



**Central Connecticut State University  
Off Campus Programming: Additional Instructional Locations**

CCSU had two additional instructional sites located in Jamaica:

1. Sam Sharpe Teachers' College, Montego Bay, Jamaica  
Master of Science in Educational Leadership, Initiated in 1998; Discontinued in 2017, final three students completing degree requirements  
Master of Science in Reading and Language Arts, Initiated in 2004; Discontinued in 2016
2. The MICO University College, Kingston, Jamaica  
Master of Science in Educational Leadership, Initiated in 2002; Discontinued in 2017  
Master of Science in Reading and Language Arts, Initiated in 2004; Discontinued in 2016

**INTRODUCTION**

The Master of Science in Educational Leadership and Master of Science in Reading and Language Arts were graduate programs offered in Jamaica by Central Connecticut State University in collaboration with Sam Sharpe Teachers' College (Montego Bay) and The Mico University College (Kingston). Both institutions have had a long relationship with Central Connecticut State University spanning nearly two decades. The two programs have enhanced both Jamaican institutions' teaching capacity, and provided professional development for many Jamaican educators who have been promoted to senior ranks in the Ministry of Education and as principals and reading specialists within the system. Approximately 95% of graduates have remained in Jamaica, and can be found at all levels of the Jamaican education system.

However, from 2013 onward, both programs experienced a decline in enrollment and were unable to meet the minimum of 20 students per cohort as stipulated in the Memorandum of Understanding between CCSU and each of its institutional partners. The MOU expired in 2015. At that time, the Partnership Governance Committee reviewed the status of the two programs in Jamaica and submitted a recommendation for discontinuance. The review coincided with budget considerations including significant university budget cuts as well as the expiration of the accreditation status of programs by the University Council of Jamaica (UCJ). The decision was made to discontinue the programs after graduating the last cohort in reading and language arts in summer 2016, and educational leadership in summer 2017. Three students were not able to meet that timeline and have been provided an extension until May of 2019 to complete any remaining coursework.

## **STANDARD ONE: MISSION AND PURPOSES**

### **DESCRIPTION**

In many ways, Central Connecticut State University (CCSU), Sam Sharpe Teachers' College (SSTC), and The Mico University College (MICO), referred to as the Institutional Partners, had a shared history, mission, purposes, and vision that placed teaching as a priority and focused on accessibility of quality education for all students. The primary goal of CCSU, SSTC, and MICO was to become a "community of learners dedicated to teaching and scholarship" and provide an excellent educational experience for all students; hence, teaching and learning took precedence over all other concerns. The Institutional Partners strongly supported student centered learning, and worked together to provide a welcoming environment for all students in the Educational Leadership and Reading and Language Arts programs that fostered scholarship, research, service, and leadership as well as promoted their success to become productive Jamaican citizens, who are globally competitive. The Institutional Partners also encouraged and supported faculty to conduct research, scholarship, and creative activity that informed their teaching.

### **APPRAISAL**

There was a strong alignment among the CCSU, SSTC, and MICO Mission Statement and Core Values, which were reflected in the curriculum and co-curriculum of the two programs. The collaboration of CCSU, SSTC, and MICO had immensely supported and contributed to the Jamaican Education Ministry's goal "to provide strategic leadership and policy direction for quality education for all Jamaicans to maximize their potential, contribute to national development and compete effectively in the global economy." In the same token, the collaboration exemplified CCSU's distinctive international mission, and supported CCSU's vision to graduate "broadly educated, culturally and globally aware students who will contribute meaningfully to their communities as engaged professionals and citizens." Citizenship was enacted through community service, field-based and practicum experiences in the curriculum and co-curriculum. The Reading and Language Arts program trained expert teachers of literacy, PK-12, particularly at the early childhood and primary levels to have the knowledge, skills, dispositions, and competencies expected of a Reading Specialist as defined by the International Literacy Association (ILA) *Standards for Reading Professionals* (2010). Similarly, the Educational Leadership program produced educational leaders, equipped with a clear understanding and vision of how schools must change to help all students to become successful and exceed their destiny. These were educational leaders who set a high level of accountability to ensure that "schools that work." A majority of Jamaican alumni of the two programs hold principal positions in the Island, senior positions in the Ministry of Education, including regional director positions, initiators of reading and writing intervention programs or reading clinics in schools, and regional literacy coordinators.

