

To: Committee on Academic Policies
From: Department of Mathematics and Computer Science
(Contact person: Barbara D'Ambrosia)
Re: October 16, 2016

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Proposal for a Content Area Program in Mathematics for CCP Teachers

Background and Purpose: The State of Ohio has recently initiated the College Credit Plus (CCP) program for high school students. CCP replaces former dual enrollment programs such as Post-Secondary Enrollment Options (PSEO) for high school students. One aspect of CCP is that high school teachers can partner with institutions of higher education to teach courses in the high school for which students can earn college credit. In order to be qualified to teach CCP courses, the high school teacher must have at least a master's degree; if that degree is in a different content area, the teacher must also have completed at least 18 credits of graduate coursework in the content area.

John Carroll University currently offers an M.A. in Mathematics that is geared toward high school teachers. Most of the 18 M.A. students who took courses in Summer 2016 have indicated that they hope to be able to teach CCP mathematics courses for area community colleges. We propose to create a Content Area Program (CAP) comprised of a subset of the courses in the M.A. program that would appeal to area high school mathematics teachers who already have a master's degree in a non-mathematics field and need 18 graduate credits of mathematics in order to be qualified to teach CCP courses in mathematics.

By offering a coherent program in Mathematics for CCP Teachers, we will be able to attract students who wish to take graduate mathematics courses but do not want to enroll in a master's degree program.

The Ohio Department of Education offers a list of institutions that have “graduate offerings geared to high school teachers seeking credentials to teach postsecondary courses.” Of the schools near JCU, only these appear to have programs that serve the needs of CCP *mathematics* teachers.

- Cleveland State University
- Kent State University
- University of Akron

Kent State and the University of Akron have master's programs in mathematics or applied mathematics, but no program for high school teachers who need 18 graduate credits of mathematics but not a master's degree. Cleveland State has a “CCP Teacher Credentialing Program,” but does not offer a master's degree aimed at high school mathematics teachers.

Because the courses in the proposed CAP in Mathematics for CCP Teachers are already a part of the M.A. program in Mathematics at JCU, students who earn the Certificate could choose to later complete the M.A. This is an advantage of JCU's program over the program at Cleveland State.

Curriculum: Students would take six of the following courses¹, which are already regularly offered in the M.A. program:

- MT 501 Mathematical Structures
- MT 502 Discrete Mathematics
- MT 503 Modern Geometry
- MT 504 Curves, Surfaces and Space
- MT 505 Advanced Topics in Calculus
- MT 507 Topics in Statistics²
- MT 509 Great Moments in Mathematics
- MT 510 Mathematical Potpourri
- MT 517 Mathematical Modeling³
- MT 580 Special Topics in Mathematics

The courses numbered 501-517 above are nine of the twelve courses regularly offered for the M.A. in Mathematics. These twelve courses run on a three year cycle, with four courses offered each summer. The nine courses listed above are the are most pertinent for CCP teachers. Having nine regularly offered courses in the Content Area Program ensures that three will be offered each summer, and students can complete the CAP in two consecutive summers without being required to take courses during the academic year. The department will need to make minor modifications to the projected schedule of summer courses to ensure that at least three courses that are applicable to the CAP are offered each summer. No new faculty will be needed to teach these courses.

Sections of MT 580 may be offered during the academic year, most likely cross-listed with undergraduate courses that are appropriate for graduate credit for high school teachers (e.g., MT 431 Introduction to Analysis, MT 450 Euclidean and Non-Euclidean Geometry, MT 468 Number Theory, and MT 469 History of Mathematics). New courses that are approved by the Department of Mathematics and Computer Science for the M.A. in Mathematics will be evaluated by the department for inclusion in the Content Area Program.

Admission requirements for the CAP would be the same as for the M.A. program – certification/licensure to teach high school mathematics and a minimum GPA of 2.5 in college-level mathematics courses. In addition, applicants for the CAP would be required to already have a master’s degree in some field.

