans for ELL students. This is a best practice and meets staffing needs in the region.

In addition the MAT program includes certifications in several areas in which the state has faced a shortage of qualified teachers. Specific areas of teacher shortages for this academic year (2015-2016) include Mathematics 7-12, Science 7-12, and Spanish 7-12. Candidates who complete the proposed MAT program with its specialization in second language learners for teachers of grades 7-12, will be competitive candidates for new positions. Those who opt to stay for the TESOL cross endorsement will have an even greater competitive advantage and help to fill a regional need.

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

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

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

- Integrating simulation experiences to situate practice in contextual use (TeachLivE);
- Implementing High Leverage Practices in simulation scenarios and fieldwork experiences (TeachingWorks);

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

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).*

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

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

While there are several MAT programs in the state of Connecticut (Central Connecticut State University, University of Bridgeport, Quinnipiac University, University of New Haven, Eastern Connecticut State University, and the University of Connecticut's Teacher Certification Program for College Graduates) the unique structure of our program makes it a good addition to the greater Danbury region. The inclusion of pedagogies for ELLs is imperative for Danbury Schools, where 56% of their students need English language support. The structure of our program, with multiple residencies, also makes it good option for the greater Danbury community, where we have high need schools that benefit from this partnership.

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

Connecticut is facing a teacher shortage as the pool of preservice teachers has dwindled across the state and the baby boomer generation of educators has begun to retire. National estimates conservatively forecast a need for 1.5 million new teachers to fill the spots of retiring teachers (American Institutes for Research, 2015). The Connecticut Department of Labor projects growth in nearly all teacher categories over the next ten years. Candidates who complete the proposed MAT program will be in high demand with its specialization in second language learners for teachers of grades 7-12, those who add the TESOL cross endorsement, even more so.

Cost Effectiveness and Availability of Adequate Resources

The program would be cohort-based with the goal of 15 part-time graduate students entering in the spring. The program will take 18 months to complete and would not require new faculty hires. Analysis of the cost-effectiveness of this program indicates that it will more than cover the costs of running the program in year 1 and generate additional revenues or nearly $100,000 in year 3.

SECTION 3: PROGRAM QUALITY ASSESSMENT

Learning Outcomes and Assessment

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

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

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

Program Administration

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

Faculty

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

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

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

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

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

Curriculum

Course Number and Name	L.O. # [2]	Pre-Requisite	Cr Hrs
MAT Course Requirements			**45 total**
Summer Year One (15 credits)			
ED 507 Research Based Classroom Practice*	1		3
ED 593 Standards, Mandates, and Legal Issues in Education	1		3
ED 514 Teaching Reading in Content Areas	2		3
ED 503 Educational Psychology	2		3
ED 622 Approaches and Methods for Teaching Second Language Learners*	2		3
Fall Semester (12 credits)			
EPY 509 Exceptional Learners: Children & Adolescents	2		3
ED 530 Curriculum of Secondary School	1		3
ED 5XX Teaching in Secondary Schools *(Pedagogical Methods Course with Content Pedagogy & Clinical Experience) Numbers vary by discipline. Two are new.**	3, 4,5		3
ED 619 Theory & Practice in Bilingual Education*	1		3
Spring Semester (9 credits)			
ED 502 Secondary Residency with Bimonthly Seminar	3, 4, 5		6
ED 500 Contemporary Educational Issues	1		3
Summer Year Two (9 credits)			
ED 571 Urban Education Experience	2		3
ED 501 Introduction to Educational Research	12		3
ED 592 Capstone Project in Education			3
Students may elect to stop here with the disciplinary endorsement only (45 credits)			
Cross-endorsement: TESOL Option (18 additional credits. These courses are approved elsewhere)			
ED 624 Second Language Acquisition	1		3
ENG 517 English Grammar	1		3
ED 625 Assessment for Second Language Learners	2		3
ENG 506 History of English Language and Linguistics	1		3
ED 627 TESOL Practicum Grades K-12	3, 4, 5		6
Core Course Prerequisites			
Qualifications for admission to the MAT include the relevant content major and a minimum 3.0 GPA. Matriculation in the Program			

The MAT is 45 credits for certification in Biology, Chemistry, Earth Science, General Science, Math, English, Social Studies, and Spanish. Students may opt to continue for cross-endorsement in TESOL for an additional 18 credits. With both endorsements, the total number of credits is 63.

Course Descriptions for new courses

ED507 Research Based Classroom Practice: Course Description: This course introduces candidates to the knowledge, skills and qualities that Connecticut teachers need to prepare students to meet 21st-century challenges. Candidates practice the elements of quality learning, differentiating instruction, monitoring instruction, and classroom management.

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

ED/HIS 5XX Teaching History and Social Studies in Secondary Schools: This course provides candidates for teacher certification with an understanding of the methods and materials needed to become effective teachers of history and social studies at the secondary school level. Candidates are introduced to assessment methods and learn to integrate current instructional technologies into their teaching. Emphasis is placed on making content knowledge accessible to diverse student populations found in public schools. Candidates develop lesson plans and units of instruction and practice delivering instruction. In addition, they examine current curricular reform movements and consider their impact on history and social studies education in the secondary school. The implications of state, national, and international testing movements and standards are considered.

ED/ENG 5XX Teaching English/Language Arts in Secondary Schools: This course examines the theories and practices shown to produce effective teaching and learning in the secondary school English/Language Arts class. Primary emphasis is placed on the content of the English language curriculum articulated in state and national standards and on methods for making that content accessible to diverse student populations found in public schools. Candidates for teacher certification are introduced to assessment methods and learn to integrate current instructional technologies into their teaching. They develop lesson plans and units of instruction and practice delivering instruction. In addition, they examine current curricular reform movements and consider their impact on English education in the secondary school

Full-Time Faculty Teaching in this Program

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

[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.

Appendix A: Crosswalk of Learning Outcomes and Standards

Program Outcomes	CAEP Standards	Connecticut Common Core of Teaching	InTASC	Key Assessment	Courses
1. ***Candidates are knowledgeable of content.***	**CAEP Standard 1** Candidates will develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline- specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.	**CCT Domain 1** Teachers understand and apply essential skills, central concepts and tools of inquiry in their subject matter or field.	**InTASC Standard 1** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. **InTASC Standard 4** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	I. Praxis Core & Subject Assessment II. edTPA III. Transcript Review for Content Area	ED 507 Research Based Classroom Practice ED 593 Standards, Mandates, and Legal Issues in Education ED 530 Curriculum of Secondary School Second Language Learners ED 500 Contemporary Educational Issues ED 619 Theory & Practice in Bilingual Education ED 624 Second Language Acquisition ENG 517 English Grammar ENG 506 History of English Language & Linguistics ED 501 Introduction to Educational Research
2. ***Candidates will demonstrate the ability to plan, develop, and adjust services that meet the needs of diverse learners.*** .	**CAEP Standard 2** Candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P- 12 students' learning and development.	**CCT Domain 2** Teachers promote student engagement, independence and interdependence in learning by facilitating a positive learning community.	**InTASC Standard 2** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. **InTASC Standard 3** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in	I. Capstone Project II. edTPA	ED 514 Teaching Reading in Content Areas ED 503 Educational Psychology ED 622 Approaches and Methods for Teaching Second Language Learners ED 571 Urban Education Experience EPY 509 Exceptional Learners: Children & Adolescents ED 592 Capstone Project in Education ED 625 Assessment for Second Language Learners

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			learning, and self-motivation.		
3. ***Candidates will demonstrate the ability to use relevant pedagogical skills, educational psychology knowledge in the planning, development, delivery and assessment of professional services in support of relevant educational goals.***	**CAEP Standard 1** Candidates will develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline- specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards. **CAEP Standard 2** Candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P- 12 students' learning and development.	**CCT Domain 5** Teachers use multiple measures to analyze student performance and to inform subsequent planning and instruction.	**InTASC Standard 6** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	I. Teacher Work Sample II. Residency Portfolio III. Residency Clinical Observation	ED 5XX Teaching in Secondary Schools ED 502 Secondary Residency with Bimonthly Seminar ED 627 TESOL Practicum Grades K-12
4. ***Candidates will demonstrate the ability to work jointly, collaboratively, and cooperatively with learners, peers, educational professionals, parents, and other community members to meet needs of all learners.***	**CAEP Standard 1** Candidates will develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline- specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards. **CAEP Standard 2** Candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P- 12 students' learning and development.	**CCT Domain 3** Teachers plan instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large. **CCT Domain 4** Teachers implement instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large. **CCT Domain 5** Teachers use multiple measures to analyze student performance	**InTASC Standard 5** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues**.** **InTASC Standard 7** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. **InTASC Standard 8** The teacher understands and uses a variety of	I. Teacher Work Sample II. Residency Portfolio III. Residency Clinical Observation	ED 5XX Teaching in Secondary Schools ED 502 Secondary Residency with Bimonthly Seminar ED 627 TESOL Practicum Grades K-12

[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.

		and to inform subsequent planning and instruction.	instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.		
5. Candidates will demonstrate professional dispositions that are consistent with the Conceptual Framework and in accord with professional, state, and institutional standards.	**CAEP Standard 3, 4 & 5** Program quality is such that completers are prepared to teach effectively, contribute to expected level of student growth, and are recommended for certification.	**CCT Domain 6** Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration with others, and leadership.	**InTASC Standard 9** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. **InTASC Standard 10** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	I. CAEP Initial Programs Disposition Instrument II. Residency Portfolio III. Residency Clinical Observation	ED 5XX Teaching in Secondary Schools ED 502 Secondary Residency with Bimonthly Seminar ED 627 TESOL Practicum Grades K-12

[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.

WESTERN
CONNECTICUT
STATE UNIVERSITY

June 27, 2016

Dr. Dianna Wentzell

Commissioner of Education

165 Capitol Avenue

Hartford, CT 016106

Re: CSDE Review of Application for **MAT in Secondary Education (Grades 7-12)**

Dear Dr. Wentzell:

This proposed MAT program in Secondary Education (Grades 7-12) is a reflection of the close partnership between Danbury, Bethel, New Fairfield, and Wilton school districts and the WCSU teacher preparation program. This innovative program in Secondary Education embeds a focus on Teaching English to Speakers of Other Languages (TESOL), addresses a regional need. This program will lead to **Secondary Education (Grades 7-12) certification in Biology, Chemistry, Earth Science, English, Mathematics, Social Studies, Spanish and include an option to continue for TESOL endorsement.**

This 45-credit program responds to the dramatic rise in English language learners seen in our region of the state. Graduates of this program will be equipped with instructional strategies to assist English language learners in academic discourse specific to the content discipline and to meet the CCSS benchmarks.

