CSU
SYSTEM
Developing a State of Minds

Connecticut State University System

RESOLUTION

concerning

LICENSURE AND ACCREDITATION
for a
DOCTORATE IN EDUCATION
IN
EDUCATIONAL LEADERSHIP
at

CENTRAL CONNECTICUT STATE UNIVERSITY

July 14, 2000

WHEREAS, By Board Resolution #98-29, the universities of the CSU System were encouraged to proceed to develop an implementation plan or plans leading to a program(s) offering a doctorate in education, referred to hereafter as the Ed.D. degree, and
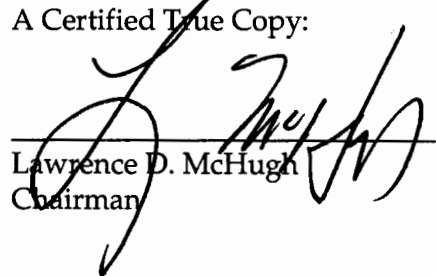
WHEREAS, Given that the observations of the Board in 1998 remain valid in 2000, mainly that the Connecticut State University System is authorized by statute to have "special responsibility for the preparation of personnel for the public schools of the state," including master's degree programs "and other graduate study in education," and that recent data indicates a market need for a terminal, practitioner's doctoral degree in education, and

WHEREAS, Central Connecticut State University has come forward with a proposal to offer an Ed.D.
in Educational Leadership which builds on the University's long history and strong reputation in the offering of quality graduate work in teacher education as well as recent accreditation by the National Council for the Accreditation of Teacher Education (NCATE), and

WHEREAS, The University has included provisions in the Ed.D. proposal assuring that there be no diminution of senior faculty teaching assignments, particularly at the undergraduate level, and no supplanting of senior faculty with less prepared instructors as a result of any doctoral program, as was stipulated by the Board in #98-29, therefore, be it

RESOLVED, That under the authority granted to the Board of Trustees of Connecticut State University in Chapter 185b, Section 10a-87 and 10a-149 of the Connecticut General Statutes, the Chancellor of Connecticut State University is authorized to seek licensure and accreditation from the Connecticut Board of Governors for Higher Education for a Ed.D. degree in Educational Leadership to be presented by Central Connecticut State University.

A Certified True Copy:

_____
Lawrence D. McHugh
Chairman

ITEM

Doctorate in Education in Educational Leadership at Central Connecticut State University

BACKGROUND

By Board Resolution #98-29 the universities of the CSU System were encouraged to proceed to develop plans to offer a doctorate in education commonly referred to as the Ed.D. degree. It also should be noted the Connecticut State University System is authorized by state statute to have "special responsibility for the preparation of personnel for the public schools of the state" including master's degree programs "and other graduate study in education." A study commissioned by the BOT in 1998 indicated a market need for a terminal, practitioner's doctoral degree in education and there appears to be high interest among CSU alumni and other clienteles. Central Connecticut State University has come forward with a proposal to offer an Ed.D. in Educational Leadership.

ANALYSIS

CCSU's proposed Ed.D. builds on the University's long history and strong reputation in the offering of quality graduate work in teacher education as well as recent accreditation by the National Council for the Accreditation of Teacher Education (NCATE). Offering the Ed.D. is congruent with CCSU's mission and its strategic plan and also reflects a logical progress from normal school, to undergraduate school, to a University with Master's degrees and Sixth Year Certificates, and now to the authority to offer a limited selection of applied doctoral degrees. The Ed.D. in Educational Leadership does not duplicate or compete with the University of Connecticut which offers a research-oriented, Ph.D. in Education. CCSU's Ed.D. also will be far more accessible than other doctoral degrees in Connecticut either at UConn or the independent sector. UConn's Ph.D. is open to a limited number of students seeking the original research objectives of such a degree. Ed.D's at the University of Hartford and the University of Bridgeport are limited in enrollment and significantly more costly than CCSU's proposed Ed.D.

Approval of CCSU's request will require a statutory change in view of the fact that the statutes currently designate UConn as the public doctoral degree granting institution. CSU expects to seek a statutory change that will remove this restriction and incorporate the approval process for doctoral degrees in the Department of Higher Education (DHE) as it is for other post-secondary degrees in Connecticut and parallel to the situation in most other states where degree approval authority rests with agencies similar to DHE.

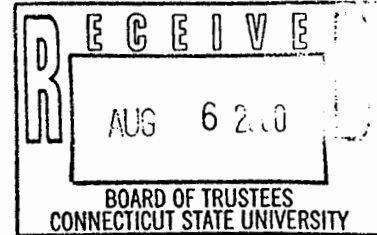## CHANCELLOR'S RECOMMENDATION

Authorize Central Connecticut State University to seek licensure and accreditation from the Connecticut Board of Governors for Higher Education for a Ed.D. in Educational Leadership.

STATE OF CONNECTICUT
Department of Higher Education

August 16, 2000

Dr. William J. Cibes, Jr., Chancellor
Connecticut State University
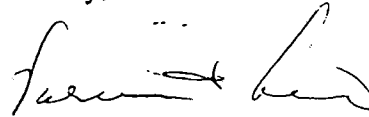39 Woodland Street
Hartford, CT 06105

Dear Bill:

I write regarding the application that we recently received from Central Connecticut State University for licensure and accreditation of a Doctor of Education (Ed.D.) program. On the basis of an informal opinion from the Office of the Attorney General, which we solicited and a copy of which I enclose with this letter, I must return this application to CCSU. The legal reading of Connecticut statute is that the current mission of Connecticut State University does not extend to the award of degrees at the doctoral level.

As you know, legal opinion in this matter is bolstered by historical precedent in that the newly formed Connecticut State University system petitioned the legislature in 1984 to consider approving a mission expansion to the doctoral level for the specific purpose of permitting the award of an education doctorate. Special Act 84-56 of that year instructed the Board of Governors for Higher Education to assess the potential need of the state for this degree at Connecticut State University and to report its findings to the General Assembly. Study findings submitted in December 1984 did not support the Connecticut State University petition at that time and the General Assembly declined to make any change in mission.

While these facts suggest that the Board of Governors cannot act upon the specific Ed. D. application from CCSU, it is the case that, as prescribed under statute, a review of the Connecticut State University mission statement and individual institution role statements is scheduled for this fall. Given the public vote of your board in support of doctoral programming in education, we believe your mission and role submission should be amended to include your interest in offering a new degree level. In the course of our review, we then would assess the petition in a similar manner to that done in 1984, although obviously in the light of today's needs. This would suffice to provide timely response by the Board of Governors for Higher Education both to you and to our mutual communities of interest.

I would be happy to discuss this approach with you further. If it meets with your approval, I would like to establish a mutually acceptable date for amendment of the mission and role materials we already have received. We should also outline a process by which our staffs can share information so that when we bring this issue to the Board of Governors we are both satisfied that the case is thoroughly and objectively presented. Meanwhile, I enclose a copy of the letter we are sending Academic Vice President Pearl Bartelt, noting our inability to carry out the requested licensing review at this time.

Sincerely,

Valerie F. Lewis
Interim Commissioner

Cc: A. Vertefeuille, Chair, Board of Governors for Higher Education
    L. McHugh, Chair, CSU Board of Trustees
    R. Judd, President, Central Connecticut State University

Eastern received a $175,000 technology grant to provide scholarships to graduates of public high schools in Hartford who chose to study math, science or technology at the university.

Dr. Smith, representing President Adanti, reported that Southern has expanded new student orientation and will begin its second year of First Year Seminars for freshmen to assist in retention. He commented on several construction activities, noting that the Wintergreen facility is nearly ready for use as swing space while Engleman Hall is undergoing renovations, and that the parking garage is ahead of schedule and will be ready for the start of classes.

Dr. Smith stated that Southern has been preparing for the NEASC accreditation in fall 2001 with 200 faculty and staff working on the self-study report. Additionally, he pointed out that the School of Arts and Sciences and the School of Business have instituted quality councils, and quality teams for student advisement, use of faculty time, and reform of certain administrative systems have been formed.

President Roach reported on a number of summer activities that have promoted the visibility of Western and brought potential students on campus including the CONNCAP program, hosting Laurel Girls' State for a second year, and an early admissions program.

President Roach noted that he has appointed Dr. Ellen Durnin as the Dean of the Waterbury Campus and Western is looking forward to offering programs at this location. He also was pleased to inform the Board that the renovation of the Ruth Haas Library has been completed six months ahead of schedule.

Chairman McHugh expressed his appreciation to President Roach for Western taking the lead and moving forward on the Waterbury initiative commenting that the Governor is very pleased and it has made the whole CSU System look good.

ACADEMIC AFFAIRS COMMITTEE

Mr. Doyle reported that the Academic Affairs Committee met jointly with the Finance and Administration Committee on July 7 for the presentation of the Capital Budget requests, the Five-Year Facilities Plan and a report on Design Guidelines requested by the Academic Affairs Committee. In the subsequent discussion, it was requested that staff present a design standards policy to the Committees before December 31, 2000.

Mr. Doyle reported that the request for licensure and accreditation for an Ed.D. in Educational Leadership at Central Connecticut State University was presented to the Committee on June 9th. The materials submitted by CCSU and presentations by CCSU

representatives during that meeting indicated substantial interest for this degree among CCSU alumni and K-12 educators across the state. Following the June 9th discussion, Committee members requested additional information on CCSU's expected efforts to assure diversity in its applicant pool, which has been provided. The Committee feels that the Ed.D. is a well-crafted, practitioners degree, is the logical culmination of CCSU's long and impressive history of quality offerings in education, and is a significant and highly appropriate extension of System and University missions.

Mr. Doyle moved approval of the resolution. Mr. Mengacci seconded the motion and it was approved unanimously.

Mr. Detrick commented that when the suggestion to offer an Ed.D was first raised by Mr. Balducci several years ago, he had doubts that it would ever come to pass. He expressed his pride in being able to now vote for this program.

Ms. Eberhard remarked that such a program has been a long time in coming and as an educator, she was pleased that it will no longer be necessary for students to go out of the state to obtain this degree.

President Judd stated that the platform of the program is very rigorous and practical and will serve a real need in Connecticut. He expressed his pride in Central's faculty and administration for bringing the proposal forward.

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WHEREAS, Given that the observations of the Board in 1998 remain valid in 2000, mainly that the Connecticut State University System is authorized by statute to have "special responsibility for the preparation of personnel for the public schools of the state," including master's degree programs "and other graduate study in education," and that recent data indicates a market need for a terminal, practitioner's doctoral degree in education, and

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WHEREAS, The University has included provisions in the Ed.D. proposal assuring that there be no diminution of senior faculty teaching assignments, particularly at the undergraduate level, and no supplanting of senior faculty with less prepared instructors as a result of any doctoral program, as was stipulated by the Board in #98-29, therefore, be it

RESOLVED,   That under the authority granted to the Board of Trustees of Connecticut State University in Chapter 185b, Section 10a-87 and 10a-149 of the Connecticut General Statutes, the Chancellor of Connecticut State University is authorized to seek licensure and accreditation from the Connecticut Board of Governors for Higher Education for a Ed.D. degree in Educational Leadership to be presented by Central Connecticut State University.

Mr. Doyle explained that the following resolution will establish the Center for Public Policy and Practical Politics at Central Connecticut State University. The Center is designed to assist in the establishment of innovative and excellent academic, research, teaching and public service programs which will gain regional and national prominence. CCSU also is requesting that the Center be designated as a "Center of Excellence" as defined in Section 10a-25h(a) of the Connecticut General Statutes.

Mr. Doyle moved approval of the resolution. Fr. Sullivan seconded the motion and it was approved unanimously.