Program Learning Goals: Students will

1. Develop an in-depth integrated knowledge of mathematical topics related to the introductory level college mathematics curriculum;
2. Gain advanced competence in communicating mathematical ideas and presenting both written and oral mathematical arguments, using proper use of mathematical notation and terminology;

¹ See Appendix A for course descriptions.

² New title

³ New title, and slightly updated course description

3. Be able to distinguish coherent mathematical arguments from fallacious ones and to construct precise arguments of previously seen or related results with the goal of teaching their students the importance of giving complete explanations of mathematical ideas;
4. Be able to synthesize material from multiple perspectives and make connections with other areas of mathematics.

Each of the courses in the proposed program of study addresses all of the program learning goals. The program will be assessed in conjunction with the M.A. in Mathematics, using the same criteria with the exception of the Master's Essay and Comprehensive Exam.

Organization and Administration of Program: The Content Area Program will be directed by the Coordinator for Student Services in the Department of Mathematics and Computer Science (currently Barbara D'Ambrosia) in conjunction with the department's other graduate programs. Future changes to the program will be developed by a departmental subcommittee, and reviewed and approved by the full department.

Implementation Timetable: All of the courses in the proposed program of study are already offered on a regular basis. The Content Area Program can be implemented immediately.

Anticipated Budget: The proposed program requires no budget of its own, and no increase in the departmental budget. There will be a slight increase in administrative time as new students enter the program, but this is well within the existing capacity of the department. Marketing of the CAP can and should be done in conjunction with marketing of the M.A. in Mathematics, and should require no additional funds. A budget spreadsheet is included with the letters of support.

Appendix A Course Descriptions

501. MATHEMATICAL STRUCTURES 3 cr. Axiomatic and constructive approaches to the number systems, algebraic structures.

502. DISCRETE MATHEMATICS 3 cr. Matrices, graph theory, iterative processes, game theory, and applications.

503. MODERN GEOMETRY 3 cr. Euclidean and non-Euclidean geometries. Axiomatic, transformational, and metric approaches to geometry.

504. CURVES, SURFACES AND SPACE 3 cr. Examination of the topology and geometry of two, three, and four-dimensional spaces. Visualization and classification of mathematical spaces. Shape and curvature of the universe.

505. ADVANCED TOPICS IN CALCULUS 3 cr. Advanced approach to the calculus with emphasis on its topological and analysis underpinnings. Designed to give the necessary background to teach calculus at the introductory college level.

507. TOPICS IN STATISTICS 3 cr. Graphical approach to data analysis, probability, art and techniques of simulation, surveys and information from samples, confidence intervals and tests of hypotheses. Emphasizes material applicable to the high school curriculum.

509. GREAT MOMENTS IN MATHEMATICS 3 cr. Survey of some of the more important developments in the history of mathematics, with emphasis on those with connections to the secondary curriculum.

510. MATHEMATICAL POTPOURRI 3 cr. Selected topics in and about mathematics to be used as course enrichment material and to foster an appreciation of mathematics as a creative endeavor. Readings about mathematics from various viewpoints are included.

517. MATHEMATICAL MODELING 3 cr. Exploration of mathematical modeling within various contexts. Topics include theory of measurement, dynamical systems, probability, network analysis. Applications include population growth, biomechanics, financial models, social networks and ecology. Emphasis on the use of modeling as a necessary and sufficient requirement for excellent mathematical pedagogy.

Appendix B
M.A. in Mathematics – Graduate Course Enrollments

Summer 2012	MT 504	12
	MT 505	10
Summer 2013	MT 502	4
	MT 503	2
	MT 509	7
Summer 2014	MT 501	2
	MT 507	2
	MT 510	3
	MT 517	4
Summer 2015	MT 504	7
	MT 505	8
Summer 2016 ⁴	MT 502	13
	MT 503	12
	MT 509	14

⁴ College Credit Plus became operational in Ohio in the 2015-2016 academic year.

