

College Career Pathways



Guidelines for Connecticut Community Colleges and High Schools

College Career Pathways (CCP)

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College Career Pathways

The College Career Pathways program in Connecticut gives high school students the opportunity to experience college-credit bearing courses taught by college-approved high school teachers. College Career Pathways is a concurrent enrollment program which receives funding through the Carl D. Perkins Career and Technical Education Improvement Act of 2006.

Mission Statement

The College Career Pathways (CCP) program aims to provide high school students the opportunity to earn college credit by means of a high-quality experience in the high school equal to that of the college classroom.

College Career Pathways Goals

1. Increase college and career readiness of participating secondary students by providing firsthand experience with the increased workload and personal responsibility required for successful college study.
2. Provide content-related professional development that improves classroom instruction and supports collaboration between high school and college faculty.
3. Ensure that students who pursue Connecticut Career and Technical Education (CTE) are counseled into career pathways and earn college credit towards careers in high-skill, high-wage, high-demand careers.
4. Increase awareness of Career Clusters, Programs of Study (POS) and Career Development in collaboration with K-12 partners, business and industry, and other stakeholders.
5. Maintain/increase the number of high school students who successfully complete courses within a Program of Study that award postsecondary credits or lead to an industry-recognized credential or certificate.

High-Skill, High-Wage, High-Demand Careers

High-skill: Careers requiring completion of on-the-job training whose duration is at least one year, or the attainment of a technical or state license, business/industry credential, registered apprenticeship, or a postsecondary certificate or degree.

High-wage: Careers with earning potential, within five years following entry that meet or exceed a living wage, defined as the state's median wage.

High-demand: Careers with long-term growth projections (as established by the Connecticut Department of Labor) that exceed the median long-term growth projection for all careers statewide.

College Career Pathways programs may use Carl B. Perkins funds for allowable expenses under the Carl D. Perkins Career and Technical Education Improvement Act of 2006. The CTE concurrent enrollment programs established within the Connecticut State Colleges and Universities System must be termed College and Career Pathways (CCP). Participating colleges must grant college credit free of charge to students of partnering high schools who successfully complete an articulated course under this program.

Carl D. Perkins and College Career Pathways

Carl D. Perkins funds are awarded to Connecticut community colleges through formula funds. Funding is intended to improve or develop new CTE programs that lead to employment in high-skill, high-wage, high-demand careers.

In addition to federal requirements, each high school and community college must continually meet all Connecticut requirements regarding program size, scope and quality. Details can be found in Appendix A.

College Career Pathways are comprehensive programs consisting of at least two courses. Stand-alone college initiatives, individual courses or “wish lists” are not appropriate uses of funding. The CCP programs should target systemic program innovation and improvement designed to guide students toward career goals beyond graduation.

As this is a ***Career and Technical Education Improvement Act***, the primary focus of funding should be on:

- Career and Technical Education for high-skill, high-wage, high-demand careers;
- Providing innovation in the form of new programs or improvement to existing ones;
- Developing and implementing rigorous secondary/postsecondary Programs of Study (POS);
- Increasing the number of secondary students enrolled in CTE POS, who upon graduation from high school, enroll in the community college and obtain a certificate or degree; and
- Supporting students in career pathways through grant activities, supporting teachers through professional development that strengthens course content, and guarantees relevance to current career demands.

In implementing a CCP program, the community college is encouraged to coordinate Perkins CCP and Basic funds in its activities in order to achieve program goals. In the CCP Grant application process, greater consideration will be given to programs demonstrating evidence of stronger college-high school partnership. Each partnering high school is required to utilize a portion of its Perkins funds for the implementation of CCP programs provided to its students.

Each community college participating in CCP must provide an end-of-year report to the Connecticut State Department of Education (CSDE) by July 1 of the current grant year.