WHEREAS,   The Center for Public Policy and Practical Politics will incorporate innovative and excellent academic, research, teaching and public service programs which will gain regional and national prominence, and

WHEREAS,   The Center will establish archives that will serve as a repository for the papers of Connecticut's former governors, principal legislators and general Assembly Committees that have made important contributions to state and national policy, and

WHEREAS,   The archiving shall be performed by a professional archivist in conjunction with the Connecticut State Library, and

WHEREAS,   As an aspect of its archives, the Center will engage in an active program of Oral History, recording from state leaders the many experiences, individual perceptions and personal motivations that often do not reach the written record of their official activities, and

WHEREAS,   Archival collections are used by students and scholars to conduct historical research leading to the writing of books, articles, term papers and dissertations, and also serve as a major conduit through which learning and public service are furthered, and

WHEREAS,   The Center will coordinate and direct the annual Critical Issues Symposium that CCSU sponsors for state legislators and executive branch commissioners, agency heads and policy-makers, to identify, analyze and develop solutions for the major issue the General Assembly is likely to face in its forthcoming session, and

WHEREAS,   To assure the full utilization of knowledge generated at the Center, an outreach program of informational and training assistance will be offered to Connecticut towns and non-profit organizations, with student internships and faculty expertise and services actively incorporated into the services rendered, and

MEMORANDUM

To: Jonas Zdanys
            Chief Academic Officer
            Department of Higher Education
            61 Woodland St., Hartford

From: Bernard F. McGovern, Jr.
            Assistant Attorney General
            55 Elm St., Hartford

Date: July 14, 2000

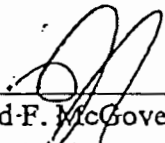Subject: Doctoral Degrees at the Connecticut State University (CSU) System

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This in reply to your July 11, 2000 memorandum in which you state that a CSU institution may be applying to the Board of Governors to issue a Ed.D. degree in a specific teaching field and that you understand that a CSU institution lacks authority to grant doctoral degrees. You ask if your understanding is correct. It is.

Conn. Gen. Stat. §10a-149 gives the Board of Trustees of the University of Connecticut the "... exclusive responsibility for programs leading to doctoral degrees and post baccalaureate professional degrees. . . ." (underscoring added). That statute provides, on the other hand, that the Board of Trustees of the CSU System ". . .shall have special responsibility for the preparation of personnel for the public schools of the state including master's degree programs and other graduate study in education, and authority for providing liberal arts and career programs at the bachelors, masters and sixth year level. . . ." (Underscoring added).

It is obvious from the above language that only the University of Connecticut may award doctoral level degrees while the four CSU institutions authority does not extend above sixth year certifications. Any increase in CSU's degree granting authority to the doctoral level must come from an appropriate amendment to §10a-149 or by enactment of a new statute which clearly supersedes the pertinent parts of §10a-149 with respect to degree granting authority.

Jonas Zdanys
July 14, 2000
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       The foregoing is my opinion only and therefore is not an official opinion of the Office of the Attorney General. However, I hope that it is helpful to you.

Bernard F. McGovern, Jr.
Assistant Attorney General

BFM:sad
cc: James J. Grady, AAG

An Application

For

Licensure of a Program of Higher Learning
within an Accredited Connecticut Institution of Higher Learning

Ed.D. in Educational Leadership

Submitted by

Department of Educational Leadership
School of Education and Professional Studies
Central Connecticut State University

Approved by Senate, CCSU, April 17, 2000

Next Steps:

This overall plan is intended to serve as a blueprint for specific dialogue and action planning at the individual, program, department and full SEPS levels. Priority setting within each thematic category will render the long lists of action steps more manageable and consideration of the following elements will ensure depth and breadth of discussion and increase the likelihood of effective implementation of action plans.

For each theme, identify extant and/or desirable connections to the following elements:

⇒ Facilitating faculty and student growth

⇒ Engaging in research, development and policy-making

⇒ Implementing appropriate evaluation and assessment

⇒ Creative allocation of facilities and resources

Finally, included in this document is an action planning grid. This guide may facilitate dialogue and idea organization as individuals and teams make decisions and formalize commitments for action related to each theme.

Abstract

This document proposes that the School of Education and Professional Studies at Central Connecticut State University be approved to offer a doctoral program in Educational Leadership. It is conceived that the Ed.D. will be a practitioner-based degree aimed at serving the needs of mid-career educational professionals and employers in the Greater Hartford Area. The proposed program extends the traditional and approved mission of CCSU, namely of preparing teachers and educational leaders for Connecticut public schools. Based on the recommendations provided by the Educational Alliance for the CSU Board of Trustees in 1998, the proposed Ed.D will focus on "Educational Leadership" and has been planned to be delivered to a cohort of full-time educational professionals on weekends, evenings, and during the summers. Highly innovative, the program will also incorporate features of distance learning, web-based instruction, and possibilities of study abroad. It is proposed that the initial cohort will be confined to 25 students. An additional 25 students will be recruited yearly to fulfill a planned three-plus year course of study. The cohort arrangement has been shown to produce very high retention and graduation rates for practicing professionals as well as being cost effective as the attached cost plan illustrates. This report has been organized using the categories required by the Department of Higher Education.

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1. Objectives

State the objectives of this program in relation to the goals and objectives of the institution. In doing so, public institutions shall relate the proposed program to their approved mission, role and scope. Identify target clientele and likely post-graduation activities.

CCSU's Mission

Central Connecticut State University (CCSU) is the oldest public institution of higher education in Connecticut The campus is located in the City of New Britain and 15 minutes from the state capital of Hartford. When CCSU was established to prepare teachers for the common schools in 1849, it became the sixth normal school in the United States. Founder and first principal, Henry Barnard, later became the first U.S. Commissioner of Education. In 1933, the New Britain Normal School became Teachers College of Connecticut and began to offer four-year baccalaureate degrees. In 1954, a graduate school was established, and in 1959, the institution's name was changed to Central Connecticut State College (CCSC). CCSC became Central Connecticut State University by action of the Board of Trustees in 1983. Today approximately three fourths of the university's graduate students are in the School of Education and Professional Studies. The proposed Ed.D. in Educational Leadership will extend the traditional purposes of CCSU, namely to prepare teachers and leaders for the schools of Connecticut.

The faculty of the School of Education and Professional Studies (SEPS) at Central Connecticut State University constitutes a professional school committed to quality preparation of professionals in education and other human service settings (SEPS Strategic Plan, 1998). As an integral part of CCSU, the SEPS faculty (including the Department of Educational Leadership) embraces the mission of its parent organization in the belief that we should serve as a "significant resource contributing to the cultural and economic development of Connecticut." (See attached CCSU mission statement.) It is our mission to provide leadership within the region for teacher preparation, the advanced preparation of administers and educational specialists, the

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creation and dissemination of practical knowledge, service to the educational community, and leadership for the purpose of influencing educational and social policies.

Objectives of the Proposed Ed.D

The proposed Ed.D. in Educational Leadership builds on and extends CCSU's tradition and mission. Three major objectives will guide the program:

- To offer a program that is available to educational professionals who are employed full time and aimed at preparing them for leadership positions in schools, community colleges, and other human service organizations;

- To offer a set of innovative learning experiences that will provide leaders with the knowledge, skills and dispositions to address issues of pedagogy, change, diversity and community in practical educational settings;

- To provide leaders with experiences, internships and inquiry opportunities to develop and enhance their use of technology and their dispositions toward the use of inquiry and reflection in their educational practices.

Target Clientele

The proposed Ed.D. is not aimed at preparation of educational researchers. The research degree should properly remain within the domain of the University of Connecticut, which is the state's comprehensive research institution. However, the feasibility study conducted by the Educational Alliance (1998), a Boston-based consulting group, as well as focus groups conducted by faculty at CCSU show that there is currently a high need for a practitioner-oriented doctorate for full-time employed professionals which would have both a research and reflection element as well. Superintendents, for example, are increasingly expected to hold a doctorate. Sixty percent hold the doctorate in Connecticut at the present time (Educational Alliance, 1998. p. 2). Further, many other Connecticut public school educators interviewed said they wanted an

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affordable practitioner-oriented doctorate more accessible than those currently available at institutions in New York and Massachusetts. Finally, the feasibility study identified the need for an accessible doctoral program for professional and administrative staff who work in the State's Community and Technical Colleges. As a result, the proposed program targets three specific clientele:

1. teachers and administrators in the public schools who want to prepare for a variety of leadership positions: principal, lead teacher, department head, curriculum and assessment specialist, superintendent;

2. community college personnel who are desirous of professional development and credentialing; and

3. personnel in other educational or human resource agencies who have responsibilities for professional and human resource development including those interested in student development and in technology and instructional design.

It is expected that the largest segment of the Ed.D. cohort group will consist of public school teachers aspiring to positions of teacher leadership or administration, and current administrators such as principals and assistant superintendents aspiring to higher administrative or policy positions. A smaller part of the cohort will consist of community college instructional leaders in teaching or student services who aspire to improve their status and performance within the community college setting. Another small group will represent personnel from human service agencies, public and private, who have teaching or leadership responsibilities as instructors and/or organizational development and training specialists. This mix of students will provide a rich blend and variety of expertise and experience within the cohort group.

2. Educational Planning Statement

a) *Indicate the relationship of the proposed program to other programs and resources of the institution, and to any institutional plan.*

Currently, the School of Education and Professional Studies has educational masters degrees in educational administration, higher education personnel, school counseling, reading and language arts, teacher education, and special education. In addition, the School offers two Sixth-year Certificates: one in reading and language arts, the other in educational leadership. Faculty who currently teach in these advanced programs will serve as core faculty for the proposed Ed.D.

b) *Indicate what consideration has been given to similar programs in the geographic area to be served by the proposed program. Identify any similar existing academic programs in Connecticut in public, independent or proprietary institutions and explain the relationship of the proposed program to existing offerings.*

There are currently three doctoral programs in Educational Leadership in Connecticut: University of Connecticut offers a Ph.D., whereas both the University of Bridgeport and University of Hartford have small Ed.D. programs. The University of Connecticut's Ph.D. Program focuses on research and scholarship; the Ed.D. programs focus on the understanding and skills required for educational practitioners. The two institutions offering the Ed.D. are private institutions. No Ed.D. is currently offered by a public institution in Connecticut.

Within the six New England States there are 18 institutions that offer doctoral programs in education; twelve institutions have educational doctorates in New York. Table I and II show the doctoral programs in the New England States and New York.

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TABLE I

Doctoral Programs in Education, Degrees Offered with Fields of Study – New England States

College/University	*Degrees and Fields of Study*
University of Bridgeport, CT	Ed.D., Educational Leadership; Educational Supervision
University of Connecticut, CT	Ph.D., Education, with content areas in Educational Leadership; Curriculum and Instruction, Educational Psychology, and Sport
University of Maine, Orono	Ed.D., Educational Administration and Supervision/ Leadership, Elementary Education, Secondary Education, Literacy, Special Reading Teacher
American International College, MA	Ed.D., Educational Psychology (Child Development)
Boston College, MA	Ph.D., Curriculum and Instruction, Higher Education Administration, Administration and Supervision, Educational Research, Measurement and Evaluation, Educational Psychology
Boston University, MA	Ed.D., Adult Education; Curriculum; Early Childhood; Policy, Planning and Administration; Educational Media; English and Language Arts; Math Education; Bilingual Education; Special Education
Harvard University, MA	Ed.D., Administration, Planning and Social Policy, Teaching and Learning, Human Development and Psychology
Lesley College, MA	Ph.D., Educational Studies
UMass/Amherst, MA	Ed.D., Teacher Education and Curriculum Studies, Student Development and Pupil Personnel Service, Educational Policy Research and Administration Ph.D., School Counseling
UMass/Boston, MA	Ed.D., Higher Education Leadership, Urban and Secondary School Leadership
UMass/Lowell, MA	Ed.D., Math and Science Education, Leadership in Schooling, Language Arts and Literacy Education
University of New Hampshire	Ph.D., Education, Reading, Reading and Instruction
University of Vermont	Ed.D., Educational Administration
University of Rhode Island, with Rhode Island College	Ph.D., Teaching and Learning Ed.D., School Psychology
Johnson & Wales University	Ed.D., Educational Administration and Leadership

Sources: 1988 College Board, Index of Majors and Graduate Degrees: National Council for Accreditation of Teacher Education. Teacher Preparation: A Guide to Colleges and Universities, 1966; also various State Boards for Higher Education

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TABLE II

Doctoral Programs in Education, Degrees Offered with Fields of Study – New York State

College/University	*Degrees and Fields of Study College/University*
Columbia University: Teachers College, NY	Ed.D., Ph.D., Education of the Deaf and Hearing impaired, Educational Assessment, Testing and Measurement, Educational Evaluation and Research, Educational Psychology; Educational Statistics and Research Methods
Fordham University, NY	Ed.D., Ph.D., Education Administration and Supervision; Educational Assessment; Testing, and Measurement; Education Statistics and Research Methods
Hofstra University, NY	Ed.D., Educational Adfministration and Supervision
New York University	Educational Administration and Supervision
St. John's University, NY	Ed.D., Ph.D., Educational Administration and Supervision, Instructional Leadership
SUNY, at Albany, NY	Ed.D., Educational Administration and Supervision; Educational Assessment, Testing, and Measurement; Educational Statistics and Research Methods
SUNY, at Binghamton, NY	Ed.D., Educational Administration and Supervision
SUNY, at Buffalo, NY	Ed.D., Ph.D., Educational Administration and Supervision; Educational Assessment; Testing, and Measurement; Education Statistics and Research Methods
Syracuse University, NY	Ed.D., Ph.D., Educational Administration and Supervision; Educational Psychology, Administration of Special Education
University of Rochester, NY	Ed.D., Ph.D., Education

Sources: 1988 College Board Index of Majors and Graduate Degrees: National Council for Accreditation of Teacher Education. Teacher Preparation: A Guide to Colleges and Universities, 1966; also various State Boards for Higher Education

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c) Explain and provide supporting data regarding the relationship of the proposed program to further educational opportunities and current employment trends. Indicate evidence of student demand.