Appendix C
Feedback from the Committee on Academic Policies

October 4, 2016

Dear Dr. D'Ambrosia,

Thank you for submitting the Proposal for a Content Area Program (Program)! CAP commends you and colleagues in MT/CS for your time and effort for consulting various groups across campus; preparing a good proposal; and revising it even before CAP review. CAP had our first discussion over this proposal on 9/28/16 based on the following documents:

- 1) the proposal dated 9/16/2016 and the budget dated 9/28/16
- 2) Letter from the Executive Director for Academic Finance (David Wong)

Here we provide our feedback and hope that it may help strengthening your proposal. After receiving your modified proposal and all supporting documents (letters from UBC, Enrollment, Dean and/or director of graduate program, MT/CS chair, Director of Assessment), CAP will host opening hearings and discuss your proposal again. Finally, CAP will send our report on your proposal to FC.

CAP highlights a few strengths.

Firstly, the idea of offering Content Area Program in Mathematics for CCP teachers is timely. Secondly, MT/CS department already offers those summer courses on a regular base, so the Program comes at minimal cost.

CAP has some questions/concerns:

1. In Background and Purpose, it states that 'the teacher must also have completed at least 18 credits of graduate coursework in the content area'. What minimal requirement is there for grades? Please specify.
2. (suggestions from Administrative contact person Anne Kugler and CAP agrees on this point) Current scheme does not guarantee a common course. Is there a way to arrange the schedule such as at least 1 course (calculus based) will always be there for all students? This adds consistency to the program. Current courses do not address the pedagogies of teaching high school Math. Any thoughts on this?
3. Any idea how many potential students you might draw to this Program? Provide an estimate if possible. How are the 3 local universities CSU, Kent, U. Akron doing in terms of their enrollment in the respective programs?
4. P3 on assessment: it states that 'the program will be assessed in conjunction with the MA in Math', please elaborate the assessment plan.
5. P3 on 'organization': how many people will be on the subcommittee? Who? Provide some guidelines on the selection criteria.
6. P3 on 'budget': How is the marketing done? As the Program targets those who

already have a non-Math master degree, MA in Math and the Program may target 2 different groups. Thus, the marketing strategies might be different. Please be more specific on your marketing plans. Though not explicitly required in the proposal, this discussion can strengthen your proposal.

7. Are there any pre-requisites for those courses? Please be specific.

8. The enrollment data in Appendix B shows that Summer 2013 and 14 experienced small number of enrollment. If enrollment in these courses remains low after the Program starts, this may present a 'hidden cost'. Hence, CAP highly recommends that you track the enrollment in relevant courses once the Program starts.

9. Letter from University Budget Committee (UBC) is missing. CAP understands that UBC will meet on 10/11/2016. Please have it submit the letter in a timely fashion.

CAP

Appendix D

Response to Feedback from the Committee on Academic Policies

1. “In Background and Purpose, it states that ‘the teacher must also have completed at least 18 credits of graduate coursework in the content area’. What minimal requirement is there for grades? Please specify.”

The guidelines from the Ohio Department of Education do not specify minimal grade requirements for CCP teachers:
<https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/CCP/Instructor%20Credential%20Requirement.pdf>.

John Carroll University will enforce the same grade expectations of students in the Content Area Program that we enforce for students in other graduate programs: Grades of D do not earn graduate credit; students must earn a grade of B or better in a 400-level course taken for graduate credit; and students must maintain a G.P.A. of 3.0

2. “Current scheme does not guarantee a common course. Is there a way to arrange the schedule such as at least 1 course (calculus based) will always be there for all students? This adds consistency to the program. Current courses do not address the pedagogies of teaching high school Math. Any thoughts on this?”

We do not anticipate that the Content Area Program will ever have enough students that it can function separately from the M.A. in Mathematics, so the program of courses in the Content Area Program *must* fit within the framework of the offerings for the M.A. program. We are committed to scheduling those courses so that in at least two of every three summers, we will offer a course in statistics or advanced calculus.