Guidance for High Schools

It is the policy of the CSDE that students enrolled in CCP courses do not incur any cost for potential college credit awarded. In consideration of the increasing costs to community colleges for the oversight and maintenance of CCP programs, each partnering high school must dedicate a percentage of its Perkins funds to support such programs. This minimum percentage will be specified in each Perkins Grant request for proposals (RFP). This percentage may be adjusted each year as required.

College Career Pathways Partnerships

Administration and supervision of a CCP program is performed by the community college's chief academic officer. College Career Pathways proposal applications should reference data (from the Department of Labor or other appropriate source) supporting each proposed career pathway's potential to lead to high-skill, high-wage, high-demand careers.

The community college is required to form a contractual and functioning partnership with each of its participating high schools. The partnership agreement may be implemented as a Memorandum of Understanding (MOU). Any agreement must firmly establish the policies, practices, processes and protocols for effective programming of concurrent enrollment, while being flexible enough to meet the needs of the targeted students.

Key topics to be addressed in the agreement include, but are not limited to:

- Articulation Agreements;
- Student Qualification, Recruitment and Selection;
- Faculty Selection, Monitoring, Professional Development and Evaluation;
- Academic Standards, Curriculum and Evaluation; and
- Student Support Services.

Each CCP partnership is encouraged to involve local/regional workforce development agencies and industries pertinent to its career pathways. Other organizational entities that contribute resource support and/or providers of additional services to participating students, under the supervision of the college or high school may become contractual members of the partnership.

In the Carl D. Perkins Postsecondary Basic Grant Application and the Carl D. Perkins Continuous Improvement Plan each community college must include at least one measurable process objective along with student performance objectives for each of the five College Career Pathways Goals as stated on page one of this document. The process objectives describe steps the college will take to achieve each goal, and how those objectives will be assessed. The goals and objectives clearly state how the college will achieve each goal and will constitute the foundation for the program's continuous improvement, evaluation plan and accountability reports. Examples and further directions are included in the Perkins CCP Grant request for proposals (RFP). The end-of-year report submitted to the CSDE must address each goal and state how it was achieved with supporting evidence as requested by the CSDE.

College Career Pathways applications will be reviewed by representatives from the CSDE, the Board of Regents (BOR), as well as independent evaluators. The application process must state each goal and objective, what the process will be for achieving each goal, and what evidence will be provided in the end-of-year report that demonstrates that the stated goals and objectives have been met.

Articulation Agreements

An Articulation Agreement is a written commitment between a community college and its partnering high school(s). The written articulation agreement may be in the form of a Memorandum of Understanding (MOU). It is permissible for a MOU to take several forms, one of which can be an overarching document with subset agreements for each pathway and/or each course. Articulation agreements are approved and signed by the chief academic officer of the community college and the principal of each partnering high school.

Colleges must articulate programs to be eligible for CCP funding. Connecticut community colleges must offer a minimum two-course sequence in order for a CCP program to be considered a pathway. A career cluster is a group of jobs and industries that are related by skills or products. Within each cluster, there are career pathways that correspond to a collection of courses and training opportunities that prepare students for a related career. College Career Pathway programs are aligned with CTE Programs of Study and Connecticut Career Pathways. A Program of Study defines a sequence of courses from the freshman year of high school through college and lead to a high-skill, high-wage, high-demand career.

The articulation agreement must state student learning outcomes and describes how those outcomes are appropriate for a course for which collegiate-level credit will be awarded in a CCP program. An articulated high school course may not align exactly with the respective college course, but the articulation process ensures that the high school course is equivalent.

Colleges may offer no more than five pathways in any given academic year in order to maintain quality.

In keeping with the Carl D. Perkins requirements, funding may only be directed toward articulated CTE courses taught in a high school department that is one of the seven recognized CTE areas:

Agriculture Science and Technology	Marketing Education
Business and Finance Technology Education	Medical Careers Education
Cooperative Work Education	Technology Education
Family and Consumer Sciences	

Guidance for High Schools (see Appendices B and C for further guidance)

The stated purpose of the Carl D. Perkins to “develop more fully the academic and career and technical skills of secondary education students and postsecondary education students” implies that academic skills should be part of CTE curricula, however, only CTE courses are eligible for funds.