According to the Connecticut State University Cost/Benefit Analysis (Educational Alliance, 1998), there is currently an increase in preference for advanced degrees as well as an increase in expectations of educational leaders. For example, as indicated earlier, superintendents are increasingly expected to hold a doctorate. Connecticut students and parents reportedly expect principals and assistant superintendents to be professional instructional leaders, not just building managers. The State Department of Education, regional service centers, community service centers, preventative health services, and private industry require advanced degrees of a number of senior managers, program coordinators, and designers and producers of continuing and professional career education programs. Unmet doctoral demand is growing based on estimated impact of early retirement programs and projected education professional manpower statistics. A high percentage of Connecticut educators interviewed want an affordable, accessible, practical, action-research oriented, quality Ed.D. program in Connecticut. Approximately 30% of survey respondents aspire to a doctoral degree, and, of these respondents, 80% would consider CSU. Both the Connecticut Community-Technical Colleges and CSU campuses reported an unmet doctoral program need for the professional development and credentialing of their respective faculty and staff. A high demand exists for educational leadership and administration doctoral programs.

The benefits include: graduates completing an advanced degree at either a master's level or a sixth-year program would have an opportunity to further enhance their leadership skills and to qualify for senior leadership positions. The schools, education centers, State Department of Education, and other educational professional employers would have a larger, more diverse, and well-prepared pool of highly developed and competent leaders at a time of anticipated high

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turnover, a diminishing pool of qualified applicants for leadership positions, and at a time when public schools must face the challenges of education reform. The State of Connecticut would have a chance to develop its own talented and more competitive leadership rather than relying on private universities in nearby states.

d) Board policy requires that all public institutions consider transferability of credit in the development of new undergraduate programs. Describe program articulation agreements planned or under development for this program. If possible, indicate the amount of credit which will transfer.

Students who have relevant courses in sixth year or doctoral programs will be able to transfer up to 9 SH depending on how they fit into the particular specializations that will be described later in this proposal.

e) Board policy requires that the proposed institution circulate a summary of each new program proposal to the higher education community for comment on need. Please refer to Procedures for Circulation of Program Proposals.

This proposal will be circulated according to the procedures outlined by the Department of Higher Education and will include requests for comment from each of the state's public and private institutions.

3. Administration

a) Indicate the dates by which students will enroll in and complete the program.

A cohort of 25 students will begin in the summer of 2001/2002. This is the earliest possible date given the time required to have the program approved and to recruit the first cohort group. As outlined later in this proposal, students will be able complete all coursework during two academic years and three summers. The dissertation for the Ed.D. will extend into another year with a culminating professional seminar in the fourth summer. Thus, most members of the first

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cohort will complete the program in the summer of 2004/2005. The overall sequence is illustrated in Figure 1.

Figure I

Sequence of the Program
(Sample, assuming 2002 start-up date)

Summer 1	Year 1	Summer 2	Year 2	Summer 3	Year 3	Summer 4
2002	02/03	2003	03/04	2004	04/05	2005

Begin ---Graduate
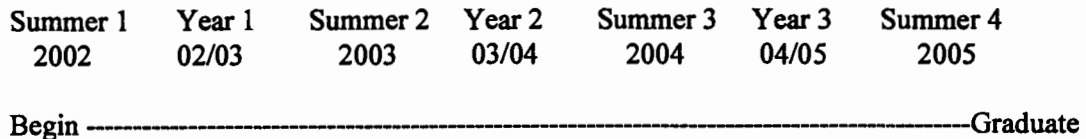
This time frame is similar to ones used at other institutions that offer an Ed.D. and is believed to provide a reasonable amount of time for fully employed professionals to complete a degree.

b) Describe the position and qualifications of the person directly responsible for administration of the program.

The program will be administered by Dr. Anthony Rigazio-DiGilio, Chair of the Department of Educational Leadership. Dr. Rigaizio-DiGilio (see attached resume) has been a school teacher and an elementary school principal. He received his doctorate from the University of Massachusetts and has been on the faculty at CCSU since 1990. He has written widely in the field of educational leadership and has been responsible for several large federal grants secured by the department and the School of Education and Professional Studies.

The Dean of the School of Education and Professional Studies will also provide leadership in the administration of the program. Dean Richard Arends has his doctorate from the University of Oregon. He has had extensive experience advising, teaching, and administering doctoral programs at the University of Oregon and the University of Maryland, College Park prior to coming to CCSU in 1991.

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c) List any specialized accrediting agency to which the institution plans to apply for program accreditation.

The School of Education and Professional Studies is fully accredited by the Connecticut State Department of Education (CSDE) and is one of three institutions in the state, along with the University of Connecticut and the University of Hartford, to be nationally accredited by the National Council for the Accreditation of Teacher Education (NCATE). Central Connecticut State University was accredited by NEASC in fall, 1999 for 10 years. The proposed doctoral program has been designed to meet all CSDE, NCATE, and NEASC standards.

d) Describe procedures for internal evaluation of the program, including criteria that will be used.

In 1992, the School of Education and Professional Studies developed an overall evaluation plan. The initial plan was developed by faculty members and approved by the evaluation committee of the School of Education and Professional Studies faculty governance structure. The initial plan has been revised several times to accommodate new concerns and to seek answers to new questions as they emerge.

The current evaluation plan describes several kinds of evaluation information to be collected on a regular schedule. Program strengths and weaknesses are assessed every other year through principal focus groups, graduate telephone surveys and graduate focus groups. Student satisfaction and growth are also evaluated every other year through student surveys by the university and by departments in the School of Education and Professional Studies. Student demographic and admissions data are collected and summarized annually. Student Performance is assessed annually through Portfolio Assessments, Student Teaching Observations, PRAXIS II, and BEST. Evaluation of the Ed.D. program will be incorporated into this framework. Evaluation activities are summarized in Table III.

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Table III

Summary of Evaluation Plan for Education Programs

Type of Question	Evaluation Activity	Timelines	Name of Report
Program Strengths & Weaknesses	Principal Focus Groups	Conducted every other year	Focus Group Report
	Graduate Telephone Survey	Conducted every other year	Graduate Report
	Graduate Focus Group	Conducted every other year	Graduate Report
Student Satisfaction/ Growth	Student Survey by the university	Administered yearly after graduation	CCSU Institution Report
	Student surveys by the departments	Administered on a regular basis	Student Survey Report
Student Demographic/ Admission data/ PRAXIS I or CONNCEPT*	Collection of a Variety of Student Data	Collected yearly; summarized yearly	Student Data Report/ Diversity Report/
Student Performance	Portfolio Assessment (INTASC Standards)	Ongoing, each semester	Report on Professional Program Portfolios
	Student Teaching Observations (INTASC & CTC)	Administered every semester; summarized yearly	Office of Field Experiences' Report
	CONNECT** PRAXIS II***	Collected every semester; summarized yearly	Student Data Reports
	BEST**** (CTC) (INTASC)	Collected yearly; summarized yearly	Student Data Reports

* State of Connecticut Test of Basic Skills; replaced by Praxis I in 1995.

** A paper and pencil test of subject matter and pedagogy for elementary candidates (Administered by the State Department of Education). This test was replaced by Praxis II in July of 1997.

*** Praxis II is a subject area test involving content and methods for each certification area.

****Beginning Educator Support and Training; Assessment of Beginning Teachers on the Connecticut Teaching Competencies. (Administered by the State Department of Education and employing school districts.)

4. Finances

a) Summarize how resources described in questions 5, 7, and 9 will be provided--existing resources, reallocation and/or new resources. In the case of existing or reallocated resources, indicate how the institution will prevent a negative impact of other programs. New costs and sources of funding are to be identified in the attached resource summary.

b) *Complete the Resource Summary.*

Finance issues are discussed in a separate Cost Proposal.

5. Faculty

a) List the name, title and qualifications for each person who will teach specialized courses in the program. Include for each person, full or part-time status, degrees with areas of specialization, institutions at which degrees were earned, pertinent experience, and proposed course assignments.

As can be observed in Table IV, CCSU and the School of Education and Professional Studies has a cadre of faculty fully qualified to administer and teach in the proposed Ed.D. program. All of the faculty have doctorates from major Category 1 institutions; 14 have held leadership positions in schools or other educational agencies; 7 have experience teaching and advising doctoral students at other institutions, while 18 have taught at the graduate level.

b) For each vacant or proposed faculty position, provide title, position qualifications, areas of teaching specialization, and proposed date of appointment.

It is anticipated that one new faculty line will be required during year one of the program and a two to three additional positions added as cohorts two and three matriculate. Details and rationale for these positions are discussed in the Cost Proposal.

Table IV: Faculty Qualifications

Faculty Member	Title	Assigned Department	AREA OF EXPERTISE		RELEVANT EXPERIENCE			Assignments
			Doctoral Institution & Degree	Area of Specialization	Leadership Experience in Schools	Graduate Level Teaching	Doctoral Advising	
Abadiano, Helen	Associate Professor	Reading and Language Arts	Ohio State University, Ph.D.	Educational Theory and Practice	Consultant	Yes		Literacy
Abed, Farough	Professor	Educational Leadership/Director of the Center for Innovation in Teaching and Technology	Indiana University, Ed.D.	Instructional Technology	Consultant	Yes	Yes	Instructional Technology
Arends, Richard	Dean	School of Education and Professional Studies	University of Oregon, Ph.D.	Organizational Development/ Teacher Education/Social Psychology of Education	Educational Administration	Yes	Yes	Inquiry
Beyard, Karen	Professor	Educational Leadership		Consultant	Supervision Consulting	Yes	Yes	Legal Issues Inquiry
Beck, Mitchell	Associate Professor and Chair	Special Education	Wayne State University, Ed.D.	Emotionally Disturbed and Educational Psychology	Educational Administration	Yes		Special Education
Carter-Lowery, Carol	Associate Professor	Educational Leadership	University of Massachusetts at Amherst, Ed.D.	Urban Education	Supervision	Yes	Yes	External Environments
Claffey, George	Associate Professor	Management Information Systems	Indiana University, Ed.D.	Business Education		Yes		Management

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Table IV: Faculty Qualifications

Faculty Member	Title	Assigned Department	AREA OF EXPERTISE		RELEVANT EXPERIENCE			
			Doctoral Institution & Degree	Area of Specialization	Leadership Experience in Schools	Teaching Graduate Level Teaching	Doctoral Advising	Courses in Doctoral Program
Driscoll, William	Professor and Chair	Mathematical Sciences	University of Connecticut, Ph.D.	Mathematics Education	Consultant	Yes		Numeracy
Fried, Jane	Associate Professor	Health & Human Service Professions	Union of Experimenting Colleges and Universities, Ph.D.	Counseling Psychology and Human Development	Administration	Yes		Learning and Teaching
Goldstein, Marc	Professor and Chair	Psychology	University of Michigan, Ph.D.	Community Psychology	Consultant	Yes	Yes	Inquiry
Hoffman, Nancy	Associate Professor	Teacher Education	Pennsylvania State University, Ed.D.	Curriculum and Supervision	Consultant	Yes	Yes	Teaching and Learning
Klein, Lawrence	Professor and Coordinator	Educational Foundation/Teacher Education	University of Illinois, Ed.D.	History and Philosophy of Education		Yes		Foundations
Lemma, Paulette	Professor	Teacher Education Dean of the Graduate School	Pennsylvania State University, Ed.D.	Curriculum and Supervision	Administrative Certificate/ Consultant	Yes	Yes	Program Development
Lisi, Penelope	Associate Professor	Educational Leadership	University of Wisconsin-Madison, Ph.D.	Educational Administration	Supervision	Yes		Learning and Teaching
Mulcahy, Daniel	Professor	Teacher Education	University of Illinois, Ph.D.	Philosophy of Education		Yes		Foundations