The Content Area Program and the M.A. in Mathematics are content programs in mathematics; they are designed to deepen high school teachers’ understanding of the mathematics they teach. The faculty who teach these courses do occasionally raise issues of pedagogy as part of class discussions, but the Department of Mathematics and Computer Science has no plans to formally incorporate the teaching of mathematics pedagogy into its graduate courses.

3. “Any idea how many potential students you might draw to this Program? Provide an estimate if possible. How are the 3 local universities CSU, Kent, U. Akron doing in terms of their enrollment in the respective programs?”

We do not know how many (if any) students we will attract to the Content Area Program in Mathematics, which is why it is crucial that the program not have any components that are separate from the M.A. in Mathematics. We do not have any data on enrollment at the other local universities, although only CSU has a

program that is geared towards CCP Mathematics Teachers.

We anticipate that the demand, if any, for this program will be limited. Early career high school math teachers who do not already have a masters degree will most likely opt for a masters degree in Mathematics, and hence will not be candidates for the Content Area Program. We do, however, expect an uptick in enrollment in the M.A. program itself because of the demand for CCP mathematics teachers.

We emphasize yet again that there is *no added cost* for the Content Area Program in Mathematics, so even if the program draws no students, the University will have lost nothing, other than the time spent developing and considering this proposal. See also point 8, below.

4. “P3 on assessment: it states that ‘the program will be assessed in conjunction with the MA in Math’, please elaborate the assessment plan.”

Students in the Content Area Program in Mathematics will earn transcribed course credit; they will not receive a degree or credential of any kind from John Carroll University. So assessment of the Content Area Program will be primarily at the course level, as part of the Department of Mathematics and Computer Science’s annual assessment efforts. When we do program-level assessment for the M.A. program in Mathematics, any resulting changes in the M.A. program will apply to the affected parts of the Content Area Program.

5. “P3 on ‘organization’: how many people will be on the subcommittee? Who? Provide some guidelines on the selection criteria.”

When program-level assessment indicates that changes or revisions are warranted for any of the department’s programs, the department forms a subcommittee to consider and recommend changes. Members of the subcommittee are usually those department members who teach in the program, along with any other volunteers. The size and composition of the subcommittees varies.

6. “P3 on ‘budget’: How is the marketing done? As the Program targets those who already have a non-Math master degree, MA in Math and the Program may target 2 different groups. Thus, the marketing strategies might be different. Please be more specific on your marketing plans. Though not explicitly required in the proposal, this discussion can strengthen your proposal.”

Marketing for the Content Area Program will be in conjunction with marketing for the M.A. program in Mathematics, since we have no way to distinguish between area high school teachers who wish to earn a master’s degree in mathematics and those who simply want to earn the necessary 18 graduate credits in mathematics. Marketing consists mainly of direct mailings to area high school mathematics teachers, their department chairs, and principals, as well as word of mouth. There is a possibility of using targeted Facebook ads as well.

7. “Are there any pre-requisites for those courses? Please be specific.”

As indicated in the course descriptions in Appendix A, there are no specific prerequisites for the M.A. courses in Mathematics. In order to be admitted to either the Content Area Program or the M.A. in Mathematics, though, students must have the necessary undergraduate work in mathematics to be licensed to teach high school math.

8. “The enrollment data in Appendix B shows that Summer 2013 and 14 experienced small number of enrollment. If enrollment in these courses remains low after the Program starts, this may present a ‘hidden cost’. Hence, CAP highly recommends that you track the enrollment in relevant courses once the Program starts.”

The Department of Mathematics and Computer Science will, of course, continue to track enrollment in all of its courses, and take steps to address enrollments that are perpetually low. There is no “hidden cost” to the Content Area Program in Mathematics. The Ohio Department of Education does not require that the graduate course work for CCP teachers be completed at a single institution, so in the event that a course is canceled, or the M.A. program in Mathematics is suspended, we will accommodate students who are already enrolled in the M.A. program; if we can also accommodate students in the Content Area Program at no additional cost, we will do so.