## STANDARD TWO: PLANNING AND EVALUATION

### DESCRIPTION

#### Academic Planning

The authority, leadership, and coordination for all professional education programs resided within the School of Education & Professional Studies (SEPS) with the Dean as head of the unit. The Department Chair, Program Coordinator, and program faculty had the direct responsibility in the design, planning and evaluation of programs. All programs and courses underwent stringent internal curriculum approval processes at the program, department, School of Education and Professional Studies (Professional Certification Council and the Dean of SEPS), and School of Graduate Studies (University Curriculum Committee) level, and ultimately approval by the Faculty Senate. The curriculum and assessments for the Educational Leadership and Reading and Language Arts programs were strictly guided by the standards of their Specialized Professional Association (SPA)—Educational Leadership Constituent Council (ELCC) for Educational Leadership and International Literacy Association (ILA) for Reading and Language Arts.

#### Program Evaluation

The Educational Leadership and Reading and Language Arts programs received accreditation from NEASC in 2008, NCATE (legacy) in 2015, and are nationally recognized by their Specialized Professional Association (SPA), and by the Connecticut State Department of Education (CSDE). Both programs also received accreditation by the University Council of Jamaica (UCJ), which expired in 2015.

In the Educational Leadership and Reading and Language Arts programs quality was monitored in five ways: admission requirements, maintenance of satisfactory grade point average, completion of all course requirements with satisfactory grades as defined by the graduate school policy, successful completion of comprehensive examination, in-course assessments, and course evaluations. These five interrelated data sources helped the programs maintain and improve the level of quality across all cohorts of students.

At the end of program, graduates completed a satisfaction survey administered by the CCSU Center for International Education (CIE). In addition, SSTC and MICO worked closely with the CCSU Alumni Chapter Presidents in Eastern and Western Jamaica to provide feedback in order to strengthen and maintain the quality of programs.

### APPRAISAL

All candidates accepted to the Educational Leadership and Reading and Language Arts programs met the minimum admission requirements of the CCSU School of Graduate Studies. While a number exceeded the minimum requirements, there were a few whose grade point average fell below 2.70, above 2.40 on a 4.00-point scale that were accepted conditionally. As soon as these students met the conditions of “B” or better in their first three courses they were fully admitted to the program.

Course instructors provided support for candidates who experienced academic difficulty and were unable to complete course assignments in a timely basis. 86% of candidates who remained in the

program completed their program of study and passed the comprehensive examination. Over the history of the program, nearly 900 students earned Master's degrees.

Throughout the program and in exit interviews, students' feedback, comments, and recommendations concerning their experience in the program in general, and in individual courses in particular were invited. Overall, graduates of the program were highly satisfied with the academic experience in their program of study. Specific feedback, comments, and recommendations to improve the programs were taken into serious consideration and addressed appropriately.

### **STANDARD THREE: ORGANIZATION AND GOVERNANCE**

#### **DESCRIPTION**

The Institutional Partners created a formal structure, the Partnership Governance Committee, to handle the administrative issues dealing with the delivery of the MS in Educational Leadership and MS in Reading and Language Arts at SSTC and MICO. A Memorandum of Understanding between CCSU and each of its Institutional Partners was signed by the CCSU President and the respective Principals at the two Jamaican sites, and ultimately by the Attorney General's Office, which allowed CCSU to offer the two Master's degree programs in Educational Leadership and Reading and Language Arts at the two partner sites. The contracts expired in August 31, 2014 for MICO and December 31, 2015 for SSTC.