Need for the Program

The proposed MAT program is a collaborative endeavor with regional school districts. Due to the rising number of English Language Learners in our western region of the state, the MAT program has a specialization in Teaching English to Speakers of Other Languages (TESOL). This innovative component will prepare secondary educators to assist English Language Learners (ELLs) as they acquire academic discourse. The MAT program focuses on certifying teachers in areas in which the state has faced a shortage of qualified teachers. Specific areas of teacher shortages for this academic year 2015-2016 included many of the existing and proposed MAT specializations: TESOL, Mathematics

7-12, Science 7-12, and Spanish 7-12. Furthermore, Connecticut is facing an impending teacher shortage as the pool of preservice teachers across the state is dwindling and the baby boomer generation of educators is retiring. National estimates conservatively forecast a need for 1.5 million new teachers to fill the spots of retiring teachers (American Institutes for Research, 2015). Candidates who complete the proposed MAT program with its specialization in second language learners for teachers of grades 7-12 will be in high demand.

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

Sincerely,

Christine Carver, Ed.D.

Superintendent, Bethel Public Schools District

Alicia Roy, Ed.D.

Superintendent, New Fairfield Public Schools District

Sal Pascarella, Ed.D.

Superintendent, Danbury Public Schools District

Kevin Smith, Ph.D.

Superintendent, Wilton Public Schools District

Connecticut Board of Regents for Higher Education

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

Institution Western Connecticut State University *Date* 8/31/2016

Proposed Program MAT

PROJECTED Enrollment	First Term Year 1		First Term Year 2		First Term Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers *(from other programs)*						
New Students *(first time matriculating)*		15		15		15
Continuing *(students progressing in prog.)*				12		12
Headcount Enrollment	0	15	0	27	0	27
Total Estimated FTE per Year	23		26		26	

PROJECTED Program Revenue	Year 1		Year 2		Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition *(Do not include internal transfers)*		$250,359		$298,064		$280,355
Program Specific Fees						
Other Rev. *(Annotate in text box below)*						
Total Annual Program Revenue	$250,359		$298,064		$280,355	

PROJECTED Expenditures*	Year 1		Year 2		Year 3	
	Number *(as applicable)*	Expenditure	Number	Expenditure	Number	Expenditure
Administration *(Chair or Coordinator)*		$27,792		$14,313		$14,742
Faculty *(Full-time, total for program)*	Existing	$46,200	Existing	$47,586	Existing	$49,014
Faculty *(Part-time -total for program)*		$79,403		$89,537		$83,998
Support Staff						
Library Resources Program						
Equipment *(List as needed)*						
Other (e.g. student services)		$19,150		$19,612		$20,088
Estimated Indirect Cost *(e.g. student services, operations, maintanance)*						
Total ESTIMATED Expenditures		$172,545		$171,048		$167,842

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

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

Please provide any necessary annotations

- Assume Cohort = 15. 20% Attrition from Fall to Spring.
- FTE calcultion: annual credit hrs ÷ 24. Each Cohort runs Summer/Fall/Spring/Summer
- Assume Tuition rate and Salaries increase 3% annually.
- *Program Coordinator = 3 FWLC per Session (9 FWLC annually). FY16 MAT Coordinator: 3.5 Annual. Incremental: 5.5 FWLC. (Year 2 and 3 split 50/50 with TESOL)*
- Other : *Host mentor Stipend = $250*
- *Residency Director = 3 FWLC.*

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

A New Program

September 30, 2016

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Special Education (K-12) leading to a Master of Science in Education at Western Connecticut State University for a period of three years until September 30, 2019.

A True Copy:

_____

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

ITEM

Licensure of a program in Special Education (K-12) leading to a Master of Science in Education degree at Western Connecticut State University.

BACKGROUND

Summary

The proposed Special Education (K-12) program builds upon the university's strong partnerships with Danbury and Bethel school districts. The curriculum was co-designed with our school partners to prepare teachers who will impact student learning in urban, diverse settings. Practicum experiences for this program will be conducted by university faculty and school partners in collaboration. Working together in this way brings experts from the university and schools into a collaborative dialogue that is expected to lead to better prepared candidates. These experiences are designed to benefit P-12 students and will be conducted in Danbury schools or on the university campus.

The proposed MSED in Special Education (K-12) program also incorporates several existing components that have been implemented across WCSU's advanced teacher preparation programs. These reforms to our advanced teacher preparation programs are in alignment with research-based practices and accountability mandates including the following:

- Integrating simulation experiences to situate practice in contextual use (TeachLivE);
- Implementing High Leverage Practices in simulation scenarios and fieldwork experiences (TeachingWorks);
- Integrating the Council for the Accreditation of Educator Preparation's [CAEP's] new accreditation standards;
- Infusing evidence-based pedagogy for English language learners and diverse students.

The prior MSED Curriculum Option in Special Education program will be discontinued as it does not meet the new regulations pertaining to graduate programs for teachers. It also did not lead to certification.

Need for the Program

Certification for **Comprehensive Special Education K-12 (#165 certification)** is a consistent high need workforce area in the state. The US Department of Education 2015 Nationwide Teacher Certification Shortage Areas lists Comprehensive Special Education as a critical need from 2004 to 2015 for the state of Connecticut. The 2014-2015 CSDE Data Bulletin ranked certification in Comprehensive Special Education as #6 on the shortage list for the year and it has consistently ranked this certification area in the top ten shortage listing for the past decade. These reports indicate that Connecticut schools need more special education teachers. Furthermore, needs assessments, advisory meetings, and general feedback from our partner district administrators and faculty have worked with us to translate the identified the knowledge, skills, and dispositions that are desirable in the work place for special education teachers into curriculum, field experiences, and clinical practice.

Curriculum

Course Number and Name	L.O. # 2	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				**Other Related/Special Requirements**		
Leadership Foundational Courses that Cross MSED programs (6 credits)				**Literacy Strand Option for NYS Certification**		
ED 576 Learning, Coaching, and Reflective Practice	4		3	ED 517 Development of Reading in the Elementary School	2,3	3
ED 598 Standards, Mandates, and Legal Issues in Education	5		3			
Foundational Knowledge in Special Education (24 credits)						
ED 525 Teaching Students with Learning Disabilities	1		3			
ED 617 Assessment in Special Education*	1-3		3			
ED 548 Analysis of Reading Difficulties	7		3			
ED 618 Collaborative Program Planning *	1-3		3			
ED 557 Technology in Special Education	2, 3		3			
ED 545 Teaching Students with Emotional & Behavioral Disorders	2,3		3			
ED 606Teaching Students with Multiple and Severe Disabilities*	1-7		3			
ED 619 Theory & Practice in Bilingual Education*	7		3			
Clinical Component (6 credits)						
ED 620 Practicum in Special Education K-5 *	1-7		3			
ED 621 Practicum in Special Education 6-12 *	1-7		3			
*New course.						
Core Course Prerequisites				**Elective Courses in the Field**		**3**
Matriculation in the program				N/A		
Total Credits Required to Issue Credential						**36**

Program Outline
The MSED in Special Education (K-12) program was created based upon the Council for Exceptional Children's (CEC) 2012 standards that include a focus on technology, collaborative planning, and data analysis. The new program will also include a year-long practicum leading to certification as a special education teacher K-12. Total credits required for MSED in Special Education = 36. We have conducted preliminary discussions with Danbury School District to hold the practica experiences on site at a local school. Admission requirements include an overall GPA of 3.0, valid initial certification, minimum teaching experience of 30 months, and special education coursework (3 credits). Students must maintain a 3.0 GPA and pass key assessments to enter the practicum experience.

Students
The program would be cohort-based with the goal of 12 part-time graduate students entering in the fall.

Faculty
The program would utilize existing faculty at the university and would require one new hire.

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

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

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

Fiscal Note
Analysis of the cost- effectiveness of this program indicates that it will generate over $100,000 in estimated revenue by year 3.

Review of Documents:

a) Campus Review: Spring 2016
b) Campus Budget and Finance: April 2016
c) Campus President: April 13, 2016
d) Academic Council
e) System Office

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 1: GENERAL INFORMATION

Institution: **Western Connecticut State University** | Date of Submission to BOR Office: **9/5/16**

Most Recent NEASC Institutional Accreditation Action and Date: **NEASC Report of Self-study and Site Visit (9/29-10/02/13) issued on 11-25-13;Letter to be accredited (06/04/14)**

Name of Program: **Master's in Education (MSED) Special Education Program (K-12)**

Degree: Title of Award *(e.g. Master of Arts)* **MSED**

Certificate: *(specify type and level)* **Comprehensive Special Education K-12 (# 165 certification)**

Anticipated Program Initiation Date: **August 22, 2016**

Anticipated Date of First Graduation: **May 2018**

Modality of Program: **X** Combined

If "Combined", % of fully online courses? 40% hybrid. None fully online.

Total # Cr the Institution Requires to Award the Credential **36**

Program Credit Distribution

Cr in Program Core Courses: **36**

Cr of Electives in the Field: 0

Cr of Free Electives: 0

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

Total # Cr in the Program *(sum of all #Cr above)*: **36**

From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **21**

Type of Approval Action Being Sought: Licensure OR x Licensure and Accreditation

Suggested CIP Code No. *(optional)* 13.1001 Title of CIP Code **Special Education and Teaching, General** CIP Year **2010**

Program Discontinued: **MS in Education: Master's in Education Curriculum Option in Special Education** CIP: 13.0101 DHE# (if available): Accreditation Date: **April 2014**

The MSED Curriculum Option in Special Education does not meet the new regulations pertaining to graduate programs for teachers. It also did not lead to certification.

Phase Out Period **2016-2018** Date of Program Termination **Fall 2018**

The new program will begin in Spring 2017 with the first cohort in the program. No new graduate students will be admitted to the old program once the new program is approved. All remaining students in the MS in Education Curriculum Option in Special Education program will be processed to graduation.