Articulation Agreements should be entered into with the goal of creating a true career pathway for students, and should be clearly written with regard to course requirements and accountability.

High schools must enter into articulation agreements with the community college in their designated service area. If that community college does not offer the course that the high school wishes to articulate, it is possible for that high school to enter into an articulation agreement with a remote college as an Allowable Exception.

Student Qualification, Recruitment and Selection

In accordance with institutional and New England Association of Schools and Colleges (NEASC) policies and standards, a college must define the characteristics of participating students. The college must clearly state the process and procedures it has established with its partnering high schools for the recruitment and admission of participating CTE students. High school students need not possess the level of preparedness that would qualify them for college admission. They should, however, demonstrate a sufficient level of academic readiness for the articulated course.

High school sophomores, juniors, and seniors who have demonstrated an interest in exploring or pursuing a CTE pathway to a career are eligible to participate in CCP courses. Junior and senior students must meet the college's established placement (course entrance) criteria prior to enrolling in the CCP courses. Sophomore students deemed socially and cognitively ready for college-level coursework may also be enrolled in CCP courses. Course enrollment of sophomores will be considered on a case-by-case basis. In addition to meeting placement criteria, sophomores must demonstrate sufficient maturity and motivation.

The Board of Regents, the governing body of the community colleges, authorizes the Connecticut State Colleges and Universities (CSCU) to utilize their choice of commonly-accepted multiple measures of skill level to determine student preparedness for admission to the community college and to enroll in credit-bearing courses. Those measures are:

CLEP/AP/DANTES	ACT Scores	PSAT/SAT Scores
High School Transcript	Accuplacer/WritePlacer	Local Challenge Essay
Non-Cognitive Questionnaire	Student Interview	Local Math Exam

The college's admission policy and procedures for CCP should recognize that the articulated high school course may not align exactly with the respective college course, but the articulation process ensures that the high school course is equivalent. The significant difference in seat time between a year-long high school course and a semester college course affords the high school course opportunities to include additional course content. Therein, students are provided with opportunities to gain the necessary foundation – the core competencies that are requisite for the collegiate-level work.

Guidance for High Schools (see Appendix D for Connecticut State Colleges and Universities Administrative Procedure on Multiple Measures for Student Assessment effective November 17, 2017)

A high school may consider employing one or more of the Board of Regent's multiple measures for admission in addition to locally-developed school-based criteria. These selection process measures should be designed collaboratively with the college partner to ensure alignment with the Board of Regents and NEASC policy, in order to best determine that a student has the desire, aptitude and work ethic needed to successfully complete a concurrent enrollment course and receive both, college and high school credit. The process should not be so rigorous as to exclude the very students who would most benefit from the opportunity to experience college and earn commensurate credit.

In addition to the above multiple measures, high schools may wish to consider the following measures for selecting students to participate in CCP programs:

- Teacher recommendations;
- Completion of pre-requisite coursework with a C or better; or
- Student essays or interviews.

Faculty Selection, Monitoring, Professional Development and Evaluation

In accordance with institutional and NEASC policies and standards, colleges must identify who will teach the dual enrollment courses, what qualifications are required, and how dual enrollment faculty will be selected, supervised and evaluated by the college (see Appendix E for Connecticut State Colleges and Universities Administrative Procedure on Alternative Minimum Qualifications and Exceptions effective November 17, 2017).

Program guidelines for the development, implementation, and evaluation of concurrent enrollment programs should clearly state the collaborative process and procedures it has established with its partnering high schools to jointly:

- Select who will teach each dual enrollment course, with documentation of their qualifications;
- Supervise the teachers of each dual enrollment course, with documentation of their compliance with both the high school's and the program's curricular and pedagogical provisions; and
- Evaluate the teachers of each dual enrollment course, with documentation of their effectiveness and continued professional development.

Community college faculty members, with administrative support, have the primary responsibility to plan, provide, oversee, evaluate, improve, and assure the academic quality and integrity of the community college's academic programs, credits and degrees awarded.