Appendix E References

- CCP Instructor Credential Requirements from the Ohio Department of Higher Education: <https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/CCP/Instructor%20Credential%20Requirement.pdf>
- CCP Resources from the Ohio Department of Higher Education. Includes a list of “Graduate Offerings Geared to High School Teachers Seeking Credentials to Teach Postsecondary Courses.” <https://www.ohiohighered.org/ccp/resources>
- “CCP Guidance With Rules” from the Ohio Department of Higher Education: https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/CCP/College%20Credit%20Plus_Guidance%201-9-2015.pdf

Appendix F
Letters of Support



Department of Mathematics and Computer Science

1 John Carroll Boulevard
University Heights, Ohio 44118-4581
Phone 216.397.4351
Fax 216.397.3033
<http://www.jcu.edu/math>

October 10th, 2016

To the Faculty Council Committee on Academic Policies:

I am writing to offer my full support the proposal for a new Content Area Program in Mathematics for CCP Teachers Program submitted on behalf of the Department of Mathematics and Computer Science by Dr. Barbara D'Ambrosia. The Department is strongly behind this effort, and we view the CCP Program as an essential part of our plans for our graduate offerings for high school teachers.

The proposal describes the plans of the Department of Mathematics and Computer Science to formalize our coursework for would-be College Credit Plus teachers. High school teachers now have the opportunity to teach for college-level credit through the new State of Ohio CCP program, and they're required to take at least 18 credit hours of graduate level coursework in mathematics (not pedagogy) in order to qualify. Most of the courses we currently offer in our M.A. in Mathematics program are ideal for such teachers, emphasizing the content in the subject that lies behind what they actually teach in the classrooms. The new Content Area Program program would allow such teachers to take the needed credit hours without being formally accepted into a Masters in Mathematics program.

The main purpose of this letter is to clarify how the proposed new program can be implemented, at least from the perspective of the Math & CS Department. First, the proposed program requires **no** additional courses, since all the necessary courses are already offered during the summer terms as part of our M.A. program. We will make certain that at least one of the courses most relevant to CCP teachers (Advanced Topics in Calculus, Statistical Literacy and Mathematical Modeling) is offered each summer, but this is a minor and cost-free tweaking of our summer schedule. If the program were to grow enormously, we would eventually need to consider adding extra sections of the most popular courses, but such considerations are a long way off (and would be a great problem to have to deal with). Second, the Math & CS Department already has assessment procedures in place for the MA program, so it will be quite straightforward to adapt these for the CCP program. Third, since the acceptance criteria for the program are so clear and since there would be minimal advising necessary, there seem to be few/no hidden costs for the program.

In summary, the proposed program is a much-needed resource for the regions math teachers, and it comes at no cost to the institution – this makes it a remarkably easy decision. The Department of Mathematics and Computer Science strongly supports the proposal for a Content Area Program in Mathematics for CCP Teachers, and we have committed the time and resources necessary to make this important new program work.

If you need any other information or have any questions, please feel free to contact me at 216-397-4352 or at shick@jcu.edu.

Sincerely,

Paul L. Shick
Professor of Mathematics
Chair, Dept. of Mathematics and Computer Science
John Carroll University



**Office of the Dean
College of Arts and Sciences**

1 John Carroll Boulevard
University Heights, Ohio 44118-4581
www.jcu.edu

Dr. P. Tian
Chair of CAP

October 5, 2016

Dear Dr. Tian,

This is an evaluation letter for the Content Area Program in Mathematics for CCP Teachers.