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Table IV: Faculty Qualifications

Faculty Member	Title	Assigned Department	AREA OF EXPERTISE		RELEVANT EXPERIENCE			
			Doctoral Institution & Degree	Area of Specialization	Leadership Experience in Schools	Graduate Level Teaching	Doctoral Advising	Courses in Doctoral Program
Rigazio-DiGillio, Anthony	Associate Professor and Chair	Educational Leadership	University of Massachusetts at Amherst, Ed.D.	Instructional Leadership	Educational Administration Consultant	Yes		Leadership and Change
Sogunro, Olusegun	Assistant Professor	Educational Leadership	University of Alberta, Edmonton, Ph.D.	Educational Administration	Supervision Consultant	Yes		Supervision
Vaillant, Aldrige	Professor	Educational Leadership	University of Maryland, Ed.D.	Secondary and Higher Education		Yes		Inquiry

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6. Curriculum and Instruction

a) Identify and describe each major component of the program (major or specialization, general education requirements, thesis, etc.); specify credit requirements for each component. Indicate the required sequence of courses and established prerequisites, if any. Attach appropriate excerpts from the catalog.

Conceptual Framework. Consistent with the University and the School's mission, the proposed doctoral program will be guided by a set of **principles and beliefs** that stem from basic values (see the School's Strategic Plan, 1998). These guiding principles include high standards, respect for diversity, educational access and social justice, collaboration, expanding opportunities, effective teaching, intellectual integrity, student and faculty development.

Several **themes** have been derived from these principles. They are designed to facilitate the School's mission and the goals and objectives of the doctoral program. These themes include:

- modeling innovative and effective approaches to teaching and learning; modeling a new conception of diversity in practice;

- recruiting, preparing and supporting professionals who use technology creatively and responsibly;

- modeling innovative leadership practices; developing a dynamic learning community;

- developing, modeling and employing effective forms of measurement to evaluate program impact and to prepare professionals with reflective research and critical thinking skills.

The mission, principles and themes have been used to develop six **propositions** which will provide the overall conceptual framework for the proposed Ed.D. program. These propositions are summarized in Table V.

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Table V

Conceptual Framework for the Doctoral Program

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

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

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

Proposition Four: Effective educational leaders recognize diversity as a strength and know how to develop systems, programs, and services that are responsive to the needs of learners, faculties, and communities. These leaders work to create a culture of success for all learners and know how to effectively partner with community and national groups and networks to enhance the educational environment for their learners. Further, these leaders are skillful in developing a variety of community avenues to inform others in the wider community.

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

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

Program Components. The proposed program has been divided into four major components that include: a required core in educational leadership, a specialty area of the student's choice, a series of highly innovative inquiry-oriented seminars, and the dissertation component. These

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components are summarized in Table VI and then described in more detail in sections that

follow.

Table VI
Major Components of the Doctoral Program and Semester Hours

Component	Area	Semester Hours
Component I:	Core in Educational Leadership	18 SH
Component II:	Specialty area in one of the following:	15 SH
	• Administrative Leadership	
	• Curriculum and Literacy	
	• Higher Education and Student Development	
	• Subject Matter Theory and Pedagogy	
	• Instructional Design/Infomatics	
	• International Education	
Component III:	Inquiry Seminars	18 SH
Component IV:	Capstone: Dissertation	12 SH
Total		**63 SH**

Component I establishes the foundational core of the program with particular emphasis in

education leadership and pedagogy. Six core courses are required of all students. Courses

include: Seminar in Educational Policy Studies; Principles of Instructional Design; Leadership in

Teaching and Learning I and II; Leading Organizational Change I: Theory, and Leading

Organizational Change II, Program Development and Evaluation. Three of the core courses will

be taken during the initial summer of study; the other three will be completed during the second summer.

Component II includes a specialty area of the student's choosing. It is expected that over time, the program will make available an increased number of specializations. It is also expected that courses in the specialty area can be taken at other universities: other CSU campuses, the University of Connecticut and the University of Hartford. In the beginning, however, it will be possible to make only two specializations available to students:

- Administrative Leadership. This specialization will be for students who aspire for administrative positions in public schools. It can lead to certification for the principalship and the superintendency.

- Curriculum and Literacy. This specialization will be for students who plan leadership careers in K-12 settings such as reading and curriculum specialists. It will include courses in literacy, curriculum, and educational leadership.

For the second and third cohort groups it is expected that the following specializations will be developed.

- Higher Education and Student Development. This specialization will be for higher education personnel, most likely those in community colleges who want an advanced degree in education, and individuals in all kinds of institutions of higher education who plan careers in student services, residential life, and student advising.

- Subject Matter Theory and Pedagogy. This specialization will be both for higher education personnel and students who plan leadership careers in K-12 settings who want an advanced degree in education and advanced study as curriculum specialists or in the content that they teach.

- Instructional Design/Infomatics. This specialization will be for educational personnel in K-12 and higher education settings as well as those who hold educational positions (e.g. instruction designers) in education-related agencies.

- International Education. Negotiations have been ongoing for arrangements that would allow students who desired a specialty in international education to study one summer at the University of Durham in Great Britain. If these arrangements could be fully worked out, this would provide an excellent opportunity for students who wanted this type of experience and would be consistent with CCSU's international mission.

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Component III of the program includes: research courses, field-based inquiry projects and a series of innovative seminars designed to help students understand the processes of inquiry. Component III leads into and facilitates Component IV, the completion of the dissertation and dissemination of the results of the students' study to appropriate audiences.

<u>Sequence of Courses and Experiences</u>.

Courses and learning experiences will be sequenced over four summers and three academic years. Courses in the foundational core will be taken during summers I and II. Study in the specialty areas will be tailored to particular students and normally take place during the first two academic years and the third summer. Special course work in research and ongoing inquiry projects that will culminate in the student's dissertation will be ongoing. Students who choose an international component to complement their studies will study abroad during their third summer. The third summer will also be the time for comprehensive examinations for most students. Sequencing of courses across the three components of the program is portrayed in Table VII. Specific courses in the two specialty areas are listed in Table VIII.

b) Give the number and title and a narrative course description for each course in the major area of specialization in the proposed program. Attach appropriate excerpts from the catalog.

Table IX contains the courses that form the Foundational Core, as well as the two specialty areas that have been developed.

Table VII
Sequence of Courses and Activities

	Foundational Core	Specialty Study	Inquiry Seminars/Dissertation
Summer I (11 S.H.)	EDL 605 (3 SH) Leadership in Teaching and Learning I EDL 606 (3 SH) Leadership in Teaching and Learning II EDT 700 (3 SH) Principles of Instructional Design		EDL 710: Inq Seminar I (2 SH): Study of Human and Organizational Learning
Academic Year I (12 S.H.)		6 SH of Student's Choice	EDL 711: Inq Seminar II (3 SH): Quantitative Research (Fall) EDL 712: Inq Seminar III (3 SH) Qualitative Research (Spring)
Summer II (11 S.H.)	EDL 701 (3 SH) Leading Organizational Change I: Theory EDL 702 (3 SH) Leading Organizational Change II: Program Development and Evaluation EDF 687 (3 SH) Seminar in Educational Policy		EDL 713: Inq Seminar IV (2 SH): Study of Organizational Change
Academic Year II (10 S.H.)		6 SH of Student's Choice	EDL 714: Inq Seminar V (2 SH) Advanced Research Design (Fall) EDL 715 Inq Seminar VI (2 SH): Advanced Research Internship (Spring)
Summer III (5 - 8 S.H.)	Comprehensive Exam of Foundational Core	3-6 SH - Student's Choice	EDL 716: Inq Seminar VII (2 SH): Dissertation 1
Academic Year III (12S.H.)			EDL 717: Inq Seminar VIII (6 SH): Dissertation 2 EDL 718: Inq Seminar IX (6 SH): Dissertation 3
Summer IV (2 S.H.)			EDL 719: Inq Seminar X (2 SH): Disseminating Research Findings
Totals SH (Program: 63 S.H.)	18 Semester Hours	15 Semester Hours	30 Semester Hours

Table VIII
Courses in Two Specialty Areas

Administrative Leadership	Curriculum and Literacy
Students select 15 credits of the following courses with the approval of their advisor. Nine credits of courses from accredited universities may be transferred into the program with the approval of the advisor.	Students select 15 credits of the following courses with the approval of their advisor. Nine credits of courses from accredited universities may be transferred into the program with the approval of the advisor.
EDL 610 (3 SH) School Leadership I	RDG 667 (3 SH) Multicultural Literature in the Classroom
EDL 611 (3 SH) School Leadership II	RDG 675 (3 SH) Reading and Writing as Integrated Process
EDL 615 (3 SH) Understanding External Environments of School Leadership I	RDG 680 (3 SH) Current Trends and Issues in Reading and Language Arts
EDL 616 (3 SH) Understanding External Environments of School Leadership II	RDG 686 (3 SH) Literacy Instruction for Diverse Populations II
EDL 617 (3 SH) Personnel and Program Evaluation	RDG 698 (3 SH) Research Seminar
MGT 553 (3 SH) Human Resource Management	RDG 700 (3 SH) Seminar in Literacy
MGT 583 (3 SH) Organizational Leadership	EDL 634 (3 SH) Seminar in Curriculum Development
EDL 634 (3 SH) Seminar in Curriculum Development	EDL 652 (1-3 SH) Advanced Topics in Educational Leadership (may be repeated)
EDL 652 (1-3 SH) Advanced Topics in Educational Leadership (may be repeated)	EDL 697 (1-3 SH) Readings and Conference (may be repeated)
EDL 697 (1-3 SH) Readings and Conference (may be repeated)	
EDL 680 (3 SH) Educational Planning	
EDL 690 (2 SH) Internship in Educational Leadership I	
EDL 691 (2 SH) Internship in Educational Leadership II	

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Table IX
Course Numbers, Titles, and Descriptions

Foundational Core

Course No	S.H.	Course Title	Description
EDL 605	3 SH	Leadership in Teaching and Learning I	The study of leadership in the teaching and learning process. Specific focus on supervision of instruction, classroom assessment strategies, and working with diverse learners. Required 35-hour research component for Ed.D. candidates on urban education.
EDL 606	3 SH	Leadership in Teaching and Learning II	Continuation of EDL 605. Includes a second 35-hour research component for Ed.D. students on urban education.
EDF 687	3 SH	Seminar in Educational Policy	Education policy and policy-making will be examined utilizing a critical socio-cultural perspective. Students will analyze the formulation and evaluation of local, state, and national educational policies.
EDT 700	3 SH	Principles of Instructional Design	Students will focus on the research and development aspect of instructional design principles and models for education and business settings. Each student will complete a major project and research paper.
EDL 701	3 SH	Leading Organizational Change I:	Theoretical foundations of change emphasizing organizational development, chaos theory, models of systemic change and critical theory. Using structural, human resource, political, and symbolic frameworks leaders will design organizational improvement plans that are purposive and can sustain meaningful change.
EDL 702	3 SH	Leading Organizational Change II:	Theoretical foundations and practical applications of strategies. Program development and evaluation aimed at organizational development and evaluation. Application of quantitative and qualitative methods to assess organizational outcomes.

