

CT BOARD OF REGENTS FOR HIGHER EDUCATION

CT STATE COLLEGE AND UNIVERSITY (CSCU) SYSTEM

AGENDA – REGULAR MEETING

10:00 a.m., Thursday, October 20, 2016

[Student Center, Alumni Hall, Central Connecticut State University, New Britain](#)

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1. Call to Order
 2. Roll Call and Declaration of Quorum
 3. Adoption of Agenda
 4. Welcome from CCSU interim President Susan Pease
 5. Opportunity to Address the Board*
 6. CSCU President Mark E. Ojakian
 7. Board of Regents Chairman Matt Fleury
 8. Consent Agenda
 - A. Accreditation
 - i. Accreditation of an Already Licensed Program: STEM (Science, Technology, Engineering, and Math) Education for Certified Teachers – CCSU 1
 - B. New Programs
 - i. Gerontology – Graduate Certificate – Central CSU 4
 - ii. Masters in Education in Literacy and Language Arts Program – MSED – WCSU 7
 - iii. Master Arts in Teaching: Secondary Education – MAT – WCSU 27
 - iv. Masters in Education Special Education Program (K-12) – MSED – WCSU 44
 - C. Centers and Institutes Reports
 - i. Eastern CSU – Continuation Center for Early Childhood Education 67
 - ii. Southern CSU
 - a. Continuation and name change Center for Adaptive Technology 70
 - b. Continuation Center for Environmental Literacy & Sustainability Education ... 74
 - c. Continuation and name change Research Center on Computing & Society 78
 - d. Discontinuation Center for Community and School Action Research 82
 - iii. Western CSU – Center for Excellence in Learning and Teaching 84
 - D. Consolidated Telecommunication Charges – State Universities 87
 9. Academic & Student Affairs Committee – Merle Harris, Chair
 - A. Campus Security Procedures / Approval Process 89
 - Information Item(s)*
Academic Calendar 2017-2018 92

***Opportunity to Address the Board:** 30 minutes total; no more than three minutes per speaker. One list will be available in the meeting room for sign-up beginning at 8:30 am. Individuals who wish to address the Board **must sign-up prior to 10 am**. Speakers will be recognized in the order of signing up (adherence to time limits will be required).

10. **Audit Committee – Elease Wright, Chair** *no exhibit/no report*
11. **Finance & Infrastructure Committee – Richard J. Balducci, Chair**
A. Student Health Insurance Policy – State Universities 94
12. **Human Resources & Administration Committee – Naomi Cohen, Chair**
A. Consensual Relationships Policy Amendment – CSCU 97
B. Faculty Consulting & Research w/Public or Private Entities Policy Amendment – CSCU 102
13. **Executive Committee – Matt Fleury, Chair** *no exhibit/no report*
14. **Executive Session**
A. Discussion: appointment of a public officer or employee
15. **Appointment – President of Central Connecticut State University**
16. **Adjourn**

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***Opportunity to Address the Board:** 30 minutes total; no more than three minutes per speaker. One list will be available in the meeting room for sign-up beginning at 8:30 am. Individuals who wish to address the Board **must sign-up prior to 10 am**. Speakers will be recognized in the order of signing up (adherence to time limits will be required).

ITEM

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

BACKGROUND

Summary

The Master of Science degree in STEM (Science, Technology, Engineering, and Math) Education for Certified Teachers - 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.

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

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 there are now plans to revise the course sequence to include repeated courses in the summers for those students who wish to graduate on time or earlier. Scheduling is the current goal. In addition they 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.

Curriculum

Details of Curriculum Changes for a Licensed Program <i>(to be use as needed)</i>						
Course Number and Name ¹	L.O. # ²	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hr
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 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			

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

² Learning Outcome

STAFF REPORT**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

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 SCI 580: Special Topics		3

09/21/2016 – Academic Council

09/30/2016 – Academic & Student Affairs Committee

10/12/2016 – Board of Regents

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:

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

ITEM

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

BACKGROUNDSummary

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.

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:

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.

BACKGROUNDSummary

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- Req uisit e	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.

9/21/2016	Academic Council
9/30/2016	BOR Academic & Student Affairs
10-20-2016	Board of Regents

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: <u>X Combined</u> 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 <u>Total # Cr in the Program</u> (<i>sum of all #Cr above</i>): 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 <u>x Licensure and Accreditation</u> 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 (<i>e.g. School of Business</i>) and Location (<i>e.g. main campus</i>) 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.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

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 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 (# 097 certification)** 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.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

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 (# 097 certification). 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.

Connecticut Board of Regents for Higher Education

APPLICATION FOR NEW PROGRAM APPROVAL

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.