For CCP courses to be eligible for Perkins funding, participating high school faculty must hold one of the Connecticut CTE teaching certifications:

010 Business, 7–12
040 Agriculture, Pre-K–12
041 Vocational Agriculture, 7–12
045 Home Economics, PK–12
046 Vocational Home Economics, PK–12 (no longer issued, but acceptable)
047 Technology Education, PK–12
089 Marketing Education, 9–12
090 Occupational Subject (Technical High Schools Only)
098 Trade & Industrial Occupations – Comprehensive High School
103 Health Occupations – Comprehensive High School
104 Cooperative Work Education/Diversified Occupations

Guidance for High Schools

The NEASC requires that colleges have policies consistent with NEASC Accreditation, Standard 5: Faculty.

The need for strong collaboration among high schools and community colleges requires:

- Faculty engagement in regular professional development related to college and career pathways; and
- Regular collegial interactions between high school instructors and college faculty, faculty site visits, and discipline/course-specific professional development.

Faculty quality is part of each college's accreditation process; therefore, hiring criteria and decisions are made by the respective department chair of each college. If a high school wishes to apply for a reconsideration of a teacher approval, that appeal should go to the chief academic officer of the college in question.

Academic Standards, Curriculum and Evaluation

Because college credit is awarded for CCP courses, the NEASC Commission on Institutions of Higher Education expects that dual enrollment programs will be implemented in a manner consistent with its standards and policies, including the Policy on Credits and Degrees. Community colleges are encouraged to review and/or incorporate the standards of the National Alliance of Concurrent Enrollment Partnerships (NACEP) which provide useful insight in the areas of curriculum, faculty, students, assessment and program evaluation. Further information is available at <http://www.nacep.org>.

One or more college faculty members must oversee the development and implementation of each articulated dual enrollment course. That oversight must include the following:

- Review and approve the articulated course's syllabus; culminating in a formal documentation of the high school course as being comparable in terms of content, quality, rigor, and student learning outcomes as those offered by the sponsoring college;
- Meet at least once annually with high school teacher(s) implementing the articulated course for course alignment of high school and college courses, and discipline-specific professional development;
- Conduct regularly scheduled classroom or laboratory observation(s) of the high school teacher(s) implementing the articulated course;
- Ensure the high school teacher(s) implementing the articulated course utilizes the college course's mid-term and final exams and other assessment methods or comparable instruments and methods approved by the college faculty member(s) to assess students' learning in order to document that the high school students are held to the same standards of achievement as students on the college's campus; and
- Ensure the high school teacher(s) implementing the articulated course employ grading standards comparable to those utilized by the sponsoring college.

College credit shall be awarded to the participating high school student upon successful completion of the concurrent enrollment course by the community college in compliance with its institutional policies and procedures and appropriate accrediting standards. High school credit also shall be awarded to the participating high school student upon successful completion of the concurrent enrollment course by the partnering high school in compliance with state standards.

Guidance for High Schools

Articulated CTE courses must be reviewed at least every three years in cooperation with the partner community college in order to verify continuing alignment of college and high school course content and assessment practice. Granting of college credit by the partnership college is to be based upon the high school student's successful mastery of course content as demonstrated by:

- Completion of coursework and assignments at a college level of proficiency.
- Passing an equivalent end-of-course exam or other required demonstration of content mastery.

Student Support Services

The Carl D. Perkins Act defines the term 'career guidance and academic counseling' as "guidance and counseling that provides access for students (and parents, as appropriate) to information regarding career awareness and planning with respect to an individual's occupational and academic future, and provides information with respect to career options, financial aid, and college options, including baccalaureate degree programs."

It is essential that the partnership agreement acknowledges that student support services play a major role in promoting students' successful outcomes. The MOU should specify how the community college and partnering high school will jointly integrate and implement a comprehensive array of student supportive services designed to advance participating students' successful completion of concurrent enrollment courses, completion of a high school diploma and transition to college or career.