Accreditation reports and academic program quality were under the purview of the Dean of the School of Education and Professional Studies as well as the Associate Vice President for Academic Affairs/Dean of Graduate Studies, the Chair of Department of Literacy, Elementary, and Early Childhood Education, and the Chair of Department of Educational Leadership, Policy & Instructional Technology. The Graduate Admissions Office was responsible for ensuring that Jamaican applicants to Educational Leadership or Reading and Language Arts followed admissions procedures and met admissions standards. CCSU, SSTC and MICO were responsible for overseeing the provision of academic services that meet quality standards in both the State of Connecticut and the nation of Jamaica.

Administrative and financial oversight of the programs were the responsibilities of the Director Emeritus of Continuing Education and the Dean of the School of Education and Professional Studies, both of whom reported to the Provost/Vice President for Academic Affairs. They also worked with the Budget Office to determine the efficacy of pricing structures to serve the programs and our institutional goals.

The programs were a sub-budget of the School of Education and Professional Studies and, as such, were subject to financial oversight of the University, including budget audit in compliance with the State of Connecticut's Rules and Procedures.

The Center for International Education (CIE) coordinated all travel requirements, including student visas, room and board, and transportation for all students travelling to CCSU campus.

#### **APPRAISAL**

The reorganization of the Institutional Partnership resulted in the establishment of a formal structure to handle the administrative issues dealing with the delivery of the master's programs in Educational Leadership and Reading and Language Arts at SSTC and MICO. The Partnership Governance Committee established clear procedures and roles and responsibilities for the programs concerning CCSU and MICO, respectively. The Memorandum of Understanding agreed upon by the Partnership and approved by the Office of the Attorney General of the State of Connecticut served as a binding contract and contributed to the efficient and effective delivery of the programs at MICO and SSTC, and CCSU when candidates come for their residency. The Partnership Governance Committee continued to re-evaluate and refine aspects of organizational and governance procedures and implementation.

## **STANDARD 4: THE ACADEMIC PROGRAM**

### **DESCRIPTION**

The Educational Leadership and Reading and Language Arts programs started out with 30 semester hours of study; the redesigned programs required 36 semester hours of study, which were offered to the newly admitted cohorts in 2015. As described in Standard 2: Planning and Evaluation, both programs underwent stringent internal and external curriculum approval processes. The curriculum and assessments for the Educational Leadership and Reading and Language Arts programs were strictly guided by the standards of their Specialized Professional Association (SPA)—Educational Leadership Constituent Council (ELCC) for Educational Leadership and International Literacy Association (ILA) for Reading and Language Arts. Both programs received accreditation from NEASC in 2008, NCATE (legacy) in 2015, and were nationally recognized by their Specialized Professional Association (SPA), and by the Connecticut State Department of Education (CSDE) as well as by the University Council of Jamaica (UCJ).

In both programs quality was monitored in five ways: admission requirements, maintenance of satisfactory grade point average, completion of all course requirements with satisfactory grades as defined by the graduate school policy, successful completion of comprehensive examination, in-course assessments, and course evaluations. These five interrelated data sources helped the program maintain and improve the level of quality across all cohorts of candidates.

In program courses, candidates completed a variety of cognitive and performance assessments. All of these course requirements were used to determine the overall course grade. All in-course assessments were graded by the individual instructor in accordance to the procedure outlined in the syllabus. At the end of each course students completed a course evaluation, which provided feedback to the instructor and the program about the overall quality of perceived teaching, learning, relevance, and satisfaction. Faculty members used this information to modify existing courses and shared this information with other instructors working in the program.

Many courses in Educational Leadership and Reading and Language Arts required field assignments. Internship and practicum experiences were designed to bridge theory and practice and to demonstrate how key concepts of the program could be adapted to the Jamaican context. All these projects were assessed by the instructors, often times against a rubric and were used as part of a candidate's final grade.

The comprehensive examination served as the final key assessment and followed the Graduate Studies policies regarding comprehensive examination.