Connecticut Board of Regents for Higher Education

APPLICATION FOR NEW PROGRAM APPROVAL

Curriculum

Course Number and Name	L.O. # ²	Pre- Requisite	Cr Hrs
Program Core Courses			
Leadership Foundational Courses that Cross MSSED 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 MSSED 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

Connecticut Board of Regents for Higher Education

APPLICATION FOR NEW PROGRAM APPROVAL

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 action 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

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APPLICATION FOR NEW PROGRAM APPROVAL

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

<u>EDUCATION SLO</u>	<u>CAEP STANDARDS</u>	<u>2010 ILA STANDARDS</u>	<u>KEY ASSESSMENTS</u>	<u>COURSES</u>
1. Candidates are knowledgeable of content.	<u>CAEP Standard 1</u> 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.	<u>Standard I: Foundational Knowledge</u> 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.	<u>Praxis Subject Exam</u> <u>Action Research Project with Professional Development Component</u> <u>Practicum Portfolio</u>	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.	<u>CAEP Standard 2</u> Candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P- 12 students' learning and development.	<u>Standard 2: Curriculum & Instruction</u> 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,	<u>Literature Unit that Integrates Technology</u> <u>Assessment Portfolio K-12</u>	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.		
<p>3. Candidates will demonstrate the ability to work jointly, collaboratively, and cooperatively with learners, peers, educational professionals, parents, and other community members.</p>	<p><u>CAEP Standard 1</u> Candidates will develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.</p> <p><u>CAEP Standard 2</u> Candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P- 12 students' learning and development.</p>	<p><u>Standard 3: Assessment & Evaluation</u> 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.</p> <p><u>Standard 5: Literate Environment</u> 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</p>	<p><u>Practicum Portfolio & Observation</u></p> <p><u>Assessment Portfolio of Language & Literacy K-12</u></p>	<p>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</p>

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APPLICATION FOR NEW PROGRAM APPROVAL

		differentiate instruction.		
<p>4. Candidates will demonstrate the ability to provide organization, leadership, direction, and management in their provision of professional services to their learners and clients.</p>	<p><u>CAEP Standard 1</u> Candidates will develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.</p> <p><u>CAEP Standard 2</u> Candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P- 12 students' learning and development.</p>	<p><u>Standard 6: Professional Learning & Leadership</u> 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.</p>	<p><u>Action Research Project with Professional Development Component</u></p>	<p>ED 611 Action Research in Best Practices in Literacy Leadership</p>
<p>5. Candidates will demonstrate professional dispositions that are consistent with the Conceptual Framework and in accord with professional, state, and institutional standards.</p>	<p><u>CAEP Standard 3, 4 & 5</u> Program quality is such that completers are prepared to teach effectively, contribute to expected level of student growth, and are recommended for certification.</p>	<p><u>Standard 5: Literate Environment</u> 5.3 Use routines to support reading and writing instruction. <u>Standard 6: Professional Learning & Leadership</u> 6.2 Display positive dispositions related to one's own reading and writing and the teaching of reading and writing and</p>	<p><u>Same as # 4 above</u></p>	<p>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</p>

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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.	<p><u>CAEP Standard 1</u> Candidates will develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.</p> <p><u>CAEP Standard 2</u> Candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P- 12 students' learning and development.</p>	<p><u>Standard 5: Literate Environment</u> 5.1. Design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.</p>	<p><u>Literature Unit that Integrates Technology</u></p> <p><u>Practicum Portfolio</u></p>	<p>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</p>
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.	<p><u>CAEP Standard 1</u> Candidates will develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.</p> <p><u>CAEP Standard 2</u> Candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P- 12</p>	<p><u>Standard 3: Assessment & Evaluation</u> 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.</p> <p><u>Standard 4: Diversity</u></p>	<p><u>Same as #1 above</u></p>	<p>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</p>

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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, maintenance)						
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 calculation: total annual credit hrs ÷ 24
- Assume Tuition rate and Salaries increase 3% annually.
- Other Revenue: Registration Fee, net of Parking Fee
- No new faculty 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 (# 097 certification)** 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

October 20, 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 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.

BACKGROUNDSummary

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 is 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 (<i>Pedagogical Methods Course with Content Pedagogy & Clinical Experience</i>) 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.

9/21/2016	Academic Council
9/30/2016	BOR Academic & Student Affairs
10-20-2016	Board of Regents

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 <u>Total # Cr in the Program (sum of all #Cr above): 45</u> 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: Dr. 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.

Connecticut Board of Regents for Higher Education

APPLICATION FOR NEW PROGRAM APPROVAL

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);

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- 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.

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APPLICATION FOR NEW PROGRAM APPROVAL

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.

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APPLICATION FOR NEW PROGRAM APPROVAL

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 (<i>Pedagogical Methods Course with Content Pedagogy & Clinical Experience</i>) 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.