Program guidelines for the development, implementation, and evaluation of concurrent enrollment programs should clearly state the collaborative programming and services established with partnering high schools for the joint provision of services that assist students in successful completion of CCP courses and ultimately achievement of their postsecondary and career aspirations.

Community colleges and high schools should collaborate to ensure that at a minimum such programming and services include:

- High School Counseling Services that includes career information and materials career explorations and advisement particularly on CTE programs of study/career pathways;
- College Success instruction that furthers students' development of habits and techniques to learn and apply a variety of active learning strategies to maximize their learning potential; and
- Transition to College specialized information and assistance on navigating the college and financial aid application procedures, and life management tools.

Guidance for High Schools

Each partnering high school should have in place processes that include access to career information related to CTE areas leading to high-skill, high-wage, high-demand careers, and include the following:

- Career options aligned with current Department of Labor projections for future career demand;
- Effective alignment between CTE programs and the skills the labor market needs;
- Programs of Study that list courses from Grade 9 through community college (9-16); and
- Access to all services designed to promote completion of studies resulting in industry certifications or licensures and postsecondary certificates or degrees.

Appendix A: Size, Scope and Quality for CCP/Community Colleges

Carl D. Perkins funds are awarded to Connecticut Community Colleges through formula funds (Perkins Basic). Funding is intended to improve or develop new CTE courses at the postsecondary level that are relevant, challenging and lead to employment in high-skill, high-wage, high-demand careers. These are comprehensive CTE Programs of Study rather than stand-alone college initiatives or individual courses. Both Perkins Postsecondary and CCP programs at each college must continue to meet both, federal and state requirements under the law in order to remain eligible for funding. The following **size, scope, and quality** applies to both Postsecondary and CCP unless otherwise indicated:

Size

- A minimum of two pathways must be offered.
- A minimum of two (2) courses per each pathway offered must be articulated.
- A maximum of five (5) pathways may be offered at each college.
- Each college must qualify for a minimum allocation of \$50,000 or join in a consortium with another eligible college(s).
A Consortium shall operate only joint projects that serve all participating colleges. Funds allocated to a consortium shall be used only for purposes and programs that are *mutually beneficial to all members of the consortium* and can be used only for programs authorized under this title. All members of the consortium must meet the eligibility requirements.

Scope

- Articulation agreements (MOU) must require college-level courses in each pathway.
- Pathways must relate to high-skill, high-wage, high-demand careers.
- Programs funded must consist of career and technical education courses only.

Quality

- All CCP courses must align to NEASC's [Policy on Dual Enrollment Programs](#).
- All grantees are required to continue working with the partnership committee (advisory board), which serves in an advisory capacity to improve program quality and relevance to the local community and industry.

Additional Requirements

- The CCP programs will be overseen by the chief academic officer at each college.
- Faculty approval is through the college's department chairperson. High schools may appeal to the chief academic officer for reconsideration of a teacher approval.
- The integrity of the CCP program is determined by the college.

Appendix B: College Career Pathways Service Areas

Community colleges implementing the College Career Pathways program may enter into partnership agreements regarding dual enrollment programming only with those high schools physically located within their designated service areas. (See Appendix C for Connecticut State Colleges and Universities Administrative Procedure on Service Area Partnerships effective September 15, 2014)

An Allowable Exception to this procedure shall only occur per a directive from the System Office or in those instances wherein the service area community college does not offer the specific course with, which the high school desires to formulate an articulation agreement. In the latter instances:

- The program coordinator of the remote college receiving the high school's request must forward the request to that college's chief academic officer.
- If that chief academic officer deems it to be in the best interest of both, the college and students that might be served by such an agreement, he/she shall endorse the request and forward it to the chief academic officer and program coordinator of the service area college.
- If the chief academic officer and program coordinator of the service area college endorse the request, the program coordinator of the remote college shall be advised that he/she may proceed with the articulation process.