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Table IX Continued
Course Numbers, Titles, and Descriptions

Specialty Area: Administrative Leadership

Course No	S.H.	Course Title	Description
EDL 610	3 SH	School Leadership I	Emphasis on enhancing students' repertoire of knowledge, skills, and attitudes in identifying educational problems and making informed decisions. Required 35-hour on-site field experience in a rural public school setting.
EDL 611	3 SH	School Leadership II	Continuation of EDL 610. Includes a second required 35 hour on-site field experience in a rural public school setting.
EDL 615	3 SH	Understanding External Environments of School Leadership I	Knowledge and skills for political and community leadership, including policy development, resource allocation, ethical and legal obligations, risk management, and contract negotiation. Required 35-hour on-site field experience in a suburban public school setting.
EDL 616	3 SH	Leadership in teaching and Learning II	Continuation of 615. Includes a second required 35 hour on-site field experience in a suburban public school setting.
EDL 617	3 SH	Personnel and Program Evaluation	Study of current principles and procedures for the evaluation of school programs and personnel.
BUS 553	3 SH	Human Resource Management	Critical study of presentation of various management philosophies and policies concerning the utilization of this resource area; topics include the selection, development and motivation of personnel.
BUS 583	3 SH	Organizational Leadership	Strategy (mission and goals) as linked to structure, human behavior, group processes, and motivation. Decision making processes and innovative methodologies, approaches and aids used to support these processes are stressed.

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Table IX Continued
Course Numbers, Titles, and Descriptions

Specialty Area: Administrative Leadership, continued

Course No	S.H.	Course Title	Description
EDL 634	3 SH	Seminar in Curriculum Development	Study of curriculum design including the setting of objectives, selection of content material, instructional techniques and program evaluation.
EDL 680	3 SH	Educational Planning	Conceptual and practical models of decision making within educational settings to identify, align, assess, and modify organizational resources to achieve institutional goals. Emphasis will be given to the comprehensive use of institutional data to systemically build budgets and planning procedures.
EDL 690	2 SH.	Internship in Educational Leadership I	Part one of a supervised administrative internship in an educational setting where interns will apply strategic, instructional, organizational and contextual leadership skills. Students will complete their action plan and initiate a professional portfolio during the semester.
EDL 691	2 SH	Internship in Educational Leadership II	Part two of a supervised administrative internship in an educational setting where participants will apply strategic, instructional, organizational, and contextual leadership skills. Students will complete their professional portfolio during this year long experience.

Table IX Continued
Course Numbers, Titles, and Descriptions

Specialty Area: Curriculum and Literacy

Course No	S.H.	Course Title	Description
RDG 667	3 SH	Multicultural Literature in the Classroom	A variety of teaching methods will be studied and applied to multicultural and multiethnic books for children in the elementary and middle grades. The implementation of various teaching philosophy will be explored.
RDG 675	3 SH	Reading and Writing as Integrated Process	Integration of theories, practices, and techniques as related to reading-writing in the elementary school. Students, in conjunction with the instructor, design lessons, construct models and collect children's writing efforts for their level.
RDG 680	3 SH	Current Trends and Issues in Reading and Language Arts	Current trends and current issues in reading and language arts. Focus on recent research and its application to reading and language arts. Courses will focus on recent research and its application to reading and language arts instruction in school settings.
RDG 686	3 SH	Literacy Instruction for Diverse Populations II	Strategies and techniques for promoting and expanding literacy among children of diverse backgrounds. Models of theoretical frameworks and analytic strategies that address children's educational needs will be practiced.
RDG 698	3 SH	Research Seminar	In-depth individual study of research that pertains to reading materials, programs, and methods. Research reports required.
RDG 700	3 SH	Seminar in Literacy	Studies in literacy research are reviewed. Emphasis on the articulation between research findings and literacy curriculum and practices in schools. Significance of research findings is studied through prescribed reading, written and oral reports and seminar discussions culminating with an open hearing on major research report presented by the student.

Table IX Continued
Course Numbers, Titles, and Descriptions

Specialty Area: Curriculum and Literacy, continued

EDL 634	3 SH	Seminar in Curriculum Development	Study of curriculum design including the setting of objectives, selection on content material, instructional techniques and program evaluation.
EDL 652	1-3 SH	Advanced Topics in Educational Leadership	Seminar addressing a specific topic in organizational leadership for educational Settings. May be repeated for a total of six credits.
EDL 697	1-3 SH	Readings and Conference	Individual or small group directed study of a specific topic under the supervision of a faculty member. May be repeated to a total of six credits.

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c) Identify program models, program standards, and sources of technical advice employed in designing the program. Enclose copies of model curricula when relevant.

The program has been designed to conform to nationwide norms for the Ed.D degree. This includes: (1) admission requirements consisting of master's degree; 3.0 GPA; above average scores on standardized admission exams (i.e. Graduate Record Examination, Miller Analogies Test); and relevant professional experiences; and, (2) program degree requirements of a 3.0 GPA; two semesters of coursework in research; completion of 60 to 65 semester hours including a coherent core and area of specialty study satisfactory performance on a comprehensive examination and completion and successful defense of a dissertation.

Many features of the program have been modeled after Ed.D. programs at the University of Maryland, College Park, University of Illinois at Springfield, Seattle University, Fordham University in New York and the program in Educational Leadership at Rowan University in New Jersey. These programs have a single focus (such as educational leadership), they are designed to be accessible to mid-career educational professionals who are employed full time (weekend and summer classes), and they incorporate the concept of a cohort group, which simplifies scheduling and reduces costs.

The proposed program incorporates some unique programmatic features that include a set of basic beliefs about and means to ensure students are retained in the program until they successfully complete their dissertation.

Basic Features and Beliefs. The program has been developed around based a set of beliefs about how best to teach and work with adult students. These translate into a number of programmatic features described below:

Students are Resources: Doctoral students possess extensive previous knowledge about the educational enterprise. To the extent possible, the instruction in the program will build upon and integrate this knowledge into the inquiry process. The use of case studies, problem-based learning, simulations, and inquiry into existing organizations will be extensive. The dissertation will be connected to students' research interests and to the larger body of knowledge that undergirds it.

Cohort Group: The social dimension of learning will be emphasized by the formation of a cohort group and small inquiry groups focused on particular specialties. Students will be expected to actively participate in the leadership and direction of these groups throughout their program. Students will also participate in individual and collaborative group investigations throughout the program.

Work Context: The work context of our students will be valued and integrated into the scheduling of courses, as well as the content of classes and assignments. Students will engage in authentic inquiry into the elements of learning communities and then design interventions aimed at improving these environments.

Authentic Assessment. Alternative assessment methods will be employed. Students will engage in year-long projects that will be included in their professional portfolio, which will constitute the major comprehensive examination. During class, and throughout the program, students will be expected to actively participate in self-assessment, peer-assessment, and learning-assessment procedures.

Dissemination: Students will be expected to "give back to their community" by designing and leading a final summer institute about the findings related to their dissertations. Participants in these institutes will be members of the organizations the students work for, as well as faculty and new students in the Ed.D./CCSU community.

Inquiry Seminars and Special Structures to Support Retention and Completion of a Quality Dissertation. Every faculty that offers doctoral studies for educational practitioners report that they face two major issues. One is how to maintain a high retention rate for busy adults who have many professional and personal demands on their time. All too often these individuals complete their coursework, but never complete their final study that leads to the dissertation. A second is how to help students do a quality dissertation that can be applied to their work and practitioner aspirations.   The proposed program will use "inquiry seminars" to address both of these issues. Inquiry seminars will be ongoing from the beginning of the program. They will include study of inquiry and research methods as well as serve as a source of emotional and intellectual support for students throughout the program, since they will be taken as a cohort. In addition each

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seminar will purposefully help the student engage in his/her dissertation topic. Inquiry seminars will also make use of distance learning and web-based instruction as a further way to keep in touch with faculty and cohort members. Table X summarizes the content of each of the inquiry seminars.

c) *Indicate any requirements and arrangements for clinical affiliations, internships, and practical or work experience. Describe how there will be administered and furnish the following assurances: 1) the courses of the program, and the related clinical or work experience, have been articulated with appropriate credits assigned; 2) the work activities of the students will be structured by the institution as an educational experience with supervision, teaching and evaluation under the control of the college; 3) agreements or contracts exits between the institution and the agency in which the students will receive their practical experience.*

There will not be any overall requirement for internships in this program. However, students who want to qualify for the superintendent's or the principal's certificate will be required to fulfill the clinical experiences required by the Connecticut State Department of Education. In most instances this experience will take place during the second academic year of the program.

Table X

Summary of Content for Inquiry Seminars

EDL 710	2 SH	Inquiry Seminar I: The Study of Human and Organizational Learning	Educational research ethics, and the relationship between research and and the purposes of schooling. Students refine information gathering skills, and plan a field study to describe human and/or organizational learning (to be completed during the academic year).
EDL 711	3 SH	Inquiry Seminar II: Quantitative Research	Quantitative methods for educational research with emphasis on climate and attitude surveys; comparative studies addressing race, class, and gender differences; and quasi-experimental designs. The first field study is on-going.
EDL 712	3 SH	Inquiry Seminar II: Qualitative Research	Qualitative research applications for education: interviews, participant-observation, case study, content analysis, ethnography, historical inquiry, and philosophical studies. Ethical and methodological issues. Students complete their first field study.
EDL 713	2 SH	Inquiry Seminar IV: Study of Organizational Change	Application of quantitative, qualitative and action research methodologies to studies of the change process. Students prepare a proposal, including an integrative review of the literature, for a six-month study of organizational and cultural changes.
EDL 714	2 SH	Inquiry Seminar V: Advanced Research Design	Design experiments, randomized field experiments, interrupted time series, critical ethnography, portraiture, and other advanced quantitative and qualitative methods. Matching design and method to contexts, questions, and researcher intentions. Students complete their second field study.

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Summary of Content for Inquiry Seminars

EDL 715	2 SH	Inquiry Seminar VI: Advanced Research	Continued study of advanced research design. Students begin the Internship dissertation proposal: needs assessment and consultation at the field site, writing the literature review, and carrying out pilot studies of methods and instrumentation.
EDL 716	2 SH	Inquiry Seminar VII: Dissertation 1	Completion and defense of the dissertation proposal. Preparation for the comprehensive examination. Students work through the summer with their dissertation advisors both individually and in small group tutorials.
EDL 717	6 SH	Inquiry Seminar VIII: Dissertation 2	Dissertation research and writing. Seminars provide intellectual and emotional support for problem solving related to ethical, political, and methodological dilemmas; conflicts of purpose; time management; and stress. One-on-one and small group meetings with the dissertation advisor.
EDL 718	6 SH	Inquiry Seminar IX: Dissertation 3	Continuation of EDL 717. Seminars provide intellectual and emotional support. One-on-one and small group meetings with the dissertation advisor. Students complete the dissertation.
EDL 719	2 SH	Inquiry Seminar X: Disseminating	Students complete and defend their dissertations, and present research findings to appropriate audiences during professional development workshops for education leaders. Preparation of conference proposals and articles for publication.

7. Resource Centers and Libraries

CCSU has quite strong library resources to support an Ed.D. However, as identified in the study done by the Educational Alliance, additional resources will be required. The library's current strengths are discussed here. Needed additional resources will be described in the Cost Proposal.

The current building housing the Elihu Burritt Library was opened in 1972. The mission of the Burritt Library is to offer comprehensive information, services, and collections to support the University's information goals, and to meet the research needs of the university community.

The Library contains 97,375 square feet of assignable space. It is divided into four floors and eight stack levels, is fully air-conditioned and has a seating capacity of 1,464 people. A separate curriculum laboratory on the third floor contains a classroom and an extensive collection of textbooks and curriculum materials.

Librarians, support staff, and student helpers are available to provide services including circulation, reference, reserve, acquisitions, on-line searching, interlibrary loan, cataloging, and collection development. There is access to photo copiers, microcomputers, and audiovisual equipment. The Library, including the Curriculum Lab, is open 86 hours a week when school is in session.

Access to materials in the Library is provided through CONSULS, Innovative Interfaces, Inc.'s on-line system, which supports all four CSU libraries. The system is accessible through terminals in the Library as well as from the campus VAX, the Internet and from remote or dial-in sites. It provides the public with access not only to the joint CSU on-line catalog but also to the CCSU Library Reserve collection, specific indexes and abstracts, and to other libraries' catalogs. It also provides the Library with a fully integrated system that incorporates important functions;

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these functions include modules that support acquisitions, serials, circulation/reserve and cataloging.