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APPLICATION FOR NEW PROGRAM APPROVAL

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

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Appendix A: Crosswalk of Learning Outcomes and Standards

Program Outcomes	CAEP Standards	Connecticut Common Core of Teaching	InTASC	Key Assessment	Courses
1. <i>Candidates are knowledgeable of content.</i>	CAEP Standard 1 Candidates will develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline- specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.	CCT Domain 1 Teachers understand and apply essential skills, central concepts and tools of inquiry in their subject matter or field.	InTASC Standard 1 The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. InTASC Standard 4 The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	I. Praxis Core & Subject Assessment II. edTPA III. Transcript Review 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. <i>Candidates will demonstrate the ability to plan, develop, and adjust services that meet the needs of diverse learners.</i>	CAEP Standard 2 Candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P- 12 students' learning and development.	CCT Domain 2 Teachers promote student engagement, independence and interdependence in learning by facilitating a positive learning community.	InTASC Standard 2 The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. InTASC Standard 3 The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in	I. Capstone Project II. edTPA	ED 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. <i>Candidates will demonstrate the ability to use relevant pedagogical skills, educational psychology knowledge in the planning, development, delivery and assessment of professional services in support of relevant educational goals.</i>	<p>CAEP Standard 1 Candidates will develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline- specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.</p> <p>CAEP Standard 2 Candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P- 12 students' learning and development.</p>	<p>CCT Domain 5 Teachers use multiple measures to analyze student performance and to inform subsequent planning and instruction.</p>	<p>InTASC Standard 6 The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p>	<p>I. Teacher Work Sample II. Residency Portfolio III. Residency Clinical Observation</p>	<p>ED 5XX Teaching in Secondary Schools ED 502 Secondary Residency with Bimonthly Seminar ED 627 TESOL Practicum Grades K-12</p>
4. <i>Candidates will demonstrate the ability to work jointly, collaboratively, and cooperatively with learners, peers, educational professionals, parents, and other community members to meet needs of all learners.</i>	<p>CAEP Standard 1 Candidates will develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline- specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.</p> <p>CAEP Standard 2 Candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P- 12 students' learning and development.</p>	<p>CCT Domain 3 Teachers plan instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large.</p> <p>CCT Domain 4 Teachers implement instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large.</p> <p>CCT Domain 5 Teachers use multiple measures to analyze student performance</p>	<p>InTASC Standard 5 The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p> <p>InTASC Standard 7 The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p> <p>InTASC Standard 8 The teacher understands and uses a variety of</p>	<p>I. Teacher Work Sample II. Residency Portfolio III. Residency Clinical Observation</p>	<p>ED 5XX Teaching in Secondary Schools ED 502 Secondary Residency with Bimonthly Seminar ED 627 TESOL Practicum Grades K-12</p>

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APPLICATION FOR NEW PROGRAM APPROVAL

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



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.

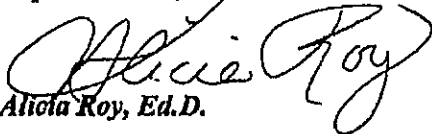
The E & EPY Department is fully accredited by NCATE with 100% of its programs nationally recognized. This new *Sixth Year TESOL Program (Grades K-12)* has been aligned with the Council for the Accreditation of Educator Preparation (CAEP) standards. Development of this program has benefited both the university 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, maintenance)						
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 calculation: 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

October 20, 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 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 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 606 Teaching 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.

9/21/2016	Academic Council
9/30/2016	BOR Academic & Student Affairs
10-20-2016	Board of Regents

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. <i>Master of Arts</i>) 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: Dr. 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: Conditions for Approval (if any)	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.

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.

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

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.

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APPLICATION FOR NEW PROGRAM APPROVAL

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.

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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 606 Teaching 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		
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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APPLICATION FOR NEW PROGRAM APPROVAL

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 MSSED 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 606 Teaching 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	

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APPLICATION FOR NEW PROGRAM APPROVAL

Appendix A: Crosswalk of Learning Outcomes and Standards

<u>EDUCATION SLO</u>	<u>CAEP STANDARDS</u>	<u>2012 CEC STANDARDS</u>	<u>KEY ASSESSMENT</u>	<u>COURSES</u>
1. Candidates are knowledgeable of content.	<u>CAEP Standard 1</u> 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.	<u>Standard 1: Learner Development & Individual Learning Differences</u> 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. <u>Standard 3: Curricular Content Knowledge</u> 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	<u>Praxis II exam Action Research Project with Professional Development Component Practicum Portfolio</u>	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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		<p>specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.</p> <p>3.3. Modify general and specialized curricula to make them accessible to individuals with exceptionalities.</p>		
<p>2. Candidates will demonstrate the ability to plan, develop, and adjust services that meet the needs of diverse learners.</p>	<p><u>CAEP Standard 2</u> Candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P- 12 students' learning and development.</p>	<p><u>Standard 2: Learning Environments</u> 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</p>	<p><u>Intervention Portfolio Measurement Project Practicum Portfolio</u></p>	<p>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 606 Teaching Students with Multiple and Severe Disabilities</p>