Institution's Offering the Program: **School of Professional Studies, Danbury**

Program Accreditation: **CAEP 2019 (Pending CAEP Partnership Agreement)**

If program prepares graduates eligibility to state/professional license, please identify **Comprehensive Special Education K-12 (# 165 certification)**

Institutional Contact for this Proposal:	Title: **Chair of E &EPY Department**	Tel.: **203-837-3267**
Dr. Catherine O'Callaghan		e-mail: **ocallaghanc@wcsu.edu**

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

BOR Sequence Number (to be assigned):

Approved 2010 CIP Code No. [1] Title of CIP Code

Log of BOR Steps Towards Program Approval:

Nature and Resolution number for BOR Approval: Date of Approval:

Conditions for Approval (if any)

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

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

Alignment of Program with Institutional Mission, Role and Scope

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

To achieve this, we

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

The proposed MSED in Special Education (K-12) program is in alignment with the WCSU mission statement's emphasis on experiential learning (MSED practicum), co-curricular partnerships (Danbury School District), and service to the community (clinical coursework).

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

Certification for **Comprehensive Special Education K-12 (#165 certification)** is a consistent high need workforce area in the state. The US Department of Education 2015 Nationwide Teacher Certification Shortage Areas lists Comprehensive Special Education as a critical need from 2004 to 2015 for the state of Connecticut. The 2014-2015 CSDE Data Bulletin ranked certification in Comprehensive Special Education as #6 on the shortage list for the year and it has consistently ranked this certification area in the top ten shortage listing for the past decade. These reports indicate that Connecticut schools need more special education teachers. Furthermore, needs assessments, advisory meetings, and general feedback from our partner district administrators and faculty have worked with us to translate the identified the knowledge, skills, and dispositions that are desirable in the work place for special education teachers into curriculum, field experiences, and clinical practice.

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

The proposed Special Education (K-12) program builds upon the university's strong partnerships with Danbury and Bethel school districts. The curriculum was co-designed with our school partners to prepare teachers who will impact student learning in urban, diverse settings. Practicum experiences for this program will be conducted by university faculty and school partners in collaboration. Working together in this way brings experts from the university and schools into a collaborative dialogue that is expected to lead to better prepared candidates. These experiences are designed to benefit P-12 students and will be conducted in Danbury schools or on the university campus.

The proposed MSED in Special Education (K-12) program also incorporates several existing components that have been implemented across WCSU's advanced teacher preparation programs. These reforms to our advanced teacher preparation programs are in alignment with research-based practices and accountability mandates including the following:

- Integrating simulation experiences to situate practice in contextual use (TeachLivE);
- Implementing High Leverage Practices in simulation scenarios and fieldwork experiences (TeachingWorks);
- Integrating the Council for the Accreditation of Educator Preparation's [CAEP's] new accreditation standards;
- Infusing evidence-based pedagogy for English language learners and diverse students.

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

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

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

Special Education programs are offered at Central Connecticut State University, Southern Connecticut State University, Sacred Heart University, and Fairfield University. Potential candidates have repeatedly requested this program due to their inability to travel to other programs in the state and noted the high cost of private institutions. To these potential candidates, WCSU is their only choice. Due to pending changes in the regulations regarding Masters degrees, our current MSED: Masters in Education Curriculum Option in Special Education program would not meet the new guidelines, hence the need for this new program.

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

The following rankings indicate that in the past decade, certification in **Comprehensive Special Education K-12 (# 165 certification)** remained in the top ten listing. Therefore it can be inferred that employment prospects for these graduates remain positive.

- **Subject Shortage Areas**
  - CT Subject Shortage Areas 2009-2015 report:
- Comprehensive Special Education K-12 shortage rank for 2009 & 2010 was # 2 on the list.
- Comprehensive Special Education K-12 shortage rank for 2011 & 2012 was # 7 and 8 on the list.
- Comprehensive Special Education K-12 shortage rank for 2013 & 2014 was # 6 on the list.
- Comprehensive Special Education K-12 shortage rank for 2015-2016 was # 2 on the list.

Cost Effectiveness and Availability of Adequate Resources

The program would be cohort-based with the goal of 12 part-time graduate students entering in the fall. The program will take two years to complete and would require one new faculty hire. Analysis of the cost-effectiveness of this program indicates that it will generate over $100,000 in estimated revenue by year 3.

SECTION 3: PROGRAM QUALITY ASSESSMENT

Learning Outcomes

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

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

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

Candidates will demonstrate professional dispositions that are consistent with the conceptual framework and in accord with professional, state, and institutional standards. This will be assessed through the CAEP Advanced Programs Disposition Instrument, practicum portfolio, and the practicum clinical observation.

Program Administration

Dr. Catherine O'Callaghan will be the program coordinator.

Faculty

How many new full-time faculty members, if any, will need to be hired for this program? **1 new hire**

What percentage of the credits in the program will they teach? **40%**

What percent of credits in the program will be taught by adjunct faculty? **0%**

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

Special Resources

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

[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.

Curriculum

Course Number and Name	L.O. # [2]	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				**Other Related/Special Requirements**		
Leadership Foundational Courses that Cross MSED programs (6 credits)				**Literacy Strand Option for NYS Certification**		
ED 576 Learning, Coaching, and Reflective Practice	4		3	ED 517 Development of Reading in the Elementary School	2,3	3
ED 598 Standards, Mandates, and Legal Issues in Education	5		3			
Foundational Knowledge in Special Education (24 credits)						
ED 525 Teaching Students with Learning Disabilities	1		3			
ED 617 Assessment in Special Education*	1-3		3			
ED 548 Analysis of Reading Difficulties	7		3			
ED 618 Collaborative Program Planning *	1-3		3			
ED 557 Technology in Special Education	2, 3		3			
ED 545 Teaching Students with Emotional & Behavioral Disorders	2,3		3			
ED 606Teaching Students with Multiple and Severe Disabilities*	1-7		3			
ED 619 Theory & Practice in Bilingual Education*	7		3			
Clinical Component (6 credits)						
ED 620 Practicum in Special Education K-5 *	1-7		3			
ED 621 Practicum in Special Education 6-12 *	1-7		3			
*New course.						
Core Course Prerequisites				**Elective Courses in the Field**		**3**
Matriculation in the program				N/A		
Total Credits Required to Issue Credential						**36**

Program Outline
The MSED in Special Education (K-12) program was created based upon the Council for Exceptional Children's (CEC) 2012 standards that include a focus on technology, collaborative planning, and data analysis. The new program will also include a year-long practicum leading to certification as a special education teacher K-12. It

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

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also provides an option to include a literacy strand for certification in New York for special education. Given our proximity to the New York border, this is an important option for our students.

Total credits required for MSED in Special Education = 36
Option for literacy strand for NYS Certification = 3

We have conducted preliminary discussions with Danbury School District to hold the practica experiences on site at a local school. Admission requirements include an overall GPA of 3.0, valid initial certification, minimum teaching experience of 30 months, and special education coursework (3 credits). Students must maintain a 3.0 GPA and pass key assessments to enter the practicum experience.

Course Descriptions for New Courses

ED 617 Assessment in Special Education

This course deals with the appropriate selection, administration, and interpretation of assessment techniques and measures in order to identify students for special education. The course will familiarize the student with basic assessment terminologies and principles as well as various tests measuring achievement, aptitude, readiness, and social skills. Focus of the course will be on the use of assessment information to determine special education eligibility, identify current academic and nonacademic performance, set instructional goals, monitor progress, develop classroom assessments and determine the effectiveness of instruction. The **required field experience** includes tutoring a student with special needs over the course of the semester leading to the creation of a case study report.

ED 618 Collaborative Program Planning

This course deals with the models, history, current issues and strategies in providing collaborative supports, accommodations, and differentiated curriculum to include students with disabilities and other special needs in general education classes. Strategies for working with regular classroom teachers; support services personnel, paraprofessionals, and other individuals involved in the educational program will be explored. The collaborative and consultative roles of special education teachers in the integration of individuals with disabilities into the general curriculum and classroom will be discussed. A field experience is included.

ED 606Teaching Students with Multiple and Severe Disabilities

This course deals with the models, history, current issues and strategies in providing collaborative supports, accommodations, and differentiated curriculum to include students with disabilities and other special needs in general education classes. Strategies for working with regular classroom teachers; support services personnel, paraprofessionals, and other individuals involved in the educational program will be explored. The collaborative and consultative roles of special education teachers in the integration of individuals with disabilities into the general curriculum and classroom will be discussed. A field experience is included.

ED 620 Practicum in Special Education K-5

Course participants will be engaged with elementary school students who have special needs. Course participants will use their content and pedagogical knowledge and skills to assess and design curriculum for students with special needs and employ methodologies and adapted curricula; they will learn to work with school personnel to optimize students' learning, as they communicate with caregivers and families about students' academic achievement and development, making informed suggestions for family and home support. Application for the practicum must be submitted three months prior to placement and course registration; approval by the Education Department is required.

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ED 620 Practicum in Special Education 6-12
Course participants will be engaged adolescent students who have special needs. Course participants will use their content and pedagogical knowledge and skills to assess and design curriculum for students with special needs and employ methodologies and adapted curricula; they will learn to work with school personnel to optimize students' learning, as they communicate with caregivers and families about students' academic achievement and development, making informed suggestions for family and home support. Application for the practicum must be submitted three months prior to placement and course registration; approval by the Education Department is required.

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

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Janet Burke, Faculty Member	Ed.D. Wayne State University	Special Education & Bilingual Education	Program Coordinator Applied Behavior Analysis
John Caruso, Faculty Member	Ph.D. University of CT	Curriculum & Instruction	
Catherine O'Callaghan, Co-Program Coordinator	Ph.D. Fordham University	Language & Literacy	Chair of EEPY Department
Darla Shaw, Faculty Member	Ed.D. University of Bridgeport	Literacy & Administration	
Michael Wilson	Ph.D. University of Southern California	Special Education & Literacy	
New Hire in year 2		Special Education	

[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.