In all instances where a high school seeks to enter into an articulation agreement with a remote college, the program coordinator shall first bring the matter to the attention of the program coordinator of the service area college. In those instances where the allowable exception does not exist, the program coordinators shall come to a mutual decision as to the response to the requested articulation agreement. If they do not agree, the respective chief academic officers shall come to a mutual decision. A positive response to the request shall be deemed a Negotiated Exception. If the colleges involved fail to achieve a resolution, the matter shall be decided by the staff member within the System's Office of Academic Affairs assigned to oversee the CCP program. Similarly, if an Allowable Exception is not granted by the service area college, the matter shall be referred to the System Office.

In all instances where a high school seeks to enter into an articulation agreement with a remote college, the matter and its disposition(s) shall be reported in writing to the staff member within the System's Office of Academic Affairs, which is assigned oversight of the College Career Pathways program, by the program coordinator receiving the request.

Guidance for High Schools

High schools may enter into an articulation agreement with a remote college as an Allowable Exception using the following procedure:

- The Program Coordinator at the college receiving the request must communicate the request to the Program Coordinator of the Service Area College.
- If no Allowable Exception exists, the decision is made by the respective chief academic officers of the respective schools.
- If the colleges cannot reach an agreement, the decision is made by the staff member within the System's Office of Academic Affairs in charge of CCP.
- If an Allowable Exception is not granted, the matter is referred to the System's Office.

Appendix C: Connecticut State Colleges and Universities College Career Pathways Administrative Procedures: Service Area Partnerships

Connecticut State Colleges and Universities College Career Pathways Administrative Procedures: Service Area Partnership

Community colleges implementing the College Career Pathways program may enter into partnership agreements regarding dual enrollment programming only with those high schools physically located within their designated service areas.

An Allowable Exception to this procedure shall only occur per a directive from the System Office or in those instances wherein the community college does not offer the specific course with which the high school desires to formulate an articulation agreement. In the latter instances:

- The program coordinator of the remote college receiving the high school's request must forward the request to that college's chief academic officer.
- If that chief academic officer deems it to be in the best interest of both the college and students that might be served by such an agreement, he/she shall endorse the request and forward it to the chief academic officer and program coordinator of the service area college.
- If the chief academic officer and program coordinator of the service area college endorse the request, the program coordinator of the remote colleges shall be advised that he/she may proceed with the articulation process.

In all instances where a high school seeks to enter into an articulation agreement with a remote college, the program coordinator shall first bring the matter to the attention of the program coordinator of the service area college. In those instances where the allowable exception does not exist, the program coordinators shall come to a mutual decision as to the response to the requested articulation agreement. If they do not agree, the respective chief academic officers shall come to a mutual decision. A positive response to the request shall be deemed a Negotiated Exception. If the colleges involved fail to achieve a resolution, the matter shall be decided by the staff member within the System's Office of Academic Affairs assigned to oversight of the College Career Pathways program. Similarly, if an Allowable Exception is not granted by the service area college, the matter shall be referred to the System Office.

In all instances where a high school seeks to enter into an articulation agreement with a remote college, the matter and its disposition(s) shall be reported in writing to the staff member within the System's Office of Academic Affairs assigned to oversight of the College Career Pathways program, by the program coordinator receiving the request.

This administrative procedure shall be effective September 15, 2014

Michael Gargano, Provost and Senior Vice President for Academic Affairs
Connecticut State Colleges and Universities
Connecticut Board of Regents for Higher Education

**Appendix D: Connecticut State Colleges and Universities College Career Pathways
Administrative Procedures: Multiple Measures for Student Assessment**

**Connecticut State Colleges and Universities College Career Pathways
Administrative Procedures: Multiple Measures for Student Assessment**

Pursuant to Public Act No. 12-40, An Act Concerning College Readiness and Completion, the Board of Regents, in June 2014, enacted a Resolution that approved a list of multiple commonly accepted measures of skill level with the understanding that CSCU institutions...determine which measures of student assessment are most appropriate for student placement at the individual institutions. Thus, each College Career Pathways (CCP) Program has the option of utilizing the measures selected by its community college for the placement of students in the Program's Career and Technical Education courses for college credit.