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		individuals with exceptionalities in crisis.		
<p>3. Candidates will demonstrate the ability to work jointly, collaboratively, and cooperatively with learners, peers, educational professionals, parents, and other community members.</p>	<p><u>CAEP Standard 1</u> Candidates will develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.</p> <p><u>CAEP Standard 2</u> Candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P- 12 students' learning and development.</p>	<p><u>Standard 7: Collaboration</u> 7.1. Beginning special education professionals use the theory and elements of effective collaboration.</p> <p>7.2 Beginning special education professionals serve as a collaborative resource to colleagues.</p> <p>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.</p>	<p><u>Practicum Portfolio & Observation</u></p> <p><u>Plan for Assistive technology</u></p>	<p>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</p>
<p>4. Candidates will demonstrate the ability to provide organization, leadership, direction, and management in their provision of professional services to their learners and clients.</p>	<p><u>CAEP Standard 1</u> Candidates will develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.</p> <p><u>CAEP Standard 2</u> Candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive</p>	<p><u>Standard 5: Instructional Planning & Strategies</u> 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.</p> <p>5.2. Use technologies to support instructional assessment, planning, and</p>	<p><u>Action Research Project with Professional Development Component</u></p>	<p>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</p>

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	impact on all P- 12 students' learning and development.	<p>delivery for individuals with exceptionalities.</p> <p>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.</p> <p>5.4. Use strategies to enhance language development and communication skills of individuals with exceptionalities.</p> <p>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.</p> <p>5.6 Beginning special education professionals teach to mastery and promote generalization of learning.</p> <p>5.7 Beginning</p>		
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		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.	<u>CAEP Standard 3, 4 & 5</u> Program quality is such that completers are prepared to teach effectively, contribute to expected level of student growth, and are recommended for certification.	<u>Standard 6: Professional Learning & Ethical Practice</u> 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	<u>Same as # 4 above</u>	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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		<p>and participate in professional activities and learning communities.</p> <p>6.5 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring.</p> <p>6.6 Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.</p>		
<p>6. Candidates will demonstrate the ability to integrate a variety of relevant technologies into their professional practice.</p>	<p><u>CAEP Standard 1</u> Candidates will develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.</p> <p><u>CAEP Standard 2</u> Candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P- 12 students' learning and development.</p>	<p><u>Standard 5: Instructional Planning & Strategies</u></p> <p>5.2. Use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.</p> <p>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.</p>	<p><u>Assistive Technology Project</u></p> <p><u>Practicum Portfolio</u></p>	<p>ED 620 Practicum in Special Education K-5</p> <p>ED 621 Practicum in Special Education 6-12</p> <p>ED 617 Assessment in Special Education</p> <p>ED 557 Technology in Special Education</p>

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<p>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.</p>	<p><u>CAEP Standard 1</u> Candidates will develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.</p> <p><u>CAEP Standard 2</u> Candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P- 12 students' learning and development.</p>	<p><u>Standard 5: Instructional Planning & Strategies</u></p> <p>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.</p> <p>5.2. Use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.</p> <p>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.</p> <p>5.4. Use strategies to enhance language development and communication skills of individuals with exceptionalities.</p> <p>5.5. Develop and implement a variety of</p>	<p><u>Same as #1 above</u></p>	<p>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</p>
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		<p>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.</p> <p>5.6 Beginning special education professionals teach to mastery and promote generalization of learning.</p> <p>5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.</p>		
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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
Proposed Program

Western Connecticut State University
MS in Education Special Education Program

Date

3/28/2016

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, maintenance)						
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 calculation: 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 (# 097 certification)** 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

October 20, 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

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.

9/30/16 – BOR-Academic and Student Affairs Committee

10/20/16 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Continuation of a Center of Excellence

October 20, 2016

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

A True Copy:

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

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.

9/30/16 – BOR-Academic and Student Affairs Committee

10/20/16 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Continuation of a Center and Renaming

October 20, 2016

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, and be it further

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

A True Copy:

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

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 faculty 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

9/30/16 – BOR-Academic and Student Affairs Committee

10/20/2016 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Continuation of the SCSU Center for Environmental Literacy

and Sustainability Education

October 20, 2016

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

A True Copy:

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

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.

9/30/16 – BOR-Academic and Student Affairs Committee

10/20/2016 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Continuation of SCSU Research Center on Computing and Society

and Renaming to SCSU Research Center on Values in Emerging Science and Technology (RC-VEST)

October 20, 2016

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, and be it further

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

A True Copy:

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

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.

9/30/16 – BOR-Academic and Student Affairs Committee
10/20/16 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Discontinuation of SCSU Center for Community & School Action Research

October 20, 2016

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.

A True Copy:

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

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.

9/30/16 – BOR-Academic and Student Affairs Committee

10/20/16 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Continuation of WCSU Center for Excellence in Learning and Teaching

October 20, 2016

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.

A True Copy:

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

STAFF REPORT**FINANCE COMMITTEE**

ITEM

Connecticut State Universities (CSU) Policy re: Telecommunication Charges

BACKGROUND

Board Resolution # 08-039 approved on May 15, 2008 provides Fund Balance Guidelines for the CSUs. In accordance with this resolutions, the CSUs are required to “within the Systemwide unrestricted fund balance, [provide an amount] of three hundred thousand (\$300,000) dollars annually to provide for ongoing telecommunication equipment replacement and upgrade.”

These funds were used as a reserve for CSU equipment and projects managed by the System Office Telecommunications staff. In order to support this requirement, funds were collected from each university, and accumulated in a reserve which totals approximately \$3.1M as of September 7, 2016.