Appendix A: Crosswalk of Learning Outcomes and Standards

EDUCATION SLO	CAEP STANDARDS	2012 CEC STANDARDS	KEY ASSESSMENT	COURSES
1. **Candidates are *knowledgeable of content.***	**CAEP Standard 1** Candidates will develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.	**Standard 1: Learner Development & Individual Learning Differences** 1.1. Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities. 1.2. Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities. **Standard 3: Curricular Content Knowledge** 3.1. Understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach , and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities 3.2. Understand and use general and	**Praxis II exam Action Research Project with Professional Development Component Practicum Portfolio**	ED 576 Learning, Coaching, and Reflective Practice ED 598 Standards, Mandates, and Legal Issues in Education ED 525 Teaching Students with Learning Disabilities ED 619 Theory & Practice in Bilingual Education ED 517 Development of Reading in the Elementary School

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		specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities. 3.3. Modify general and specialized curricula to make them accessible to individuals with exceptionalities.		
2. Candidates will demonstrate the ability to plan, develop, and adjust services that meet the needs of diverse learners.	**CAEP Standard 2** Candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P- 12 students' learning and development.	**Standard 2: Learning Environments** 2.1. Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions. 2.2. Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments. 2.3. Beginning special education professionals know how to intervene safely and appropriately with	**Intervention Portfolio Measurement Project Practicum Portfolio**	ED 618 Collaborative Program Planning ED 617 Assessment in Special Education ED 548 Analysis of Reading Difficulties ED 557 Technology in Special Education ED 545 Teaching Students with Emotional & Behavioral Disorders ED 606Teaching Students with Multiple and Severe Disabilities

[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.

		individuals with exceptionalities in crisis.		
3. Candidates will demonstrate the ability to work jointly, collaboratively, and cooperatively with learners, peers, educational professionals, parents, and other community members.	**CAEP Standard 1** Candidates will develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards. **CAEP Standard 2** Candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P- 12 students' learning and development.	**Standard 7: Collaboration** 7.1. Beginning special education professionals use the theory and elements of effective collaboration. 7.2 Beginning special education professionals serve as a collaborative resource to colleagues. 7.3. Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.	**Practicum Portfolio & Observation** **Plan for Assistive technology**	ED 620 Practicum in Special Education K-5 ED 621 Practicum in Special Education 6-12 ED 618 Collaborative Program Planning ED 617 Assessment in Special Education ED 548 Analysis of Reading Difficulties ED 557 Technology in Special Education
4. Candidates will demonstrate the ability to provide organization, leadership, direction, and management in their provision of professional services to their learners and clients.	**CAEP Standard 1** Candidates will develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards. **CAEP Standard 2** Candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive	**Standard 5: Instructional Planning & Strategies** 5.1. Consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities. 5.2. Use technologies to support instructional assessment, planning, and	**Action Research Project with Professional Development Component**	ED 620 Practicum in Special Education K-5 ED 621 Practicum in Special Education 6-12 ED 618 Collaborative Program Planning ED 617 Assessment in Special Education

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	impact on all P- 12 students' learning and development.	delivery for individuals with exceptionalities. 5.3. Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support communication and learning of students with exceptional needs. 5.4. Use strategies to enhance language development and communication skills of individuals with exceptionalities. 5.5. Develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams. 5.6 Beginning special education professionals teach to mastery and promote generalization of learning. 5.7 Beginning		

[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.

		special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.		
5. Candidates will demonstrate professional dispositions that are consistent with the Conceptual Framework and in accord with professional, state, and institutional standards.	**CAEP Standard 3, 4 & 5** Program quality is such that completers are prepared to teach effectively, contribute to expected level of student growth, and are recommended for certification.	**Standard 6: Professional Learning & Ethical Practice** 6.1 Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice. 6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice. 6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services. 6.4 Beginning special education professionals understand the significance of lifelong learning	**Same as # 4 above**	ED 620 Practicum in Special Education K-5 ED 621 Practicum in Special Education 6-12 ED 618 Collaborative Program Planning ED 617 Assessment in Special Education

[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.

		and participate in professional activities and learning communities. 6.5 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring. 6.6 Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.		
6. **Candidates will demonstrate the ability to integrate a variety of relevant technologies into their professional practice.**	**CAEP Standard 1** Candidates will develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards. **CAEP Standard 2** Candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P- 12 students' learning and development.	**Standard 5: Instructional Planning & Strategies** 5.2. Use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities. 5.3. Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support communication and learning of students with exceptional needs.	**Assistive Technology Project** **Practicum Portfolio**	ED 620 Practicum in Special Education K-5 ED 621 Practicum in Special Education 6-12 ED 617 Assessment in Special Education ED 557 Technology in Special Education

[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.

7. Candidates will demonstrate the ability to use relevant pedagogical skills, educational psychology knowledge in the planning, development, delivery and assessment of professional services in support of relevant educational goals.	**CAEP Standard 1** Candidates will develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards. **CAEP Standard 2** Candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P- 12 students' learning and development.	**Standard 5: Instructional Planning & Strategies** 5.1. Consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities. 5.2. Use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities. 5.3. Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support communication and learning of students with exceptional needs. 5.4. Use strategies to enhance language development and communication skills of individuals with exceptionalities. 5.5. Develop and implement a variety of	**Same as #1 above**	ED 620 Practicum in Special Education K-5 ED 621 Practicum in Special Education 6-12 ED 618 Collaborative Program Planning ED 617 Assessment in Special Education ED 548 Analysis of Reading Difficulties ED 557 Technology in Special Education

[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.

		education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams. 5.6 Beginning special education professionals teach to mastery and promote generalization of learning. 5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.		

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

Connecticut Board of Regents for Higher Education

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

Institution Western Connecticut State University — *Date* 3/28/2016

Proposed Program MS in Education Special Education Program

PROJECTED Enrollment	First Term Year 1		First Term Year 2		First Term Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers *(from other programs)*		12		12		
New Students *(first time matriculating)*		10		20		20
Continuing *(students progressing in prog.)*				10		20
Headcount Enrollment	0	22	0	42	0	40
Total Estimated FTE per Year	14		35		35	

PROJECTED Program Revenue	Year 1		Year 2		Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition *(Do not include internal transfers)*		$58,290		$274,962		$338,982
Program Specific Fees						
Other Rev. *(Annotate in text box below)*	$750		$2,500		$3,750	
Total Annual Program Revenue	$59,040		$277,462		$342,732	

PROJECTED Expenditures*	Year 1		Year 2		Year 3	
	Number *(as applicable)*	Expenditure	Number	Expenditure	Number	Expenditure
Administration *(Chair or Coordinator)*						
Faculty *(Full-time, total for program)*	Existing		1 New in Yr 2	$147,423	1 New in Yr 2	$151,846
Faculty *(Part-time -total for program)*	Existing		2	$17,020	3	$26,296
Support Staff						
Library Resources Program						
Equipment *(List as needed)*						
Other (e.g. student services)						
Estimated Indirect Cost *(e.g. student services, operations, maintanance)*						
Total ESTIMATED Expenditures		$0		$164,443		$178,142

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

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

Please provide any necessary annotations:
- FTE calcultion: total annual credit hrs ÷ 24
- Assume Tuition rate and Salaries increase 3% annually.
- Other Revenue: Registration Fee, net of Parking Fee
- 1 Full Time Faculty added in Year 2

[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.

March 14, 2016

Dr. Dianna Wentzell

Commissioner of Education

165 Capitol Avenue

Hartford, CT 016106

Re: CSDE Review of Application for **MS in Literacy and Language Arts (K-12)**

Dear Commissioner Wentzell:

This purpose of this letter is to document our support for Western Connecticut State University's application to offer a new advanced graduate program leading to **Remedial Reading Language Arts Specialist (# 102 certification)** and **Reading and Language Arts Consultant (# 097certification)** certifications.

As you already know, our schools here in the Western region of the state are experiencing a surge in second language learners. This growing population needs classroom teachers, literacy specialists, and district literacy directors who are trained to address their needs so that all students can meet the rigorous Common Core State Standards. Furthermore, our districts anticipate retirements of literacy specialists and directors in the coming decade and this new program would address future workforce demands.

We have worked closely in recent years with WCSU to ensure that quality teacher preparation programs are implemented so that every graduate is classroom ready. This is what is needed to meet the demands of today's challenging classrooms. Western's proposal is targeting literacy instruction which is a critical component of K-12 education across the state and the region, especially in the area of academic language for second language learners. The proposed program has curriculum that will prepare literacy specialists and district leaders to address the needs of the diverse learners in today's classroom.

We strongly urge CSDE to review and approve this critical program for the region.

Sincerely,

Christine Carver, EdD.

Superintendent, Bethel Public Schools

Alicia Roy, EdD.

Superintendent, New Fairfield Public Schools

Sal Pascarella, EdD.

Superintendent, Danbury Public Schools

Kevin Smith, ~~EdD.~~ PhD.

Superintendent, Wilton Public Schools

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

A New Program

September 30, 2016

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a Sixth Year Teaching English to Speakers of Other Languages (TESOL) program at Western Connecticut State University for a period of three years until September 30, 2019.

A True Copy:

_____

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

ITEM

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

BACKGROUND

Summary

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

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

Need for the Program

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

Curriculum

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

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

Students

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

Faculty

The program would utilize existing faculty at the university and would not require any new hires.

Learning Resources

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

Information Technology and Innovation works collaboratively with the Department, (and all campus constituencies) to provide a technological and information technology environment to support all programs. Faculty integrate technology in multiple ways throughout their work with candidates, modeling the use of technology and providing opportunities for candidates to practice its use while

teaching. The Education Department uses the Tk20 Assessment System. The Data Manager oversees the reporting and aggregating of data across educator programs and provides support to faculty on its use. The Tk20 Assessment System guides work with candidates, informs program revisions, and provides opportunities for faculty to reflect on teaching and learning. Media Services offers a wide range of facilities and services: instructional design for creation of digital media, professional quality video and multimedia productions, viewing rooms, distribution of media equipment to classrooms and for special events/meetings.

Facilities

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

Fiscal Note

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

Review of Documents:

a) Campus Review: Spring 2016
b) Campus Budget and Finance: April 2016
c) Campus President: May 2016
d) Academic Council
e) System Office

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 1: GENERAL INFORMATION

Institution: Western Connecticut State University | Date of Submission to BOR Office: September 1, 2016

Most Recent NEASC Institutional Accreditation Action and Date: NEASC Report of Self-study and Site Visit (9/29-10/02/13) issued on 11-25-13: Letter to be accredited (06/04/14)

Name of Program: **Sixth Year TESOL Program**

Degree: Title of Award *(e.g. Master of Arts)* **N/A** Certificate: *(specify type and level)* **TESOL (K-12)**

Anticipated Program Initiation Date: January 2017

Anticipated Date of First Graduation: August 2018

Modality of Program: X Combined

If "Combined", % of fully online courses?

40% hybrid, none fully online.