It should be noted that CONSULS serves all four schools of the Connecticut State University, expanding the collection dramatically. Patrons are able to place a "hold" on books located at other CSU campuses and have them delivered by van to the local campus library. In addition, the Connecticut State Library joined CONSULS in 1997 as the fifth member of the consortium.

Burritt Library holds over 600,000 bound volumes, including 99,000 periodicals. There are 526,600 microfilms, including 17,000 reels of microfilm. It has nearly 3,000 current periodical subscriptions.

In addition to supporting the curriculum of the University in its general collections, the library has a number of special collections. Some of these include the 16,000 volume Polish Heritage collection, the Connecticut Polish American Archive Collection, the Equity and Diversity Issues Collection which includes the A.B.L.E. Archives on gender equity, University Archives, and the Bruce Rogers Collection. The Library is a partial depository for U.S. Government publications, totaling over 103,900 documents.

Of particular interest to educators is the Curriculum Laboratory which contains over 100,000 books, filmstrips, computer software, study prints and pictures, recordings, sound and video cassettes, teaching aids, games and slides. The Italian Resource Center is also located next to the Curriculum Laboratory.

Materials not available in the library collection can be acquired through Interlibrary Loan available to all students and faculty. This service makes use of several consortia including the Capitol Region Library Council, the New England Library Network (NELINET), On-Line Computer Library Center (OCLC), and reciprocal lending and borrowing arrangements with over 100 academic libraries in the New England region.

The development of the library collections is a mutual responsibility shared by teaching faculty and the librarians. Each academic department has an appointed library liaison whose job it is to represent the department's library interests. Within the library, individual subject assignments are made to librarians who work with the faculty liaisons to develop specific collections. Librarians and faculty are encouraged to review collections for appropriateness to the curriculum and for currency. When funds are available, journals are added to the collection primarily on an annual basis.

Electronic products have become important resources for all libraries and Burritt Library has made a considerable investment in on-line databases. Currently the Library provides access to more than 24 separate collections, including ERIC, APA's PsychInfo, Lexis-Nexis and the GPO Database. Other electronic information includes access to OCLC's First Search which permits access to an extensive number of online databases. Full text information is provided through Project Muse and through Encyclopedia Britannica Online. Information retrieval is further facilitated by mediated searches to over 400 databases (provided free to faculty and at subsidized rates to other users).

8. Admission Policies

Describe any additions to or variances from the general admission requirements of the institution. For graduate programs, describe specific admissions requirements.

Consistent with regional and nationwide norms, applicants will be expected to complete a graduate school application and submit certified academic transcripts. Students will be admitted according to the following criteria:

- Masters degree relevant work experiences beyond the bachelor's degree
- 3.0 GPA for graduate work completed

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- Above average score on either the Graduate Record Exam or the Miller Analogies Test.

- Three letters of reference attesting to the individual's intellectual and professional competence.

- Satisfactory essay, interview, and a letter committing to summer study and other conditions of the program.

9. Facilities and Equipment

Describe any specialized physical facilities and specialized equipment which are necessary to initiate and maintain the program. If materials are not available already, provide a schedule for their acquisition.

Media Center. CCSU has a Media Center that maintains the Faculty Computing Laboratory for use by all full-time and adjunct faculty. The laboratory is staffed by university assistants and supervised by the Assistant Director—Graphic Design. Faculty use the laboratory and gain assistance with the production of computer based teaching materials. They may also use the laboratory for the development and posting of their personal and departmental web pages. Laboratory personnel conduct workshops on web page development.

This laboratory also maintains a variety of multimedia production software on both PCs and Macintosh platforms. The lab provides ten computers, five Windows and five Macintosh. Members of the Media Center staff assist faculty in the use of specific software and projects as needed. Flatbed scanning is available on both platforms. Slide scanning is available on a Macintosh. Digital video capture is available on both platforms. Digital video editing and output to videotape or CD ROM is available on both platforms.

The Media Center maintains video production facilities for use by faculty in the production of video-related materials. These include two three-camera studios, portable camcorders and

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tripods and two linear editors. Workshops are provided in the use of this equipment and studio productions are provided on a limited basis.

The Media Center also maintains a collection of videotapes. Faculty can access the catalog for the videotape collection on the networked desktop computers or via modem from any computer that can connect to the university's computer network. Faculty can check out materials for relatively brief periods of a few days. Selected titles can be placed on reserve for student viewing in the library. Students may also view tapes in the Media Center on a walk-in basis.

The Media Center allocates to academic departments film/video rental funds each academic year based on departmental requests, past history of departmental rentals and availability of funds. Film rental allocations for the past three academic years averaged $4,500. Faculty can request film/video rentals for titles not already owned by the Media Center.

Faculty and Campus-wide Computing. The Information Systems Department at CCSU is responsible for networking all computers on campus and provides every faculty member with a computer. The Academic Computing Unit is under the Associate Vice President for Academic Affairs. Over the three years, every faculty member in the university has been provided a new, state-of-the art computer. Further, the university has developed procedures and resources to replace faculty computers on a three or four-year cycle. All faculty have state-of-the-art voice mail and e-mail services and the Internet. All department offices have new computers and communication services.

The PC/Macintosh Microcomputer Lab located in the Marcus White Annex is the main computer laboratory on campus, offering more than 210 computers (a combination of PC Compatible and Macintosh computers) and 25 laser printers for student use. All of the computers have direct access to the Internet and can be used as remote terminals connected to the mainframe computer. Users have access to any of the hardware and software available on a first-

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come, first-serve basis. All students can be issued a computer account for use of the VAX mainframe computer.

Center for Innovation In Teaching and Technology. The Center for Innovation in Teaching and Technology (CITT) is a technology facility within the School of Education and Professional Studies, developed to prepare teacher candidates, other education personnel, and graduates to become more effective in applying technology to instruction. The Center has four distinct facilities, each with a different purposes.

Faculty Development and Research Lab. The primary purpose of the lab is to provide faculty in the School of Education and Professional Studies the opportunity to research and develop instructional projects using technology. These projects are intended to be presented at conferences, used to enhance the classroom experience, or to serve as a springboard to other research projects.

Electronic Classroom. This area uses cutting edge technology to teach students preparing to be teachers and students in graduate classes in educational technology. The electronic classroom has fifteen stations, one instructor's console, and two imaging/printing stations.

Multimedia Lab. This lab allows graduate or undergraduate students to develop interactive and adaptive client-based instructional projects. This area can also be used for small seminars or colloquia to facilitate small group interaction. There are eight workstations, two imaging stations, two video digitizing stations, and two printers (color and black and white).

Micro Assessment Lab. The primary purpose of the Assessment Lab is to capture, analyze, evaluate and provide feedback to teacher candidates. The student teacher's performance will be captured on video using two video cameras. The lab is networked with a state-of-the-art digital and analog editing and distribution room.

The center has leading edge technology. It currently uses the Macintosh platform in all of the four facilities. There are thirty 8600 and 8500 Macs (AV) with 17" AV monitors. In

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addition, there are four high-end scanners, three photo-finish laser printers, and one digital camera. In the electronic classroom, the instructor uses video projection and a digital camera to display information on the screen. All the labs have electronic mail and Internet (Netscape) capabilities. The center also has two servers to meet its Internet web site needs.

Attachments

Mission Statement

CENTRAL CONNECTICUT STATE UNIVERSITY

Mission

Central Connecticut State University is a community of learners dedicated to teaching and to scholarship. We encourage the development and application of knowledge and ideas through research and outreach activities. We prepare students to be thoughtful, responsible and successful citizens.

Fulfilling the Mission

Central Connecticut State University is, above all else, about teaching undergraduate and graduate students. Our research endeavors improve us as teachers and expose our students to methods of inquiry. The public service expected of all members of our community benefits our society—local and global—and builds our sense of citizenship.

We value the development of knowledge and its application in an environment of intellectual integrity and open discourse. We expect that members of the university will engage in activities ranging from basic research and the creation of original works, to helping individuals and organizations achieve success in purely practical endeavors. All these activities enrich our community of learners.

As a public university, we receive support from the state of Connecticut. We have two designated Centers of Excellence and many nationally accredited programs. We take very seriously our commitment to provide access to higher education for all citizens in this state who can benefit from our offerings. Our high expectations for ourselves contribute to the fine quality and continuous improvement of our undergraduate and graduate programs. We believe that quality and access are compatible and simultaneously achievable; our objective is to provide the support needed for our students to reach their full potential.

We also believe that higher education should promote the personal and social growth of our students, as well as their intellectual achievement and professional competence. We provide various opportunities for students to engage in activities or to join organizations and clubs where they develop leadership and other social skills. We foster a welcoming environment in which all members of our diverse community receive encouragement, feel safe, and acquire self-confidence.

Vision

Central Connecticut State University aspires to:

- be the premier public comprehensive university in Connecticut, with teaching as its primary focus, enhanced by the dynamic scholarship of its faculty;
- be highly regarded by its many constituents;
- be a significant resource contributing to the cultural and economic development of Connecticut;
- be global in its perspective and outreach; and
- be widely respected as a university dedicated to innovative, activity-based, life-long, and learner-centered higher education.

Resume

Rigazio-DiGilio, Anthony, Ed.D.
Associate Professor, Department of Educational Leadership
Graduate Faculty
Appointed 1990

1. Academic Degrees (degrees, institutions, dates, fields of specialty)
   Ed.D. University of Massachusetts: Amherst   1985   Instructional Leadership

   B.S.   State University of New York   1973   Early Secondary Social Studies

   Other Education and Certificates

   Certificate of Achievement - Family Psychotherapy, Bristol Hospital Family Training Institute:
   Bristol, CT 1979

2. Professional Experiences (List last first, including elementary and secondary teaching and
   school support service)
   1996-97:   Acting Chairperson, Department of Educational Leadership
   1986-1990:   Principal, Griswold Elementary School, Berlin, CT
   1980-1986:   Principal, Woodstock School, Child and Adolescence Psychiatric Services,
                   Mount Sinai Hospital, Hartford, CT
   1976-1980:   Director, Alternative Learning Program, Valley Human Services, Ware, MA
   1974-1975:   English Teacher, Notre Dame High School, Springfield, MA

3. Faculty and Administrative Load (most recent full year)

   Fall Semester, 1996
       EDL 650: Internship in Educational Leadership   3 semester hours
       Chair / Advising / Grants Director   3 semster hours

   Spring semester, 1997
       Chair   3 semester hours
       Grants Director   6 semester hours

   Summer Semester, 1997
       Grants Director   6 semester hours

   Fall Semester, 1998
     Sabbatical Leave

   Spring Semester, 1998
       EDL 698: Internship   6 semester hours
       EDL 650: The Principalship   3 semester hours
       EDL 617: Program and Personnel Evaluation   3 semester hours

Other Collegiate Assignments
Member, Vice President for Academic Affairs Search Committee
Acting Chair, Department of Educational Leadership
Advisor: Graduate Students in Educational Leadership Master's and Sixth Year Certificate program
School of Education and Professional Studies Long Range Planning Committee
Editorial Board Member, Issues and Inquiry in College Learning and Teaching
Editorial Advisory Board Member, Matter of Principals, Newsletter for Connecticut Principals
Graduate Studies Committee

4. Current Professional and Academic Membership (asterisk meetings attended)
    * American Educational Research Association (AERA)
    * Association for Supervision and Curriculum and Development (ASCD)
    Phi Delta Kappa
    Connecticut Council on Personnel Development in Special Education

5. Current Professional Assignments and Activities (non-teaching)
    Professional Development School Network: Director of PLUS
    PLUS (Partnership for Learning in Urban Schools) Conceptual Planning Team
    Presenter of Workshops to Local School Districts that include: New Britain Consolidated School
    District; Windsor Public Schools, Canton Public Schools, West Hartford Public Schools,
    Plymouth Public Schools, Bristol Public Schools, Manchester Public Schools, Litchfield Public
    Schools.

6. Publications (Select from most recent and most important)
    Lindgren, Richard, Russo, Thomas, D'Annolfo, Suzanne, Howley, Eileen, Lindgren, Robert,
        Rigazio-DiGilio, Anthony (1997). Teacher Portfolios: Promoting and sustaining professional
        growth through the development of teacher portfolios. Hartford, CT.