### **APPRAISAL**

Both programs successfully implemented the shift from a 30-credit program to a 36-credit program. As described in the Appraisal for Planning and Evaluation, other programmatic changes stemmed from candidates' feedback, comments, and recommendations concerning their experience in the program in general, and in individual courses in particular. The programs responded appropriately to these concerns and/or recommendations.

## **STANDARD FIVE: STUDENTS**

### **DESCRIPTION**

Applicants to the Jamaican cohort met the same requirements of the School of Graduate Studies for applicants to graduate programs on campus. They held a bachelor's degree from an accredited institution, and an undergraduate overall GPA of 2.70 on a 4.00 point scale (where A is 4.00), or its equivalent, and good standing (3.00) in all post-baccalaureate course work.

Conditional admission was granted to applicants to both programs following Graduate Studies policies regarding conditional admission. Applicants who had an undergraduate GPA of 2.39 or below were not admitted into the program. Candidates also met Graduate Studies policies regarding retention in program. They maintained a 3.00 (on a four-point scale) grade point average during the entire course of study.

Toward completion of course of study all candidates satisfactorily passed a comprehensive examination.

### **APPRAISAL**

Candidates accepted to the master's programs in Educational Leadership and Reading and Language Arts met the minimum admission requirements of the CCSU School of Graduate Studies. While a number exceeded the minimum requirements, there were a few whose grade point average fell below 2.70, above 2.40 on a 4.00-point scale and were accepted conditionally. As soon as these students met the conditions of "B" or better in their first three courses they were fully admitted to the program.

A few candidates in each cohort dropped out of the program because of financial or academic difficulty or both. If it was academic difficulty such as student's inability to complete course assignments in a timely basis, the course instructor and/or the program advisor discussed options with the student and provided appropriate support. Unfortunately, we did not have the capacity to assist students with financial difficulty, although the local Partners invited representatives from financial institutions to provide informational sessions on student loan opportunities.

As described in the Appraisal for Planning and Evaluation, candidates' feedback, comments, and recommendations concerning their experience in the program in general, and in individual courses in

particular were invited throughout the program. Both programs responded appropriately and immediately to these comments and recommendations.

## **STANDARD SIX: TEACHING, LEARNING, AND SCHOLARSHIP**

### **DESCRIPTION**

#### **Faculty**

CCSU instructional faculty in the Jamaican programs were recruited, hired, and/or evaluated in accordance with policies and procedures of CCSU's Office of Diversity and Equity in concert with federal and state AA/EEO laws and regulations and the Collective Bargaining Agreement (CBA). Assuring faculty effectiveness was a shared responsibility of faculty and academic leadership (Dean and Provost). Faculty in Educational Leadership and Reading and Language Arts programs possessed the academic credentials, professional experience, and expertise that qualified them for their teaching assignments. Full time faculty members were highly qualified and known for teaching excellence and scholarly and professional activities. They were actively engaged in the life and dialogue of the larger University and the PK–12 professional communities. Part-time faculty members had extensive experience working in schools and educational settings. Most members of the faculty in the Jamaican programs were significant figures in their fields, a fact borne out by editorial responsibilities, leadership in professional organizations, journal publications, and books published. Faculty had recognitions for excellence in teaching and/or distinguished service to the University and the community by the CSU System and/or CCSU as well as for distinguished professional contributions and/or service to their respective disciplines by professional organizations.

As CCSU faculty members, they had opportunities, available resources and contractual expectations to continue their professional development across their tenure at the University. Research and scholarship were supported by a number of contractual mandates and other elective processes, including internal and external grants, funding for travel to professional conferences, reassigned time for research and scholarship, sabbatical leaves, support from the CCSU Foundation and additional institutional support to enhance faculty scholarship.

#### **Teaching and Learning**

Course syllabi reflected faculty knowledge of current research and developments in their fields of specialization. Content, pedagogy, and professional dispositions were aligned to standards established by external professional bodies such as the International Literacy Association (ILA) and Educational Leadership Constituent Council (ELCC) of the Council for the Accreditation of Educator Preparation (CAEP).