Total # Cr the Institution Requires to Award the Credential *(i.e. include program credits, GenEd, other)*: 30

Program Credit Distribution

Cr in Program Core Courses: 30

Cr of Electives in the Field: 0

Cr of Free Electives: 0

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

Total # Cr in the Program *(sum of all #Cr above)*: 30

From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 6

Type of Approval Action Being Sought: Licensure OR x Licensure and Accreditation

Suggested CIP Code No. 13.1401 Title of CIP Code Teaching English as a Second or Foreign Language/ESL CIP Year: 2010

If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program:

Program Discontinued: **N/A** CIP: DHE# (if available): Accreditation Date:

Phase Out Period Date of Program Termination

Institution's Unit) and Location Offering the Program: School of Professional Studies

Program Accreditation:

- If seeking specialized/professional/other accreditation, name of agency and intended year of review: CAEP 2019 (Pending CAEP Partnership Agreement)

If program prepares graduates eligibility to state/professional license, please identify: **Teaching English to Speakers of Other Languages *(*TESOL#111*)***

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

Institutional Contact for this Proposal: **Dr. Catherine O'Callaghan**	Title: **Chair of E &E PY Department**	Tel.: **203-837-3267** e-mail: **ocallaghanc@wcsu.edu**

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

BOR Sequence Number (to be assigned):

Approved 2010 CIP Code No. [1] Title of CIP Code

Log of BOR Steps Towards Program Approval:

Nature and Resolution number for BOR Approval: Date of Approval:

Conditions for Approval (if any)

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

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

Alignment of Program with Institutional Mission, Role and Scope

Western Connecticut State University's mission states:

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

To achieve this, we

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Cost Effectiveness and Availability of Adequate Resources

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

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

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SECTION 3: PROGRAM QUALITY ASSESSMENT

Learning Outcomes - L.O. and Assessment

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

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

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

Program Administration

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

Faculty

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

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

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

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

Special Resources

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

[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.

Curriculum

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

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

Course Descriptions for New Courses

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

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

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

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[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.

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

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

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

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

Full-Time Faculty Teaching in this Program

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

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Appendix A: Crosswalk of Learning Outcomes and Accreditation Standards

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

[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.

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

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

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WESTERN
CONNECTICUT
STATE UNIVERSITY

June 27, 2016

Dr. Dianna Wentzell

Commissioner of Education

165 Capitol Avenue

Hartford, CT 016106

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

Dear Dr. Wentzell:

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

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

Need for the Program

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

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

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

Sincerely,

Christine Carver, Ed.D.

Superintendent, Bethel Public Schools District

Alicia Roy, Ed.D.

Superintendent, New Fairfield Public Schools District

Sal Pascarella, Ed.D.

Superintendent, Danbury Public Schools District

Kevin Smith, Ph.D.

Superintendent, Wilton Public Schools District

Connecticut Board of Regents for Higher Education

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

Institution Western Connecticut State University *Date* 8/31/2016

Proposed Program TESOL

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

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

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

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

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

Please provide any necessary annotations

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

[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

Continuation of the Center for Early Childhood Education at Eastern Connecticut State University.

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve the continuation of the Center for Early Childhood Education at Eastern Connecticut State University until December 31, 2023.

BACKGROUND

The Center for Early Childhood Education was established May 18, 2006 by the CSU Board of Trustees (BR 06-39) and was last reauthorized for continuation by that Board on September 23, 2011 (BR 11-49) until December 31, 2016. The CSU "Guidelines Regarding Academic Centers and Institutes" (BR 01-47) requires each center or institute to be reviewed in its fifth year of authorization. Per the Board of Regents' Academic Program Review Policy, the review period for Centers and Institutes has been extended from five to seven years.

The director/coordinator of the Center/Institute and/or other institutional administrators prepare a Sunset Report/Review for Continuation. The institution's president reviews this evaluative self-study and then forwards his/her recommendation for continuation or discontinuation to the Board.

President Elsa M. Núñez has reviewed the evaluation of the Center for Early Childhood Education (CECE) and recommends that its authorization be continued.

This Staff Report, prepared by Dr. Julie DeLapp, director of the Center, is a summation of the Center's 2016 Sunset Report/Review for Continuation.

RATIONALE

The mission of the Center is to enhance the quality of care and education for young children (birth to age eight) and their families by:

- conducting innovative research that produces findings that have clear and significant implications for professional practice and the support of young children and families
- disseminating research findings in a variety of formats to early childhood professionals and policymakers
- providing both traditional and video-based professional development to teachers and providers
- supporting teacher educators and others who prepare current and future teachers and providers

The CECE plays a critical role in supporting the academic functions of Eastern's Early Childhood Education Program and will be crucial in supporting further implementation of Eastern's Early Childhood Teaching Credential (ECTC) program. In addition, the CECE has become a well-known and highly respected producer of content to train current and future early childhood teachers, both in Connecticut and nationally. Faculty at Eastern and other BOR institutions rely on CECE videos and publications to enhance teacher preparation. To date, CECE videos have been viewed over 500,000 times.

PRINCIPAL ACTIVITIES/ACCOMPLISHMENTS

Over the past five years, CECE faculty and staff have:

- Conducted 15 research studies and published research findings in scholarly journals.
- Delivered 22 research presentations at national conferences and delivered 27 workshops to Connecticut teachers and paraprofessionals.
- Hosted 2 statewide conferences for early childhood professionals on Eastern's campus.
- Created 76 educational training videos for practicing and future teachers.
- Earned 3 prestigious Telly Awards honoring technical quality in video production.
- Developed and launched an Early Childhood Video Clip Library for Faculty and Trainers, with 300 inaugural video clips for use in courses, coaching sessions, and workshops.
- Created 40 publications to assist faculty and trainers across Connecticut in using videos for teacher preparation and professional development purposes.
- Received a total of **$1,062,841** in grants, contracts, and payments for services.

STUDENT INVOLVEMENT

Since 2011, the CECE has engaged 49 students in experiential learning opportunities. Students have conducted independent research, served as research assistants, co-presented with faculty at national research conferences, served as production assistants on training videos, and composed music or provided voiceovers for CECE videos. Twenty-two students served as research assistants; 12 are listed with faculty as co-authors of research articles in peer-reviewed journals.

BUDGET

Summary of Revenues and Expenses					
	FY 2012	**FY 2013**	**FY 2014**	**FY 2015**	**FY 2016**
Beginning Balance	$0	$0	$0	$0	$0
Total Revenues	$645,932	$317,055	$157,080	$344,422	$350,904
Total Expenses	$645,932	$317,055	$157,080	$344,422	$350,904
Revenues Less Expenses	$0	$0	$0	$0	$0
Ending Balance	$0	$0	$0	$0	$0

Summary of Projected Revenues and Expenses					
	FY 2017	**FY 2018**	**FY 2019**	**FY 2020**	**FY 2021**
Beginning Balance	$0	$0	$0	$0	$0
Total Revenues	$211,548	$211,242	$213,626	$218,568	$223,663
Total Expenses	$211,548	$211,242	$213,626	$218,568	$223,663
Revenues Less Expenses	$0	$0	$0	$0	$0
Ending Balance	$0	$0	$0	$0	$0

The CECE's projected revenue is derived from operational funds and endowment funds. The CECE will continue to apply for grants to supplement revenues, but these possibilities are not included in projections.

ITEM
Continuation and renaming of Center for Adaptive Technology at Southern Connecticut State University

RECOMMENDED MOTION FOR FULL BOARD
RESOLVED: That the Board of Regents for Higher Education approve continuation of the Center for Adaptive Technology at Southern Connecticut State University until December 31, 2023

That the Board of Regents for Higher Education approve renaming the Center as the Center for Educational and Assistive Technology

BACKGROUND
The Center for Adaptive Technology was established April 7, 1989 by the CSU Board of Trustees (BR 89-76), and was last reauthorized for continuation by that Board on September 15, 2011 (BR 11-50) until December 31, 2016. The CSU "Guidelines Regarding Academic Centers and Institutes" (BR 01-47) requires each center or institute to be reviewed in its fifth year of authorization. Per the Board of Regents' Academic Program Review Policy, the review period for Centers and Institutes has been extended from five to seven years.

The director/coordinator of the Center/Institute and/or other institutional administrators prepare a Sunset Report/Review for Continuation. The institution's president reviews this evaluative self-study and then forwards his/her recommendation for continuation or discontinuation to the Board.

President Joe Bertolino has reviewed or been briefed on the evaluation of the Center for Adaptive Technology and recommends that its authorization be continued.

This Staff Report, prepared by a staff member within the System's Office of the Provost and Senior Vice-President for Academic and Student Affairs, is a summation of the Center's 2016 Sunset Report/Review for Continuation.

RATIONALE
The mission of the Center for Adaptive Technology is to promote the benefits of universal design for learning by providing technology and support to all members of the Southern Connecticut State University community, as well as to the community at large.
The term adaptive has become outmoded since the Center's inception in 1989 and assistive is a more accurate term for the technology provided. Additionally, the Center would like to extend the provision of educational technology training and support to all students at Southern. Thus, the request to change the name to the Center for Educational and Assistive Technology (CEAT).

PRINCIPAL ACTIVITIES/ACCOMPLISHMENTS
Over the course of the past five years, the Center has received two multi-year grants from the state's Department of Social Services – the current grant for $433,000 is for a grant period through September 2017. The Center has collaborated on research with the institution's Center

of Excellence on Autism Spectrum Disorders and participated in a number of national and state conferences. The Center has also conducted workshops, implemented professional development sessions to public school systems and made presentations to SCSU students and others. In the area of project management, the Center designed and supported the database solution for student intakes and tracking the campus Disability Resource Center and managed the campus 21st Century Classroom in the School of Education.

STUDENT INVOLVEMENT

The primary responsibility of the Center is to provide assistive technology support to SCSU students with disabilities. Over the course of the past five years, the Center provided alternative accessible materials to an average of 45 students each semester, provided books in alternative formats to 145 students per semester, and made an average of 41 loans of assorted devices to enable students to access curriculum devices.

BUDGET

Summary of Revenues and Expenses					
	FY 2012	**FY 2013**	**FY 2014**	**FY 2015**	**FY 2016**
Beginning Balance	$175,831	$177,869	$155,521	$152,572	$169,116
Total Revenues	$167,145	$162,438	$169,631	$189,922	$251,699
Total Expenses	$165,107	$184,786	$172,580	$173,378	$225,141
Revenues Less Expenses	$2,038	(22,348)	(2,949)	$16,544	$26,558
Ending Balance	$177,869	$155,521	$152,572	$169,116	$195,674

Summary of Projected Revenues and Expenses					
	FY 2017	**FY 2018**	**FY 2019**	**FY 2020**	**FY 2021**
Beginning Balance	$195,674	$228,560	$262,070	$283,940	$306,653
Total Revenues	$274,284	$286,728	$287,498	$301,372	$315,941
Total Expenses	$241,398	$254,218	$265,628	$278,659	$292,343
Revenues Less Expenses	$32,886	$33,510	$21,870	$22,713	$23,598
Ending Balance	$228,560	$262,070	$283,940	$306,653	$330,251

The Center's projected revenue is derived mostly from direct expenditures by the university. The Center continuously seeks grants and fees for service. Modest revenue is generated from provisions of assistive technology evaluations.