The proposed program is a quick-action response to an urgent need created by the recently approved Ohio Department of Higher Education College Credit Plus (CCP) program. The CCP program is part of the nation-wide effort to make college more affordable and to increase student success. John Carroll University surely wants to participate in these efforts but we don't have sufficient faculty to offer courses in area high schools. We can, however, contribute by enhancing the preparation of high school teachers in the area so that they can provide high quality, rigorous courses comparable to those we teach here.

The mathematics department has a long history of preparing teachers, through both our M.A. and B.A. degrees. In particular, through the M.A. program the faculty has a clear understanding of the needs of teachers as well as the time constraints they face when pursuing advanced studies. The proposed Content Area Program tries to address both of these issues: to provide the content preparation needed within a structure that allows teachers to take advantage of the program.

It should be noted that "Content Area Program" was specifically chosen as the name for this kind of grouping of courses for reasons of clarity and compliance. The terms "certificate" and "license" carry particular meanings with regard to state requirements and federal financial aid regulations, and this terminology avoids confusion. As with a number of graduate programs that do not result in a degree, students in this program will not be eligible for federal financial aid. The tuition rate will, however, be in line with competitors.

Evaluating this proposal we consider that the following factors are positive:

1-Responds to a need in the community

2-It is easy to implement as it relies mostly on courses we already offer for the M.A. program or for undergraduates and relies on the same grading standards as outlined in the Graduate Bulletin for graduate work

3-It requires no additional budget or an extra designated administrator

4-Offers the students flexibility and also an attractive option of pursuing and M.A. for those so inclined

We do have some concerns regarding the proposed curriculum:

1-There is no required set of courses students need to take and therefore two students entering at different times will have a different formation. Moreover, there is no required Calculus or Statistics course but those are the topics high school students are more likely to take as part of CCP. Given the goals of the program, we urge the department to look for solutions to this issue.

2-There is no indication that in the courses offered faculty will address issues of pedagogy. Ideally we want high school teachers to know the content AND to be up-to-date with best practices of delivery for college courses.

We look forward to working with CAP in the study of this proposal.

Sincerely,

Dr. Margaret Farrar
Dean of the College of Arts & Sciences

Dr. Anne Kugler
Associate Dean, Humanities

Dr. Graciela Lacueva
Associate Dean, Science, Mathematics and Health

September 30, 2016

Dr. Barbara D'Ambrosia,
Chair, Faculty Council

Dr. Peifang Tan,
Chair, Committee on Academic Policies
John Carroll University

Dear Dr. D'Ambrosia and Dr. Tan:

I am writing to indicate my support for the proposed NAME OF PROGRAM. I encourage the members of the Committee on Academic Policies to recommend that the proposed new program be approved by the faculty and made part of the curriculum.

I have been asked to provide information regarding the relationship of new program to the overall curriculum, the viability of its assessment plan, and the availability of resources to support assessment of the program.

Our current post-baccalaureate and graduate offerings are so few that it is difficult to speak about our typical academic structure at this level; however, *the proposed program seems to fit rather seamlessly into the existing graduate program in the Department of Mathematics and Computer Science, serving as possible stepping stone toward an M.A. while addressing a pressing local need. The learning goals and course of study show a strong alignment with many of our institutional academic learning goals, particularly developing habits of critical analysis and integrative knowledge, as it is understood in graduate programs.*

This proposal clearly explains that the courses involved in this program are already part of an operating assessment plan within the Department. The program-level goals described are specific, measurable, easily aligned with the institutional academic learning goals, and focused on student learning. The existing plan also indicates direct and indirect measures of student learning that are closely matched to the goals. Data obtained from these measures should enable the faculty and chair to make curricular changes at appropriate intervals to best ensure student learning. There is nothing in this proposal to suggest that assessment of this program will require additional resources beyond those already provided by the institution in general or my office, in particular.

If the program is approved, I look forward to the opportunity to work with the department to assist should any unexpected issues arise in assessment.

I fully support the approval of this new program. Please contact me at x1600 or rbruce@jcu.edu if there is anything else that I can provide to inform your deliberations.