As college access and preparatory programs for open-access institutions, a core goal of CCP is to maximize students' access to its courses. Each CCP should ascertain in collaboration with partnering high schools the most appropriate measures to determine student readiness for each course offered. The U.S. Department of Education (USDOE) has observed that there is "growing awareness that a single placement test may not provide a perfect measure of college readiness or predict success in a college-level class." One way to improve measurement and more appropriate placement for students may be to assess readiness multiple ways - a study employing a predictive placement algorithm, found that combining test scores, high school achievement, and proxies for student motivation to be an effective assessment. Furthermore, this USDOE report noted that "there is growing evidence that high school GPA is a superior indicator of preparation for college."

The Board of Regents' Resolution included the following list:

**Multiple Measures for Student Assessment
Fall 2014**

The following is a list of multiple commonly accepted measures of skill level as determined by the PA 12-40 advisory council from information supplied by CSCU remediation summit on April 11 2014. This list is provided with the understanding that CSCU institutions have until no later than Fall of 2015 to determine which of these agreed upon multiple measures of student assessment are most appropriate for student placement at the individual institutions.

CLEP/AP/DANTES	Accuplacer WritePlacer
ACT Scores	Local Challenge Essay
SAT Scores	Non-Cognitive Questionnaire
High School Transcript	Student Interview
Accuplacer	Local Math Exam
SBAC (Smarter Balanced Assessment Consortium)	

This administrative procedure shall be effective November 17, 2017

Dr. Jane M. Gates, Provost and Senior Vice President for Academic Affairs
Connecticut State Colleges and Universities
Connecticut Board of Regents for Higher Education

**Appendix E: Connecticut State Colleges and Universities College Career Pathways
Administrative Procedures: Alternative Minimum Qualifications and Exceptions**

Connecticut State Colleges and Universities College Career Pathways
Administrative Procedures: Alternative Minimum Qualifications and Exceptions

The standard minimum qualification for teaching positions at community colleges in the Connecticut State Colleges and Universities System as an adjunct faculty member is a master's degree in the discipline or a related field with zero to two years of experience teaching in the discipline at the college level.

High school teachers who lack the minimum qualification but desire to teach a Career and Technical Education course for college credit within a College Career Pathways (CCP) Program may apply for approval through Alternative Minimum Qualifications.

Department chairs or corresponding officials of academic department or division participating in a CCP Program are encouraged to anticipate requests for Alternative Minimum Qualifications and accordingly clarify in writing proposed alternative minimum credentials deemed necessary for a particular course; applying differentiated qualifications based on the level of the course being taught (100-level, 200-level or sub-specialty within the discipline). Such an alternative may be developed in consultation with the department's or division's faculty members. Before they are enacted, proposed alternatives must be approved by the institution's chief academic officer and president, respectively.

In the absence of an established Alternative Minimum Qualification, a high school teacher or his/her supervisor or principal may submit the teacher's resume, a cover letter and a supervisory approval to the institution's chief academic officer via the CCP coordinator, requesting an Exception to the standard minimum qualification based upon the credentials presented in the resume and stipulations stated in the cover letter and supervisory approval. The cover letter should include assurance that the teacher would actively participate in any professional development and in-service activities and teacher supervision implemented by the department or division.

Exceptions will be at the discretion of the chief academic officer in consultation with the relevant department or division; in consideration of the NEASC dual enrollment policy that all high school teachers qualified to teach a course for which college credit is granted must be "selected, supervised and evaluated by the institution providing the credit."

This administrative procedure is based on the Clarifying Guidance on Minimum Qualifications for Adjunct Faculty Teaching on the Community College Campuses which was endorsed by the CSCU Academic Council on March 11, 2015.

This administrative procedure shall be effective November 17, 2017

Dr. Jane M. Gates, Provost and Senior Vice President for Academic Affairs
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