ANALYSIS

After significant evaluation of the process by the Chief Information Officer, his staff, and the four CSU leadership teams, the CSU telecomm auxiliary services is being dissolved and the funds will be returned to the CSUs.

The model of centralized services for telecommunications is no longer valid at a residential campus that operates 24 hours a day. It's more appropriate that each University manage and control their own networks and telecommunications infrastructures.

The CIO's organization is in the process of disbanding the central function, ensuring that the Universities are equipped to transition responsibility, and dispersing the system reserves to each institution's reserve balance. The timing coincides with new voice and network systems being implemented at the CSUs. The Universities will in turn hold the reserves for repair and replacement equipment, and in the future establish individual reserves as required to maintain their equipment. As of now, Eastern, Central and Southern are ready to take ownership of the process, and the team at Western is still in transition.

As a result of this transition, management is requesting that the Board rescind the former policy, and that System Office cease collection of funds from the four Universities beginning immediately. Further, management requests that the Board approve returning the System Office reserve to the four Universities in a mutually agreed upon, equitable manner.

RECOMMENDATION

Rescind Board Resolution 08-39 and abolish the need for a system reserve for telecommunications, allowing each CSU to manage their own telecommunication costs and requirements and allowing the CSUs to establish individual reserves within their available resources to provide for telecomm replacement and upgrade requirements.

RESOLUTION

concerning CONNECTICUT STATE UNIVERSITIES (CSU) POLICY RE: TELECOMMUNICATION CHARGES

October 20, 2016

WHEREAS, Board Resolution # 08-039 approved on May 15, 2008 provides Fund Balance Guidelines for the CSUs, and states that the CSUs are required to set aside “within the Systemwide unrestricted fund balance, [] three hundred thousand (\$300,000) dollars annually to provide for ongoing telecommunication equipment replacement and upgrade,” and

WHEREAS, These funds were used as a reserve for CSU equipment and projects managed by the System Office Telecommunications staff, and

WHEREAS, In order to support this requirement, funds were collected from each university, and accumulated in a reserve which totals approximately \$3.1M as of September 7, 2016, and

WHEREAS, This process is being decentralized in order to allow the individual universities to manage the process locally so that they may accommodate the varying campus needs, therefore be it

RESOLVED, That the Board Resolution 08-39 is rescinded, abolishing the need for collecting telecommunications support funds from the CSUs, and abolishing the need for a System reserve for telecommunications, and be it further

RESOLVED, That the current funds held at the System Office for this purpose will be allocated to the CSUs to hold in reserve to support their individual telecommunication requirements, and be it further

RESOLVED, That the CSUs will establish individual reserves going forward as deemed appropriate for this purpose.

A True Copy:

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

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

October 20, 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, The Connecticut General Assembly passed legislation in the 2016 session, signed by the Governor and enacted into law effective on July 1, 2016 (Public Act 16-154) providing for the deployment of police forces on CSCU Community College campuses, 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 attached Process for Establishment of Armed Police Forces at CSCU Community Colleges.

A True Copy:

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 Police Officer Standards and Training (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 process
- 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 college 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 committee comprised of 1) a designee from the Legal Department, 2) a designee from the Human Resources Department, 3) an active duty police officer from one of the CSUs, and 4) 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. The standing review committee shall perform a periodic review of the administration and functioning of the police forces in operation, and report its findings to the CSCU President, along with any recommendations it deems necessary to ensure the forces are operating in a way that is consistent with System objectives.
- 7. 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.

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.

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
29	30	31				

22

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
31						

11

Totals No. Class weeks CSU(CC)

15 14(15) (16)15 15 15 15 15

Total
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

CSCU common calendars are based on current collective bargaining agreement language and subject to revisions based on any future changes in said negotiated contracts.

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.

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

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.

Spring 2018

January	Sun	Mon	Tue	Wed	Thu	Fri	Sat	11
		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				
February	Sun	Mon	Tue	Wed	Thu	Fri	Sat	18
					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				
March	Sun	Mon	Tue	Wed	Thu	Fri	Sat	16
					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	
April	Sun	Mon	Tue	Wed	Thu	Fri	Sat	21
	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						
May	Sun	Mon	Tue	Wed	Thu	Fri	Sat	9
			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		
Totals No. Class weeks CSU(CC)								Total
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

CSCU common calendars are based on current collective bargaining agreement language and subject to revisions based on any future changes in said negotiated contracts.

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.

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

ITEM

Connecticut State Universities (CSUs) Student Health Insurance Policy

BACKGROUND

Board Resolution 12-094, which amends Board Resolution 03-15, states that “The Board has approved a mandatory accident and sickness insurance program for full-time and certain matriculated part-time students who elect to participate in sponsored activities, and the mandatory sickness insurance may be waived...”

This resolution currently covers only the CSUs, as the Connecticut Community Colleges (CCC) offered health insurance in the past voluntarily. In the last fiscal year however, we were unable to obtain a bid on the CCC insurance coverage, so stopped offering a health care plan through the system.