Sincerely,

A handwritten signature in black ink that reads "Robert Todd Bruce". The signature is written in a cursive style with a large, prominent 'R' and 'B'.

Robert Todd Bruce
Director of Academic Assessment



September 28, 2016

Dr. Peifang Tian
Chair, Faculty Council Committee on Academic Policies
Associate Professor, Department of Physics

Re: Proposed Content Area Program in Mathematics for College Credit Plus (CCP) Teachers

Dear Dr. Tian:

I have reviewed the budget for the proposed Content Area Program in Mathematics for College Credit Plus (CCP) Teachers. Based upon the results of my review, I believe that this budget was prepared in accordance with JCU budget guidelines and that this budget is realistic.

The projected revenue was prepared on an incremental basis. As in any start-up operation, whether the projected revenue will materialize depends on many factors, including the merit of the program itself and how the program is executed. Although the projected incremental graduate revenue is modest, this is an opportunity to reach out to CCP teachers who do not have a Master of Mathematics degree. The number of graduate students signing up or attending classes for this program will demonstrate the demand.

It should be noted that the proposed budget for incremental operating expenses (payroll, fringes and departmental costs) is zero, because all the courses required for this Content Area Program are already being offered currently. Consequently, a modest net contribution margin is expected in year one.

In summary, I believe that this program will enrich John Carroll University with a minimal investment. I wish to express my enthusiastic support.

Please do not hesitate to contact me if you have any questions.

Sincerely,

A handwritten signature in black ink that reads "David Wong". The signature is written in a cursive style with a large, looping "W" and "g".

David W. Wong, CPA
Executive Director of Academic Finance

Cc: Dr. Barbara D'Ambrosia and Dr. Paul Shick

Proposed Content Area Program in Mathematics for College Credit Plus (CCP) Teachers

Budget Summary		Yr 1		Yr 2		Yr 3		Yr 4	
		1718	Changes	1819	Changes	1920	Changes	2021	
1	Net Tuition Revenue	\$ 16,776	12,582	\$ 29,358	(4,194)	\$ 25,164	-	\$ 25,164	
2	Costs	-	-	-	-	-	-	-	
	Contribution Margin	16,776	12,582	29,358	(4,194)	25,164	-	25,164	
3	Support for elsewhere	-		-		-		-	
	Net Contributing Margin	\$ 16,776	\$ 12,582	\$ 29,358	\$ (4,194)	\$ 25,164	\$ -	\$ 25,164	
<hr/>									
1	Net Tuition Revenue - Details								
	Cohort year 1	4	-	4	(4)	-	-	-	
	Attrition	-	-	(1)	1	-	-	-	
	Total across campus	4	-	3	(3)	-	-	-	
	Cohort year 2	-	-	4	-	4	(4)	-	
	Attrition	-	-	-	-	(1)	1	-	
		-	-	4	-	3	(3)	-	
	Cohort year 3	-	-	-	-	3	-	3	
	Attrition	-	-	-	-	-	-	-	
		-	-	-	-	3	-	3	
	Cohort year 4	-	-	-	-	-	-	3	
	Attrition	-	-	-	-	-	-	-	
		-	-	-	-	-	-	3	
	Total number of students	4		7		6		6	
	Courses to be taken:								
	MT 5xx	3		3		3		3	
	MT 5xx	3		3		3		3	
	MT 5xx	3		3		3		3	
	Cr Hr for each student								
	Cohort 1	9		9					
	Cohort 2			9		9			
	Cohort 3					9		9	
	Cohort 4							9	
	Credit Hours Taught	36		63		54		54	
	Net tuition rate	695		695		695		695	
	Discount Rate	(229)		(229)		(229)		(229)	
	Net tuition per Cr Hr	466		466		466		466	
	Net tuition revenue	\$ 16,776		\$ 29,358		\$ 25,164		\$ 25,164	

Proposed Content Area Program in Mathematics for College Credit Plus (CCP) Teachers