    Rigazio-DiGilio, A. (1995). Elementary Science. In T. Mason, A. Rigazio-DiGilio, P. Lemma, K.
        Stansbury, M. Adams, and D. Pearson, Toward a vision of elementary teaching and learning,
        Monograph, Connecticut State Department of Education: Hartford, CT.

    7. Papers Presented (Select from most recent and most important)
    Rigazio-DiGilio, A. Lemma, P., Lisi, P., Ferrara, M., Riem, K., Leone, L., & Demos, E. (Feb.
        1996). Defining leadership within a professional development school partnership. American
        Association of Colleges of Teacher Education, Chicago, IL.

    Rigazio-DiGilio, A., Lemma, P. (April 1995). Examining the impact of integrated instruction.
        American Educational Research Association, San Francisco, CA.

8. Research (list funded or personal research, special studies, research in progress)
    Principal Investigator - Eisenhower Professional Development Grant ($1,100,000), to establish
    professional development schools at the elementary level using standards-based instructional
    practices.
    Director, Funds to Improve Education - OERI - Department of Education. Partners for Learning in
    Urban Schools (PLUS). A three year grant to design and implement standards-based professional
    development schools.
    Director, Field Test Site - National Board for Professional Teaching Standards
    Principal Investigator - Elementary Teacher Performance Assessment Project - State of
    Connecticut. This was a three year grant ($300,000) to design performance-based assessments for
    elementary teachers.

Cost Proposal

An Application

For

Licensure of a Program of Higher Learning
within an Accredited Connecticut Institution of Higher Learning

Cost Proposal

Ed.D. in Educational Leadership

Submitted by

Department of Educational Leadership
School of Education and Professional Studies
Central Connecticut State University

April 17, 2000

Ed.D. Cost Proposal

Attached are three charts that project revenues and costs of the proposed Ed.D. Program at Central Connecticut State University.   Chart 1 shows the number of Student Credit Hours (SCH) generated in the program and the faculty work load (FWL) associated with each component of the program. In Chart 2 student credit hours (SCHs) are translated into revenues for the program and faculty workload is translated into costs for the program.   Chart 3 summarizes revenues and costs over a three-year period of time.

Below are summaries of the assumptions on which data in Charts 1-3 are based.

Assumptions about Revenues

1. The program will consist of a 25-student cohort admitted yearly. Revenues have been calculated assuming that three students will drop out after year 1 and 2 more after year 2.

2. Revenues are calculated at $300 per semester hour.   This is the amount recommended by the Education Alliance. It is more than the $220 currently charged for master's students at CCSU and less than the $435 per credit hour charged at the University of Hartford.

3. Revenues are calculated based a 3% tuition increase each year.

4. Revenues, in the long term, will reflect the requirement that after Year 3, students must continue to enroll for 3 SH dissertation credits each semester until the dissertation is completed. This is to cover the cost of advising. This revenue is not shown in the current working budget.

Assumption about Costs

1. Costs include a half time (6 SH per semester) faculty position to coordinate the program during the academic year and during the summer.

2. Costs include a full-time person to provide clerical and logistical support to the program.

3. Costs include faculty time calculated at current contractual workload arrangements.

4. Costs are calculated based on a 3% increase in faculty salary each year.

5. Costs assume that additional resources for the library and for advertisement will be required. These cost are based on the recommendations made by the Education Alliance.

Work Load Assumptions and Recommendations

This proposal has been built on several assumptions about workload for faculty. These include the following:

1. Most of the coursework in the program will be conducted during summer session. It is recommended that each faculty member who teaches a 3SH course in the summer be paid at contractual rate, plus be given 1SH load for program planning and advising. This is particularly important during the early years of the program.

2. An Ed.D. program with part-time students will require more coordination than many other programs. The cost proposal assumes a .5 FTE coordinator during each semester of the academic year as well as during the summer.

3. An important aspect of any doctoral program is the dissertation and faculty advising to support students as they plan and complete their study. The cost proposal assumes that the dissertation proposal will be developed during spring semester of the second academic year. At that point the student's dissertation advisor will begin receiving 1 SH load for doctoral advising until the dissertation has been completed.

4. Serving on dissertation committees is another important feature of a doctoral program. The cost proposal assumes that each student's committee will be comprised of an advisor, one faculty member from the School of Education and Professional Studies (SEPS) and one faculty member outside of SEPS. Each faculty, other than the major advisor, will receive .5 SH load for serving on dissertation committees. No advisor will be allowed to do dissertation advising for more than 4 students at any one time.

Revenue/Cost Summary

1. One full faculty FTE will be required the first year of the program and an additional 1.5 FTE will need to be added by the time Cohort 1 reaches the dissertation stage of the program and cohort 3 matriculates.

1. In the initial year of the program, costs will exceed revenues by $70,000 to $90,000.

2. By year two costs and revenues will balance.

3. By year three revenues will exceed costs by $25,000 to $40,000.

Chart I
Three Year Projection of Student Credit Hour and Faculty Work Load

| | Year 1 | | | | | | Year 2 | | | | | | Year 3 | | | | | |
| | Summer | | Fall Sem | | Spring Sem | | Summer | | Fall Sem | | Spring Sem | | Summer | | Fall Sem | | Spring Sem | |
	SCH	FWL	SCH	FWL	SCH	FWL	SCH	FWL	SCH	FWL	SCH	FWL	SCH	FWL	SCH	FWL	SCH	FWL
Program Coordination		6		6		6		6		6		6		6		6		6
Teaching for Cohort 1	11	11	IS* 3 SC 3	3 3	IS 3 SC 3	3 3	11	11	IS 3 SC 3	3 3	IS 3 SC 3	3 3	IS 2 SC 3	3 3	DS 6	20	DS 6	20
TOTALS New FTE	11	17	6	12	6	12 (24 FWL = 1 FTE)												
Teaching for Cohort 2							11	11	IS 3 SC 3	3 3	IS 3 SC 3	3 3	11	11	IS 3 SC 3	3 3	IS 3 SC 3	3 3
TOTALS New FTE							22	27	12	18	12	18 (36 FWL=1.5 FTE)						
Teaching for Cohort 3													11	11	IS 3 SC 3	3 3	IS 3 SC 3	3 3
Totals New FTE													28	34	19	38	19	58 (76 FWL=3.17 FTE)

*   IS = Inquiry Seminar SCH = Student Credit Hours
** SC = Specialty Courses FWL = Faculty Work Load

Chart 2
Three Year Projections of Revenues and Costs: Present Load Arrangements

		Year 1	Year 2	Year 3
I.	Enrollments			
	Cohort 1	25	22	20
	Cohort 2		25	23
	Cohort 3			25
II.	Credit Hours			
	Cohort 1	12	10	14
	Cohort 2		12	10
	Cohort 3			12
III.	Revenues			
	A. Tuition/Fees	300	309	318
	B. Total Revenue	90,000	160,680	257,580
IV.	Expenses			
	A. Faculty Teaching/Planning (1,065 CH S) (65,000 AY*)			
	Salary	32,500	61,370	189,6
	Benefits @ .0804 (S) @ .35 (AY**)	11,375	21,480	66,372
	B. Faculty Coordination (.5 FTE)	32,500	33,475	34,479
	Benefits	11,375	11716	12,068
	C. Staff Support (35,000 per yr*)			
	Salary (1. FTE)	26,250	27,038	27,849
	Benefits @ .4184	10,983	11,313	11,652
	D. Library			
	Materials	20,000	20,000	0
	Journals/Electric	50,000	50,000	0
	E. Development			
	Faculty	20,000	20,000	10,000
	Materials***	5,000	5,000	5,000

*   Year 1 estimate with 3% increase built into subsequent years
**   Benefits can range from 27 to 41 percent. 35% was chosen as midrange.
***   Materials for advertisement and recruitment

Chart 3
3 Year Summary of Revenues and Costs: Present Load Arramgements

Year 1

Total Revenues	172,500
Total Salaries	160,419
Total Non Salary	95,000

Difference Cost/Revenues   **(82,919)**

Year 2

Total Revenues	320,433
Total Salaries	218,909
Total Non Salary	95,000

Difference Cost/Revenues   **6,524**

Year 3

Total Revenues	457,284
Total Salaries	403,332
Total Non Salary	15,000

Difference Cost/Revenues   **38,952**

Assumptions

1. Each cohort will start with 25 students, lose 3 after year 1 and 2 more after year 2.

2. $300 per credit hour is the amount suggested by Education Alliance. This is more than the $220 CCSU currently charges and less than the $435 per credit hour charge at the University of Hartford.

3. Faculty will receive 1 Work Load Credit Each Semester for Advising Dissertation

4. After Year 3, students must continue to enroll for 3 SH dissertation credit each semester to cover cost of Faculty Advising.

5. All electives in the program will not require a new course. Current courses in the 6th-year certificate programs in Educational Leadership and Reading can be used in the doctoral program.

Strategic Plan

**School of Education and Professional Studies
Strategic Plan**

Prepared by the School of Education and Professional Studies
Long-Range Planning Committee:

Richard Arends, Mitch Beck, David Harackiewicz, Penny Lisi,
Mary Jane Williams,
Paulette Lemma, David Monti, Karen Riem

Spring, 1998

With the Assistance and Critique of The Council of Chairs and
NEW Faculty Assembly

Draft Version, Final Approval Pending

School of Education and Professional Studies
Strategic Plan: 1998-2003

Introduction

This document describes the School of Education and Professional Studies' Long-Range Strategic Plan for the years 1998-2003. It builds on the School's previous 1993-1998 Long-Range Plan. The overall mission and guiding principles and values remain essentially the same. However, action priorities are extended and changed to include new trends and challenges as well as to recognize accomplishment over the past five years.

The process used to develop the 1998-2003 Long-Range Strategic Plan considered of the following steps by the School's Long-Range Planning Committee:

- Review the 1993 Long-Range Strategic Plan and yearly progress reports to determine the degree to which previous priorities had been accomplished.

- Read selected documents that provided environmental scanning for the immediate future.

- Facilitated an half-day workshop in January, 1998 for faculty in the School of Education and Professional Studies and education faculty in other Schools for the purpose of listening to Dr.   , a well-known futurist and for brainstorming long-range ideas and priorities.

- Took the information from the January workshop and decided that the 1998-2003 Long-Range Strategic Plan should be organized around several themes: *Diversity, Community, Assessment, Leadership, Technology, Teaching and Learning.*

- Facilitated a special meeting of NEW to discuss a draft version of the School's Long-Range Strategic Plan and to obtain more faculty input.

1

Mission, Values, and Themes

Mission

The faculty of the School of Education and Professional Studies constitute a professional school committed to quality preparation of professionals in education and other human service settings. As an integral part of Central Connecticut State University, the faculty embraces the mission of its parent organization in the belief that we should serve as an "accessible, responsive and creative intellectual resource" for educators and human service specialists and institutions in the Connecticut's capital region. Under an overall encompassing theme of **"preparing leaders for service in our communities"** it is our MISSION to provide leadership within the region for:

- preparing beginning teachers to serve in the region, the State, and the nation.

- providing advanced preparation to administrators, teachers, counselors, and other educational specialists.

- providing advanced preparation to specialists in health fitness, family counseling, and nursing.

- creating, synthesizing, and disseminating knowledge that informs our own activities and that of practitioners in the professions.

- serving members of the educational community and related professions in the region and across the State of Connecticut.

- providing leadership for the purpose of influencing educational and social policies at the local, State and national levels.

Principles and Values

In pursuit of our mission we will be guided by a set of principles and beliefs which stem from basic values such as educational quality and intellectual integrity, high standards and distinction, and respect for diversity and social justice. Specifically, our work will be guided by the following principles:

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- <u>High Standards</u>. All professional preparation programs should be characterized by distinction and those being prepared should be encouraged to aspire and meet the highest of standards.

- <u>Respect for Diversity</u>. All professional preparation programs should be committed to strategies that foster understanding of and respect for of all persons within a multicultural society.

- <u>Educational Access and Social Justice</u>. All professional preparation programs should promote access for a diverse learning community of students and serve as advocates for groups that have been traditionally underserved.

- <u>Collaboration</u>. All professional preparation programs should recognize the need for evolving partnerships with educational and human service institutions within the region and State for the purpose of working toward improvement and for enhancing our own teaching and scholarship.