ANALYSIS

Since the implementation of the Affordable Care Act (ACA), there have been a number of significant changes in the coverage available to our students, and the way that they access that coverage. Dependents now have the option to stay on their parents’ plans until age 26, while the expansion of Medicaid and the availability of federal subsidies has made care no cost or lower cost to many individuals. At the same time, insurance exchanges and mobile devices have made enrollment easier than ever.

All of this has likely contributed to the decreasing participation rates in these plans at the CSUs. In FY2013 the average system wide enrollment in the student health plan was 14.3%, we were down to 11.4% in FY2016 and CCSU is currently at 5.7% for FY2017. At the same time, annual premiums have increased year over year to a current \$2,953 annual premium.

Additionally an analysis of Fall 2015 FAFSA data for CCSU and SCSU (for sampling purposes the two larger CSUs were used), it was revealed that a significant number of these students currently enrolled in our health plan would be Medicaid eligible, and more would still be eligible for subsidized private coverage through Access Health CT (the CT state-based insurance exchange).

Further, in order to keep the cost of this coverage affordable, the insurance carriers require higher education institutions like ours to adopt an opt-out policy, which means that a student is signed up for coverage unless he/she proactively opts out. This means that a student who has existing coverage but does not actively opt-out is paying for coverage they may not need, and that students eligible for Medicaid or a subsidy are paying significantly more for coverage than they can access elsewhere. In addition, the process currently is an administrative burden to our CSUs inasmuch as staff has to “chase down” students for verification of insurance and/or payments, and the payments are just passed through to the insurance carrier.

In summary, although we have offered health care coverage to our CSU students, there are now alternative avenues to access available to our students which can help reduce the costs for those who need coverage, and prevent charging students with coverage who fail to opt-out.

The CSUs propose as an alternative to actively inform our students of their other coverage options, and to partner with Access Health CT, and the Office of the Health Care Advocate to improve the health insurance literacy of our students. Further, those students who are currently covered under the CSUs' procured policy will be advised via letter of the change being made, and also provided with information to help them choose a more favorable plan.

RECOMMENDATION

Amend Board Resolutions 12-094 and 03-15 to no longer mandate sickness insurance programs and related automatic billings at the CSUs for full-time and certain matriculated part-time students, without impacting existing accident insurance board policy. This would then eliminate the CSU-provided plan, and instead allow the system to provide information and guidance for students to obtain coverage through other means.

10/13/16 – Finance Committee

10/20/16 – Board of Regents

RESOLUTION

concerning
CONNECTICUT STATE UNIVERSITIES (CSUs)
STUDENT HEALTH INSURANCE POLICY

October 20, 2016

WHEREAS, Board Resolution 12-094, which amends Board Resolution 03-15, states that “The Board has approved a mandatory accident and sickness insurance program for full-time and certain matriculated part-time students who elect to participate in sponsored activities, and the mandatory sickness insurance may be waived,” and

WHEREAS, Since the implementation of the Affordable Care Act (ACA), there have been a number of significant changes in the coverage available to our students and the way that they access that coverage, and

WHEREAS, This has likely contributed to the decreasing participation rates in these plans at the CSUs as students can now more easily obtain lower cost coverage, including many student who are eligible for Medicaid or subsidized private coverage, which has rendered CSU- provided plans superfluous, therefore be it

RESOLVED, That Board Resolutions 12-094 and 03-15 are amended to no longer mandate sickness insurance programs and related automatic billings at the CSUs for full-time and certain matriculated part-time students, only, and be it further

RESOLVED, That existing accident insurance board policy shall not be impacted, and be it further

RESOLVED, That the CSUs shall no longer provide its own sickness insurance program but instead sanction the system to provide information and guidance for students to obtain coverage through other means.

A True Copy:

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

ITEM**Affirmative Consent Legislation/BOR Policy on Consensual Relationships****BACKGROUND**

On November 21, 2013, the Board adopted its “Policy on Consensual Relationships”, a copy of which is appended hereto as Attachment “A”.

The Consensual Relationships Policy notes:

“[A]lthough these relationships may begin and remain consensual, they may easily be later characterized as non-consensual and could potentially head to sexual harassment charges.”

And similarly:

“Anyone who enters into a romantic, dating or sexual relationship where a professional power differential exists must realize that if a charge of sexual harassment is subsequently filed, it may be difficult to defend the charge by claiming that there was mutual consent.”

However, the Policy is silent as to the standard to be used in determining whether sexual activity was consensual.

Effective July 1, 2016, Public Act No. 16-1106, requires that higher education institutions in Connecticut use a standard of “affirmative consent” when determining in the context of policies such as the Policy on Consensual Relationships whether sexual activity is consensual. For this reason, the Human Resources and Administration Committee recommends that the Policy be amended to include a reference to the affirmative consent standard, as follows:

Add a new paragraph four:

“Affirmative consent is the standard used to determine whether sexual activity was consensual. As defined by Public Act 16-106, “Affirmative consent” means an active, clear and voluntary agreement by a person to engage in sexual activity with another person.”