Faculty employed a range of teaching strategies aimed at promoting development of reflection, critical thinking, problem solving, and professional dispositions (i.e., use of various forms of technology; traditional lecture; activity learning experiences; large and small group discussion; role playing; research papers and projects), including assessment strategies (i.e., use of a wide range of traditional and alternative assessments such as essay examinations, multiple choice tests, assessments

related to research papers and capstone projects, oral presentations, portfolio assessments, and forms of assessment appropriate to evaluation of field-based work and clinical practice).

To further support and ensure successful learning, candidates were advised by the Program Directors for Reading and Language Arts and Educational Leadership. The faculty of both programs also made themselves available to students for academic consultation.

While at CCSU, candidates had opportunities to visit communities, schools and other educational settings; and interact and/or work with teachers and administrators, PK-12 in graduate programs in reading and language arts who were also taking summer courses. Additional co-curricular support came from the CSU Jamaica Educator Development & Support Network (JEDSN) in Connecticut, which was formed “to serve and support Jamaican educators through professional development and networking opportunities” during and after the pursuit of their academic programs at CCSU.

### **APPRAISAL**

The faculty in Educational Leadership and Reading and Language Arts in the Jamaican programs held excellent academic credentials, professional experience, and expertise that qualified them for their teaching assignments. The Partnership provided the faculty with opportunities to learn about Jamaican educational practices and to share these knowledge and experiences with colleagues and candidates, and to enrich curriculum and instruction in programs on campus. Such was a valuable contribution to our administrator and teacher preparation programs especially because of the increasing number of PK-12 students from Jamaica and the rest of the Caribbean Islands in Connecticut. The faculty also shared the lessons learned from this Partnership at numerous international conferences and local schools and institutions in Jamaica and the US.

## **STANDARD SEVEN: INSTITUTIONAL RESOURCES**

### **DESCRIPTION**

#### **Human Resources**

CCSU instructional faculty in the Jamaican programs were recruited, hired, and/or evaluated in accordance with policies and procedures of CCSU's Office of Diversity and Equity in concert with federal and state AA/EEO laws and regulations and the Collective Bargaining Agreement (CBA). (Also see Faculty in Standard Six: Teaching, Learning, and Scholarship.)

Candidates had full access to professionally qualified library faculty, who administered the library services and information resources. Information Technology had full-time IT professionals, as well as student workers and university assistants. All full-time positions required a four-year degree in a computer science or related field; all full-time personnel received continuous training, both on campus and off, to keep their skills and education up to date. The IT Help Desk was available 58 hours/week via telephone for technology support and assistance. The IT department also staffed a walk-in support center and offered “ResNet” support to Jamaican candidates while they were on the CCSU campus.

#### **Financial Resources**



As reported in Standard Three: Organization and Governance, administrative and financial oversight of the programs were the responsibilities of the Director Emeritus of Continuing Education and the Dean of the School of Education and Professional Studies, both of whom reported to the Provost/Vice President for Academic Affairs. They also worked with the Budget Office to determine the efficacy of pricing structures to serve the program and our institutional goals.

The programs were a sub-budget of the School of Education and Professional Studies and, as such, were subject to financial oversight of the University. The budget of the School of Education and Professional Studies was audited in compliance with the State of Connecticut's Rules and Procedures.

### **Information, Physical, and Technological Resources**

#### ***Library Resources***

In Jamaica, candidates had access to the library facilities at SSTC in Montego Bay and MICO in Kingston. They also had full access to the CCSU digital library via Central Pipeline. The library facilities at SSTC and MICO were comparable to all other teacher preparation programs in Jamaica, and further enriched by current professional books, children's literature, and online and paper subscriptions to journals in educational leadership, literacy, and related disciplines—all of which were donations from the Department of Educational Leadership, Policy, and Instructional Technology and Department of Literacy, Elementary, and Early Childhood Education.

In addition, a professional library, complete with books, journals and access to online journals, was created specifically for faculty and students in Educational Leadership and Reading and Language Arts in Jamaica.