- <u>Expanding Opportunities</u>. All professional preparation programs in education should be developed so that graduates are committed to providing first-rate and expanded educational opportunities to all learners in society.

- <u>Effective Teaching</u>. All faculty should be committed to serving students and providing them with the highest quality of teaching supported by appropriate intellectual and scholarly agendas.

- <u>Intellectual Integrity</u>. Research and other forms of scholarly activity should play a critical role in refining and expanding the knowledge base and in improving the quality of professional practice.

- <u>Student Development</u>. The school as a whole should be committed to student development through specific activities aimed at developing reflective practitioners and life-long learners.

- <u>Faculty Development</u>. The school as a whole should be committed to faculty development through specific programs and by encouraging faculty to engage in scholarly inquiry within their professional fields.

Our History and Heritage

Central Connecticut State University was established as the New Britain Normal School. Founded in 1849 to train teachers for the "common schools", the New Britain Normal School graduated its first class in 1850, thus becoming the sixth institution of its kind in the United States.

The University has developed from its "roots" as a normal school, to Teachers College in 1933, to Central Connecticut State College in 1959, and finally to its present status as Central Connecticut State University in 1983.

Through its multi-thousand graduates over the years, the influence of the University upon the educational programs of the schools has been of far-reaching consequences for the general welfare of the citizens of Connecticut and beyond. Today, the School of Education and Professional Studies of Central Connecticut State University is widely recognized as a leader in education and human services maintaining the exemplary heritage that began almost one hundred and fifty years ago.

Themes to Guide our Work From 1998-2003

Five themes were developed to facilitate the pursuit of the School's *mission*, which has been summarized as **Developing leaders for service in our communities.** These themes described in the section that follows include: Diversity, Technology, Leadership, Community, and Assessment.

Teaching and Learning in the School of Education and Professional Studies

We are committed to modeling innovative and effective approaches to teaching and learning through active consumption of and contribution to relevant research, a continuous reflective analysis of programs and practices, active participation in a wide range of professional networks, and through the preparation and support of professionals who apply best practices and engage in life-long learning.

The following *themes* were derived from a set of defined *principles and values* and designed to facilitate the pursuit of our *mission*, which has been summarized as:

Developing leaders for service in our communities.

As members of an increasingly diverse and technologically evolving learning community:

Diversity

We are committed to modeling a new conception of diversity in practice through developing innovative intellectual and institutional structures and through recruiting, preparing and supporting professionals from a representative variety of constituencies for leadership roles in a diverse society.

Technology

We are committed to acting as models, colleagues and mentors in the recruitment, preparation and support of professionals who possess state of the art skills and tools and the disposition to use and design technology creatively and responsibly.

Leadership

We are committed to modeling innovative leadership practices through engaging in research and reflective dialogue, actively facilitating change within our professions and our communities, and providing information, opportunity and support for professionals as they prepare to assume effective and responsible leadership roles in society.

Community

We are committed to developing a dynamic learning community by supporting and challenging one another, mentoring, modeling and communicating at all levels, celebrating individual and collaborative efforts, and preparing professionals with the skills and dispositions to create and sustain successful learning communities beyond our own.

Assessment

We are committed to developing, modeling and employing effective and forms of measurement as we evaluate the success and impact of programs, interventions and student progress and as we recruit, prepare and support professionals with essential reflective and critical thinking skills and dispositions.

Theme: Diversity

We are committed to modeling a new conception of diversity in practice through developing innovative intellectual and institutional structures and through recruiting, preparing and supporting professionals from a representative variety of constituencies for leadership roles in a diverse society.

⇒ Engage in Grand Conversation: Diversity Issues
- Who are we and who are our students, partners, stakeholders, etc.?
- What does it mean to be a diverse community of learners?
- What are the needs of a diverse community of learners?
- How can we further diversify our community through creative recruitment and retention efforts?

⇒ Re-examine/align policies, structures and procedures related to recruitment and retention of a diverse pool of students and faculty (departments, SEPS, CCSU, SDE, etc.)

⇒ Encourage and support greater integration of diversity issues and content within courses, programs, research, assessment and evaluation

⇒ Participate in professional development related to diversity and equity

⇒ Identify students' varied needs and advocate for appropriate changes in policies and procedures at course, department, SEPS, university and SDE levels (admissions, scholarships, advisement, scheduling, etc.)

⇒ Reconfigure Long Range Planning Committee to reflect diverse representation within SEPS community

⇒ Identify faculty members, students and partners with special expertise related to diversity issues (Diversity Resource Group)

⇒ Develop and share (within CCSU, SEPS, partner sites, etc.) ways to consistently model appropriate diversity-sensitive teaching/leadership behavior (embedding concepts, inclusive activities and content, etc.)

⇒ Complete development, approval, implementation of bilingual endorsement program

⇒ Enhance opportunities for mentoring and recruitment of students from under-represented groups at partnership sites and in the local community (Y.E.S. clubs, Future Teachers' Club)

⇒ Develop partnerships with local business and community members for sharing knowledge, experience and training related to equity issues

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Theme: Technology

We are committed to acting as models, colleagues and mentors in the recruitment, preparation and support of professionals who possess state of the art skills and tools and the disposition to use and design technology creatively and responsibly.

⇒ Engage in Grand Conversation: What is the impact of technological growth on a diverse learning community such as SEPS (ethics, budget, content, needs, process, physical plant, equity, etc.)?

⇒ Identify student and faculty needs and advocate for appropriate changes in policies, procedures, physical plant, classroom space allocation, content, assessment and professional development at course, department, SEPS, university and SDE levels

⇒ Develop and share (within CCSU, SEPS, partner sites, etc.) ways to enhance learning, teaching and inquiry through the creative use of all available technology

⇒ Assist faculty members as they expand repertoire of skills/strategies for technology use so that appropriate applications and tools are integral parts of courses

⇒ Facilitate availability of state of the art computers for all faculty members

⇒ Explore approaches to assuring that all SEPS students have personal computers suitable for use with state of the art applications

⇒ Provide funding and other supports for technology development projects and research

⇒ Develop creative and informative Web page for SEPS and related courses and projects

⇒ Ensure adequate access to SEPS and CCSU computer labs (with appropriate technicians, support and development staff)

⇒ Utilize technology to enhance community through electronic dialogue, collaboration, research, etc.

⇒ Utilize technology to automate placement tasks, to track program and student data and to maintain connections with graduates, excellent field site personnel and other partners

⇒ Explore possibilities for interactive learning (local or distance) as a regular part of SEPS programs

⇒ Implement HB classroom improvements based on programmatic goals and needs

⇒ Develop partnerships with local business and community members for sharing knowledge and training about uses of technology to enhance learning, teaching and productivity

Theme: Leadership

We are committed to modeling innovative leadership practices through engaging in research and reflective dialogue, actively facilitating change within our professions and our communities, and providing information, opportunity and support for professionals as they prepare to assume effective and responsible leadership roles in society.

⇒ Engage in Grand Conversation: What is school leadership? What models of leadership might meet the requirements of the SEPS mission?

⇒ Devise recruitment efforts that will identify and attract students who are predisposed to do the level and kinds of work we would like to see

⇒ Encourage and develop opportunities for SEPS students to work with faculty on leadership teams (research, projects, etc.)

⇒ Provide support for and connections to SEPS graduates as leaders during their first professional year

⇒ Create multiple opportunities for developmental mentoring by CCSU students at the undergraduate, graduate and post-graduation levels

⇒ Continue to pursue the offering of an Ed.D. designed as cutting edge leadership training

⇒ Formally explore what constitutes excellence in teaching and provide leadership at the university level through professional development and active modeling of best practice

⇒ Provide local, regional and national leadership with regard to education-related issues (ex. school reform, multiculturalism, equity, etc.)

⇒ Work with CCSU, SDE and professional organizations to influence policy and create support structures for all of the above

Theme: Community

We are committed to developing a dynamic learning community by supporting and challenging one another, mentoring, modeling and communicating at all levels, celebrating individual and collaborative efforts, and preparing professionals with the skills and dispositions to create and sustain successful learning communities beyond our own.

⇒ Engage in Grand Conversation: What is a learning community? What are our responsibilities as community members and service providers?

⇒ Seek/create more opportunities for team learning (like PLUS, Unite, Project Impact, etc.)

⇒ Create structures that promote accountability and encourage responsibility-taking by community members

⇒ Find new ways to invite people to become involved (advisory boards, partnerships, adjuncts, etc.)

⇒ Create common database(s) so everyone has access to information and knows what's going on

⇒ Create multiple opportunities and time for dialogue, vision development, forums for getting messages out (Dean's meetings, department meetings, NEW, Grand Conversations, PDS Network meetings etc.)

⇒ Focus on one theme each year (all of SEPS) for in-depth discussion and exploration by entire SEPS community

⇒ Create university and SEPS structures for cohort grouping and alternate programming

⇒ Identify (profile) our 'students' and survey them to identify needs and preferences

⇒ Explore models of flexible scheduling, full-year programming and alternative staffing in order to render SEPS programs more student and faculty friendly

⇒ Clarify optimal balance between number of students enrolled and quality of programming available and advocate for appropriate policies, structures and supports

⇒ Revise program structures and credit load configuration (ex. 4 cr. hr. courses, credit for advisement, etc.) in light of changing program paradigm and associated professional roles

⇒ Work with overall university process to ensure effective advisement prior to admission into professional programs

⇒ Develop a formal process for progressing through SEPS based on a commitment to effective and supportive advising by faculty

⇒ Complete program redesigns, update Masters level programs, explore new possible offerings and pursue national accreditation for all programs

Theme: Community (cont.)

⇒ Create and/or participate in local, state, national and global networks for the purpose of professional development, dialogue and publicity

⇒ Communicate clearly and frequently with local and state communities about SEPS programs, image and strengths

⇒ Work with graduates to nurture creative, mutually beneficial, ongoing alumni relationships

⇒ Provide support for graduates during their first professional year

⇒ Involve graduates as mentors, supervisors and cooperating teachers for future SEPS students

⇒ Co-create strategies, assignments and structures for activities involving partners (ex. field experiences, teachers-in-residence)

⇒ Make an inviting space available in HB so that all members of the SEPS community can congregate comfortably

⇒ Participate in ongoing dialogue and community building strategy development within departments and throughout SEPS to avoid fragmentation

⇒ Explore and create models of productive collaboration with schools, hospitals, business, organizations, agencies, etc.

⇒ Work with CCSU, SDE and professional organizations to influence policy and create support structures for all of the above

Action Priorities for 1998-2003

Theme: Assessment

We are committed to developing, modeling and employing effective and innovative forms of measurement as we evaluate the success and impact of programs, interventions and student progress and as we recruit, prepare and support professionals with essential reflective and critical thinking skills and dispositions.

⇒ Engage in Grand Conversation: Assessment Issues
- Effective utilization of multiple methods, tools and forms
- Re-viewing the SEPS/CCSU course evaluation process
- Trust, academic freedom and accountability
- Grade inflation concerns
- Balancing rigor and diversity in student assessment

⇒ Choose or design tools, procedures and forms for effective assessment of students' skills, knowledge and dispositions from application to programs through their early professional years

⇒ Develop common set(s) of evaluation questions and categories for use across SEPS

⇒ Implement procedures and structures for developing and maintaining a common SEPS data base for use in ongoing program evaluation

⇒ Increase use of appropriate technology for assessment and analysis of data

⇒ Explore, design and share authentic, performance-based measures and formative assessments

⇒ Complete redesign efforts and build ongoing program evaluation into all SEPS programs and programmatic innovations

⇒ Revisit and set demanding entrance standards focusing on quality and predictive value

⇒ Consider alternatives to traditional grading system that reflect high expectations for student performance

⇒ Choose or design tools, procedures and forms for effective assessment of faculty according to SEPS, program and university criteria

⇒ Improve SEPS course evaluation process, developing more useful data collection and analysis (ex. cross-course comparisons)

⇒ Co-create tools, procedures and forms for assessing partners and sites (ex. cooperating teachers, school or field site environments, etc.) and for gathering useful feedback from them about SEPS and its programs

⇒ Develop partnerships with local business and community members for sharing knowledge, experience and training related to assessment and evaluation

⇒ Work with CCSU, SDE and professional organizations to influence policy and create support structures for all of the above

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