In the section entitled, “In the event of a Sexual Harassment Charge”, add new sentences three and four:

“Affirmative consent is the standard used to determine whether sexual activity was consensual. As defined by Public Act 16-106, “Affirmative consent” means an active, clear and voluntary agreement by a person to engage in sexual activity with another person.”

RECOMMENDATION

Approve the attached Board resolution amending the Policy attached thereto as Attachment
“A”.

9/15/16 HR & Administration Committee

10/20/16 BOR

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Policy on Consensual Relationships

October 20, 2016

- WHEREAS, All employees with managerial, supervisory, or evaluative responsibilities for students or other employees carry a special responsibility to adhere to the highest ethical and professional standards and to avoid any actions that may appear to undermine this atmosphere of trust and respect and thereby hinder the institution's educational mission; and
- WHEREAS, Because of the inherent imbalance of power and need for trust, all employees with evaluative or supervisory authority over students and employees should be aware that dating or sexual relationships that might be appropriate in other circumstances have inherent dangers when they occur between employees, or between an employee and a student; and
- WHEREAS, Consensual relationships can create real conflicts of interest and appearances of impropriety that can impair the integrity of academic and employment decisions and pose special risks between individuals in inherently unequal positions of power, such as students and teachers or supervisors and employees; and
- WHEREAS, Although these relationships may begin and remain consensual, they may easily be later characterized as non-consensual given the inherent power differential between the parties, and such relationships could potentially lead to sexual harassment charges
- WHEREAS, Public Act 16-106 An Act Concerning Affirmative Consent imposed new requirements on colleges and universities to address sexual violence on campuses; and
- WHEREAS, The Board of Regents, consistent with the goal providing safe environments at all of its campuses for all who frequent them, has reviewed its "Policy on Consensual Relationships" and revised the policy so that it is consistent with the law; therefore be it
- RESOLVED, That the Board of Regents formally amends the "Policy on Consensual Relationships" a copy of which is appended hereto as "Attachment A".

A True Copy:

Erin A. Fitzgerald
Secretary

ATTACHMENT A

Policy on Consensual Relationships

The Board of Regents for Higher Education (BOR) of the Connecticut State Colleges and Universities' respects that the educational mission of its institutions is founded on an atmosphere of mutual trust and respect between all members of the academic community. Faculty members, as well as those individuals upon whom the institution confers managerial, supervisory, or evaluative responsibilities, (including graduate assistants or undergraduate teaching assistants) carry a special responsibility to adhere to the highest ethical and professional standards and to avoid any actions that may appear to undermine this atmosphere of trust and respect and thereby hinder the institution's educational mission.

Because of the inherent imbalance of power and need for trust, faculty members, supervisory staff, and those with evaluative authority should be aware that dating or sexual relationships that might be appropriate in other circumstances have inherent dangers when they occur between a staff member and a student as well as when they occur between a supervisor and employee.

Such relationships can create real conflicts, are susceptible to an appearance of exploitation, and can impair the trust and integrity of the teaching, coaching, or other supervisory or evaluative relationship and may cause a perception of favoritism or bias on the part of the staff. In addition, although these relationships may begin and remain consensual, they may easily be later characterized as non-consensual and could potentially lead to sexual harassment charges.

Affirmative consent is the standard used to determine whether sexual activity was consensual. As defined by Public Act 16-106, "Affirmative consent" means an active, clear and voluntary agreement by a person to engage in sexual activity with another person.

Policy Prohibited Between Employee and Student

Consensual romantic, dating, or sexual relationships between any employee and any student over whom that employee exercises direct or otherwise significant academic, supervisory, or evaluative authority or influence are prohibited at all State Universities and Colleges. The evaluative relationship can take a variety of forms, such as teacher to student, advisor to advisee, coach to athlete, supervisor to student employee, or similar relationship.

Strongly Discouraged Between Employee and Student

Romantic, dating or sexual relationships between employees and students over whom said employee does *not* have supervisory or evaluative authority are strongly discouraged. Such relationships are not only susceptible to future conflicts of interest, but also may present the appearance of impropriety.

If this situation exists, no employee should agree to supervise or evaluate a student with whom he or she has, or formerly had, a consensual relationship. A faculty member should inform the Dean if such a student wishes to enroll in a credit bearing course that he or she is teaching so that alternate arrangements can be made. Nor should a faculty member direct the student's independent study, internship, or thesis; participate in decisions regarding grades; or write letters of recommendation or reference

Between Employee and Employee

BOR discourages employees with supervisory or evaluative authority from engaging in romantic, dating or sexual relationships with employees who they supervise or evaluate. If such a

ATTACHMENT A

relationship exists or develops, the supervisory employee must notify his/her manager so that arrangements can be made for the unbiased supervision and evaluation of the employee. These situations are handled on a case-by-case basis and may require transfer or reassignment of one or more employees.