Budget Summary								
	Yr 1		Yr 2		Yr 3		Yr 4	
	1718	Changes	1819	Changes	1920	Changes	2021	
1	Net Tuition Revenue	\$ 16,776	12,582	\$ 29,358	(4,194)	\$ 25,164	-	\$ 25,164
2	Costs	-	-	-	-	-	-	-
	Contribution Margin	16,776	12,582	29,358	(4,194)	25,164	-	25,164
3	Support for elsewhere	-	-	-	-	-	-	-
	Net Contributing Margin	\$ 16,776	\$ 12,582	\$ 29,358	\$ (4,194)	\$ 25,164	\$ -	\$ 25,164
2	Costs Details -							
	Payroll Fringe Rate -							
	<i>Faculty fringe rate</i>	0.375		0.375		0.375		0.375
	<i>Staff PT fringe rate</i>	0.08		0.08		0.08		0.08
	Dir Payroll - fac. course release	-	-	-	-	-	-	-
	Fringes	-	-	-	-	-	-	-
	Faculty Payroll	-	-	-	-	-	-	-
	Fringes	-	-	-	-	-	-	-
	Faculty PR - course development	-	-	-	-	-	-	-
	Fringes	-	-	-	-	-	-	-
	Staff PT Payroll	-	-	-	-	-	-	-
	Fringes	-	-	-	-	-	-	-
	Other	-	-	-	-	-	-	-
	Payroll and Fringes	-	-	-	-	-	-	-
	Operating	-	-	-	-	-	-	-
	Student Help	-	-	-	-	-	-	-
	Capital	-	-	-	-	-	-	-
	Library	-	-	-	-	-	-	-
	Rounding	-	-	-	-	-	-	-
	Operating	-	-	-	-	-	-	-
	Total Costs	-	-	-	-	-	-	-
3	Details for Other support	-	-	-	-	-	-	-

To: Dr. Barbara K. D'Ambrosia, Chair, Faculty Council
From: Dr. Brian Williams, VP for Enrollment & Institutional Analytics
Date: September 16, 2016
Re: Support for Content Area Program in Mathematics for CCP Teachers

Please consider this document as a full endorsement for a new Content Area Program in Mathematics for CCP Teachers.

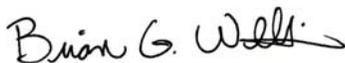
I have met with Anne Kugler and Barbara D'Ambrosia on this program to discuss the CCP opportunity that this content area will support. This is an external demand focus program that has a very finite opportunity upon which JCU can act.

It is my understanding that UG admission and recruitment will not be affected or asked to support the outreach for this program. But related to financial aid, we did discuss the content area focus versus creating a certificate program and issues surrounding federal Gainful Employment requirements. The design of this program is sound and poses no concerns in that regard from how I understand the program.

From my review, these are students that will be pursuing 18-credit hours at JCU and must do this in order to meet requirements to offer/teach CCP courses in their high schools. Potential students seeking to do this will be wanting to do it sooner versus later. Approving and supporting this opportunity is essential in the short-term.

If I can elaborate any further on our support, please do not hesitate to contact me.

Sincerely,



Brian G. Williams
Vice President for Enrollment

Cc:Dr. Linda Seiter



To: Dr. Barbara D'Ambrosia, Chair of Faculty Council
From: Martha Mondello-Hendren, Registrar
Date: October 2, 2016
Re: Review of Content Area Program in Mathematics for CCP Teachers

Dear Barbara,

After reviewing the proposal for the Content Area Program in Mathematics for CCP Teachers, I have concluded that there are no special needs for scheduling, billing, formalizing a degree audit or other exceptions that would prevent the program from being implemented. I am also satisfied that if approved, the program's effective date and final specifications will be communicated to the Office of the Registrar in a timely manner for implementation in Banner.

Sincerely,

Martha Mondello-Hendren
Registrar
mhendren@jcu.edu