During the summer months in residency at CCSU, candidates had full access to the university's Elihu Burritt Library (EBL). Alternative means of accessing materials included: CCSU Interlibrary Loan; iCONN, the State's collection of electronic resources; the Hartford Consortium for Higher Education libraries; and Connecticut Council of Academic Library Directors libraries. EBL also shared its online catalog with the other three CSU libraries and the State Library.

ELB supported faculty, staff, and candidates in the effective use of the library and information resources. A Library Orientation Program was offered to all Jamaican students on their first day on the CCSU campus. The Curriculum Lab in Elihu Burritt Library was specifically targeted to the professional education program and served education students and SEPS faculty.

#### ***Computer Resources***

SSTC and MICO had fully equipped computer classrooms and Smart Rooms, as well as computers in the library, which were accessible to candidates in programs. Computer laboratories were staffed with technicians who assisted candidates to maximize their use of the technology.

At CCSU candidates in the Jamaican programs had full access to computers and a full array of multimedia tools and technological resources for designing educational learning opportunities, including the services of the Center for Innovative Technology and Teaching in the School of Education and Professional Studies. In addition to technologically-enhanced classroom, online or hybrid course delivery was available using the Blackboard Learn.

### ***Other Learning Resources***

Central Pipeline as a web portal brought CCSU's web-based resources to candidates via their Blue Net Account, providing remote, virtual time access. Resources available through Pipeline included Outlook e-mail/calendar and WebCentral, providing Registration Information, Final Grades, Course Schedules, Degree Audits, and Payment Services. Also accessed through Central Pipeline was Blackboard Learn, a course management system used to teach class online/augment traditional classes. Using Blackboard Learn, candidates engaged in online discussions with other students, took tests, and accessed course materials/grades posted by instructor.

Links on Central Pipeline Portal allowed candidates to access the library's digital resources, including CONSULS, the library's electronic catalog as well as to search commonly used electronic databases, including Academic Search Premier, JSTOR, EBSCOHost, and Lexis-Nexis Universe. CCSU's remote application server also allowed candidates to access Windows-based applications from any computer (PC or Mac) with an Internet connection. Software programs stored on the remote application server included: Adobe Acrobat Professional, Microsoft Office (Word, Excel, PowerPoint, Access, and Outlook), and SPSS.

### **APPRAISAL**

The Institutional Partners continually monitored their physical and learning resources—library and technological resources to ensure continual support of their mission, enrollment, and programs. The Institutional Partners also continually monitored their student support services to ensure continual support for student success. Data from exit interviews and post-program survey by the CCSU Center for International Education (CIE) were used to inform the Institutional Partners about candidates' feedback and recommendations to further enrich support services and opportunities.

## **STANDARD EIGHT: EDUCATIONAL EFFECTIVENESS**

### **DESCRIPTION**

The primary goal of CCSU, SSTC, and MICO partnership was to become a “community of learners dedicated to teaching and scholarship” and provide an excellent educational experience for all students; hence, teaching and learning took precedence over all other concerns. Standards One through Seven described how the mission and program goals of Educational Leadership and Reading and Language Arts were aligned to professional standards, implemented by highly qualified faculty in the discipline, supported by a range of institutional resources, including technological resources. Candidates were immersed in various curricular and co-curricular activities that enhanced their learning throughout the program. Candidate performance was systematically assessed through multiple assessments (course embedded assessments and capstone measures) and data was used to improve program delivery and course content and instruction. Data from course embedded assessments and capstones indicated that all graduates of Educational Leadership and Reading and Language Arts met or exceeded performance standards designed to assess specific learning outcomes.

The Educational Leadership and Reading and Language Arts underwent stringent internal and external curriculum approval processes. They were reviewed and granted national recognition by

national, regional and state accreditation councils (i.e., ELCC, ILA, the Connecticut Department of Higher Education and State Department of Education, and the University Council of Jamaica).