In the Event of a Sexual Harassment Charge

Anyone who enters into a romantic, dating or sexual relationship where a professional power differential exists must realize that if a charge of sexual harassment is subsequently filed, it may be difficult to defend the charge by claiming that there was mutual consent. Employees could be held personally liable in a criminal or civil lawsuit. **Affirmative consent is the standard used to determine whether sexual activity was consensual. As defined by Public Act 16-106, "Affirmative consent" means an active, clear and voluntary agreement by a person to engage in sexual activity with another person.**

Sanctions

All violations of this policy should be reported to Human Resources for investigation and appropriate administrative action, up to and including disciplinary action.

HR/Admin Committee 09-15-16
BOR – 10-20-16

ITEM

Amendment to Policy Regarding Faculty Consulting and Research with Public or Private Entities

BACKGROUND

The Board of Regents approved the above-reference policy on 11/21/13. The requested amendment is a minor modification intended to take some undue burden off of the Internal Audit department.

ANALYSIS

The current language included in the referenced policy requires that the Internal Audit Department audit “each institution’s compliance with the established internal procedures and this policy annually.”

In order to comply with the policy as written, the Department would require 17 weeks, at one week each, in order to plan, execute, document, and report on compliance with the established policy.

The requested amendment would eliminate the requirement to audit “each institution” annually. An annual audit requirement would remain and the Department shall establish a schedule that would enable the department to rotate institutions annually, with the ability to consider risk, audit coverage, and available resources. This schedule would mirror actions currently taken with all other areas of audit. The compliance with ethics and standards of conduct are considered an important area of audit coverage and, accordingly, it is proposed that the institutions will be audited on a three year cycle. However when non-compliance is determined, the audit frequency of the respective institution(s) will be accelerated.

Internal Audit recently conducted audits of six of the CSCU institutions for compliance with this referenced policy, and the general conclusion was that the processes are not yet mature enough to conduct a detailed audit.

RECOMMENDATION

Approve the attached Resolution amending the Policy Regarding Faculty Consulting and Research with Public or Private Entities.

9/15/16 Human Resources & Administration
10/20/16 Board of Regents

RESOLUTION

concerning

**Policy Regarding
Faculty Consulting and Research with Public or Private
Entities**

October 20, 2016

WHEREAS, The Board of Regents in accord with of the Connecticut State Colleges and Universities recognize that the faculty professional activities such as consulting or engaging in a research project for a public or private entity is often useful in order to maintain and enhance the faculty member's academic scholarship and competence; and

WHEREAS, The primary responsibility of full-time faculty during the academic year is to their respective college or university; and

WHEREAS, Section 1-84(r)(2) of the General Statutes requires the board to adopt a policy regarding faculty consulting agreements and research projects with public and private entities, requires that procedures be promulgated at the institutions to manage and account for such agreements and projects, and provide information semiannually;

WHEREAS, From time to time policies require revision to reflect Board policy changes or other needed changes or clarifications; therefore, be it

RESOLVED, That the Board of Regents adopts the amended "Policy Regarding Faculty Consulting and Research with Public or Private Entities" (Attachment A) effective immediately.

A True Copy:

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

Board of Regents for Higher Education
Connecticut State Colleges and Universities

Policy Regarding Faculty Consulting and Research with Public or Private Entities

Faculty professional activities such as consulting or engaging in a research project for a public or private entity often are useful in maintaining and enhancing the faculty member's academic scholarship and competence. However, the primary responsibility of full-time faculty during the academic year is to the Board of Regents for Higher Education of the Connecticut State Colleges and Universities and their respective institution. The value of these outside activities is recognized through Collective Bargaining Agreements and statute and regulation.

For the purposes of this policy, consulting shall be defined as the provision of services for compensation to a public or private entity by a member of the faculty or member of the faculty bargaining unit: (i) when the request to provide such service is based on such member's expertise in a field or prominence in such field, and (ii) while such member is not acting in the capacity of a state employee.

For the purposes of this policy, research shall be defined as a systematic investigation, including, but not limited to, research development, testing and evaluation, designed to develop or contribute to general knowledge in the applicable field of study.

Faculty is expected to comply with the applicable provisions of the aforementioned Collective Bargaining Agreement, state statute and regulation. As such, no faculty member may engage in consulting agreement or research project that (A) inappropriately uses the institution's proprietary information in connection with such agreement or project; (B) interferes with the proper discharge of his or her employment with the university; and/or (C) inappropriately uses such member's association with the institution in connection with such agreement or project.

Each institution shall establish internal operating procedures that shall ensure, ~~to the extent possible~~: (i) the disclosure, review, and management of conflicts of interest relating to any such agreement or project; (ii) the approval of the chief academic officer and dean of the institution prior to any such member entering into any such agreement or engaging in any such project; and (iii) the referral of any failure to comply with the provisions of this policy or institution procedure to the applicable disciplinary process outlined in the Collective Bargaining Agreement. Each institution shall provide a report to the Office of the BOR President of any such approved activities on or before May 1 and November 1 of each year. In addition, the Director of Internal Audit for the Connecticut State Colleges and Universities shall audit ~~each~~ institution's compliance with the established internal procedures and this policy annually.

Draft Amendment 9/15/16