ITEM
Continuation of the Center for Environmental Literacy and Sustainability Education at Southern Connecticut State University

RECOMMENDED MOTION FOR FULL BOARD
RESOLVED: That the Board of Regents for Higher Education approve continuation of the Center for Environmental Literacy and Sustainability Education at Southern Connecticut State University until December 31, 2023

BACKGROUND
The Center for the Environment was established January 13, 1989 by the CSU Board of Trustees (BR 89-8), and was renamed the Center for Environmental Literacy and Sustainability Education and last reauthorized for continuation by that Board on September 15, 2011 (BR 11-52) until December 31, 2016. The CSU "Guidelines Regarding Academic Centers and Institutes" (BR 01-47) requires each center or institute to be reviewed in its fifth year of authorization. Per the Board of Regents' Academic Program Review Policy, the review period for Centers and Institutes has been extended from five to seven years.

The director/coordinator of the Center/Institute and/or other institutional administrators prepare a Sunset Report/Review for Continuation. The institution's president reviews this evaluative self-study and then forwards his/her recommendation for continuation or discontinuation to the Board.

President Joe Bertolino has reviewed or been briefed on the evaluation of the Center for Environmental Literacy and Sustainability Education and recommends that its authorization be continued.

This Staff Report, prepared by a staff member within the System's Office of the Provost and Senior Vice-President for Academic and Student Affairs, is a summation of the Center's 2016 Sunset Report/Review for Continuation.

RATIONALE
The mission of the Center for Environmental Literacy and Sustainability Education is to provide opportunities to enhance student learning (K-16) and engagement in the areas of science, sustainability and environmental studies. The Center enhances the educational experiences of undergraduate and graduate students by working with SCSU faulty to infuse environmental literacy and skills of sustainability in courses and programs and in campus community activities. The Center is responsible for coordinating educational activities for K-16 teachers and students and the public on the campus and its off-site facility.

PRINCIPAL ACTIVITIES/ACCOMPLISHMENTS
The Center maintains a research and educational facility on Outer Island beyond Branford, CT. The Center's faculty is involved with a number of outreach activities including coastal planning with the state's shoreline communities, conservation, economic development, monitoring and mapping local habitats, and other environmental field activities. In addition to teaching environmental, sustainability and related courses, Center faculty members conduct research,

implement seminars and workshops, mentor students and advise campus administrators and staff in the institution's planning to become carbon neutral by 2050. Center faculty are planning to establish an environmental studies major for fall 2017 to bolster Center activities.

STUDENT INVOLVEMENT

Both undergraduate and graduate student are involved in the Center's research, sustainability and other educational activities. It is estimated that more than 50 K-12 schools and a number of other citizen-scientists and other groups totaling over 400 participants annually visit Outer Island for its educational, research and outreach activities. There are automated weather and air quality stations on the island that stream data to the Center's offices and its website which has live web camera feeds from two locations on the island. The website also provides visitors with other research and educational resources.

BUDGET

Summary of Revenues and Expenses					
	FY 2012	**FY 2013**	**FY 2014**	**FY 2015**	**FY 2016**
Beginning Balance	$0	$0	$0	$0	$8,951
Total Revenues	$18,303	$13,505	$36,807	$39,109	$32,633
Total Expenses	$18,303	$13,505	$36,807	$30,158	$31,827
Revenues Less Expenses	$0	$0	$0	$8,951	$806
Ending Balance	$0	$0	$0	$8,951	$9,757

Summary of Projected Revenues and Expenses					
	FY 2017	**FY 2018**	**FY 2019**	**FY 2020**	**FY 2021**
Beginning Balance	$9,757	$9,757	$9,757	$9,757	$9,757
Total Revenues	$34,707	$41,009	$46,869	$41,009	$41,009
Total Expenses	$34,707	$41,009	$46,869	$41,009	$41,009
Revenues Less Expenses	$0	$0	$0	$0	$0
Ending Balance	$9,757	$9,757	$9,757	$9,757	$9,757

The Center's operational balance of $9,757 at the end of FY '16 will be carried forward and kept in reserve through FY '21. Projected revenue for the future includes institutional credits for the coordination of the Center's activities and external funding derived from annual endowment funds administered by the Community Foundation of Greater New Haven. Additionally, Dr. Scott Graves, one of the Center's coordinators, has endowed a CELSE Scholarship "Osprey", to be awarded to undergraduate and graduate students

ITEM
Continuation and renaming of Research Center on Computing and Society at Southern Connecticut State University

RECOMMENDED MOTION FOR FULL BOARD
RESOLVED: That the Board of Regents for Higher Education approve continuation of the Research Center on Computing and Society at Southern Connecticut State University until December 31, 2023

That the Board of Regents for Higher Education approve renaming the Center as the Research Center on Values in Emerging Science and Technology

BACKGROUND
The Center on Computing and Society was established January 13, 1989 by the CSU Board of Trustees (BR 89-7), and was last reauthorized for continuation by that Board on September 15, 2011 (BR 11-53) until December 31, 2016 as the Research Center on Computing and Society. The CSU "Guidelines Regarding Academic Centers and Institutes" (BR 01-47) requires each center or institute to be reviewed in its fifth year of authorization. Per the Board of Regents' Academic Program Review Policy, the review period for Centers and Institutes has been extended from five to seven years.

The director/coordinator of the Center/Institute and/or other institutional administrators prepare a Sunset Report/Review for Continuation. The institution's president reviews this evaluative self-study and then forwards his/her recommendation for continuation or discontinuation to the Board.

President Joe Bertolino has reviewed or been briefed on the evaluation of the Research Center on Computing and Society and recommends that its authorization be continued.

This Staff Report, prepared by a staff member within the System's Office of the Provost and Senior Vice-President for Academic and Student Affairs, is a summation of the Center's 2016 Sunset Report/Review for Continuation.

RATIONALE
The mission of the Research Center on Computing and Society is to promote scholarly interactions on the impact of computing on society and human values through conferences, research, publications, and similar activities. The primary goal of the Center has been to foster the integration of computing and information technologies with human values in such a way that the technologies advance and protect those values, rather than damage them. The Center has been at the forefront in the field of Computer Ethics for nearly 30 years.
A number of recent institutional developments, particularly the creation of the "STEM Initiative" and the adoption of the Liberal Education Programs, whose goals include addressing ethical and social considerations throughout the curriculum; have prompted the Center's faculty to request a name change to the Research Center on Values in Emerging Science and Technology (RC-VEST). This change reflects what has become the ubiquitous nature of computing and the need

to address the ethics of computing and information technologies not only in computer science but is all STEM fields.
A new faculty member, Dr. Sarah Roe - an interdisciplinary ethicist with STEM credentials and experience is being prepped to assume sole directorship of the Center. She and Dr. Terrell Bynum, the long-serving director are developing a Philosophy/STEM minor and a number of other activities to position the Center in its service to the university and an international network of scholars.

PRINCIPAL ACTIVITIES/ACCOMPLISHMENTS
Since 1989, Center faculty members have taught computer ethics courses, using these courses as "pedagogy labs" for developing new ethics topics, materials, and teaching strategies; which in turn, influence their research, publications and conference presentations. The Center has played major roles in planning and organizing an annual international computer ethics conference. The Center has established an internationally influential web site and an international network of computer ethics scholars, several of whom have visited SCSU for addresses and other scholarly activities. The Center has conducted mini-conferences and roundtables on campus. The Center's faculty has produced a very impressive compilation of publications and presentations in the field of computer ethics over the course of the past five years.

STUDENT INVOLVEMENT
Students in the Center's ethics courses have played significant roles in the "pedagogical laboratories" in the development and improvement of readings, videos, slide presentations, and various teaching strategies such as student team projects, debates, video commentaries, case analyses and web research projects. Their participation has been incorporated into the production of a textbook authored by a Center faculty member, and into conference presentations by Center faculty. Two students managed and improved the Center's web site.

BUDGET

Summary of Revenues and Expenses					
	FY 2012	**FY 2013**	**FY 2014**	**FY 2015**	**FY 2016**
Beginning Balance	$0	$0	$0	$0	$0
Total Revenues	$34,144	$39,985	$43,671	$44,712	$40,702
Total Expenses	$34,144	$39,985	$43,671	$44,712	$40,702
Revenues Less Expenses	$0	$0	$0	$0	$0
Ending Balance	$0	$0	$0	$0	$0

Summary of Projected Revenues and Expenses					
	FY 2017	**FY 2018**	**FY 2019**	**FY 2020**	**FY 2021**
Beginning Balance	$0	$0	$0	$4,061	$$9,066
Total Revenues	$104,491	$117,400	$118,129	$125,225	$131,512
Total Expenses	$104,491	$117,400	$114,068	$120,220	$126,680
Revenues Less Expenses	$0	$0	$4,061	$5,005	$4,832
Ending Balance	$0	$0	$4,061	$$9,066	$13,898

It is anticipated that most of the Center's projected revenue will be derived from grants. Funding decisions from a NEH grant is pending and two NSF grants have been submitted, and other proposals are being planned. Other revenue will be generated through fees charged for Center activities. The university contributes $4,000 annually from operating funds.

ITEM
Discontinuation of the Center for Community and School Action Research at Southern Connecticut State University

RECOMMENDED MOTION FOR FULL BOARD
RESOLVED: That the Board of Regents for Higher Education approve discontinuation of the Center for Community and School Action Research at Southern Connecticut State University effective December 31, 2016

BACKGROUND
The Center for Community and School Action Research was established October 4, 2001 by the CSU Board of Trustees (BR 01-62), and last reauthorized for continuation by that Board on September 15, 2011 (BR 11-51) until December 31, 2016. The CSU "Guidelines Regarding Academic Centers and Institutes" (BR 01-47) requires each center or institute to be reviewed in its fifth year of authorization. Per the Board of Regents' Academic Program Review Policy, the review period for Centers and Institutes has been extended from five to seven years.

The director/coordinator of the Center/Institute and/or other institutional administrators prepare a Sunset Report/Review for Continuation. The institution's president reviews this evaluative self-study and then forwards his/her recommendation for continuation or discontinuation to the Board.