### **APPRAISAL**

Educational Leadership and Reading and Language Arts had demonstrated their program effectiveness. Both programs continued to monitor quality assurance by systematically collecting, analyzing, interpreting data from course embedded assessments and capstone measures that assessed the knowledge, skills and dispositions gained by candidates, and used the findings for program and course improvement. The success of both programs was well documented by its track record of graduates who held principal or vice principal positions in the Island, senior positions in the Ministry of Education, including regional directors and regional literacy coordinators, and a National Literacy Coordinator. Among the graduates, approximately 95% remained in Jamaica and served at all levels of the education system in leadership and coaching roles.

## **STANDARD NINE: INTEGRITY, TRANSPARENCY, AND PUBLIC DISCLOSURE**

### **DESCRIPTION**

Faculty, staff, and candidates in Educational Leadership and Reading and Language Arts acted responsibly, ethically, and with integrity as guided by the Connecticut Professional Code of Conduct and the Jamaica Teachers' Association (JTA) Code of Ethics. The programs implemented non-discriminatory policies and practices in the recruitment, admissions, and evaluation of candidates. CCSU policies and procedures were clearly established and publicized in the Graduate Catalog and CCSU website. Policies such as Student Disability Services, Academic Integrity, Academic Misconduct, etc. were included in course syllabi. Candidates in the two programs observed all graduate level and university procedures and policies, whether in Jamaica or during their residency on the CCSU campus. Departments, programs, and faculty and staff interpreted and implemented all graduate level and university procedures and policies in a consistent manner.

The Educational Leadership and Reading and Language Arts programs of study offered in Jamaica were the same programs of study offered by CCSU at the home institution. A program orientation for interested applicants was held annually in Jamaica. At this orientation pertinent information, i.e., admissions requirements, application process, fees, academic calendar, program of study, application forms, etc. were disseminated. The two instructional sites posted information about the program offerings and schedules in major newspapers in Jamaica. Alumni helped in disseminating information regarding program offerings and schedule. An Onsite Coordinator served as the contact person in Jamaica. Orientations were also held on campus for residency program.

In early summer a representative of the Center for International Education (CIE) traveled to Jamaica to provide orientation to students who were eligible to come to CCSU campus in July-August. Brochures that contained all pertinent information and requirements in preparation for travel, including the Exchange Participant Biographical Information Form used for completion of DS-2019 Form for J-1 Exchange Professor Visa as well as information about airline and ground travel arrangements, residence hall check in dates and time, even what to pack for summer on campus were distributed to students. The CCSU Program Directors also kept the Onsite Coordinator up-to-date

with all the information that should be communicated to candidates. The Administrative Assistants disseminated the information to candidates either by mail or email or both. The Partners worked closely with the CCSU Alumni Chapter Presidents in Eastern and Western Jamaica to disseminate information that might be of concern or interest to graduates of the programs.

### **APPRAISAL**

The Department of Literacy, Elementary, and Early Childhood Education, and the Department of Educational Leadership, Policy & Instructional Technology advocated for ethical standards in the management of Educational Leadership and Reading and Language Arts programs. This was reflected in the faculty, staff, and candidates' adherence to the Connecticut Professional Code of Conduct and the Jamaica Teachers' Association (JTA) Code of Ethics. The policies and procedures that govern the program operations and functions were aligned to the university mission, vision, and values, which were clearly, accurately articulated and readily accessible from university catalogs, websites, brochures, and course syllabi, among others. Jamaican candidates were well informed and held to the university and program expectations, policies and procedures throughout their program of study.

### **PROJECTION**

The two programs are no longer offered in Jamaica. The last cohort in Educational Leadership graduated in Summer 2017; the last cohort in Reading and Language Arts graduated in Summer 2016. Three students are completing degree requirements with the goal of having all students finish their programs no later than May, 2019. This will end the University's programs in Jamaica. Current administration will determine if it is viable to pursue other program options on the Island in the future. Our relationship with Sam Sharpe and The Mico University College remain strong. We continue to have a presence with the Annual Alumni Conference. Also, the possibility is still open that the necessary minimum enrollment for the Ed.D could be achieved. If that occurs we will move our efforts toward the new program.