President Joe Bertolino has reviewed or been briefed on the evaluation of the Center for Community and School Action Research and recommends that its authorization be discontinued.

This Staff Report, prepared by a staff member within the System's Office of the Provost and Senior Vice-President for Academic and Student Affairs, is a summation of the Center's 2016 Sunset Report/Review for Continuation.

RATIONALE
The mission of the Center for Community and School Action Research is to support effective pre-service preparation and in-service development in school districts which will help to foster wholesome social, emotional and cognitive development among students; as well as to advance effective teaching and learning in public schools, resulting in a significant increase in the number of students who will experience academic growth and school success.

Due to several internal and external factors the Center has been largely unsupported and has remained essentially dormant during the past five years except for individual activities undertaken by the director. As a result, the Director is not seeking renewal of the Center.

ITEM
Continuation of Center for Excellence in Learning and Teaching at Western Connecticut State University

RECOMMENDED MOTION FOR FULL BOARD
RESOLVED: That the Board of Regents for Higher Education approve continuation of the Center for Excellence in Learning and Teaching at Western Connecticut State University until December 31, 2023

BACKGROUND
The Center for Excellence in Learning and Teaching was established February 2, 2001 by the CSU Board of Trustees (BR 01-13), and was last reauthorized for continuation by that Board on September 15, 2011 (BR 11-55) until December 31, 2016. The CSU "Guidelines Regarding Academic Centers and Institutes" (BR 01-47) requires each center or institute to be reviewed in its fifth year of authorization. Per the Board of Regents' Academic Program Review Policy, the review period for Centers and Institutes has been extended from five to seven years.

The director/coordinator of the Center/Institute and/or other institutional administrators prepare a Sunset Report/Review for Continuation. The institution's president reviews this evaluative self-study and then forwards his/her recommendation for continuation or discontinuation to the Board.

President John B. Clark has reviewed or been briefed on the evaluation of the Center for Excellence in Learning and Teaching (CELT) and recommends that its authorization be continued.

This Staff Report, prepared by a staff member within the System's Office of the Provost and Senior Vice-President for Academic and Student Affairs, is a summation of the Center's 2016 Sunset Report/Review for Continuation.

RATIONALE
The mission of the Center is to promote excellence in learning and teaching at the university. The goals of CELT include: providing learning opportunities for faculty grounded in the most current pedagogy; disseminating information about planning, implementing and assessing programs; supporting innovative curriculum development, including technology-supported and enhanced teaching and learning; and serving as a resource in teaching and learning excellence for the community-at-large.

PRINCIPAL ACTIVITIES/ACCOMPLISHMENTS
Over the course of the past five years, the Center has offered a series of workshops and presentations, roundtable discussions, faculty orientation programs, faculty mentoring programs, common read discussions, and on-line resources through its website.

STUDENT INVOLVEMENT
Given its mission to foster innovative teaching and learning, the Center activities impact positively upon student achievement, specifically retention and graduation rates, as well as career

development and graduate/professional school placements. The Center has asked the Student Government Association to appoint a student representative to the Center's Advisory Committee.

BUDGET

Summary of Revenues and Expenses					
	FY 2012	**FY 2013**	**FY 2014**	**FY 2015**	**FY 2016**
Beginning Balance	$0	$839	$914	$1,199	$1,239
Total Revenues	$14,436	$13,736	$13,736	$13,736	$13,736
Total Expenses	$13,597	$13,471	$13,451	$13,696	$13,621
Revenues Less Expenses	$839	$75	$285	$40	$115
Ending Balance	$0	$914	$1,199	$1,239	$1,354

Summary of Projected Revenues and Expenses					
	FY 2017	**FY 2018**	**FY 2019**	**FY 2020**	**FY 2021**
Beginning Balance	$1,354	$1,354	$1,354	$1,354	$1,354
Total Revenues	$13,736	$13,736	$13,736	$13,736	$13,736
Total Expenses	$13,736	$13,736	$13,736	$13,736	$13,736
Revenues Less Expenses	$0	$0	$0	$0	$0
Ending Balance	$1,354	$1,354	$1,354	$1,354	$1,354

The Center's projected revenue is derived mostly from reassigned time for the Center's Director.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

*BELOW-THRESHOLD **NEW ACADEMIC OFFERING INFORMATION REPORT FORM** - 01/20/12*

SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION[1]

Institution: ECSU

Date of Submission to BOR Office: 4/14/16

Most Recent NEASC Institutional Accreditation Action and Date: August 2015

Characteristics of Below-Threshold Offering

Name of Offering: Environmental Health Science Minor

Type of Offering *(e.g. Grad Certificate, Minor, Option)* Minor

Anticipated Initiation Date: 8/29/16

Anticipated Date of First Completion *(if applicable)* : 5/17

Modality of Program: On ground Online X Combined

If "Combined", % of fully online courses? 20%

Credit Distribution of the Offering

Cr in Core Courses: 13

Cr of Electives: 3

Cr of Other:

Cr Special Requirements *(e.g. internship):*

Total # Cr the Institution Requires to Award the Credential 16

Suggested CIP Code No. *(if applicable)* Title of CIP Code

Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: School of Arts & Sciences, main campus

Description of Offering, Context and Justification *(Please provide a concise description of the proposed offering and learning objectives, including a list a list of courses if necessary for clarity. In one paragraph, please address need and anticipated benefits of the offering)*

The interdisciplinary Environmental Health Science Minor explores the interrelationship between human health and the environment. The objectives of the minor are to:

- expand student awareness of environmentally-driven disease and injury
- assist students in pursuing careers in environmental health, public health, and environmental science
- prepare students for graduate studies in environmental health science

The Environmental Health Science minor consists of 16 credits, nine of which must be unique to the minor. Students must receive a grade of 2.0 or higher in each course applied toward the minor.

I. Required Courses

EHS	210	Introduction to Environmental Health Science	3
EHS	324	Environmental Toxicology and Risk Management	3
BIO/PBH	206	Epidemiology for the Liberal Arts	3
EES	300/301	Introduction to GIS Lecture/Lab OR	4
EES	340	Geographic Info Systems w/Lab	4

II. Elective Courses (select one course)

EES/PBH	323	Drinking Water Management	3
EES	423	Health And Safety At Hazardous Waste Sites	3
EHS	410	Hydrogeology for Environmental Health Professionals	3
EHS	420	Occupational Health and Safety	3
EHS	480	Independent Study	3
EHS	494	Supervised Field Experience	3
PSC	350	Public Policy And Decision-Making	3

The overall purpose of the environmental health science minor is to enhance the practical application of the student's primary degree in support of their future professional career. The environmental health science minor is particularly appropriate for students majoring in health sciences, environmental earth science, and biology, but is

[1] This information report pertains to academic programs not reaching the threshold requiring Board of Regents action. Information is shared with the BOR-Academic Council and included in the BOR-Academic and Student Affairs Committee meetings. Most CSUS and COSC cases will only require the completion of Section 1. **All Community College programs require the completion of detailed course information in Section 2.**

also of great value to students whose careers will entail interacting closely with the general public such as students majoring in communication, sociology, social work and political science.
Cost Effectiveness and Availability of Adequate Resources *(As applicable, please provide a one paragraph narrative addressing resources, financial aspects of the program and how it will be sustained)* The program has faculty in the Environmental Earth Science department who are already teaching several of these courses and have access to the appropriate technology and computer lab space necessary for program sustainability. We are packaging the courses in this minor program format to improve our ability to meet workforce needs in this field for students in a variety of majors that interact with health issues affected by the environment.

Institutional Contact for this Proposal: Dr. Catherine Carlson – Environmental Earth Science dept., ECSU	Title: Professor	Tel.: 860-465-5218 e-mail: carlsonc@easternct.edu

BOR REVIEW STATUS *(For Office Use Only - please leave blank)*
BOR Sequence Number (to be assigned): Approved 2010 CIP Code No. *(if applicable)* [2] Title of CIP Code Log of BOR Steps:
Date for Inclusion in BOR-ASA Meeting Package: Comments

[2] If needed, CIP assignment will be done by BOR staff in consideration of suggested number and in consultation with academic offices at the institution and system proposing the program. For the final assignment, the 2010 CIP definitions will be used.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

BELOW-THRESHOLD ***NEW ACADEMIC OFFERING INFORMATION REPORT FORM*** *- 01/20/12*

SECTION 2: DETAILS OF NEW OFFERING *(Community Colleges)*

Curriculum

*(Please provide details of the courses for the proposed offering. Mark any new courses with an asterisk * and attach descriptions. Mark any courses that are delivered fully online with a double asterisk **. Please modify this format as needed for each case)*

Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Core Courses				Other Requirements		
Prerequisites						
				Total Other Credits Required to Issue Credential		

Other Details

Learning Outcomes - L.O. *(Please list up to three of the most important student learning outcomes for the offering and concisely describe assessment methodologies to be used in measuring the outcomes. If the program will seek external accreditation or qualifies the completer to opt for a professional/occupational license, please frame outcomes in attention to such requirements.)*

1.
2.
3.

SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION[1]	
Institution: Charter Oak State College	Date of Submission to BOR Office: 5/9/2016
Most Recent NEASC Institutional Accreditation Action and Date: 5 year 2011	
Characteristics of Below-Threshold Offering Name of Offering: Cyber Security Certificates 1. Cyber Security Fundamental 2. Security Strategies Fundamental 3. Cyber Security Investigation 4. Technical Security Administration Type of Offering *(e.g. Grad Certificate, Minor, Option)* Certificates Anticipated Initiation Date: Fall 2016 Anticipated Date of First Completion *(if applicable)* : Summer 2017201 Modality of Program: On ground x Online Combined If "Combined", % of fully online courses?	Credit Distribution of the Offering # Cr in Core Courses: # Cr of Electives: # Cr of Other: # Cr Special Requirements *(e.g. internship):* Total # Cr the Institution Requires to Award the Credential
Suggested CIP Code No. *(if applicable)* 111003 Title of CIP Code Computer and Information Systems Security/Info Assurance	
Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program:	

Description of Offering, Context and Justification *(Please provide a concise description of the proposed offering and learning objectives, including a list a list of courses if necessary for clarity. In one paragraph, please address need and anticipated benefits of the offering)*

Charter Oak already has a major in cybersecurity. Offering the four certificates will give people already working in cybersecurity, many who already have bachelor's degrees, the opportunity to earn credits and a certificate in specialized areas of cybersecurity.

The National Initiative for Cybersecurity Education and the Department of Labor reported that cyber security has become a critical issue as it relates to protecting American citizens and its industries from cyberattacks. Cyberattacks have grown in frequency and sophistication over the last few years, and many organizations are behind in their ability to detect these attacks. Cyber security specialists (Information security analysts) will be needed to create innovative ways to prevent hackers from stealing critical information or creating havoc on personal and industry networks. For these reasons, the demand for cybersecurity specialists is expected to increase considerably.

Cyber Security is a growing field. The federal government is one of the major employers planning to increase its efforts to hire individuals with the information security analyst competencies in its efforts to protect the nation's critical information technology (IT) system. The need impacts all businesses small and large from health care to transportation providers to gas stations.

The Department of Labor projects a 36% growth for information security analyst type occupations from 2014-2024. The employment growth for this field will be higher than the average for all other occupations.

SOURCES

National Initiative for Cybersecurity Education (2013). 2012 Information Technology Workforce Assessment for Cybersecurity. Retrieved from https://cio.gov/wp-content/uploads/downloads/2013/04/ITWAC-Summary-Report_04-01-2013.pdf

[1] This information report pertains to academic programs not reaching the threshold requiring Board of Regents action. Information is shared with the BOR-Academic Council and included in the BOR-Academic and Student Affairs Committee meetings. Most CSUS and COSC cases will only require the completion of Section 1. **All Community College programs require the completion of detailed course information in Section 2.**

U.S. Bureau of Labor Statistics (2015). Occupation Outlook Handbook: Information Security Analysts. Retrieved from: http://www.bls.gov/ooh/computer-and-information-technology/information-security-analysts.htm#tab-6
Cybersecurity Careers: Explore A Career in Cybersecurity: https://niccs.us-cert.gov/careers/cybersecurity-careers

Learning Outcomes: Students will be able to

1. Explain the landscape, key terms, and concepts related to the many layers of information systems security
2. Explore and explain the fields in digital forensics and cyber policy analysis.
3. Create policies and standard operating procedures for organizations that are ethically, morally, and legally sound while recognizing ethical dilemmas and social responsibilities.
4. Identify and critically assess issues and concepts related to the protection of information and information systems.
5. Use risk management principles to assess threats, vulnerabilities, countermeasures and impact contributions at risk in information systems.

Cost Effectiveness and Availability of Adequate Resources *(As applicable, please provide a one paragraph narrative addressing resources, financial aspects of the program and how it will be sustained)*

The Cyber Security certificates consist of courses that are already offered as a part of the Charter Oak's Cyber Security major. The Cyber Security major has also gone through the appropriate state and regional accreditation processes. Offering Cyber Security certificates will not require any additional curriculum development, faculty nor other institutional resources.

Institutional Contact for this Proposal: Shirley Adams	Title: Provost	Tel.: 860-515-3836 e-mail: sadams@charteroak.edu

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

BOR Sequence Number (to be assigned):
Approved 2010 CIP Code No. *(if applicable)* [2] Title of CIP Code
Log of BOR Steps:

Date for Inclusion in BOR-ASA Meeting Package:
Comments

[2] If needed, CIP assignment will be done by BOR staff in consideration of suggested number and in consultation with academic offices at the institution and system proposing the program. For the final assignment, the 2010 CIP definitions will be used.

Cyber Security Fundamental Certificate

Course Number and Name	L.O. # [3]	Pre-Requisite	Cr Hrs
Program Core Courses			
ITE 145 Fundamentals of Information Systems Security	1		3
CSS 146 Legal Issues in Information Security	3,4		3
CSS 230 Managing Risk in Information Security	5,6		3
CSS 245 Security Policies and Implementation Issues	2,3		3
CSS 345 Auditing IT infrastructure for Compliance			3
CSS 435 Fundamentals of Information Systems Security			3
Core Course Prerequisites			
NA			
Total Other Credits Required to Issue Credential NA			

Security Strategies Application Certificate

Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs
Other Related/Special Requirements			
ITE 145 Fundamentals of Information Systems Security	1		3
CSS 230 Managing Risk in Information Security	5,6		3
CSS 347 Security Strategies in Windows OS/Applications	2,3		3
CSS 348 Security Strategies in Linux OS/Applications	2,3		3
CSS 438 Security Strategies for Web Apps and Social Networking	2,3		3
Elective Courses in the Field			
NA			

Cyber Security Investigation Certificate

Course Number and Name	L.O. # [4]	Pre-Requisite	Cr Hrs
Program Core Courses			
CSS 146 Legal Issues in Information Security	3,4		3
ITE 145 Fundamentals of Information Systems Security	1		3
CSS 230 Managing Risk in Information Security	5,6		3
CSS 436 Systems Forensics Investigation and Response	2,3		3
CSS 437 Hacker Techniques Tools and Incident Handling	2,3		3
Core Course Prerequisites		NA	
NA			
Total Other Credits Required to Issue Credential NA			

Technical Security Administration Certificate

Course Number and Name	L.O. #	Cr Hrs
Other Related/Special Requirements		
CSS 230 Managing Risk in Information Security	5,6	3
ITE 145 Fundamentals of Information Systems Security	1	3
CSS 346 Access Control, Authentication and PKI		3
CSS 347 Security Strategies in Windows Platforms and Applications	2,3	3
CSS 437 Hacking Techniques, Tools and Incident Handing	4	3
CSS 435 Network Security, Firewalls and VPNs	4	3
Elective Courses in the Field		NA
NA		

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

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

DRAFT

Fall 2017

August

Sun	Mon	Tue	Wed	Thu	Fri	Sat	
		1	2	3	4	5	
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	
27	28	29	30	31			3

September

Sun	Mon	Tue	Wed	Thu	Fri	Sat	
					1	2	
3	4	5	6	7	8	9	
10	11	12	13	14	15	16	
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	20

October

Sun	Mon	Tue	Wed	Thu	Fri	Sat	
1	2	3	4	5	6	7	
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	22
29	30	31					

November

Sun	Mon	Tue	Wed	Thu	Fri	Sat	
			1	2	3	4	
5	6	7	8	9	10	11	
12	13	14	15	16	17	18	
19	20	21	22	23	24	25	
26	27	28	29	30			19

December

Sun	Mon	Tue	Wed	Thu	Fri	Sat	
					1	2	
3	4	5	6	7	8	9	
10	11	12	13	14	15	16	
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	11
31							

							Total
Totals No. Class weeks CSU(CC)	15	14(15)	(16)15	15	15	15	15	75

CC Semester Begins	25-Aug
CSU semester begins	28-Aug
All Classes begin	29-Aug
Labor Day	4-Sep
CC Reading Day	17-Oct
College Open, No Classes	22-Nov
Thanksgiving Recess	Nov 23-26
CSU Final Exams	Dec 11-17
CC Final Exam Period	Dec 12-18
Semester Ends	23-Dec

DRAFT

COSC	Semester Starts
	8/28/2017
	Semester Ends
	12/24/2017

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Spring 2018

January

Sun	Mon	Tue	Wed	Thu	Fri	Sat	
	1	2	3	4	5	6	
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28	29	30	31				11

February

Sun	Mon	Tue	Wed	Thu	Fri	Sat	
				1	2	3	
4	5	6	7	8	9	10	
11	12	13	14	15	16	17	
18	19	20	21	22	23	24	
25	26	27	28				18

March

Sun	Mon	Tue	Wed	Thu	Fri	Sat	
				1	2	3	
4	5	6	7	8	9	10	
11	12	13	14	15	16	17	
18	19	20	21	22	23	24	
25	26	27	28	29	30	31	16

April

Sun	Mon	Tue	Wed	Thu	Fri	Sat	
1	2	3	4	5	6	7	
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
29	30						21

May

Sun	Mon	Tue	Wed	Thu	Fri	Sat	
		1	2	3	4	5	
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	
27	28	29	30	31	1-Jun		9

								Total
Totals No. Class weeks CSU(CC)	15	14	15	16	16	14	15	75

MLK Day	15-Jan
Semester Begins	16-Jan
All Classes Begin	17-Jan
Presidents' Recess	Feb 16-19
Spring Recess	Mar 12-18
Day of Reflection	30-Mar
CSCU Final Exams	May 7-13
Memorial Day	28-May
CSU Semester Ends	31-May
CC Semester Ends	1-Jun

DRAFT

COSC	Semester Starts
	1/16/2018
	Semester Ends
	5/13/2018

Presentation of AY 2017-18 CSCU System Common Calendar

Per 5/13/14 BOR resolution, the CSCU Office of Academic Affairs oversees the development of post AY 2016-17 system-wide common academic calendars that are in compliance with the relevant collective bargaining agreements and approved by the college and university presidents. These common calendars will be presented to the BOR for informational purposes.

The AY 2017-18 CSCU System Common Calendar is attached for the Academic Council's review.

Common Calendar Committee members are: TJ Barber, Pat Bouffard, Diane Clokey, Ilene Crawford (chair), Keith Gauvin, Nancy Melnicsak, Arthur Poole, Michael Rooke, Mike Shea, Jacquie Swanson (chair), Patrick Tucker, Jennifer Washington, and Debbie Zavatkay

The calendars comply with the provisions of the current CCCC, AFT, and AAUP collective bargaining agreements.

Note that the Faculty Advisory Committee to the BOR was granted a two-week extension to review and collect the four CSU faculty senates' feedback on the AY 2018-21 calendars. Feedback from the following constituencies was collected between July and September

- Faculty Advisory Committee to the BOR/ TJ Barber and Michael Shea
- Human Resources Council/Jacquie Swanson
- Registrars Council/ Debbie Zavatkay, Patrick Tucker and Keith Gauvin
- Academic Council/Pat Bouffard
- Student Affairs Council/Pat Bouffard
- Council of Presidents/Michael Rooke

The Common Calendar Committee also approved the following three statements for inclusion on all common calendars moving forward:

- "CSCU common calendars are based on current collective bargaining agreement language and subject to revisions based on any future changes in said negotiated contracts."
- "The Common Calendar is a system-wide calendar for the seventeen institutions of the Connecticut State Colleges and Universities (CSCU) that defines the traditional fall and spring semesters, within the parameters of applicable collective bargaining agreements. Additional sessions may be scheduled at the discretion of each institution."
- "Reading Days are intended to be used by students as study days and/or as optional make-up class time at the discretion of faculty members. No faculty member will be assigned additional duty during the scheduled reading days and no student shall be penalized for not attending any activities/classes on a reading day."

The Common Calendar Committee will reconvene on Monday, October 3 to finalize calendars for AY 2018-21.